IMPROVING ENGLISH VOCABULARY MASTERY THROUGH THE USE OF LEARNING CIRCUIT MODEL

(A Study of Teaching in the First Grade Students of Junior High School in the Academic Year 2022/2023)

A FINAL PROJECT

Presented in Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
COLLEGE OF LANGUAGES AND COMMUNICATION SCIENCE
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SEMARANG

2022

VALIDATION

A *Sarjana Pendidikan* Final Project on

IMPROVING ENGLISH VOCABULARY MASTERY THROUGH

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(A Study of Teaching in the First Grade Students of Junior High School in

the Academic Year 2022/2023)

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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those which cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

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MOTTO

"Tidaklah mungkin bagi matahari mengejar bulan dan malam pun tidak dapat mendahului siang. Masing-masing beredar pada garis edarnya"

(Q.S. Yasin:40)

"Thank you, life, for being such a roller coaster.

Thank you for being my greatest teacher"

(Gita Savitri, writer)

DEDICATION

This final project is dedicated to:

- Myself.
- My beloved father Suntoro and my mother Solekah who always give me true love, affection, motivation, and everything in my life.
- My dearest friends Imas, Ghina, Avita, Devi, Lutfi, Ily, Amalia, Puspita, Anang, Fahmy, Patoni, Mr. Ali, Mrs.Tutik, and others. Thanks for giving me an idea, suggestions, and supporting me in the finalization of this final project.
- My lovely cats that made my day always cheerful.
- All of the people that I cannot mention, who helped me finishing this study.

ABSTRACT

Eksanti. 2022. "*Improving English Vocabulary Mastery Through The Use of Learning Circuit Model".* A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Nani Hidayati, S.Pd., M.Pd.

The aim of this study was to find out whether or not the use Circuit Learning Model is effective to improve students' vocabulary mastery of the first graders at SMP N 1 Kaliori in the academic year 2022/2023. The type of this study was a quasi-experimental research and the method was a quantitative method. The population of this study was the seventh graders of SMP N 1 Kaliori and the sample consisted of 30 students of VII 2 as the experimental class and 30 students of VII 6 as the control class. The try-out test for VII 1 class was done to know the validity and reliability of the instrument. Pre-test and post-test were given to the experimental and control class. The result was analyzed by using SPSS 26 version. The result of the pre-test for the experimental and control classes were 54.13 and 76.13. While the result of the post-test of the experimental and control class were 84.53 and 81.53. The post-test result from both classes were analyzed by using t-test. The result of the analysis shows that sig (2-tailed) 0.163 is ≥ 0.05 which means there was no significant difference in the result score between the control group and the experimental group. It was concluded that H1 was rejected and H0 was accepted. Therefore, the use of the circuit learning model to improve English vocabulary mastery for the seventh-grade students at SMP N 1 aliori was not effective. Some unpredicted factors which were out of control and need to be further researched can be the cause of the ineffectiveness.

Keywords: Vocabulary, Circuit Learning Model, Mastery

INTISARI

Eksanti. 2022. "*Improving English Vocabulary Mastery Through The Use of Learning Circuit Model".* Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Dosen Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Model Pembelajaran Sirkuit efektif untuk meningkatkan penguasaan kosakata siswa kelas satu SMP N 1 Kaliori tahun ajaran 2022/2023. Jenis penelitian ini adalah penelitian eksperimen semu dan metode yang digunakan adalah metode kuantitatif. Populasi dalam penelitian ini adalah siswa kelas tujuh SMP N 1 Kaliori dan sampel penelitian ini terdiri dari 30 siswa kelas VII 2 sebagai kelas eksperimen dan 30 siswa kelas VII 6 sebagai kelas kontrol. Uji coba untuk kelas VII 1 dilakukan untuk mengetahui validitas dan reliabilitas instrumen. Pre-test dan post-test diberikan kepada kelas eksperimen dan kontrol. Hasilnya dianalisis dengan menggunakan SPSS versi 26. Hasil pre-test untuk kelas eksperimen dan kontrol adalah 54,13 dan 76,13. Sedangkan hasil post-test kelas eksperimen dan kontrol adalah 84,53 dan 81,53. Hasil post-test dari kedua kelas dianalisis dengan menggunakan uji-t. Hasil analisis menunjukkan bahwa sig (2-tailed) 0,163 ≥ 0,05 yang berarti tidak terdapat perbedaan skor hasil yang signifikan antara kelompok kontrol dan kelompok eksperimen. Disimpulkan bahwa H1 ditolak dan H0 diterima. Oleh karena itu, penggunaan model pembelajaran sirkuit dalam meningkatkan penguasaan kosakata bahasa Inggris untuk siswa kelas tujuh di SMP N 1 Kaliori tidak efektif. Bebeapa faktor di luar kontrol dan membutuhkan penelitian lebih lanjut bisa menjadi penyebab ketidak efektifan ini.

Kata Kunci: Vocabulary, Circuit Learning Model, Mastery

ACKNOWLEDGEMENTS

Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahi rabbil'alamin. Praise and gratitude we pray to Allah SWT. the one who only asks Him for help. Gratitude to Allah SWT. for all His help, mercy, and love so that this study could be done entitled "Improving English Vocabulary Mastery Through The Use of Learning Circuit Model" is submitted as the final requirement in complishing final project in English Education study program of Langugae and Communication Science Faculty. Shalawat and greetings to the prophet Muhammad SAW who always been the world's greatest of inspiration and the role model for mankind.

With great respect, I would like to express the deepest appreciation to the following people:

1. Prof. Dr. H. Gunarto., S.H., M.Hum as the rector of Sultan Agung Islamic University.
2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd as the dean of Faculty of Languages and Communication Science for the permission of final project.
3. Elok Widiyati, S.Pd., M.Pd as the head of the English Education study program of Sultan Agung Islamic University.
4. Nani Hidayati, S.Pd., M.Pd as the advisor.
5. Sukantiningsih, S.Pd.,M.Pd as the head master of SMP N 1 Kaliori
6. Munasri, S.Pd as the English teacher of SMP N 1 Kaliori
7. Students of VII 1, VII 2, and VII 6 of SMP N 1 Kaliori

8. All the lectures and staffs of Faculty of Languages and Communication Science.

Thank you very much for all people who cannot be mentioned one by one who helped me in writing this final project, may Allah bless you all. Finally, eventhough this study is still far for being perfect, hopefully this research will be useful and beneficial to the improvement of our knowledge.

Semarang, 19 August 2022

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CHAPTER I

INTRODUCTION

The first chapter provides the Background of the Study, the Reason for Choosing the Topic, Statements of the Problem, Hypothesis, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms and the Organization of the Study.

1.1 Background of the Study

Education has a crucial role in improving the quality of human resources. Pustika (2021) said that English is used in many facets of modern life, including the economics, education, health, tourism, and technology. One of the foreign languages that will have a significant future impact is English. Mastering a foreign language is essential in education because the higher the quality of education the more capable and reliable human resources will be in a nation. Therefore, teaching English is a major concern in the world. Teaching English covers major and minor skills. For young learners, learning English usually starts with minor skills and learning vocabulary is one of the minor skills which must be mastered before other skills. Therefore, it is also significant for students, especially students in Indonesia to learn English vocabulary because they have difficulty in managing words that are not their mother tongue.

