THE EFFECTIVENESS OF COURSE REVIEW HORAY IN TEACHING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP N 2 KUTOWINANGUN IN THE ACADEMIC YEAR OF 2015/2016

S1 Thesis

Submitted as a partial fulfillment of the requirement to obtain Sarjana Pendidikan degree at English Education Program of Purworejo Muhammadiyah University

by

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MOTTOS AND DEDICATIONS

Motto:
To get a success, your courage must be greater than your fear.

Dedication:
I dedicate this thesis to the followings:

1. My beloved mother, Siti Rohmah. Thanks for your support and you’re pray. You are my motivation to finish this thesis.
2. My beloved father, Alm Mudakir. Thanks for always give the best for me. Thanks for your love. I would like to say that i am very proud to be your daughter. I wish we can meet in the heaven soon. I love you so much.
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5. My boyfriend, Doni Firdaus, who has accompanied me in the sadness and happiness. Thanks for your support, your motivation, your time, and your love.
7. All my friends in the Academic Year of 2015/2016.
STATEMENT

I who sign below

Name : SITI RAUDHOTUL JANNAH
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Declare that this thesis is really my own work, not written by anyone else, not a plagiarism either partially or wholly. Opinions and findings of others contained in this thesis are cited using the code of scientific ethics.

If it is proved that this thesis is plagiarism, I am willing to take responsibility legally sued by Muhammadiyah University of Purworejo.

Purworejo, Agust 19rd 2016
The researcher,

SITI RAUDHOTUL JANNAH
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ABSTRACT


The goal of this research is to find out the effectiveness of course review horay in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016. In this research, the researcher took two classes as the sample; there are VII C which consist of 31 students as the control group and VII D which consists of 30 students as the experimental group. While the instrument use in this thesis is test. In collecting the data, the researcher use pre-test and post-test. Before conducting post-test in experimental group, the researcher gives treatment and in control group without treatment. After getting enough data, the researcher calculates the data using t-test polled-variance.

The result of the calculation shows that the mean score of pre-test and post-test by control group are 54.19 and 66.94. The mean score of pre-test and post-test by experimental group are 54.67 and 73.17. To see whether the hypothesis is accepted or rejected, the t-value is consult to the t-table at the 0.05 significance level. It shows that the t-table is 2.03 and the t-value is 3.04. It means that t-value is higher that t-table, that is 3.04>2.03. So, it can be concluded that the use of course review horay in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016 is effective.

Key words: effectiveness, course review horay, vocabulary
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CHAPTER I
INTRODUCTION

In this chapter, the researcher would like to present the discussion that is divided into six sections. They are discussing the background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study and significance of the study.

A. Background of the Study

English is the most important thing that is used to communicate with other people. In the world, there are some languages, but only one language which is used as International language that is English. English as an International language communication is clearly needed by many learners to deliver through and interact in a variety of situation in Indonesia. English is one of the foreign languages for Indonesian students that must be learnt in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English id completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English is the first foreign language that is considered important to the purpose of science absorption, development technology and the relationship with other countries.

By mastering English, students are expected to be intelligent citizens, skillful, and ready to participate in the International development. In English, there are four language skill you should be mastered, they are: listening,
reading, speaking, and writing. Language has some components that are: vocabulary, pronunciation, grammar, and spelling. These components can support the language skills. One of the components in language which cannot be separated from learning English is vocabulary. It is the first keys to master or understand the four language skills. Vocabulary is the central of language in teaching and learning. It means that by mastering vocabulary, the learners will be able to produce so many sentences easily either in spoken or written one. The quality of language skill depend on the quality and the quantity of vocabulary, if their vocabulary mastery is good, they can easier learn English language. However the mastery of the students’ vocabulary are still now. They still have many difficulties in mastering vocabulary. This is because of the lack of interesting media to teach vocabulary.

Method is one of the important components in teaching and learning processes. Method has important role in achieving the aim of learning. By using an appropriate method, the teacher will be able to deliver the material and manage the learning activities well, so the students can understand the material easily and enjoy the learning activities. Besides, the teacher who uses an appropriate and interesting method in teaching can motivate students’ learning activities, so the use of method can give positive effect to the students.

According to Dwitantra (2010:82), model of learning Course Review Horay is a method of learning with comprehension testing using a box filled with a number to write down the answer, was the first to get the correct sign
immediately shouted horay. *Course Review Horay* is a method of cooperative learning which can be applied to train students’ cooperation in accomplishing their work by dividing into groups. In addition, *Course Review Horay* emphasizes the students’ activity and cooperative in a group. The activity is worksheet that is given by the teacher about the learning material. The characteristic of this technique is the use of “Horay/ yell-yell” that expected to be able to motivate the students and make them interested in joining the class. Therefore, *Course Review Horay* is expected to omit students’ boredom in joining the class.

Based the phenomena above, it is clear that students need something more interesting to learn vocabulary in English. English teacher has to be able to organize teaching and learning activities, they have to give materials by using suitable method and master the lesson effectively. Especially in learning vocabulary, teachers must make the students able to memorize such words in English language and group of new words. The statements above mean, vocabulary is important to teach and teachers must try to find the most effective way to teach it.

**B. Identification of the Problem**

Based on the background above, there are some problems that can be identified in teaching vocabulary. Firstly, the problems that is faced by the teacher. The teacher often uses uninteresting strategy or method, such as the teacher only give command to find the meaning of unknown words with open dictionary directly. The teacher just focuses to convey English material
without giving any attention about students’ understanding. The teacher is only become a central of learning. The teacher does not give a chance to students actively in the class. Secondly, the other problems come from the students itself. Most students feel boring without any variation strategies. Students need the new things in learning in order to make them have a high motivation to learn more about vocabulary in English.

Every student has different intelligence. We can find the student who has high intelligence and low intelligence. The students who have high intelligence will be able to learn, understand, make judgment, or give opinion about the material. Meanwhile, the students who have low intelligence will be difficult to learn, understand, making judgment, or giving opinion. Consequently, the students who have low intelligence will face a problem in learning, especially vocabulary.

Moreover, using course review horay will give motivation to the students to learn vocabulary because course review horay gives many information and vocabulary with games. So, the students can play their words and imagine many things with course review horay.

C. Limitation of The Problem

To make it focused and effective in this research, the researcher limits this research only on the teaching vocabulary using course review horay and how to apply course review horay effectively to improve students’ vocabulary mastery.
The researcher limits the technique used with the use of Course Review Horay to improve vocabulary mastery of the seventh grade students at SMP N 2 Kutowinangun in the academic year of 2015/2016. This limitation is based on the assumption that the seventh grade students at SMP N 2 Kutowinangun need a method which can give motivation in learning English, particularly in improving their vocabulary.

D. Statement of The Problem

Based on background of the study and problem limitation above, the problem is formulated in the following question:

Is the use of course review horay effective in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015/2016?

E. Objectives of The Study

The objective of the study is to describe whether or not the use of course review horay is effective in teaching vocabulary at seventh grade of SMP N 2 Kutowinangun in the academic year of 2015/2016.

F. Significance of The Study

The researcher hopes that this research gives useful contribution for educational success. The study will be significant for:

1. The teachers

The result of the study will be input for the teachers to improve their teaching of vocabulary and will be a good and useful method.
2. The students

Using suitable method in teaching will be effective and more interesting, so the students able to memorize the vocabulary easily.

3. The researcher

The researcher hopes to add knowledge about the suitable method in teaching English in elementary school level and improve the writer’s knowledge in education.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains theoretically the topics that strengthen this research that can become a basic of the research. The following topics will include of Theoretical Framework, Conceptual Framework, and Hypothesis.

A. Theoretical Review

In scientific research, it is necessary to consult any theories. In this research, the researcher will discuss the theories about Teaching-learning, Vocabulary, and Course Review Horay.

1. Teaching and Learning

a. Definition of teaching

According to Brown (2007:7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand. Teaching is to give someone knowledge or instruct or train someone, or to show somebody how to do something or to do change somebody’s idea. According to Harmer (2001:56) teaching is about transmission of knowledge from teacher to student, or it is about creating condition in which, somehow, students learn for themselves.
Hamalik (2007:48) says that teaching is a process or an activity which is directed at producing desirable, changes in the behavior of human being.

