

**THE EFFECTIVENESS OF USING VOCABULARY SELF-  
COLLECTION STRATEGY TOWARD STUDENTS'  
VOCABULARY MASTERY AT 11<sup>th</sup> GRADE OF MAN KAUR,  
BENGKULU AT THE SECOND SEMESTER IN THE  
ACADEMIC YEAR OF 2023/2024**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements for the S1-  
Degree**

**By:**

**ROLYTA ALHANIFA**

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**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING**

**FACULTY RADEN INTAN STATE**

**ISLAMIC UNIVERSITY LAMPUNG**

**2023**

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**2023**

## **ABSTRACT**

### **THE EFFECTIVENESS OF USING VOCABULARY SELF-COLLECTION STRATEGY TOWARD STUDENT'S VOCABULARY MASTERY AT 11<sup>TH</sup> GRADE OF MAN KAUR, BENGKULU AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2023/2024**

**By:**

**Rolyta Alhanifa**

Vocabulary is the most basic aspect that must be mastered by English learners. The purpose of Vocabulary Self-collection Strategy is to help students produce a list of words that will be explored and learned to use prior knowledge and interests to improve their abilities and master vocabulary. This strategy can stimulate the growth of word knowledge and increase their enjoyment of the subject in the classroom.

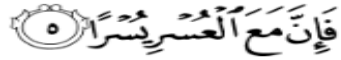
This study aims to determine the effectiveness of using a vocabulary self-collection strategy in increasing students' English vocabulary mastery. This research uses quantitative approach. It focuses on the effectiveness of using vocabulary self-collection strategy toward students' vocabulary mastery. The researcher used an experimental research with pre-test post-test control group design.

In this research, there was found the effectiveness of using Vocabulary Self-Collection Strategy toward students' vocabulary mastery in MAN Kaur. It was provided the result of hypothetical test showed that Sig. (Pvalue) or Sig.(2-tailed) of unequal variance was 0.000 and the  $\alpha=0.050$ . It means that Sig. (Pvalue)  $< \alpha$ , so it can be concluded that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) accepted or it can be said that the Strategy Vocabulary Self-collection Strategy has a significant influence. Furthermore, the research shows that by using this strategy students got

better score when they were taught by Vocabulary self-collection Strategy than using Word Translation Strategy. It has evidenced by the average score. The average score in the experiment class is 76, and the average in the control class is 51.2. It can be concluded that this strategy is one of good strategies for teaching vocabulary.

**Keywords:** *Quasi-experimental research, Students' vocabulary mastery, Vocabulary self-collection strategy*

## MOTTO



Meaning:

“For indeed. With hardship (will be) ease.”<sup>1</sup> (Q.S Al-insyirah: 5)

“Believe that Allah will not give a problem beyond your limits and every difficulty there must be ease, so be patient”

by Rolyta Alhanifa

Man Shabara Zafira

“Whoever is patient is lucky “

Film Ranah 3 Warna by A Fuadi

---

<sup>1</sup> <https://quran.com/ash-sharh/5>, accessed on 06-May-2023

## DECLARATION

The researcher is a student with the following identity:

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Thesis : The Effectiveness Using  
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MAN Kaur, Bengkulu at The  
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Academic Year of 2023/2024

Certify this thesis is definitely the researcher word. She has completed responsible for the content of this thesis. Other researchers' options or findings included in her thesis are quoted or cited in accordance with ethical standards.

Bandarlampung, May 2023  
Declared,



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**ADMISSION**

A thesis entitled: **“The Effectiveness of using Vocabulary Self-collection Strategy toward Students’ Vocabulary Mastery at 11<sup>th</sup> Grade of MAN Kaur, Bengkulu at the Second Semester on The Academic Year of 2023/2024”** by: **Rolyta Alhanifa, NPM 1911040200**, department: **English Education**, has been successfully defended as Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung. The thesis defense was held on: **Thursday 20<sup>th</sup> July 2023 at 11.00 - 12.30 WIB**

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## **DEDICATION**

Praise and Gratitude to Allah SWT has given merciful, healthy, and wealthy to me. This thesis is dedicated to:

1. The greatest inspirations, lovely and motivated me are beloved parents; Mr. Erwan Juanda and Mrs. Yeni Radianti who have always prayed and supported for my success and advised me to be patience in every condition to believe Allah help.
2. My beloved sister and brother; Nurul Rahmatul Aizizah and Ahmad Zulfikar who have always being my support system to complete of this thesis.
3. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my thesis.

## CURRICULUM VITAE

Rolyta Alhanifa was born in Bintuhan, 11 April 2001. She is the first child of Mr. Erwan Juanda and Mrs. Yeni Radianti. She has one younger sister named Nurul Rahmatul Azizah and a younger brother named Ahmad Zulfikar.

In 2013, Rolyta Alhanifa graduated from elementary school at SDN 21 Kaur Selatan, Kaur district, Bengkulu. After that she continued her education at MTsn 1 Kaur and graduated in 2016. Then she continued to MAN Kaur. While at MAN Kaur, the researcher was active in spiritual self-development (ROHIS) and was also active in the marching band as a pianika player. In 2019, she graduated and continued her education at UIN Raden Intan Lampung.

The researcher is an eighth semester student in the English department at UIN Raden Intan Lampung. She always realized that if you want something you have to do it in earnest. In advanced, she would like to express her deepest gratitude to both her parent who always support and advise her, as well as the sacrifices of them who do not want their children to feel different from the others, so that they will do anything for the success of their children. For all parents may Allah bless you, ameen.

Researcher really like Indonesian films and cartoons can get moral value and motivation. Such as film Laskar Pelangi, Ketika Cinta Bertasbih, 5 Menara, Ada Cinta Di Amstel, Petualangan Sherina, Ranah 3 Warna, Habibie dan Ainun, Assalamualaikum Beijing, Wanita Berkalung Sorban, Jilbab Traveler, Toy Story, Brave, Finding Nemo, Alice In The Wonderland, Maleficent, Jungle Book: Mowgli's Story, Doraemon, And Kiko. She also likes the world of writing and writers who have succeeded in inspiring her are Helvi Tiana Rosa, Asma Nadia, A Fuadi and Sapardi Joko Damono.

She is also active in the world of writing, she also uploads her writings on social media such as Instagram. She has a hobby of

writing poetry and short stories. The researcher wants to be a teacher and also a writer. Now she is venturing into her writing at [kompasiana.com](http://kompasiana.com) as a [kompasianer](http://kompasianer.com) blogger and establishes literacy for other great writers.

Here is an anthology of books she has participated in; *Affuwa dan Cinta Sang Penghamba*, *Menanam Kisah Melalui Cerita*, *The Story of Ramadhan*, *Memetik Keberkahan Ramadhan*, *Diksi Bercerita*, *Sajak Akhir Juli*, *Kepada Tolan Lama* and her first solo book entitled " *Ada Cerita Disetiap Klise Yang Tergambar Pada Sepasang Mata Anak Manusia* ". And also the researcher won several national writing competitions such as; 1st place winner in the national-level poetry creation competition for major masterpiece publishers on August 8 2021. 1st winner in the SERASI event (Seluruh Rakyat Berpuisi) in the context of a national-level poetry creation contest organized by IDN Creation on 28 June-14 July 2021. The 3 best authors in the national short story anthology at the sastra santri festival event held by the Kerta sentuh publisher on November 5, 2021. 2nd place winner in the VII Milad Amphibi essay competition at UIN RIL on May 27, 2021. 1st place winner in the national literacy theme quote competition organized by Biosastra on 21-25 January 2021. Favorite winner on the theme of addiction National poetry reading competition for IAIN Purwokerto addiction with the theme "Youth and Local Wisdom" organized by the Bidikmisi dan Kip-K IAIN Purwokerto student resource development department on January 16 2021. 3rd place in the pentigraph competition free national theme by the publisher JSI (Jendela Sastra Indonesia) on January 15, 2022. 1st place in the Ramadan poetry competition was held by the publisher SalamPedia March 2, 2023.

## ACKNOWLEDGMENT

All .praise to Allah, the Lord of the world, and the Creator of everything in this universe, who has given us healthy, wealthy and blessing so that the researcher can finish her thesis entitled “ the effectiveness using vocabulary self-collection strategy toward students vocabulary mastery at 11<sup>th</sup> grade MAN Kaur, Bengkulu at the Second Sementer in the Academic Year of 2023/2024 “. Peace and salutation to the prophet of Muhammad SAW (peace be upon him), to his family and his companions, who has brings us from the darkness to the brightness.

The researcher realizes this thesis has only finished with help and support from others during the process. Therefore, the researcher would like to be thankful for following:

1. Prof. Dr. Nirva Diana, M.Pd, the dean of the faculty of Tarbiyah and Teacher Training State Islamic University of Raden Intan Lampung
2. Dr. Muhammad Mohhassin, M. Hum, as the head of the English Education Department
3. Nunun Indrasari, M.Pd as the advisor who has given me his time to give suggestion and guidance the researcher until this thesis completed
4. Zakiyah, M.Pd as the co-advisor who has given me his time to give me correction, suggestions, support, advice and guidance the researcher until this thesis completed
5. Melisa Oktavia, M.Pd as English teacher of MAN Kaur, Bengkulu
6. Agatha Nila Sukma M, M.Pd as English Teacher of SMP 20 Bandar Lampung
7. The students of 11<sup>th</sup> grade and the teachers at MAN Kaur, Bengkulu for their willingness to be the participants of this research

8. All of the lectures and staff of the English Department have given a lot of precious knowledge and experience during the entire semester
9. For everyone whose name cannot be mentioned, thanks for giving moral support and motivation in accomplishing this research. May Allah SWT bless them, aamiin.
10. Thank you so much to Nasyeed Vocafarabi with their cover “Allah Selalu Bersama” and Edcoustic “Tak Ada Beban Tanpa Pundak” was given me spirit while the writing this thesis.

Lastly, since the researcher realizes that some shortage need to be evaluated, the researcher welcomes any kind of constructive feedback, suggestions, and critiques to make this thesis better. Hopefully will be useful for anyone who has reads this thesis.

Bandar Lampung, May 2023



Researcher

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

The title of this research “The Effectiveness of using Vocabulary Self-Collection Strategies toward Students Vocabulary Mastery”, emphasize the meaning of the title, from the term of the title of this thesis as follows:

#### 1. Effectiveness

Effectiveness has a sense so far where the organization carried out all for the main achieve all goals<sup>1</sup>. Effectiveness is the influence caused by existence of a particular activity to determine the extent to which the level of success is achieved in every action taken.