English is formally classified into four components of language skills that students need to understand in English communication; the first ability is called the macro-skills and the second one is micro-skills. The four components of

macro skills are speaking, reading, listening, and writing. This ability must be possessed by students in mastering English subjects. It is supported by the statement of Brown (2007:284) who said for more than 60 years, research has identified that the 4 most important skills in teaching English which are speaking, listening, writing, and reading. In addition to macro skills, the language skill or basic ability that students will acquire when learning English before acquiring macro skills is micro-skills. Micro skills consist of vocabulary, grammar, spelling, and pronunciation. Before learning about macro skills, The most crucial skill that students must possess in order to understand English is vocabulary mastery

The main complement in teaching a language is vocabulary. As quoted in (Alqahtani, 2015) who stated that vocabulary mastery is considered a skill or complete knowledge. If a learner has insufficient vocabulary acquisition, it will have a big influence on the process of learning English vocabulary. Vocabulary limitations will also cause students to lose interest in learning English, even being unable to take part in learning English comfortably and smoothly. Someone who have limited vocabulary will find it difficult to structure sentences, and it is difficult to convey what they want to say to others. Proficiency in processing words of a language will depend on mastery of vocabulary (Susanto & Fazlinda, 2016).

However, most teachers find it challenging to teach English in Indonesia, particularly when adding vocabulary. Comparing teaching English to elementary school pupils to junior high school students is not appropriate. in Indonesia, English is an optional subject or local content for students in primary schools, however, it is a required subject in junior high school (Alwasilah, 2013). Teaching

English in elementary school is more concerned with the upper level, grade four until six. Furthermore, Elementary school students are only taught fundamental of English vocabulary and simple conversation to train them in communicating with their friends simply. Therefore, elementary students do not get many English lessons. It is different from learning English in junior high school.

Hence, it is difficult for a teacher to teach English in a junior high school. Junior high school students can sometimes be called young learners, but on the other hand, they can also be called teenagers. Most of them are around 12-15 years old. Junior high school students have limited vocabulary knowledge, some of them think that learning English is difficult and boring. In fact, they also feel that the techniques in teaching English used by most teachers are very monotonous and difficult to attract their attention, for example, the teacher only gives formal explanations in front of the class, reads some information from the material being taught, and students just sit, listen, and record only the important things. However, the positive side from junior high school students tends to have very broad potential in learning and creative thinking. Their curiosity about new things is very big.

Based on the above problems, being an English teacher has a challenge as well as a big task in carrying out good and fun vocabulary teaching. The task of a teacher is to be able to prepare the teacher in the face of different classroom conditions. The teacher can also provide motivation and positive support to increase student interest in learning English. Furthermore, Teachers need to be aware of what students will learn and how it may affect or benefit them in the future (Derakhshan, 2015). A student will be easily negligent and bored in

learning when they do not have a desire or goal in learning, so students do not get the benefits of learning itself (Abdullah et al, 2019: 58). In addition, to prevent students from being quickly bored, teachers are supposed to be aware of each student's unique qualities and come up with innovative teaching strategies. There are many models for learning English vocabulary. And this study uses Circuit Learning as a model for learning English vocabulary.

One method for assisting students in strengthening command of vocabulary is the Learning Circuit Model. According to Huda (2013: 313), The learning circuit model is a kind of cooperative learning model that incorporates a thinking and problem-based approach in the form of a concept map and contains writing and pictures. By using patterns of addition and repetition, the learning circuit can help students maximize feelings and empower thoughts. It is called circular learning because almost every day students take information in the same pattern (DePorter et al, 2010:230). This learning model can increase students' motivation and creativity in increasing vocabulary knowledge because this learning maximizes time in class. Students can also focus on the concepts presented by the teacher so that learning will be more meaningful and easy to remember. However, there are some things that English teachers need to remember in teaching vocabulary to students, learning vocabulary is not just an activity of remembering, but also must be studied, revised, and can be practiced in the right conditions and situations.

From the explanation above, this study is motivated in conducting a final project on improving English vocabulary mastery through the use learning circut model in first grade at junior high school in the academic year of 2022/2023.

1.2 Reason for Choosing the Topic

There are several reasons for choosing the topic as follows:

a. After Pandemic Covid-19 Students in junior high school have little vocabulary acquisition.
b. Junior high school students have difficulties in pronouncing the words, spell and write the word, and also difficult in choose or use words based on the context.
c. The use of the circuit learning model can attract students' attention to be more focused and not easily bored.

1.3 Statement of the Problems

Related to the background of the study above, the problem that will be discussed in this study is formulated as follows:

Is the use of Circuit Learning Model effective as media to improve students' English vocabulary mastery of the first graders at junior high school in the academic year 2022/2023?

1.4 Objectives of the Study

The objective of the study is to find out whether or not the use Learning Circuit Model is effective as media to improve students' English vocabulary mastery of the first graders at junior high school in the academic year 2022/2023.

1.5 Hypothesis

According to Sugiyono (2018: 63), the hypothesis is a provisional assumption about a formulation of the study topic that is expressed as a question. Based on the objective of the research, this study uses two hypotheses; H_0 is the hypothesis to be tested, and usually indicates a statement of a population parameter that has a certain value. while H_1 is the same statement and population parameter as used in the null hypothesis.

H_0 : There is no significant difference in the result score between the control group and the experimental group. If there is no significant difference it means that the null hypothesis is accepted.

H_1 : There is a significant difference between the results for of control group and the experimental group. If there is a significant score between the two groups it means the hypothesis can be accepted and using the circuit learning model is effective in learning vocabulary.

1.6 Limitation of the Study

The scope of this study is experimental research that focused on teaching vocabulary, and the limitation of this study was mainly concerned with country and nationality material.

1.7 Significances of the Study

It is anticipated that the study's findings can demonstrate how the Learning Circuit Model helps to increase vocabulary. The significances of this study are stated as follows:

a. Pedagogical Significance

The results of this study can be used as an alternative recommendation of the learning model and also useful for the English teacher at the junior high school level to get information about the circuit learning model.

b. Practical Significance

✓ For teacher:

From this study, using Circuit Learning Model hopefully can be an inspiration for the teacher to teach vocabulary.

✓ For student:

By using Circuit Learning Model, the students can develop their vocabulary by practicing more independently outside the classroom.

✓ For the reader:

The result of this study may give more knowledge for the reader that Circuit Learning Model can be used to improve English vocabulary in teaching-learning process.

1.8 Definition of Key Term

a. Vocabulary

Richards (2002:255), argues that vocabulary is the most crucial component in mastering a language. It can measure how well a learner is capable of reading, listening, writing, and speaking.

b. Circuit Learning Model

According to Huda (2013: 313) Circuit Learning Model is one type of cooperative learning model that includes a thinking and problem-based approach in the form of a concept map and comprises both writing and visuals to help students maximize feeling circumstances and strengthen minds with extra patterns and repetition.

c. Mastery

The definition of mastery is comprehensive knowledge to learn something so that it is easy to use (Porter 2001: 953). Mastery is a way to analyze something thoroughly and not find difficulties when using it.

1.9 Organization of the Study

To make ease the reader, the proposal is organized as follows:

This final project consisted five chapters. The first chapter consist of Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Hypothesis, Limitation of the Study, Significances of the Study, Definition of Key Term, Organization of the Study.

Chapter II is the review of the related literature. This chapter explain about the Definition of Vocabulary, Teaching Vocabulary, Kinds of Vocabulary, Problem in Teaching Vocabulary at Junior High School, The Definition of Circuit Learning Model, The Advantages and Disadvantages of Circuit Learning Model, Steps of Circuit Learning Model, Previous of Related Researches.

Chapter III is about Design of the Study, Subject of the Research, Variable of the Research, Instrument of the Research, Procedure of the Study, Technique of Data Analysis.

Chapter IV consists of Decription of the School, Description of the Respondents, Validity and Reliability of the Research Instrument, Pre Test Data Analysis, Treatment activities, Post Test Data Analysis, and Discussion of the Research .

