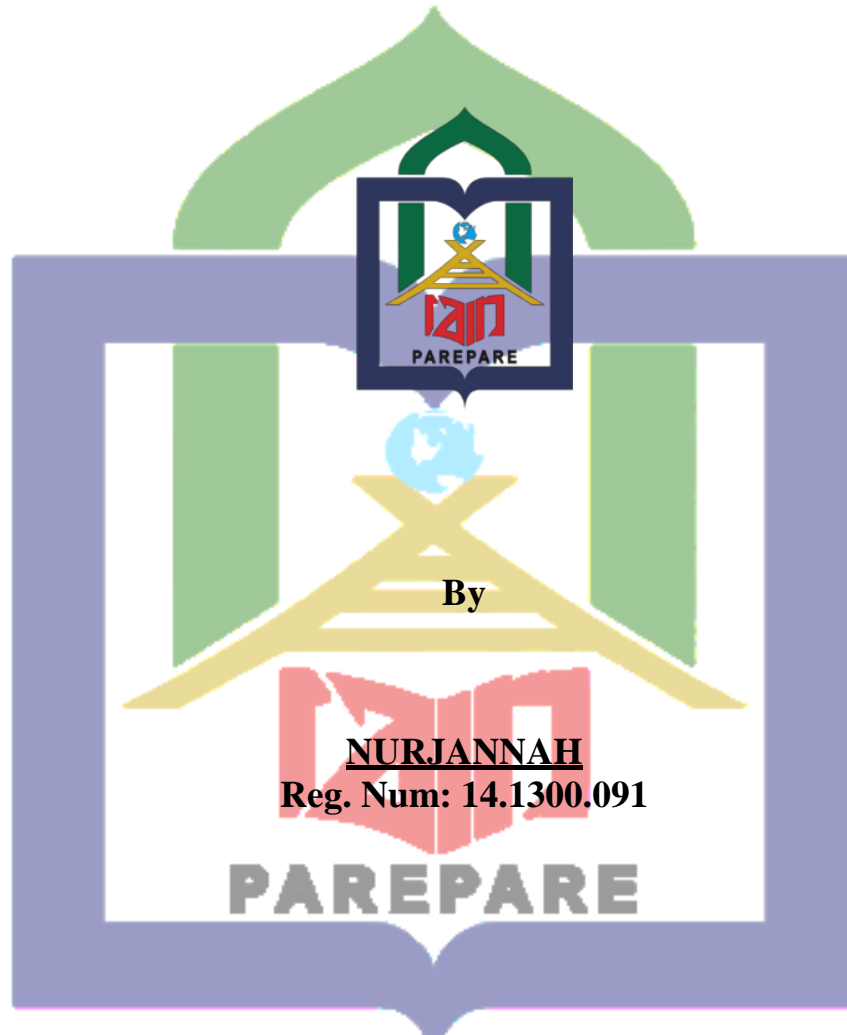


SKRIPSI

**USING BLENDED MEDIA TO IMPROVE THE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE
AT MTs DDI AT-TAQWA JAMPUE PINRANG**



By

NURJANNAH

Reg. Num: 14.1300.091

PAREPARE

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

SKRIPSI

**USING BLENDED MEDIA TO IMPROVE THE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE
AT MTs DDI AT-TAQWA JAMPUE PINRANG**



**Submitted to the English Program of Tarbiyah Faculty of
State Islamic Institute of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**

**ENGLISH PROGRAM
TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana

Pendidikan (S.Pd.)

English Program

Submitted By

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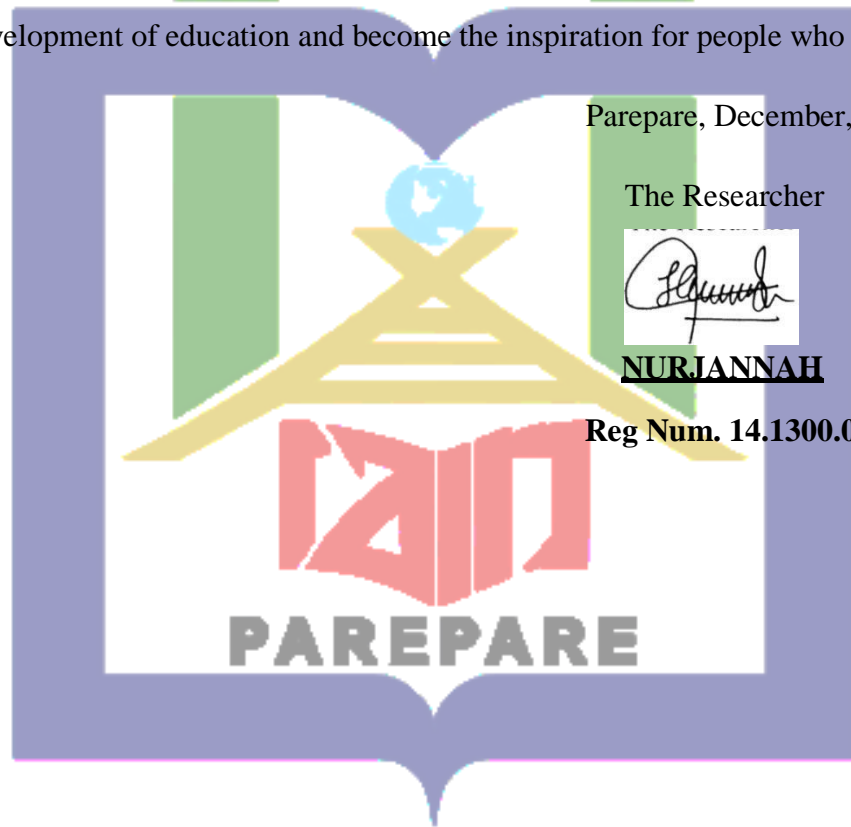
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Parepare, December, 21st 2018

The Researcher

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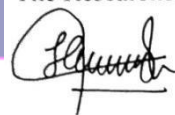
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ABSTRACT

Nurjannah. *Using Blended Media to Improve the Students' Vocabulary Mastery at the Seventh Grade at MTs DDI At-taqwa Jampue Pinrang* (Supervised by Ismail Latif and Abdul Haris Sunubi).

Vocabulary is one of element in language, especially in English. There are four skills namely speaking, reading, writing and listening. in mastering the English skills the basic thing that students have to learn and understand is vocabulary because vocabulary is a key to learn any language. The objectives of this research are to find out whether teaching vocabulary by using blended media as a teaching aid is effective, how this technique can improve students' vocabulary, and whether there is any significant difference between students taught before the treatment and after treatment. This research was carried out at MTs DDI At-taqwa jampue Pinrang.

The subject of this research consisted of 26 students. There were two variables they were independent variable the use of blended media in teaching vocabulary and dependent variable the students' vocabulary. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The researcher applied pre-experimental designs that included pre-test, treatment, and post-test. The researcher used test as research instruments.

The score of pre-test is 76,54 and after giving treatment the researcher did post-test. And the score of post-test is 83,85. The result in this research was indicated that there is significant different between the students' vocabulary mastery before and after using blended media by seen the different between pre-test and post-test result. The students lacked the English vocabulary mastery when the researcher did the pre-test, and after treatment the students' vocabulary increased significant. It can be seen from the post test results that students are active in the class. The researcher used a t-test to calculated data. The result of pre-test and post-test of t-test value (2,54) which the result of t-table value (2,060) with $(df) = N-1 = 26 - 1 = 25$ for level of significance $0,05 = 2,060$. The calculated of the data results from this research is $t_{\alpha} \geq t_{table}$ it means that alternative hypothesis is accepted.

Keywords: Blended Media, Vocabulary Mastery.

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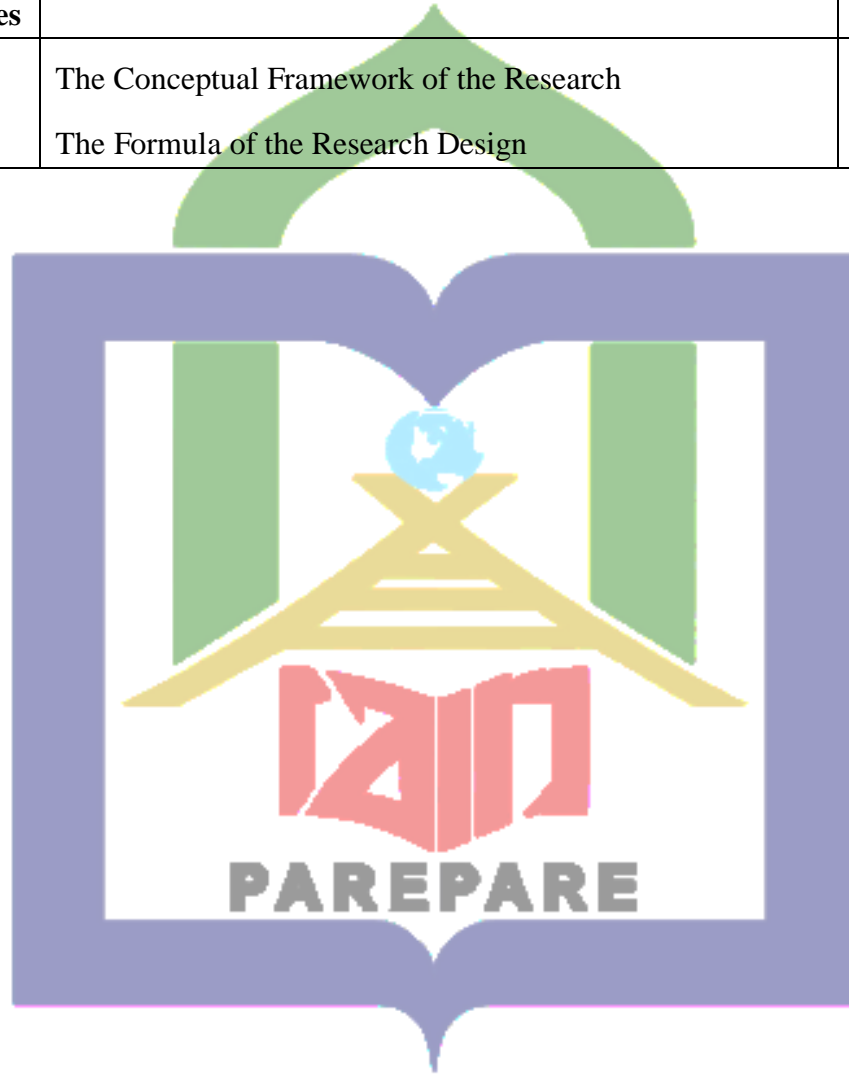
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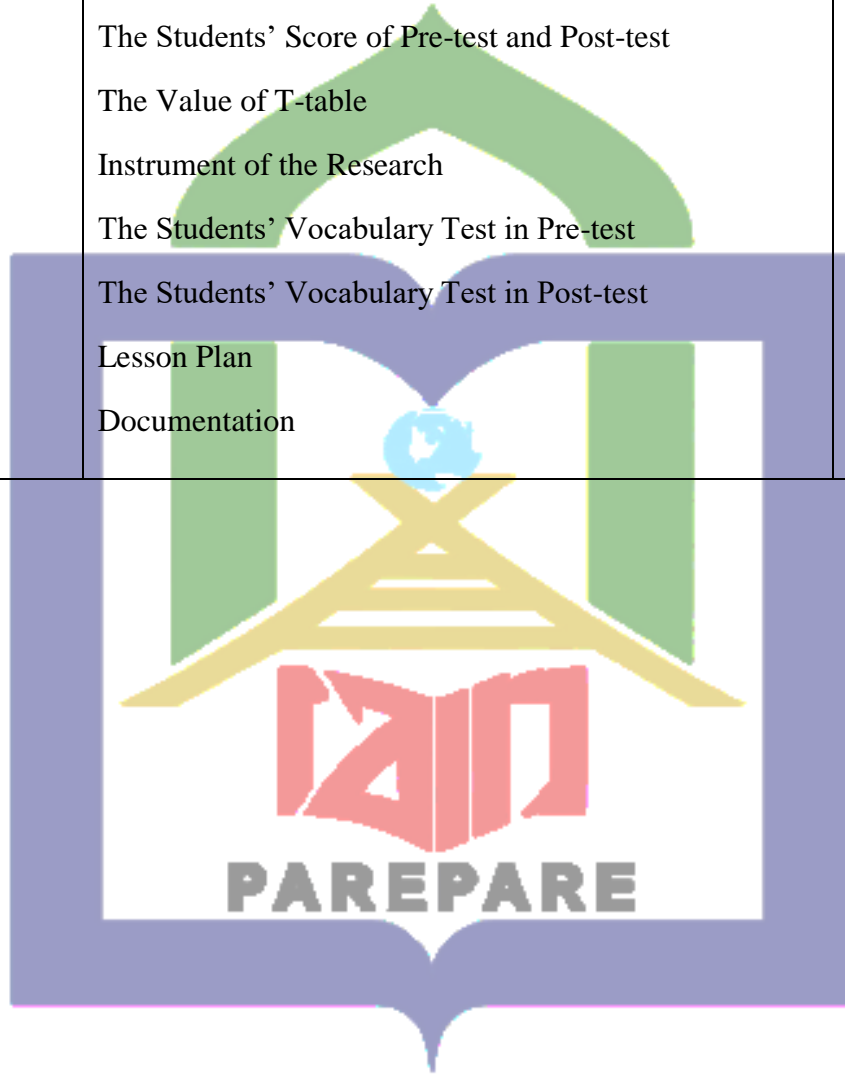
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CHAPTER I INTRODUCTION