#### 2. Vocabulary

Vocabulary is the main key in learning a language before studying grammar, pronunciation, public speaking, writing and listening skills. The importance of learning vocabulary is a challenge for teachers to be able to make students interested in learning vocabulary. Nation’s states the aspect or component of vocabulary its words form, words meaning and word use. Words form included spoken, spelling and part of speech, word meaning learn about antonyms and synonyms in the texts.

#### 3. Vocabulary Mastery

Learning vocabulary is considered as a problem was remembering long lists of English words as a second language<sup>2</sup>. When students are mastered in vocabulary, they are more familiar with vocabulary, and they don’t only know about the meaning of the word obtained for used speaking or writing.

Vocabulary mastery is where students learn about lists and

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<sup>1</sup> Richard M. Streers, *Efektivitas Organisasi* (Jakarta: Erlangga, 1985), 46.

<sup>2</sup> Scott, Thornbury, *How to Teach Vocabulary* (New York: Longman, 2002),

meaning to learn foreign languages to students. When students have stored and mastered vocabulary, they will know the meaning of vocabulary in its context, either in the rules of use or in its meaning. It can also help to avoid mistakes in the second language. This study used Vocabulary Self-collection Strategy in mastering vocabulary consisting of word form on part of speech mastering noun, verb and pronoun, on word use focusing on mastering grammar vocabularies of present tense, and word meaning mastering meaning of vocabulary and also capable of mastering synonyms and antonyms. All these indicators were adjusted by the researcher based on the language feature on the explanation text. Explanation text is what eleventh grade students learn in the second semester.

#### 4. Vocabulary Self-Collection Strategy

VSS is a collaborative structure that provides a practice of identification and look for unfamiliar words or vocabulary<sup>3</sup>. Students choose a word from the reading and nominate word meanings in the group will learn.

### **B. Background of the problem**

In learning English, there are four skills that students must understand, namely speaking, listening, reading, and writing. One of the four skills are speaking, speaking is verbal communication to communicate with others<sup>4</sup>. There are five components of speaking skills; comprehension, grammar, vocabulary, and pronunciation fluency<sup>5</sup>. One more skill is reading; there are fundamentals in reading comprehension as follows; word reading, fluency, vocabulary and

---

<sup>3</sup> Vacca Richard T, Ramos Aurora Martines and Vacca Jo Anne L, *Content Area Reading : Literacy And Learning Across The Curriculum* (New York: Pearson Education, 2008), 454.

<sup>4</sup> Glen, Fulcher, *Testing Second Language Speaking* (Great Britain: Longman, 2003), 23.

<sup>5</sup> David, Harris *Testing English As a Second Language* (New York: Mc. Graw Hill Book Company, 1974), 12.

word knowledge<sup>6</sup>. Based on the above statement, all language skills needs vocabulary, which is the most basic in language understanding. Vocabulary is the main key to learning a language before studying grammar, pronunciation, public speaking, writing, and listening skills and understanding linguistic meaning. The importance of learning vocabulary is a challenge for teachers to be able to make students interested in learning vocabulary.

Vocabulary is a word in a language consisting of items, sentences, and phrases with several meanings. Vocabulary is a key to understanding what students hear, read and ideas from them. The vocabulary as a tool for thinking, give ideas, translating, and communicating<sup>7</sup>. The vocabulary knowledge is very important in mastering the basic elements because vocabulary covers all of them<sup>8</sup>. Vocabulary is not only to be remembered and memorized but should be interpreted and mastered because one word can have various meanings according to the context.

No matter how well the learner learns and understands grammar, no matter how proficient the pronunciation is acquired from the second language, communication in the second language cannot occur in a meaningful fashion without words to represent multiple meanings<sup>9</sup>. It is more crucial than mastering grammatical rules. People can understand English without mastering grammar, and they will not be able to master English before they have a broad vocabulary<sup>10</sup>. Increasing English vocabulary allows someone can easily communicate in English and improve language skills easily. Therefore, vocabulary in English is a necessary upgrade to improve in

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<sup>6</sup> Jenette K, Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension To Students With Learning Difficulties* (New York: The Guildford Press, 2007), 2.

<sup>7</sup> Yiwei Wu, "The Application Of Clt In College English Vocabulary Teaching" *Journal of Cambridge Studies*, Vol. 4 No. 3 (September 2009): 128-131, <https://doi.org/10.17863/CAM.1317>.

<sup>8</sup> Joan Sedita, "Effective Vocabulary Instruction," *Insights on Learning Disabilities*, Vol. 2 No. 1 (2005): 33, <https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf>.

<sup>9</sup> Michael McCarthy, *Vocabulary* (Oxford: University Press, 2006), 3.

<sup>10</sup> Wilkins, *Vocabulary and Its Importance in Language Learning*, 111.

speaking, writing, listening, and reading. Knowledge of vocabulary is useless because words are the basis that makes sentences in meaning to mastery vocabulary.

Mastery of English vocabulary is important in learning a second language. When vocabulary is insufficient will not able to get good skills in English. That is impossible to communicate meaning when they can use good grammar, no matter how sound in a second language learned. If there are no words they understand from the diversity of meanings, it will be difficult for them to master a second language<sup>11</sup>. Harmer said if language structure forms the language's skeleton, then vocabulary provides vital organs and flesh to make body shape<sup>12</sup>. In other hand, the researcher can conclude, no matter how masters English grammar, without knowledge of vocabulary is useless because words are the basis that makes a sentence meaning.

A native speaker has a vocabulary of around 20,000 words, whereas a good learner who has studied English for several years only knows about 5,000 words. Thornbury mentions that an English learner will need around 18 years of learning and receive the same amount of vocabulary native speakers absorb in just one year. The expert claims that the number of core vocabulary that student understood is 2,000 words. This amount used by native speakers is called defining vocabulary, which happens in monolingual dictionaries. Scott Thornbury states there is the seventh level of vocabulary such as<sup>13</sup>

**Table 1.1**  
**Average of Vocabulary**

<b>Level of vocabulary</b>	<b>Level word</b>
Easy start	200 word

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<sup>11</sup> Carranza et all, "Vocabulary Learning and Strategies Use By Teacher Education Students," *Asia Pacific Journal of Multidisciplinary Research*, Vol. 3 No. 2 (2015): 49-55, <http://www.apjmr.com/wp-content/uploads/2015/05/APJMR-2015-3-2-007-VLS-for-pub.pdf>.

<sup>12</sup> *Ibid.*

<sup>13</sup> Scott Thornbury, *How to Teach Vocabulary*, 59.

Level one beginner	300 word
Level two elementary	600 word
Level tree intermediate	1.200 word
Level four intermediate	1.700 words
Level five upper-intermediate	2.300 words
Level six advance	3000 words

From the vocabulary scale above, it can be connected between the scale of vocabulary and senior high school students that should have 2000-2500 of vocabularies in level upper-intermediate. Nation gave evidence that counting 2,000 that the most frequent English words because that frequency words are always the best decision for university students. Preliminary research was conducted by interviewing MAN Kaur English teachers and giving a questionnaire. The questionnaire to class XI MIA I consisted of 33 students. It was based on a questionnaire with 10 close-ended questions distributed to class XI MIA students, and it stated that the students were enthusiastic about learning English. Still, they needed help with vocabulary caused by the lack of vocabulary in English.

In interviewed two English teachers where it was concluded that students experienced difficulties in mastering English vocabulary due to a low of supporting learning media. Students also do not dare to practice and apply vocabulary independently and seem too depend on the teacher provide learning, we already know that the teacher is a facilitator rather than a learning source. In addition, the student's vocabulary did not meet the vocabulary standard at the high school level, and student's quickly forgot the learning vocabulary they had learned. This possibility because the selection of the techniques and strategies not yet suitability of students.

Vocabulary Self-Collection Strategy as a strategic learning

through student vocabulary is an excellent strategy for expanding the depth of student's vocabulary knowledge as well as developing students' abilities to be strategic and independent word learners<sup>14</sup>. This strategy gives students the freedom to collect vocabulary that they think is important and interesting in their collection so that it is easy to understand, remember and master. The purpose of Vocabulary Self-collection Strategy is to help students produce a list of words that will be explored and learned to use prior knowledge and interests to improve their abilities and mastery vocabulary<sup>15</sup>. This strategy can stimulate the growth of word knowledge with the language, and increase their enjoyment of the subject in the classroom.

From the results of pre-research through the previous interviews, it is stated that the average students have lack of vocabularies, thus the 11<sup>th</sup> grade students quickly to forget of vocabulary what they have learned. The factors causing a lack of English vocabulary are the interest in reading English text which is still low, and there is no place for creativity to flow English outside of class hours<sup>16</sup>. Many students complain of difficulties in collecting and understanding vocabulary; therefore, the importance of teacher's role in forming strategies and motivating students always to be enthusiastic in remembering vocabulary as a way to master English. Hopefully, using VSS can provide a free space for steel lessons in learning English vocabulary. In this strategy, the freedom to collect according to the needs and interests words can be obtained from various sources of learning. Besides, it is challenging to remember and understand the vocabulary in learning vocabulary. That's hope

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<sup>14</sup> M.R., Ruddel & Shearer, B.A. "Extraordinary" Tremendous" "Exhilarating" "Magnificent": Middle School At-Risk Students Become Avid Word Learners with The Vocabulary Self Collection Strategies (VSS)," *Journal of Adolescent And Adult Literacy*, 45 (2002): 352-363, <https://literacy.kent.edu/ohioliteracyalliance/research/pdf/ruddell.pdf>.

<sup>15</sup> Eemeliya Sukma Dara Damanik, et al, "The Use Of Vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension," *Getsempena English Education Journal*, Vol. 8 No. 1 (2021): 21, <https://doi.org/10.46244/geej.v8i1.1228>.

<sup>16</sup> Nofalita F.Tungka, "Teknik Penguasaan English Vocabulary dalam Pembelajaran Bahasa Inggris," *Jurnal Media Litbang Sulteng*, Vol. 3 No. 1 (2010): 52, <http://jurnal.untad.ac.id/jurnal/index.php/MLS/article/view/71>.



the strategy can increase students vocabularies in standard level of vocabulary on senior high school. Therefore, this research aims to provide a list of appropriate learning strategies in the teaching-learning process for mastering vocabulary. Using VSS can provide a free space for steel lessons in learning English vocabulary. This strategy allows freedom to collect, according to the needs, interests, and important of words from various reading sources of learning.