Chapter V presents the conclusion and suggestion about study that had been discussed in the previous chapters.

CHAPTER II

REVIEWS OF LITERATURE

Chapter II describes about the Definition of Vocabulary, Teaching Vocabulary, Kinds of Vocabulary, Problem in Teaching Vocabulary at Junior High School, The Definition of Circuit Learning Model, The Advantages and Disadvantages of Circuit Learning Model, Steps of Circuit Learning Model

2.1 Vocabulary

Vocabulary is one of keywords in this research. And this vocabulary sub-chapter is divided into The Definition of Vocabulary, Teaching Vocabulary, Kinds of Vocabulary.

2.1.1 The Definition of Vocabulary

One kind of basic component that might help the process of teaching English as a foreign language is vocabulary. Learning English without learning vocabulary is an impossibility. For foreign language learners, vocabulary is very important to acquire first. (Decarrico, 2001: 285) argues that the center of the acquisition of a foreign language is the vocabulary mastery. Learning new vocabulary is essential for developing one's abilities and proficiency in the language. One aspect of English that can have an impact on macro skills is vocabulary. There are several vocabulary definitions that have been proposed by various experts. Linse (2005: 121) says that vocabulary is the number of words in a language that a person knows and uses. It means that to convey a thought or idea, an individual uses all the words to interact with other people. In addition Brown (2001: 1) define vocabulary as a collection and list of words of a language used by each speaker of the language. Vocabulary can change and always grow

slowly along with adjustments to changes in patterns and the development of the life system of the speaker's community.

From the explanation above, it can be resumed that vocabulary is a group of words, phrases and terms to produce a significant language so that it can be used by someone in conveying an idea or interacting with other people.

2.1.2 Teaching Vocabulary

Teaching English vocabulary is an activity that is not easy to do. Knowing the amount of vocabulary is very large and unlimited, a teacher must be able to determine the right vocabulary teaching methods and techniques to achieve language teaching targets. When teaching English, some teachers assume that teaching vocabulary is a waste of time, so they focus more on teaching students' pronunciation or grammar. According to Hatime (2009:2), the context of teaching vocabulary by showing the function and how to use words is significantly more meaningful than just asking students to look for meanings and definitions of vocabulary. Vocabulary acquisition cannot be done instantly and requires a long process to learn. Therefore vocabulary teaching will be more effective if it can be linked to students' daily lives and they can also practice it easily. In addition, in teaching vocabulary, a teacher must understand the character of his students, have broad innovations, and can also master the material to be delivered.

There are several factors in the use of techniques used by teachers such as capacity, value for students, and time readiness (Takač & Singleton 2008). In general there are many techniques in teaching vocabulary, and of course a teacher does not only use 1 technique, but more than 1 technique. According Harmer as

cited in (Yulianto, 2010) there are some method for teaching vocabulary as follows:

a. Using Realia

The purpose of using realia is that a teacher brings some real objects as a reference to be shown to students directly when delivering material, especially knowing the meaning of a word. For example, a teacher shows a plate to students. It is intended that students easily understand the meaning of the "plate" clearly.

b. Showing pictures

In this technique, the teacher can draw an object to the students in explaining some vocabulary. In addition, teachers can also use various media such as flashcards, tables, etc. to visually represent some objects that cannot be shown directly to students. For instance a picture of a hospital, a picture of a person's profession, etc.

c. Contrast

Explaining the meaning of a word can also be done by contrasting words or called synonyms and antonyms. For example, the word "fast" contrasts with "slow"

c. Gesture, Mime, and Action

If the previous technique can not help the teacher in explaining the meaning of a word easily, the teacher can use other techniques such as gestures, actions, or mime to explain the meaning of the verb such as sweeping, dancing, writing, etc.

e. Explanation

The easiest technique to apply in teaching vocabulary is to explain the object directly using more than 1 sentence.

f. Enumeration

The teacher can employ this method to clarify a word that is challenging for the students to understand. For example, the teacher can mention the word cupboard, table, etc. To explain the meaning of the word "furniture".

g. Translation

The last step when students are still having trouble understanding a word, the teacher can employ the method of translating the word into the student's mother tongue.

It can be concluded from the previous explanation that teaching English vocabulary requires an appropriate teaching technique and in accordance with the character of students in the classroom. This is because vocabulary acquisition cannot be done instantly and requires a long process. Therefore, that the techniques in teaching new vocabulary can be grouped into 2 parts, namely object and unobject. Unobject is a technique of teaching vocabulary by interpreting the meaning of words directly, such as in translation, enumeration, explanation, gesture, contrast, and mime techniques. While the object section is a technique for explaining the meaning of new words using objects or things that are around students (in class or at home), as in the case of picture and realia techniques.

2.1.3 Kinds of Vocabulary

According to Brown (2001:370) There are two categories of vocabulary: productive vocabulary and receptive vocabulary. Brown (2001:370) state that productive vocabulary is a a set of words that students can readily understand and utter, enabling them to be used in writing and speech. Meanwhile, receptive vocabulary is words that are recognized by students but are rarely used and are not produced properly (Hatch & Brown, 2001:370). In addition, based on functional categories, Brown (2001:218) classify vocabulary into 2 parts including major class and closed class:

a. Major Classes

1. Noun is a word that refers to a thing (chair), a person (police), and a place (school)
2. Verb is a word used to describe a state or action. For example, sleep, sing, run, etc
3. Adjectives are words that are used to describe or modify nouns or pronouns. For example sad (sad girl), white (white house) quick (quick car) and etc.
4. The adverb it refers to the words that are used to change, modify, or describe the meaning of a verb. For example, down, up, cutely, etc.

b. Closed Classed

1. Pronouns refer to nouns that have already been mentioned. For example he, them, him, etc
2. The preposition refers to a word or category of words used before a noun. For example: behind, on, to, etc.

3. Conjunction is a word that connects words, phrases, clauses, or sentences. For example although, because, or, etc.
4. Determiner is a term that indicates which specific example is being used before a noun. For example, a few, many, its, an, etc.

Ideally, all teachers should know all kinds of vocabulary. By understanding the types of vocabulary, the teacher will find it easy to make the right teaching materials when teaching vocabulary.

2.2 Problem in Teaching Vocabulary at Junior High School

In Indonesia, teaching English is not the first learning activity carried out in junior high schools, but rather an advanced stage of learning in elementary schools even though the English material that students get is only basic and simple learning. During the process of learning English, some students face some difficulties, because each student has different abilities in speaking English. The difficulties experienced by some students are speaking, writing, or reading. Students also have difficulty in pronouncing and memorizing vocabulary. This can happen because students only have a little vocabulary acquisition.

Having a large vocabulary does not necessarily indicate that someone will succeed in learning English. On the other hand, someone who has a lack of vocabulary will not hinder someone's chances of success in learning English. Thornbury (2002) argues that there will not be much that can be said when speaking without grammar. Meanwhile, if people converse without using words, nothing at all can be said. In fact, many students find it difficult to remember the vocabulary that has been learned, because English is a foreign language that is not

applied in their daily lives. Every day they prefer to use their mother tongue in communicating with others.

Besides the students, the teacher also found some problems or difficulties when teaching vocabulary. Recent research explains that some problems in teaching vocabulary occur because many teachers are sometimes confused about where to start in implementing English language learning, and teachers are also less confident when implementing best practices in teaching vocabulary (Berne & Blachowicz, 2008) In addition, when the teacher evaluates the process of assessing the results of teaching English vocabulary, some students cannot understand the material 100%. Some students feel less confident during learning, so students do not have the courage to ask the teacher when facing difficulties. Students who aren't motivated to acquire English vocabulary also have a tendency to be passive and lazy when it comes to looking up new terms in dictionaries, which makes it difficult for teachers to teach vocabulary.

