

**THE EFFECTIVENESS OF PICTORIAL POSTER ON
STUDENTS VOCABULARY MASTERY AT 7TH GRADE OF
SMP NEGERI 1 KARANGMONCOL PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd)
Degree**

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Declare that the thesis I have compiled with the title, "**The Effectiveness of Pictorial Poster on Students Vocabulary Mastery at 7th Grade of SMP Negeri 1 Karangmoncol Purbalingga**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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VOCABULARY MASTERY AT 7TH GRADE OF SMP NEGERI 1
KARANGMONCOL PURBALINGGA**


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Assalamu'alaikum Wr. Wb

After conducting guidance, review, direction, and correction, the through
this letter I convey that:

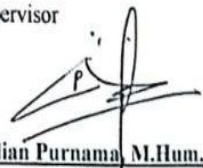
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MOTTO

“Dream, you will blossom completely after all the difficulties”

(BTS)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease. Surely with ‘that’ hardship comes ‘more’ ease.”

(QS. Al-Insyirah: 5-6)



DEDICATION

I present this undergraduate thesis to:

*Myself, I intend to express my deepest thankfulness to myself for struggling and
persevering to reach this point.*

My beloved parents, Mr. Izul Nawawi and Mrs. Miati

My lovely brother, Haffif Al Zaxwi

My precious family

And to all readers



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18. Everyone who has contributed and supported the researcher to finish the research.
19. Last but not least, I would like to express my gratitude to myself for my hardwork, perseverance, and self-belief until the end.

The researcher is mindful of the potential for errors and shortcomings within this thesis and welcomes all constructive criticism. It is the author's sincere aspiration that this work will prove beneficial to the readership. Aamiin.

Purwokerto, February 20, 2025

The researcher,



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**THE EFFECTIVENESS OF PICTORIAL POSTER ON STUDENTS
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KARANGMONCOL PURBALINGGA**

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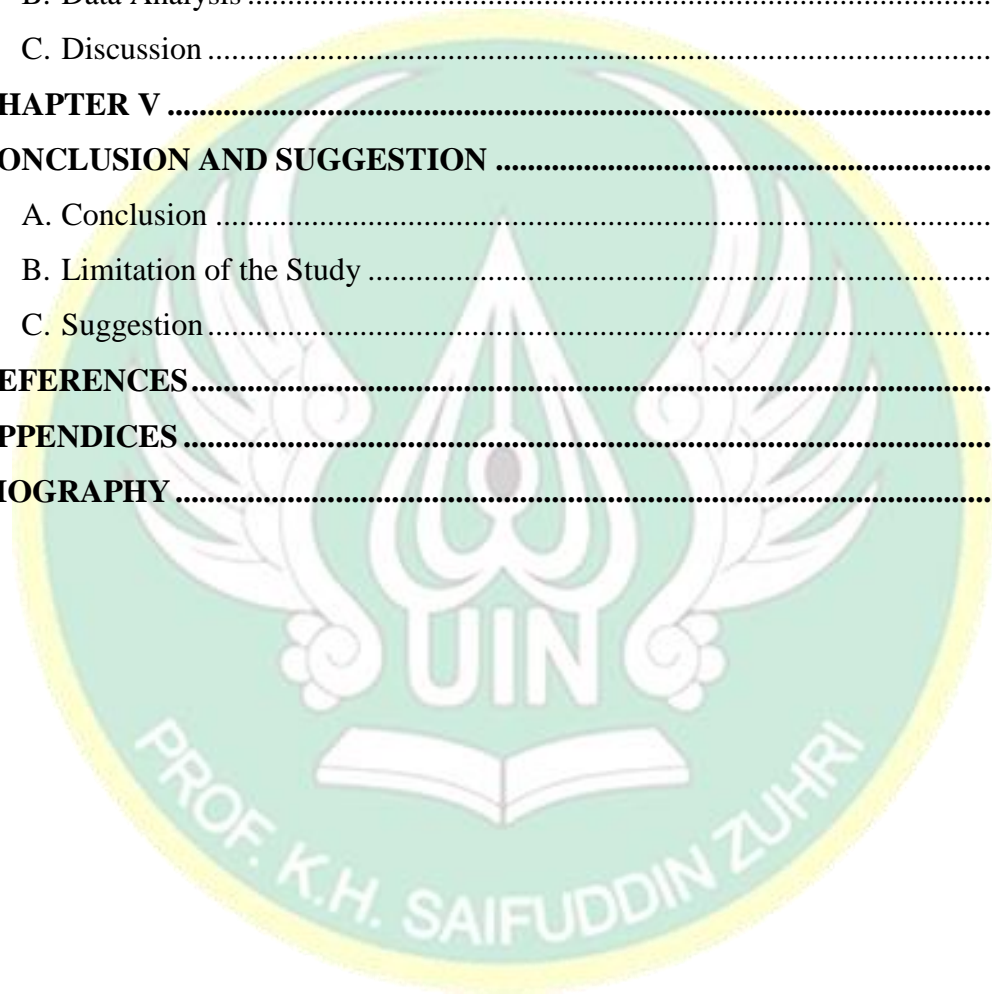
Abstract: The purpose of this study is to find out the effectiveness of pictorial posters as a medium to encourage vocabulary mastery among seventh-grade students at SMP Negeri 1 Karangmoncol. The research used a quantitative approach using an experimental design. This study used a random sampling technique. The samples were separated into two groups: the experimental group in VII H (32 students) and the control group in VII G (32 students). Data collection began with pretest questions administered before the treatment, followed by treatment in the experimental class utilizing pictorial poster media, while the control class did not receive any media. Following the treatment, the students took a posttest to compare the results before and after the treatment. The T-test result yielded a significance value of 0.000, indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Furthermore, the N-Gain analysis found a difference in average scores, with the experimental group achieving 59.81% and the control group only reaching 17.19%. Based on the effectiveness scale, the experimental class can be considered fairly effective in terms of N-Gain. This suggests that the use of Pictorial Posters effectively enhances students' vocabulary mastery.

Keywords: pictorial poster, vocabulary mastery, effectiveness

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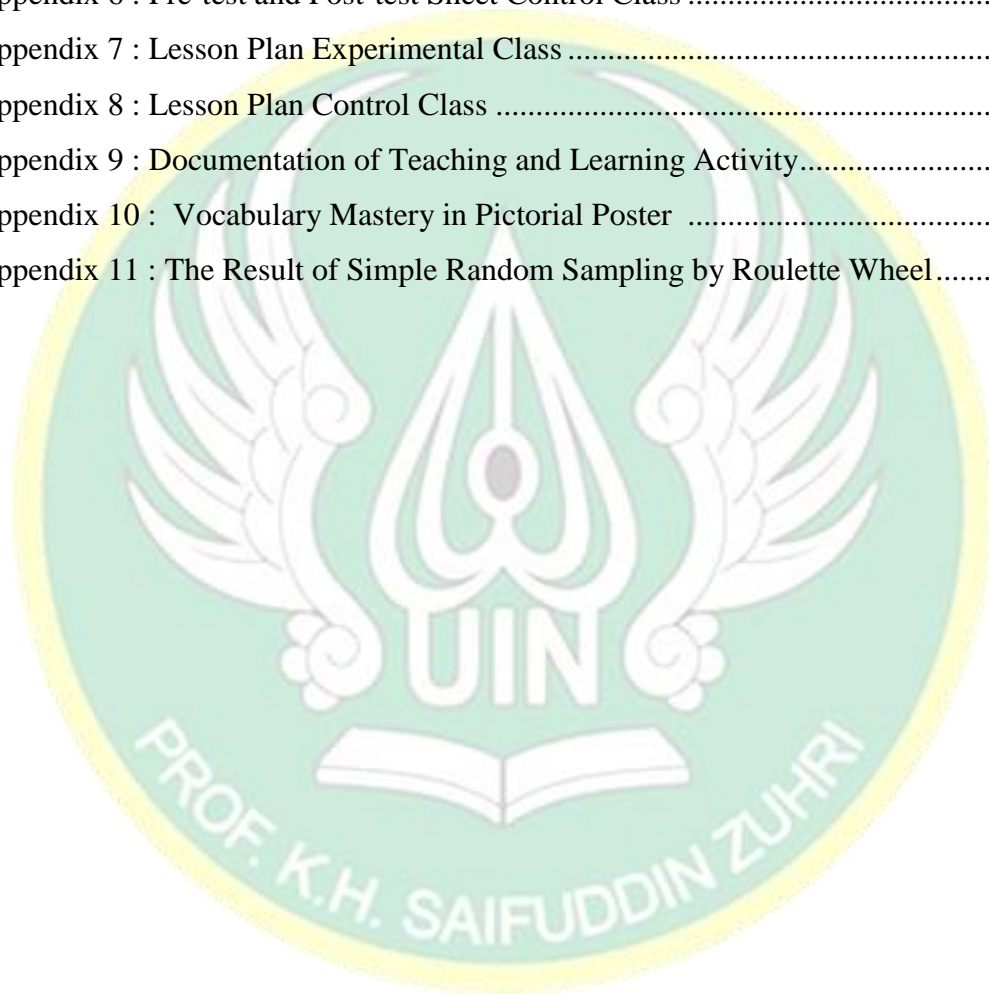


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CHAPTER I

INTRODUCTION

The research background, conceptual definition, research question, objective and significance, and structure are all explained in this section.

A. Research Background

Vocabulary is a crucial aspect of learning English. According to Handayani (2024), vocabulary mastery is critical for students since it influences their basic language abilities in learning, such as speaking, writing, listening, and reading. Students who do not have a strong vocabulary will struggle with language abilities. Vocabulary is the primary basis that allows people to communicate effectively. In English language study, vocabulary becomes critical to achieving total language proficiency. For example, students with a large vocabulary may read books more effectively because they understand the terms within them. Furthermore, students can express themselves more clearly and creatively in a variety of language contexts.

Vocabulary mastering is an important part of English language learning that many students struggle with. According to Rakhman et. al. (2016), vocabulary mastery among students remains a significant barrier in the language learning process, as students frequently fail to understand word meanings and express themselves orally and in writing, affecting their academic performance (Marselina et al., 2024). This problem affects students at all levels of schooling, as they struggle to learn and use new words in appropriate contexts. Many reasons contribute to this problem, including a lack of exposure to English outside of the classroom, inadequate instructional methods employed by teachers, and insufficient experience speaking and listening. Furthermore, students frequently feel pushed to memorize enormous amounts of language in a short period of time, which causes anxiety and impedes the learning process. As a result, despite having mastered new language, students are unable to properly apply it in regular speech. Students even often ask the teacher or look up vocabulary when

they don't know a word in English (Sabiq, 2017). To solve these challenges, a more creative and fun approach to learning is required, such as the usage of images to improve student motivation and engagement.

Mastering a good and adequate vocabulary will really support good mastery of English. Tarigan (2011) asserts that a person's vocabulary quality determines the efficacy of their language skills. In order for students to readily comprehend and retain the vocabulary they have already learned, teachers must be able to provide engaging models or instruction that makes it easy and enjoyable to express English vocabulary. Media such as songs, pictures, puzzles and vocabulary cards are often used to convey vocabulary material in an effective and fun way, so that students have strong motivation when learning vocabulary and can be actively involved while acquiring vocabulary in English.

The use of pictures or visual media is more helpful in the learning process while attempting to improve vocabulary acquisition in English through the use of novel ways. Visual media as a teaching and learning tool has been shown to be quite beneficial and facilitative (Dwinalida et al., 2013). According to Thornburry (2002), the use of visual media, such as pictures, can substantially improve students' vocabulary acquisition by helping them correlate words with more concrete and interesting meanings while studying. Additionally, pictures draw students attention and help them associate words with more specific meanings. Students find it easier to retain and use new vocabulary when it is presented in the form of visuals. Pictorial posters can all help to create an enjoyable learning environment. In this method, students not only learn new vocabulary but also gain confidence in interacting in English, which will help them enhance their language abilities more successfully.

Pictorial posters are a simple and widely accessible instructional medium that has been used in many nations for decades (Arsyad, 2019). Most teachers only use the lecture method when explaining to students. While students themselves really like it if the learning is interesting or not

monotonous. For this reason, teachers need additional media to turn the class on and students are not bored during the learning process. Teachers can try this pictorial poster media when learning takes place in 7th grade.

Classroom instruction can use pictorial posters as media in the form of pictures. Meanwhile, using pictorial poster media is expected to help 7th grade students master English vocabulary. Using pictorial poster media helps students absorb the topic and retain the words they write. Using pictorial posters will encourage student creativity during the learning session. Pictorial posters as teaching aids can greatly assist teachers in the classroom and help students imagine real objects. In contrast to other media used in teaching vocabulary which does not help students to understand and memorize new vocabulary easily because they do not get real picture stimuli that helps with remembering vocabulary for students.

Based on preliminary observations made in the seventh grade of junior high school, the biggest challenge students encounter is a lack of vocabulary mastery. Students who do not master their vocabulary will struggle to study. Furthermore, vocabulary mastery is essential for developing other English language skills. According to Mahmudah (2014), vocabulary is one of the most crucial aspects of language learning; without it, comprehension in speaking, listening, reading, and writing is limited.

Several reasons contribute to students' limited vocabulary mastery. One explanation is that the English topic in the Merdeka curriculum is only introduced in seventh grade, therefore students do not have an adequate knowledge of English. Furthermore, the media used by teachers remains limited, making students less eager to learn. Lack of practice also contributes to the easy forgetting of previously learned language. To overcome these challenges, proper techniques are required, including the use of relevant media that attracts students' attention and motivates them to participate enthusiastically in learning.

Using visual medium, vocabulary mastery is easily demonstrated (Sabiq & Sukirno, 2020). The usage of pictorial posters in the classroom is

an excellent way to improve students' vocabulary mastery. Pictorial posters can pique student curiosity and help them correlate words with more tangible meanings. By providing relevant and appealing images, students are better able to remember new language. Furthermore, the usage of pictorial posters in education can create a joyful and interactive learning atmosphere, encouraging students to be more engaged in their studies. Thus, pictorial posters serve not only as visual aids, but also as an efficient medium for increasing students' enthusiasm and interest in studying English.

Pictorial posters differ from other image media in that they are used in front of students rather than being projected on a projector screen, allowing students to grasp plainly. These pictorial posters employ A3-sized paper, as opposed to smaller picture media such as flashcards, allowing students to more freely explore the visuals and words. Furthermore, their practical and efficient use enables teachers to use them frequently at a minimal cost while also giving teachers the opportunity to customize the images based on the demands of the class.

These are some prior research on the use of pictorial posters to improve students' vocabulary mastery. The first study, conducted by Wahyuningsih et al. (2021), demonstrates that studying English vocabulary through pictorial posters is the most important part of effortlessly learning English. The use of pictorial posters in vocabulary mastery must be included into the teaching and learning process (Tama 2014). According to Megawati (2017), using media pictorial posters to teach students can help them improve their foreign language vocabulary, as well as their ability to write, read, listen, and ask fundamental English-language inquiries. Students learn not only pronunciation, but also written form and physical representation through pictorial posters. Previous study has shown that pictorial posters can help students enhance their vocabulary. It can be concluded that pictorial poster recommended as a tool for vocabulary learning.

According to the preceding explanation, it is highly intriguing as well as important to understand how pictorial poster media affects 7th grade

students at SMP Negeri 1 Karangmoncol's mastery of English vocabulary. This study uses a quantitative research design and seeks to examine the efficacy of employing pictorial posters as a medium for improving students' vocabulary mastery. Other schools might use the study's findings as a guideline for adopting effective and creative media in learning. Therefore, the writer is interested in conducting a study titled: *“The Effectiveness of Pictorial Poster Media on Students Vocabulary Mastery at 7th Grade of SMP Negeri 1 Karangmoncol Purbalingga”*.

B. Conceptual Definition

1. Vocabulary Mastery

Vocabulary is an important part of language. Since people cannot communicate without vocabulary, language cannot exist without words, people must learn and memorize a large amount of vocabulary in order to communicate effectively in English with others. So, vocabulary mastery is a thorough comprehension of a language's word stock and meanings. Mastering vocabulary will assist the student in producing sentences, whether spoken or written. Students with a limited vocabulary are at risk of experiencing language ability deficiencies throughout their lifetime (Sabiq & Sukirno, 2020). It is essential that students acquire vocabulary for that reason.

2. Pictorial Poster

A poster is a compound of pictures and writing that provides information about one or two main ideas (Asnawir & Usman, 2002). The poster is part of a visual learning media that includes images accompanied by words or ideas about the images listed. A pictorial is defined as "relating to" or "consisting of" pictures by the Merriam Webster Dictionary. Therefore, a pictorial poster is a visual medium that consists of pictures and text to help in vocabulary memorization in English. This research wants to show how this pictorial poster media can be used to help students master English vocabulary.

C. Research Question

Following the above described the background, the research question in this study is “Is using pictorial poster media effective on student’s vocabulary mastery at 7th grade of SMP Negeri 1 Karangmoncol?”

D. Objective and Significance of the Research

1. Objective of the Research

This research formulates the study objectives based on the research question “To find out the effectiveness of using pictorial poster on student’s vocabulary mastery at 7th grade of SMP Negeri 1 Karangmoncol”.

2. Significance of the Research

a. For the student

The study will be expected to help student mastered in vocabulary.

b. For the teacher

Their teaching methods are being enhanced by this study.

c. For the researcher

This study will add to the vocabulary teaching media and provide some information.

E. Structure of the Research

A research schema offers direction on the topics to be covered in the study is called a research structure. The writing in this study contains a few description:

Chapter I presents the Introduction. This chapter contains of the research background, conceptual definition, the research questions, the objectives and the significances of the research and the structure of the research.

Chapter II presents the Literature Review. This chapter describes the theory of pictorial poster media, vocabulary mastery, and related studies.

Chapter III presents the Methodology. This chapter examines the type of study, the place and time of the research, the research population

and sample, the research variables and indicators, data collection techniques, and data analysis techniques.

Chapter IV contains the Findings and Discussion. This chapter presents and analyzes study findings.

Chapter V contains the Conclusion and Suggestions. This chapter includes the conclusion, research limitations, and suggestions.



CHAPTER II

LITERATURE REVIEW

In this section provides an explanation of the research's definition, theories, and variables. Although some earlier research explained in this section, additional theoretical sources are required to support this study.

A. Theoretical Framework

1. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Language and vocabulary can not be divided. Vocabulary is extremely important since it serves as the foundation for language development. Learning vocabulary has an effect on learning English. According to Brown (2001), vocabulary is made of a variety of terms that students can define and remember to understand their meaning (Sari, 2008).

The next definition by Ur (1996) vocabulary can be understood as words learned in language learning (Sari, 2008). Vocabulary concepts that contain multiple words yet have a single meaning. For example, "barber shop" is a combination of the words "barber," referring to someone who trims hair, and "shop," which means a store. When combined, "barber shop" has one meaning: a place for haircuts, also known as a "salon" in Indonesia. So the vocabulary taught by this teacher is in a foreign language to make it easier to communicate according to the level being taught. As a result, it is possible to deduce that vocabulary can be made up of multiple words that transmit meaning and aid in the transmission of information within a sentence structure.

Mastery of vocabulary is required in order to express what we are thinking and understand what other people are speaking. Vocabulary mastery, according to Hornby (1995), is "complete knowledge or complete skill" (Susanto, 2017). High ability in digesting words in a language is referred to as vocabulary mastery

(Susanto, 2017). It is a possession and a personal accomplishment (Susanto, 2017). Therefore, the onus of increasing one's knowledge rests primarily on the individual. They need to be engaged and interested in a language's terms in order to successfully expand their vocabulary mastery (Susanto, 2017). Mastery of vocabulary represents one of the four essential language abilities (Susanto, 2017).

b. Types of Vocabulary

Even though vocabulary is just one small aspect of language, it is nonetheless a necessary foundation for students to master. We must understand the various word types in order to do it. Harmer (1991) distinguished between two categories of vocabulary: active and passive (Mu'minati, 2020). The explanation is as follows :

1) Active vocabulary

Active vocabulary refers to all of the vocabulary presented by the teacher in class and understood among the students. So the vocabulary in question is vocabulary that is always spoken with confidence by everyone.