Related to the reasons stated above, researchers are interested in investigating affect of vocabulary self-collection strategy on students' vocabulary mastery. Therefore the researchers make this a problem topic to be studied. Finally, the researcher is entitled “**The Effectiveness of using Vocabulary Self-Collection Strategy toward Students Vocabulary Mastery at 11<sup>th</sup> Grade of MAN Kaur, Bengkulu at The Second Semester in The Academic Year of 2023/2024.**”

### **C. Identification and limitation of the problem**

#### **1. Identification of the problem**

Based on the above background, the researchers identified problems related to students' vocabulary: Preliminary research was conducted by interviewing MAN KAUR's English teachers and giving a questionnaire. The questionnaire to class XI MIA 1 consisted of 33 students. It was based on a questionnaire with 10 close-ended questions distributed to class XI MIA 1 students, and it stated that the students were enthusiastic about learning English. Still, they needed help with vocabulary caused by the lack of vocabulary in English.

The conclusions that the researcher can convey from the results of the interviews that have been carried out with the two English teachers at MAN Kaur are:

- a) Students is difficult to understand the meaning of a word in English because their still lack in vocabulary
- b) Students quickly forget the vocabulary they have learned
- c) Students lack of independent practice in remembering and

applying vocabulary and being too dependent on what is given by the teacher.

## **2. Limitation of the problem**

Based on the identification of the problem above, the study will focus on the effectiveness of using the Self-Collection Strategy for vocabulary mastery toward English student at 11<sup>th</sup> Grade of MAN Kaur in material Explanation Text based on the syllabus MAN Kaur in the second semester. And the research consisted of aspect vocabulary; word formation (present tense, verb, noun and pronouns) and word meaning (synonyms, antonyms and meaning).

## **D. Formulation of the problem**

Based on the identification of the problem above, the formulation the research as followed: Is there any effectiveness of using Vocabulary Self-Collection Strategy toward students' vocabulary mastery?

## **E. Objective of the research**

Based on the research questions above, the objectives of this study is: To find the effectiveness of using Vocabulary Self-Collection Strategy (VSS) toward students' vocabulary mastery.

## **F. Significance of the study**

### **1. Theoretically**

Mastering vocabulary is the most important thing in English. This study aims to find a good strategy in mastering vocabulary. This research can be a good finding and become a variation of the ways in the process of learning English, at the same time, provide more benefits to students in suitable strategies of learning in mastering understanding the use of vocabulary.

### **2. Practically**

This research is expected to be useful for the developing English teaching strategies for both individuals and

institutions, there are:

- a) For teachers
  - 1) Input materials for teachers in teaching English, especially in improving English vocabulary mastery.
  - 2) As an alternative strategy for teachers in choosing English vocabulary teaching strategies
- b) For students
  - 1) Improving students mastery of English vocabulary
  - 2) Increase motivation in learning English
- c) For schools
  - 1) Improving the effectiveness of teaching English and school achievement
  - 2) Input for schools to maximize efforts to improve teachers' ability to choose the right teaching strategies.
- d) For Future Researchers  
Improving English department students to mastery vocabulary through this strategy and prospective English teachers can use this strategy when teaching in the class.

### **G. Previous relevant research studies**

Research conducted by Putri Anita, Feber Angelina, Sumianti Magdalena (2020) "**Using Vocabulary Self-Collection Strategy (VSS) To Improve Mastery Student's Vocabulary**". This study wants to find the problem factors why students are lacking in English vocabulary; the fact is that most students need a dictionary, thus making them feel they need help understanding the meaning of a word in English. They need to practice speaking English more, so their vocabulary is low. They also need to have the right strategy to remember the vocabulary after the learning process, therefore making them quickly forget many of the words they had before. The next cause is the teacher needs to be more apparent when explaining the material in the learning process. This researcher uses classroom action

research (CAR) as the research design. Classroom action research prioritizes collaboration between researchers and instructors, generally for some time. There is a cycle term to complete the research stages, and quantitative data is obtained by calculating test scores. Researchers use spoken text, written tests, and interviews to collect data. To analyze qualitative data, researchers use collection steps data, namely data from class assessments, comparing student scores, calculating the percentage of student scores, and making conclusions based on the results instrument. This study uses Stoddard's theory (2006) in implementing VSS. This research methodology uses Classroom Action Research. Researchers have conducted research in two cycles. In analyzing the data, researchers used quantitative data. Final results in the implementation Vocabulary Self-collection Strategy (VSS) in teaching vocabulary to eighth graders is a success.<sup>17</sup>

Research conducted by Kholifuddin Roma, Y. Gatot Sutapa, Sudarsono (2019) **“Improving Students’ Enthusiasm In Learning Vocabulary Through Vocabulary Self-Collection Strategy”**. Vocabulary is an important thing that all students must learn. The researcher found that seventh grade SMP Walisongo students lack vocabulary, making it difficult for them to master English, and also, English teachers must be selective in using learning strategies for teaching vocabulary to these students. Researchers use the Self-Vocabulary Collection (VSS) as an educational strategy vocabulary to improve students' vocabulary fluency. This study refers to Martin's theory (2002) in its implementation in increasing students' understanding when taught how to collect vocabulary. For that, researchers use classroom action research designed to be carried out in this study. Researchers use observation checklists, field notes, and vocabulary tests for two cycles in this study. The results of this study showed positive results regarding the use of Vocabulary Self-collection as a strategy to improve the ability of both students.

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<sup>17</sup> Putri Anita, Feber Angelina, Sumianti Magdalena, “Using Vocabulary Self-Collection Strategy (VSS) To Improve Mastery Student’s Vocabulary,” *Linguistic, English Education and Art (LEEA) Journal*, Vol. 3 No. 2 (2020): 31, <https://doi.org/10.31539/leea.v3i2.1010>.

Enthusiasm concerning learning vocabulary and researchers recommend learning as well strategies that can also be applied in teaching vocabulary in class.<sup>18</sup>

Research conducted by Rizal Arisman (2021) **“Vocabulary self-collection Strategy: Is It Effective To Improve Vocabulary Mastery Achievement in High School Students?”** The problem in this study is seen in the lack The vocabulary of SMA Negeri 4 Baubau, Southeast Sulawesi. The English teacher introduces English vocabulary using translation, asks students questions, and then memorizes them. As a result, many students lose enthusiasm and get bored with learning vocabulary. As a result, the student's vocabulary fluency could be better because students have problems memorizing new words that have been taught, which makes them forget easily. Researchers used the Self-Vocabulary Collection (VSS) strategy to improve students' vocabulary fluency, and VSS was developed by Ruddell in 2005. A quantitative approach with a quasi-experimental design was used for this study. This means learning using student groups, where there are two groups, one as a control group and the other as an experimental group. Students involved in this study were students of class XI SMA Negeri 4 Baubau, with a total of 184 students. The sample has class MIA-4 as the experimental class and MIA-7 as a control class with 60 students. They were selected as a sample using a purposive cluster sampling technique. In this vocabulary, it was found that self-collecting vocabulary was more effective than conventional methods used in the control class.<sup>19</sup>

The differences in the research are: The first journal that used Stoddard's theory (2006) to apply this technique research is CAR to see an improvement in students' Vocabulary. The researchers

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<sup>18</sup> Kholifuddin Roma, Y. Gatot Sutapa, Sudarsono, “Improving Students’ Enthusiasm In Learning Vocabulary Through Vocabulary Self-Collection Strategy,” *Proceedings International Conference on Teaching and Education (ICoTE)*, Vol. 2 No. 1 (2018): 1, <http://dx.doi.org/10.26418/icote.v2i1.33934>.

<sup>19</sup> Rizal Arisman, “Vocabulary self-collection Strategy: Is It Effective To Improve Vocabulary Mastery Achievement in High School Students?,” *J-SHMIC: Journal of English for Academic*, Vol. 8 No. 2 (2021): 1, [https://doi.org/10.25299/jshmic.2021.vol8\(2\).7446](https://doi.org/10.25299/jshmic.2021.vol8(2).7446).

collected the data through oral text, written tests, and interviews. The second journal uses Martin's theory VSS (2002), uses the CAR research type to see an increase in students in enthusiasm for learning English vocabulary. For that purpose, classroom action research was designed to be conducted in this study. The researcher used an observation checklist, field note, and vocabulary test in two cycles in this research. The third journal used Ruddel's theory VSS (2005) in its application of the VSS to see its effectiveness of using the Vocabulary Self-collection Strategy and uses a Quasi-experimental design. In this study, the researcher will use mixed Haggard's theory VSS (1982) and Antonacci & O'Callaghan (2012) apply adopted and modified theories. The researcher will use Quasi-experimental research to determine the effectiveness of using VSS, seeing an increase in students' vocabulary mastery after using the vocabulary self-collection strategy. The researchers will use a test with pre-test and post-test. The research similarities are: This study uses the Vocabulary Self-collection Strategy and uses the type of Quantitative research.

## **H. Systematic of The Research**

The researcher will conduct this research into structure below:

### **1. Chapter I :**

#### **Introduction**

This chapter consists of the title confirmation, background of the problem, identification and limitation of problem, formulation of the problem, objective of the research, significant of the research, relevant research, systematic of the research.

### **2. Chapter II :**

#### **Frame Theory and Hypothesis**

This chapter consists of the theories of vocabulary, types of vocabulary, level of vocabulary, teaching vocabulary, vocabulary mastery, vocabulary self-collection strategies, problem in learning vocabulary and text explanation.

**3. Chapter III :**

**Research Method**

This chapter consists of time and place of the research, research design, population, sample and data collection, operational definition of variable, research instrument, validity and reliability of the instrument and data analysis.

**4. Chapter IV :**

**Research Findings and Discussion**

This chapter consists of data presentation, result of the data of analysis, interpretation and discussion.

**5. Chapter V :**

**Conclusion and Suggestion**

This chapter consists of conclusion and suggestion

## CHAPTER III RESEARCH METHOD

### A. Place and Time

The researcher was conducted a research in MAN Kaur on March, 8- 18 April 2023. This research aims to find the effectiveness using Vocabulary self-collection strategy to increase student vocabulary mastery. The participants in this study were 11<sup>th</sup> grade students of MAN Kaur in the 2022/2023 academic year. The two classes were obtained from cluster random sampling, students of 11 MIA II treated as an experimental class consisted of 34 students. And students of 11 SOS I treated as the control class totaled 35 students. The research used instrument test; pre-test and post-test.

### B. Research design

Quantitative research is an approach to testing by examining the relationship between variables<sup>1</sup>. Variables are measurable usually using instruments, so the data are numbered can be analyzed using statistical procedures. One of the quantitative research designs is experimental research. Experimental research is to find out if there is no effect of treatment on corrected subject<sup>2</sup>. The way to find out is to compare one or more experimental groups that are treated with one group non-treated comparators. An experimental design aims to test the impact of the results and control for all other factors that might have influenced the results based on operational variable statistics, calculations and measurements. With these calculations can know the effectiveness between the two variables at once. There are three types of experimental research; True-experimental, Quasi-experimental and Pre-experimental.