The main component of teaching a language, according to both teachers and students, is vocabulary mastery (Walters, 2004). In addition, several factors that cause problems in teaching vocabulary at junior high school are (1) lack of vocabulary mastery in students due to the lack of time for English subjects, (2) limited facilities and media in learning English, (3) students' difficulties in pronouncing and memorizing words correctly (4) Developing instructional practices that are inappropriate and inconsistent with students' qualities, (5) the class atmosphere is not conducive so that learning does not run smoothly.

To sum up the explanation above, there are several difficulties experienced by teachers and students in the process of learning vocabulary. Those difficlties

happen due to several factors including lack of time, limited facilities, strategic planning, and an uncomfortable classroom atmosphere.

2.3 Circuit Learning Model

The second keyword in this research is Circuit Learning Model. And this sub-chapter consists of General Concept of Circuit Learning Model, The Advantages of Circuit Learning Model, The Disadvantages of Circuit Learning Model.

2.3.1 Definition of Circuit Learning Model

When learning English, most junior high school students have the same problems as when they were in elementary school. Students have limitations in acquiring vocabulary in English. In addition, students also have deficiencies incorrect pronunciation and writing of English. With these problems, an effort is needed to create a higher-quality learning process. One of these efforts is known as the model. The model is used as the main reference in designing or doing something so that the results are more effective and efficient. The learning model is an crucial component of conducting teaching and learning activities. According to Joyce & Weil in Rusman (2014: 133), A pattern or plan can be used to create learning materials, which is the curriculum (long-term learning plan) that can be created using the learning model. The use of learning models is one of the goals in improving students' English vocabulary skills. Making instructional materials requires the use of learning models to ensure that the learning process follows the prescribed procedures. Therefore, a teacher must be smart in choosing the right learning model according to the character and condition of the students in the

class, so that it can maximize students' abilities and minimize failures in the student learning process.

The Circuit Learning (CL) model is one of the learning approaches that might make it simpler for students to increase their vocabulary. According to Miftahul Huda (2013:311), Circuit Learning Model is one sort of cooperative learning model that enhances the empowerment of feelings and mental power which used a pattern of addiction and repetition that encourages students to become more engaged in their learning in order to achieve the best results. Meanwhile, according to DePorter et al (2010:230) the notion of circuit learning is circular learning, called circular learning because almost every day students get information or material with the same pattern. This learning model can create a more focused and conducive classroom atmosphere, and make students have creative thinking patterns, innovative language concept maps, and end with reflection (Budiyanto, 2016:102). This learning process emphasizes a heterogeneous group learning system that can help each other, unite opinions, solve problems together, and obtain equitable success both individually and in groups (Suyanto, 2009: 75). An educator begins this learning process by making a concept map in explaining the material to students, then when the material wants to be continued at the next meeting, the teacher will add a new branch of the concept map studied previously, as well as for the next day until the material is finished.

Most students will tend to be more focused and can listen to the lesson well at the beginning of the learning process, but after a few minutes, students' attention will be diverted to other activities such as talking to friends, crossing books, and

putting their heads on the table. In students' real life, the circuit learning model can provide some increase in knowledge (Fitri & Agusfiriani, 2018). Therefore, the implementation of the Circuit Learning Model is expected to help students focus more on concept maps or pictures presented by the teacher in learning, it can also increase students' creativity in acquiring vocabulary so that the learning process can be more relevant and students don't get easily bored.

From some opinions of the experts above, the circuit learning model can be defined as a problem-based cooperative learning model that emphasizes a diverse learning system with the goal of maximizing the empowerment of thoughts and emotions through the use of the same pattern and repetition in the classroom..

2.3.2 The Advantages and Disadvantages of Circuit Learning Model

The attraction in using the Circuit Learning Model according to Huda (2013: 313) are (1) students can increase their creativity and innovation when assembling words according to their own language (2) students independently can observe and compose their sentences about the explanation of the material from the teacher, so that learning will be more memorable, good for students because they have experienced it themselves (3) students are more focused and concentrated in studying the concept map that has been presented by the teacher. Students' understanding will last a long time when they repeat the material independently. Therefore, students are given the opportunity to gain their own knowledge, then students arrange in the form of a series according to their respective wishes so that they can be studied easily. The strategy implementation process takes a while, and not all of the discussion points may be used with this approach.

On the whole, the advantages of circuit learning are being able to raise students' curiosity in learning new things. The learning process will also feel more exciting because it is done in groups and students can exchange ideas with one another. In addition, because this model is teacher-centered, the learning process will run smoothly when a teacher is ready and confident when explaining the material thus that students' attention is not easily distracted.

2.3.3 Steps in Circuit Learning Model

The details of the circuit learning syntax can be seen in the following steps:

Table 2. 1.

Syntax Circuit Learning

Stages	Activity
Preparation	✓ Apperception. ✓ Describe the learning goals that students must acquire ✓ Delivering material and explanation of activities
Core Activity	✓ Conduct a question-and-answer session about the subjects to be covered. ✓ Attach a picture related to the subject to the board. ✓ Ask a question concerning the pasted image. ✓ Displays a pre-made concept map of the material ✓ Describe the concept map that has been pasted on the blackboard. (activity visualization) ✓ Divide students into groups of five to six people. ✓ Give worksheets to each group of students. ✓ Explain that each group must fulfill the worksheets for the students and complete a part of the idea map in their own language. ✓ Describe how the developed concept map will be presented. ✓ Carry out the presentation of part of the concept map that has been done ✓ Explain that from each group, all members of the group get a share for the presentation. ✓ Provide reinforcement in the form of gifts or praise for good presentation results and give encouragement to those who have not received praise or gifts.

	✓ Explaining the results of student discussions so that students' insight becomes wider
Closing	✓ Encourage students to make summaries. ✓ Assess student work.

(Huda, 2013: 311)

2.4 Previous of Related Researches

The Implementation of Using Circuit Learning Strategy to Increase Students' Speaking Ability Assisted by Series Picture Media was the first journal published in 2019 and the authors of this research was Novira Bella. The purpose of this research is to find out the improving of using Circuit Learning strategy in learning speaking. VIII-1 students from SMP Swasta Bandung which is located on Jalan Pengabdian No. 14, Bandar Setia, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara was the subjects of this research. The object of this research were consisted 30 students. Classroom action research (CAR) was applied in this research. It was done through observation, reflection plan, and action. In pre-test the mean score was 29.3, in first cycle test the mean of score was 66.6, and the second cycle test the mean of score was 83. The improvement also can be seen from the percentage of the students‟ speaking skill, in pre-test was 0% students can get point more than 70. In first cycle test was 53.4% students get point more than 70. In second cycle test 100% students got point more than 70, it means that teaching by using Circuit Learning Strategy can help students to improve them in speaking skill, this strategy also make the students feel enjoy, happy, comfortable, and more creative to create the ideas without worrying make mistakes through series picture media

The title of the second previous research is *the Use of Circuit Learning Model in Improving Students' Writing Skills in Elementary School*. This research was published in 2020 which was written by Rahman, et.al. This research has the purpose to improve the writing skills of elementary school students by using the Circuit Learning (CL) model. The subject in the research was taken from one of the Elementary School students in Bandung consisted of fifth-grade students which had 28 students (16 female students and 12 male students). The method of this research is descriptive quantitative form. The instrument of this research is using written tests and observation sheets. The result of this research after implementing the Circuit Learning (CL) model, shows that the proportion of each stage's classical completeness is rising. With an average student score of 56.94, the classical completion rate in the first stage is 25%. Stage II sees a rise up to 48.6%, with a 72.22 average student score. Stage III also demonstrates a notable improvement up to 85.71% with an average student score of 80. After the third stage, the stage is completed because the students' scores met the desired percentage of 80%. It was discovered that the pupils' stage I writing competence average score was classified as "adequate." Then, in the "good" category, it has grown in stage II. Additionally, the "very good" group significantly increases in stage III. Thus, it shows that the fifth-grade students at one of the elementary schools in Bandung can improve their writing skills through the implementation of the Learning Circuit (LC) paradigm.