According to the theories above we know that teaching is an activity or an act which is done by someone to make or to explain the material, transferring the material, implementing the knowledge or skill motivating students to solving the problem, composing students to have creativity.

b. **Definition of Learning**

Learning is very important process that is almost passed in every phase in our live. Without learning, we cannot do anything. We can change our behavior, attitude, etc with learning process. There are many definition of learning formulated by many experts. The definition may be different but the basic essence implies the similarity.

According to Johnson (2002:18), learning is a relatively permanent change in response potentiality which occur as a result of reinforced practice and a change in human disposition or capability, which can be retained, and which is not simply ascribable to the process of growth. Cameron (2001:241) states that learning is the process of making meaning out of participation in the social word.

While Hamalik (2007:36) states about learning, learning is the modification or strengthening of behavior through experiencing.
Learning is to memorize that amount of facts and concepts. Moreover, learning is something important to human because it makes us to be better from doing or knowing anything especially to change our life such as our behavior and attitude, to adapt with our environment and knowledge.

According to the theories above we know that learning is the process to get experience and knowledge.

2. Teaching – Learning Process

According to Brown (2000:7), teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. The understanding of how the learner will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques.

Teaching – learning process is designed to follow the educative principle. It focuses on students’ active activities in building of meaning or comprehension. The responsibility of learning depends on the students, and teacher only has responsibility to create good situation to build the students’ motivation. Teaching and learning cannot be separated because they are bound each other. Teaching is to guide and to give facilities in learning process that enables the learners to learn and to set the conditioning for learning.
3. Vocabulary

a. Definition of vocabulary

Decarrio in Celce – Murcia (2003:285) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. In addition, in contrast with the development of other aspects of a second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age.

Hornby (2005:1707) states, Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language. It means that the sequence of word in a sentence make up a language. It is designed to communicative meaning. People use words to express their ideas feeling and thought. To make their words meaningful and understandable, they must arrange the words into the right order. Linse (2007:121) states, vocabulary is the collection of words that an individual knows.

From the definition above the researcher concludes that vocabulary is collection of word that contain of meanings to learn foreign language.

b. Types of vocabulary

According to Pikulski and Templeton (2004:2), there are types of vocabulary as follows:
a. Reading vocabulary

A person’s reading vocabulary is all the words her or she can recognize when reading. This is the larger type of vocabulary simply because it includes the other three.

b. Speaking vocabulary

A person’s speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of speaking vocabulary, words are often misused. This misuse is though slight and unintentional. It compensated by facial expressions, tones of voice, or hand gestures.

c. Listening vocabulary

A person’s listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

d. Writing vocabulary

A person’s writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its writer.

c. Learning vocabulary

According to Mc Carten (2007:22), learning vocabulary is largely about remembering, and students generally need to see, and write newly learned words many times before they can be said to have learned them. Vocabulary is one of the language aspects which should
be learnt. Learning vocabulary is important because we are able to speak, write and listen nicely we have to know vocabulary first. A person said “know” a word if they can recognize its meaning when they can see it. (Cameron, 2001:75). Its means that in learning vocabulary we have to know the meaning of it and also understand and use it is sentence context.

4. Course review horay

a. Definition of course review horay

According to Dwitantra (2010:82) Course Review Horay is a method of learning with comprehension testing using a box filled with a number to write down the answer, was the first to get the correct sign immediately shouted horay. Meanwhile, according to Imran (in Malechah, 2011:48) Course Review Horay learning model is a method of learning by using a comprehension test box filled with a number to write down the answer, was the first to get a sign of true vertical or horizontal or diagonal shouted horay. Course Review Horay learning model is a model or a design study to test the students' understanding by using strategy games where if the students were able to answer correctly then the student will shout 'horay' (Marlangen, 2013: 2).

Slavin (2005: 56) states that the main idea of cooperative learning is students working together to learn and be responsible on his progress. In addition, the study emphasizes the purpose and success of the group, which can only be achieved if all members of the
group reach the destination or mastery of the material. A teacher should have various teaching method in delivering the material in order to make the students enjoy the lesson. Course Review Horay is one of innovative method of cooperative learning model. In this method the make groups, then conveys the competence that will be achieved, and then demonstrates the material. After dividing the class into groups, the teacher distributes material learning. This method is expected to make the class condition become fun and examine the students’ understanding and cooperation in accomplishing their work.

b. Steps of course review horay

Steps of cooperative learning Course Review Horay type (CRH) according to Uno and Mohamad (2011: 126) are as follows:

1. Lecturers convey competence to be achieved
2. Lecturer demonstrating/presenting the material
3. Giving students the opportunity debriefing
4. To test comprehension, students were told to make a box suits needs and each box is filled with a number
5. Lecturers read questions randomly and students write the answers in the box whose number is mentioned by lecturers and directly discussed, if the answer is true, fill mark (√) and if the answer is false, fill a cross (x)
6. Students who have got marks √ vertical, horizontal, or diagonal must shout horay! Or other slogans
7. Students ‘value calculated from the number of correct answers
horay! Obtained

8. Closing.

c. The advantage and disadvantages of course review horay

According to Widodo (2009:11), the advantage of the model
learning course review horay is to attractive so as to encourage
students to be able to plunge into it. Students feel more relax in
learning.

The disadvantages of the model learning course review horay
are: (1) The opportunities for cheating. Here, teachers were asked to
affirm that honesty can also be assessed. (2) The atmosphere in the
classroom to be a bit noisier so it can be disruptive to the classroom
adjacent to the teacher should be able to control all of the students.

B. Previous Study

The researcher took some previous studies as inspiration and
consideration for conducting the study. There are some studies about teaching
using method and teaching English which have been conducted so far and
have been becoming the inspiration. The first study is entitled “The
Effectiveness of Course Review Horay in Improving Students’ Simple Past
Tense Mastery (An Experimental Study at the Grade XI of SMA Negeri 1
Subah in the Academic Year 2010/2011)”, which was written by Puji Astuti in
2011.
It can be seen from the computation, for the degree of freedom is 68, and \( \alpha \) is 5 % level significance, the t-test (3.534) which is higher than t-table (1.669). Since the test is higher than t-table, it means that the difference is significant. In addition, the significance is shown that the increasing score between pre test and post test is 20. The mean of the pre test score is 61.9 while the mean of the post test score is 83.9. Therefore, it can be concluded that Course Review Horay could improve students’ simple past tense especially regular and irregular verbs mastery.

The second previous study is, “The Effect of Course Review Horay in Reading Comprehension for Seventh Grade Students At SMP Muhammadiyah 4 Giri”, which was written by Genny Tias Amalia in 2014.

This thesis explains that the use of course review horay could improve students’ reading ability especially in Descriptive text. The students’ average score in pre test between experimental and control group was 54.39 and 59.85. The significant value of experimental group was 0.00 it was lower than the level of significant at 5%.

Based on the two previous studies above, the researcher gets inspiration and consideration to conduct her research. The researcher can explain that this thesis has some similarities and differences with the two researcher. In the first previous study, the similarity is about type of research that is an experimental research and she used the same method that is course review horay. In taking the object of the research, she choose Senior high school students. At the differences, she took the topic not only vocabulary but
also simple past tense mastery in her research. Then, the similarities of second previous study is the method. She used course review horay in her research. In taking the object of the research, she took Junior high school students.

**C. Conceptual Framework**

In scientific research, it is necessary to consult any theory, in order to support many statements used by the researcher. From the various theories in this research, it can be understood that teaching learning vocabulary for student need more attention from the researcher and the parents in order to be successful in Learning English is the motivation of students who low in vocabulary. They can’t improve their vocabulary well. Whereas vocabulary is a most important thing in language.

In this study, the method of teaching vocabulary is very important to motivate students, make them enjoyable and make them memorize the vocabulary well. One method is using course review horay.