Background

Learning English is very important, because English has become an International language. Language is used for communication,¹ which is used by most communities in the world. Many countries use English as their second language in Indonesia, English is not considered as a second language but English is a foreign language English is also called as the target language that has to be thought by the teacher in schools in today's Indonesian curriculum. Therefore the student is hoped increase their ability in English.

In English, there are four components of language skill covering listening, speaking, reading, and writing that should be learned by the students deeply and appropriately. Those four skills cannot be separated in order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.

Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school until senior high school. Learning vocabulary as a foreign language seems easy but some students feel fear. The teacher of English

¹H. Douglas Brown, *Principles of Language Learning and Teaching* (Prentice Hall Regents: New Jersey, 1994), p. 5.

should find out solution by creating efficient and effective technique of teaching in teaching English vocabulary.

In fact, in daily classroom activity, student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun, at junior high school grade in the first year less knowledge of vocabulary “when people could master grammar and pronunciation better than vocabulary, they will be difficult to communicate but if their master vocabulary is better than grammar and pronunciation they will be easy to communicate”.

Talking about the students’ vocabulary in MTs DDI At-taqwa Jampue Pinrang, the researcher find out that many of students are difficult to improve their vocabulary mastery because the technique of teaching form the teacher is not interested and students feel bored because they just learn by heart of vocabulary that is written by teacher on the whiteboard. They just pay attention on what the teacher’s explanation. In the English language curriculum for both junior and senior high school it is emphasized the importance of vocabulary mastery. The English language curriculum explained the purpose of teaching English is so that students are able to communicate in English with 1000 vocabulary mastery for junior high school. What about the results of English language teaching at school. In general English language teaching results are not satisfactory. A graduated who has studied English for 6 years, spent nearly 900 hours of English at school, unable to use the language for communication purposes.

Based on the situation, the researcher will use blended media as the technique in teaching vocabulary. Blended media means that the using of two kinds of media in

teaching. Therefore the researcher is interested to use blended media in teaching vocabulary in order to solve the students' problem in mastering vocabulary.

Based on the background above, the researcher is interested in carrying out the researcher entitled "using Blended Media to improve students' vocabulary mastery at the seventh Grade at MTs DDI At-taqwa Jampue Pinrang.

Problem Statement

Based on the background above, the researcher can formulate the problem statement as follow:

"Is the use of Blended Media able to improve the students' vocabulary mastery at the seventh grade of MTs DDI At-taqwa Jampue Pinrang?"

Objective of the Research

In relation with the problem statement, the objective of the researcher can be stated that:

"To find out whether Using Blended Media is able to improve the students' vocabulary mastery at the seventh grade at MTs DDI At-taqwa Jampue Pinrang"

The Significance of the Research

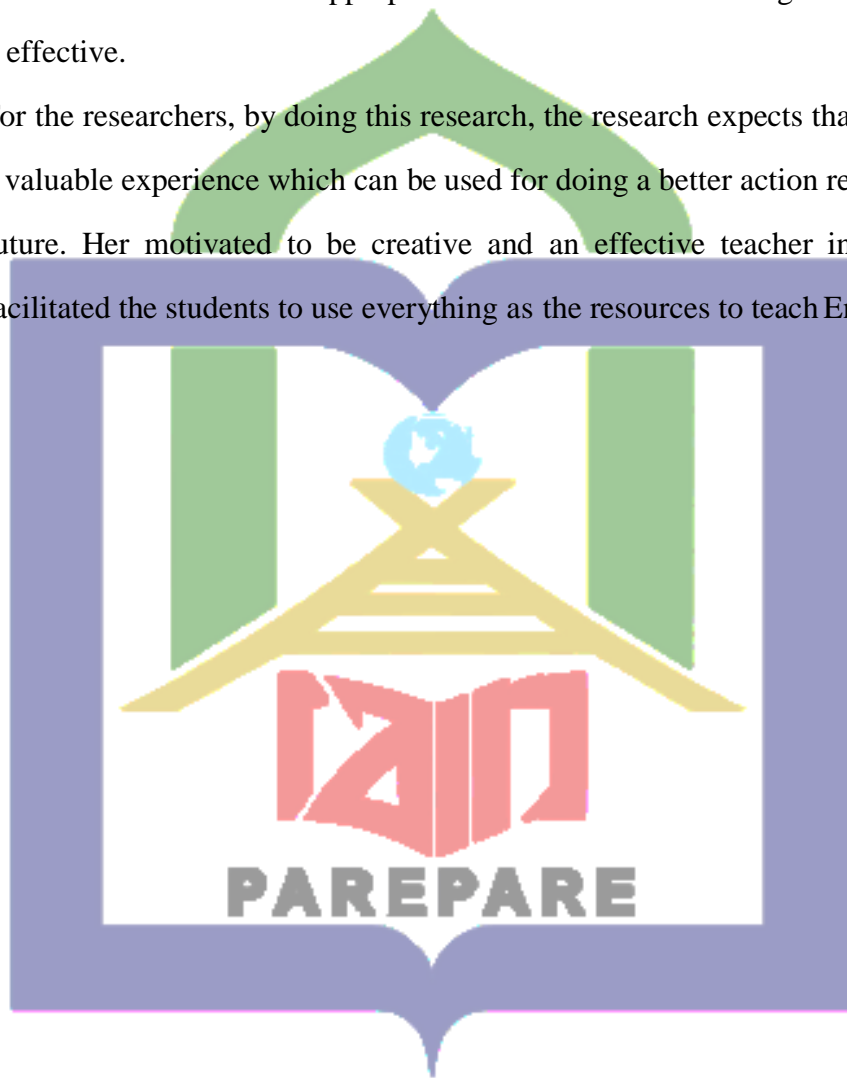
There are some significances of this research, as follows:

For the students, by experiencing implementation of using blended media to improve the students' vocabulary mastery, the students were expected to be able to master in vocabulary, so can communicate thoughts and ideas with clear as he wanted, what's that oral or written.

For the teachers, through this research, it hoped that teacher can makes her teaching-learning process effective and enterprising by using blended media,

it expected also the teacher becomes more aware that learning was so wide, and the teacher can use everything to facilitate the students to learn. Therefore, the teacher become creative person and he always update the information and selects appropriate method to make teaching-learning process effective.

For the researchers, by doing this research, the research expects that she can get a valuable experience which can be used for doing a better action research in the future. Her motivated to be creative and an effective teacher in future who facilitated the students to use everything as the resources to teach English



CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of some pertinent idea, The Previous Related Research Finding, Conceptual Framework, Hypothesis, Variable and Operational Definition.

Some Pertinent Idea

The concept of Vocabulary Mastery

Definition of Vocabulary

Before talking about vocabulary, it is necessary to know the definition of vocabulary. Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one component of language beside grammar. Students, who want to learn a target language, have to learn those components. In order to have clear concept about vocabulary, some definitions of vocabulary are given by different writers that are presented below:

Several definitions of vocabulary are listed below. Hornby states that vocabulary is the total numbers of words which (with rules of combining them) make up a language. In addition, Dupuis et al state that vocabulary refers to “a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material.” Vocabulary mastery is the skill of information about the meaning and use of words in language and great knowledge about a set of words known by someone as part of a particular language.¹

¹Andrianigita. “Increasing Vocabulary Mastery through Semantic Mapping to the Sixth Grade Students of Elementary School no. 27 Palembang”. (Unpublisher Undergraduate Thesis. 2012) online. Accessed on 19th April 2018.

Thornburry stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed because vocabulary is very important in language.² Only with sufficient vocabulary one can express his idea effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students had the difficulties in learning and understanding the foreign language. It means that if we spend most of our time studying grammar, our English was not improved very much. We saw most improvement if we learn more words and expressions.

As the researcher said before, that vocabulary is very important elements in teaching English. Vocabulary is one of important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system. Vocabulary is the main focus that it is needed for student to communicate with each other. The learners should know the vocabulary that will be used. It means that when the learners have more vocabulary, they will develop their listening, reading, writing, and speaking skills easily in English teaching process and communicative approach.

Schmitt also makes a similar opinion, stated that vocabulary is a basis of a language. It is important to be mastered first. We cannot speak well and understand written materials if we do not master vocabulary, Schmitt also states that no matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

²ScouttThornburry, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

In the study, it can be said that vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary, vocabulary mastery itself deals with words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.

Another important thing to understand that vocabulary is a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge in a language. In line Wilkins, who states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that if we spend most of our time studying grammar, our English will not improve very much, we will see most improvement if we learn more words and expression.

In learning a second language, there is a fundamental challenge that has to be faced by the learner, namely vocabulary knowledge. Thornburry divides vocabulary knowledge into two parts; receptive (knowing) and productive (using) knowledge.

Knowing a word is when the learner can understand the meaning of written or spoken word; make a correct connection between the form and the meaning of the word, including discriminating the meaning of closely related words, where using a word is when the learner can use the correct form of a word for the meaning intended with the appropriate context.

While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Further, Madsen states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

There are two kinds of vocabulary:

1. The function words are those vocabulary items that belong to open word classes (i.e. words classes that do not readily admit new items or lose old ones: pronouns, auxiliary verb, preposition, determine and adverb).
2. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into general classes:

1. Words that refers to a person, a place or a thing that we might call them nouns.
2. Words that express an action, an event or a state are called verbs.
3. Words a used to describe the qualities of thing or action is called adjective and adverbs.

From the statement above the researcher concluded that the students have to mastery the type of vocabulary above. They have to recognized most of vocabulary in

reading and listening and also they have to be able to use precise vocabulary in their speaking and writing. By mastery of the type of vocabulary above, the students were able to improve their English skill.³

Vocabulary mastery

Vocabulary is one of the language aspects which should be learned. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words that are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passage and question involve a range of words much wider than that of daily conversation.