The third journal has the title of *the Effect of Circuit Learning on Improving the Physical Fitness of Elementary School Students*, which was

published in 2021. The authors of this research were Gatot Jariono, et.al. The purpose of this research was designed to determine the influence of circuit learning on improving the physical fitness of elementary school students. The subject in this research was students at SDN 135 Sajoanging Wajo Regency of South Sulawesi Province, with a sample of 20 people. Quasi-experimental was the method of this research. The data analysis technique used in this study is to use descriptive analysis and inference analysis. The findings of this study also indicate that circuit learning significantly improved elementary school pupils' physical fitness. In light of this, it can be said that circuit learning is one of the options for enhancing students' physical fitness.

Based from the analysis above that this study and previous studies have some points in common and distinctions. The following explanations can be used to explain some of the discrepancies and similarities:

a. The first journal and this research have similarities in the use of circuits as a learning model and junior high school students were taken as the subject of the study. In addition, the difference between the two studies, the first journal used classroom action research (CAR) as the method and used action, plan,observation, and reflection as an instrument.

b. The similarity of this research with the second journal is the use of Circuit Learning as a learning model. While the differences between these two studies, the second journal used quantitative descriptive as a method, using written tests and observation sheets as instruments, and elementary school students were chosen as research subjects.

c. The similarity of the third journal with this research is the use of Circuit Learning as a learning model and quasi-experimental research as the research design. While the difference between the two studies is that the third journal used descriptive analysis and inference analysis as instruments, and elementary school students are taken as subjects of the study.

In conclusion, this research entitled "Improving English Vocabulary Mastery through the Learning Circuit Model in Junior High Schools (A Study of Learning in the First grade Students of SMP N 1 Kaliori in the Academic Year 2022/2023)" is important to do as a final project because to determine the effect of the circuit learning model on vocabulary mastery in junior high school students that has not been done in the previous study.

CHAPTER III

METHOD OF STUDY

This chapter discusses about Research Method that consists of Design of the Study, Subject of the Research, Variable of the Research, Instrument of the Research, Procedure of the Study, Technique of Data Analysis.

3.1 Design of the Study

Research planning is very necessary in carrying out a research. It is intended that this research process runs systematically. According to Kothari (2004), research design is an investigation strategy, roadmap, or plan designed to get answers to a research question. The design used in this research was experimental. Experimental research is a research method used to find certain influences on other things with controlled situations (Sugiyono, 2007: 107). It means that the purpose of experimental research is to test the effect of an action.

This study applied one of the quantitative methods, namely quasi-experimental design which consists of pre-test, treatment, and post-test. Non random sampling is the research subject that used in this study. The sample classes in this study divided into 2 groups, namely the experimental group and the control group. Each group experienced a pre-test and post-test to measure vocabulary acquisition in every student. The difference between the two groups is that the control group received the usual treatment without using a circuit learning model. Meanwhile, the experimental group received a special treatment, namely

using a circuit learning model to improve students' English vocabulary. Research design can be drawn as follows:

Experimental	:	O_1	×	O_2
Control	:	O_3		O_4

Description:

O_1 : Pre-test for experimental group

O_2 : Post-test for experimental group

O_3 : Pre-test for control group

O_4 : Post-test for control group

× : Treatment for experimental group

(Sugiyono, 2007 : 116)

3.2 Subject of the Research

The subject of this research was the first graders of SMP N 1 Kaliori in the academic year 2022/2023. Knowing the number of students is very large and to limit the time, this study only took a few samples. Further, it is explained in the following sub-chapters about population and sample.

3.2.1 Population

Creswell (2012) states that a population is a collection of people who share similar features. The population may be all individuals consisting of certain types. According to Arikunto (2010) population is the total subject of the research. Meanwhile population in this study was all the first graders of SMP N 1 Kaliori in

the academic year 2022/2023 with a total number of 226 students consisting of 7 classes, and each class contains 32-33 students

3.2.2 Sample

The sample is a representation of the population's characteristics and size. (Sugiyono, 2008: 116). This study took several samples from the total population. Only 2 classes were used which consist of control class and experimental class. For the experimental research when taking samples, this study used non-random sampling. Non random sampling consists of 3 types, namely convenience sampling, purposive sampling, and quotas sampling. Purposive sampling was decided to be used in this study. Therefore, the sample was unable to be randomized. The criteria for choosing purposive sampling was based on recommendations from English teachers for 2 classes that have the same capability.

3.3 Variable of the Research

According to Creswell (2012:112) variables are characteristics of individuals and organizations that vary with others and can be observed or measured. That means that a characteristic of the other person we are interested in can be measured. Example: age, gender, etc. This study consists of 2 variables, namely the dependent variable and the independent variable as follows:

1. Independent Variable

According to (Creswell, 2012:116), the independent variable is a a factor that influences or contributes to an outcome or an indicator. The independent variable of this research used circuit learning model.

2. Dependent Variable

The dependent variable is a condition or characteristic that depends and is influenced by the independent variable (Creswell, 2012: 116). This variable occurs because of an experiment. Based on this definition, the dependent variable in this study was vocabulary mastery.

3.4 Instrument of the Research

According to Ari Kunto (2010: 160) research instruments are tools used to simplify work while collecting data. To measure vocabulary mastery, the instrument of this study was test to collect the data. There were 2 test which were given to students namely pre-test and post-test.

A. Pre-test

The first test that was given to students is the pre-test. Pre-test was given to the experimental group and control group with the aim of knowing the students' vocabulary mastery before the circuit learning model treatment. The pretest questions had similarities with the topic questions in the post-test. One type of test that was used in the pre-test and post-test is multiple choice which contains 25 questions. The advantages of multiple-choice tests are not only used to measure knowledge but also evaluation, application, or understanding. In addition,

multiple choice requires easier correction and assessment because in the assessment process there is no element of subjectivity.

B. Post-test

Post-test was the second test that was given to students. Post-test was used to measure students' vocabulary skills after given the treatment. The allocation time was 1 X 40 minutes. The success of the treatment would likely affect the results of the post-test. Treatment is declared successful if the mean score on the post-test is higher than the pre-test.

3.4.1 Validity of the Instrument

The most important characteristic in a test is validity. A test can be considered suitable or valid if the test measures what it is supposed to measure. The interpretation of the test (score of the construct or concept being measured) should be in accordance with the use of the proposed criteria if there is development of reasonable evidence (Creswell, 2012: 159).

There are 4 kinds of validity, namely: face validity, content validity, criterion-related validity, construct validity. To measure whether the instrument is valid or not, this study used content validity and face validity. Sugiyono (2010: 176) states that content validity is a measurement of the effectiveness of objectives and programs using an instrument created as a test. This study used content validity because it relates to the suitability of the vocabulary test based on the material studied by students. While the definition of face validity is the extent to which the research instrument is viewed subjectively including what concept is measured. This refers to the transparency of the test and the shape of the

instrument visible to the test taker. To validate the test items, face and content validity used expert judgments by using the face and content validation rubric in appendix 2.