Usually, students like game. It is an ordinary thing. In learning English, it’s not different; students will be more interested in lesson that provides game beside its science. Teaching students will be more interesting and effective if we use game. Being more interested in the learning with course review horay, students will understand the lesson taught easier. Course review horay gives many vocabularies. Course review horay is very great method to study, with only game, we can get many vocabularies.
Consequently, teacher should make the teaching English as interesting as possible by using game from course review horay as the method of learning.

D. Hypothesis

Arikunto (2013:118) states that hypothesis is temporal answer toward statement of the problem. She also adds that hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. Ho or null hypothesis and Ha or alternative hypothesis. Every research does not always use hypothesis. In this thesis, the researcher would like to formulate the hypothesis as follows:

1. Ho : The use of course review horay in teaching vocabulary is not effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015 / 2016.

2. Ha : The use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015 / 2016.
CHAPTER III
RESEARCH METHODS

In this chapter, the researcher would like to present the way to carry out the research. It is in order to solve the problem easier. The researcher presents types of the research, variables of the research, subject of the research, population and sample, sampling technique, research instrument, technique of collecting data, and technique of analyzing data.

A. Types of the research

The objective of the study are to describe the effectiveness of Course Review Horay in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015/2016. Based on the objectives of the study the researcher applies experimental research to discuss and find out the problem appearing in this study. This study can be categorized as experimental research because the researcher is doing experiment by giving treatment to the students.

B. Variables of the research

According to Sugiyono (2012:60) variable is the object of a research, or things that become points of attention of the research. In this research, the researcher takes two variables, they are:

1. Independent variable

The independent variable is the major variable, which is used by the researcher to investigate. The independent of this research is the method of
teaching vocabulary. It is the use of course review horay in teaching vocabulary, which is symbolized by “X “.

2. Dependent variable

Dependent variable is the variable that the researcher observes and measures to determine the effect of independent variable. The dependent variable of this research is the students’ vocabulary manifested in the test score, which is symbolized by “Y “.

C. Subject of the research

The subject of the research is the students of SMP N 2 Kutowinangun.

The researcher only observes the students of the seventh grade.

D. Population and Sample

1. Population

According to Arikunto (2012:117) population is the whole subjects of the research. Sugiyono (2012:61) also states that population is generalization that occurs over the subjects or objects that have a certain quality and character set by the researcher to learn and then draw a conclusion.

The population of this study is the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015 / 2016. The total number of the population is 180 students.

2. Sample

Arikunto (2013:174) states that sample is a part or representative population of the research. Sample is a subject of individuals from a given population in research field.
In this research, there would be two classes chosen through the purposive sampling. One would be treated as the experimental group and the other as the control group. They are VII D with 30 students as the experimental group and VII C with 31 students as the control group.

E. Sampling technique

Arikunto (2010:176) states that sampling the way of drawing a simple in the research. Sampling is the act, process, or the technique of selecting a suitable sample, or a representative part of whole population. According to Arikunto (2010:177-185) there are eight ways to collect sample research:

1. Random sampling

   Random sampling is a technique of drawing out sample randomly. Each research subject has same chance to be chosen as a sample.

2. Stratified sampling

   Stratified sampling is used when the researcher assumes that the population has different levels. The sampling can be done randomly because the sample has to represent every level of the population.

3. Area probability sampling

   Area probability sampling is sampling technique in which the sample is drawn from every area, so the sample will present the different area in the population.

4. Purposive sampling

   It is one of the sampling by drawing out the sample based on certain purpose. The researcher uses this technique because of some factors, i.e. limitation of time, budget, expanse, etc.
5. Proportional sampling

This sampling is to complete the area of probability sampling because sometimes each area has different number, the drawing sample in proportional sampling. It proportional to the number of area.

6. Quota sampling

Is based on determines number of population. The important thing in using this technique is if the population has fulfilled the determined number.

7. Cluster sampling

The technique based on certain group or cluster. This is found in the society, such as school, farmers, fisherman, etc.

8. Double sampling

Double sampling is a technique which draws out two samples at the same time in order to complete the number of data of the first sample. In order words this sample function is to check the truth of the data of the first sample.

Based on the kinds of sampling technique above, the researcher uses purposive sampling in taking the sample. The reasons why the researcher chooses this sampling are:

1. The two classes have the same ability

2. Limitation of time, energy and funds. The researcher cannot hold a longer time to do research in the school and the researcher has a very limit funds to do research.
F. Research instrument

To carry out the research, there some ways of collecting the data. To collect the data, the researcher needs an instrument includes a part of the way used by the researcher to collect the result of obtaining the data. Arikunto (2013:192) states that instrument tools used by researcher when conducting a research method. Some kinds of instrument are test, questionnaires, interview, observation, rating scale and documentation. In this research, the researcher uses test as the instrument of collecting the data.

According to Arikunto (2013:193). Test is any series of question or of exercises or other means to measure the skill, knowledge, intelligence, capacity, or attitude of an individual.

In this research, the researcher uses pre-test and post-test is getting the data. Pre-test is a test which is given before the treatment using course review horay, and post-test is a test which is given after the treatment using course review horay.

G. Technique of collecting data

The researcher uses pre-test and post-test to collect the data. The researcher explains the direction as clearly as possible to make the students understand the materials.

There are five steps that will be carried out by the researcher:
1. Preparing the research instrument

The researcher preparing the research instrument to collect the data and analysis them. The tests are designed to measure students’ language and skill progress in relation to the syllabus they follow.

2. Giving Pre-test

The researcher uses pre-test to determine the initial state of the subject with regard to some particular variables. The researcher hopes this pre-test can improve vocabulary.

3. Giving Treatment

The researcher gives treatment to the students. The treatment is about how the uses of course review horay in teaching vocabulary. The researcher gives treatment twice. During the treatment the researcher explained the material clearly, so the students are easier to understand the materials. The effect of the treatment may be partially the result of the sensitization of the pre-test.

4. Giving Post-test

After giving the treatment, the students must do the post-test. The post-test may reflect the pre-test experience more than the treatment experience itself. During the pos-test, the researcher hopes the students get high score than pre-test. Before they do post-test, they have to be given treatment; the researcher thinks that giving treatment can enhance their ability in vocabulary.
5. Evaluating

Then the researcher can evaluate the assessment that is given to the students. The researcher can accumulate the result of pre-test and posttest. From this, the researcher can observe whether course review horay can improve vocabulary or not. By calculating the score from both of test, the researcher can know how far the effectiveness of using course review horay in teaching vocabulary.

H. Technique of analyzing data

After collecting the data, the researcher should make data analysis. In this part, the writer applies an appropriate technique to find out the effect of both variables in this research.

1. Descriptive analysis

The descriptive analysis is used to describe variable of this research that is use of course review horay in teaching vocabulary. The researcher also used statistics to compote the students’ mastery. The statistics used are mean analysis and standard deviation analysis. Additionally, the mean, mode, median, standard deviation, the lowest score, and the highest score are also used to analysis the data.

The researcher will make some simple formulas through these following steps:
a. Finding the Mean

The interpretation of numbers is the sum of the total number of existing is divided by the number of digits. The researcher used the following formula to determine the mean:

\[
Me = \frac{\sum X_i}{N} \quad \text{Mode}
\]

Where:
- \( Me \) : Mean
- \( \sum x_i \) : The sum of the score
- \( N \) : The number of students

b. Standard Deviation

Standard deviation is the way of showing the spread of scores.

\[
S^2 = \frac{\sum (X_i - X)^2}{N - 1}
\]

\[
SD = \sqrt{\frac{\sum (X_i - X)^2}{N - 1}}
\]

Where:
- \( S^2 \) : Variance
- \( \sum X \) : The sum of the Score
- \( SD \) : Standard Deviation

c. Median

According to Sugiyono (2012:48) median is a technique of group explaining which is based on the middle score of the data group which has arranged the queue from the min to the max.
d. Mode

Mode is a technique of group explaining which is based on the score is being popular, or it can be called as a score which is the most often appear (Sugiyono, 2012:47).

e. Range

Range is a way to talk about the spread of distribution of scores.