The Kind of Vocabulary

Vocabulary is the stock of lexical items in language for the purpose of teaching and learning activities. It is classified into two kinds, namely receptive and productive vocabulary. Receptive vocabulary refers to the words or lexical items which can be

³Nurbaya, "Using English Song to Improve the Students' Vocabulary Mastery in VIII.6 Grade of SMP Negeri 1 CempakabupatenPinrang" (Unpublished Scrips; English Department: Parepare, 2015), p. 7-12.

recognized and comprehended in the context of listening and reading. Whereas, productive vocabulary refers to words which recall and we use appropriately in writing and speech. Something, it would be difficult to differentiate between receptive vocabulary and productive vocabulary.

Vocabulary is divided into two types, they are:

Active vocabulary

Active vocabulary refers to vocabulary that the students have learned they are expected to be able to use by the students. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence.⁴ The active vocabulary may seem to be more important in communication.

Passive vocabulary

Passive vocabulary refers to words which students will recognize when they hear them, but they will probably not be able to produce.⁵ Passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. Passive vocabulary is those words which students recognize and understand when they occur in context, but which the learners themselves cannot produce correctly.

Based on the description above, it is clear that both active and passive vocabulary is very important. Active vocabulary is used for speaking and writing, and passive vocabulary is the words one understands when listening and reading. In addition, there are four types of vocabulary, such as:

1) Oral or speaking vocabulary

⁴John Read, *Assessing Vocabulary*. (Cambridge UK: Cambridge University Press, 2000), p. 154.

⁵Harmer Jeremy, *the Practice of English Language Teaching*. (London: Longman Group, 1991), p. 159.

Speaking vocabulary is all of the words a person can use through speech. This is a very powerful vocabulary type. Potent speakers, musicians, singers, poets have the ability to influence and move their audience/listeners with their charisma and with how they utilize this type. People who are very vigorous and innovative with this type have the power to control their audience in how they perceive or think.

2) Writing vocabulary

Writing vocabulary is all of the words a person can use when they are writing. This is another eminent vocabulary type. Like speakers, writers also have the power to influence many people with how they use their words. A lot of times, both writing and speaking vocabularies are combined and they can complement each other very well.

3) Listening vocabulary

Listening vocabulary is all of the words a person can recognize through listening. The larger this type is, the easier it is to understand others who utilize speaking vocabulary. Listening plays a significant role in overall growth of vocabulary since you can encounter new words from several different sources simply through hearing or listening.

4) Reading vocabulary

Reading vocabulary is all of the words a person can recognize via reading. This is very important for understanding content produced by those who frequently use writing vocabulary. Like listening, reading also plays a significant role in the overall magnification of vocabulary.

The Concept of Blended Media

The Definition of Blended Media

Blended learning as a course that comprises any combined use of electronic learning tools that supplement, but do not replace f2f learning. Blended learning as kind of distance learning that is used to support f2f learning. These two definitions of blended learning are the most suitable ones in regards to the type of learning used in this.

From reviewing the related literature, many studies have proved the success and the advantages of blended learning over online and f2f learning alone. In blended learning, the student can learn from an online course that matches his/her different learning styles, and at the same time, students can learn from lectures in class⁶. In blended learning, a student can also learn from social interaction, whether f2f or online, and gets immediate feedback.⁷ Through blended learning the student's achievement is higher because retention of the learning material is increased through the use of media and virtual learning environment (VLE) tools. Moreover, in blended learning the students get the opportunity to actively get involved in the learning process and the learners can access to different online resources.⁸

Many studies focused on the learning outcomes of blended learning. Found that the students in technology-enhanced classes had better understanding of course content, immediate feedback, self learning and control of their learning. However,

⁶Abeer Aidh Alshwiah, "Effects of a Blended Learning Strategy in Teaching Vocabulary on Premedical Students' Achievement", (offline), Februari 2010 (http://itdl.org/Journal/Feb_10/article02.htm) (Accessed 11 August 2018)

⁷Russell T. Osguthorpe and Charles R. Graham, *Blended Learning Environments* (Provo: Brigham Young University, 2003), p. 228.

⁸Tanzim Ara Ashraf, "Blended Learning Communication Problems Confronting Saudi Learners of English", (International Journal of English and Education, Volume 4, Number 3. July 2015), p. 441.

observed that there were no significant differences between students' performance in traditional classes and technology-enhanced classes (blended) in the assignments, exams and final grades.

It is clear from reviewing the literature that blended learning tends to be better than online or f2f instruction alone. However, students who learn by this approach of instruction may not achieve significantly better results than those studying f2f or online courses only. Additionally, English language is one of the courses in which students need the teacher's presence in guiding them in the different language skills that they learn.

Blended Learning provided chance for the students to study based on their preference learning style. In class, the verbal students can dig more about the topic discussed by asking and discussing with teacher and classmates. In online class, the solitary students can learn independently without interrupted by other pupils, visual, and aural students can replay the tutorial and instructional video at anytime and as they want. In this manner, those students have more authority to manage how they study. Thus, Blended Learning model might accommodate students need to study at anytime and anywhere.

The Concept of Learning Media

The Definition of Learning Media

Media may refer to communications. Media has become a part of our daily life. The media play a dominant role in the learning process. Media has potential to shape personalities, change the way we perceive and understand the world and our immediate reality. Media are the collective communication outlets or tools used to store and deliver information or data. It is either associated with media of

communication, or the specialized mass media communication businesses such as print media and the press, photography, advertising, cinema, broadcasting (radio and television), publishing and point of sale.⁹

Media are any devices that assist an instructor to transmit to a learner facts, skills, attitude, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. Media are the means for transferring or delivering messages.

Types of Learning Media

There are four types of media which are print, visual, audio and audio-visual

Printed Media

These include text books, magazine, newspapers, journal, bulletins, web pages, blogs etc. They help learners to get more information through reading widely, research and providing more enjoyment from various sources of facts. It is important to identify all the reading materials before issuing them top children. The use of internet should be monitored both at home and school to protect children from being involved in illicit materials which may take them away from their learning focus. Guide children from what to read so as to achieve the aims and objectives of the subject. If there is variety of material selection the teacher must identify that suits every learner's capabilities, i.e. slow, medium and fast.

⁹“Media (communication)”, *Wikipedia*. <https://en.m.wikipedia.org/wiki/Media> (August, 11th 2018)

Visual Media

These composed of photographs, graphics, picture, maps, models, spacemen, games puzzle, art facts, wall charts etc. These make visual impression to the learner. They attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation. It was discovered that a single picture is equivalent to 1000 words in meaning to a listener. It cuts down unnecessary talking time hence supplement the voice. Visual impact in learner's enhanced making associated language memorable. The real meaning of words is helped by seeing concrete objects. The simplification of color and shapes as it clarify its complexity. The learner then stimulated to think diligently and ask questions and enhanced learning environment's conductivity. Avoid too much use of visual as they may take pupils' attention because of color admiration.

Audio Media (CDs, cassettes, and digital sound files)

Audio demonstrated a capacity to facilitate authentic engagement, allowing students' to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with digital audio can be deployed was used to support timely interventions and in some cases promoted information currency and responsiveness.

Audio-visual Media (Video and Film)

Because of the text visual element is attractive and commands attention. The sound produced is much easier to understand the facial impressions, gestures, physical background shown and learning becomes dose to real life situation. It is very important to preview any programmed and assess its worth to class situation, time,

and its content value and how to operate it more effectively to benefit all children in learning the content. The teacher did something good by bringing the community to the classroom situation. When the teacher should plan ahead and inform the resource person in time in order for him to prepare the lesson and give the limits so that the objectives of the lesson to be achieved. The school administrators should also inform to receive a visitor.

2.1.3.3 The Reason of Using Media

Each student who saw or heard the presentation through the media receive the same message, even though the teacher to interpret the contents of the lesson with different ways, with a range of media use that interpretation results can be reduced so that the same information can be conveyed to students as a foundation for assessment, training, and further applications, it is also applied to overcome the limitations of space, time, and power sense such as: the large object or the extensive concept can be replaced with picture or film etc. The smallest object can be helped by using time-lapse or high speed photography. The incident or phenomenon that is happened in the past can be showed by using film, video, or picture. The complex object like machine can be showed by model, diagram, etc. Using media also allow the direct interaction between the learners, environment, and their real life.¹⁰

Previous Related Research Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher's proposal.

¹⁰ArifahApriani, "Improving the Vocabulary Mastery Through Anagram Media at Student of Junior High School1 DuampanuaPinrang" (Unpublish Scrips; English Departement: Parepare. 2017), p. 13-18.

MuthiaDamayanti, Indah Sari stated in their research to find out the use of point by improving the vocabulary mastery of students at PoliteknikNegeri Padang for the 2015/2016 academic year by applying a blended learning model. Based on the result it the study, the research concludes that Blended Learning model can improve the vocabulary mastery and participation of the students in learning process. The students have wide range of vocabulary and can apply it appropriately. Moreover, in online class, the number of students' participation is increased. The online class is provided space for the reluctant students to involve in discussion. They are also enthusiastic because the online class is new and connected to their daily preference that is internet. However, further research might be done with the use of different mode and instructional media.¹¹

PatrisiusIstiartoDjiwandono has conducted in him research that to examine a Blended Learning Approach to enhance college students' vocabulary learning. The paper set out to investigate the effectiveness of a blended learning technique in a vocabulary class, and to identify the learners' opinions about the technique. Using a pre-test post-test quasi-experimental design, an experiment was carried out on a class of 21 students. After an initial data of their 500-word level test, the class was engaged in a combination of learning vocabulary from a blog and face-to-face classroom teaching. A middle test that measured the mastery of the words learned from the blog was given in the middle of the semester, and the same 500-word level test and another test of the new vocabulary from the blog were later administered to measure their mastery of new words after the treatment was completed. In addition,

¹¹MuthiaDamayanti, Indah Sari, "Improving Students' Vocabulary Mastery By Using Blended Learning Model in PoliteknikNegeri Padang", (Journal of Linguistic and English Teaching, Vol 2, No 1, April 2017), p. 110.

questionnaires were distributed to identify their opinions on the blended learning experience.¹²

Rachma Vivien Belinda in her research was conducted to solve the students' problems in vocabulary. It is to the effect of the blended learning activity in improving the students' English speaking skill in the context of English as a foreign Language. Blended learning can improve students speaking skill profoundly in every aspect of speaking. This means the students need to join the traditional class as usual and also use their mobile phone to chat with their friends on an online group where they can talk about anything. This improvement happened because more time is provided for students, so that they get more opportunity to practice their English more.¹³

Based on the research finding above, that is shown of three researchers have been done the research about using blended media to improve the students' vocabulary mastery. The different previous research with this research is using blended in media and blended in learning and improve different skill. And research equations that will be done with previous research using blended to improve students' vocabulary.