3.4.2 Reliability of the Instrument

According to Arikunto (2010), reliability is one of the characteristics that can prove that an instrument can be trusted in data collection. This means that the instrument can be said to be reliable and trustworthy if the instrument can be used as a tool to collect data. Not only the instrument is reliable, but the data is also reliable in order to get more accurate data. Measurement that is free from error and accurate is a perfect reliability measurement (Arikunto, 2002:70). In measuring the reliability of the test, this study used the Alpha Cronbach formula in SPSS 26.

3.5 Procedure of the Study

In the procedure of the study, this study used some steps as follows:

1. Visiting school

Visiting schools to get information about students, teachers, and all participants

2. Asking permission from the headmaster and contact English teacher of SMP N 1 Kaliori in the academic year 2022/2023.

2. Choosing the population of the study. The populations was the first graders of SMP N 1 Kaliori in the academic year 2022/2023

3. Taking only 2 classes from the population for choosing the sample. The Control group will receive the conventional method and the experimental group with the circuit learning method

4. Conducting the pre-test for the experimental group and control group before the treatment will begin.

5. Applying the treatment. Each group will get a different treatment after the pre-test.

6. Conducting the post-test. The post-test will be given after the pre-test and treatment. Both groups will get the same question and it is taken from the topics that are given in the previous step. From this step, this study will get the result of the treatment.

7. Collecting the post-test students' answers and scoring the test

8. Determining the result of the two groups

9. Analyzing the data

3.6 Technique of Data Analysis

The thing that needs to be prepared in conducting an assessment is to make an assessment technique. The scoring rules were used to find out the clues about the answer criteria and limits in reducing the subjectivity of the corrector. Processing student test results can be done after passing the data collection stage. The method used to collect data is a test. The test method aims to measured the level of vocabulary mastery in students. The test consisted 25 questions, where each item

gets 0 points if the answer is wrong, and gets 4 point for the correct answer. The total score was calculated without using penalty techniques. According to (Arikunto, 2007:2028) the formula is as follows:

$$TS = \frac{R}{N} X\ 100$$

Description:

TS = Total score

R = The number of right answer

N = The number of questions

100 = The maximum score

After scoring the data, the total score of students was changed into numerical data which scales from 1-100 with the following criteria:

Tabel 3. 1 The Level of Achievement

Criteria of Score	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

Based on the criteria above, after passing the data scoring stage. This research was continued by processing the data statistically. Statistical data processing aims

to analyzed data from the experimental group and the control group. This study analyzed the data by using a t-test. Before carrying out the t-test, this study measured the standard consisting of normality, homogeneity, and mean score data. According to Ghozali (2009:32), it can be said that it is not normal if sig (2-tailed) < 0.05. Conversely, if sig (2-tailed) > 0.05 then the distribution is normal. One-sample Kolmogorov-Smirnov used to analyze the normality of the data in this study. The standard normality is 0.05. Then, in the next step, the data was analyzed by using SPSS 26. Further, the criteria for hypothesis are:

a. If t-value > t-table and sig < 0.05, it means that H1 is accepted and H0 is rejected.
b. If t-value < t-table and sig > 0.05, it means that H1 is rejected and H0 is accepted.

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CHAPTER IV

ANALYSIS OF RESULT AND DISCUSION

This chapter elaborated on the analysis of the data and presents the research results. This chapter consists of Description of the School, Description of the Respondents, Validity and Reliability of the Research Instrument, Pre Test Data Analysis, Treatment activities, Post Test Data Analysis, and Discussion of the Research .

4.1 Description of the School

The research was conducted at junior high school in the academic year 2022/2023 starting from July 25th to August 3rd, 2022. This school is located in JL. Raya Kaliori-Rembang, Tambakagung, Kaliori, Rembang, Jawa Tengah. The school has 739 students (407 male and 332 female), 54 teachers, and 12 staff. This school has an area of 1.5 hectares that consists of 25 classrooms, 1 teacher room, staff room, 3 laboratories, 1 library, 10 toilets, canteen, hall, organization room, art studio, 1 mosque, parking area, computers room, 2 fields that are usually used for flag ceremonies and student sports. To support teaching and learning activities, almost every class was equipped with several facilities such as whiteboards and markers, tables and chairs, trash cans, hand washing stations, LCD projectors, central speakers, and central wifi.

There are 7 classes in 7th graders starting to implement the Merdeka curriculum in the academic year 2022/2023. Although the government has not required all schools in Indonesia to implement the Merdeka Curriculum, each

school is still given the freedom to choose 3 curricula such as the 2013 curriculum, the Darurat curriculum, and the Merdeka curriculum. The implementation of a Merdeka curriculum in schools is one of the government's efforts to restore learning after the COVID-19 pandemic outbreak. Meanwhile, the curriculum applied to 8^{th} and 9^{th} graders which consists of 9 classes is still using the 2013 curriculum.

The school was established in February 1979. This school carries a green school, where the school environment is transformed into a small forest area with a variety of plants. The Green school area is also equipped with various fruit plant seeds and reforestation so that it can make the school environment fresh and cool. In addition, teachers and students have implemented the habit of disposing of and sorting organic or non-organic garbage in the right place. So that in September 2017, the school became the only school in Rembang district that won the title of an Adiwiyata School at the Central Java province level. Adiwiyata is one of the main programs of the Ministry of Environment which aims to improve the literacy of students in the school about ecology and awareness about environmental conservation efforts among students in Indonesia. The Adiwiyata School program is closely related to the vision of the school, which is to create people with character, achievement, and environmental insight.

4.2 Description of the Respondent

The respondents from this study are students who have the same level and were taken based on the recommendations of English teachers. The population of this study was all seventh-graders of junior high school, and this study took

respondents from 2 classes. The 2 classes were VII 2 and VII 6. Below is a table of data from respondents:

Table 4. 1 The Data of the Respondent

Class	Gender		Total
	Male	**Female**	
VII 2 (Experimental class)	16	17	33
VII 6 (Control class)	20	12	32
Total Respondents	**36**	**29**	**65**

The table explains that class VII 2 which consists of 33 students (16 males and 17 females) was selected as the experimental class taught using the Circuit Learning model. Meanwhile, VII 6 consisting of 32 students (20 males and 12 females) was used as a control class which was taught without using a circuit learning model. Therefore, the total of respondents from this study was 65 students.

4.3 Validity and Reliability of Research Instrument

This Subchapter explains the result of Try out, Validity, and Reliability.

4.3.1 Try Out

In this study, the try-out test was given to class VII 1 which has 33 total students (19 males and 14 females). The try-out test was conducted on Monday, July 30th 2022. The test was given to students in the form of a multiple choice test, totaling 50 questions about country and nationality vocabulary with a time allocation of 60 minutes.

The purpose of giving a try-out test is to measure whether the instrument used is valid and reliable or not. Furthermore, the results of the validity and reliability tests can also be used for consideration in determining the number of test questions in the next stage of the instrument.

4.3.2 Validity

To test the validity of the test questions, this study used face and content validity that was filled by expert judgment through rubric validation. Face validity is a subjective test assessment that relates to whether a test appears to measure what it is supposed to measure. That means a test can be said to have face validity if the test is considered relevant to the person taking the test. This validation evaluates several criteria such as writing format, writing style, language format, and suitability of questions with answers. Meanwhile, to find out the results of content validity, namely by providing a validation rubric to English teachers and lecturers to validate the content of the test based on the syllabus and 7th-graders material used in the school. The rubric of the face and content validity can be seen in the appendix 3. And below is a table that shows the results of the validity of the instrument.

Table 4. 2The Result of Instrument Validity

Level	The number of Instrument
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50
Invalid	-
Total	**50 items**

From the table above, it can be seen that in this study there were 50 items used in the Try-out test. Based on the results of the try-out judgment rubric filled by teachers and lecturers, there were 50 questions valid and there were no invalid questions.