2) Passive vocabulary

Passive vocabulary is vocabulary that has been taught but is not spoken too often so that they understand the word but have not used it, in contrast to the active vocabulary used for writing and speaking in everyday situations. Therefore, passive vocabulary is language that people understand but almost ever utilize in their daily lives.

Hatch and Brown (1995) divide vocabulary into two separate groups: productive and receptive vocabulary (Susanto, 2017).

1) Receptive vocabulary

Students' receptive vocabulary refers to words that they recognize and understand but do not produce independently.

Students know with this type of language when they read or see it in a book, but they do not use it when writing or speaking.

2) Productive vocabulary

Productive vocabulary refers to words that students can understand, utilize, and speak. This competence is necessary for both speaking and writing. Furthermore, this form of vocabulary encourages students to participate in class by allowing them to utilize their own words to describe fascinating concepts (Susanto, 2017).

c. The Benefit of Vocabulary

The first skill to master when learning a language is vocabulary. Likewise, in learning foreign languages, it is necessary to emphasize vocabulary learning. To make learning foreign languages like English easier, vocabulary development is therefore essential. because using it to communicate with others necessitates knowing a large amount of language.

Vocabulary mastery is necessary for students. For that they need to develop vocabulary that will affect their ability to understand English vocabulary. The English Dictionary is a good resource for learning English vocabulary because it has a variety of terms that will help students learn the language more easily.

- 1) When students master the vocabulary, they can benefit from a variety of benefits. The benefits of mastering vocabulary, according to Bonet (1991), include the following: students will improve their reading, writing, speaking, and listening vocabulary.
- 2) Because the mind is limited by vocabulary, students will think more clearly.
- 3) Students will experience positive growth and development, as well as increased self-confidence.

- 4) Students will easily understand the ideas and explanations of others.
- 5) In the millennium, students will acquire critical survival tools.
- 6) Students' peers will regard them as extremely intelligent.

These benefits have shown that learning vocabulary is important and helps to communicate with others. Furthermore, mastering vocabulary is more significant than mastering grammar. According to Thornbury (2002) that "without grammar little can be conveyed, while without vocabulary nothing can be conveyed". The more vocabulary you master, the easier it will be to speak the language. This shows that learning vocabulary determines a person's mastery of a foreign language.

d. The Technique of Teaching Vocabulary Mastery

Effective vocabulary mastery techniques in English include a variety of approaches that can help students better grasp and recall new terms. Various media can be used to aid vocabulary acquisition. Fachrurrazy (1992) distinguished between three categories of media :

1) Visual media

Media that could be seen and felt were referred to as visual media, such as pictures, realia, maps, miniatures, graphics, and posters.

2) Audio media

The kinds of media that could be listened to were called audio media. Radio, cassette recorder, also tape recorder are examples of devices used to listen to and understand oral text.

3) Audio visual media

Audio visual media, such as television and film, can be watched and listened to.

Various media can be used by teachers including posters, flashcards, crosswords puzzle and word walls.

The usage of visual media is an effective way to improve vocabulary mastery. This approach has various advantages, including its tangible nature and the capacity to overcome spatial and temporal learning constraints. Visual media also aids students in reinforcing their recollection of new words, as imagery facilitates recall. Students become more active in their learning when using this media, and they can recall vocabulary more successfully (Arrohman, 2020).

2. Pictorial Poster

a. Definition of Pictorial Poster

Pictorial posters are learning media in the form of images and contain short messages. According to Musfiquon (2012), a poster is a representation that is described as a notification, warning, or appetizer which is usually accompanied by a picture (Cahya, 2019). Posters are images that combine visual elements such as lines, pictures, and words to grab attention and communicate a message quickly. Pictorial posters are used to help students learn to be more creative with the help of pictures. Considering all of that understanding, the research concludes that a pictorial poster is a type of picture media that has a brief message, making it easier to communicate its meaning to students.

b. The Characteristic of Pictorial Poster

Pictorial posters as learning media must of course be made as attractive as possible so that they are conveyed well to students. According to Sadiman (2009), an excellent pictorial poster consists of the following features (Cahya, 2019) :

- 1) simple
- 2) present only one idea and achieve only one main goal
- 3) colored
- 4) slogan

- 5) clear writing
- 6) contains motivation and various writings

c. The Benefit of Pictorial Poster

Sudjana and Rivai (1997) said that employing pictorial poster medium is a successful learning technique for beginners (Sari, 2008). He said that teaching with pictorial posters can help motivate student learning effectively (Sari, 2008). He also added that pictorial posters would facilitate students' comprehension of the material of reading books (Sari, 2008).

According to Wright (1989), pictorial posters can stimulate students to be enthusiastic about learning, allowing the material provided by the teacher to be assimilated more efficiently, also pictorial posters might help students learn other languages (Sari, 2008). Students will more easily understand the material with the help of pictorial posters and as motivation to study harder.

d. How to Use Pictorial Poster in Learning Process

To assure the success of using pictorial posters in learning, numerous systematic actions can be taken, including:

1) Planning

The initial step is to define the learning objectives and the information that will be taught. The teacher must ensure that the visuals on the poster are good quality, clear, and relevant to the learning topic. The topic being taught in this study is students' daily activities, hence the posters chosen depict a variety of ordinary activities such as wake up, breakfast, go to school and so on. The pictorial posters in this study were generated using the Canva app to guarantee that the design is relevant, modern, and simple to understand when used in the learning process.

2) Presenting Pictorial Posters in the Classroom

The teacher presents the pictorial posters by strolling around the classroom and showing each image to students one at a time. During this section, the teacher discusses the context of each visual and relates it to the new language being taught. This explanation helps students understand the connection between the images and the words that have been introduced. Furthermore, in this study, students are individually asked to speak words that correspond to the images shown by the teacher. The activity helps students recall the new language given by the teacher and reinforces their learning through active involvement. The presentation of pictorial posters on daily activities is repeated throughout the sessions.

3) Use of LKPD

Following the class with pictorial posters, the Student Worksheet (LKPD) is used to assess students' grasp of the subject that was explained. In this LKPD, students are requested to complete questions by filling in the blanks with words that match the visuals adjacent to the numbers. This method is used to assess students' comprehension of the topic following the explanation via pictorial posters.

4) Group Discussion

In this activity, students are separated into small groups to discuss the contrasts between two texts about daily activities and a poster. Students are invited to look at the photographs and find the common vocabulary used in both texts regarding daily activities.

5) Presentation of the Discussion Results

Following the discussion, each group will present their findings in front of the class. They discuss the similarities in vocabulary between the two texts on daily activities. This

presentation confirms their grasp of the topic covered before by the teacher.

6) Reflection and Evaluation

At the end of the learning session, the teacher and students reflect on what they learnt from the pictorial posters. The teacher next asks students to repeat many vocabulary items linked to daily activities using the pictorial posters. This reflection allows students to assimilate the knowledge and improves their retention of the vocabulary.

e. **Advantage and Disadvantage of Pictorial Poster**

The advantages of employing pictorial posters in education include its capacity to effectively attract students' attention and motivate them to learn. According to Kertamukti (2008) well-designed pictorial posters can pique students' interest in learning and inspire them to interact more actively with the materials (Pujianto, A. 2011). Furthermore, the usage of pictorial posters helps students understand difficult subjects more quickly. According to Anitah (2008), visual representations help simplify difficult knowledge, allowing students to swiftly grasp the material delivered by the teacher.

A further advantage of employing pictorial posters in education is their versatility. Pictorial posters are versatile, practical, and immediately accessible instructional aids. Furthermore, manufacturing pictorial posters is inexpensive and may be utilized on a regular basis. According to Kertamukti (2008) pictorial posters can be utilized repeatedly in the learning process without losing quality (Pujianto, A. 2011). This makes pictorial posters a cost-effective, practical, user-friendly, and long-lasting educational tool.

The usage of pictorial posters in education has numerous disadvantages that must be considered. One of the primary flaws is the difficulty in locating pictures of excellent quality appropriate for

the given material. This could hinder learning activities since incorrect visuals can generate confusion and limit students' comprehension of the taught information (Istarani, 2011). A further disadvantage is the possibility of creating an unproductive classroom environment if the teacher lacks classroom management abilities. When students are not actively involved in the classroom when using pictorial posters, it might lead to boredom and lack of participation (Hamdani, 2011). As a result, teachers must carefully consider how to use pictorial posters into the teaching process.

B. Review of Relevant Studies

To be able to contrast the essential of this study with the other studies it is necessary to review some earlier study which relevant this study. The following earlier studies need to be reviewed :

First, the study was carried out by Wahyuningsih et. al. (2021) under the title *Incorporating English Vocabulary Through The Use of Poster Media for Elementary School Students*. This focuses on using poster media to help students at MI NU Miftahul Huda 01 Kudus improve their English vocabulary. The descriptive qualitative method was utilized in the study. The results show that learning English vocabulary is an important stage in learning the language. Teachers have utilized poster media to help third-grade students vocabulary grow. While in this study takes place in a junior high setting and emphasizes the usefulness of pictorial poster medium can help students increase their vocabulary. The use of poster medium to help students master their language is similar with this study.

The second study was carried out by Rohman (2016) under the title is *The Effectiveness of Using Pictures in Teaching Vocabulary (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017)*. This study examines how well 7th grade students at SMP Hasanuddin 5 Semarang learned vocabulary with the use of pictures during the 2016-2017 academic year. Descriptive quantitative research was the methodology utilized in this study. The results

show that the experimental group, which received vocabulary instruction through pictures, and the control group, which received instruction using conventional methods, had different results. The difference in this study is that the research intends to determine the impact of pictorial poster media on students' vocabulary acquisition. A similarity can be found in the usage of picture media in vocabulary learning, with the object being 7th grade junior high school students.

The third study was conducted by Tama (2014) under the title is *The Impact of Using Pictures on The Students Vocabulary Mastery at Grade Three of SD Negeri 2 Rulung Raya Natar South Lampung in Academic Year 2013-2014*. Visual media will help students feel more alive and engaged while learning. This medium has a favorable impact on students, including helping them retain words and enhancing their vocabulary knowledge, which is the goal of this study. The research used a descriptive qualitative research method for this research. These results suggest that using pictures in the learning process is beneficial since it can help students develop their thoughts and imaginations. Meanwhile, this study differs in that it focuses on the use of pictorial posters to help 7th grade students increase their vocabulary. A similarity is found in the usage of media pictures on students vocabulary mastery.

The fourth study was carried out by Sa'adah & Atikah (2019) under the title is *Improving Students' Vocabulary Using Poster Media for Second Grade Hearing Disable at SMALB*. They emphasize the use of pictures in the classroom to help students expand their vocabulary in English. The method employed is classroom action research. According to the research findings, beloved students at SMALB AL-HIKMAH can benefit from the poster media, particularly when it comes to learning English vocabulary. Based on the findings of this study, some suggestions to consider include :

1. When teaching vocabulary to deaf students, it is recommended that poster media be used to attract their interest. Additionally, series

pictures are used as media. It is recommended that students acquire English language more effectively.

2. To get students interested in studying, teachers must employ a variety of media when teaching English. The teacher needs to be innovative, not rely on textbooks, and use the media to help students learn English more.
3. To allow other researchers to carry out additional research in the same area utilizing different poster media applied to various skills, like reading, writing, speaking and listening. The impact of using pictorial poster medium to help 7th-grade students enhance their vocabulary mastery is what distinguishes this study. A similarity is in the usage of poster medium in students vocabulary mastery.

The fifth study was carried out by Megawati (2017) under the title is *Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris (Eksperimen di SDIT Amal Mulia Tapos Kota Depok)*. This study examines the educational results of students who were not taught using poster media, as well as the learning results of students who were taught using poster media. The method utilized was quasi-experiment. These results demonstrate that employing media posters to teach students can enhance their proficiency in a foreign language, including their ability to write, read, listen, and ask basic English-language questions. Students not only know only the pronunciation but also know writing and physical form concrete or real through posters. Besides that the use of poster media can increase students' effectiveness in learn English. A significant difference in this study is that focuses on the usage of pictorial posters to help students enhance their vocabulary mastery. The similarity is found in the use of poster media in students' vocabulary mastering.

C. Hypothesis

This study's research hypothesis focuses on how well students learn vocabulary through the use of pictorial posters. Two categories of hypotheses exist :

1. When H_0 is accepted, there is no significant impact of using pictorial poster medium on students vocabulary mastery.
2. When H_a is accepted, there is a significant impact of using pictorial poster medium on students vocabulary mastery.



CHAPTER III

METHODOLOGY

This section outlines steps involved in addressing the research questions and includes information on the research type, time and location, population and sample, variables, data collection, and data analysis.

A. Type of the Research

The experimental research approach was applied in this study. The traditional method for conducting quantitative research is experimental research (Creswell, 2012). Experiment-based research explains the causal relationship between two variables (X and Y) (Siyoto and Sodik, 2015). In addition to explaining the causal relationship between two variables, the experimental technique is used to explain and forecast a variable's future motion or trend direction. This experiment is about predictability. This research approach is ideal for determining if the use of pictorial poster media encourages seventh-grade students' vocabulary mastery at SMP Negeri 1 Karangmoncol.

Table 3.1 The Research Design

Class	Pre Test	Treatment	Post Test
G	O _{G1}	-	O _{G2}
H	O _{H1}	Y	O _{H2}

H : Eperimental class

G : Control class

O_{H1} : Pretest experimental class

O_{G1} : Pretest control class

O_{H2} : Posttest experimental class

O_{G2} : Posttest control class

X : Experiment treatment (pictorial poster)

B. Place and Time of the Research

1. Place of the Research

SMP Negeri 1 Karangmoncol is used as the research location. The school is located at Jl. Raya Karangmoncol in Pekiringan Village,

Karangmoncol Sub-district, Purbalingga Regency, Central Java. This school was chosen as the research site because, according to observations, seventh-grade students there have a low level of vocabulary knowledge, which hinders their ability to comprehend learning materials. The main issue noted is a lack of suitable instructional media to help children improve their language abilities. The use of improper teaching materials has resulted in inadequate learning results and reduced language comprehension among students. As a result, this study intends to address these issues by including pictorial poster media, which is projected to improve students' vocabulary acquisition more efficiently.

2. Time of the Research

The research was done from January 6 to February 22.

Table 3.2 The Time of the Research

No	Class	Schedule	Time
1	VII D	Test the pre test in trial class	Thursday, 9 th January 2025
2	VII D	Test the post test in trial class	Saturday, 11 th January 2025
3	VII G	Pre Test	Monday, 13 th January 2025
4	VII H	Pre Test	Tuesday, 14 th January 2025
5	VII H	1 st meeting (using pictorial poster)	Thursday, 16 th January 2025
6	VII G	1 st meeting (without pictorial poster)	Thursday, 16 th January 2025
7	VII H	2 nd meeting (using pictorial poster)	Thursday, 30 th January 2025
8	VII G	2 nd meeting (without pictorial poster)	Thursday, 30 th January 2025
9	VII G	3 rd meeting (without pictorial poster)	Monday, 3 rd February 2025
10	VII H	3 rd meeting (using pictorial poster)	Tuesday, 4 th February 2025
11	VII H	Post Test	Thursday, 6 th February 2025
12	VII G	Post Test	Thursday, 6 th February 2025

C. Population and Sample of the Research

All of the participants who are the primary focus of the study and have certain characteristics represent the population in research. The population is the sum of all the elements under study that share the same characteristics; these elements may be individuals from a group, an event, or the subject of the study (Handayani, 2020). The seventh-grade class at SMP Negeri 1 Karangmoncol in the 2024–2025 academic year is the population. SMP Negeri 1 Karangmoncol's seventh grade is divided into eight classes, each with 32 students. As a result, 256 students represent the study population.

The research selects a small section of the research object that represents the population as a whole. A sample is a portion of the members of a group (collection of objects) which is used as a basis for obtaining information (or drawing conclusions) about the group (Pasaribu, 1975). Random sampling was employed to select the sample. This method was chosen to make sure that the selected sample accurately represents the whole population. This study uses a roulette wheel-based random sampling technique. As a result, class VII H was designated as the experimental group, and class VII G as the control group, with each class having 32 students. Furthermore, the trial class is VII D because this study employs a pilot study design, which necessitates the use of a trial class to evaluate the instrument's validity.

Table 3.3 The Population of The Research

Grade 7	Population
A	32
B	32
C	32
D	32
E	32
F	32
G	32
H	32
Entirely	256

The study's population comprises of 256 seventh-graders from SMP Negeri 1 Karangmoncol, who are split up into 8 classes of 32 students each.

Table 3.4 The Sample of the Research

Detail	Grade 7	Population
Experimental Class	H	32
Control Class	G	32
Entirely		64

After applying the roulette wheel approach to the sample, class VII H which has 32 students was elect as the experimental group, and class VII G which also has 32 students was chosen as the control group.

D. Variable and Indicator of the Research

The objects observed in study are referred to as variables. Variables are research objects or what is the focus of a research (Arikunto, 1998). Two categories are used to classify the variables in this study :

1. Independent Variable

An independent variable is one that affects or causes an increase in other variables. In research examines the independent variable to see how it influences the dependent variable. Variable X is an independent variable. The employment of "pictorial posters" to teach vocabulary is the study's independent variable.

2. Dependent Variable

The independent variable influences the dependent variable. It is important to measure the dependent variable by observing whether or not changes made to the independent variable have an impact. Y represents the dependent variable. Meanwhile, in this study, students vocabulary mastery is the dependent variable.

E. Technique of Data Collection

For the purpose to gather better data for this study, the data was chosen in accordance with the problem system. In this study employed pre-test, treatment, and post-test.

1. Pre Test

Pre-test data is obtained by using a test before using the media to be applied. This written test is employed to assess students skills before they receive treatment. The pretest was administered in both classes during the first meeting before the treatment and was considered an accurate evaluation of the students' vocabulary mastery. Pre-test questions covered material related to daily activities, focusing on vocabulary that describes the everyday activities of people. This written pretest contains 40 questions, beginning with multiple-choice questions, matching pictures to text, and filling in blank words. Students have 60 minutes to complete the pre-test. The scoring method used to determine the validity of the data is that each question has a maximum score of 1 for a right answer. As a result, the overall maximum score if all 40 questions are correctly answered is calculated as 40 divided by 40 multiplied by 100, yielding a value of 100. For more clarity, the formula is as follows :

$$\text{Score: } \frac{\text{The Number of Correct Answers}}{\text{Total Question}} \times 100$$

2. Treatment

An essential component of experimental research design is treatment, where the research aims to ascertain how the treatment affects the intended result. Following the written pretest, the two groups received different treatments. While the control class received instruction through lectures, the experimental class was educated using pictorial posters. The treatments were conducted over three meetings, focusing on the topic of daily activities.

In the first meeting, the focus was on vocabulary related to common daily activities, where the experimental class learned using pictorial posters, while the control class did not. Students learnt how to employ time expressions and the simple present tense in sentences describing daily activities during the second meeting. In the final meeting, students wrote about their daily activities in a paragraph.

3. Post-Test

Post-test data is obtained after learning using pictorial poster media. After receiving treatment, students' abilities are assessed using this test. After the research has done giving treatment, the students must complete the written post-test, which is then compared to the written pre-test. To find out if using pictorial posters helped students become improved in vocabulary, a written post-test was performed. The written post-test was administered at the last meeting. This written post-test contains 40 questions, beginning with multiple-choice questions, matching pictures to text, and filling in blank words. Students have 60 minutes to complete the post-test. The scoring method used to determine the validity of the data is that each question has a maximum score of 1 for a right answer. As a result, the overall maximum score if all 40 questions are correctly answered is calculated as 40 divided by 40 multiplied by 100, yielding a value of 100. For more clarity, the formula is as follows :

$$\text{Score: } \frac{\text{The Number of Correct Answers}}{\text{Total Question}} \times 100$$

F. Validity and Reliability of Instruments

The validity and reliability tests for the written pre-test and post-test described below in order to assess the research instruments.