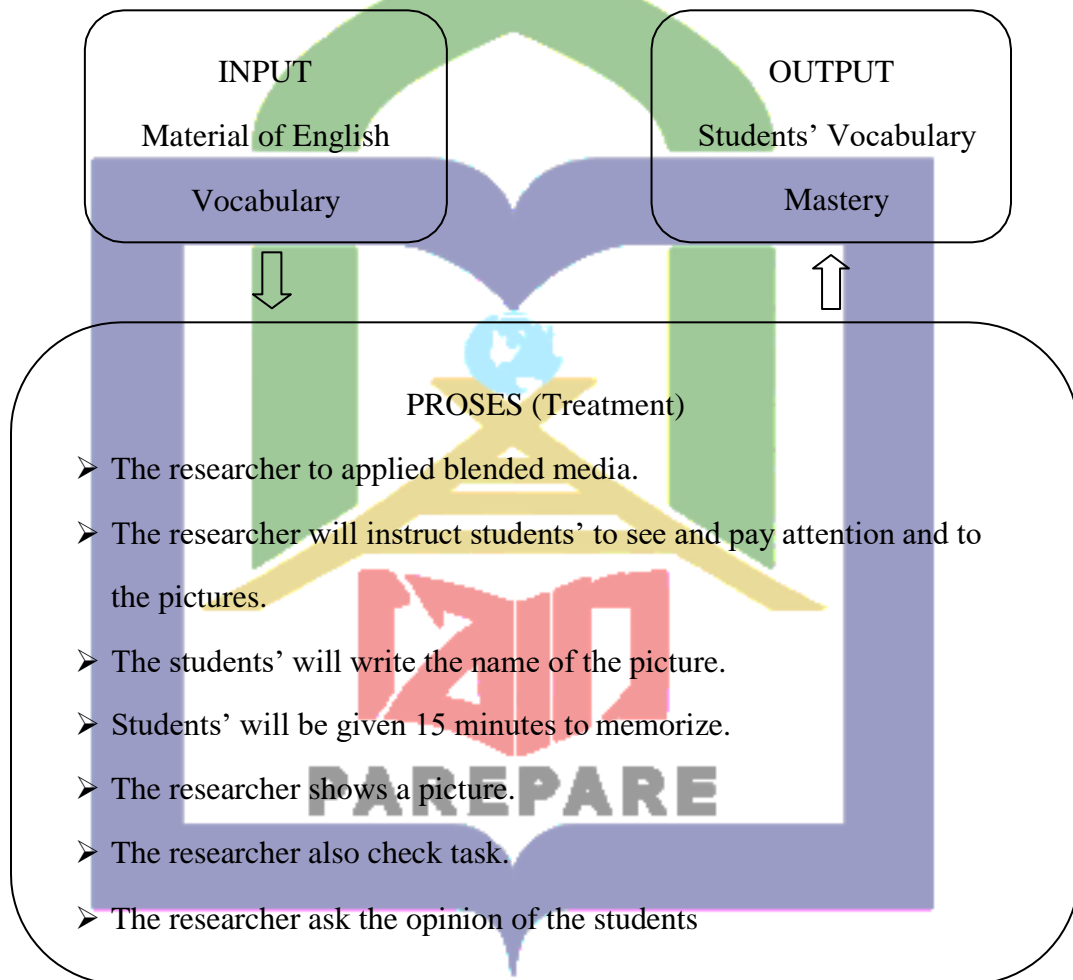
¹²Patrisius Istiarto Djiwandono, "A Blended Learning Approach to Enhance College Students' Vocabulary Learning", (Journal of Foreign Language Teaching, Vol. 10, No. 2. 2013), p. 218.

¹³Rachma Vivien Belinda," The Effect of Blended Learning Activity in Improving the Students' English Speaking Skill in the Context of English as a Foreign Language" (Published Scrips; English Education Study Program Department of Language and Arts Education Faculty of Teacher Training and Education Lampung University: Bandar Lampung, 2018), p. 67.

Conceptual Framework

Same experts defined the conceptual framework, Sugiono in his book states that the framework is a conceptual model of how theory relates to variety of factors that have been identified as an important issue.¹⁴

The following is the conceptual framework which is underlying this research:



¹⁴Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif*, (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

There are three components explained in the following:

Input : it refers to the material of vocabulary.

Process : it refers to teaching and learning by using blended media.

Output : it refers to improving of students' vocabulary mastery after using blended media.

Hypothesis

Before formulation the hypothesis people should know what is hypothesis. Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.¹⁵

Based on previous related literature, some pertinent ideas, as well as the conceptual framework, the researcher formulates the hypothesis as follow:

Hypothesis Null (H_0): The use of blended media cannot improve students' vocabulary mastery at the seventh grade at MTs DDI AT-TAQWA Jampue Pinrang.

Alternative Hypothesis (H_1): The use of blended media can improve students' vocabulary mastery at the seventh grade at MTs DDI AT-TAQWA Jampue Pinrang.

Variable and Operational Definition of the Research

Variable of the Research

This research has two variable, independent and dependent variable, namely:

¹⁵Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah*, (Parepare: Departemen Agama, 2013), p. 26.

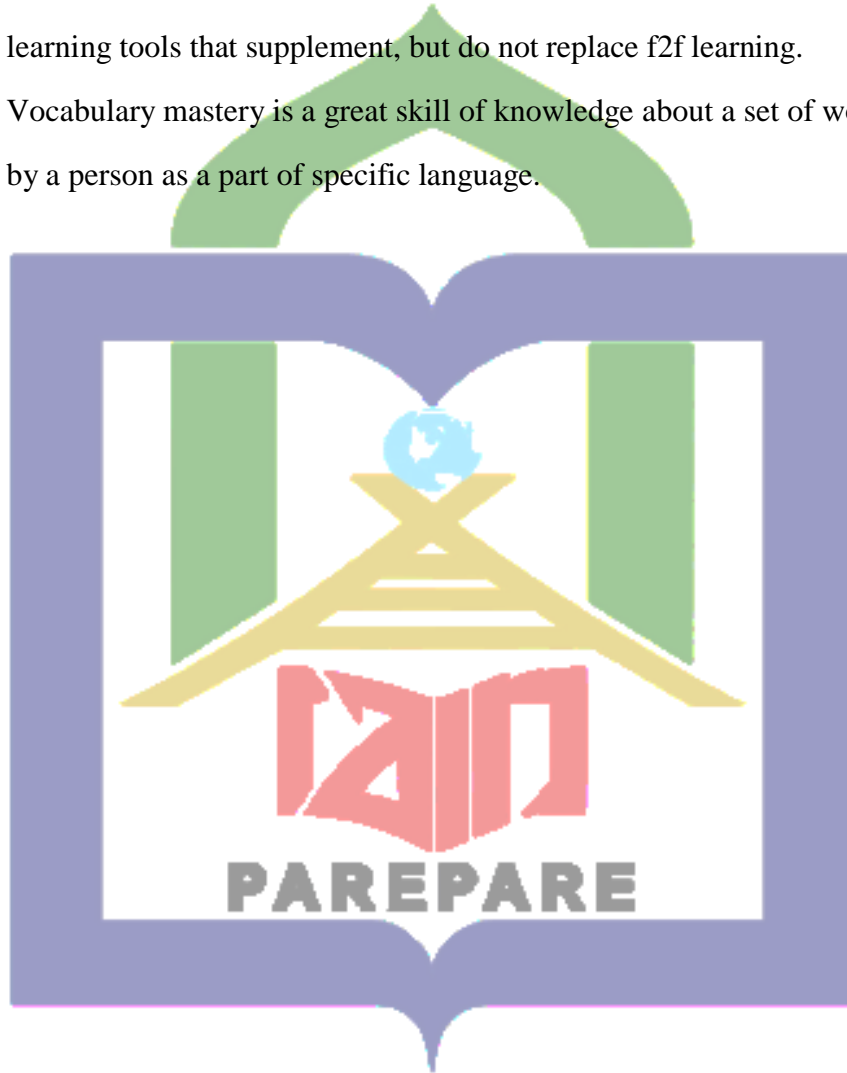
Independent variable of this research is blended media.

Dependent variable of this research is students' vocabulary mastery.

Operational definition of variable

Blended media is as a course that comprises any combined use of electronic learning tools that supplement, but do not replace f2f learning.

Vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific language.



CHAPTER III

METHODOLOGY OF RESEARCH

This part describes about the description of the research design, location and duration of the research, population and sample, instrument of research, procedure of collecting data and Technique of Data Analysis.

Research Design

The research design of this research is pre-experimental with pre-test and post-test. It aim to know whether applying blended media in teaching vocabulary can improve the students' vocabulary mastery at the seventh grade at MTs DDI At-taqwa Jampue Pinrang. The following is the formula:

$$E = O1 \times O2$$

Where:

- E : Experimental Group
- O1 : Pre-test
- X : Treatment
- O2 : Post-test¹

Location and Duration of the Research

The location of the research will take a place at MTs DDI AT-TAQWA JAMPUE Pinrang. The research used the quantitative research have several times to collect and analyze data. The researcher will do the research more than one month for collecting data.

¹Sugiono, *Metode Penelitian Pendidikan* (Cet. XX; Bandung : Alfabeta, 2014), p. 111.

Population and Sample

Population

The population is all the data to our attention in a scope and time we specify.² The population of the research is the seventh grade students of MTs DDI At-taqwa Jampue Pinrang academic year 2018/2019. There are 2 classes in that school which are VII.1 and VII.2. There total of population are 48 students.

Table 3.1 There total students of the seventh grade at MTs At-taqwa Jampue Pinrang

No	Class	Number of Student
1	VII.1	26
2	VII.2	22
Total of Students		48

(Source: Administration MTs DDI At-taqwa Jampue Pinrang)

Sample

The sample is an entire, people of the population regardless of whether it is representative or not³. The sample will be taken by use random sampling. The researcher will take 26 students as the sample in this research.

3.4 The Instrument

3.4.1 The Instrument

The instrument in collecting data is vocabulary test. That will apply in pre-test and post-test. The pre-test will be intended to see students' vocabulary mastery before giving treatment, while post-test will be intended to know the students' improvement in vocabulary.

²S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 2004), p. 118.

³Robert Burns, *Introduction to Research Method* (Melbourne: Longman Austria Pty Ltd, 2000), p.81

Procedure of Collecting Data

The procedures of collecting data in this research, as following:

Pre-test

Before giving treatment, the researcher will ask the students write name a picture. The students will be write names a picture in paper. After that, the researcher will check the students' write to know the students' vocabulary skills.

Post-test

After treatment, the researcher gave the students post-test. In the post-test, the researcher will ask the students to write the names of objects in the classroom. The students will write the names of objects in paper, same with the pre-post to make the researcher easier to know was there improvement after giving treatment.

Treatment

After pre-test the researcher will gave a treatment to the students. The researcher using blended media to improve students' vocabulary mastery. The researcher process will be conducted for forth meetings.

The first meeting, the researcher will greet the students, after that the researcher using blended media by using audio visual to display images. After that, the researcher will gave one material and the title of the material in this meeting was about "Family". Then, the researcher will instruct students' to see and pay attention to the pictures displayed in front of the class, after that students will write the name of the picture in English from the picture shown. Students will be given 15 minutes to memorize the names of pictures that have been written in English, after that the researcher shows a picture to the students and tells the students to mention the vocabulary memorized from the image that has been displayed with the correct

pronunciation of the image name in English, then the researcher will also check the writing of students. The researcher will ask the students about what they think of the lesson today. Finally, the researcher will provide conclusions from the material that has been presented.

The second meeting, the researcher will greet the students, after that the researcher using blended media by using audio visual to display images. After that, the researcher will gave one material and the title of the material in this meeting was about “Color and Numerals”. Then, the researcher will instruct students’ to see and pay attention to the pictures displayed in front of the class, after that students will write the name of the picture in English from the picture shown. Students will be given 15 minutes to memorize the names of pictures that have been written in English, after that the researcher shows a picture to the students and tells the students to mention the vocabulary memorized from the image that has been displayed with the correct pronunciation of the image name in English, then the researcher will also check the writing of students. The researcher will ask the students about what they think of the lesson today. Finally, the researcher will provide conclusions from the material that has been presented.

The third meeting, the researcher will greet the students, after that the researcher using blended media by using audio visual to display images. After that, the researcher will gave one material and the title of the material in this meeting was about “Animals”. Then, the researcher will instruct students’ to see and pay attention to the pictures displayed in front of the class, after that students will write the name of the picture in English from the picture shown. Students will be given 15 minutes to memorize the names of pictures that have been written in English, after that the

researcher shows a picture to the students and tells the students to mention the vocabulary memorized from the image that has been displayed with the correct pronunciation of the image name in English, then the researcher will also check the writing of students. The researcher will ask the students about what they think of the lesson today. Finally, the researcher will provide conclusions from the material that has been presented.