This study uses a quasi-experimental research, where there are

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<sup>1</sup> Jhon W, Creswell, *Qualitative, Quantitative and Mixed Methods Approache* (Singapore: SAGE Publication, Inc. 2009), 32.

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2009), 272.



two groups or classes, one of which is the control class and the other is the experimental class. And in this experimental class, the researcher give treatment, where the treatment using Vocabulary Self-Collection Strategy. A quasi-experimental design is a research design carried out by conducting experiments on an experimental group. Each experimental group was given certain treatment with controllable conditions. The design of Quasi-experimental is pre-test post-test control group design<sup>3</sup>. Based on the explanation above, the researcher design can be described as follows:

**Table 1.3**  
**Quasi Experimental Research Design**

Quasi Experimental Research Design		
O1	X	O2
O3		O4

**Information :**

- O1 : Experiment class
- O3 : Control class
- X : Treatment in experiment class
- O2 : Using Vocabulary Self-collection Strategy in experiment class
- O4 : Using Word Translation Strategy in control class by teacher

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<sup>3</sup> Sugiyono. *Metodelogi Pennelitian Pendiidkan* (Bandung: Alfabeta, 2011), 112.

Otherwise, the control class will teach the same of their English teacher with word translation strategy, and the way for students to memorize vocabulary is by several things:

- a) The researcher invited students to speak in class using English during the teaching-learning process
- b) Usually in the conversation, the teacher repeats it, and teacher translates into Indonesian
- c) The researcher gives students the task of looking for words or choosing the words that were discussed earlier into other sentences, apart from the conversation earlier.
- d) In reading text, the teacher will ask them to choose the words in other sentences and memorized, and most often, the teacher invites and chats in class and uses English.

### **C. Variable of research**

Thomson state variable refers to the characteristics that can be measured or observed that are varied and studied using scores in specific situation<sup>4</sup>. Added to Rosenthal & Rosnow, one variable can influence other variables. However, that statement is one variable when dealing with studies in nature and humans<sup>5</sup>. Thus, see the followings:

- 1) The Independent variables are variable can cause, influence, or affect. They are also called manipulation, antecedent, or predictor variables.
- 2) The dependent variable depends on the independent variable; the independent variable results from the independent variable influence are criteria, outcomes, effects, and response variables.

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<sup>4</sup> Thompson, B., *The Fundamentals of Behavioral Statistics: An Insight-Based Approach* (New York: Guilford, 2006).

<sup>5</sup> Robert Rosenthal, Ralph L. Rosnow, *The Essence Of Behavioral Research: Methods And Data Analysis* (New York: Mcgraw-Hill, 1991), 120.

## **D. The operational variables**

### a) The Independent variable (X) :

The researcher gave Vocabulary Self-collection Strategy. Vocabulary Self-Collection Strategy is a learning strategy that gives students the freedom to master English. This strategy gives students the freedom to collect vocabulary that they think is important and interesting in their collection so that it is easy to understand and master. Vocabulary Self-Collection Strategy involves the following steps: selecting the word, collecting the term, defining the words and finalizing the word lists.

### b) The dependent variable (Y):

Vocabulary mastery is where students learn about lists and meaning, when students have stored and mastered vocabulary, they will know the meaning of vocabulary in its context, either in the rules of uses or in its purpose. Vocabulary mastery that the researcher though to students is regarding the word formation (verb, noun, present tenses, pronoun) and word meaning (synonyms, antonyms and meaning) which gave to class research that suitable with the material and syllabus for the second semester of 11<sup>th</sup> grade.

## **E. Population, sample and sampling technique**

### 1. The population of the research

Population is the total of each element to be studied with the same characteristics, which can be individuals from a group, an event, or something to be learned. Population in the large group to which the results apply<sup>6</sup>. The researcher can say that the population is an element that is a large group with the same character which can be used for the research results. The people in the research were all students of the second semester of the 11<sup>th</sup> grade of MAN Kaur in academic year 2022/2023.

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<sup>6</sup> Jack R Frankel, Norman E. Wallen, and Helen H. Hyun, *How To Design And Evaluate Research In Education*, 2<sup>nd</sup> Edition (New York: Mcgrawinc, 1993).

**Table 1.4**  
**Population English 11<sup>th</sup> grade of MAN Kaur in academic**  
**years 2022/2023**

No	Class	Male	Female	Total
1.	XI MIA I	11	23	34
2.	XI MIA II	10	25	35
3.	XI SOS I	11	24	35
4.	XI SOS II	11	23	34
<b>Total of students'</b>		<b>43</b>	<b>95</b>	<b>138</b>

*Source: The data of MAN Kaur*

Based on the data above, the population of the MAN Kaur that consists of 138 students' of 11<sup>th</sup> grade.

## 2. The sample of the research

In this study, researcher took two classes and the two classes were the experimental class and the control class.

## 3. Sample technique

In this study, the sampling technique used cluster random sampling is taking samples from the population carried out by area and randomly. Researcher using this sampling technique because it is based on a sampling technique that, by using random cluster sampling by drawing lots from all students in classes used as a sample class, where classes are selected randomly and possible to do. Samples are selected using cluster random sampling. Cluster random sampling is an area-sampling technique used to determine the sample of the object to be studied, or data sources are comprehensive; for example,

residents of a country, province or district<sup>7</sup>.

Furthermore, from 4 classes, two classes took as research sample. The researcher determines the sample with the following:

- c) The population consists of all XI grade at MAN Kaur classes, namely XI MIA I, XI MIA II, XI SOS I, and XI SOS II.
- d) The researcher makes rolls of paper from the four.
- e) The four rolls are then randomly drawn to determine which class as sample the study.
- f) After randomization, the control and experimental classes can be obtained, the result of cluster random sampling are XI MIA II is the experimental class and XI SOS I is the control class in this study.

## **F. Data collecting technique**

According to Arikunto, tests are questions used to measure intelligence, ability, knowledge, or talent belonging to and individual or group<sup>8</sup>. The collection of the data in this study is in the form of the:

- a) Pre-test  
The pre-test was conducted to determine students' vocabulary mastery before being given treatment. It aims to determine the level of student's initial knowledge.
- b) Post –test  
Post-test was conducted to determine students' vocabulary mastery after receiving treatment. The topic

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<sup>7</sup> Sugiyono *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018), 80.

<sup>8</sup> Suharmi Arikunto, *Procedure Penelitian Pendekatan* (Jakarta: Rineka Cipta, 2014), 266.

of the material on the post-test is at least the same as the pre-test because both measure students' vocabulary mastery.

### G. Instrument of the research

An instrument is a tool for measuring, monitoring or documenting quantitative data. Instruments are generally utilized as measurement devices (surveys, test, questionnaires, etc.). Additionally, vocabulary test implemented as study items to complemented the findings to determine the effectiveness of using Vocabulary Self-Collection Strategy toward students' vocabulary mastery. There are three aspects of vocabulary; word formation, word meaning, and word use<sup>9</sup>. The researcher used word formation and word meaning which gave to class research that have suitable with the material and syllabus for the second semester of 11<sup>th</sup> grade. Before that, the researcher prepare 80 questions for validation and try out so that 40 items for pre-test and 40 items for post-test that follows the curriculum, aspects, indicators and level of students.

To score the items of questions, the researcher use Arikunto's formulation; the ideal score is 100 points<sup>10</sup>. The score of a pre-test and a post-test was calculated by using the formula:

$$S = \frac{r}{n} 100$$

Notes:

S : Score ideal of the test

N : Total items

R : The totals of right answers

The try out test used 40 multiple-choice questions in it. Their score will be two, (2.5) points for the correct answers, and zero (0) points for the incorrect. The following is a table of items test

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<sup>9</sup> I.S.P, Nation, *Learning Vocabulary In Another Language* (Cambridge: Cambridge University P=ress, 2001), 41.

<sup>10</sup> Suharmi Arikunto, *Procedure Penelitian Pendekatan*, 54.

specifications:

**Table 1.5**  
**The Specification of the test for Try-out**

Aspect vocabulary	Indicator	Pre-test			Aspect vocabulary	Indicator	Post-test		
		Odd	Even				Odd	Event	
Word formation	Present Tense	11, 19, 27	16, 20, 24, 26, 28		Word formation	Present Tense	1, 3, 5, 9, 19, 25, 29	4, 6, 8, 10, 16, 18, 20	
	Nouns	7	22, 36			Nouns	7, 21, 27, 37	2, 12, 30	
	Verb	1, 3, 13, 21, 23	8, 14			Verb	31, 39	22, 28	
	Pronouns	9, 37	-			Pronouns	13	-	
Word meaning	Synonym	17, 25, 33, 35, 39	2, 10, 18, 34, 38, 40		Word meaning	Synonym	15, 17	24, 38, 40	
	Antonym	15, 31	4, 30, 32			Antonym	23, 33, 35	14, 32, 34, 36	
	Meaning	5, 29	6, 12			Meaning	11	26	
Total		20	20	40	Total		20	20	40

Based on the table above, it can be concluded that there were 80 items in Explanation Text based on syllabus, 40 items for pre-test and 40 items for post-test. For the pre-test there were 20 items even and 20 odd items. The questions for aspect vocabulary in word formation were 20 items, in word meaning there were 20 items. Then post-test there were 20 items even and 20 odd. The questions for aspect vocabulary in word formation were 26 items, in word meaning there were 14 items.

After the question items validated *MS Excel 2010*. The researcher prepared pre-test and post-test. The test used 25 multiple-choice questions. Their score will be two, (4) points for the correct answers, and zero (0) points for the incorrect. The following is a table of items test specifications is:

**Table 1.6**  
**The Specification of the Pre-test and Post-test after Validity**

Aspect vocabulary	Indicator	Pre-test			Aspect vocabulary	Indicator	Post-test		
		Odd	Even				Odd	Even	
Word formation	Nouns	11, 21	8, 10, 14, 18, 20		Word formation	Nouns	7	2, 6, 20	
	Verb	3	12, 16, 24			Verb	15, 17, 21	8, 10, 18	
	Pronouns	15	4			Pronouns	-	22, 24	
Word meaning	Synonym	1, 5, 9, 13, 19	2		Word meaning	Synonym	5, 9, 11	12	
	Antonym	7	6, 22			Antonym	23, 25, 3	4	
	Meaning	17, 23, 25	-			Meaning	1, 13, 19	16, 14	
Total		13	12	25	Total		13	12	25



Based on the table above, it can conclude that there were 50 items in Explanation Text based on syllabus, 25 items for pre-test and 25 items for post-test. For the pre-test there were 12 items even and 13 odd items. The questions for aspect vocabulary in word formation were 13 items and in word meaning there were 12 items. Then post-test there were 12 items even and 13 odd. The questions for aspect vocabulary in word formation were 12 items, in word used were 13 items and meaning there were 9 items.