1. Validity Test

In the context of the educational study, validity refers to how well an instrument for measurement can capture the intended data. This means that instrument must be able to identify and measure the actual variables you want to study accurately and relevantly. Validity testing is related to the interpretation of scores from research instruments (Cook & Beckman, 2006). A validated research instrument is one that is utilized to measure a variable. Validity relates to a variable measuring what it should measure (Sugiharto and Sitinjak, 2006). In research, validity refers to how well study measuring tools match the actual

information being measured. The steps taken can be determined with SPSS. In order to evaluate item validity, this study used face validity and was piloted in class VII D. The instrument used to assess validity in this study suggests that some questions are valid and others are not. A pilot study involving 32 students from class VII D at SMP Negeri 1 Karangmoncol was then used to assess the instrument. To assess the instrument's validity, the research employed Pearson's Bivariate and Corrected Item-Total Correlation formulae in SPSS V 27 for Windows.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\} \{n(\sum y^2) - (\sum y)^2\}}}$$

Statement:

n : Total Amount of Responden
 x : Item Score
 y : Total Score Item
 r : Coefficient Correlation

Conclusion:

If $r_{\text{count}} \geq r_{\text{table}} = \text{VALID}$

If $r_{\text{count}} \leq r_{\text{table}} = \text{INVALID}$

The validity test results for the pre-test and post-test are presented below.

a. Validity Test with IBM SPSS V 27 of the Pre Test

Table 3.5 The Results of Validity Test of the Pre Test

Item Number	R Table (n=30)	R Count	Classification
1	0,349	0,398	Valid
2	0,349	0,153	Invalid
3	0,349	0,631	Valid
4	0,349	-0,033	Invalid
5	0,349	0,524	Valid
6	0,349	0,437	Valid
7	0,349	0,122	Invalid
8	0,349	0,039	Invalid
9	0,349	0,543	Valid
10	0,349	0,363	Valid
11	0,349	0,448	Valid

12	0,349	0,270	Invalid
13	0,349	-0,060	Invalid
14	0,349	0,063	Invalid
15	0,349	0,474	Valid
16	0,349	0,344	Invalid
17	0,349	0,550	Valid
18	0,349	0,637	Valid
19	0,349	0,603	Valid
20	0,349	0,514	Valid
21	0,349	0,597	Valid
22	0,349	0,416	Valid
23	0,349	0,535	Valid
24	0,349	0,571	Valid
25	0,349	0,481	Valid
26	0,349	0,598	Valid
27	0,349	0,383	Valid
28	0,349	0,571	Valid
29	0,349	0,656	Valid
30	0,349	0,409	Valid
31	0,349	0,514	Valid
32	0,349	0,474	Valid
33	0,349	0,717	Valid
34	0,349	0,691	Valid
35	0,349	0,465	Valid
36	0,349	0,737	Valid
37	0,349	0,529	Valid
38	0,349	0,761	Valid
39	0,349	0,724	Valid
40	0,349	0,381	Valid
41	0,349	0,779	Valid
42	0,349	-0,337	Invalid
43	0,349	0,720	Valid
44	0,349	0,049	Invalid
45	0,349	0,723	Valid
46	0,349	0,736	Valid
47	0,349	0,452	Valid
48	0,349	0,569	Valid
49	0,349	0,510	Valid
50	0,349	0,588	Valid

According to the validity calculation, 10 of the 50 questions in the vocabulary mastery pre-test were considered invalid because

they did not satisfy the validity requirements. Following the analysis, the 40 validated questions served as a pre-test for both groups.

b. Validity Test with IBM SPSS V 27 of the Post Test

Table 3.6 The Results of Validity Test of the Post Test

Item Number	R Table (n=30)	R Count	Classification
1	0,349	0,255	Invalid
2	0,349	0,490	Valid
3	0,349	0,394	Valid
4	0,349	0,587	Valid
5	0,349	0,414	Valid
6	0,349	0,587	Valid
7	0,349	0,606	Valid
8	0,349	0,506	Valid
9	0,349	0,198	Invalid
10	0,349	0,210	Invalid
11	0,349	0,130	Invalid
12	0,349	0,780	Valid
13	0,349	0,453	Valid
14	0,349	0,201	Invalid
15	0,349	0,487	Valid
16	0,349	0,376	Valid
17	0,349	0,506	Valid
18	0,349	0,112	Invalid
19	0,349	0,297	Invalid
20	0,349	0,719	Valid
21	0,349	0,484	Valid
22	0,349	0,479	Valid
23	0,349	0,098	Invalid
24	0,349	0,208	Invalid
25	0,349	0,401	Valid
26	0,349	0,595	Valid
27	0,349	0,647	Valid
28	0,349	0,430	Valid
29	0,349	0,701	Valid
30	0,349	0,601	Valid
31	0,349	0,659	Valid
32	0,349	0,575	Valid
33	0,349	0,049	Invalid
34	0,349	0,595	Valid
35	0,349	0,647	Valid
36	0,349	0,552	Valid
37	0,349	0,814	Valid
38	0,349	0,768	Valid

39	0,349	0,775	Valid
40	0,349	0,798	Valid
41	0,349	0,862	Valid
42	0,349	0,882	Valid
43	0,349	0,836	Valid
44	0,349	0,789	Valid
45	0,349	0,909	Valid
46	0,349	0,826	Valid
47	0,349	0,706	Valid
48	0,349	0,728	Valid
49	0,349	0,595	Valid
50	0,349	0,587	Valid

According to the validity calculation, 10 of the 50 questions in the vocabulary mastery post-test were considered invalid because they did not satisfy the validity requirements. Following the analysis, the 40 validated questions served as a pre-test for both groups.

2. Reliability Test

In order to ensure consistent and dependable measurement results, reliability is an important concept in research. The ability of a measuring device to provide steady and consistent data over time is generally referred to as reliability. Experts have provided specific definitions of reliability in the context of research. If the instruments utilized can be trusted to collect data and convey true information, it are called reliable (Sugiharto and Situnjak, 2006). Reliability acts as an indicator of a variable or construct when the responses are consistently stable throughout time (Ghozali, 2009). This study makes use of Cronbach's alpha and SPSS software in the following ways :

$$r_{count} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma^2 t}{\sigma^2 t} \right]$$

Statement:

- r_{count} : Instrument Reliability
- k : Number of items
- $\sum \sigma^2 t$: Item Variant Number
- $\sigma^2 t$: Total of Variants

Conclusion:

If the Cronbach's Alpha score is ≥ 0.60 = Reliable

If the Cronbach's Alpha score is ≤ 0.60 = Unreliable

The reliability test results for the pre-test and post-test are presented below.

a. Reliability Test of the Pre Test

Table 3.7 The Results of Reliability Test of the Pre Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,927	50

The results described above reveal a value of 0.927, which is greater than 0.60, confirming the instrument's reliable.

b. Reliability Test of Post-Test

Table 3.8 The Results of Reliability Test of the Post Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,954	50

The results described above reveal a value of 0.954, which is greater than 0.60, confirming the instrument's reliability.

G. Technique of Data Analysis

For the purpose to analyzing data, in this study employed tests which includes of normality test, homogeneity test and hypothesis test.

1. Normality Test

A statistical test used to ascertain whether the observed data has a normal distribution or not, the normality test was performed to ascertain if the obtained data was normal or not. The term "normal" refers to the data's normal distribution. Sugiharto and Sitinjak (2006) state that a normal distribution resembles a mountain in the middle, with data concentrated at the midpoint and the remainder spread throughout the lower and upper ends. The Shapiro-Wilk formula is used

to find out if the research data is normally distributed. The research utilized SPSS to analyze the normality test.

Basic decisions in normality testing include the following :

- a. H_0 was rejected if the normality test < 0.05 , indicating that the data was not normally distributed.
- b. H_0 was accepted if the normality test > 0.05 , indicating the data was normally distributed.

2. Homogeneity Test

The data variance is evaluated to see if it is homogeneous or heterogeneous. According to Sudjana (2005), this test is used to assess whether the data under consideration is from a population with homogeneous variance. This testing was done by taking the students' scores and subtracting the lowest value from the highest value; the greater the range, the more heterogeneous the class. Knowing the variability of the class was also aided by determining the standard deviation. In order to obtain this data, the Levene statistic test on SPSS use in this research, with a similar rule of normality of $\alpha = 0,05$.

- a. The data was not homogeneous if the homogeneity test result $< \alpha = 0.05$.
- b. The data were homogeneous or had equal variances if the homogeneity test result $> \alpha = 0,05$.

3. Hypothesis Test

a. T-Test

In statistical analysis t-test is an important tool that allows researchers to draw conclusions based on data obtained from samples. According to Sugiharto and Situnjak (2006), state that the t-test compares two samples or populations based on their averages and is frequently employed in studies to ascertain if the experimental group and the control group differ significantly from another. The effect of using pictorial posters on students' vocabulary knowledge was assessed in this study using a paired samples t-test. The paired

samples t-test is used to detect whether or not two paired samples differ significantly. This test is used to distinguish between the pre-test and post-test scores in both groups. The paired samples t-test used to assess whether there is a significant difference between the experimental group (pictorial posters) and the control group (no media). Researchers look for responses to earlier hypotheses, such as the following, using the null hypothesis (H_0) and alternative hypothesis (H_a) :

- 1) If $t\text{-test} > t\text{-table}$ with a significant degree of 0.05, then H_0 (null hypothesis) is accepted. It indicates that the use of pictorial posters has no discernible effect on students mastery of English vocabulary.
- 2) If the $t\text{-test} < t\text{-table}$ by a significant degree of 0.05, the alternative hypothesis (H_a), is accepted. It indicates that the use of pictorial posters has effect on students mastery of English vocabulary.

b. N-Gain Test

A technique for assessing how well an intervention or learning process improves student learning outcomes is the N-Gain test, often known as normalized gain. According to Sugiharto and Situnjak (2006), evaluating the N-gain test involves comparing each group's pre- and post-test scores. Meanwhile, the paired samples t-test is employed in statistical analysis to get the N-gain score. The N-gain test findings are presented as percentages. The N-gain test findings are determined as follows. The N-gain test is calculated using the formula shown below :

$$N - Gain: \frac{Score\ Post\ Test - Score\ Pre\ Test}{Score\ Ideal - Score\ Pre\ Test}$$

These are the criteria for the N-gain test :

Table 3.9 N-Gain Criteria in Percentage

Criteria	Percentage
----------	------------

Not Effective	< 40
Less Effective	40 - 55
Quite Effective	56 - 75
Effective	> 75



CHAPTER IV

FINDINGS AND DISCUSSION

The research presents the research findings in this section. The purpose of the study was to ascertain if students who were taught using pictorial posters and those who were not shown a different level of vocabulary knowledge. This section presents the results of the data analysis performed with IBM SPSS Version 27 for Windows.

A. Findings

1. Data Description

The goal of this study is to see how the usage of pictorial poster medium influences students' vocabulary mastery. SMP Negeri 1 Karangmoncol, as the research site, assisted the research throughout the experimental study. Furthermore, pre- and post-tests were used to assess whether pictorial posters had a true impact on students' vocabulary mastery.

The seventh-grade students served as the study's subjects. Simple random sampling is the sampling technique employed. Class VII H was designated as the experimental group, and class VII G as the control group, with each class having 32 students. The control group received no media, but the experimental group was given pictorial posters. The pre-test and post-test findings will then be used to assess the efficiency of the pictorial poster media.

In addition, students in both the control and experimental groups were given a written pre-test and post-test with forty questions each. To assess their first vocabulary knowledge, the research administered a written pre-test before to any treatment. Both courses receive treatment over the course of three meetings, while the instructional strategies used are different. While the control class uses conventional teaching techniques, the experimental class uses pictorial posters. At last, both groups completed the written post-test.

IBM SPSS Version 27 for Windows is used to analyze the pre-test and post-test results. A paired sample t-test was used to assess the impact of pictorial poster media on students' vocabulary proficiency. An N-gain score test was also conducted to determine whether pictorial poster media can be used in the classroom.

2. Treatment Description

The research did a study in 7th grade at SMP Negeri 1 Karangmoncol. The samples included 32 students from class VII G (control group) and class VII H (experimental group) throughout the 2024-2025 academic year. To get the intended outcomes, the research gave each group three treatments: the control group received no media, while the experimental group received pictorial posters. Every class receives exactly the same treatment, which consists of three meetings focused on daily activities, for both groups.

a. Experimental Class

On January 14, 2025, the research began the study in the experimental group, which had a sample size of 32 students. Being an experimental group, class VII H was instructed using pictorial poster media, which were separated into as follows:

1) First Meeting

On Tuesday, January 14, 2025, prior beginning the treatment, the students took a written pre-test consisting of 40 questions.

2) Second Meeting

On Thursday, January 16, 2025 the second meeting was conducted. During this meeting, students learned to recognize vocabulary related to daily activities, from waking up to going to bed. The research provided material on daily activities with the assistance of pictorial posters. The pictorial posters were expected to help students visualize real-life scenarios through the posters and understand their meanings. After that, students

finished a worksheet that the research had given them that related to the lesson's material.

3) Third Meeting

The 3rd meeting took place on Thursday, January 30, 2025. In this thirdmeeting, students learned about the simple present tense and time. Using pictorial posters, students could directly observe the activities in question through the images. Following that, students worked on the worksheets provided by the research that corresponded to the material that had been taught.

4) Fourth Meeting

The 4th meeting took place on Tuesday, February 4, 2025. Students learned how to write about daily activities using the simple present tense that had already been taught. Prior to this, the research reviewed vocabulary related to daily activities using pictorial posters. First, students worked in groups to analyze the differences between two paragraphs about daily activities. Following that, students completed worksheets where they wrote a paragraph about their daily activities using the simple present tense.

5) Last Meeting

The last meeting took place on Thursday, February 6, 2025. The written post-test was a total of 40 questions. After completing the post-test on their own, students sent in their responses for further study.

b. Control Class

The research was conducted in an control class starting on January 13, 2025, which had a sample size of 32 students. Being an control group, class VII G was instructed using conventional teaching techniques, which were separated into as follows:

1) First Meeting

On Monday, January 13, 2025, the students took a written pre-test consisting of 40 questions.

2) Second Meeting

On Thursday, January 16, 2025, the second meeting was conducted. In this meeting, students learned to recognize vocabulary related to daily activities, from waking up to going to bed. During the teaching process, the control group did not use any media. Following this, students completed a worksheet that corresponded to the material taught, which focused on daily activities.

3) Third Meeting

The 3rd meeting took place on Thursday, January 30, 2025. In this third meeting, students learned about the simple present tense and time. No media was used during the learning process. Following that, the students worked on worksheets that were related to the previously taught material.

4) Fourth Meeting

The 4th meeting took place on Monday, February 3, 2025. Students learned how to write about daily activities using the simple present tense that had already been taught. Prior to this, the research reviewed vocabulary related to daily activities using pictorial posters. First, students worked in groups to analyze the differences between two paragraphs about daily activities. Following that, students completed worksheets where they wrote a paragraph about their daily activities using the simple present tense.

5) Last Meeting

The last meeting took place on Thursday, February 6, 2025. The written post-test was a total of 40 questions. After completing the written post-test on their own, students sent in their responses for further study.

3. Result Data of Pre-test and Post-test

Following are the pre- and post-test results for both groups :

a. Pre Test and Post Test Data of the Experimental Group

Students from VII H represent an experimental groups for the study at SMP Negeri 1 Karangmoncol. This group, comprising 32 students, was taught vocabulary related to daily activities using pictorial posters as media. The following were the pre-test and post-test results for the experimental group :

Table 4.1 Grades of the Pre Test and Post Test for the Experimental Group

No	Student's Symbol	Scores	
		Pre Test	Post Test
1	H ₁	45	62,5
2	H ₂	40	72,5
3	H ₃	65	77,5
4	H ₄	47,5	67,5
5	H ₅	62,5	92,5
6	H ₆	55	82,5
7	H ₇	62,5	85
8	H ₈	62,5	95
9	H ₉	55	77,5
10	H ₁₀	60	85
11	H ₁₁	82,5	92,5
12	H ₁₂	72,5	100
13	H ₁₃	60	85
14	H ₁₄	52,5	77,5
15	H ₁₅	50	85
16	H ₁₆	75	92,5
17	H ₁₇	57,5	85
18	H ₁₈	57,5	95
19	H ₁₉	47,5	70
20	H ₂₀	22,5	67,5
21	H ₂₁	37,5	67,5
22	H ₂₂	65	70
23	H ₂₃	75	97,5
24	H ₂₄	67,5	87,5
25	H ₂₅	77,5	92,5
26	H ₂₆	67,5	85
27	H ₂₇	45	70
28	H ₂₈	67,5	90

29	H ₂₉	65	77,5
30	H ₃₀	72,5	100
31	H ₃₁	67,5	77,5
32	H ₃₂	55	87,5
SUM		1895	2650
MEAN		59,21	82,81
MINIMUM SCORE		22,5	62,5
MAXIMUM SCORE		82,5	100

Table 4.1 displays 32 data points derived from the experimental group pre- and post-test results. According to the pre-test's preliminary data, the average score is 59,21. In addition, the minimum passing score is 75, this implies that students have an inadequate knowledge of vocabulary. The lowest and highest scores are 22.50 and 82.5, respectively. In contrast, the results from the post-test, which also consisted of 32 students, show that the average score is 82,81, exceeding the minimum passing criteria and achieving a higher score. Furthermore, the score ranged from 62,5 at the lowest to 100 at the highest.

According to these test findings, it is evident that students' scores improved after the research implemented treatment using pictorial posters for vocabulary mastery. As a result, student pre-test and post-test scores differ statistically significantly.

b. Pre Test and Post Test Data of the Control Group

Students from VII G represent the control group for the study at SMP Negeri 1 Karangmoncol. The control group, which consisted of 32 students, learned language relating to daily activities without the use of any media. The following were the pre-test and post-test results for the control group :

Table 4.2 Grades of the Pre Test and Post Test for the Control Group

No	Student's Symbol	Scores	
		Pre Test	Post Test
1	G ₁	67,5	62,5

2	G ₂	70	75
3	G ₃	62,5	92,5
4	G ₄	75	72,5
5	G ₅	55	67,5
6	G ₆	40	57,5
7	G ₇	80	82,5
8	G ₈	47,5	77,5
9	G ₉	90	77,5
10	G ₁₀	47,5	40
11	G ₁₁	37,5	47,5
12	G ₁₂	85	87,5
13	G ₁₃	25	45
14	G ₁₄	90	87,5
15	G ₁₅	77,5	85
16	G ₁₆	40	60
17	G ₁₇	60	77,5
18	G ₁₈	32,5	82,5
19	G ₁₉	77,5	72,5
20	G ₂₀	60	75
21	G ₂₁	47,5	82,5
22	G ₂₂	30	50
23	G ₂₃	25	92,5
24	G ₂₄	40	62,5
25	G ₂₅	37,5	52,5
26	G ₂₆	60	67,5
27	G ₂₇	40	45
28	G ₂₈	62,5	92,5
29	G ₂₉	67,5	80
30	G ₃₀	60	77,5
31	G ₃₁	82,5	77,5
32	G ₃₂	90	75
SUM		1862,5	2280
MEAN		58,20	71,25
MINIMUM SCORE		25	40
MAXIMUM SCORE		90	92,5

Table 4.2 displays 32 data points derived from the control group based on pre- and post-test results. The pre-test results show an average score of 58.20, which is lower than the average of 70. Meanwhile, the lowest and highest scores are 25 and 90, respectively. In contrast, the post-test data reveal an average score of

71.25, which exceeds the passing standard. Additionally, the lowest and highest scores were raised to 40 and 92.5, respectively.

The results in the table above show that there is a significant difference in pre-test and post-test scores. The experimental group, on the other hand, improved their scores the most because they used pictorial posters as a medium for learning.

c. Analysis of Pre Test Scores in the Experimental and Control Groups

The experimental and control groups have different average pre-test scores. Below are the pre-test scores for both groups, which demonstrate the difference :

Table 4.3 Analysis of Pre Test Scores in the Experimental and Control Groups

	Experimental Group	Control Group
SUM	1895	1862,5
MEAN	59,21	58,20
MINIMUM SCORE	22,5	25
MAXIMUM SCORE	82,5	90

Table 4.3 demonstrates that the pre-test scores for the experimental and control groups differ. The average pre-test scores for the experimental and control groups are 59.21 and 58.20, respectively. However, the scores differ by only 1.01, implying that the difference is statistically insignificant.

d. Analysis of Post Test Scores in the Experimental and Control Groups

The experimental and control groups have different average post-test scores. Below are the post-test scores for both groups, which demonstrate the difference :

Table 4.4 Analysis of Post Test Scores in the Experimental and Control Groups

	Experimental Group	Control Group
SUM	2650	2280
MEAN	82,81	71,25

MINIMUM SCORE	62,5	40
MAXIMUM SCORE	100	92,5

Table 4.4 demonstrates that the average scores of the experimental and control groups are not the same. Each group displays average scores of 82.81 for the experimental group and 71.25 for the control group. The difference in findings is quite significant, implying that the usage of picture posters in the experimental group was clearly more successful than in the control group, which did not utilize any media.