The fourth meeting, the researcher will greet the students, after that the researcher using blended media by using audio visual to display images. After that, the researcher will gave one material and the title of the material in this meeting was about “Fruits”. Then, the researcher will instruct students’ to see and pay attention to the pictures displayed in front of the class, after that students will write the name of the picture in English from the picture shown. Students will be given 15 minutes to memorize the names of pictures that have been written in English, after that the researcher shows a picture to the students and tells the students to mention the vocabulary memorized from the image that has been displayed with the correct pronunciation of the image name in English, then the researcher will also check the writing of students. The researcher will ask the students about what they think of the lesson today. Finally, the researcher will provide conclusions from the material that has been presented.

Technique of Data Analysis

The data will be collection through the test that been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

The Classification of the Students' Score into Five levels

Table 3.2 Classification Students' Score

No.	Classification	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40 ⁴

Scoring the Students' Vocabulary of Pre-test and Post-test

Score =	Students' correct	X 100 ⁵
	The total item	

Finding out the mean score by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

In which:

X = Mean score

\sum = Total score

N = the total number of students⁶

Calculating the rate percentage of the students' score by using the following formula:⁷

⁴Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2005), p. 245.

⁵Igak Wardanhi, Kuswaya Wihardhit, *Penelitian Tindakan Kelas* (Jakarta: Universitas Terbuka, 2008), p.325.

⁶Jerome M. Sattler, *Assesment of Children* (San Diego: Jerome M. Sattler publisher, 1988), p.14.

⁷Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2014), p. 43.

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of simple.

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{\frac{\sum D}{N}}{\frac{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}}{N}}$$

Where:

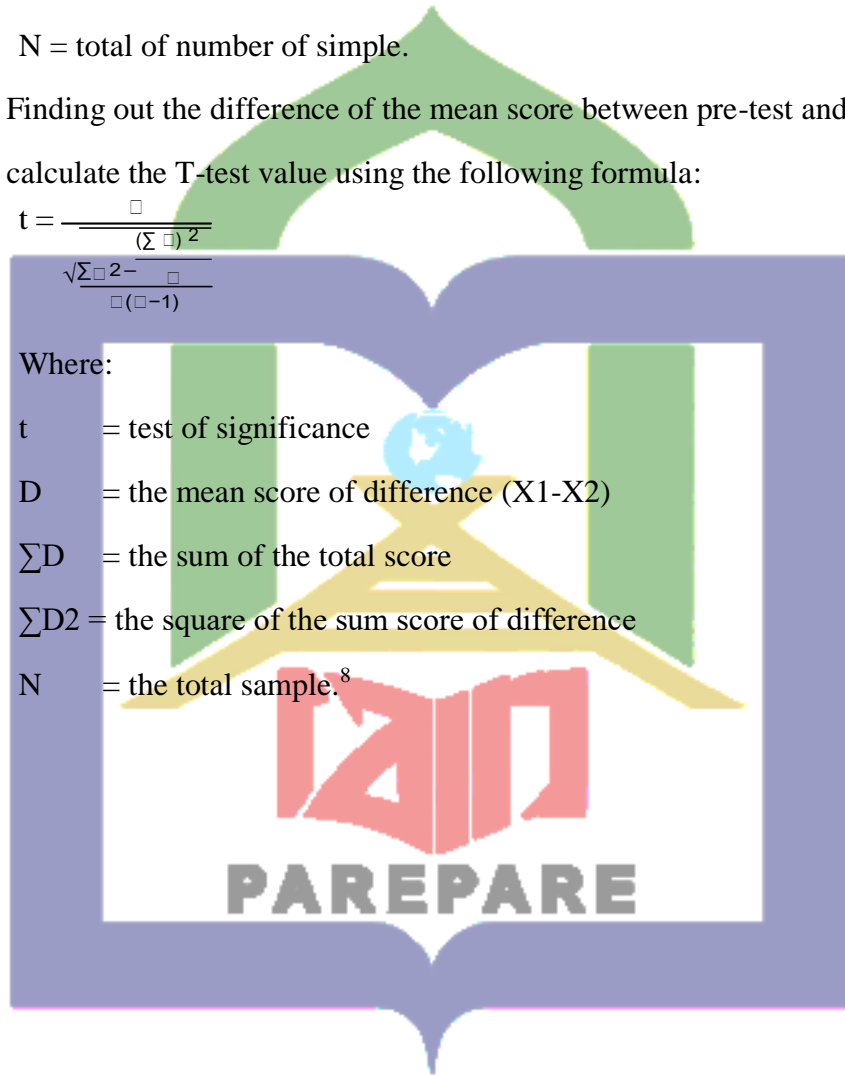
t = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁸



⁸L. R. Gay. *Educational Research: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Merrill Publishing, 1981), P. 331.

CHAPTER IV

FINDING AND DISCUSSION

This was chapter consist of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected test that can be discussed in the part below.

Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the research gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment trough using blended media. The result of the post-test of this research can answer the question of this research that aims to find out whether using blended media is able to improve the students' vocabulary mastery of seventh grade students at MTs DDI At-taqwa Jampue Pinrang.

The Result of Students' Score in Vocabulary Mastery

This part covers the result of data analysis about the students' vocabulary mastery of seventh grade students at MTs DDI At-taqwa Jampue Pinrang.

The Students' Score in Pre-test

The researcher conducted pre-test in order to know students' comprehension before the treatment. The pre-test was administrated on November 23rd, 2018. The data of pre-test score can be seen in the table below:

Table 4.1 The students' scores of pre-test

Students	Pre-test of the students (X1)			
	Max Score	Score	Xx^2	Classification
student 1	100	90	8100	very good
student 2	100	70	4900	Fair
student 3	100	70	4900	Fair
student 4	100	90	8100	very good
student 5	100	90	8100	very good
student 6	100	100	10000	very good
student 7	100	80	6400	Good
student 8	100	80	6400	Good
student 9	100	100	10000	very good
student 10	100	90	8100	very good
student 11	100	70	4900	Fair
student 12	100	80	6400	Good
student 13	100	60	3600	Fair
student 14	100	70	4900	Fair
student 15	100	80	6400	Good
student 16	100	80	6400	Good
student 17	100	90	8100	very good
student 18	100	50	2500	Poor
student 19	100	90	8100	very good
student 20	100	70	4900	Fair

The next of table 4.1

Students	Pre-test of the students (X1)			
	Max Score	Score	Xx ²	Classification
student 21	100	60	3600	Fair
student 22	100	70	4900	Fair
student 23	100	80	6400	Good
student 24	100	60	3600	Fair
student 25	100	70	4900	Fair
student 26	100	50	2500	Poor
Total		1990	157100	

Based on the table above, showing the result of students' score before giving treatment through Blended Media. There was no student in very poor classification, two students in poor classification, ten students in fair classification, six students in good classification, and eight students in very good classification. Total score in pre-test was 1990. It means that some students have very good vocabulary mastery. But, most of the students gained fair score. The following were process of calculation to find out the mean score and the standard deviation based on the calculation of the students' score in pre-test of the table 4.1.

Firstly, the researcher calculated the mean score of pre-test

$$\square = \frac{\sum \square \square}{\square}$$

$$\square = \frac{1990}{26}$$

$$\square = 76,54$$

Thus, the mean score (X_1) of the pre-test was **76,54**

Based on the result of the pre-test, the data showed that the mean score of pre-test was 76,54. From that analyzing, it means that students' vocabulary mastery was low because most of students gained fair score.

Secondly, the researcher calculated the standard deviation of the pre-test

$$s = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

$$s = \sqrt{\frac{157100 - \frac{1990^2}{26}}{26 - 1}}$$

$$s = \sqrt{\frac{157100 - \frac{3960100}{26}}{25}}$$

$$s = \sqrt{\frac{157100 - 152311,54}{25}}$$

$$s = \sqrt{\frac{4788,46}{25}}$$

$$s = \sqrt{191,54}$$

$$s = 13,84$$

So, the result of the standar deviation of the pre-test is **13,84**

Standard deviation of the pre-test was 13,84, it could be seen that the students' vocabulary mastery were very good but most of the students in fair classification.

The students' score in post-test

The researcher also gave post-test to know students' vocabulary mastery after the treatment. It was administrated on December 7th 2018. The data of post-test score can be seen in the table below:

Table 4.2 The students score in post-test

Students	Post-test of the students (X1)			
	Max Score	Score (X _x)	X _x ²	Classification
student 1	100	100	10000	very good
student 2	100	90	8100	very good
student 3	100	90	8100	very good
student 4	100	90	8100	very good
student 5	100	90	8100	very good
student 6	100	40	1600	very poor
student 7	100	90	8100	very good
student 8	100	90	8100	very good
student 9	100	100	10000	very good
student 10	100	90	8100	very good
student 11	100	90	8100	very good
student 12	100	100	10000	very good
student 13	100	80	6400	Good
student 14	100	80	6400	Good
student 15	100	50	2500	Poor
student 16	100	100	10000	very good
student 17	100	90	8100	very good
student 18	100	60	3600	Fair
student 19	100	70	4900	Fair
student 20	100	90	8100	very good

The next of table 4.2

Students	Post-test of the students (X1)			
	Max Score	Score (X _x)	X _x ²	Classification
student 21	100	90	8100	very good
student 22	100	90	8100	very good
student 23	100	70	4900	Fair
student 24	100	100	10000	very good
student 25	100	90	8100	very good
student 26	100	60	3600	Fair
Total		2180	189200	

Based on the table above that showing the result of students' vocabulary score after applying blended media. There were one students who got the very poor score, one students got the poor score, four students got fair score, two students got good score and eighteen students got very good score. The total score in post-test is 2180. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students score in post-test of table 4.2.

$$\bar{X} = \frac{\sum X_x}{n}$$

$$\bar{X} = \frac{2180}{26}$$

$$\bar{X} = 83,85$$

So, the mean score (X_y) of post-test is **83,85**

Based on the result of the post-test, the data showed that mean score of post-test was 83,85. From that analyzing, it means that students' vocabulary mastery was very good after giving the treatment.

The following are the process of calculation of standard deviation in post-test:

$$\begin{aligned}
 s &= \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}} \\
 s &= \sqrt{\frac{189200 - \frac{2180^2}{26}}{26 - 1}} \\
 s &= \sqrt{\frac{189200 - \frac{4752400}{26}}{25}} \\
 s &= \sqrt{\frac{189200 - 182784,62}{25}} \\
 s &= \sqrt{\frac{6415,38}{25}} \\
 s &= \sqrt{256,62} \\
 s &= 16,02
 \end{aligned}$$

So, the result of the standard deviation of the post-test is **16,02**.

Standard deviation (SD) of the post-test was 16.02, it could be seen that the students' vocabulary mastery were very good category.

The Result of Pre-test and Post-test

The students' mean score result in blended media would be compared to see which one technique was effective to use in teaching vocabulary, the result of mean scores were presented in the table below:

Table 4.3 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	76,54	13,84
Post-test	83,85	16,02

The data above showed that there was an improvement while doing pre-test up to post-test, in pre-test had score 76,54 and the post-test score increased become 83,85. Besides that, the standard deviation of pre-test was 13,84 while the standard deviation of post-test was 16,02.

As the result at this item was the mean score of the post-test was greater than the result of mean score in the pre-test. It can be concluded that the students' vocabulary mastery had improvement after doing the learning process that used the blended media. Although there were one students still got very poor score, but the other students show their improvement in vocabulary mastery after doing treatment with used blended media.