The range formula is as follows:

\[ R = X_{\text{highest}} - X_{\text{lowest}} \]

2. Inferential analysis

In this analysis, the researcher analyzes the data to the hypothesis. This analysis is done to find out the effect of using course review horay in teaching vocabulary.

a. Pre-requisite Analysis Test

Before employing the statistical analysis, the researcher mainly applies pre-requisite tests analysis to test the homogeneity of variance and test of normality.

1) Test of Homogeneity of Variance

To determine T-test formula, the researcher applies the variance homogeneity test to test the variance of two samples. To know whether the variance of two samples is homogeneous or not, the researcher uses F-test. Statistically, if the value F obtained is lower than the value of F table, it means that the variance of two samples is homogeneous.
The formula is as follows:

\[ F = \frac{\text{the highest variance}}{\text{the lowest variance}} \]

2) Test of Normality

The objective of this test is to see whether the distribution of the data is normal or not. In this research, chi square statistic is applied. Statistically, if the value of \( x^2 \) obtained (\( X^2o \)) is smaller than value of \( x^2 \) table (\( x^2t \)). It means that the data distribution of the variable is normal.

The formula is follows:

\[ \chi^2 = \sum \frac{(f_o - f_h)^2}{f_h} \]

Where:

\( x^2 \) : Chi square value

\( f_o \) : Frequency obtained

\( f_h \) : Frequency hoped

Sugiyono (2012:107)

b. Test of Hypothesis

This test is used to know whether using course review horay is effective or not in teaching vocabulary on the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015 /
2016. To decide which hypothesis that will be accepted or rejected, T-test formula is used to compare the two samples.

The T-test formula:

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1+n_2-2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}
\]

Sugiyono (2010:273)

In this inferential analysis, there is the test of hypothesis. The hypothesis test utilized T-test. The T-test is to see the score difference between variables; the students’ in teaching vocabulary achievement before and after getting treatment of the seventh grade students of SMP N 2 Kutowinangun. To make the result of analysis to be more convincible, the researcher calculates all of the formula in descriptive analysis.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher will discuss the result of the research and data analysis of this thesis. The objectives if this study are to find out whether there is any effectiveness in using course review horay in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015 / 2016. To find out whether course review horay is effective or not in teaching vocabulary the researcher analyzed the result of the test conducted in experimental group and control group.

A. Research Findings

1. Descriptive Analysis

Before doing the analysis, the researcher would give some explanation. In conducting this research, the researcher took two classes (64 students). Class VII D consists of 32 students and VII C consists of 32 students. When the researcher took the data, there were two students of class VII D absent on the day of pre-test and post-post. In class VII C, there was one student absent on the day of pre-test and post-test. The researcher decided to eliminate the students. Therefore the sample of the research was 61 students. They were 30 students from class VII D as the experimental group and 31 from class VII C as the control group.
The researcher collected the data by using the test. To classify the English vocabulary test result, the English vocabulary scores based on the criteria of scoring. They as follows:

### Tabel 1. Classification of the students’ vocabulary

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>70 – 79</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>60 – 69</td>
<td>C</td>
<td>Sufficient</td>
</tr>
<tr>
<td>40 – 55</td>
<td>D</td>
<td>Fairly sufficient</td>
</tr>
<tr>
<td>&lt; 39</td>
<td>E</td>
<td>Poor</td>
</tr>
</tbody>
</table>

The level of mastery shown in the table is defined based on the criterion references scales (Arikunto: 2009:245).

The goal of doing the vocabulary comprehension test in this research was to know the ability of students in mastering material. This test also showed the effectiveness of course review horay in teaching vocabulary. In conducting this research, the researcher used the result of the test from both classes; control group and experimental group.

1. The vocabulary mastery of control group

   Control group is the group which is not given the treatment by the researcher. The data were taken on April 27, 2016 for pre-test and on April 23, 2016 for post-test. Below was the table of vocabulary test of control group.
Table 2. Vocabulary test result of control group

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S1</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>S2</td>
<td>65</td>
<td>75</td>
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<tr>
<td>3</td>
<td>S3</td>
<td>50</td>
<td>60</td>
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<td>50</td>
<td>60</td>
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<td>5</td>
<td>S5</td>
<td>75</td>
<td>80</td>
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<td>6</td>
<td>S6</td>
<td>70</td>
<td>75</td>
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<td>7</td>
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<td>S11</td>
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<td>12</td>
<td>S12</td>
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<td>75</td>
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<td>S13</td>
<td>70</td>
<td>75</td>
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<td>14</td>
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<td>50</td>
<td>75</td>
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<td>15</td>
<td>S15</td>
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<td>70</td>
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<td>19</td>
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<td>20</td>
<td>S20</td>
<td>50</td>
<td>70</td>
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<td>21</td>
<td>S21</td>
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<td>60</td>
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<td>22</td>
<td>S22</td>
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<td>75</td>
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<td>S29</td>
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<td>30</td>
<td>S30</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>31</td>
<td>S31</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td>1680</td>
<td>2075</td>
</tr>
<tr>
<td>AVERAGE</td>
<td></td>
<td>54.19</td>
<td>66.94</td>
</tr>
<tr>
<td>HIGHEST SCORE</td>
<td></td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>LOWEST SCORE</td>
<td></td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>MEDIAN</td>
<td></td>
<td>50</td>
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</tr>
<tr>
<td>MODE</td>
<td></td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td>7.08</td>
<td>6.79</td>
</tr>
<tr>
<td>VARIANCE</td>
<td></td>
<td>50.16</td>
<td>46.13</td>
</tr>
</tbody>
</table>
The table above showed the score of pre-test and post-test at the VII C as control group of SMP N 2 Kutowinangun. Based on the table above, the researcher found the highest score of pre-test was 75, the lowest score was 45, the total score pre-test was 1680 and the mean of pre-test was 54.19, the median of pre-test was 50, the mode of pre-test was 50, standard deviation of pre-test was 7.08 and the variance of pre-test was 50.16. While the highest score of post-test was 80, the lowest score was 55. The total score of post-test was 2075 and the mean of post-test was 66.94, the median of post-test was 65, the mode of post-test was 60, standard deviation of post-test was 6.79 and the variance of post-test was 46.13.

2. The vocabulary mastery of experimental group

Experimental group is the group which is given the treatment by the researcher. The data taken on April 27, 2016 for pre-test and on April 28, 2016 for post-test. Below was the table of vocabulary test of experimental group.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S1</td>
<td>60</td>
<td>75</td>
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<tr>
<td>2</td>
<td>S2</td>
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<td>30</td>
<td>S30</td>
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</tr>
<tr>
<td>SUM</td>
<td>1640</td>
<td>2195</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>54.67</td>
<td>73.17</td>
</tr>
<tr>
<td>THE HIGHEST SCORE</td>
<td>75</td>
<td>95</td>
</tr>
<tr>
<td>THE LOWEST SCORE</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>MODE</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>SD</td>
<td>8.99</td>
<td>9.14</td>
</tr>
<tr>
<td>VARIANCE</td>
<td>80.92</td>
<td>83.59</td>
</tr>
</tbody>
</table>

The table above showed the score of pre-test and post-test at the VII D as experimental group of SMP N 2 Kutowinangun. Based on the table above, the researcher found the highest score of pre-test was 75, the lowest score 40, the total score of pre-test was 1640, and the mean of pre-test was 54.67, the median of pre-test was 53, the mode of pre-test was 50, standard deviation of pre-test was 8.99 and the variance of pre-test
was 80.92. While the highest score of post-test was 95, the lowest score was 60, the total score was 2195 and the mean of post-test was 73.17, the median of post-test was 70, the mode of post-test was 65, standard deviation of post-test was 9.14 and the variance of post-test was 83.59.

By using those the tables, the researcher compared the mean from both group in pre-test and post-test. The comparison was listed below.