## **H. Research procedures**

### **1. Planning**

Before conducting the research, researchers must have a research plan in advance so that the research process runs in a structure and direct manner. The following is a research plan that carried out:

#### **a) Determining the subject**

The research subject is MAN Kaur. The chosen subject is compatibility with background of the problem. After getting the subject, with a population of 11<sup>th</sup> grade as consist on 4 classes and two classes selected as the control class and the experimental class based on sampling technique with Cluster Random Sampling.

#### **b) Determining the material be taught**

The researcher gave the material taught in word formation and word meaning based on Nation theory in experiment class.

#### **c) Preparing the try out**

The researcher used his research instrument the average vocabulary ability of students in the form of multiple-choice 40 of vocabulary test on the classes except the control class and the experimental class. After that, the researcher had make another test of questions by following the vocabulary aspect in the word formation and meanings. The researcher was

assessed the test make it better for pre-test preparation based on the syllabus.

d) Preparing the pre-test

The researcher prepared question items according to the vocabulary aspects, which had gave to students. These items were obtained from the result of the previous try-out.

e) Preparing post-test

The researcher prepared question items according to the vocabulary aspects, which had gave to students' obtained these test questions from the results of the try-out and pre-test that had validated measures of the effectiveness of using the VSS.

2. Application

After preparing the research plan, the researcher tries the research procedure. There are several steps took:

a) In the first meeting, the researcher gave try-out questions as consisting of 40 questions pre-test and post-test to students with type multiple-choice test to students.

b) Second meeting, the researcher gave students a pre-test in the form of multiple-choice.

c) The third meet, gave a treatment of the experiment class for three meetings. And the control class is adjusted to the strategy used by the teacher namely the word translating strategy.

d) In the last meeting, the researcher gave a post-test for both classes by giving questions in the form of multiple-choice

3. Analyzing Data

In the last point, the researcher analyzed the data from try out, pre-test and post-test, and made report on the finding.

## **I. Analysis of research instruments**

### **1. Validity test**

Validity is an interpretation based on test scores, and the test must be excellent and legitimate; validity shows how good the data is on the subject under study. In On the other hand, validity is generally defined as "measuring what can be measured." When a test is valid, the test is acceptable. The test can be accepted if the test findings and criteria are met. There are several types of validity, namely:

#### **a. Content validity**

Content validity relates to all items contained in a measuring instrument. Content validity is a measuring tool to get the best content validity; researchers adopt textbooks based on the syllabus for 11<sup>th</sup> grades. Content validity represents a measure in the content field, and the validity of sampling is used to know well the test sample as the total or content for test purposes. Content validity is determined by expert considerations called validators. Usually, experts in the field are asked to rate the content's validity. Content validity relates to all the items contained in a measuring instrument. That means to get content validity is evidence based on the quality of the content with the curriculum, namely by comparing the specifications of the test with analyzing questions with the basic competence of learning. The validator in analyzing the test specification is an expert who advises in writing or through scores.

#### **b. Construct validity**

Construct validity determines the extent to which the instrument set provides scores that can be used to

make questions and must follow the theory used. That means construct validity is evidence of the suitability of the test content with relevant theoretical concepts. These questions should show whether they reveal vocabulary that has been taught and must measure student vocabulary mastery.

## 2. Reliability test

The instrument's degree of stability is determined by reliability<sup>11</sup>. The reliability test aims to determine the extent to which one can trust the measurement results, which can be valid if the measuring instrument shows the consistency and stability of the test results during the exam used on other occasions; the test is considered reliable. The reliability test criteria are the following:

**Table 1.7**  
**Levels of Reliability Test**

0.00-0.200	Reliability is very low
0.200-0.400	Reliability is low
0.400-0.600	Medium reliability
0.600-0.800	Reliability is high
0.800-1.00	Reliability is very high

The researcher used *MS Excel 2010* to calculate the data obtained from the data to find the reliability of each item is 0.583. From the table above, the average of the level reliability test in medium reliability.

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<sup>11</sup> Suharmi Arikunto, *Procedure Penelitian Pendekatan*, 267.

## J. Data analysis

### 1. Fulfillment of the test assumptions

The researcher applied some test, such as normality and homogeneity, to get accurate results.

#### a) Normality test

Normality test aims to determine whether the data comes from normally distributed populations. Determines whether the scores in the sample are derived from distributed of people. In this research, the researcher used *Kolmogorov-Smirnov* in *MS Excel 2010*. When all data collected, the normal test applied, and the aim is to use the normality test to know whether the data have a normal distribution or not<sup>12</sup>. The hypothesis for normality test will formulate below:

Ho: the data are distribution normal

Ha: the data are not distribution normal

When the criteria of normality test:

Ho is accepted if  $D \leq K$

Ha is no accepted if  $D \geq K$

#### b) Homogeneity

A homogeneity test is a test to determine whether the data from the research sample and population have the same variance. A homogeneity test is conducted to find that two or more data samples come from people with some variance (homogeneous). In this homogeneity test, the researcher used the F Test for test homogeneity, a technique of testing the variance. This test used *MS Excel 2010*. The hypothesis for the normality test formulated below:

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<sup>12</sup> Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT Rineka Cipta, 2007), 23.

Ho: the variances of the data are homogenous

Ha: the variances of the data are not homogenous

When the criteria of homogeneity test:

Ho is accepted if  $F_{\text{count}} \geq F_{\text{table}}$

Ha is not accepted if  $F_{\text{count}} \leq F_{\text{table}}$

## 2. Hypothetical test

The t-test is a hypothesis test used for compares the means of two groups that are related to each other with the aim of whether the two groups have an average the same or not<sup>13</sup>. This research used t-test as follows:

Ho : There is no significant influence of using Vocabulary Self Collection Strategies in Class Experimental

Ha : There is significant influence of using Vocabulary Self Collection Strategies in Class Experimental

While the criteria hypothesis are:

Ho is accepted if  $\text{Sig} \geq \alpha = 0.05$

Ha is accepted if  $\text{Sig} \leq \alpha = 0.05$

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<sup>13</sup> Singgih Santoso, *Statistic Parametric Edisi Revisi* (Jakarta: Alex Media Komputindo, 2014), 79.

## **CHAPTER V CONCLUSION AND RECOMMENDATION**

### **1. Conclusion**

In this research, it was found that there is effectiveness of using Vocabulary Self-collection Strategy toward students' vocabulary mastery in MAN Kaur. It was proofed the result of hypothetical test showed that Sig. (Pvalue) or Sig. (2-tailed) of unequal variance was 0.000 and  $\alpha=0.050$ . It means that Sig. (Pvalue)  $< \alpha$ , so it can be concluded null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) accepted or it can be showed that the Vocabulary Self-collection Strategy has a significant influence.

The research shows that using strategy gets a better score than students without using this strategy in teaching vocabulary. It can be seen front of pre-test and post-test score. The post-test score in the experiment class was 76, and the average in the control class was 51.2. Thus, it can be concluded that this strategy is one of good strategies for teaching vocabulary to help students master the vocabulary, including word meaning, word use and word formation. The results of the pre-test and post-test showed that the use of VSS has significant influence on students' vocabulary mastery.

### **2. Recommendation**

Researcher provided several recommendations to be considered properly. The recommendations are as follows:

#### **1. For Teachers**

- a. English teachers can convey motivation to students, so they can be more cooperative and active in every steps of Vocabulary Self-collection Straegy. It is like the students can divide the task of each member and have confidence to present the results of their discussion.

- b. English teachers need to manage the class and time to control the class. Students should be able to follow the procedures and timing that were instructed by the teacher. Teachers can divide students into 3-5 people per group, so that they orderly and focused on their groupwork

## **2. For Students**

- a. Students should be confident in presenting the results of their discussion in collecting vocabulary in procedures of VSS.
- b. Students had to manage time in learning process because using Vocabulary Self-collection Strategy needs long to do. The leader of the group should distribute the duties fairly among each of his/her members, so that all members can work together to complete their tasks.

## **3. For Schools**

- a. The school should be aware of the obstacles experienced by teachers when implementing the technique and strategies they used in the classroom. Teachers can write successes and failures in implementing techniques or strategies in the teacher's weekly notebook provided by the school, hopefully this can be the target of teacher evaluation every week.
- b. The school should train teachers to be competent in applying strategies in the classroom. They can join Nasional teacher training in IKM (Implementation of Curriculum Merdeka) and PMM (Independent Teaching Platform) which aims to develop professional teachers.



#### **4. For Further Research.**

In the future researchers, they can analyze from a metacognitive perspective on increasing motivation in using Vocabulary Self-collection Strategy. They can apply this strategy to students in English major to master English vocabulary by identifying various types of text.

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 Sifat : Penting  
 Lampiran :  
 Perihal : Permohonan Mengadakan Penelitian

Kepada Yth.

**MAN Kaur, Bengkulu**  
 di Tempat

*Assalamu'alaikum Wr.Wb.*

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Rolyta Alhanifa  
 NPM : 1911040200  
 Semester/TA : Delapan (VIII)  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effectiveness Of Using Vocabulary Self Collection Strategy Toward Student's Vocabulary Mastery At 11<sup>th</sup> Grade Of MAN Kaur, Bengkulu

Akan mengadakan penelitian di MAN Kaur, Bengkulu, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal **23 Februari 2023** sampai dengan selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

Dekan,



**Dr. H. Niwa Diana, M.Pd.**  
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Tembusan :

1. Wakil Dekan Bidang Akademik;
2. Kajar/Kaprodi Pendidikan Bahasa Inggris
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4. Mahasiswa yang bersangkutan

## **Appendix 2: INTERVIEW GUIDELINE**

Day/ Date : 24<sup>th</sup> October 2022

Place : MAN Kaur

Interviewer : Rolyta Alhanifa

Interviewee : Meli Distika, S.Pd

### **INTERVIEW GUIDELINE FOR PRELIMINARY RESEARCH**

1. Berapa lama Miss telah mengajar bahasa inggris disini ?
2. Berapa banyak siswa dikelas sebelas (XI) disini ?
3. Apakah siswa cepat memahami dalam pembelajaran bahasa inggris?
4. Apa kesulitan yang Miss alami ketika mengajar bahasa inggris ?
5. Menurut Miss seberapa penting mempelajari vocabulary ?
6. Apa kesulitan Miss dalam mengajar Vocabulary ?
7. Bagaimana kemampuan siswa dalam vocabulary ?
8. Faktor apa yang menyebabkan siswa sulit menguasai vocabulary ?
9. Pada saat mengajar dikelas, apa strategy atau teknik yang Miss gunakan ?
10. Pada saat pembelajaran, apakah Miss sudah pernah menggunakan teknik Vocabulary self-collection strategies (VSS) dalam mengajar vocabulary ?
11. Menurut Miss berapakah rata-rata level vocabulary siswa pada saat ini ?