B. Data Analysis

1. Normality Test

A normality test was used to examine if the sample is representative of a normally distributed population. The data were analyzed with IBM SPSS Version 27. The Shapiro-Wilk formula was used in this study's normality test to determine whether the hypothesis was accepted or rejected.

- H_0 is accepted if sig. $\alpha > 0.05$
- H_0 is rejected if sig. $\alpha < 0.05$

This study's normality test used the Shapiro-Wilk formula, and displayed below :

Table 4.5 The Results of the Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest Experimental Class	,969	32	,485
Pretest Control Class	,949	32	,139

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Since each class had a sample size of less than 50 students, the normality test was performed using the Shapiro-Wilk formula. If the

sig. value is greater than 0.05, the data is considered normally distributed. According to Table 4.5, the experimental and control groups have pre-test significance values of 0.485 and 0.139, respectively. Meanwhile, the post-test significance levels for the experimental and control groups are 0.171 and 0.051, respectively. The results of the normality test using the Shapiro-Wilk formula indicate that the data from both the experimental and control groups are normally distributed.

2. Homogeneity Test

In this study, the homogeneity test was used to assess whether the distributions of the two groups were comparable or dissimilar. This test was conducted using only the post-test data from both groups. The premise must be met: if the significance value is greater than 0.05, the data variances of both groups are accepted as homogenous; if the significance value is less than 0.05, the data variances of both groups are considered heterogeneous. The results of the homogeneity test were determined by employing Levene's statistical test, which are provided below :

Table 4.6 The Results of the Homogeneity Test

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	3,925	1	62	,052
Based on Median	2,257	1	62	,138
Based on Median and with adjusted df	2,257	1	52,782	,139
Based on trimmed mean	3,576	1	62	,063

The table results show that the average significant value is 0.052, which is higher and meets the requirement of greater than 0.050. Thus, the data can be termed homogeneous.

3. Hypothesis Test

a. T-Test

A t-test is used to assess the data to see if the alternative hypothesis or the null hypothesis is accepted or rejected. If the significance value (sig) is more than 0.05, H_a is rejected, while H_0 is accepted. Conversely, if the significance level is less than 0.05, H_a is accepted and H_0 rejected. The T-test yielded the following results:

1) Paired Sample T-Test of the Experimental Group

The findings from the experimental group, which used pictorial posters as a medium, were then compared using a t-test. The experimental group's t-test findings are presented here (pre-test and post-test):

Table 4.7 The Results of the Paired Simple Test in the Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Experimental Class	59,22	32	12,943	2,288
	Posttest Experimental Class	82,81	32	10,564	1,867

The representations above reveal that the average pretest and posttest scores are 59.22 and 82.81, respectively. The letter 'n' represents a total of 32 students. Furthermore, the standard deviations of the pretest and posttest scores are 12.943 and 10.564, respectively. These findings indicate that posttest data is more reliable than pretest data.

Table 4.8 The Results of Paired Sample in the Experimental Group

Paired Samples Test							
Paired Differences							
Mean	Std.	Std.	95% Confidence		t	df	Sig.
	Deviati	Error	Interval of the				
	on	Mean	Lower	Upper			
							(2-
							tailed)

Pair	Pretest	-23,594	8,705	1,539	-26,732	-20,455	-15,332	31	,000
1	Experimental Class - Posttest Experimental Class								

Based on the preceding results, a paired difference of -23.594 was obtained. This value is calculated using $(59.22 - 82.81 = -23.594)$, with a range of around -26.732 to -20.455 (the lowest and upper discrepancies have a 95% confidence interval). With $df = 31$ and a significance level of 0.05, $t = -15.332$ was calculated. Furthermore, the sig (2-tailed) value is 0.000, which is less than 0.05, implying that H_a is accepted and H_0 is rejected. After examining the data, it is possible to infer that the treatment with pictorial posters resulted in significant improvements.

2) Paired Sample T-Test of the Control Group

The findings from the control group, which received no media, were then compared using a T-test. The T-test findings for the control group (pre- and post-test) are presented below :

Table 4.9 The Results of the Paired Simple Test in the Control Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pretest Control Class	58,20	32	20,002	3,536
1	Posttest Control Class	71,25	32	15,013	2,654

Based on the data, the average pre- and post-test scores were 58.20 and 71.25, respectively. The letter "n" represents a total of 32 students. The standard deviations were 20.002 for the pre-test and 15.013 for the post-test. Based on these findings, can conclude that the post-test results are reliable.

Table 4.10 The Results of Paired Sample in the Control Group

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Control Class - Posttest Control Class	-13,047	17,709	3,131	-19,432	-6,662	-4,168	31	,000

Based on the preceding results, a paired difference of -13.047 was obtained. This value is calculated using $(58.20 - 71.25 = -13.047)$, with a range of around -19.432 to -6.662 (the lowest and upper discrepancies have a 95% confidence interval). With $df = 31$ and a significance level of 0.05, $t = -4.168$ was calculated. Furthermore, the sig (2-tailed) value is 0.000, which is less than 0.05, implying that H_a is accepted and H_0 is rejected. Following these findings, it is clear that in the control group, there is a substantial difference between before and after the treatment that did not utilize any media.

b. N-Gain Test

The N-gain test is used to analyze the effectiveness of pictorial posters. The data utilized comes from the pre-test and post-test in both groups. These are the criteria for the N-gain test :

Table 4.11 N-Gain Criteria in Percentage

Criteria	Percentage
Not Effective	< 40
Less Effective	40 - 55
Quite Effective	56 - 75
Effective	> 75

The table below displays the experimental group's N-Gain test scores.

Table 4.12 The Results of the N-Gain Score in the Experimental Group

No	Student's Symbol	Scores		N-Gain (%)
		Pre Test	Post Test	
1	H ₁	45	62,5	31,82
2	H ₂	40	72,5	54,17
3	H ₃	65	77,5	35,71
4	H ₄	47,5	67,5	38,10
5	H ₅	62,5	92,5	80,00
6	H ₆	55	82,5	61,11
7	H ₇	62,5	85	60,00
8	H ₈	62,5	95	86,67
9	H ₉	55	77,5	50,00
10	H ₁₀	60	85	62,50
11	H ₁₁	82,5	92,5	57,14
12	H ₁₂	72,5	100	100,00
13	H ₁₃	60	85	62,50
14	H ₁₄	52,5	77,5	52,63
15	H ₁₅	50	85	70,00
16	H ₁₆	75	92,5	70,00
17	H ₁₇	57,5	85	64,71
18	H ₁₈	57,5	95	88,24
19	H ₁₉	47,5	70	42,86
20	H ₂₀	22,5	67,5	58,06
21	H ₂₁	37,5	67,5	48,00
22	H ₂₂	65	70	14,29
23	H ₂₃	75	97,5	90,00
24	H ₂₄	67,5	87,5	61,54
25	H ₂₅	77,5	92,5	66,67
26	H ₂₆	67,5	85	53,85
27	H ₂₇	45	70	45,45
28	H ₂₈	67,5	90	69,23
29	H ₂₉	65	77,5	35,71
30	H ₃₀	72,5	100	100,00
31	H ₃₁	67,5	77,5	30,77
32	H ₃₂	55	87,5	72,22
MEAN		59,21	82,81	59,81
MINIMUM SCORE		22,5	62,5	14,29
MAXIMUM SCORE		82,5	100	100

The data table above indicates an average score of 59.81, with minimum and maximum values of 14.29 and 100, respectively.

With a sample size of 32 students, the N-Gain test findings in the experimental group appear to be quite effective.

The table below displays the control group's N-Gain test scores.

Table 4.13 The Results of the N-Gain Score in the Control Group

No	Student's Symbol	Scores		N-Gain (%)
		Pre Test	Post Test	
1	G ₁	67,5	62,5	-15,38
2	G ₂	70	75	16,67
3	G ₃	62,5	92,5	80,00
4	G ₄	75	72,5	-10,00
5	G ₅	55	67,5	27,78
6	G ₆	40	57,5	29,17
7	G ₇	80	82,5	12,50
8	G ₈	47,5	77,5	57,14
9	G ₉	90	77,5	-125,00
10	G ₁₀	47,5	40	-14,29
11	G ₁₁	37,5	47,5	16,00
12	G ₁₂	85	87,5	16,67
13	G ₁₃	25	45	26,67
14	G ₁₄	90	87,5	-25,00
15	G ₁₅	77,5	85	33,33
16	G ₁₆	40	60	33,33
17	G ₁₇	60	77,5	43,75
18	G ₁₈	32,5	82,5	74,07
19	G ₁₉	77,5	72,5	-22,22
20	G ₂₀	60	75	37,50
21	G ₂₁	47,5	82,5	66,67
22	G ₂₂	30	50	28,57
23	G ₂₃	25	92,5	90,00
24	G ₂₄	40	62,5	37,50
25	G ₂₅	37,5	52,5	24,00
26	G ₂₆	60	67,5	18,75
27	G ₂₇	40	45	8,33
28	G ₂₈	62,5	92,5	80,00
29	G ₂₉	67,5	80	38,46
30	G ₃₀	60	77,5	43,75
31	G ₃₁	82,5	77,5	-28,57
32	G ₃₂	90	75	-150,00
MEAN		58,20	71,25	17,19
MINIMUM SCORE		25	40	-150,00
MAXIMUM SCORE		90	92,5	90,00

The statistics above show that the average score is 17.19, with minimum and maximum values of -150.00 and 90.00, respectively. With a sample size of 32 students, it can be stated that the N-Gain test in the control group is not effective.

C. Discussion

The purpose of this study is to see how employing pictorial poster media can help 7th grade students enhance their vocabulary mastery. The research discovered that pictorial posters are beneficial in helping students vocabulary acquisition. Based on these findings, it is possible to conclude that classroom learning does require extra media in order to improve understanding and enjoyment of learning.

In the context of language acquisition, learning motivation is critical for attaining the best results (Dwinalida & Setiaji, 2022). Along these lines, pictorial posters might increase students interest and motivation to learn. These posters' appealing and informative designs captivate students' attention and pique their interest in the issues provided, promoting a stronger desire to learn and enhancing focus during lessons (Arsyad, 2019). Furthermore, pictorial posters help students build their vocabulary and have a good impact on their learning outcomes, demonstrating significant improvements in comprehension and retention.

Then using pictorial posters in education helps students learn more difficult subjects. Clear representations allow students to better understand the subject provided by teachers, which would otherwise be difficult to convey using words alone. According to Mayer (2009), posters with images, diagrams, or infographics can assist students connect abstract concepts to concrete visual representations. As a result, when pictorial posters are used to teach difficult materials, they become more understandable.

The usage of pictorial posters in education can help students' diverse learning methods. According to Fleming and Mills (1992), pictorial posters are not only useful for students with visual learning styles, but they may also be developed to include kinesthetic and aural elements, resulting in an

inclusive learning environment. Therefore, an inclusive learning environment is frequently more pleasurable and engaging for students since it is vibrant and dynamic. Additionally, it is essential that teachers establish a favorable environment for learning to ensure students' comfort while learning (Dwinalida, 2023). As a result, using pictorial posters in the classroom not only improves the effectiveness of teaching and learning outcomes, but also gives students a more participatory and enjoyable learning environment.

This study was undertaken at SMP Negeri 1 Karangmoncol, primarily with seventh-grade students, to examine the effect of employing pictorial poster medium on students' vocabulary mastery. This study employed a quantitative technique and an experimental research design. The experimental and control groups were determined using a simple random sampling technique, especially the use of a roulette wheel. The experimental group (VII H) was taught using pictorial posters, whereas the control group (VII G) was instructed without any media. The acquired data was then evaluated using a paired sample t-test, which demonstrated a significant difference between pre-test and post-test results.

The control group had pre- and post-test scores of 58.20 and 71.25, respectively. Meanwhile, the experimental group had pre- and post-test scores of 59.22 and 82.81, respectively. Both groups had the same sample size, which was 32 students each. The results of the paired sample t-test above show that the pre-test scores of both groups are only slightly different, with the experimental group scoring 59.22 and the control group scoring 58.20. This serves as concrete evidence regarding the scores of both classes after conducting the t-test.

The pre- and post-test scores difference between the two groups. The experimental class increased by 23.59 points, but the control class increased by 13.04 points. Both groups showed an increase, with a difference of 10.55. Based on this disparity, can conclude that the experimental group surpassed the control group.

The paired t-test findings revealed that the alternative hypothesis was accepted and the null hypothesis was rejected, which is compatible with the descriptive analysis of the statistical hypothesis. The two-tailed test for both groups yielded a significance level of $0.000 < 0.05$. Furthermore, the experimental group had a higher N-gain test score of 59.81, compared to the control group's 17.19. Based on these findings, using pictorial posters to teach is a highly effective method.

Both groups performed differently in terms of N-gain scores, with the experimental group scoring higher. Therefore, indicating that pictorial poster media is effective for helping students master English vocabulary. The results show that the experimental group performed better, implying that using pictorial posters is more beneficial than learning without any media at all.

The results of the analysis show that using pictorial poster medium to improve students' vocabulary is beneficial and can be implemented. According to Unsi (2014), the use of image media is very important in clarifying concepts for students, making them more attentive to objects or things they have never seen that relate to the learning material. Pictorial posters serve as effective visual communication tools. They help convey messages in a more engaging and efficient manner, facilitating students' access to grasp new vocabulary. It aligns with findings which show visual aids enhance understanding and retention of language concepts. According to these research results, it can be concluded that pictorial poster media is effective in increasing students' vocabulary because it encourages students to be more active, makes it easier to understand the material presented, helps students remember new vocabulary learned, and makes the process of learning more comfortable and lively.

In order to generate more effective and engaging learning, teachers might deploy pictorial posters to increase students' vocabulary learning. The use of pictorial posters in classroom instruction helps students better understand and retain new vocabulary. Additionally, this medium not only

helps the comprehension of concepts but also generates an interactive and enjoyable learning environment for students (Santoso et al., 2009). In line with this, an engaging and enjoyable learning environment helps students improve their vocabulary acquisition and academic performance.

Using pictorial posters in the classroom allows teachers to deliver material in a more visual format, making it easier for students to engage and actively participate in the learning process. Furthermore, students are not need to conceive the visual aspects of the subject provided by the teacher, as the visual poster already displays them. Megawati (2017) found that visual aids can improve student motivation and learning outcomes. As a result, using pictorial posters in the classroom is highly recommended for significantly increasing students' vocabulary.

Students can build independent learning skills by using pictorial posters in sustainable ways. Pictorial posters can assist students improve these skills by offering illustrations that promote self-directed inquiry and comprehension of the topic (Bates & Son, 2020). These posters can be used not only in lessons, but also on classroom walls or in presentations, allowing students to learn freely through observation and study of the material offered by the teacher. This strategy promotes the development of language abilities, notably vocabulary increase.

The usage of pictorial posters in teaching is sustainable, which helps students enhance their language abilities. Students can better understand and recall new vocabulary due to the media's clear visual representations. According to Nurannisa (2017), visual literacy, which includes the usage of posters, can help students better capture knowledge and recall what they've learned (Lubis et. al., (2024). This highlights the importance of visual media such as pictorial posters in the learning process, particularly for more complicated content.

Pictorial posters give long-term benefits by improving students memory retention of previously learned words. Visual depiction on pictorial posters makes information easier to absorb and retain than traditional

approaches such as textual explanations. According to Bates and Son (2020), words presented visually have a higher recall rate than those taught verbally. As a result, visual media, such as pictorial posters, are ideal for helping students improve their vocabulary.

Furthermore, the usage of pictorial posters promotes a participatory and enjoyable learning experience. Students become more engaged in the learning process when they see pictures that are intriguing and relevant to the subject matter being taught. According to Anjarwati et al. (2021), students are more likely to apply visual literacy in the learning process. This suggests that pictorial posters can increase students enthusiasm and interest in learning.

In order to enhance students' vocabulary mastery, it is strongly advised to use pictorial posters in the classroom on a continuous and long-term basis. Pictorial posters inspire students to participate in their study and help them understand the topic. Overall, the usage of pictorial posters in teaching has a good and significant effect on student comprehension of vocabulary. Teachers can make learning more engaging and helpful for students by skillfully using pictorial posters.

CHAPTER V

CONCLUSION AND SUGGESTION

The research conclusion is presented in this section. It summarizes the study's main results and offers educational suggestions for improving vocabulary mastering through the use of pictorial poster medium. Additionally, this chapter examines constraints of the study and provides recommendations for other researchers.

A. Conclusion

The goal from this study was to determine how efficient pictorial poster media is in improving vocabulary knowledge among 7th grade students at SMP Negeri 1 Karangmoncol. To compare pre-test and post-test scores, the research analyzed data from both groups with IBM SPSS twenty seven version for Windows. The experimental group scored a pre-test average of 59.21, which increased to 82.81 in the post-test. At the same time, the control group averaged 58.20 pre-test and 71.25 post-test. These findings suggest that, while both groups improved, the experimental group performed much better than the control group.

The findings show that the experimental class's scores increased by 23.59, more than the control class's gain of 13.04. Since both groups made progress, an N-Gain Score exam was used to compare the vocabulary mastery of students in the group that used pictorial posters to the group that did not utilize any media. The findings of both groups indicated a difference of 10.55, with the experimental group performing better. The average N-Gain test result in the experimental class was 59.81%, demonstrating that using pictorial posters is successful.

Based on the previous chapter's findings and discussions, the research finds that using pictorial posters could improve 7th grade students' vocabulary knowledge at SMP Negeri 1 Karangmoncol. Furthermore, anyone may employ pictorial posters to teach students language in a more current, engaging, creative, and attention-grabbing way.

B. Limitation

This study has a few limitations, primarily due to the short duration of the research, which encompassed only three meetings. Each meeting was not solely dedicated to vocabulary mastery; instead, it included material on daily activities, which is relatively simple and does not require extended meeting. As a result, the research was allocated a limited timeframe for conducting the study. Additionally, there were interruptions during teaching due to P5 activities for a week, public holidays, and leave, which caused students to forget some of the material that had been previously explained. As a result, the research treatments were not properly optimized, and extending the period might have been more useful.

C. Suggestion

The study's findings indicate that using pictorial poster media can help students improve their vocabulary mastery. In addition, various recommendations that could be useful are presented :

1. For Teachers

It is recommended that English teachers, particularly in junior high schools, consider integrating pictorial posters into the teaching activity. This makes vocabulary study more engaging also visually stimulating. The use of pictorial posters allows teachers to design interactive activities that encourage students to use vocabulary in context, such as group discussions or role-playing scenarios. Pictorial posters can serve as an efficient and effective medium for teaching vocabulary to students.

2. For other Researchers

The research used pictorial posters for students' vocabulary mastery, even though this research has limitations. To gauge the long-term influence of employing pictorial posters in the classroom on students' vocabulary knowledge, it is suggested that additional researchers extend the study. Furthermore, other researchers should explore the effectiveness of pictorial posters among different age ranges, educational levels, and learning environments to gather more

comprehensive data. Researchers may also investigate the impact of pictorial posters on other language skills.



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APPENDICES

Appendix 1 Official Letter of Individual Research



PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KARANGMONCOL

Jln. Raya Karangmoncol Telp. (0281) 6590058
e-mail : smpn1karangmoncolpbg@gmail.com. Kode Pos 53355

SURAT KETERANGAN

Nomor : 400.3.11 / 056 / 2025

Yang bertanda tangan dibawah ini :

1. Nama : HILAL SUTARSO, S.Pd
2. NIP : 19710130 199412 1003
3. Pangkat,gol/ruang : Pembina Tk.I, IV/b
4. Jabatan : Guru Ahli Madya yang diberi tugas sebagai Kepala Sekolah
5. Unit Kerja : SMP Negeri 1 Karangmoncol

Menerangkan dengan sesungguhnya bahwa :

Nama : HELMIANA MUKTI
NIM : 2017404126
Jurusan / Prodi : Tadris Bahasa Inggris / S1
Semester : IX (Sembilan)
Universitas : Universitas Islam Negeri Purwokerto
Tahun Akademik : 2024/2025

tersebut diatas adalah benar yang bersangkutan telah melaksanakan Observasi / Riset Individu dengan Judul "The Effectiveness of Pictorial Poster on students vocabulary mastery 7 th grade of SMP Negeri 1 Karangmoncol Kabupaten Purbalingga, mulai tanggal 06 Januari sampai dengan 22 Februari 2025

Demikian surat keterangan ini kami buat, atas perhatian dan kerjasamanya serta dapat dipergunakan sebagaimana mestinya.