The rate percentage of the frequency of the pre-test and post-test

Based on the result of data, the students' scores of pre-test was 1990 which the highest score was 100 and lowest was 50. From 26 students, there were three students got 100. It means that the students' vocabulary mastery in pre-test was lack, and the total score of post-test was 2180 while the highest score was 100 and the lowest was 40. From 26 students, there were one student got 40. It means that there was improvement on students' vocabulary mastery by using blended media experimental class. The percentage of the frequency score in pre-test and post-test can be seen as following:

Table 4.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	86-100	8	18	30,77	69,23
2	Good	71-85	6	2	23,08	7,69
3	Fair	56-70	10	4	38,46	15,38
4	Poor	41-55	2	1	7,69	3,85
5	Very Poor	≤40	0	1	0	3,85
Total			26	26	100%	100%

Table 4.4 showed the students' percentage of pre-test was most common in fair score namely ten students and it was the high percentage 38,46%. Besides that, there was no student got a very poor score, in fact, there were eight students who got a very good score. It means the students' vocabulary mastery was still very low. Whereas, the percentage of post-test indicated that there was an increasing percentage of the students vocabulary mastery because there were eighteen students gained very good scores with the percentage was 69,23%. Even though, as can be seen, in a great majority of the score was fair score namely four students with the percentage was 15.38%. But, in this case, there were one student still got a very poor score. It can be concluded that there was an increasing percentage after doing pre-test up to post-test.

4.1.2 Blended Media is able to Improve the Students' Vocabulary Mastery of Seventh Grade Students at MTs DDI At-taqwa Jampue Pinrang

4.1.2.1 T-test Value

In order to know whether or not the mean score was significantly different between teaching Vocabulary in vocabulary mastery by using bended media, at the

level significance 0,05 with degrees of freedom (df) N-1, where N was number of students (26). The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The worksheet of the calculation of the score on pre-test and post-test

No	X_x	X_y	$(X_x)^2$	$(X_y)^2$	$D(X_y-X_x)$	$D(X_y-X_x)^2$
1	90	100	8100	10000	10	100
2	70	90	4900	8100	20	400
3	70	90	4900	8100	20	400
4	90	90	8100	8100	0	0
5	90	90	8100	8100	0	0
6	100	40	10000	1600	-60	3600
7	80	90	6400	8100	10	100
8	80	90	6400	8100	10	100
9	100	100	10000	10000	0	0
10	90	90	8100	8100	0	0
11	70	90	4900	8100	20	400
12	80	100	6400	10000	20	400
13	60	80	3600	6400	20	400
14	70	80	4900	6400	10	100
15	80	50	6400	2500	30	900
16	80	100	6400	10000	20	400
17	90	90	8100	8100	0	0
18	50	60	2500	3600	10	100
19	90	70	8100	4900	-20	400

The next of table 4.5

No	X _x	X _y	(X _x) ²	(X _y) ²	D(X _y -X _x)	D(X _y -X _x) ²
20	70	90	4900	8100	20	400
21	60	90	3600	8100	30	900
22	70	90	4900	8100	20	400
23	80	70	6400	4900	-10	100
24	60	100	3600	10000	40	1600
25	70	90	4900	8100	20	400
26	50	60	2500	3600	10	100
Total	1990	2180	157100	189200	250	11700

In the other to see the students' score, the following is t-test was statistically applied the formula:

$$\bar{x} = \frac{\sum x}{n} = \frac{250}{26} = 9,62$$

The calculation of the t-test value as follow:

$$t = \frac{\bar{x} - \mu}{\frac{\sqrt{\sum x^2 - (\sum x)^2}}{n(n-1)}}$$

$$t = \frac{9,62}{\frac{\sqrt{11700 - \frac{250^2}{26}}}{26(26-1)}}$$

$$t = \frac{9,62}{\frac{\sqrt{11700 - \frac{250^2}{26}}}{26(26-1)}}$$

$$s = \frac{9,62}{\sqrt{\frac{11700 - \frac{62500}{26}}{26(26-1)}}$$

$$s = \frac{9,62}{\sqrt{\frac{11700 - 2403,84}{26(25)}}$$

$$s = \frac{9,62}{\sqrt{\frac{9296,16}{650}}}$$

$$s = \frac{9,62}{\sqrt{14,30}}$$

$$s = \frac{9,62}{3,78}$$

$$s = 2,54$$

Thus, the t-test value is **2,54**

Having analyzed the data of pre-test and post-test by using t-test formula, the result showed that the t-test value (2,54) was higher than t-table value (2,060) with significance 5%. It means that there was an improvement in teaching vocabulary mastery by using blended media.

Table 4.6 The Test of Significance

Variable	T-test	T-table value
Pre-test – Post-test	2,54	2,060

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result of students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 26-1$$

$$= 25$$

For the level, significant (p) 5% and $df = 25$, and the value of the table was 2,060. While the value of t-test was 2,54. It can be concluded that the t-test value was greater than t-table ($2,54 \geq 2,060$). Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis (H_0) was refused and the alternative hypothesis (H_1) was accepted. It has been found that there was an improvement of blended media on students' vocabulary mastery.

4.2 Discussion

4.2.1 The Improvement of Students' Vocabulary Mastery through Blended Media

To find out the answer of the research question in the previous chapter, the researcher administered the test. The test was a vocabulary tests were given before and after the treatments, which aim to know the answer of the problem statement. At the beginning of the research, the researcher decided there were six meetings for doing this research, two meetings for doing test such as pre-test and post-test and then four meetings for implemented the treatment by using blended media. To make it prove that teaching vocabulary by using blended media in learning was got improvement in students' vocabulary mastery.

Based on the preliminary observation when the researcher saw in learning process in MTs DDI At-taqwa Jampue Pinrang, such as the researcher find out that many of students were difficult to improve their vocabulary mastery because the technique of teaching form the teacher was not interested and students feel bored because they just learn by heart of vocabulary that was written by teacher on the whiteboard. They just pay attention on what the teacher's explanation. Based on the

situation, the researcher will use blended media as the technique in teaching vocabulary. Blended media means that the using of two kinds of media in teaching. Therefore the researcher is interested to use blended media in teaching vocabulary in order to solve the students' problem in mastering vocabulary, such as Osguthrope and Graham stated that in blended learning, the student can learn from an online course that matches his/her different learning styles, and at the same time, students can learn from lectures in class. In blended learning, a student can also learn from social interaction, whether f2f or online, and gets immediate feedback. Through blended learning the student's achievement is higher because retention of the learning material is increased through the use of media and virtual learning environment (VLE) tools. Moreover, in blended learning the students get the opportunity to actively get involved in the learning process and the learners can access to different online resources.

By looking at the test finding, from the data provided in the classification table based on the aspect of vocabulary, clearly to see that there were no students who got very poor score. There were eight (30,77%) students got very good score, six (23,08%) students got good score, ten (38,46%) students got fair score and two (7,69) students got poor score. Whereas, in the post-test, there were eighteen (69,23%) students got very good score, two (7,69%) students got good score, four (15,38%) students got fair score, one (3,85%) student got poor and one (3,85%) student got very poor score. From the result, the researcher concluded that the students' vocabulary mastery improved from very poor up to very good classification.

There were six meetings for doing this research, two meeting for doing the test (once in the pre-test and once in post-test) and four meetings for doing the

treatment to prove that using blended media can improve the students' vocabulary mastery. At the first meeting, the researcher gave pre-test to the students. The researcher will ask the students write name a picture the answer sheet that has been prepared by the researcher before got the treatment.

At the second meeting, the students got the material about "Family" before starting to write vocabulary in English, the researcher will explain the material will be taught after that the researcher will rotating the video and ask students to notice and listen to the pronunciation vocabulary spoken in the video. In this material the researcher write some vocabularies on the whiteboard after that the researcher gives a time to the students to write and memorize the vocabularies that has been though. And then students learn about vocabulary by using Blended media.

At the third meeting, the students got the material about "Color and Numerals, the fourth meeting students got the material about "Animals" and the fifth meeting students got the material about "Fruits" with the same activity at the previous meeting that the researcher writes some vocabulary on the whiteboard after the researcher gives a time to the students to write and memorize the vocabulary that has been though. And the students learn about vocabulary by using Blended media.

In the last meeting, the researcher gave a post-test to the students to measure the improvement of the students' ability after treatment was done. And the researcher closed their meeting with gave a little motivation to the students and straight away to send over to their teacher to handle the class again to continue the lesson.

After collecting and calculating the data, the researcher found that the post result score of the experimental class was improved from the pre-test result score of the students. It can be seen from the students result score in the table 4.3 it showed

that the mean score of the post-test was improved 83,85 from the mean score of pre-test. The improvement if the students in experimental class caused by the question of pre-test and post-test was the same question. So the students could make good them vocabulary the post-test.

Based on the researcher observation from the experimental class showed that the improvement of the students in experimental class significant. Caused experimental class the improvement of the students suitable with their activeness learning process, they could ready and focused to the lesson.

The average mean score of the students' pre-test and post-test vocabulary experimental class were 76,54 and 83,85 the comparison between the mean score in pre-test and post-test showed improvement of the students' result in vocabulary then before.

The analyzing was intended to know whether were there was differences between pre-test and post-test in the experimental class, and to know was the hypothesis receipt between alternative hypothesis (H_1) and null hypothesis (H_0). For this purpose, the t-value in experimental class (2,54) was higher than t-table (2,060) with degree of freedom (df) $N-1$ (26-1). It means that the alternative hypothesis (H_1) concluded that implementation using Blended Media for teaching vocabulary able to improve students' vocabulary mastery was accepted while the null hypothesis (H_0) was rejected.

Based on the data analyzing above, the researcher conclude the using Blended Media for teaching vocabulary able to improve students' vocabulary mastery at seventh grade of MTs DDI At-taqwa Jampue Pinrang.

Further, based on the test result in experimental class after the researcher activities, the researcher found that the students had positive respond toward to use of

Blended Media, the factor that influence the students' vocabulary mastery was the materials, supporting materials, and the activities of procedure Blended Media. All of

the students got in high classification or had positive responses of the test result. It

means that the use of Blended Media was influence the students to improve their vocabulary mastery especially in vocabulary that has been learned. And based on the

students answer in test, some of the students fell enjoy doing some activities in

learning. They said using Blended Media in learning vocabulary can improve their vocabulary, interesting, and did not make them bored they could enjoy their activities.

In the implementation of blended media, the students enjoy learning by use the blended media, they interact with each other in group learning at the same class. It was supported by Schacht mention that in blended media, the students learners together in an environment where they can question, experiment, and enjoy the energy and enthusiasm of group learning. It means that every student must has be insight extensive that they can try to give the question in the group learning enthusiastic.

The use of blended media was able to gave understand the lessons, because they were given a real action in the presence of the media which they were able to interact with doing feedback to the lessons. It was supported by Osguthorpe and Graham mention that in blended media, a student can also learn from social interaction, whether face to face or online, and gets immediate feedback¹. It means that every student must interact real, whether it's face to face or not directly.

¹Russell T. Osguthorpe and Charles R. Graham., *Blended Learning Environments* (Provo: Brigham Young University, 2003), p. 228.

Based on the result above and the theory in chapter II, it can be conclude that, by Using Blended Media was better to improve the students' motivation in learning vocabulary for the seventh grade students' of MTs DDI At-taqwa Jampue Pinrang.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improving vocabulary mastery of the students' through blended media.

Conclusions

Based on the description of the result above, it can be proved by looking at the mean score of the students' vocabulary mastery in pre-test and post-test. The mean score of pre-test (76,54) was lower than the mean score of post-test (83,85). Then, the t -obtained (2,54) was greater than t -table (2,060). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. So the researcher concludes that the using blended media was able to improve the students' vocabulary mastery at the seventh grade students' at MTs DDI At-taqwa Jampue Pinrang.

Suggestion

Based on the conclusions and implications of the study, some suggestions to the participants closely related to the study were presented below.