## NARASI HASIL WAWANCARA

Miss Meli Distika, S.Pd sudah mengajar di MAN Kaur kurang lebih hampir 3 Tahun sejak tahun 2019, beliau mengatakan bahwa seluruh murid kelas 11 sebanyak 135 murid. Menurutny pada saat pembelajaran bahasa inggris anak-anak lumayan memahami materi bahasa inggris yang sedang dibahas. Kesulitan elajar bahasa inggris dari segi sarana dan prasarana pembelajaran sudah cukup terpenihi namun kesulitannya ada pada murid-murid, mereka kesusahan dalam mempelajari bahasa inggris. Beliau mengatakan bahwa wajar jika kesusahan dalam belajar bahasa inggris karena bahasa buka bahasa ibu, rata-rata murid kesulitan dalam belajar bahasa inggris sebagai beriku :

- a. Murid-murid tidak paham bahasa inggris
- b. Murid-murid susah memahami makna atau arti dari sebuah kata dalam bahasa inggris, atau biasa dikataatkan kurangnya pemahaman dan pembendaharaan kosakata bahasa inggris.
- c. Murid-murid juga kesusahan dalam pronunciation, dikatakan bahwa sekitar 10% murid yang bagus dalam pelafalannya.

Miss Meli juga menuturkan bahwa vocabulary sangat penting untuk dipelajari sebab menurut beliau kosakata adalah hal yang pertama yang harus disiapkan, jika tidak memiliki kosakata yang mencukupi tentu murid akan kesulitan dalam mengungkapkan suatu bahasa. Miss meli mengatakan kesulitannya dalam memberikan pembelajaran vocabulary kepada anak adalah kurangnya pemahaman makna kata pada peserta didik. Namun beliau menerapkan catatan kosakata setiap belajar, murid diminta untuk ,mencatat kata yang belum ditemui mereka sebelumnya.

Untuk kemampuan peserta didik dalam kosakata bisa dibilang sudah banyak kosakata yang dipelajari namun kendalanya adalah

mereka cepat untuk melupakan kosakata yang sebelumnya sudah dipahami dan dimengerti. Menurut miss Meli factor yang menyebabkan siswa sulit dalam menguasai kosakata adalah kurangnya latihan mandiri dalam mengingat dan mengaplikasikan kosakata yang didapat, serta murid kebanyakan belum percaya diri untuk latihan bahasa inggris. Strategy dan teknik yang digunakan oleh Miss Meli pada saat pembelajaran adalah mix language, drilling, meaning learning set atau semua materi pembelajaran atau kosakata dihubungkan dengan lingkungan sekitarnya atau dikehidupan sehari-hari. Untuk penggunaan teknik VSS miss Meli belum pernah menerapkannya didalam kelas, untuk level kosakata pada murid yaitu dilevel pemula.

Day/ Date : 25<sup>th</sup> October 2022

Place : MAN Kaur

Interviewer : Rolyta Alhanifa

Interviewee : Melisa Oktavia, S.Pd

## NARASI HASIL WAWANCARA

Miss melisa mengajar bahasa inggris selama kurang lebih 5 tahun, mengajar bahasa inggris dikelas 11 dan 12, jumlah keseluruhan murid kelas 11 ada 135 siswa. Mengenai pemahaman dalam pembelajaran bahasa inggris ada beberapa siswa yang paham namun pastinya tidak semua siswa, perkiraan beliau lebih dari setengah jumlah siswa yang memahami bahasa inggris, kesulitan dalam proses pembelajaran yaitu pada saat mengajak anak tersebut feedback, salah satunya dalam hal kosakata. Kosakata Sangat penting dalam merangkai suatu kalimat menjadi paragraf yang baik maka diawali dengan paham kosakata bahasa Indonesia ke bahasa inggris, kesulitan dalam memberikan pembelajaran kosa kata dalam bahasa inggris yaitu anak-anak dirasa pemalu, dan sifat individual seperti pemalas, kurangnya ketersediaan alat bantu disekolah tersebut,

Untuk pembendaharaan kosakata menurut miss melisa sudah banyak kosakata yang didapat namun mereka malu untuk mengungkapkan kosakata yang telah didapat dengan pengepresian ide-ide mereka. Penyebab kesulitan tersebut rasa malas, rasa malu, ada sebagian teman yang tidak menghargai mereka ketika praktik bahasa inggris didepan kelas jadi mereka malas untuk mempraktikkannya lagi. Teknik belajar yang di pakai miss yaitu memberikan sebuah teks lalu murid diminta untuk membaca teks tersebut dan mengingat kosakata yang ada

diteks tersebut. Dan dikatakan pula bahwa rata-rata pembendaharaan kosakata siswa kelas 11 diperkirakan berjumlah 150 kosakata.

Kesimpulan permasalahan dalam pembelajaran kosakata diambil dari hasil wawan cara kepada 2 guru bahasa inggris disana :

- a. Murid-murid tidak paham bahasa inggris
- b. Murid-murid susah memahami makna atau arti dari sebuah kata dalam bahasa inggris, atau biasa dikatakan kurangnya pemahaman dan pembendaharaan kosakata bahasa inggris.
- c. mereka cepat untuk melupakan kosakata yang sebelumnya sudah dipahami dan dimengerti
- d. kurangnya latihan mandiri dalam mengingat dan mengaplikasikan kosakata
- e. anak-anak dirasa pemalu dalam mengaplikasikan bahasa inggris, dan sifat individual seperti pemalas, serta kurangnya ketersediaan alat bantu pembelajaran disekolah tersebut,
- f. pemberian kosakata hanya sebatas untuk mengingat bukan penguasaan pemahaman kosakata
- g. Murid-murid juga kesusahan dalam pronunciation, dikatakan bahwa sekitar 10% murid yang bagus dalam pelafalannya.

## HASIL ANGGKET UNTUK SISWA

Kelas : XI MIA 1

Petunjuk :

1. Tulislah nama dan kelas ditempat yang telah disediakan
2. Berikanlah tanda *checklist* (√) pada salah satu jawaban ‘Ya’ atau ‘Tidak’
3. Jawablah pertanyaan dengan sejujur-jujurnya

No	Pertanyaan	Ya	Tidak
1.	apakah kamu merasa senang ketika mengikuti pelajaran bahasa inggris materi kosakata (vocabulary).	28	5
2.	apakah selama ini kamu dengan mudah memahami materi kosakata (vocabulary) dalam bahasa inggris.	15	18
3.	apakah kamu merasaa nilai bahasa inggris materi kosakata (vocabulary) selama ini baik.	15	18
4.	Apakaah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan.	20	13
5.	apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (vocabulary).	18	15
6.	apakah teknik yang dogunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata (vocabulary) bahasa inggris	20	13
7.	apakah teknik yang digunakan guru dapat membantumu memperkaya kosakata (vocabulary).	28	5

8.	akah guru sering memberikan latihan untuk mengembangkan kemampuan kosakata (vocabulary).	27	6
9.	akah kamu dapat mengerjakan tugas kosakata (vocabulary) dengan mudah .	10	23
10.	akah kamu merasa kosakata (vocabulary) bahasa inggris kamu sudah banyak	7	26

Pada angket di atas bisa dinyatakan bahwa siswa antusias dalam pembelajaran bahasa inggris namun mereka kesulitan dalam mengerjakan kosakata yang disebabkan oleh kurangnya pembendaharaan kosakata bahasa inggris.

## HASIL ANGKET UNTUK SISWA

Kelas : XI MIA 1

Petunjuk :

4. Tulislah nama dan kelas ditempat yang telah disediakan
5. Berikanlah tanda *checklist* (√) pada salah satu jawaban 'Ya' atau 'Tidak'
6. Jawablah pertanyaan dengan sejujur-jujurnya

No	Pertanyaan	Ya	Tidak
11.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa inggris materi kosakata (vocabulary).	85%	15%
12.	Apakah selama ini kamu dengan mudah memahami materi kosakata (vocabulary) dalam bahasa inggris.	45%	55%
13.	Apakah kamu merasaa nilai bahasa inggris materi kosakata (vocabulary) selama ini baik.	45%	55%
14.	Apakaah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan.	61%	39%
15.	Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (vocabulary).	45%	55%
16.	Apakah teknik yang dogunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata (vocabulary) bahasa inggris	61%	39%
17.	Apakah teknik yang digunakan guru dapat membantumu memperkaya kosakata (vocabulary).	85%	15%
18.	Apakah guru sering memberikan	82%	18%

	latihan untuk mengembangkan kemampuan kosakata (vocabulary).		
19.	Apakah kamu dapat mengerjakan tugas kosakata (vocabulary) dengan mudah .	30%	70%
20.	Apakah kamu merasa kosakata (vocabulary) bahasa inggris kamu sudah banyak	21%	79%

Pada angket di atas bisa dinyatakan bahwa siswa antusias dalam pembelajaran bahasa inggris namun mereka kesulitan dalam mengerjakan kosakata yang disebabkan oleh kurangnya pembendaharaan kosakata bahasa inggris.