Appendix 2 Instrument Validation by Expert

SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M.Pd

NIP : 19881130 201908 2 001

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "THE EFFECTIVENESS OF PICTORIAL POSTER ON STUDENTS VOCABULARY MASTERY AT 7TH GRADE OF SMP NEGERI 1 KARANGMONCOL PURBALINGGA" yang dibuat oleh:

Nama : Helmiana Mukti

NIM : 2017404126

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrumen penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

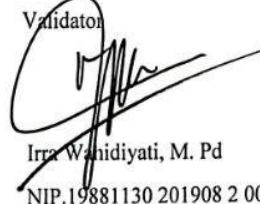
Catatan (bila perlu)

Mengurangi jumlah soal 4/ left vocab
Mengubah beberapa bentuk soal
Menambah soal

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 22 November 2024

Validator



Irra Wahidiyati, M. Pd

NIP.19881130 201908 2 001

Appendix 3 The Indicators of Pre-test and Post-test

No	Question Indicators	Question Types	Question Number
1	A picture of a clock is presented. Students are able to tell the time correctly.	Multiple Choice	1, 23
2	Students are able to correctly identify daily life activities.	Multiple Choice	2, 6, 7
3	A picture is presented. Students are able to correctly guess the daily life activity being performed based on the picture.	Multiple Choice	3, 8, 10
4	A gap sentence is presented. Students are able to choose the correct verb to complete the sentence about daily life.	Multiple Choice	4, 21, 24
5	A picture and a gap sentence are presented. Students are able to choose the correct verb to complete the sentence about daily life accurately.	Multiple Choice	5, 11, 12, 13, 15, 16, 18, 19, 22
6	A sentence about daily life is presented. Students are able to determine the time correctly.	Multiple Choice	9
7	A sentence about daily life is presented. Students are able to correctly identify the appropriate meaning of the underlined word.	Multiple Choice	14, 17, 20
8	A sentence about daily life is presented. Students are able to determine the synonym of the underlined word.	Multiple Choice	25
9	A picture and text about daily life are presented. Students are able to correctly match the picture with the text.	Matching Pictures with the Text	26-35
10	A paragraph about daily life with gaps is presented. Students are able to correctly complete the gaps based on the verbs.	Fill in the Blank	36-50

Reference :

Read, J. (2000). *Assessing vocabulary*. England: Cambridge University Press.

Rubric Assessment

Question Number	Question Weight
1-50	1
The Number of Correct Answer	50
Final Score	Score: $\frac{\text{The Number of Correct Answers}}{\text{Total Question}} \times 100$

Appendix 4 Research Instrument of Pre-test and Post-test

PRE-TEST

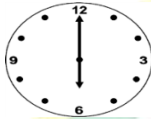
Name :

Class :

Student Number :

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. Look at the picture below!



What time do you usually wake up?

- A. 7:00 AM
- B. 7:00 PM
- C. 6:00 AM
- D. 6:00 PM

2. Look at the picture below!



What does she do?

- A. Wakes up
- B. Takes a bath
- C. Sleeps on the bed
- D. Makes the bed

3. Look at the picture below!



I ... a book in bed before sleeping.

- A. read
- B. write
- C. buy
- D. play

4. When do you usually go to school?

- A. At noon
- B. In the morning

C. In the evening

D. At night

5. "I go to bed at half past nine."

What time do you usually go to bed?

- A. 8:30 PM
- B. 8:30 AM
- C. 9:30 PM
- D. 9:30 AM

6. Look at the picture below!



What do you do before sleep?

- A. Pray
- B. Brush the teeth
- C. Make the bed
- D. Do homework

7. Look at the picture below!



We always ... at a half past six in the morning.

- A. get up
- B. go to school
- C. breakfast
- D. take a bath

8. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
 - B. brush my teeth
 - C. breakfast
 - D. get up
9. Erika usually has lunch with her parents. The underlined word means ...
- A. makan siang
 - B. makan malam
 - C. makan sore
 - D. sarapan pagi
10. Look at the picture below!



Ina is discipline girl. She always ... the dishes after eating.

- A. sweeps
 - B. mops
 - C. washes
 - D. sleeps
11. Look at the picture below!



Vero always ... at 6.15 a.m before going to school.

- A. has lunch
 - B. dinner
 - C. get up
 - D. breakfast
12. She often takes a nap in the afternoon. The underlined means ...
- A. tidur
 - B. tidur siang

- C. makan siang
- D. bermain

13. They ... their room on weekends.
- A. clean
 - B. wash
 - C. keep
 - D. maintain

14. Look at the picture below!



Brian sometimes go to school

...

- A. by car
 - B. by bike
 - C. by motorcycle
 - D. by bus
15. Look at the picture below!



Tina usually has lunch at ...

- A. a quarter past three
 - B. a half past three
 - C. a quarter past two
 - D. a half past two
16. After watching TV, Raina will go to bed to ...
- A. pray
 - B. read a book
 - C. sleep
 - D. take a nap
17. Cintia usually wakes up at 5 AM. The synonym of the underlined word is ...
- A. gives up
 - B. sets up
 - C. makes up
 - D. gets up

B. Match the picture to the correct word!



a. Wake up
b. Brush the teeth

c. Go home
d. Sleep

e. Take a bath
f. Playing bicycle

g. Watch TV
h. Sweep the floor

i. Pray
j. Dinner



C. Select the appropriate sentences from those listed below to complete the paragraph!

Every day, I (28) ____ at 5:30 a.m. I quickly get out of bed and (29)____. After that, I brush my teeth and (30)____. I eat (31) ____ at 6:30 a.m., usually cereal and milk. Then, I pack my school bag with books and pen. At 6:45 a.m., I (32) _____. My classes start at 7:00 a.m. During the day, I learn math, science, and English and I (33) _____ around 2 p.m. After school, I (34) _____ for about an hour and I (35) _____ with my mom because my dad is still at the office. Then I (36) _____ for an hour. I usually (37) _____ in the yard with my dad. In the evening, I have (38) _____ with my family. After dinner, I help mom wash dishes . Then I join my family to (39) _____ in the living room. Finally, I go to bed around 9: 00 p.m. Before I go to sleep, I take a moment to (40) _____.

watch TV	pray	make the bed	wash dishes	go home
take a shower	do my homework	take a nap	dinner	play football
go to school	wake up	breakfast	go to sleep	have lunch

POST-TEST

Name :

Class :

Student Number :

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. What do you do before go to school?

- A. Go back to sleep
- B. Brush the teeth
- C. Eat breakfast
- D. Watch TV

2. Look at the picture below!



What does he do?

- A. Wakes up
- B. Takes a bath
- C. Sleeps on the bed
- D. Makes the bed

3. Hito and Tito ... in the yard.

- A. play football
- B. have lunch
- C. do homework
- D. take a nap

4. Look at the picture below!



Risa and Rido ... TV before sleeping.

- A. look
- B. watch
- C. buy
- D. listen

5. When do you usually go to sleep?

- A. At night
- B. In the morning
- C. In the afternoon

D. Midnight

6. How often do you have breakfast?

- A. Every day
- B. Once a month
- C. Never
- D. Only on weekends

7. Look at the picture below!



What do you do after wake up?

- A. Go home and sleep
- B. Do homework
- C. Brush the teeth
- D. Take a bath

8. Look at the picture below!



We should ... regularly if we want to stay healthy.

- A. mop the floor
- B. clean the house
- C. sweep the floor
- D. wash the dishes

9. Look at the picture below!



They ... together in the afternoon.

- A. breakfast
- B. have lunch
- C. dinner
- D. eating snacks

10. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
- B. brush my teeth
- C. make the bed
- D. get up

11. Look at the picture below!



Kenzi and Rina usually ... together after school.

- A. do homework
- B. sleeps
- C. have lunch
- D. take a nap

12. In the evening, Liza and her family will have dinner together. The underlined word means ...

- A. makan siang
- B. makan malam
- C. makan sore
- D. sarapan pagi

13. Pia always prays on time every day. The underlined means ...

- A. belajar
- B. salat
- C. makan siang
- D. bermain

14. Kina always ... after waking up.

- A. makes her bed
- B. takes a bath
- C. breakfast

D. wash her face

15. Look at the picture below!



My father usually goes to work using ...

- A. a car
- B. a bike
- C. a motorcycle
- D. public transportation

16. After making the bed, I take a shower. The synonym of the underlined word is ...

- A. take a rest
- B. take a bath
- C. take a nap
- D. take a break

B. Match the picture to the correct word!



a. Mop the floor

b. Take a bath

c. Play football

d. Have a lunch

e. Make the bed

f. Breakfast

g. Wash the dishes

h. Do homework

i. Wash the face

j. Take a nap



C. Select the appropriate sentences from those listed below to complete the paragraph!

Hai, my name is Hanin. I usually (26) ____ early morning at 5 AM. After waking up, I (27) ____ with my parents. Then I (28) ____ before taking a bath. I brush my teeth and (29) _____. Sometimes I help my mother (30)____ before going to school. At 6.30, I have (31)____ with my parents. Before going to school, I (32)____ that I have used. Then I (33) ____ with my father. After class is over, I (34)____. After that, I (35)____ for one hour. Next, I (36)____ with my younger brother. Then I went to my friend's house to (37)____ together, and after we finished, we usually (38)____. In the evening, I help my mother cook for (39)____. After that, I watch TV in the living room with my family. Then I (40)____ at 9 PM.

go to bed	prayed	make the bed	breakfast	played the dolls
wash my face	dinner	wake up	take a nap	wash the dishes
go to school	do homework	go home	sweep the floor	had lunch

**Kunci Jawaban
PRE-TEST**

A. Multiple choice

- | | |
|-------|-------|
| 1. C | 11. D |
| 2. D | 12. B |
| 3. A | 13. A |
| 4. B | 14. B |
| 5. C | 15. C |
| 6. A | 16. C |
| 7. B | 17. D |
| 8. B | |
| 9. A | |
| 10. C | |

B. Match the picture to the correct word

- | | |
|---------------------|---------------------|
| 18. Take a bath | 23. Pray |
| 19. Dinner | 24. Wake up |
| 20. Go home | 25. Sweep the floor |
| 21. Sleep | 26. Brush the teeth |
| 22. Playing bicycle | 27. Watch TV |

C. Fill the blanks in the sentences

Every day, I (28) wake up at 5:30 a.m. I quickly get out of bed and (29) make the bed. After that, I brush my teeth and (30) take a shower. I eat (31) breakfast at 6:30 a.m., usually cereal and milk. Then, I pack my school bag with books and pen. At 6:45 a.m., I (32) go to school. My classes start at 7:00 a.m. During the day, I learn math, science, and English and I (33) go home around 2 p.m. After school, I (34) do my homework for about an hour and I (35) have lunch with my mom because my dad is still at the office. Then I (36) take a nap for an hour. I usually (37) play football in the yard with my dad. In the evening, I have (38) dinner with my family. After dinner, I help mom wash dishes. Then I join my family to (39) watch TV in the living room. Finally, I go to bed around 9 p.m. Before I go to sleep, I take a moment to (40) pray.

**Kunci Jawaban
POST-TEST**

A. Multiple choice

- | | |
|------|-------|
| 1. C | 11. A |
| 2. B | 12. B |
| 3. A | 13. B |
| 4. B | 14. A |
| 5. A | 15. C |
| 6. A | 16. B |
| 7. C | |
| 8. A | |

9. B

10. C

B. Match the picture to the correct word

17. Make the bed

22. Take a nap

18. Have a lunch

23. Wash the dishes

19. Mop the floor

24. Wash the face

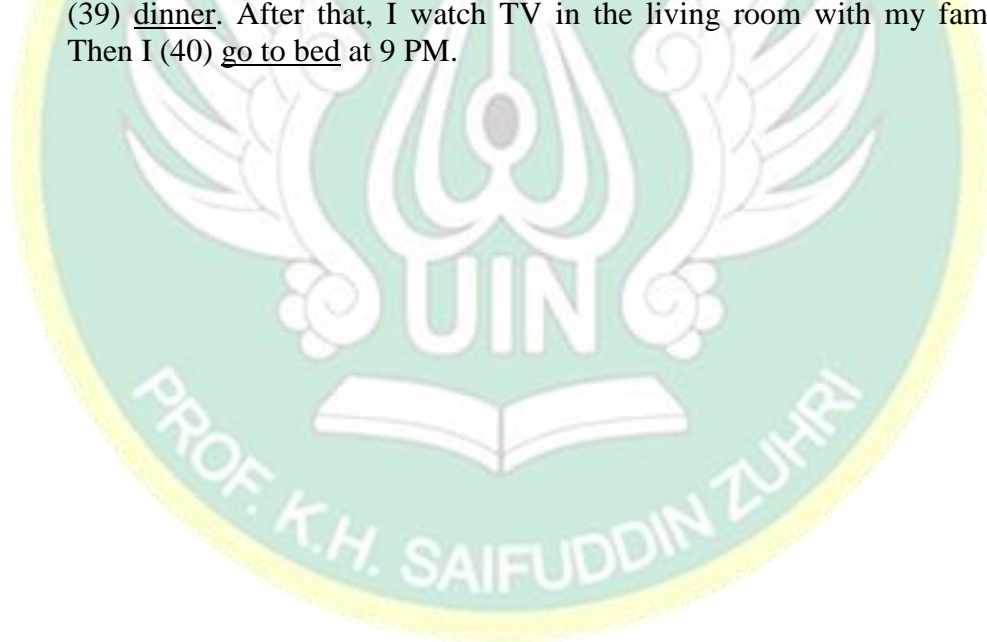
20. Do homework

25. Take a bath

21. Breakfast

C. Fill the blanks in the sentences

Hai, my name is Hanin. I usually (26) wake up early morning at 5 AM. After waking up, I (27) prayed with my parents. Then I (28) make the bed before taking a bath. I brush my teeth and (29) wash my face. Sometimes I help my mother (30) sweep the floor before going to school. At 6.30, I have (31) breakfast with my parents. Before going to school, I (32) wash the dishes that I have used. Then I (33) go to school with my father. After class is over, I (34) go home. After that, I (35) take a nap for one hour. Next, I (36) had lunch with my younger brother. Then I went to my friend's house to (37) do homework together, and after we finished, we usually (38) played with dolls. In the evening, I help my mother cook for (39) dinner. After that, I watch TV in the living room with my family. Then I (40) go to bed at 9 PM.



Appendix 5 Pre-test and Post-test Sheet of Experimental Class
Pre-test of Eperimental Class

20

22,5 T:9

PRE-TEST


Name : Maurinda Rahmadhina

Class : 7H

Student Number : 20

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!


1. Look at the picture below!



What time do you usually wake up?

A. 7:00 AM
 B. 7:00 PM
~~C. 6:00 AM~~ ✓
~~D. 6:00 PM~~


2. Look at the picture below!



What does she do?

A. Wakes up
 B. Takes a bath
~~C. Sleeps on the bed~~
 D. Makes the bed

3. Look at the picture below!



I ... a book in bed before sleeping.

A. Pray
 B. Brush the teeth

4. When do you usually go to school?


A. At noon
~~B. In the morning~~ ✓
 C. In the evening
 D. At night

5. "I go to bed at half past nine."

What time do you usually go to bed?

A. 8:30 PM
 B. 8:30 AM
 C. 9:30 PM
~~D. 9:30 AM~~

6. Look at the picture below!



What do you do before sleep?

A. Pray
 B. Brush the teeth

B = 10
 S = 30

- ~~C~~ Make the bed
 D. Do homework
 7. Look at the picture below!



We always ... at a half past six in the morning.

- A. get up
~~B~~ go to school ✓
 C. breakfast
 D. take a bath

- ~~8~~ Look at the picture below!



I always ... before I take a bath.

- A. wash my face
 B. brush my teeth
 C. breakfast
~~D~~ get up

- ~~9~~ Erika usually has lunch with her parents. The underlined word means ...

- A. makan siang
 B. makan malam
 C. makan sore
~~D~~ sarapan pagi

- ~~10~~ Look at the picture below!



Ina is discipline girl. She always ... the dishes after eating.

- A. sweeps
~~B~~ mops
 C. washes
 D. sleeps

11. Look at the picture below!



Vero always ... at 6.15 a.m before going to school.

- ~~A~~ has lunch
 B. dinner
 C. get up
~~D~~ breakfast ✓

12. She often takes a nap in the afternoon. The underlined means ...

- A. tidur
~~B~~ tidur siang ✓
 C. makan siang
 D. bermain

- ~~13~~ They ... their room on weekends.

- A. clean
 B. wash
~~C~~ keep
 D. maintain

- ~~14~~ Look at the picture below!



Brian sometimes go to school

- ...
 A. by car
 B. by bike
~~C~~ by motorcycle
 D. by bus

- ~~15~~ Look at the picture below!



Tina usually has lunch at ...

- A. a quarter past three
~~B~~ a half past three
 C. a quarter past two
 D. a half past two

- ~~16~~ After watching TV, Raina will go to bed to ...

- A. pray
 - B. read a book
 - C. sleep
 - ~~X~~ take a nap
17. Cintia usually wakes up at 5 AM. The synonym of the underlined word is ...

- A. gives up
- B. sets up
- ~~X~~ makes up
- ~~X~~ gets up ✓

B. Match the picture to the correct word!

sleep



Pray



brush the teeth



sweep the floor



dinner



a. Wake up.

b. Brush the teeth

c. Go home

d. Sleep

e. Take a bath

f. Playing bicycle

g. Watch TV

h. Sweep the floor

i. Pray

j. Dinner



take a bath



wake up



playing bicycle



go home



watch TV

C. Select the appropriate sentences from those listed below to complete the paragraph!

Every day, I (28) ____ at 5:30 a.m. I quickly get out of bed and (29) _____. After that, I brush my teeth and (30) _____. I eat (31) ____ at 6:30 a.m., usually cereal and milk. Then, I pack my school bag with books and pen. At 6:45 a.m., I (32) _____. My classes start at 7:00 a.m. During the day, I learn math, science, and English and I (33) ____ around 2 p.m. After school, I (34) ____ for about an hour and I (35) ____ with my mom because my dad is still at the office. Then I (36) ____ for an hour. I usually (37) ____ in the yard with my dad. In the evening, I have (38) ____ with my family. After dinner, I help mom wash dishes. Then I join my family to (39) ____ in the living room. Finally, I go to bed around 9:00 p.m. Before I go to sleep, I take a moment to (40) _____.

watch TV	pray	make the bed	wash dishes	go home
take a shower	do my homework	take a nap	dinner	play football
go to school	wake up	breakfast	go to sleep	have lunch

- X (28) take a nap
 (29) make the bed
 X (30) dinner
 X (31) ~~go to~~ ~~eat~~ take a shower
 X (32) go to sleep
 X (33) ~~take~~ ~~eat~~ go to school
 X (34) wash dishes
 X (35) wake up
 X (36) do my homework
 X (37) ~~watch TV~~ pray
 X (38) go home
 X (39) have lunch
 (40) breakfast

5

62.5

7:25

PRE-TEST

Name: Butang Amin F.Y.R
Class: 7H
Student Number: 005

~~A. Bener~~
~~B. Bener~~
~~C. Bener~~
Dener = 25

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. Look at the picture below!



What time do you usually wake up?

- A. 7:00 AM
- B. 7:00 PM
- ☒ C. 6:00 AM
- D. 6:00 PM

2. Look at the picture below!



What does she do?

- A. Wakes up
- ☒ B. Takes a bath
- C. Sleeps on the bed
- D. Makes the bed

3. Look at the picture below!



I ... a book in bed before sleeping.

- ☒ A. read
- B. write
- C. buy
- D. play

4. When do you usually go to school?

- A. At noon
- ☒ B. In the morning
- C. In the evening
- D. At night

5. "I go to bed at half past nine."

What time do you usually go to bed?