For the English teachers

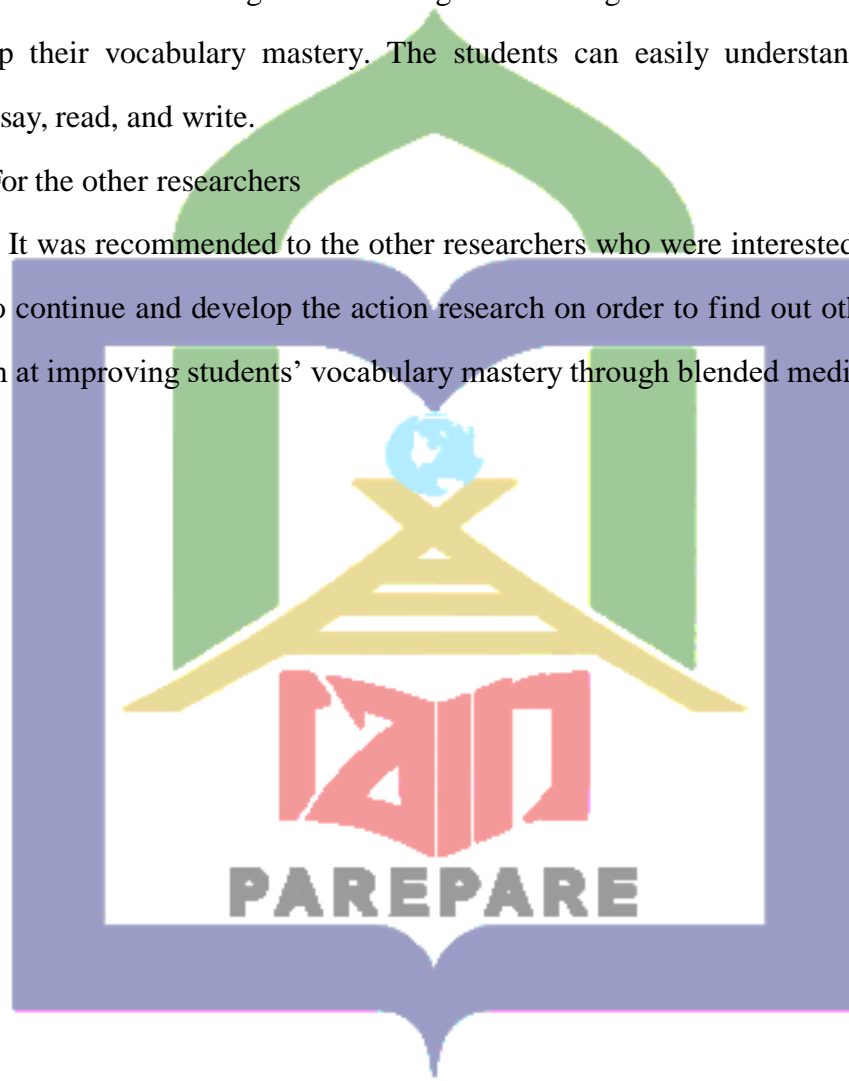
The English teacher has to consider the students' needs and interests for the teaching and learning. It was important for the teachers especially in MTs DDI At-taqwa Jampue Pinrang to improve the students' vocabulary mastery. The teacher should create good atmosphere in the classroom and motivate the students' to learn the language.

For the students

The students had to be more active in the classroom. A further effort needs to be made by the students was to encourage themselves in mastering vocabulary without worries of making mistakes. It gave advantages for the students if they can develop their vocabulary mastery. The students can easily understand what they heard, say, read, and write.

For the other researchers

It was recommended to the other researchers who were interested in the same field to continue and develop the action research on order to find out other efforts in the aim at improving students' vocabulary mastery through blended media.



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Appendix 1. The Students' Score of Pre-test and Post-test

Students	Experiment Class	
	Pre-test	Post-test
student 1	90	100
student 2	70	90
student 3	70	90
student 4	90	90
student 5	90	90
student 6	100	40
student 7	80	90
student 8	80	90
student 9	100	100
student 10	90	90
student 11	70	90
student 12	80	100
student 13	60	80
student 14	70	80
student 15	80	50
student 16	80	100
student 17	90	90
student 18	50	60
student 19	90	70
student 20	70	90
student 21	60	90
student 22	70	90
student 23	80	70
student 24	60	100
student 25	70	90
student 26	50	60
Total	1990	2180

Appendix 2. The Value of T-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (two tail test)						
	0.50	0.20	0.10	0.05	0.02	0.01
α untuk uji satu pihak (one tail test)						
dk	0.25	0.10	0.05	0.025	0.01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 3. Instrument of the Research

PRE-TEST

Name :

Class :

Write the name of these the picture in the column provided and write your answer in English





















POST-TEST

Name :

Class :

Write down the names of the items in the picture and write your answers in the columns provided and write the answers in English













Appendix 4. The Students' Vocabulary Test in Pre-test

nur Padillah H 10

~~20~~ 60

PRE-TEST

Write the name of these the picture in the column provided and write your answer in English

	Beach ✓		automobile ✗
	Flowers ✗		Ball ✗
	cup ✓		apple ✓
	sugar ✓		cat ✓
	watermelon ✗		Banana ✓

9

Aulia Ramadhani
Nil

PRE-TEST

Write the name of these the picture in the column provided and write your answer in English



Beach ✓



car ✓



Flowers ✓



Ball ✓



cup ✓



apple ✓



Sugar ✓



chat ✗



water melon ✓



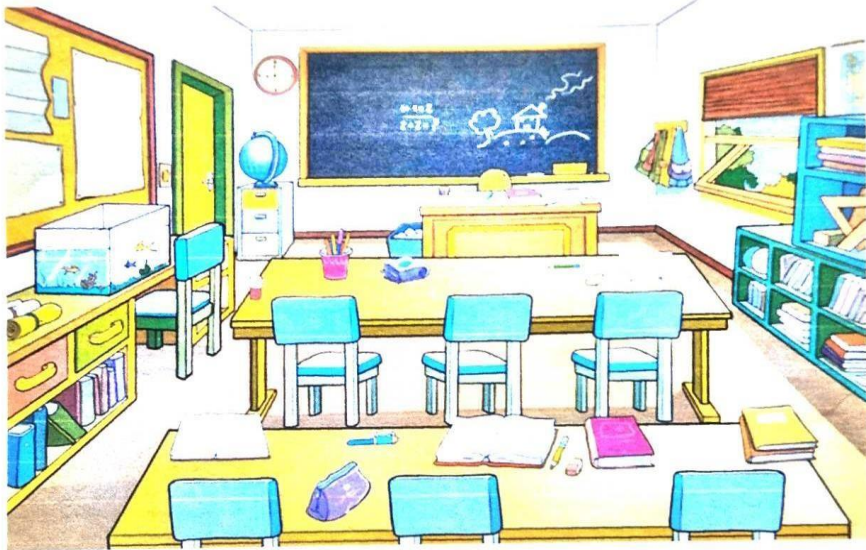
Banana ✓

Appendix 5. The Students' Vocabulary Test in Post-test

POST-TEST

Name : Musdalifa's
Class : VII.1 (Tasub.1)

Write down the names of the items in the picture and write your answers in the columns provided and write the answers in English



90

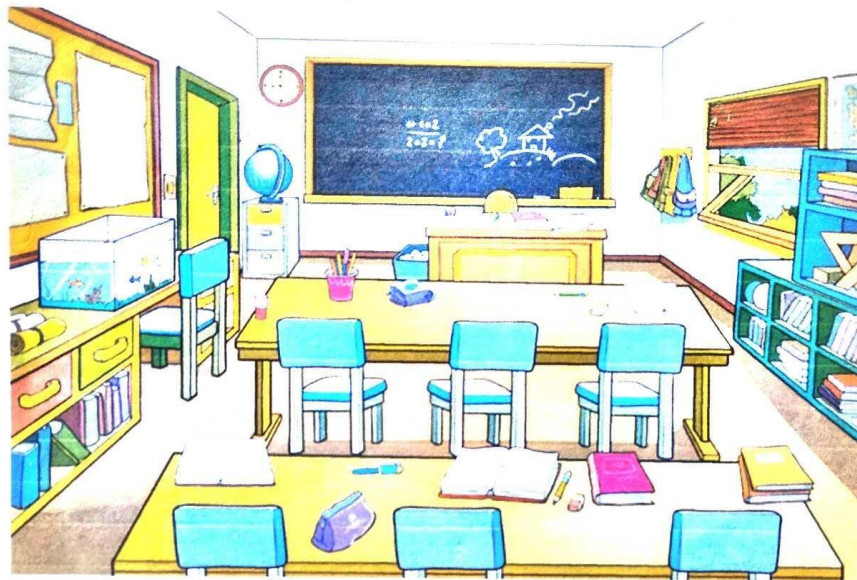
Book	✓	Back-pack	✓
pencil	✓	Color pencil	✓
Door	✓	Eraser	✓
Desk	X	Chair	✓
Globe Globe	✓	Black board	✓

POST-TEST

Name : Annisa ansar

Class : VII.1

Write down the names of the items in the picture and write your answers in the columns provided and write the answers in English



- | | |
|----------|--------------|
| Book ✓ | Desk ✓ |
| Rack ✓ | chair ✓ |
| window ✓ | Blackboard ✓ |
| clock ✓ | Pen ✓ |
| DOOR ✓ | Eraser ✓ |

90
100

Appendix 6. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII. 1/1

Materi Pokok : Vocabulary (Family)

Alokasi Waktu : 2 x 45 Menit

Pertemuan 1

Standar Kompetensi : Memahami tulisan bahasa Inggris yang sangat sederhana dalam konteks kelas

Kompetensi Dasar : Memahami kalimat dan pesan tertulis yang sangat sederhana

Indikator : 1. Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana

2. Mengidentifikasi berbagai informasi dalam gambar

Tujuan Pembelajaran : 1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sederhana

2. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar

3. Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan

Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat : audio visual dan LCD
- b. Sumber Belajar : Internet

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indicator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	5 menit
Inti	<ol style="list-style-type: none"> 1. Guru mengaplikasikan blended media dengan menggunakan audio visual untuk menampilkan gambar. 2. Kemudian, guru akan menyuruh peserta didik untuk melihat dan memperhatikan gambar-gambar yang ditampilkan di depan kelas. 3. Setelah itu peserta didik akan menulis nama gambar dalam bahasa Inggris dari gambar yang ditampilkan. 4. Peserta didik akan diberikan waktu 15 menit untuk menghafal nama-nama gambar yang telah ditulis dalam bahasa Inggris. 5. Setelah itu guru memperlihatkan gambar kepada peserta didik dan menyuruh peserta didik menyebutkan kosakata yang telah dihafal dari gambar yang telah ditampilkan dengan pelafalan nama gambar yang benar dalam bahasa Inggris. 6. Kemudian guru juga akan mengecek tulisan peserta didik. 7. Akhirnya, guru menanyakan pendapat peserta didik mengenai pelajaran hari ini. 	35 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya. 	5 menit

Penilaian

- a. Teknik : Tes tertulis
- b. Instrument

Vocabulary test

Choose the word meaning from the word below by adding a cross (X)!