4.3.3 Reliability

Reliability analysis is a way of calculating a number of general scale measures that can provide information about a relationship between individual items on the scale. Reliability test is a tool to measure a data or questionnaire which is an index of variables. A data can be said to be reliable if someone has answered a question stably and consistently from a specified time interval, because each data will measure the same thing (Ghozali, 2013). In measuring the reliability of the test, this study used the Cronbach's Alpha formula in SPSS 26..

Table 4. 3 Reliability Test Result

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,840	0,846	50

A variable is said to be unreliable if the Cronbach Alpha value ≤ 0.60, and If the Cronbach Alpha value shows ≥ 0.60 thus all variables are reliable. Based on the table above, it shown that the Cronbach's Alpha for the analysis is 0.840 and Cronbach's Alpha Based on Standardized Items is 0.846. Therefore the result of

reliability test explains that 0,840 ≥ 0.60, that means all variable with 50 items in this study is reliable.

4.4 Pre Test Data Analysis

This subchapter consist of Pre-Test Standard Normality, Pre-Test Standars Homogeneity, and Pre-Test Mean Score.

4.4.1 Pre-Test Standard Normality

The normality test was used to know the data that obtained was normaly distributed or not. The pretest for the experimental class and the control class were conducted on different days. The pretest for the control class was conducted on Tuesday, 26th July 2022 start from 08.20 until 10.00 a.m, while the pretest for the experimental class was held on Wednesday, 27th July 2022 at 12.15 until 12.55. Each group did a pretest with a total of 25 questions in 40 minutes. In pre-test activity there were total 60 respondents. There were 30 students in VII.2 class who were chosen as experimental group, and 30 students in VII.6 class as control group. The aim of giving the pret-test was to know the students vocabulary mastery before treatment was given.

After the students did the pretest, the data was analyzed by using SPSS 26. One-sample Kolmogorov-Smirnov used to analyze the normality of the data in this study. The distribution can be said that was not normal if sig (2-tailed) < 0.05. Conversely, if sig (2-tailed) > 0.05 then the distribution was normal. The standard normality is 0.05. The results from the normality test can be seen on below table.

Table 4. 4 Test of Normality Result

Test of Normality				
		Kolmogorov-Smirnov[a]		
	Kelas	Statistic	Df	Sig.
Hasil Belajar	Pre Test Experiment	,141	30	,134
	Pre Test Control	,128	30	,200*

From the table above showed that the result of pre-test for experimental class normality of significant 2-tailed is 0.134 > 0.05 while the result of pre-test control class is 0.200 >0.05. Hence, the sample in this study can be said normal.

4.4.2 Pre-Test Standard Homogenity

After analyzing the standard normality of the pre test, the next step is to test the standard homogeneity from the pre test. The homogeneity test has the aim of knowing that the experimental class and the control class have the same variance or ability. If a data significance value shows ≥ α (0.05), it means that the data of the two groups is homogeneous. The result of homogeneity for pre-test which was analyzed by SPSS 26 can be seen in the following table:

Table 4. 5 Result of Homogeneity for Pre-Test Control And Experimental Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	2,831	1	58	,098
	Based on Median	2,842	1	58	,097
	Based on Median and with adjusted df	2,842	1	57,859	,097
	Based on trimmed mean	2,778	1	58	,101

Based on the calculations of homogeneity test, the table 4.5 which used Lavene Statistic or Equality of Variances shows that the significance score of the both group was $0.098 \geq 0.05$. Therefore, it can be sum up that the data from pre-test of experimental and control class had same variance or homogeneous.

4.4.3 Pre-Test Mean Score

After this study measured the standard normality and homogeneity, the next stage analyzed the pre-test from both group by using T-test. The table below shows the result by using independent sample T-test:

Table 4. 6 Table 4.6 Group Statisticof Pre-test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Experiment Class	30	54,13	13,003	2,374
	Control Class	30	76,13	10,789	1,970

Table 4. 7 Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	2,831	,098	-7,132	58	,000	-22,000	3,085	-28,175	-15,825
	Equal variances not assumed			-7,132	56,089	,000	-22,000	3,085	-28,179	-15,821

Hypothesis used in this test were:

H0 : There is no significant difference in the result score between the control group and the experimental group. If there is no significant difference it means that the null hypothesis is accepted.

H1 : There is a significant difference between the results for the control group and the experimental group.

From the result of T-test, it can be concluded that the mean score of pre-test in experimental class was 54.13 and pre-test from control class was 76.13. While based on the table independent samples test, it can be explains that Sig. (2-tailed) indicates the number 0.00. Because $0.00 \leq 0.05$ that means there was significant difference between the result score for the control and the experimental group. If there was significant difference, hence the null hypothesis or H0 was rejected and H1 was accepted. Therefore, it is very important to give a treatment for the group.

4.5 Treatment Activities

After conducting the pre-test, the next step was conducting the treatment. The treatment was conducted from July, 2th until January 1st August 2022. The purpose of giving the treatment is to improve students vocabulary mastery. The both group had the same material but it was taught in different ways. The control class was taught by using conventional method while the experimental class used circuit learning model. The treatment was conducted in two meeting with time allocation 4 minutes for each meeting.

4.5.1 Experimental Class

1. First Treatment

The first meeting for the experimental class was conducted on Wednesday, 27th July 2022 in VII 2 class which has 31 students consisting of 16 males and 17 females. The learning activity starts from 12.15 until 12.55 a.m.

The first activity carried out before starting learning was the preparatory stage. The preparation stage was carried out by conditioning students in a calm situation, silent, and ready to study. When the class was ready, the class was treated with apperception such as opening, greeting, and checking student attendance. Secondly, students were given explanations about the learning objectives that must be achieved by students in learning. Furthermore, students were asked to review the material that the teacher had delivered the previous week about 5w+1H.

Thirdly, in the core activity, students were given material explanations about the country and nationality. In this part, students were also asked to answer some questions about the topic. After they answered correctly, it continued with the students given explaining a concept map that would be discussed in groups. students were divided into 5 groups, each group consisting of 6 or 7 students. After group formation, Each group was asked to mention 20 countries in 1 different continent, and the students were given time to discuss. Unfortunately, the students were allowed by the teacher to bring cell phones during English lessons, so they were very fast in mentioning many countries. The next step was giving

worksheets to students to work on in groups, and the results must be presented by one of the group members in front of the class.

After the all step was done, the teacher gave scores for all group, and the students were asked to make a summary of the material that has been studied. In addition, also students were given reinforcement of the material that has been discussed, and students were given praise or prizes for good presentation results. Lastly, was closing. The class ended with a prayer together.

2. Second Treatment

The second meeting was held on Monday, August 1st, 2022, and starts at 10.40-11.20 a.m. This treatment still used the same topic as the first meeting treatment, which is about country and nationality.

Firstly, the class opened with apperception activities such as opening and motivating students. And also check student attendance. The activity began by recalling the material in the first treatment, and students were asked to name several continents, countries, and their nationalities. Secondly, the core activity began by pasting a picture on the whiteboard, and students were asked to mention where they come from and also guess where the picture came from. For examples, Upin and Ipin are from Malaysia, Maudy Ayunda is from Indonesia, and etc. After describing some picture correctly, students were given an explanation of how to compose sentences with the correct formula. Thirdly, each student was given several quizzes about making sentences correctly. And students who answer quickly and correctly were given a small prize. And the next step, students were asked to do an exercise.

Last part, after all students had finished doing the exercise, the worksheet were collected. After that, because the time is very limited, the answers were discussed together. In this treatment, they looked more compact and active in answering questions. The last session was closed by reviewing the material and said alhamdulillah.