- A. 8:30 PM
- ☒ B. 8:30 AM
- ~~C. 9:30 PM~~
- D. 9:30 AM

6. Look at the picture below!



What do you do before sleep?

- ☒ A. Pray
- B. Brush the teeth

- ~~C~~ Make the bed
 D. Do homework
 7. Look at the picture below!



We always ... at a half past six in the morning.

- A. get up
~~B~~ go to school ✓
 C. breakfast
 D. take a bath
 8. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
~~B~~ brush my teeth ✓
 C. breakfast
 D. get up
 9. Erika usually has lunch with her parents. The underlined word means ...
 A. makan siang
 B. makan malam
 C. makan sore
~~D~~ sarapan pagi ✓

10. Look at the picture below!



Ina is discipline girl. She always ... the dishes after eating.

- A. sweeps
 B. mops
~~C~~ washes ✓
 D. sleeps
 11. Look at the picture below!



Vero always ... at 6.15 a.m before going to school.

- ~~A~~ has lunch
 B. dinner
 C. get up
 D. breakfast
 12. She often takes a nap in the afternoon. The underlined means ...
 A. tidur
~~B~~ tidur siang ✓
 C. makan siang
 D. bermain

13. They ... their room on weekends.

- A. clean
 B. wash
~~C~~ keep ✓
 D. maintain

14. Look at the picture below!



Brian sometimes go to school

- ...
 A. by car
~~B~~ by bike ✓
 C. by motorcycle
 D. by bus

15. Look at the picture below!



Tina usually has lunch at ...











- A. a quarter past three
~~B~~ a half past three ✓
 C. a quarter past two
 D. a half past two
 16. After watching TV, Raina will go to bed to ...

- A. pray
- B. read a book
- ~~C. sleep~~
- D. take a nap

17. Cintia usually wakes up at 5 AM. The synonym of the underlined word is ...

- ~~A. gives up~~
- ~~B. sets up~~
- C. makes up
- D. gets up

B. Match the picture to the correct word!

✓ e	18. 	a. Wake up	19. 	j ✓
✓ c	20. 	b. Brush the teeth	21. 	d ✓
✓ F	22. 	c. Go home	23. 	i ✓
✓ a	24. 	d. Sleep	25. 	h ✓
✓ b	26. 	e. Take a bath	27. 	g ✓
		f. Playing bicycle		
		g. Watch TV		
		h. Sweep the floor		
		i. Pray		
		j. Dinner		

C. Select the appropriate sentences from those listed below to complete the paragraph!

Every day, I (28) ____ at 5:30 a.m. I quickly get out of bed and (29) _____. After that, I brush my teeth and (30) _____. I eat (31) ____ at 6:30 a.m., usually cereal and milk. Then, I pack my school bag with books and pen. At 6:45 a.m., I (32) _____. My classes start at 7:00 a.m. During the day, I learn math, science, and English and I (33) _____ around 2 p.m. After school, I (34) _____ for about an hour and I (35) _____ with my mom because my dad is still at the office. Then I (36) _____ for an hour. I usually (37) _____ in the yard with my dad. In the evening, I have (38) _____ with my family. After dinner, I help mom wash dishes. Then I join my family to (39) _____ in the living room. Finally, I go to bed around 9:00 p.m. Before I go to sleep, I take a moment to (40) _____.

watch TV	pray	make the bed	wash dishes	go home
take a shower	<u>do my homework</u>	take a nap	dinner	play football
go to school	wake up	breakfast	go to sleep	have lunch

- (28) wake up ✓ make the bed ✓
 (29) ~~take a shower~~ ~~wash dishes~~
 (30) ~~take a shower~~ take a shower ✓
 (31) ~~have lunch~~ ~~have lunch~~
 (32) ~~go to school~~ have lunch
 (33) ~~go to school~~ ~~have lunch~~
 (34) Go to school ✓
 (35) take a nap
 (36) go home
 (37) watch TV
 (38) Play Football
 (39) do my homework
 (40) breakfast
 (41) ~~take a nap~~ go to sleep (42) Pray ✓

Post-test of Experimental Class

52/5

92,5

T = 37

POST-TEST

Name : Honif ol ghifaf Class : VI H Student Number : 11

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. What do you do before go to school?

- A. Go back to sleep
- B. Brush the teeth
- ☒ C. Eat breakfast ✓
- D. Watch TV

Risa and Rido ... TV before sleeping.

- A. look
- ☒ B. watch ✓
- C. buy
- D. listen

2. Look at the picture below!



What does he do?

- A. Wakes up
- ☒ B. Takes a bath ✓
- C. Sleeps on the bed
- D. Makes the bed

5. When do you usually go to sleep?

- ☒ A. At night ✓
- B. In the morning
- C. In the afternoon
- D. Midnight

3. Hito and Tito ... in the yard.

- ☒ A. play football ✓
- B. have lunch
- C. do homework
- D. take a nap

6. How often do you have breakfast?

- ☒ A. Every day ✓
- B. Once a month
- C. Never
- D. Only on weekends

4. Look at the picture below!



7. Look at the picture below!



What do you do after wake up?

- A. Go home and sleep
- B. Do homework

- ☒ Brush the teeth ✓
 D. Take a bath
8. Look at the picture below!



We should ... regularly if we want to stay healthy.

- ☒ mop the floor ✓
 B. clean the house
 C. sweep the floor
 D. wash the dishes
9. Look at the picture below!



They ... together in the afternoon.

- A. breakfast
 B. have lunch
☒ dinner
 D. eating snacks
10. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
 B. brush my teeth
☒ make the bed ✓
 D. get up
11. Look at the picture below!



Kenzi and Rina usually ... together after school.

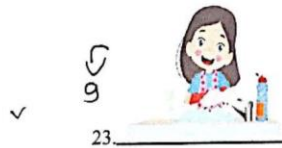
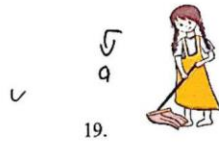
- ☒ do homework ✓
 B. sleeps
 C. have lunch
 D. take a nap
12. In the evening, Liza and her family will have dinner together. The underlined word means ...
- A. makan siang
☒ makan malam ✓
 C. makan sore
 D. sarapan pagi
13. Pia always prays on time every day. The underlined means ...
- A. belajar
☒ salat ✓
 C. makan siang
 D. bermain
14. Kina always ... after waking up.
- ☒ makes her bed ✓
 B. takes a bath
 C. breakfast
 D. wash her face
15. Look at the picture below!



My father usually goes to work using ...

- A. a car
 B. a bike
☒ a motorcycle ✓
 D. public transportation
16. After making the bed, I take a shower. The synonym of the underlined word is ...
- A. take a rest
☒ take a bath ✓
 C. take a nap
 D. take a break

B. Match the picture to the correct word!



a. Mop the floor

b. Take a bath

c. Play football

d. Have a lunch

e. Make the bed

f. Breakfast

g. Wash the dishes

h. Do homework

i. Wash the face

j. Take a nap



C. Select the appropriate sentences from those listed below to complete the paragraph!

Hai, my name is Hanin. I usually (26) _____ early morning at 5 AM. After waking up, I (27) _____ with my parents. Then I (28) _____ before taking a bath. I brush my teeth and (29) _____. Sometimes I help my mother (30) _____ before going to school. At 6.30, I have (31) _____ with my parents. Before going to school, I (32) _____ that I have used. Then I (33) _____ with my father. After class is over, I (34) _____. After that, I (35) _____ for one hour. Next, I (36) _____ with my younger brother. Then I went to my friend's house to (37) _____ together, and after we finished, we usually (38) _____. In the evening, I help my mother cook for (39) _____. After that, I watch TV in the living room with my family. Then I (40) _____ at 9 PM.

go to bed	prayed	make the bed	breakfast	played the dolls
wash my face	dinner	wake up	take a nap	wash the dishes
go to school	do homework	go home	sweep the floor	had lunch

26. wake up ✓
27. ~~make the bed~~ Prayed ✓
28. ~~prayed~~ make the bed ✓
29. wash my face ✓
30. sweep the floor ✓
31. breakfast ✓
32. wash the dishes ✓
33. go to school ✓
34. go home ✓
35. take a nap ✓
36. Played the dolls ✓
37. do homework ✓
38. had lunch ✓
39. dinner ✓
40. go to bed ✓

77,5

77.5

7 = 31

POST-TEST

Name : Junita M. L

Class : VII-H

Student Number : 19

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. What do you do before go to school?

A. Go back to sleep
 B. Brush the teeth
~~C. Eat breakfast~~ ✓
 D. Watch TV

Risa and Rido ... TV before sleeping.

A. look
~~B. watch~~ ✓
 C. buy
 D. listen

2. Look at the picture below!



What does he do?

A. Wakes up
~~B. Takes a bath~~ ✓
 C. Sleeps on the bed
 D. Makes the bed

5. When do you usually go to sleep?

~~A. At night~~ ✓
 B. In the morning
 C. In the afternoon
 D. Midnight

3. Hito and Tito ... in the yard.

~~A. play football~~ ✓
 B. have lunch
 C. do homework
 D. take a nap

6. How often do you have breakfast?

~~A. Every day~~ ✓
 B. Once a month
 C. Never
 D. Only on weekends

4. Look at the picture below!



7. Look at the picture below!



What do you do after wake up?

A. Go home and sleep
 B. Do homework

- ~~C.~~ Brush the teeth ✓
 D. Take a bath
8. Look at the picture below!



We should ... regularly if we want to stay healthy.

- ~~A.~~ mop the floor ✓
 B. clean the house
 C. sweep the floor
 D. wash the dishes
9. Look at the picture below!



They ... together in the afternoon.

- A. breakfast
 B. have lunch ✓
 C. dinner
 D. eating snacks
10. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
 B. brush my teeth ✓
 C. make the bed
 D. get up
11. Look at the picture below!



Kenzi and Rina usually ... together after school.










- ~~A.~~ do homework ✓
 B. sleeps
 C. have lunch
 D. take a nap
12. In the evening, Liza and her family will have dinner together. The underlined word means ...
- A. makan siang
 B. makan malam ✓
 C. makan sore
 D. sarapan pagi
13. Pia always prays on time every day. The underlined means ...
- A. belajar
 B. salat ✓
 C. makan siang
 D. bermain
14. Kina always ... after waking up.
- ~~A.~~ makes her bed ✓
 B. takes a bath
 C. breakfast
 D. wash her face
15. Look at the picture below!



My father usually goes to work using ...

- A. a car
 B. a bike
 C. a motorcycle
 D. public transportation
16. After making the bed, I take a shower. The synonym of the underlined word is ...
- A. take a rest
 B. take a bath ✓
 C. take a nap
 D. take a break

B. Match the picture to the correct word!

17. 	a. Mop the floor	18. 
✓ 19. 	b. Take a bath	20. 
✓ 21. 	c. Play football	22. 
✓ 23. 	d. Have a lunch	24. 
✓ 25. 	e. Make the bed	
	f. Breakfast	
	g. Wash the dishes	
	h. Do homework	
	i. Wash the face	
	j. Take a nap	

Handwritten matches and corrections:

- 17. e. Make the bed ✓
- 18. have a lunch ✓
- 19. a. Mop the floor ✓
- 20. h. Do homework ✓
- 21. F. breakfast ✓
- 22. i. take a nap ✓
- 23. g. Wash the dishes ✓
- 24. i. Wash the face ✓
- 25. b. Take a bath ✓

C. Select the appropriate sentences from those listed below to complete the paragraph!

Hai, my name is Hanin. I usually (26) _____ early morning at 5 AM. After waking up, I (27) _____ with my parents. Then I (28) _____ before taking a bath. I brush my teeth and (29) _____. Sometimes I help my mother (30) _____ before going to school. At 6.30, I have (31) _____ with my parents. Before going to school, I (32) _____ that I have used. Then I (33) _____ with my father. After class is over, I (34) _____. After that, I (35) _____ for one hour. Next, I (36) _____ with my younger brother. Then I went to my friend's house to (37) _____ together, and after we finished, we usually (38) _____. In the evening, I help my mother cook for (39) _____. After that, I watch TV in the living room with my family. Then I (40) _____ at 9 PM.

go to bed	prayed	make the bed	breakfast	played the dolls
wash my face	dinner	wake up	take a nap	wash the dishes
go to school	do homework	go home	sweep the floor	had lunch

- (26) Wake up ✓
 (27) make the bed ✓
 (28) prayed ✓
 (29) Wash my Face ✓
 (30) wash the dishes ✓
 (31) breakfast ✓
 (32) go to school ✓
 (33) go home ✓
 (34) take a nap ✓
 (35) have a lunch ✓
 (36) sweep the floor ✓
 (37) do homework ✓
 (38) played the dolls ✓
 (39) dinner ✓
 (40) go to bed ✓

Appendix 6 Pre-test and Post-test Sheet Control Class
Pre-test of Control Class

23

25

benar : 10
T = 10

PRE-TEST

Name : Putra Denis Ilmansyah
Class : VII 6
Student Number : 23

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. Look at the picture below!



What time do you usually wake up?

- A. 7:00 AM
- B. 7:00 PM
- ☒ C. 6:00 AM
- D. 6:00 PM

2. Look at the picture below!



What does she do?

- A. Wakes up
- ☒ B. Takes a bath
- C. Sleeps on the bed
- D. Makes the bed

3. Look at the picture below!



I ... a book in bed before sleeping.

- A. read
- B. write
- ☒ C. buy
- D. play

4. When do you usually go to school?

- A. At noon
- ☒ B. In the morning
- C. In the evening
- D. At night

5. "I go to bed at half past nine."

What time do you usually go to bed?

- ☒ A. 8:30 PM
- B. 8:30 AM
- C. 9:30 PM
- D. 9:30 AM

6. Look at the picture below!



What do you do before sleep?

- A. Pray
- ☒ B. Brush the teeth

- C. Make the bed
D. Do homework
7. Look at the picture below!



We always ... at a half past six in the morning.

- A. get up
☒ B. go to school
C. breakfast
D. take a bath

8. Look at the picture below!



I always ... before I take a bath.

- ☒ A. wash my face
B. brush my teeth
C. breakfast
D. get up

9. Erika usually has lunch with her parents. The underlined word means ...

- A. makan siang
B. makan malam
C. makan sore
☒ D. sarapan pagi

10. Look at the picture below!



Ina is discipline girl. She always ... the dishes after eating.

- A. sweeps
☒ B. mops
C. washes
D. sleeps

11. Look at the picture below!



Vero always ... at 6.15 a.m before going to school.

- A. has lunch
B. dinner
☒ C. get up
D. breakfast

12. She often takes a nap in the afternoon. The underlined means ...

- ☒ A. tidur
B. tidur siang
C. makan siang
D. bermain

13. They ... their room on weekends.

- A. clean
B. wash
C. keep
D. maintain

14. Look at the picture below!



Brian sometimes go to school

- ...
☒ A. by car
B. by bike
C. by motorcycle
D. by bus

15. Look at the picture below!



Tina usually has lunch at ...

- A. a quarter past three
B. a half past three
☒ C. a quarter past two
D. a half past two

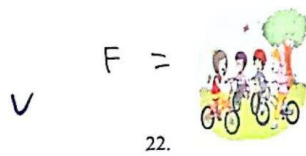
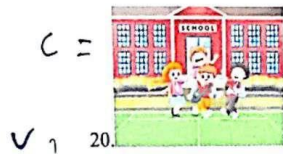
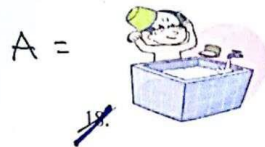
16. After watching TV, Raina will go to bed to ...

- ~~A.~~ pray
- B. read a book
- ~~C.~~ sleep ✓
- D. take a nap

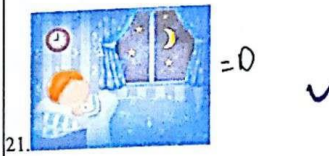
17. Cintia usually wakes up at 5 AM. The synonym of the underlined word is ...

- A. gives up
- ~~B.~~ sets up
- C. makes up
- D. gets up

B. Match the picture to the correct word!



- | |
|--------------------|
| a. Wake up |
| b. Brush the teeth |
| c. Go home |
| d. Sleep |
| e. Take a bath |
| f. Playing bicycle |
| g. Watch TV |
| h. Sweep the floor |
| i. Pray |
| j. Dinner |



C. Select the appropriate sentences from those listed below to complete the paragraph!

Every day, I (28) ____ at 5:30 a.m. I quickly get out of bed and (29) _____. After that, I brush my teeth and (30) _____. I eat (31) ____ at 6:30 a.m., usually cereal and milk. Then, I pack my school bag with books and pen. At 6:45 a.m., I (32) _____. My classes start at 7:00 a.m. During the day, I learn math, science, and English and I (33) ____ around 2 p.m. After school, I (34) ____ for about an hour and I (35) ____ with my mom because my dad is still at the office. Then I (36) ____ for an hour. I usually (37) ____ in the yard with my dad. In the evening, I have (38) ____ with my family. After dinner, I help mom wash dishes. Then I join my family to (39) ____ in the living room. Finally, I go to bed around 9:00 p.m. Before I go to sleep, I take a moment to (40) _____.

watch TV	pray	make the bed	wash dishes	go home
take a shower	do my homework	take a nap	dinner	play football
go to school	wake up	breakfast	go to sleep	have lunch

- | | |
|------------------------------|----------------------------|
| 28. make the bed | 36. breakfast |
| 29. pray | 37. go to sleep |
| 30. wash dishes | 38. have lunch |
| 31. watch TV | 39. dinner |
| 32. dinner | 40. wash dishes |
| 33. wake up | |
| 34. go to school | |
| 35. play football | |

5

55

T = 22

PRE-TEST

B = 22

Name: Arum Septianingcih Sugatno
 Class: VII-6 (76)
 Student Number: 05

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. Look at the picture below!



What time do you usually wake up?

- A. 7:00 AM
 B. 7:00 PM
~~C. 6:00 AM~~ ✓
 D. 6:00 PM

2. Look at the picture below!



What does she do?

- A. Wakes up
 B. Takes a bath
 C. Sleeps on the bed
~~D. Makes the bed~~ ✓

3. Look at the picture below!



I ... a book in bed before sleeping.

- A. read
 B. write
 C. buy
~~D. play~~

4. When do you usually go to school?

- A. At noon
~~B. In the morning~~ ✓
 C. In the evening
 D. At night

5. "I go to bed at half past nine."

What time do you usually go to bed?

- A. 8:30 PM
 B. 8:30 AM
~~C. 9:30 PM~~ ✓
 D. 9:30 AM

6. Look at the picture below!



What do you do before sleep?

- ~~A. Pray~~ ✓
 B. Brush the teeth

- C. Make the bed
- D. Do homework

7. Look at the picture below!



We always ... at a half past six in the morning.

- A. get up
- ☒ B. go to school
- C. breakfast
- D. take a bath

8. Look at the picture below!



I always ... before I take a bath.

- ☒ A. wash my face
- B. brush my teeth
- C. breakfast
- D. get up

9. Erika usually has lunch with her parents. The underlined word means ...

- ☒ A. makan siang
- B. makan malam
- C. makan sore
- D. sarapan pagi

10. Look at the picture below!



Ina is discipline girl. She always ... the dishes after eating.

- A. sweeps
- B. mops
- ☒ C. washes
- D. sleeps

11. Look at the picture below!



Vero always ... at 6.15 a.m before going to school.

- A. has lunch
- B. dinner
- C. get up
- ☒ D. breakfast

12. She often takes a nap in the afternoon. The underlined means ...

- A. tidur
- B. tidur siang
- C. makan siang
- ☒ D. bermain

13. They ... their room on weekends.

- ☒ A. clean
- B. wash
- C. keep
- D. maintain

14. Look at the picture below!



Brian sometimes go to school

- ...
- A. by car
- B. by bike
- ☒ C. by motorcycle
- D. by bus

15. Look at the picture below!



Tina usually has lunch at ...