**Table 4. comparison of mean between control and experimental group**

<table>
<thead>
<tr>
<th></th>
<th>Control group</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>54.19</td>
<td>54.67</td>
</tr>
<tr>
<td>Post-test</td>
<td>66.94</td>
<td>73.17</td>
</tr>
</tbody>
</table>

3. The students’ Achievement of the Control Group

**Table 5. pre-test result classification**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Excellent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
<td>3</td>
<td>9.68%</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Sufficient</td>
<td>3</td>
<td>9.68%</td>
</tr>
<tr>
<td>4.</td>
<td>40-59</td>
<td>Fairly sufficient</td>
<td>25</td>
<td>80.65%</td>
</tr>
<tr>
<td>5.</td>
<td>&lt;39</td>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it was known that there was no student in excellent category, the percentage of the students’ level in good category
was 9.68%, the percentage of the students’ level in sufficient category was 9.68%, the percentage of the students’ level in fairly sufficient category was 80.65%, and there was no student in poor category.

Table 6. post-test result classification

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Excellent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
<td>14</td>
<td>45.16%</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Sufficient</td>
<td>14</td>
<td>45.16%</td>
</tr>
<tr>
<td>4.</td>
<td>40-59</td>
<td>Fairly sufficient</td>
<td>2</td>
<td>6.45%</td>
</tr>
<tr>
<td>5.</td>
<td>&lt; 39</td>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>31</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it was known that the percentage of the students’ level in excellent category was 3%, the percentage of the students’ level in good category was 45.16%, the percentage of the students’ level in sufficient category was 45.16%, the percentage of the students’ level in fairly sufficient category was 6.45%, and there was no student in poor category.
Chart 1. The chart of frequency vocabulary achievement result done by control group

From the chart above, it showed the frequency of vocabulary mastery in pre-test and post-test done by control group. In pre-test, there was no student in excellent category, 3 students in good category, 3 students in sufficient category, 25 students in fairly sufficient category, and there was no student in poor category. In post-test, there was 1 student in excellent category, 14 students in good category, 14 students in sufficient category, 2 students in fairly sufficient category, and there was no student in poor category.
Chart 2. The chart of percentage vocabulary achievement result done by control group

From the chart above, it showed the percentage of vocabulary mastery in pre-test and post-test done by control group. In pre-test, there was no student in excellent category, the percentage of students’ level in good category was 9.68%, the percentage of students’ level in sufficient category was 9.68%, the percentage of students’ level in fairly category was 80.65%, and there was no student in poor category. In post-test, the percentage of the students’ level in excellent category was 3%, the percentage of the students’ level in good category was 45.16%, the percentage of the students’ level in sufficient category was 45.16%, the percentage of the students’ level in fairly sufficient category was 6.45%, and there was no student in poor category.
4. The Students’ achievement of Experimental Group

Experimental group which give the treatment by the researcher using course review horay.

**Table 7. pre-test result classification**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Excellent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Sufficient</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>4.</td>
<td>40-59</td>
<td>Fairly sufficient</td>
<td>29</td>
<td>63.33%</td>
</tr>
<tr>
<td>5.</td>
<td>&lt; 39</td>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it was known that there was no student in excellent category, the percentage of the students level good was 10%, the percentage of the students level sufficient was 26.67%, the percentage of the students level fairly sufficient was 63.33%, and there was no student in poor category.

**Table 8. post-test result classification**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Excellent</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Sufficient</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>4.</td>
<td>40-59</td>
<td>Fairly sufficient</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
From the table above, it was known that the percentage of the students level excellent was 30%, the percentage of the students level good was 40%, the percentage of the students level sufficient was 30%, there was no student in fairly sufficient and poor category.

**Chart 3. The chart of frequency vocabulary achievement result done by experimental group**

From the chart above, it showed the frequency of vocabulary mastery in pre-test and post-test done by Experimental group. Based on the chart above, in pre-test, the researcher found that there was no student in excellent category, 3 students in good category, 8 students in sufficient category, 19 students in fairly sufficient category, and there was no student in poor category. In post-test, the researcher found that there were 9 students in excellent category, 12 students in good category, 9 students in
sufficient category, and there was no student in fairly sufficient and poor category.

**Chart 4. The chart of percentage vocabulary achievement result done by experimental group**

From the chart above, it showed the percentage of vocabulary mastery in pre-test and post-test done by experimental group. In pre-test, there was no student in excellent category, the percentage of the students’ level good was 10%, the percentage of the students’ level sufficient was 26.67%, the percentage of the students’ level fairly sufficient was 63.33%, and there was no student in poor category. In post-test, the percentage of the students’ level excellent was 30%, the percentage of the students’ level good was 40%, the percentage of the students sufficient was 30%, and there was no student in fairly sufficient and poor category.
Chart 5. The chart of frequency vocabulary achievement result of pre-test between control group and experimental group

From the chart above, it showed the frequency of vocabulary mastery in pre-test done by control group and experimental group. In control group, there was no student in excellent category, 3 students in good category, 3 students in sufficient category, 25 students in fairly sufficient category, and there was no student in poor category. In experimental group, there was no student in excellent category, 3 students in good category, 8 students in sufficient category, 19 students in fairly sufficient category, and there was no student in poor category.
The chart above showed the effectiveness of course review horay in teaching vocabulary in experimental group. Excellent category is reached by 1 student of control group. On the contrary, there were 9 students of experimental group who was in excellent level. Good category is reached by 14 students of control group. On the contrary, there were 12 students of experimental group. Sufficient category is reached by 14 students of control group. On the contrary, there were 9 students of experimental group. Fairly sufficient category is reached by 2 students of control group. On the contrary there was no student of experimental group. There was no student in poor category.
From the chart above, it showed the percentage of vocabulary mastery in pre-test done by control group and experimental group. In control group, there was no student in excellent category, the percentage of the students’ level in good category was 9.68%, the percentage of the students’ level in sufficient category was 9.68%, the percentage of the students’ level in fairly sufficient category was 80.65%, and there was no student in poor category. In experimental group, there was no student in excellent category, the percentage of the students’ level good was 10%, the percentage of the students’ level sufficient was 26.67%, the percentage of the students’ level fairly sufficient was 63.33%, and there was no student in poor category.
Chart 8. The chart percentage vocabulary achievement result of post-test between control group and experimental group

This chart showed the percentage range vocabulary mastery between control group and experimental group. Excellent category is reached by 3%. On the contrary, there were 30% students of experimental group. Good category is reached by 45.16% students of control group. On the contrary there were 40% students of experimental group. Sufficient category is reached by 45.16% students of control group. On the contrary, there were 30% students of experimental group. Fairly sufficient is reached by 6.45% students of control group. On the contrary, there was no student in fairly sufficient category of experimental group. There was no student in poor category.
B. Discussion

In this part, the data which can be processed. In this chapter, the researcher presented the result of the research and data analysis. The researcher used pre-test and post-test as the instrument to collect the data. The data analysis is classified into two analysis. They were descriptive analysis and inferential analysis.

1. Descriptive Analysis

In this part, the researcher explained about mean, median, modus, standard deviation and variance.

a. Mean

For finding the mean, the researcher used the formula as follows:

\[ \bar{X} = \frac{\Sigma X}{n} \]

1) Control group

Pre-test

\[ \bar{X} = \frac{1680}{31} \]

\[ \bar{X} = 54.19 \]

Post-test

\[ \bar{X} = \frac{2075}{31} \]

\[ \bar{X} = 66.94 \]
2) Experimental group

Pre-test

\[ \bar{X} = \frac{1640}{30} \]

\[ \bar{X} = 54.67 \]

Post-test

\[ \bar{X} = \frac{2195}{30} \]

\[ \bar{X} = 73.17 \]

b. Median and Mode

1. Control Group

From the data computation of pre-test of the control group, it was found that the median was 50, and then the mode was 50. Besides, from the post-test of the control group, it found that the median was 65, and then the mode was 60.