Appendix 3: Prosem at 11<sup>th</sup> grade of MAN Kaur in second semester

**PROGRAM SEMESTER**

Tahun Pelajaran : 2022/2023  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI Genap  
 Alokasi Waktu : 3 Jam / Minggu

Materi Pokok / Kompetensi Dasar	Jml JP	Januari				Februari				Maret				April				Mei				Juni				Ket							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
Teks Khusus Dalam Bentuk Surat Pribadi	15 JP																																
Teks Interaksi Transaksional; Informasi Terkait Hubungan Sekolah	9 JP																																
Akibat	9 JP																																
Teks Explanation; Informasi Terkait Gejala Alam atau Sosial	12 JP																																
Fungsi Sosial dan Unsur Kebahasaan Lirik Lagu Terkait Kehidupan Remaja	9 JP																																
<b>Jumlah Jam Efektif</b>	<b>45 JP</b>																																
<b>Jumlah Jam Cadangan</b>	<b>15 JP</b>																																
<b>Jumlah Jam Total Semester Genap</b>	<b>60 JP</b>																																

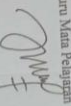
Mengetahui,  
Kepala MAN KAUR



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NIP. 197510302005012006

Biruhah, Januari 2023

Guru Mata Pelajaran



**MELISA OKTAVIA, S.Pd**  
NIP.

## **Appendix 4: RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **( For Experimental Class )**

Satuan pendidikan	: MAN Kaur
Materi pembelajaran	: Bahasa Inggris
Materi pokok	: Explanation Text (Teks Ekplanasi)
Kelas/ semester	: XI/ Genap
Alokasi waktu	: 3x45 menit

#### **A. KOMPETENSI INTI**

- KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional
- KI.3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan

## B. KOMPETENSI DASAR DAN INDIKATOR

### KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.1 Mensyukuri kesempatan dengan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
3.4 memahami makna teks tulis fungsional pendek	3.4.1 mengidentifikasi fungsi social, struktur teks, dan

<p>sederhana berbentuk explanation teks dalam konteks kehidupan sehari-hari</p>	<p>unsur kebahasaan dari Teks Eksplanasi</p> <p>3.4.2 memahami kata-kata dalam Teks Eksplanasi lisan dan tulisan terkait gejala alam atau social</p> <p>3.4.3 membedakan struktur dan unsur kebahasaan beberapa Teks Eksplanasi lisan dan tulisan dengan memberi dan meminta informasi terkait gejala alam atau social yang pendek dan sederhana.</p>
<p>4.4 merespon makna dan langkah retorika teks tulis secara akurat, lancar dalam berbagai konteks dikehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks eksplanasi</p>	<p>4.4.1 menyalin Teks Eksplanasi sangat pendek dan sederhana</p> <p>4.4.2 menyusun Teks Eksplanasi sangat pendek dan sederhana</p>

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti rangkaian kegiatan pembelajaran, siswa mampu :

- Mengidentifikasi fungsi social, trukture teks dan unsur kebahasaan dari teks eksplanasi
- Memahami kata-kata dalam teks eksplanasi lisan dan tulisan terkait gejala alam atau social
- membedakan struktur dan unsur kebahasaan beberapa teks eksplanasi lisan dan tulisan dengan memberi dan meminta informasi terkait gejala alam atau social yang pendek dan sederhana.
- menyalin teks eksplanasi sangat pendek dan sederhana
- menyusun teks eksplanasi sangat pendek dan sederhana

### D. MATERI PEMBELAJARAN

#### 3. Explanation text

According to Mark Anderso, explanation text are often used to explanation how and why things (phenomena) occur in nature and social. Based on the defined, explanation text is text that describe processes related to the natural, scientific, and cultural phenomena. The explanation text should exist of the “why” and “how” of the occurrence of the phenomena. It often appears in science, geography, and history textbooks.

##### i. General structure of explanation text

- 1) General statement : General statement state the

phenomenon of the problem to be explained

- 2) Sequential of explanation : Sequential explanation states a series of steps that explain the phenomena in the text.

## ii. Purposes of explanation text

Explanation text is a text that tells the processes related to the formation of natural social, scientific and cultural phenomena and to explain how or why something happened.

## iii. Language features of explanation text

1. Use of present tenses
  2. Use of complex noun to detailed descriptions
  3. Use pronouns for words have introduced in the text
  4. Use a clear subject and verb agreement
  5. Use of action verbs to explain cause
  6. Use of adverbial phrase of time and place
  7. Use connectives time sequences in a cause and effect
  8. Use passive voice and nominalization
  9. Use time conjunction
4. The example of Explanation Texts

### **Why Is Ocean Blue ?**

When we talk about ocean, we often visualize it with blue color. Why is the ocean blue? Anyone know the answer? Well, this is the explanation. Sunlight is made up of all the colors of the rainbow: red, orange, yellow, green, blue, and violet. Some of the sunlight is reflected off the surface of the water, reflecting the color of the sky. Some of the sunlight

penetrates the water and is scattered by ripples and particles in the water (this tinges the appearance of the ocean with the color of the particles). In deep water, much of the sunlight is scattered by the oxygen in the water, and this scatters more of the blue light. Water absorbs more of the red light in sunlight; the water also enhances the scattering of blue light. Sir Chandrasekhar Venkata Raman (an Indian physicist) won the Nobel prize in 1930 for his work on light.

<http://englishadmin.com/2015/12/7-contoh-explanation-text-bahasa-inggris.html>

#### E. PENDEKATAN DAN METODE

- Pendekatan : Scientific Learning
- Model Pembelajaran : Cooperative Learning
- Strategy pembelajaran : Vocabulary Self-collection Strategy
- Metode Pembelajaran : Diskusi, Penugasan, Presentasi

#### F. MEDIA, ALAT DAN SUMBER BELAJAR

- Media pembelajaran  
Lembar materi  
Kertas latihan
- Sumber belajar  
Buku teks pegangan guru kelas XI semester 2

## G. LANGKAH-LANGKAH PEMBELAJARAN

- Peneliti

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Peneliti melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran</li> <li>• Peneliti memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Peneliti menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> <li>• Peneliti memberikan <i>Ice Breaking</i></li> <li>• Peneliti melakukan apersepsi dengan mengajukan pertanyaan yang ada keterkaitan dengan pelajaran yang akan dipelajari</li> <li>• Peneliti menyampaikan tujuan pembelajaran</li> </ul>	5 menit
Kegiatan inti	<p>Observing</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan sedikit penjelasan tentang materi</li> </ul>	05 menit



	<p>teks eksplanasi pada media gambar</p> <ul style="list-style-type: none"><li>• Peserta didik memperhatikan gambar</li><li>• Peserta didik melakukan Tanya jawab atau interaksi dengan guru untuk menanyaka hal-hal yang dianggap belum dimengerti atau ingin mengetahui tentang teks eksplanasi</li></ul> <p>Experimenting</p> <ul style="list-style-type: none"><li>• Peneliti membagi kelompok menjadi 4 kelompok</li><li>• Peneliti memberikan teks eksplanasi kepada tiap kelompok “<b>How Can We Taste A Food?</b>”</li><li>• Peserta didik dapat menganalisis an important, and interesting word berdasarkan kebutuhan dan keinginan mereka</li><li>• Setelah berdiskusi, peserta didik dapat melengkapi VSS Chart sebagai berikut :<ol style="list-style-type: none"><li>1. Kosakata akan dipilih</li></ol></li></ul>	
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	<p>oleh setiap group</p> <ol style="list-style-type: none"><li>2. Kosakat tersebut akan di catat pada chart paper masing-masing kelompok</li><li>3. Mengartikan kosakata yang sudah dikumpulkan</li><li>4. Memberikan alasan mengapa memilih kosakata tersebut</li></ol> <p>Communicating</p> <ul style="list-style-type: none"><li>• Setiap kelompok memberikan hasil diskusi mereka tentang kosakata yang telah dipilih pada Teks Eksplanasi tadi serta di presentasikan didepan kelas.</li><li>• Peneliti mengoreksi hasil jawaban siswa dengan kamus dan alat pe, belajaran lainnya</li><li>• Peserta didik diperintahkan untuk membuat kalimat dengan menggunakan salah satu kata yang ada di list kosakata tersebut</li></ul>	
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	<p>Questioning</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan kuis kepada siswa tentang teks eksplanasi yang telah dipelajari</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peneliti merangkum bahasan pembelajaran</li> <li>• Peneliti memberikan apresiasis kepada kelompok yang memiliki kinerja dan kerja sama yang baik</li> <li>• Peneliti memberikan evaluasi tentang performan kelas</li> <li>• Peneliti menyampaikan rencana pembelajaran selanjutnya</li> <li>• Peneliti menutup kelas pembelajaran</li> </ul>	5 menit

• **PERTEMUAN KEDUA**

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Peneliti melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran</li> <li>• Peneliti memeriksa kehadiran</li> </ul>	15 menit

	<p>peserta didik sebagai sikap disiplin</p> <ul style="list-style-type: none"> <li>• Peneliti menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> <li>• Peneliti memberikan <i>Ice Breaking</i></li> <li>• Peneliti melakukan apersepsi dengan mengajukan pertanyaan yang ada keterkaitan dengan pelajaran yang akan dipelajari</li> <li>• Peneliti menyampaikan tujuan pembelajaran</li> </ul>	
Kegiatan inti	<p>Observing</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan sedikit penjelasan tentang materi teks eksplanasi pada media gambar</li> <li>• Peserta didik memperhatikan gambar</li> <li>• Peserta didik melakukan Tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang dianggap belum dimengerti atau ingin mengetahui tentang</li> </ul>	105 me nit

	<p>teks eksplanasi</p> <p>Experimenting</p> <ul style="list-style-type: none"><li>• Peneliti membagi kelompok menjadi 4 kelompok</li><li>• Peneliti memberikan teks eksplanasi kepada tiap kelompok “<b>How Rainbow Is Happens ?</b>”</li><li>• Peserta didik dapat menganalisis an important and interesting word berdasarkan kebutuhan dan keinginan mereka</li><li>• Setelah berdiskusi, peserta didik dapat melengkapi VSS Chart sebagai berikut :<ol style="list-style-type: none"><li>1. Kosakata akan dipilih oleh setiap group</li><li>2. Kosakata tersebut akan di catat pada Chart Paper masing-masing kelompok</li><li>3. Mengartikan kosakata yang sudah dikumpulkan</li><li>4. Memberikan alasan mengapa memilih</li></ol></li></ul>	
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	<p style="text-align: center;">kosakata tersebut</p> <p>Communicating</p> <ul style="list-style-type: none"> <li>• Setiap kelompok memberikan hasil diskusi mereka tentang kosakata yang telah dipilih pada Teks Eksplanasi tadi serta di presentasikan didepan kelas.</li> <li>• Peneliti mengoreksi hasil jawaban siswa dengan kamus dan alat pembelajaran lainnya</li> <li>• Peserta didik diperintahkan untuk membuat kalimat dengan menggunakan salah satu kata yang ada di list kosakata tersebut.</li> </ul> <p>Questioning</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan kuis kepada siswa tentang teks eksplanasi yang telah dipelajari</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peneliti merangkum bahasan pembelajaran</li> <li>• Peneliti memberikan apersesi kepada kelompok yang memiliki kinerja dan kerja</li> </ul>	15 me nit

	<p>sama yang baik</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan evaluasi tentang performan kelas</li> <li>• Peneliti menyampaikan rencana pembelajaran selanjutnya</li> <li>• Peneliti menutup kelas pembelajaran</li> </ul>	
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• **PERTEMUAN KETIGA**