1. Father.....
 - a. Ibu
 - b. Paman
 - c. Nenek
 - d. Ayah
2. Bibi.....
 - a. Aunty
 - b. Brother
 - c. Uncle
 - d. Sister
3. Grandmother.....
 - a. Saudara laki-laki
 - b. Paman
 - c. Anak perempuan
 - d. Nenek
4. Saudara perempuan.....
 - a. Son
 - b. Sister
 - c. Daugther
 - d. Younger
5. Niece.....
 - a. Saudara perempuan
 - b. Anak laki-laki
 - c. Keponakan perempuan
 - d. Saudara perempuan

Penskoran Exercise masing-masing soal di beri skor 20 sehingga perolehan skor maksimal adalah 100.

$$Nilai = \frac{\text{Jumlah Skor yang Didapat}}{\text{Jumlah Soal}} \times 100$$



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII. 1/1

Materi Pokok : Vocabulary (Color and Numerals)

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 2

Standar Kompetensi : Memahami tulisan bahasa Inggris yang sangat sederhana dalam konteks kelas

Kompetensi Dasar : Memahami kalimat dan pesan tertulis yang sangat sederhana

Indikator : 1. Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
2. Mengidentifikasi berbagai informasi dalam gambar

Tujuan Pembelajaran : 1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sederhana
2. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
3. Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan

Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat : audio visual dan LCD
- b. Sumber Belajar : Internet

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indicator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	5 menit
Inti	<ol style="list-style-type: none"> 1. Guru mengaplikasikan blended media dengan menggunakan audio visual untuk menampilkan gambar. 2. Kemudian, guru akan menyuruh peserta didik untuk melihat dan memperhatikan gambar-gambar yang ditampilkan di depan kelas. 3. Setelah itu peserta didik akan menulis nama gambar dalam bahasa Inggris dari gambar yang ditampilkan. 4. Peserta didik akan diberikan waktu 15 menit untuk menghafal nama-nama gambar yang telah ditulis dalam bahasa Inggris. 5. Setelah itu guru memperlihatkan gambar kepada peserta didik dan menyuruh peserta didik menyebutkan kosakata yang telah dihafal dengan pelafalan nama gambar yang benar dalam bahasa Inggris. 6. Kemudian guru juga akan mengecek tulisan peserta didik. 7. Akhirnya, guru menanyakan pendapat peserta didik mengenai pelajaran hari ini. 	35 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya. 	5 menit

Penilaian

- a. Teknik : Tes tertulis
- b. Instrument

Vocabulary test

Choose the word meaning from the word below by adding a cross (X)!

1. Eleven.....

- a. Tiga
- b. Lima
- c. Sepuluh
- d. Sebelas

2. Green.....

- a. Merah
- b. Abu-abu
- c. Biru
- d. Hijau

3. 80.....

- a. Seventy
- b. Ninety
- c. Five
- d. Eighty

4. Merah.....

- a. Yellow
- b. Red
- c. Blue
- d. Black

5. Twenty-one.....

- a. 12
- b. 21
- c. 20
- d. 30

PAREPARE

Penskoran Exercise masing-masing soal di beri skor 20 sehingga perolehan skor maksimal adalah 100.

$$Nilai = \frac{\text{Jumlah Skor yang Didapat}}{\text{Jumlah Soal}} \times 100$$



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII. 1/1
Materi Pokok	: Vocabulary (Animals)
Alokasi Waktu	: 2 x 45 Menit
Pertemuan	3
Standar Kompetensi	: Memahami tulisan bahasa Inggris yang sangat sederhana dalam konteks kelas
Kompetensi Dasar	: Memahami kalimat dan pesan tertulis yang sangat sederhana
Indikator	: 1. Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana 2. Mengidentifikasi berbagai informasi dalam gambar
Tujuan Pembelajaran	: 1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sederhana 2. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar 3. Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan

Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat : audio visual dan LCD
- b. Sumber Belajar : Internet

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	5 menit
Inti	<ol style="list-style-type: none"> 1. Guru mengaplikasikan blended media dengan menggunakan audio visual untuk menampilkan gambar. 2. Kemudian, guru akan menyuruh peserta didik untuk melihat dan memperhatikan gambar-gambar yang ditampilkan di depan kelas. 3. Setelah itu peserta didik akan menulis nama gambar dalam bahasa Inggris dari gambar yang ditampilkan. 4. Peserta didik akan diberikan waktu 15 menit untuk menghafal nama-nama gambar yang telah ditulis dalam bahasa Inggris. 5. Setelah itu guru memperlihatkan gambar kepada peserta didik dan menyuruh peserta didik menyebutkan kosakata yang telah dihafal dari gambar yang telah ditampilkan dengan pelafalan nama gambar yang benar dalam bahasa Inggris. 6. Kemudian guru juga akan mengecek tulisan peserta didik. 7. Akhirnya, guru menanyakan pendapat peserta didik mengenai pelajaran hari ini. 	35 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya. 	5 menit

Penilaian

- a. Teknik : Tes tertulis
- b. Instrument

Vocabulary test

Choose the word meaning from the word below by adding a cross (X)!

1. Owl.....
 - a. Burung
 - b. Burung hantu
 - c. Kuda
 - d. Monyet
2. Kambing.....
 - a. Tiger
 - b. Cat
 - c. Rabbit
 - d. Goat
3. Duck.....
 - a. Ayam
 - b. Angsa
 - c. Itik
 - d. Kucing
4. Kuda.....
 - a. Snake
 - b. Crab
 - c. Wolf
 - d. Horse
5. Elephant.....
 - a. Gajah
 - b. Serigala
 - c. Ayam
 - d. Tikus

Penskoran Exercise masing-masing soal di beri skor 20 sehingga perolehan skor maksimal adalah 100.

$$Nilai = \frac{\text{Jumlah Skor yang Didapat}}{\text{Jumlah Soal}} \times 100$$



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII. 1/1

Materi Pokok : Vocabulary (Fruits)

Alokasi Waktu : 2 x 45 Menit

Pertemuan 4

Standar Kompetensi : Memahami tulisan bahasa Inggris yang sangat sederhana dalam konteks kelas

Kompetensi Dasar : Memahami kalimat dan pesan tertulis yang sangat sederhana

Indikator : 1. Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
2. Mengidentifikasi berbagai informasi dalam gambar

Tujuan Pembelajaran : 1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sederhana
2. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
3. Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan

Media, Alat, dan Sumber Pembelajaran

c. Media dan Alat : audio visual dan LCD

d. Sumber Belajar : Internet

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indicator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	5 menit
Inti	<ol style="list-style-type: none"> 1. Guru mengaplikasikan blended media dengan menggunakan audio visual untuk menampilkan gambar. 2. Kemudian, guru akan menyuruh peserta didik untuk melihat dan memperhatikan gambar-gambar yang ditampilkan di depan kelas. 3. Setelah itu peserta didik akan menulis nama gambar dalam bahasa Inggris dari gambar yang ditampilkan. 4. Peserta didik akan diberikan waktu 15 menit untuk menghafal nama-nama gambar yang telah ditulis dalam bahasa Inggris. 5. Setelah itu guru memperlihatkan gambar kepada peserta didik dan menyuruh peserta didik menyebutkan kosakata yang telah dihafal dari gambar yang telah ditampilkan dengan pelafalan nama gambar yang benar dalam bahasa Inggris. 6. Kemudian guru juga akan mengecek tulisan peserta didik. 7. Akhirnya, guru menanyakan pendapat peserta didik mengenai pelajaran hari ini. 	35 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya. 	5 menit

Penilaian

- a. Teknik : Tes tertulis
- b. Instrument

Vocabulary test

Choose the word meaning from the word below by adding a cross (X)!

1. Watermelon.....
 - a. Jeruk
 - b. Semangka
 - c. Anggur
 - d. Melon
2. Pisang.....
 - a. Apple
 - b. Banana
 - c. Cherry
 - d. Manggo
3. Orange.....
 - a. Durian
 - b. Salak
 - c. Rambutan
 - d. Jeruk
4. Grape.....
 - a. Apel
 - b. Anggur
 - c. Nanas
 - d. Melon
5. Mangga.....
 - a. Banana
 - b. Pineapple
 - c. Manggo
 - d. Cherryc

Penskoran Exercise masing-masing soal di beri skor 20 sehingga perolehan skor maksimal adalah 100.

$$Nilai = \frac{\text{Jumlah Skor yang Didapat}}{\text{Jumlah Soal}} \times 100$$



Appendix 7. Documentation







KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
 Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3574 /In.39/PP.00.9/12/2018
 Lampiran : -
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KAB. PINRANG
 di
 KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NUR JANNAH
 Tempat/Tgl. Lahir : SUMPANG SADDANG, 12 Agustus 1996
 NIM : 14.1300.091
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : SUMPANG SADDANG, KEL. LANRISANG, KEC. LANRISANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"USING BLENDED MEDIA TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE AT MTS DDI AT-TAQWA JAMPUE PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

/0 Desember 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH**

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Pinrang, 10 Desember 2018

Nomor : 070/727 /Kemasy.

Kepada

Lampiran : -

Yth, Kepala MTs DDI Attaqwa Jampue
Kab. Pinrang

Perihal : Rekomendasi Penelitian.

di-

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:B3574/In.39/PP.00.9/12/2018 tanggal 10 Desember 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

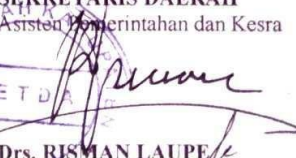
Nama : **NURJANNAH**
NIM : 14.1300.091
Pekerjaan/Prog.Studi : Mahasiswi/Pendidikan Bahasa Inggris
Alamat : Sumpang Saddang, Kel. Lanrisang, Kec.
Lanrisang
Telepon : 082293783123.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "*USING BLENDED MEDIA TO IMPROVE THE STUDENS' VOCABULARY MASTERY AT THE SEVENTH GRADE AT MTS DDI ATTAQWA JAMPUE PINRANG*" yang pelaksanaannya pada tanggal 10 Desember 2018 s/d 10 Januari 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Pemerintahan dan Kesra


Drs. RISMAN LAUPE
Pangkat : Pembina Utama Muda
Nip : 19590305 199202 1 001

Tembusan:

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Camat Suppa di Majennang
7. Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

**PONDOK PESANTREN DARUL-QUR'AN ATTAQWA JAMPUE
MADRASAH TSANAWIYAH
KECAMATAN LANRISANG KABUPATEN PINRANG**

Jln. PorosWaetuae, No. 199, Kessie

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 006 /MTs 21.01.18/ 18 / I /2019

Yang bertanda-tangan di bawah ini Kepala Madrasah Tsanawiyah Attaqwa Jampue Kecamatan Lanrisang Kabupaten pinrang Menerangkan bahwa:

Nama	: NURJANNAH
Pekerjaan	: Mahasiswi IAIN Parepare
Nim	: 14.1300.091
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Sumpang Saddang, Kel.Lanrisang, Kec.Lanrisang,Pinrang

Benar telah melaksanakan penelitian di MTs Attaqwa Jampue mulai tanggal 10 Desember S.d 10 Januari 2019 berdasarkan Surat Sekretaris Daerah Kabupaten Pinrang Nomor 070/727/Kemasy tanggal 10 Desember 2018, yang merupakan salah satu syarat akademik dalam penyelesaian Skripsi dengan judul : "**USING BLENDED MEDIA TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE AT MTs DDI ATTAQWA JAMPUE PINRANG**"

Demikian Surat Keterangan ini Kami berikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Jampue, 12 Januari 2019

Kepala Madrasah Tsanawiyah



CURRICULUM VITAE



Nurjannah was born on Agustus 12nd 1996 in Sumpang Saddang, Kel. Lanrisang, Kec. Lanrisang, Kab. Pinrang. She is daughter of Baharuddin and Suri. She has four sister and five brother. The researcher began her study in Elementary School 236 Lanrisang and graduate in 2010. After that, she continued her study in SMP Negeri 1 Lanrisang Kab. Pinrang and graduated in 2011. In the same year, she continued her study in SMA Negeri 10 Pinrang and graduated in 2014. In the same year she continued her study at State Islamic College of Parepare. She was majoring in English Program in Tarbiyah and Adab Department. Now she will finished her skripsi under the title **“Using Blended Media to Improve the**

Students’ Vocabulary Mastery at the Seventh Grade at MTS DDI At-taqwa Jampue Pinrang”.