2. Experimental Group

From the data computation of pre-test of the control group, it was found that the median was 53, and then the mode was 50. Besides, from the post-test of the control group, it found that the median was 70, and then the mode was 65.
c. Standard Deviation and Variance

1. Control Group

The computation of the standard deviation (S) and variance (S²)
of the pre-test of control group as follows:

\[ S_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1}} \]

\[ = \sqrt{\frac{\sum 5404.84}{30}} \]

\[ = 7.08 \]

\[ S_1^2 = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1} \]

\[ = \frac{5404.84}{30} \]

\[ = 50.16 \]

The standard deviation was 7.08, and the variance was 60.16

The computation of the standard deviation (S) and variance (S²)
of the post-test of control group as follows:

\[ S_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1}} \]

\[ = \sqrt{\frac{\sum 1383.87}{30}} \]

\[ = 6.79 \]

\[ S_1^2 = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1} \]
\[
\frac{1383.87}{30} = 46.13
\]

The standard deviation was 6.79, and the variance was 46.13

2. Experimental Group

The computation of the standard deviation (S) and variance \((S^2)\) of the pre-test of experimental group as follows:

\[
S_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{(n_1 - 1)}}
\]

\[
= \sqrt{\frac{2346.67}{29}}
\]

\[
= 8.99
\]

\[
S_1^2 = \frac{\sum(x_1 - \bar{x}_1)^2}{(n_1 - 1)}
\]

\[
= \frac{2367.67}{29}
\]

\[
= 80.92
\]

The standard deviation was 8.99, and the variance was 80.92.

The computation of the standard deviation (S) and variance \((S^2)\) of the post-test of experimental group as follows:

\[
S_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{(n_1 - 1)}}
\]
\[ = \sqrt{\frac{2424.167}{29}} \]

\[ = 9.14 \]

\[ S_1^2 = \frac{\sum (x_1 - \bar{x}_1)^2}{(n_1 - 1)} \]

\[ = \frac{2424.167}{29} \]

\[ = 83.59 \]

The standard deviation was 9.14, and the variance was 83.59.

2. Inferential Statistics

Knowing that the objective of this study was to find out whether the use of course review horay is effective in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year of 2015/2016. The researcher employed the statistical analysis, in this case was T-test, to analyze the data. However, before employing the statistical analysis, the researcher mainly applied pre-requisite test analysis to test the homogeneity of variance.

1. Test of Homogeneity of Variance

The test of homogeneity is aim at knowing whether or not the scores of one group have homogeneous variance with the scores of the other group. The computation of homogeneity was as follow:

\[ F = \frac{\text{the highest variance}}{\text{the lowest variance}} \]
\[
\frac{83.592}{46.129} = 1.81
\]

From the computation, the value of F was 1.81 to check whether two groups were homogenous or not, the result of F was compared with F table by using d.f of numerator 31 and d.f of numerator 30. Based on F table, it was known that the F value in the significance level of 5% was 1.84. So, F value was lower than F table. Because F value was lower than F table (1.81 < 1.84), so the variance of two groups was homogenous.

Table 9. Homogeneity Test

<table>
<thead>
<tr>
<th>A</th>
<th>N1</th>
<th>N2</th>
<th>F Table</th>
<th>F Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>31</td>
<td>30</td>
<td>1.84</td>
<td>1.81</td>
<td>Homogenous</td>
</tr>
</tbody>
</table>

2. Test of Normality

To calculate the Parametric Statistic, the requirement of the data must be in the form the normal curve. To see whether the two sets of data have normal distribution or not, the researcher used Chi Square \((X^2)\) to check the normality. It was done by comparing the normal curve of collected data and the standard normal curve (Sugiyono, 2008:79).
Table 10. One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Normal Mean</td>
<td>54.67</td>
<td>73.17</td>
</tr>
<tr>
<td>Normal Std. Deviation</td>
<td>8.996</td>
<td>9.143</td>
</tr>
<tr>
<td>Most Extreme Absolute</td>
<td>.198</td>
<td>.202</td>
</tr>
<tr>
<td>Most Extreme Positive</td>
<td>.198</td>
<td>.202</td>
</tr>
<tr>
<td>Most Extreme Negative</td>
<td>-.102</td>
<td>-.119</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1.085</td>
<td>1.107</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.190</td>
<td>.172</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.

Based on the explanation above, the data of pre-test and post-test (Asymp. Sig (2-tailed) were higher than 0.05. They were 0.190 and 0.172. It means that the data was normal.

b. T-test findings

After doing calculation, it was found that the mean score of control and experimental group were 66.94 and 73.17. It was clear that there was a range among them. The range was 6.23. Experimental groups’ mean score was higher than control groups’ mean score. It indicated that the treatment was effective. To make the analysis more reliable, the researcher used \( t\)-test pooled variance formula to analyze it.
\[ t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \frac{1}{n_1} + \frac{1}{n_2}}} \]

Note:

t = t value

\( \bar{X}_1 = 73.17 \)

\( \bar{X}_2 = 66.94 \)

\( S_1^2 = 46.13 \)

\( S_2^2 = 83.59 \)

\( N_1 = 31 \)

\( N_2 = 30 \)

\[ t = \frac{73.17 - 66.94}{\sqrt{\frac{(31-1)46.13 + (30-1)83.59}{59} \frac{1}{31} + \frac{1}{30}}} \]

\[ = \frac{6.23}{\sqrt{4.2339}} \]

\[ = \frac{6.23}{2.05} \]

\[ = 3.04 \]
c. Test of Hypothesis

There are two points that must be explained in gaining hypothesis test. The two points were listed below.

1) Level of Significance

To minimize the false of conclusion, the researcher used level of significance. The researcher used significance level of 5%. It means that the falseness of the conclusion was 5%, and the truth of conclusion was 95%.

2) Null Hypothesis

To make easier in proving the hypothesis, the researcher used null hypothesis. The hypothesis of this research said “The use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016”.

To prove whether hypothesis was accepted or rejected, the researcher changed the research hypothesis into null hypothesis. Therefore the null hypothesis said “The use of course review horay in teaching vocabulary is not effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016”.

2. The Interpretation of Research Result

In this part, the researcher would explain about descriptive analysis interpretation and inferential interpretation.
1. Descriptive Analysis Interpretation

After describing the analysis in the previous section, the researcher would discuss more about the interpretation of the students’ achievement of control group and experimental group.

a. The students’ achievement of Experimental Group

The highest score of the students of control group of the seventh grade students at SMP N 2 Kutowinangun was 95 and the lowest score was 60. The mean of the experimental group was 70 and the standard deviation of it was 9.14. The mean exist in the interval of 70-79. It means that the student of experimental group of the seventh grade students at SMP N 2 Kutowinangun in the academic year 2015/2016 have good result on their vocabulary. From 30 samples, the result of the score are: there are 9 students (30%) who are excellent category in vocabulary, 12 students (40%) who are good category in vocabulary, 9 students (30%) who are sufficient category in vocabulary, and no one failed on fairly sufficient and poor category in vocabulary.

b. The vocabulary result of control group

In control group, the highest score are 80 and the lowest score are 45. The mean of control group are 65, the standard deviation of it are 6.79. And the variances are 46.13. The mean exist in the interval 50-69. It means that the
students of control group of the seventh grade students of SMP N 2 Kutowinangun have fairly sufficient category on their vocabulary. From 31 samples, the result of the score are 1 student (3%) who are excellent category in vocabulary, 14 students (45.16%) who are good category in vocabulary, 14 students (45.16%) who are sufficient category in vocabulary, 2 students (6.45%) who are fairly sufficient in vocabulary, and no one failed on fairly sufficient in vocabulary.

2. Interpretation of Hypothesis Testing

In this section, the researcher would interpret the hypothesis testing. As mentioned above, the hypothesis of this research said that the use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016.

From the previous analysis, it showed the result of the computation of t-value was 3.04. Based on the value in t-table for $N_1 = 30$ and $N_2 = 29$ and the significant level was 5%, the value of t-table was 2.03. The computation showed that t-value was higher than t-table that was $3.04 > 2.03$

So, the hypothesis was accepted. It means that the use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016.
After computing t-test separated variance, and after knowing that the hypothesis was accepted, the theory meets the fact in this case. Then, from the computation in the previous section, the researcher concluded that the use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher will present the conclusion of the result of the research. On the other side, the researcher is going to give some suggestions related to the result of the data analysis that might be useful for the teacher and for the students.