- ☒ A. a quarter past three
- B. a half past three
- C. a quarter past two
- D. a half past two










16. After watching TV, Raina will go to bed to ...

- ~~A.~~ pray
- B. read a book
- C. sleep
- D. take a nap

17. Cintia usually wakes up at 5 AM. The synonym of the underlined word is ...

- ~~A.~~ gives up
- B. sets up
- C. makes up
- D. gets up

B. Match the picture to the correct word!

✓ 18. 	a. Wake up	19. 	✓
✓ 20. 	b. Brush the teeth	21. 	✓
✓ 23. 	c. Go home	24. 	
	d. Sleep	25. 	✓
	e. Take a bath	26. 	
	f. Playing bicycle	27. 	✓
	g. Watch TV		
	h. Sweep the floor		
	i. Pray		
	j. Dinner		

C. Select the appropriate sentences from those listed below to complete the paragraph!

Every day, I (28) ^{wake}~~up~~ at 5:30 a.m. I quickly get out of bed and (29) ~~pray~~ After that, I brush my teeth and (30) ^{make}~~brush~~ I eat (31) ^{breakfast}~~breakfast~~ at 6:30 a.m., usually cereal and milk. Then, I pack my school bag with books and pen. At 6:45 a.m., I (32) ^{go to}~~school~~ My classes start at 7:00 a.m. During the day, I learn math, science, and English and I (33) ^{play}~~watch~~ around 2 p.m. After school, I (34) ^{go home}~~go home~~ for about an hour and I (35) ^{watch}~~watch~~ with my mom because my dad is still at the office. Then I (36) ^{have}~~have~~ for an hour. I usually (37) ^{take}~~take~~ in the yard with my dad. In the evening, I have (38) ^{dinner}~~dinner~~ with my family. After dinner, I help mom wash dishes. Then I join my family to (39) ^{watch}~~watch~~ in the living room. Finally, I go to bed around 9:00 p.m. Before I go to sleep, I take a moment to (40) ^{go to}~~go to~~ sleep

watch TV	pray	make the bed	wash dishes	go home
take a shower	do my homework	take a nap	dinner	play football
go to school	wake up	breakfast	go to sleep	have lunch

Post-test of Control Class

40

40

7 : 14

POST-TEST

Name : Deksita Solawiqyq

Class : VII E

Student Number : 10

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. What do you do before go to school?

- A. Go back to sleep
- B. Brush the teeth
- ☒ C. Eat breakfast ✓
- D. Watch TV

Risa and Rido ... TV before sleeping.

- A. look
- ☒ B. watch ✓
- C. buy
- D. listen

2. Look at the picture below!



What does he do?

- A. Wakes up
- ☒ B. Takes a bath ✓
- C. Sleeps on the bed
- D. Makes the bed

5. When do you usually go to sleep?

- ☒ A. At night ✓
- B. In the morning
- C. In the afternoon
- D. Midnight

3. Hito and Tito ... in the yard.

- A. play football
- ☒ B. have lunch ✓
- C. do homework
- D. take a nap

6. How often do you have breakfast?

- A. Every day
- ☒ B. Once a month ✓
- C. Never
- D. Only on weekends

4. Look at the picture below!



7. Look at the picture below!



What do you do after wake up?

- A. Go home and sleep
- B. Do homework

- ~~X~~ Brush the teeth ✓
 D. Take a bath
 8. Look at the picture below!



We should ... regularly if we want to stay healthy.

- A. mop the floor
~~X~~ clean the house
 C. sweep the floor
 D. wash the dishes
 9. Look at the picture below!



They ... together in the afternoon.

- ~~X~~ breakfast
 B. have lunch
 C. dinner
 D. eating snacks
 10. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
 B. brush my teeth
~~X~~ make the bed ✓
 D. get up
 11. Look at the picture below!



Kenzi and Rina usually ... together after school.

- A. do homework
 B. sleeps
~~X~~ have lunch
 D. take a nap
 12. In the evening, Liza and her family will have dinner together. The underlined word means ...
~~X~~ makan siang
 B. makan malam
 C. makan sore
 D. sarapan pagi
 13. Pia always prays on time every day. The underlined means ...
~~X~~ belajar
 B. salat
 C. makan siang
 D. bermain
 14. Kina always ... after waking up.
 A. makes her bed
~~X~~ takes a bath
 C. breakfast
 D. wash her face
 15. Look at the picture below!



My father usually goes to work using ...

- A. a car
 B. a bike
~~X~~ a motorcycle ✓
 D. public transportation
 16. After making the bed, I take a shower. The synonym of the underlined word is ...
 A. take a rest
~~X~~ take a bath ✓
 C. take a nap
 D. take a break

B. Match the picture to the correct word!



a. Mop the floor

b. Take a bath

c. Play football

d. Have a lunch

e. Make the bed

f. Breakfast

g. Wash the dishes

h. Do homework

i. Wash the face

j. Take a nap



C. Select the appropriate sentences from those listed below to complete the paragraph!

Hai, my name is Hanin. I usually (26) _____ early morning at 5 AM. After waking up, I (27) _____ with my parents. Then I (28) _____ before taking a bath. I brush my teeth and (29) _____. Sometimes I help my mother (30) _____ before going to school. At 6.30, I have (31) _____ with my parents. Before going to school, I (32) _____ that I have used. Then I (33) _____ with my father. After class is over, I (34) _____. After that, I (35) _____ for one hour. Next, I (36) _____ with my younger brother. Then I went to my friend's house to (37) _____ together, and after we finished, we usually (38) _____. In the evening, I help my mother cook for (39) _____. After that, I watch TV in the living room with my family. Then I (40) _____ at 9 PM.

go to bed 27	prayed 34	make the bed 29	breakfast 26	played the dolls 35
wash my face 30	dinner 38	wake up 34	take a nap 37	wash the dishes 40
go to school 33	do homework 32	go home 31	sweep the floor 36	had lunch 39

82,5

82,5

10/14

T: 33

POST-TEST

Name: Hibel Potito W.

Class: VII 6

Student Number: 18

A. Please answer the multiple-choice questions below by selecting A, B, C, or D!

1. What do you do before go to school?

A. Go back to sleep
 B. Brush the teeth
 C. Eat breakfast ✓
 D. Watch TV

Risa and Rido ... TV before sleeping.

A. look
 B. watch ✓
 C. buy
 D. listen

2. Look at the picture below!



What does he do?

A. Wakes up
 B. Takes a bath ✓
 C. Sleeps on the bed
 D. Makes the bed

5. When do you usually go to sleep?

A. At night ✓
 B. In the morning
 C. In the afternoon
 D. Midnight

3. Hito and Tito ... in the yard.

A. play football ✓
 B. have lunch
 C. do homework
 D. take a nap

6. How often do you have breakfast?

A. Every day ✓
 B. Once a month
 C. Never
 D. Only on weekends

4. Look at the picture below!



7. Look at the picture below!



What do you do after wake up?

A. Go home and sleep
 B. Do homework

- ~~C. Brush the teeth~~ ✓
D. Take a bath

8. Look at the picture below!



We should ... regularly if we want to stay healthy.

- A. mop the floor
B. clean the house
C. sweep the floor
D. wash the dishes

9. Look at the picture below!



They ... together in the afternoon.

- A. breakfast
~~B. have lunch~~ ✓
C. dinner
D. eating snacks

10. Look at the picture below!



I always ... before I take a bath.

- A. wash my face
B. brush my teeth
~~C. make the bed~~ ✓
D. get up

11. Look at the picture below!



Kenzi and Rina usually ... together after school.

- ~~A. do homework~~ ✓
B. sleeps
C. have lunch
D. take a nap

12. In the evening, Liza and her family will have dinner together. The underlined word means ...

- A. makan siang
~~B. makan malam~~
~~C. makan sore~~
D. sarapan pagi

13. Pia always prays on time every day. The underlined means ...

- A. belajar
~~B. salat~~ ✓
C. makan siang
D. bermain

14. Kina always ... after waking up.

- A. makes her bed
B. takes a bath
C. breakfast
~~D. wash her face~~

15. Look at the picture below!



My father usually goes to work using ...

- A. a car
B. a bike
~~C. a motorcycle~~ ✓
D. public transportation

16. After making the bed, I take a shower. The synonym of the underlined word is ...

- A. take a rest
~~B. take a bath~~ ✓
C. take a nap
D. take a break

B. Match the picture to the correct word!



a. Mop the floor

b. Take a bath

c. Play football

d. Have a lunch

e. Make the bed

f. Breakfast

g. Wash the dishes

h. Do homework

i. Wash the face

j. Take a nap



C. Select the appropriate sentences from those listed below to complete the paragraph!

Hai, my name is Hanin. I usually (26) ___ early morning at 5 AM. After waking up, I (27) ___ with my parents. Then I (28) ___ before taking a bath. I brush my teeth and (29) ___. Sometimes I help my mother (30) ___ before going to school. At 6.30, I have (31) ___ with my parents. Before going to school, I (32) ___ that I have used. Then I (33) ___ with my father. After class is over, I (34) ___. After that, I (35) ___ for one hour. Next, I (36) ___ with my younger brother. Then I went to my friend's house to (37) ___ together, and after we finished, we usually (38) ___. In the evening, I help my mother cook for (39) ___. After that, I watch TV in the living room with my family. Then I (40) ___ at 9 PM.

go to bed	prayed	make the bed	breakfast	played the dolls
wash my face	dinner	wake up	take a nap	wash the dishes
go to school	do homework	go home	sweep the floor	had lunch

- 26. wake up ✓
- 27. make the bed ✓
- 28. wash my face ✓
- 29. wash my face ✓
- 30. sweep the floor ✓
- 31. go to school ✓
- 32. Breakfast ✓
- 33. Go to school ✓
- 34. Go home ✓
- 35. take a nap ✓
- 36. had lunch ✓
- 37. do homework ✓
- 38. played the dolls ✓
- 39. dinner ✓
- 40. go to bed ✓

Appendix 7 Lesson Plan Experimental Class

MODUL AJAR BAHASA INGGRIS (EXPERIMENTAL CLASS)

DAILY LIFE

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Helmiana Mukti
Institusi	SMP Negeri 1 Karangmoncol
Tahun Pelajaran	2024-2025
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII
Fase	D
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. . Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan.
Elemen	<p>Elemen Membaca – Memirsa</p> <p>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are able to identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</p> <p>Elemen Menulis – Mempresentasikan</p> <p>At the end of Phase D, students are able to communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present</p>

	informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They are able to include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter sound elationships and they use punctuation and capitalization with consistency.
Alokasi Waktu	4 jp x 40 menit
B. Kompetensi Awal	
Peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya	
C. Profil Pelajar Pancasila	
<ol style="list-style-type: none"> 1. Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia 2. Gotong Royong 3. Mandiri 4. Bernalar Kritis dan Kreatif 5. Nasionalisme 	
D. Strategi Pembelajaran	
Metode Pembelajaran	Diskusi, tanya jawab, ceramah
Model Pembelajaran	PBL dan PJBL
Media	Poster,
Sarana Prasarana	<ul style="list-style-type: none"> ➤ Alat: papan tulis, spidol, pictorial poster ➤ Bahan: Buku Paket Bahasa Inggris, LKPD
E. Target Peserta Didik	
Peserta Didik: 32 orang	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.	
B. PEMAHAMAN BERMAKNA	
<ol style="list-style-type: none"> 1. Dengan mempelajari materi ini, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari kegiatan rutin 2. Manfaat lain dari mempelajari materi ini adalah peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari 	

kegiatan rutin
3. Dengan mempelajari materi ini, peserta didik dapat membuat dan mempresentasikan daftar kegiatan rutin
C. PERTANYAAN PEMANTIK
<ul style="list-style-type: none"> ➤ Do you know what is daily routine? ➤ Do you have your own daily routine? ➤ What do you usually do in the morning until the night?
D. PERSIAPAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Guru menyusun LKPD ➤ Guru menyusun instrumen penilaian yang digunakan ➤ Guru menyusun tes diagnostic

E. KEGIATAN PEMBELAJARAN

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 	10 menit
Inti	<ul style="list-style-type: none"> • Peserta didik mengamati gambar yang disajikan oleh guru di depan kelas • Peserta didik diminta mengajukan pendapat tentang gambar tersebut • Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti "<i>What time do you usually wake up?</i>" "<i>What is the first thing you do after waking up?</i>" • Guru meminta siswa untuk menyebutkan kegiatan rutin yang dilakukan sehari-hari. • Peserta didik mengkategorikan kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan. • Peserta didik mempresentasikan jawaban mereka di depan kelas. • Peserta didik diberikan ulasan materi tentang "<i>daily life</i>" menggunakan media poster. • Peserta didik dibentuk ke dalam kelompok 	60 menit

	yang berisi 4-5 orang <ul style="list-style-type: none"> • Peserta didik mengidentifikasi kata kerja yang berkaitan dengan “<i>daily life</i>”. 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap pembelajaran • Guru memberi kesempatan kepada siswa untuk menyimpulkan pembelajaran • Guru bertanya kepada peserta didik tentang pembelajaran hari itu. • Guru melakukan refleksi kepada siswa secara lisan berkaitan dengan pembelajaran hari itu • Guru menyampaikan kegiatan pada pertemuan berikutnya. 	10 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 	10 menit
Inti	<ul style="list-style-type: none"> • Peserta didik diberi pertanyaan pemantik seperti “<i>Do you still remember what we have learned in the previous meeting?</i>” “<i>Can you mention some verbs relating to daily activities?</i>” • Peserta didik bersama-sama guru mengklarifikasi perbedaan-perbedaan yang digunakan dalam kalimat, yaitu penggunaan <i>She gets up</i> dan <i>I get up</i>. • Peserta didik dipandu guru menyimpulkan struktur kalimat yang digunakan (penggunaan <i>simple present tense</i>). • Peserta didik bersama-sama guru mengklarifikasi perbedaan-perbedaan waktu AM dan PM. • Peserta didik melengkapi kalimat rumpang yang berkaitan dengan “<i>daily life</i>”. 	60 menit

Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap pembelajaran • Guru memberi kesempatan kepada siswa untuk menyimpulkan pembelajaran • Guru bertanya kepada peserta didik tentang pembelajaran hari itu. • Guru melakukan refleksi kepada siswa secara lisan berkaitan dengan pembelajaran hari itu • Guru menyampaikan kegiatan pada pertemuan berikutnya. 	10 menit
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Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 	10 menit
Inti	<ul style="list-style-type: none"> • Peserta didik diberi pertanyaan pemantik seperti <i>“Do you still remember what we have learned in the previous meeting?”</i> <i>“Can you mention some verbs relating to daily activities?”</i> • Peserta didik dikondisikan agar duduk dalam kelompok seperti pertemuan sebelumnya (1 kelompok terdiri dari 4-5 peserta didik). • Peserta didik mengamati 2 teks yang berisi kegiatan sehari-hari Julie dan Sophie. • Peserta didik membandingkan struktur kalimat yang digunakan di dalam 2 teks tersebut. • Peserta didik mempresentasikan hasil jawaban mereka di depan kelas. • Peserta didik menyusun kegiatan yang biasa mereka lakukan dari bangun tidur sampai tidur kembali. • Peserta didik menulis minimal 10 kalimat 	60 menit

	<p>menggunakan kertas yang telah disiapkan oleh guru.</p> <ul style="list-style-type: none">• Peserta didik mengumpulkan tugas ke depan.	
Penutup	<ul style="list-style-type: none">• Guru memberikan umpan balik terhadap pembelajaran• Guru memberi kesempatan kepada siswa untuk menyimpulkan pembelajaran• Guru bertanya kepada peserta didik tentang pembelajaran hari itu.• Guru melakukan refleksi kepada siswa secara lisan berkaitan dengan pembelajaran hari itu• Guru menyampaikan kegiatan pada pertemuan berikutnya.	10 menit
F. ASESMEN		
Asesmen Nonkognitif	<ol style="list-style-type: none">1. Apakah kemarin ketika di rumah kalian membuka buku Bahasa Inggrisnya?2. Apakah ada hambatan/kesulitan ketika belajar Bahasa Inggris di rumah?	
Asesmen Kognitif	Tes diagnostic	
Asesmen Formatif	Kuis LKPD	
G. REFLEKSI		
<p>Peserta Didik :</p> <ol style="list-style-type: none">1. Apakah semua peserta didik senang belajar hari ini?2. Apakah semua peserta didik ada yang kesulitan dalam pembelajaran hari ini? <p>Guru :</p> <ol style="list-style-type: none">1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?2. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?		

MATERI AJAR

a. Vocabulary related to daily activities

Play football	Go to school	Sleep
Do homework	Study	Wake up
Clean the bedroom	Pray	Take a bath
Have lunch	Have breakfast	Get dressed
Watch tv	Have dinner	Make the bed

b. Pronoun

He	They
She	We
It	I
	You

c. Adverb of Frequency

Usually	Generally	Occasionally
Often	Sometimes	Hardly
Never	Rarely	Ever
Seldom	Frequently	

d. Simple Present Tense

- I always wake up at 6 AM.
- She always wakes up at 5 AM.
- I don't go to school on Sunday.
- He doesn't play football on Monday.
- Do you watch TV every day?
- Do they have dinner at 7 PM?

Practice 1

Name :

Class :

A. List the activities that you do and do not do in the table below!

Activities I do	Activities I don't do

Kunci Jawaban

Activities I do	Activities I don't do
Bangun tidur	Menyapu lantai
Mandi	Tidur siang
Sarapan	Bermain bola
Makan siang	Menonton tv
Tidur	Mengepel lantai

LKPD 1

Name :

Class :

A. Match the daily activities with their meanings!

1. Brush teeth	a. Bangun tidur
2. Take a nap	b. Mencuci piring
3. Breakfast	c. Membantu ibu
4. Sweep the floor	d. Makan siang
5. Take a bath	e. Pulang sekolah
6. Go to school	f. Membaca buku
7. Pray	g. Merapikan tempat tidur
8. Wake up	h. Menggosok gigi
9. Have lunch	i. Mengepel lantai
10. Do homework	j. Tidur siang
11. Go home	k. Berangkat sekolah
12. Dinner	l. Mandi
13. Clean the house	m. Menyapu lantai
14. Make the bed	n. Menonton tv
15. Wash dishes	o. Mengerjakan PR
16. Wash the face	p. Sarapan
17. Mop the floor	q. Membersihkan rumah
18. Help mother	r. Salat

19. Watch tv	s. Makan malam
20. Read the book	t. Mencuci muka

Kunci Jawaban

- | | | | |
|------|-------|-------|-------|
| 1. h | 6. k | 11. e | 16. t |
| 2. j | 7. r | 12. s | 17. i |
| 3. p | 8. a | 13. q | 18. c |
| 4. m | 9. d | 14. g | 19. n |
| 5. l | 10. o | 15. b | 20. f |

Score: 20 x 5 = 100

LKPD 2

Name :

Class :

A. Complete the sentence below!



1. I ____ at 7 AM because my school only starts at 9 AM.

2. After I finish school, I go ____ along with my friends.



3. I ____ with my family at around 6.15. We usually have boiled eggs, milk with toast, butter and jam.



4. Riko and Tasya usually ____ at 3 PM.



5. I go to the bathroom, I wash my face and ____.

6. I always make sure to ____ on time, especially during Ramadan.



7. I ____ every morning after I wake up.

8. Before going to bed, I ____ with my family.



9. Sinta helps her mother ____ after eating.

10. I need to ____ to recharge my energy.



11. I ____ every evening to keep the house clean.

12. I ____ with my mom every Saturday.



13. I love to ____ before going to sleep.

14. After playing outside, I love to ____.





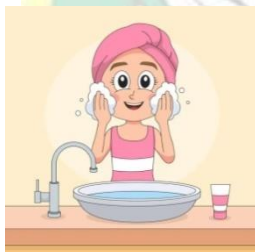
15. Eating ____ together strengthens our family bond.

16. I love ____ with my friends every weekend.



17. They ____ I together to enjoy each other's company.

18. I enjoy listening to music while I ____.



19. I ____ every morning to start the day fresh.

20. After reading a book, I turn off the lights and ____.



Kunci Jawaban

1. I wake up at 7 AM because my school only starts at 9 AM.
2. After I finish school, I go home along with my friends.
3. I have breakfast with my family at around 6.15. We usually have boiled eggs, milk with toast, butter and jam.
4. Riko and Tasya usually do homework at 3 PM.