4.5.2 Control Class

The treatment of the control class is carried out in class VII 6 which has 32 students consisting of 20 males and 12 females. This treatment used the conventional method, Which means the control class was focused on teacher-centered teaching and taught without using Circuit Learning Model.

In the first meeting, the treatment was conducted on Tuesday 26th July 2022 starting from 09.20 until 10.00 a.m after the pre-test was done. The first activity was filled with opening, greeting, and continued by checking student attendance. After that, some students were also asked to introduce themselves using English. Secondly, students were asked reminding the material that has been delivered by the English teacher the previous week. In this part, students mention 5W+1H. Thirdly, students were given an explanation of the material about the definition and various continents, countries, and nationalities. Next, students were asked to state where they came from.

Due to changes in the curriculum, some schools have not provided English books that were in accordance with the Merdeka curriculum. Therefore, in the

next session, students were given several exercises to measure student understanding.

Because the time was very limited, the exercise was collected at the next meeting. Lastly, the class was ended by saying Hamdallah together.

2. Second Meeting

In the second meeting, the treatment was conducted on Thursday, July 28th 2022. The treatment started at 08.25-09.05. As in the previous treatment, the first activity was an opening and greeting to activate class conditions. Then, checked student attendance. Second, students were reminded of the material presented at the previous meeting, and students were asked to discuss the results of the assignments that had been given in the first treatment. Third, students were given an explanation of making sentences with the correct formula. Next, students were shown several pictures of a place, and students were asked to answer where the images came from using the sentence formulas that had been taught.

In the last session, students were given time to ask questions about country and nationality material. Next, the teacher answered the questions and reviewed some of the materials that has been presented. In the last treatment, the class ended with closing.

4.6 Post Test Data Analysis

After the treatment for experimental class and control class were done, the next step was giving a post test to the 2^{nd} groups. Each post test is held on a different day. The post test of control class was held on Tuesday, August 2nd

2022, and started at 09.20-10.00. Meanwhile, the post test of experimental class was conducted on Wednesday, August 3rd 2022, from 12.15 to 12.55. The post test consisted of 25 multiple choice questions and with 45 minutes time allocation. The purpose of giving the post test is to measure students' vocabulary skills after it was given treatment.

After getting the results of the post test from both groups, followed by data analysis using T-test, the result of the T-test using an independent sample test shows in the following table:

Table 4. 8 Group Statitic of Post-test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Experimental Class	30	84,53	9,111	1,663
	Control Class	30	81,53	7,234	1,321

Table 4. 9 Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	2,559	,115	1,412	58	,163	3,000	2,124	-1,252	7,252
	Equal variances not assumed			1,412	55,164	,163	3,000	2,124	-1,256	7,256

From the table above, it explains that the mean of the experimental class is 84.53 while the control class is 81.53, that means the total mean of the experimental was higher than the control. However, the table shows that Sig. (2-tailed) 0.163 > 0.05 which means that H0 was accepte and H1 was rejected. It can be concluded that there was no significant difference in the result score between the control group and the experimental group. If there was no significant difference it means the circuit learning model was not effective in learning vocabulary. Some factors probably caused the model was not effective and it is elaborated in the discussion subchapters.

4.7 Discussion of the Research Finding

The aim of this study was to find out whether or not the use Circuit Learning Model is effective to improve students' vocabulary mastery of the first graders at SMP N 1 Kaliori in the academic year 2022/2023. For the first process, this study conducted a pre-test for both groups with the aim of knowing the students' vocabulary mastery before they received treatment. The number of samples used in this study is different from the number of students in the class. It was caused there were 2 students from class VII 6 who were absent during the pre-test and 3 students from class VII 2 who were absent during the post-test. Some of these students must be eliminated when conducting data analysis. Therefore, the number of samples taken from the experimental class and control class each amounted to 30.

Based on the explanation from the previous table, the results showed that the average value of the pre-test in the experimental class was 54.13 while the average value in the control class was 76.13. After receiving the pre-test, both classes were

given treatment twice with different methods. Then, the last process is the post-test. The process is carried out to find out the results after both classes receive treatment. The average post-test value of the experimental class was 84.53 while the control class was 81.53, and the table shows that sig (2-tailed) 0.163 ≥ 0.05 which means there was no significant difference in scores between the experimental class using the Circuit learning model. and control classes using conventional methods. Although there was no significant difference in the scores of the two groups, the average post-test score of the experimental class was higher than that of the control class. This means that the treatment in the experimental class can affect students' vocabulary mastery, although the results showed there were no significantly different between both classes.

Another some factor probably caused the model was not effective is because students used the cellphones at the wrong time. After the Covid-19 pandemic ended, students tended to depend on the use of cell phones. As a consequence, this has a bad impact on learning in the classroom, especially in this study. Actually, the school did not allow students to bring cellphones to school, but there were some subjects (especially English subject) that require students to bring cell phones. In addition, in implementing the Merdeka curriculum, cellphones are needed as a learning medium and a means to access material when several guide books were not yet available.

Some of the bad effects of bringing cell phones into the classroom, especially in the experimental class, is that some students were not focused and could not concentrate their minds during learning. Therefore, the level of understanding of

some students on the material becomes low. To prevent this, often teachers have given warnings, and affirmations, or made good communication with students, but it did not affect too much on them.

Another possibility that causes the research results to be ineffective is that some male students were too enthusiastic when studying in class and they often asked some questions that were not related to the material (out of the topic), so the class atmosphere becomes crowded. Another factor was evidenced when students did the post-test, there were some students who were very quick to do the post-test and slept at their desks, and there were also students who play with their friends when they have not finished doing the post-test.

The results of this study found that the Circuit Learning Model was not effective, eventhough previous all studies in chapter 2 gave positive or effective results for the variables used. Therefore, this study was not strengthen previous research on the effectiveness of using the Circuit Learning model in developing students'vocabulary mastery

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of what have been discussed in chapter IV, and also the suggestion for language teaching that may be useful for teacher and English students

5.1 Conclusion

Grounded on the result of data analysis, it can be concluded that there was no significant difference in result scores between the experimental class which was taught by using the Circuit learning model, and control classes which was taught by using conventional methods. It can be seen in the post-test result, the average of experimental class was 84.53 while the control class was 81.53, and the independent sample t-test showed that sig (2-tailed) 0.163 is ≥ 0.05. It means that H_0 was accepted and H_1 was rejected and the use circuit learning model could not improve students' English vocabulary mastery.

It is caused by the use of mobile phones at the wrong time, so it can interfere students' concentration while studying and students' understanding of receiving material (new vocabulary) which were low. In addition, students must also be calmer when learning and were not asked questions outside of the material. Therefore, the teacher gave warnings, affirmations, and made good communication with students so that learning runs smoothly and enjoyably. Eventhough it was still not like what was expected.

5.2 Suggestion

Based on the conclusion, this study is expected to be useful for English teachers of seventh-grade students in teaching and learning vocabulary, and it hopes that this study could present a beneficial contribution to learning and teaching activity.

After carrying out the research, there are some suggestions for English teachers, students, and future researchers, which are presented below:

1. English teachers

According to the finding of the research, the use of circuit learning was not effective in improving English vocabulary mastery. This is due to the implementation of regulations that were less than optimal. Therefore, it is better that the teacher could control the obstacles of this research so that next time can run smoothly

2. Students

The students should learn English more calmly and focus when teaching and learning process. In addition, the students can also use various other models & strategies to improve their vocabulary skills frequently by themselves.

3. Future research and the readers

In this study, there were some obstacles that could not be handled while doing the research which can affect the results of this study. Therefore, the

suggestions for future researchers need to do the development of this research and control the obstacles in order to obtain better results.

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