A. Conclusions

The use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016. It can be seen from the t-test findings. In addition, the result of t-value is 3.04. Then the researcher consulted the critical value on the t-table using 5% (0.005) alpha level significant and the 59 degree of freedom is 2.03. It shows that t-value is higher than t-table (3.04>2.03). It means that the method used by the researcher is effective in teaching vocabulary at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016. The researcher hypothesis with 0.95 or 95% of significance level is accepted and consequently null hypothesis (Ho) is rejected.

In addition, teaching vocabulary using course review horay has some advantages. Since the students involve actively in this class, teaching learning class can run well. It seems that they feel relax instead of threatened with theory. Their motivation is learning English especially in
vocabulary can increase and they expect that this kind of method will be given regularly and continuously. Therefore, the use of course review horay in teaching vocabulary is effective at the seventh grade students of SMP N 2 Kutowinangun in the academic year 2015/2016.

B. Suggestion

Based on the research finding, the researcher will give some suggestions after finishing this study. The suggestions are listed below.

1. For students

The students should study hard to have high vocabulary. Besides, the students should pay attention to the teacher explanation. The students should also have high motivation to learn vocabulary and practice what they have learned from their teacher everywhere and every time. Students are also can use course review horay in teaching vocabulary as an interest method. So, the students will be able to memorize the vocabulary easily.

2. For teacher

The teacher should try course review horay to teach English especially vocabulary to the students. Teaching and learning vocabulary using course review horay will motivate the students. Teaching vocabulary using course review horay is more effective than without it. The teacher should provide interesting activity and material in order to prevent the students from being bored and encourage the students’ interest. And if the students learn vocabulary using course
review horay, the students have high motivation to learn. Besides, the teacher should be as creative as possible in teaching vocabulary using course review horay.

3. For readers

It is should that this final project can give information and references to improve the readers’ knowledge about the use of course review horay in teaching vocabulary for young learner especially to the junior high school so that the teaching learning process will be more successful, or at last the result and the management of English teaching in junior high school are better than it was.
REFERENCES

Amalia. 2014. The Effect of Course Review Horay in Reading Comprehension for Seventh Grade Students At SMP Muhammadiyah 4 Giri”


Astuti, Puji. 2010. The Effectiveness of Course Review Horay in Improving Students’ Simple Past Tense Mastery (An Experimental Study at the Grade XI of SMA Negeri 1 Subah in the Academic Year 2010/2011)”


RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP N 2 Kutowinangun
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII / 1
Alokasi Waktu : 2 X 45
Topik Pembelajaran : Teks Deskriptif

A. Standar Kompetensi
   Membaca
   11. Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar
   11.2. Merespon makna dan langkah retorika secara akurat lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure

C. Indikator
   • Mengidentifikasi berbagai informasi rinci dalam teks descriptive
   • Mengidentifikasi ciri-ciri kebahasaan teks descriptive.
   • Mengidentifikasi langkah-langkah retorika teks descriptive.

D. Tujuan Pembelajaran
   Pada akhir pembelajaran:
   • Siswa dapat mengidentifikasi deskriptif

E. Materi Pokok
   1. Teks monolog pendek Our School
   2. Kosa kata yang berhubungan dengan teks Our School

F. Metode Pembelajaran
   Course Review Horay

G. Langkah- langkah Kegiatan Pembelajaran
Kegiatan Awal
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas. (nilai yang ditanamkan : santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan : disiplin, rajin)
- Mengaitkan materi/ kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti
- Memberikan stimulus berupa pemberian materi monolog berbentuk deskriptif
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai monolog berbentuk : Deskriptif.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai monolog berbentuk : Deskriptif
- Memfasilitasi peserta didik dalam pembelajaran kooperatif ( menggunakan metode course review horay)
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai monolog berbentuk deskriptif

Kegiatan Akhir
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan
- Guru menutup pembelajaran

H. Sumber / Bahan / Alat
- Buku pelajaran bahasa inggris
- Internet
I. Penilaian

1. Teknik : tes tertulis
2. Bentuk : pertanyaan tertulis
3. Instrumen : exercises pada lembar kerja siswa.

Criteria Assessment Essay

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban salah.</td>
<td>0</td>
</tr>
</tbody>
</table>

Maximum score = 10

Student’s finished score = Finished Score X 10 = . . . .

Maximum score

= Finished Score X 10 = . . . .

10

Kutowinangun, April 2016
Student Practice

Siti Raudhotul Jannah
Our School

Our school is one of a new school in our town. It is located at 25th Jl. Pemuda. It is big building with ten classrooms, one library, one office, one staff room, one canteen, two toilets.

Behind the school building, there is a specious soccer field. The school boys after plays soccer there and the school girls play volleyball beside it. In front of the classroom, there is a vast school yard. Do you want to know the details of our school building? See the map of it bellow!

Ket:

1. Gate
2. Canteen
3. Car park
4. Office
5. Classroom
6. Toilet
7. Library
8. Staff room
9. Laboratory
10. School yard
11. Soccer field
12. Volleyball court
13. Store room

A. Choose the correct answer by choosing A, B, C, or D!

1. Where is the school of the writer?
   a. Jl. Pemuda
   b. Jl. Kaswari
   c. Jl. School
   d. Jl. Pahlawan

2. How many classroom in the school?
   a. Nine
   b. Ten
c. Eleven
d. Twelve

3. “there is a specious soccer field”
   What is similar meaning of underline word is ....
   a. Meadow
c. Class
   b. Building
d. Garden

4. Where is laboratory located?
   a. Beside library
   b. In front of canteen
c. Behind store room
d. Between classroom and volleyball court

5. How many building in the school?
   a. Nine
   b. Ten
c. Thirteen
d. Fourteen
e. Fifteen

6. What’s sport in the school?
   a. Tennis
   b. Soccer and volleyball
c. Badminton
d. Swimming

7. What is the boys plays after school?
   a. Tennis
   b. Soccer
c. Volleyball
d. Swimming

8. How many toilet in the school?
   a. Two
   b. Three
c. Four
d. Five

9. Is there any canteen?
   a. No, it isn’t
   b. Yes, it does
c. Yes, it is
d. No, it doesn’t

10. What should we know about the school?
    a. See the website
    b. See the school
c. Ask to the students
d. See a map school
Key answer

Multiple choice

1. A
2. B
3. A
4. D
5. C
6. B
7. B
8. A
9. C
10. D
RESEARCH
INSTRUMENT
B. Choose the correct answer by choosing A, B, C, or D!

My name is Nuri. I have a hamster. It is small and cute. I call it “Kao”. My grandfather gave it last week. Kao has three different colors, they are white, brown, and black. Kao’s ears are small. It always squeaks in the time I come to close its cage. It feed it every morning. Koas likes to eat some leaves and grass. I take the grass from the field near my house. Kao looks happy eating the grass. I really love Kao.

1. What is the similar meaning of the word ‘small’ (line 1)?
   a. Little     c. Large
   b. Big        d. Tall

2. What is the closest meaning of the word ‘cute’ in line 3?
   a. Mint       c. Sweet
   b. Toffee     d. Chew

3. “Kao looks happy eating the grass.”
   The similar meaning of the underlined word is....
   a. Glad     c. Kind
   b. Patient  d. Friendly

4. What is the antonym of ‘happy’ in the last sentence of the paragraph above?
   a. Sad       c. Pleased
   b. Cheerful  d. Glad

5. What is the antonym of the word ‘cute’ (the third sentence)?
   a. Sweet     c. Pretty
   b. Bitter     d. Adorable

My Timmy

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I’m so happy to spend my time with him. Most of the time, he’s a good cat. It’s almost impossible for me to be angry
at him. In the morning, he always wakes up earlier; he waits quality by my bedside until I wake up.

6. What is the antonym word of ‘good’ in line 9?
   a. Excellent
   b. Bad
   c. Pleasant
   d. Delightful

7. What is the closest meaning of the word ‘nice’ (the third paragraph in line 1)?
   a. Poor
   b. Good
   c. Deprived
   d. Pitable

8. “Timmy is a male tabby cat” (paragraph 2)
   The similar meaning of the underlined word is ...
   a. Woman
   b. Female
   c. Manly
   d. Feminine

9. “He has innocent round eyes and feeble sweet voice”
   What is the antonym of the underlined word is ....
   a. Sugary
   b. Bitter
   c. Sweetie
   d. Syrupy

10. ‘Hevia adorable with his soft stripes fur’. (line 4)
    The closest meaning of the underlined word is...
    a. Yeilding
    b. Squashy
    c. Hard
    d. Elastic

The Elephant

The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless, skin, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the of all land mammals usually live in groups consisting of adult elephant as the leader of the group, their children and their relative female elephants.