5. I go to the bathroom, I wash my face and brush my teeth.
6. I always make sure to pray on time, especially during Ramadan.
7. I make the bed every morning after I wake up.
8. Before going to bed, I watch TV with my family.
9. Sinta helps her mother wash the dishes after eating.
10. I need to take a nap to recharge my energy.
11. I sweep the floor every evening to keep the house clean.
12. I have lunch with my mom every Saturday.
13. I love to read a book before going to sleep.
14. After playing outside, I love to take a shower.
15. Eating dinner together strengthens our family bond.
16. I love playing football with my friends every weekend.
17. They go to school together to enjoy each other's company.
18. I enjoy listening to music while I mop the floor.
19. I wash my face every morning to start the day fresh.
20. After reading a book, I turn off the lights and sleep.

Score: 20 x 5 = 100


LKPD 3

Group:


Members:

Class:

1. Compare sentences you read from Julia and Sophie's daily routine.



Hello. I am Julia. I get up early, at 7. I get dressed in the bedroom, my favourite green sweater. I have breakfast in the kitchen, I like orange juice and a sandwich for breakfast. I brush my teeth in the bathroom. My teeth are white! I go to school at 8. At school I have lunch rice and tomatoes and some chicken or fish. After school I go to the park and play with my friends Kate and Mary. I have dinner at 7. I eat salad. I go to bed at 8.



Sophie is eleven years old and she lives in Brighton, England. She usually gets up at a quarter to eight, she has a shower and gets dressed. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth because she likes them white and healthy. Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. They usually eat rice, soup, salad and meat. After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit. At half past seven it is time for dinner. She eats a sandwich with strawberry juice. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth.

Julia's daily routine	Sophie daily routine

Kunci Jawaban

Julia's daily routine	Sophie's daily routine
I usually get up at 6 a.m.	She gets up at a quarter to eight.
I have breakfast.	She has breakfast.
I brush my teeth.	She brushes her teeth.
I go to school.	She goes to the bus stop.
I go to bed.	She goes to bed.

Score: 10 x 10 = 100

LKPD 4

Name:

Class:

1. Create a paragraph consist of 10 sentences using verbs related to daily activities.

Kunci Jawaban

My School Activities

I go to school at 6.15 a.m. I go to school with my father. I arrive at school at 6.30 a.m. In the school, I clean my classroom with my friends. Then after the bell ring, all the students go inside the class. Then we pray together. At school, we almost had 3 until 4 subjects to learn. At a 12.30 p.m we finish the lesson, and finally go to home. After arriving home I changed my clothes. Then I took a nap.

Kriteria Penilaian

Aspek Penilaian	Kriteria	Skor Maksimal
Penggunaan Simple Present Tense	Tidak ada kesalahan tata bahasa	20

Aspek Penilaian	Kriteria	Skor Maksimal
Kesesuaian Isi	Aktivitas relevan dan lengkap	20
Kosakata	Tepat dan bervariasi	20
Struktur dan Koherensi	Logis dan runtut	20
Kreativitas	Menarik dan deskriptif	20

Nilai Akhir = Total Skor Perolehan ÷ Skor Maksimal × 100

Karangmoncol, 30 November 2024

Mengetahui
Guru Mata Pelajaran



Apriliasari, S.Pd

NIP. 19890414 202321 2 023

Mahasiswa Peneliti



Helmiana Mukti

NIM. 2017404126

Appendix 8 Lesson Plan Control Class

MODUL AJAR BAHASA INGGRIS (CONTROL CLASS)

DAILY LIFE

INFORMASI UMUM	
F. IDENTITAS SEKOLAH	
Nama Penyusun	Helmiana Mukti
Institusi	SMP Negeri 1 Karangmoncol
Tahun Pelajaran	2024-2025
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VII
Fase	D
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. . Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan.
Elemen	<p>Elemen Membaca – Memirsa</p> <p>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are able to identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</p> <p>Elemen Menulis – Mempresentasikan</p> <p>At the end of Phase D, students are able to communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive</p>

	texts in simple and compound sentences to structure arguments and to explain or justify a position. They are able to include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter sound elationships and they use punctuation and capitalization with consistency.
Alokasi Waktu	4 jp x 40 menit
G. Kompetensi Awal	
Peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya	
H. Profil Pelajar Pancasila	
<ol style="list-style-type: none"> 1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia 2. Gotong Royong 3. Mandiri 4. Bernalar Kritis dan Kreatif 5. Nasionalisme 	
I. Strategi Pembelajaran	
Metode Pembelajaran	Diskusi, tanya jawab, ceramah
Model Pembelajaran	PBL dan PJBL
Media	Poster,
Sarana Prasarana	<ul style="list-style-type: none"> ➤ Alat: papan tulis, spidol ➤ Bahan: Buku Paket Bahasa Inggris, LKPD
J. Target Peserta Didik	
Peserta Didik: 32 orang	
KOMPONEN INTI	
H. TUJUAN PEMBELAJARAN	
Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.	
I. PEMAHAMAN BERMAKNA	
<ol style="list-style-type: none"> 1. Dengan mempelajari materi ini, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari kegiatan rutin 2. Manfaat lain dari mempelajari materi ini adalah peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari kegiatan rutin 	

3. Dengan mempelajari materi ini, peserta didik dapat membuat dan mempresentasikan daftar kegiatan rutin
J. PERTANYAAN PEMANTIK
<ul style="list-style-type: none"> ➤ Do you know what is daily routine? ➤ Do you have your own daily routine? ➤ What do you usually do in the morning until the night?
K. PERSIAPAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Guru menyusun LKPD ➤ Guru menyusun instrumen penilaian yang digunakan ➤ Guru menyusun tes diagnostic

L. KEGIATAN PEMBELAJARAN

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak berdoa'a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 	10 menit
Inti	<ul style="list-style-type: none"> • Peserta didik mengamati gambar yang disajikan oleh guru di depan kelas • Peserta didik diminta mengajukan pendapat tentang gambar tersebut • Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti "<i>What time do you usually wake up?</i>" "<i>What is the first thing you do after waking up?</i>" • Guru meminta siswa untuk menyebutkan kegiatan rutin yang dilakukan sehari-hari. • Peserta didik mengkategorikan kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan. • Peserta didik mempresentasikan jawaban mereka di depan kelas. • Peserta didik diberikan ulasan materi tentang "<i>daily life</i>". • Peserta didik dibentuk ke dalam kelompok yang berisi 4-5 orang • Peserta didik mengidentifikasi kata kerja 	60 menit

	<p>yang berkaitan dengan “<i>daily life</i>”</p> <ul style="list-style-type: none"> • Peserta didik bersama-sama guru mengklarifikasi perbedaan-perbedaan yang digunakan dalam kalimat, yaitu penggunaan <i>She gets up</i> dan <i>I get up</i>. • Peserta didik dipandu guru menyimpulkan struktur kalimat yang digunakan (penggunaan <i>simple present tense</i>). • Peserta didik melengkapi kalimat rumpang yang berkaitan dengan “<i>daily life</i>”. 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap pembelajaran • Guru memberi kesempatan kepada siswa untuk menyimpulkan pembelajaran • Guru bertanya kepada peserta didik tentang pembelajaran hari itu. • Guru melakukan refleksi kepada siswa secara lisan berkaitan dengan pembelajaran hari itu • Guru menyampaikan kegiatan pada pertemuan berikutnya. 	10 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 	10 menit
Inti	<ul style="list-style-type: none"> • Peserta didik diberi pertanyaan pemantik seperti “<i>Do you still remember what we have learned in the previous meeting?</i>” “<i>Can you mention some verbs relating to daily activities?</i>” • Peserta didik bersama-sama guru mengklarifikasi perbedaan-perbedaan yang digunakan dalam kalimat, yaitu penggunaan <i>She gets up</i> dan <i>I get up</i>. • Peserta didik dipandu guru menyimpulkan 	60 menit

	<p>struktur kalimat yang digunakan (penggunaan <i>simple present tense</i>).</p> <ul style="list-style-type: none"> • Peserta didik bersama-sama guru mengklarifikasi perbedaan-perbedaan waktu AM dan PM. • Peserta didik melengkapi kalimat rumpang yang berkaitan dengan “<i>daily life</i>”. 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap pembelajaran • Guru memberi kesempatan kepada siswa untuk menyimpulkan pembelajaran • Guru bertanya kepada peserta didik tentang pembelajaran hari itu. • Guru melakukan refleksi kepada siswa secara lisan berkaitan dengan pembelajaran hari itu • Guru menyampaikan kegiatan pada pertemuan berikutnya. 	10 menit

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak berdoa’a sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 	10 menit
Inti	<ul style="list-style-type: none"> • Peserta didik diberi pertanyaan pemantik seperti “<i>Do you still remember what we have learned in the previous meeting?</i>” “<i>Can you mention some verbs relating to daily activities?</i>” • Peserta didik dikondisikan agar duduk dalam kelompok seperti pertemuan sebelumnya (1 kelompok terdiri dari 4-5 peserta didik). • Peserta didik mengamati 2 teks yang berisi kegiatan sehari-hari Julie dan Sophie. • Peserta didik membandingkan struktur kalimat yang digunakan di dalam 2 teks 	60 menit

	<p>tersebut.</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil jawaban mereka di depan kelas • Peserta didik menyusun kegiatan yang biasa mereka lakukan dari bangun tidur sampai tidur kembali • Peserta didik menulis minimal 10 kalimat menggunakan kertas yang telah disiapkan oleh guru • Peserta didik mengumpulkan tugas ke depan 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap pembelajaran • Guru memberi kesempatan kepada siswa untuk menyimpulkan pembelajaran • Guru bertanya kepada peserta didik tentang pembelajaran hari itu. • Guru melakukan refleksi kepada siswa secara lisan berkaitan dengan pembelajaran hari itu • Guru menyampaikan kegiatan pada pertemuan berikutnya. 	10 menit
M. ASESMEN		
Asesmen Nonkognitif	<ol style="list-style-type: none"> 1. Apakah kemarin ketika di rumah kalian membuka buku Bahasa Inggrisnya? 2. Apakah ada hambatan/kesulitan ketika belajar Bahasa Inggris di rumah? 	
Asesmen Kognitif	Tes diagnostic	
Asesmen Formatif	Kuis LKPD	
N. REFLEKSI		
<p>Peserta Didik :</p> <ol style="list-style-type: none"> 3. Apakah semua peserta didik senang belajar hari ini? 4. Apakah semua peserta didik ada yang kesulitan dalam pembelajaran hari ini? <p>Guru :</p> <ol style="list-style-type: none"> 3. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik? 4. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini? 		

MATERI AJAR

a. Vocabulary related to daily activities

Play football	Go to school	Sleep
Do homework	Study	Wake up
Clean the bedroom	Pray	Take a bath
Have lunch	Have breakfast	Get dressed
Watch tv	Have dinner	Make the bed

b. Pronoun

He	They
She	We
It	I
	You

c. Adverb of Frequency

Usually	Generally	Occasionally
Often	Sometimes	Hardly
Never	Rarely	Ever
Seldom	Frequently	

d. Simple Present Tense

- I always wake up at 6 AM.
- She always wakes up at 5 AM.
- I don't go to school on Sunday.
- He doesn't play football on Monday.
- Do you watch TV every day?
- Do they have dinner at 7 PM?

Practice 1

Name :

Class :

B. List the activities that you do and do not do in the table below!

Activities I do	Activities I don't do

--	--

Kunci Jawaban

Activities I do	Activities I don't do
Bangun tidur	Menyapu lantai
Mandi	Tidur siang
Sarapan	Bermain bola
Makan siang	Menonton tv
Tidur	Mengepel lantai

LKPD 1

Name :

Class :

B. Match the daily activities with their meanings!

1. Brush teeth	a. Bangun tidur
2. Take a nap	b. Mencuci piring
3. Breakfast	c. Membantu ibu
4. Sweep the floor	d. Makan siang
5. Take a bath	e. Pulang sekolah
6. Go to school	f. Membaca buku
7. Pray	g. Merapikan tempat tidur
8. Wake up	h. Menggosok gigi
9. Have lunch	i. Mengepel lantai
10. Do homework	j. Tidur siang
11. Go home	k. Berangkat sekolah
12. Dinner	l. Mandi
13. Clean the house	m. Menyapu lantai
14. Make the bed	n. Menonton tv
15. Wash dishes	o. Mengerjakan PR
16. Wash the face	p. Sarapan
17. Mop the floor	q. Membersihkan rumah
18. Help mother	r. Salat
19. Watch tv	s. Makan malam
20. Read the book	t. Mencuci muka

Kunci Jawaban

- | | | | |
|-------|-------|-------|-------|
| 6. h | 6. k | 11. e | 16. t |
| 7. j | 7. r | 12. s | 17. i |
| 8. p | 8. a | 13. q | 18. c |
| 9. m | 9. d | 14. g | 19. n |
| 10. l | 10. o | 15. b | 20. f |

Score: 20 x 5 = 100

LKPD 2

Name:

Class:

A. Complete the sentence below!

1. I ____ at 7 AM because my school only starts at 9 AM.
2. After I finish school, I ____ along with my friends.
3. I ____ with my family at around 6.15. We usually have boiled eggs, milk with toast, butter and jam.
4. Riko and Tasya usually ____ at 3 PM.
5. I go to the bathroom, I wash my face and ____.
6. I always make sure to ____ on time, especially during Ramadan.
7. I ____ every morning after I wake up.
8. Before going to bed, I ____ with my family.
9. Sinta helps her mother ____ after eating.
10. I need to ____ to recharge my energy.
11. I ____ every evening to keep the house clean.
12. I ____ with my mom every Saturday.
13. I love to ____ before going to sleep.
14. After playing outside, I love to ____.
15. Eating ____ together strengthens our family bond.
16. I love ____ with my friends every weekend.
17. They ____ together to enjoy each other's company.
18. I enjoy listening to music while I ____.

19. I ____ every morning to start the day fresh.
20. After reading a book, I turn off the lights and ____.

Kunci Jawaban

1. I wake up at 7 AM because my school only starts at 9 AM.
2. After I finish school, I go home along with my friends.
3. I have breakfast with my family at around 6.15. We usually have boiled eggs, milk with toast, butter and jam.
4. Riko and Tasya usually do homework at 3 PM.
5. I go to the bathroom, I wash my face and brush my teeth.
6. I always make sure to pray on time, especially during Ramadan.
7. I make the bed every morning after I wake up.
8. Before going to bed, I watch TV with my family.
9. Sinta helps her mother wash the dishes after eating.
10. I need to take a nap to recharge my energy.
11. I sweep the floor every evening to keep the house clean.
12. I have lunch with my mom every Saturday.
13. I love to read a book before going to sleep.
14. After playing outside, I love to take a shower.
15. Eating dinner together strengthens our family bond.
16. I love playing football with my friends every weekend.
17. They go to school together to enjoy each other's company.
18. I enjoy listening to music while I mop the floor.
19. I wash my face every morning to start the day fresh.
20. After reading a book, I turn off the lights and sleep.

Score: 20 x 5 = 100

LKPD 3

Group:

Members:

Class:

1. Compare sentences you read from Julia and Sophie's daily routine.



Hello. I am Julia. I get up early, at 7. I get dressed in the bedroom, my favourite green sweater. I have breakfast in the kitchen, I like orange juice and a sandwich for breakfast. I brush my teeth in the bathroom. My teeth are white! I go to school at 8. At school I have lunch rice and tomatoes and some chicken or fish. After school I go to the park and play with my friends Kate and Mary. I have dinner at 7. I eat salad. I go to bed at 8.



Sophie is eleven years old and she lives in Brighton, England. She usually gets up at a quarter to eight, she has a shower and gets dressed. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth because she likes them white and healthy. Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. They usually eat rice, soup, salad and meat. After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit. At half past seven it is time for dinner. She eats a sandwich with strawberry juice. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth.

Julia's daily routine	Sophie daily routine

Kunci Jawaban

Julia's daily routine	Sophie's daily routine
I usually get up at 6 a.m.	She gets up at a quarter to eight.
I have breakfast.	She has breakfast.
I brush my teeth.	She brushes her teeth.
I go to school.	She goes to the bus stop.
I go to bed.	She goes to bed.

Score: 10 x 10 = 100

LKPD 4

Name:

Class:

2. Create a paragraph consist of 10 sentences using verbs related to daily activities.

Kunci Jawaban

My School Activities

I go to school at 6.15 a.m. I go to school with my father. I arrive at school at 6.30 a.m. In the school, I clean my classroom with my friends. Then after the bell ring, all the students go inside the class. Then we pray together. At school, we almost had 3 until 4 subjects to learn. At a 12.30 p.m we finish the lesson, and finally go to home. After arriving home I changed my clothes. Then I took a nap.

Kriteria Penilaian

Aspek Penilaian	Kriteria	Skor Maksimal
Penggunaan Simple Present Tense	Tidak ada kesalahan tata bahasa	20
Kesesuaian Isi	Aktivitas relevan dan lengkap	20
Kosakata	Tepat dan bervariasi	20
Struktur dan Koherensi	Logis dan runtut	20
Kreativitas	Menarik dan deskriptif	20

Nilai Akhir = Total Skor Perolehan ÷ Skor Maksimal × 100

Karangmoncol, 30 November 2024

Mengetahui

Guru Mata Pelajaran



Apriliasari, S.Pd

NIP. 19890414 202321 2 023

Mahasiswa Peneliti



Helmiana Mukti

NIM. 2017404126

Appendix 9 Documentation of Teaching and Learning Activity

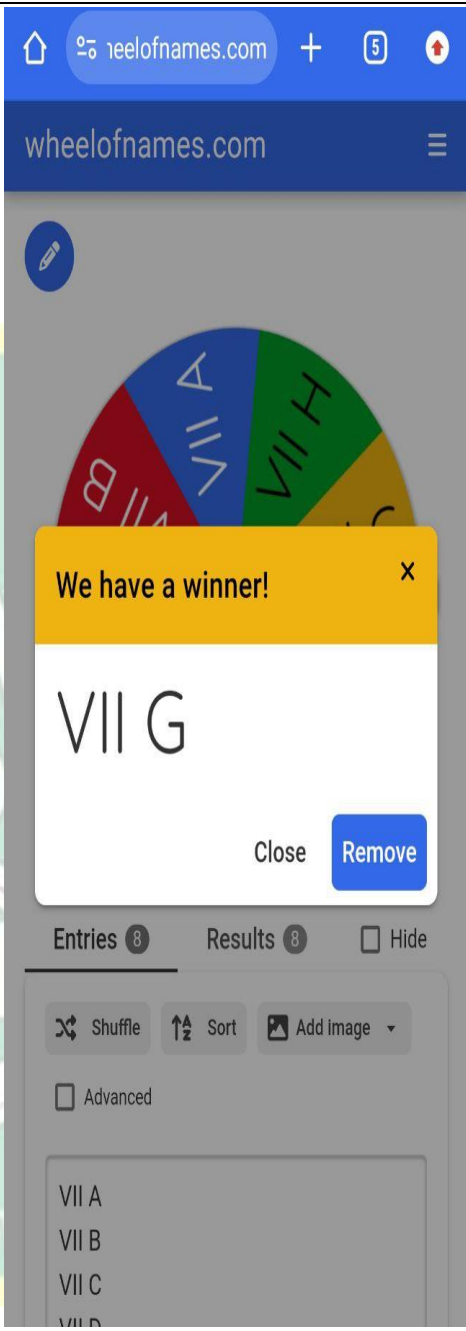




Appendix 10 Vocabulary Mastery in Pictorial Poster



Appendix 11 The Result of Simple Random Sampling by Roulette Wheel

 <p>EXPERIMENTAL GROUP</p>	 <p>CONTROL GROUP</p>
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BIOGRAPHY

A. Profile

- 1 Name : Helmiana Mukti
- 2 Student Number : 2017404126
- 3 Place/Date of Birth : Purbalingga, 22 Maret 2002
- 4 Address : Makam, RT 03 RW 07, Kecamatan Rembang,
Kabupaten Purbalingga, Jawa Tengah
- 5 Name of Father : Izul Nawawi
- 6 Name of Mother : Miati

B. Formal Education

- 1 : TK Pertiwi Grantung 2008
- 2 : SD N 5 Makam 2014
- 3 : SMP N 1 Karangmoncol 2017
- 4 : SMA N 1 Bobotsari 2020
- 5 : SI UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2025

C. Organization Experiences

- 1 : PMR Madya SMP N 1 Karangmoncol
- 2 : PMR Wira SMA N 1 Bobotsari

Purwokerto, February 20, 2025



Helmiana Mukti