The elephants also have very auditory because they have big and . By these ears, they can hear sounds from a distance about tens kilometers. At the back of the ears, they have one of the softness parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.
11. a. four legs  
   b. Five legs  
   c. Six legs  
   d. Seven legs  

12. a. Smallest  
   b. Largest  
   c. Tall  
   d. High  

13. a. Male  
   b. Female  
   c. Manly  
   d. Masculine  

14. a. sharp  
   b. blunt  
   c. Dull  
   d. Straight  

15. a. Wide ears  
   b. long ears  
   c. Tall ears  
   d. Small ears  

C. Fill in the blank with the best answer!

My Older Brother

I have a brother. He is very good at me. His name is Riski Kurniawan. As generally a brother, my brother and I almost look similar. We both have (16) ....... and short hair. My brother also has the same nose with me. However, although, my brother look similar, I had a bit of differences. He has a (17) ............... color while I have brown skin color. My brother has (18) ............... My brother is about 50 cm higher than me. His (19) ............... is approximately 170 cm. The difference of our age is little. He is 23 years old while I am 20 years old.

My brother is (20) .......... than me and he is very kind to me. He always teaches me new things like swimming, riding motorcycles and much more. My brother is a smart child; he always gets good mark in school. It is inversely proportional to me who less intelligent in the academic field. But after all, my brother is the greatest brother in the world.
Key Answer

A. Multiple Choice

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

B. Essay

16. Curly
17. White
18. Foot
19. Height
20. Handsome
A. Choose the correct answer by choosing A, B, C, or D!

Hi, my name is Lizzie and my surname is Brown. I’m ten years old and I’m American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I’m tall and thin. I’ve got long brown hair, black eyes, a small nose and a big mouth. I’m good temperate, polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but I can’t play basketball.

1. ‘It is a big city in the USA’. (paragraph 1)
   What is the antonym word of ‘big’?
   a. Small            c. Giant
   b. Large            d. Enormous

2. ‘I’ve got long brown hair ...’ (paragraph 1)
   What is the similar meaning of the underlined word is ....
   a. Short            c. Extended
   b. Tiny             d. Little

3. What is the antonym word of “small” in line 5?
   a. Little           c. Big
   b. Tiny             d. Undersized

4. What is the similar word of ‘good’ in line 6?
   a. Poor             c. Bad
   b. Excellent        d. Deprived

5. ‘I’m tall and thin’.
   What is the closest meaning of the underlined word?
   a. Short            c. Tiny
   b. Small            d. High

Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States of America.
6. ‘He is a **slim** person ...’.
   What is the similar meaning of the underlined word is ....
   a. Thin  
   b. Fat  
   c. Chubby  
   d. Big

7. What is the antonym word of “beautiful” in line 5?
   a. Gorgeous
   b. Ugly
   c. Good-looking
   d. Stunning

8. ‘... he is average **height**’.
   What is the closest meaning of the underlined word?
   a. Depth
   b. Tall
   c. Deepness
   d. Strength

9. ‘...short fair hair’.
   What is the antonym of the underlined word is ...
   a. Small
   b. Tall
   c. Little
   d. Tiny

10. ‘... long straight black hair’. (the third sentences)
    What is the closest meaning of the underlined word?
    a. Short
    b. Tiny
    c. Small
    d. Extended

My Mom

My mother is a very beautiful woman. Her (11) ... is about 165 cm and her (12) ... is about 55 kg. She has a black and shiny curly hair; she also has a pointed nose and a dimple that makes her beautiful. Her eyes are brown like my (13) ... . My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a (14) ... smile. My mom is not fat and skinny too. I think her body is pretty proportional.

She is a very (15) ..., a friendly, and a patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a tasty food. I love food made by her especially her fried chicken.
11. a. High  
   b. Tall  
   c. Long  
   d. Short  

12. a. Weight  
   b. Tall  
   c. Long  
   d. High  

13. a. Skin  
   b. Hair  
   c. Eyes  
   d. Foot  

14. a. Bad  
   b. Awful  
   c. Little  
   d. Beautiful  

15. a. Nice  
   b. Good  
   c. Small  
   d. Tiny  

**B. Fill in the blank with the best answer!**

My friend, Dinda

A pretty girl who is sitting on the chair is Devya Dinda. She has a (16) __________ that is always neatly tied up. The pony in front of her head covers her forehead. She has a (17) __________ and two beautiful black round eyes with flicks eyebrow. Her nose is not too sharp but also not too flat. Her round face and (18) __________ make people want to touch it. She has a sweet little red lip coupled with some soft hairs above look like a mustache which add her sweetness as a girl.

Dinda’s body is little bit (19) __________. She is not too (20) __________ which only 164 cm. However, she is very energetic and active girl. Dinda is a cheery girl. She always laughs when I or the other friends taunt her. I also get confused because she us hard to get angry. She is also one of smart students in my class. Besides smart, she is also quite friendly with everyone. Dinda is easy get a new friend because she is fun to talk to the new people.
Key Answer

A. Multiple Choice

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

B. Essay

16. Black hair  
17. White skin  
18. Chubby cheeks  
19. Fat  
20. Hgh
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CERTIFICATE LETTER
Kepada Yth.
Kepala SMP Negeri 2 Kutwinangun
di Kebumen

Assalamu’alaikum wr. wb.

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Purworejo:

Nama : Siti Raudholul Jannah
NIM : 122120165
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan kegiatan penelitian dalam rangka penyusunan Skripsi yang akan dilaksanakan pada:

Waktu : April 2016 s/d. Selesai
Lokasi : SMP Negeri 2 Kutwinangun
Judul Skripsi : The Effectiveness of Course Review Horay in Teaching Vocabulary at the Seventh Grade Students of SMP N 2 Kutwinangun in the Academic Year of 2015/2016
Pembimbing : Dr. Sudar, M. Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami sampaikan terima kasih.

Wassalamu’alaikum wr. wb.

Dekan FKIP,

Yuli Widiyono, M. Pd.
SURAT KETERANGAN
Nomor : 421 / 173 / 2016

Yang bertanda tanga di bawah Kepala SMP Negeri Kutwinangun Kabupaten Kebumen, Provinsi Jawa Tengah, menerangkan bahwa :

Nama : SITI RAUDHOTUL JANNAH
Nomor Mahasiswa : 122120165
Program Studi : Pendidikan Bahasa Inggris
Universitas Muhammadiyah Purworejo

telah melaksanakan kegiatan penelitian pada tanggal 27 sampai dengan 30 April 2016 di SMP Negeri 2 Kutwinangun, Kabupaten Kebumen.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Kutwinangun, 20 Mei 2016

Kepala Sekolah

H. SUGIYATNO, S.Pd.,M.Pd.
Pembina Tk. 1
NIP 19680112 199103 1 013
CARD OF THESIS
GUIDANCE
# CONSULTANT LOG

**Name**: Siti Raudhotul Jannah  
**NIM**: 122120165  
**Program**: English Education Program  
**Thesis**: The Effectiveness of Course Review Horay in Teaching Vocabulary at the Seventh Grade Students of SMP N 2 Kutowinangun in the Academic Year of 2015/2016.

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Consultant 1  

Dr. Sudar, M.Pd  

NIDN. 06 1204 7102
ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOREJO
Alamat: Jalan K.H.A Dahlan 3 Telp/ Fax (0275) 321494
PURWOREJO

CONSULTANT LOG

Name : Siti Raudhotul Jannah
NIM : 122120165
Program : English Education Program

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Consultant 2

Ismawati Ike N., S.S, M.Hum
NIDN. 00 1006 7901
PICTURE OF DOING RESEARCH