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Peneliti melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran</li> <li>• Peneliti memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Peneliti menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> <li>• Peneliti memberikan <i>Ice Breaking</i></li> <li>• Peneliti melakukan apersepsi dengan mengajukan</li> </ul>	5 menit

	<p>pertanyaan yang ada keterkaitan dengan pelajaran yang akan dipelajari</p> <ul style="list-style-type: none"> <li>• Peneliti menyampaikan tujuan pembelajaran</li> </ul>	
Kegiatan inti	<p>Observing</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan sedikit penjelasan tentang materi teks eksplanasi pada media gambar</li> <li>• Peserta didik memperhatikan gambar</li> <li>• Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang dianggap belum dimengerti atau ingin mengetahui tentang Teks Eksplanasi</li> </ul> <p>perimenting</p> <ul style="list-style-type: none"> <li>• Peneliti membagi kelompok menjadi 4 kelompok</li> <li>• Peneliti memberikan teks eksplanasi kepada tiap kelompok “<b>How does Rain Fall?</b>”</li> </ul>	105 me nit



	<ul style="list-style-type: none"><li>• Peserta didik dapat menganalisis an importan and in terensting word berdasarkan kebutuhan dan keinginan mereka</li><li>• Setelah berdiskusi, peserta didik dapat melengkapi VSS Chart sebagai berikut :<ol style="list-style-type: none"><li>1. Kosakata akan dipilih oleh setiap group</li><li>2. Kosakat tersebut akan di catat pada chart paper masing-masing kelompok</li><li>3. Mengartikan kosakata yang sudah dikumpulkan</li><li>4. Memberikan alasan mengapa memilih kosakata terseut</li></ol></li></ul> <p>Communicating</p> <ul style="list-style-type: none"><li>• Setiap kelompok memberikan hasil diskusi mereka tentang kosakata yang telah dipilih pada teks eksplanasi tadi serta di</li></ul>	
--	--	--

	<p>presentasikan didepan kelas.</p> <ul style="list-style-type: none"> <li>• Peneliti mengoreksi hasil jawaban siswa dengan kamus dan alat pembelajaran lainnya</li> <li>• Peserta didik diperintahkan untuk membuat kalimat dengan menggunakan salah satu kata yang ada di list kosakat tersebut</li> </ul> <p>Questioning</p> <ul style="list-style-type: none"> <li>• Peneliti memberikan kuis kepada siswa tentang Teks Eksplanasi yang telah dipelajari</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peneliti merangkum bahasan pembelajaran</li> <li>• Peneliti memberikan apresiasi kepada kelompok yang memiliki kinerja dan kerja sama yang baik</li> <li>• Peneliti memberikan evaluasi tentang performan kelas</li> <li>• Peneliti menyampaikan rencana pembelajaran</li> </ul>	15 menit

	selanjutnya <ul style="list-style-type: none"> <li>• Peneliti menutup kelas pembelajaran</li> </ul>	
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H.

## I. PENILAIAN HASIL BELAJAR

### 1. Kriteria penilaian

- Pencapaian fungsi social
- Kelengkapan dan kejelasan struktur teks eksplanasi
- Ketepatan unsur kebahasaan : tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan dan penyampaian

### 2. Unjuk kerja

- Melakukan presentasi mengenai kosakata yang dipilih dalam teks eksplanasi didepan kelas bersama kelompok masing-masing
- Ketetapan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks eksplanasi

Mengetahui  
Guru Mata Pelajaran



MELISA OKTAVIA, S.Pd  
NIP.

Bintuhan, Juli 2022

Guru Mata Pelajaran



ROLYTA ALHANIFA  
NPM.1911040200

## **Appendix 5 : worksheet of the material of explanation text**

### **First Meeting/ 15 March 2023**

#### **a. Worksheet group**

First, read then understand the explanation text below looking at online/offline dictionaries and choose words that you find difficult, unique, don't understand, need and are not familiar with the text and look for its meaning. Good luck!

#### **How does Rain Fall?**

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens? The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation. However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

## b. Individual worksheet

Fill the blank sentences below according to the correct sentences!

a. Likes	b. Flowers	c. Have	d. full	e. Make
f. Love	g. Had	h. Used	i. Clover	j. Over

### How Is Bees Can Make Honey ?

Everybody 1) .... honey. Even, it can be a medicine for most diseases. How is Honey Made? Honeybees 2) .... nectar to make honey. Nectar is almost 80% water with some complex sugars. In fact, if you have ever pulled a honeysuckle blossom out of its stem, nectar is the clear liquid that drops from the end of the blossom. In North America, bees get nectar from 3) .... like clovers, dandelions, berry bushes and fruit tree blossoms. They use their long, tubelike tongues like straws to suck the nectar out of the flowers and they store it in their “honey stomachs”. Bees actually 4) .... two stomachs, their honey stomach which they use like a nectar backpack and their regular stomach. The honey stomach holds almost 70 mg of nectar and when 5) .... , it weighs almost as much as the bee does. Honeybees must visit between 100 and 1500 flowers in order to fill their honey stomachs. Source: <http://fordshoneyfarm.com/honeymade.html>

### Second Meeting/ 22 March 2023

#### a. Worksheet group

First, read then understand the explanationtext below looking at online/offline dictionaries and choose words that you find difficult,

unique, don't understand, need and are not familiar with the text and look for its meaning. Good luck!

### **How Can We Taste A Food?**

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue. The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes messages. Then, how do we taste food we eat? When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

<https://www.englishiana.com/2016/08/20-contoh-explanation-text-terjemahannya.html?m=1>

#### **b. Individual worksheet**

### **How Snow Is Made?**

We all agree that the snowfall is always fascinating. In the snowfall, all people stay out of the house and play with snow. People can make giant snowmen, trample along the snow, or play snowballs with their families. However, are you curious how snow is made? Snow is water droplets falling from the clouds. These droplet waters then become solid and create snow. It happens because rain consists of water vapor particles and being cooled in the air. Snow happens when water vapor piled up in the earth's atmosphere freezes. It happens before they turn into water droplets. This process occurs when the temperature in the cloud becomes very frigid. Snowflakes are created by crystals of ice

which have established around a little filth in the air. They then grow from small forms into the big one. The form of snowflakes are varied. They can consist of 200 crystals maximum.

**Question;** a) determine the vocabulary includes nouns, verbs, pronouns, and give explanations! b) determine part of the language features in the text above!

### **Third Meeting/ 12 April 2023**

#### **a. Worksheed group**

First, read then understand the explanation text below looking at online/offline dictionaries and choose words that you find difficult, unique, don't understand, need and are not familiar with the text and look for its meaning. Good luck!

### **How Rainbow Is Happens ?**

Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens? Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors. The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu." Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow.

**b. Worksheet individual**

Choose words that you find difficult, unique, don't understand, need and are not familiar with the text and look for its meaning. Good luck!

**Why Flood Comes ?**

When you hear the word flood, you can imagine an event that is common in Indonesian society. A flood is a natural phenomenon that occurs due to human activities. This happens because of the obstacles to rainwater flow that occur due to several factors. Starting from a forest area converted into a settlement. If a forest located in a river is converted into a settlement, this will cause rainwater to have no place to flow. Another cause is the obstruction of a watershed. Disposal of garbage in the watershed causes the river to become clogged with garbage, causing the rainwater to not flow smoothly so that the flow of water that should be large becomes narrow and overflows. Another factor is that the water absorption area is built by settlements or factories, so rainwater stagnates.



Group : 3  
 Class : XI MIA 2  
 Course : English / How does rain fall?  
 Date : 15-03-2023

No	Words	Meanings	Reasons
1.	Diverse	beragam	This word not familiar, we want to <u>know</u>
2.	Evaporate	Menguap	This word not familiar
3.	Condenses	Mengembun	This word not familiar and the word is more science lesson
4.	Droplets	tetes <u>kecil</u>	This word not familiar and <u>difficult</u> difficult
5.	Desert	Gurun	Because this word same pronunciation with word (dessert = hidangan penutup).
6.			
7.			
8.			

Group : 1  
 Class : XI MIA 2  
 Course : English  
 Date : 22 Maret 2023

How can we taste a food ?

No	Words	Meanings	Reasons
1.	taste - buds	Sei saraf yang terhubung ke otak	Because the word not familiar, unique and difficult
2.	Pick up	Mengambil, menjemput Mangkat	Because this word not familiar so we don't know what the meaning of that.
3.	Nerves	Saraf	Because the Pronunciations some of the word nervous yang aneh (groggi)
4.	Sense	Matrasikan, menaiki	Because its word usually use by influencer says : "Make senses"
5.	Aware Alware	Sadar	Because its word usually use in proper life, <sup>so</sup> we want to know.
6.			
7.			
8.			

Group : 4  
 Class : XI MIA 2  
 Course : English / How Rainbow is happens?  
 Date : 12-04-2019

No	Words	Meanings	Reasons
1.	Appearance	Penampihan	this word is usually in the text of lesson or in caption of IG (Instagram)
2.	Reflected	dibiaskan	This word not familiar, so we want to know about the meaning and pronunciation
3.	Separates	Memisahkan	This word not familiar
4.	Abbreviations	Singkatan	This word very interest because we never know about that and not familiar also
5.	Arched	Melengkung	this word not familiar
6.			
7.			
8.			

### Appendix 7: Result pretest and post test experiment class

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Rabu, 15 - 03 - 2023

Nama: Jeni Nurani

Pre-test.

<input type="checkbox"/>	1. A	<input checked="" type="checkbox"/>	11. <del>A</del> D	<input checked="" type="checkbox"/>	21. <input checked="" type="checkbox"/>
<input type="checkbox"/>	2. A	<input checked="" type="checkbox"/>	12. E	<input checked="" type="checkbox"/>	22. B
<input type="checkbox"/>	3. C	<input checked="" type="checkbox"/>	13. B	<input checked="" type="checkbox"/>	23. C
<input type="checkbox"/>	4. E	<input checked="" type="checkbox"/>	14. <del>B</del> C	<input checked="" type="checkbox"/>	24. <del>B</del> b
<input type="checkbox"/>	5. A	<input checked="" type="checkbox"/>	15. E	<input checked="" type="checkbox"/>	25. b
<input type="checkbox"/>	6. E	<input checked="" type="checkbox"/>	16. A	<input checked="" type="checkbox"/>	26. A
<input type="checkbox"/>	7. B	<input checked="" type="checkbox"/>	17. A	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	8. C	<input checked="" type="checkbox"/>	18. B	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	9. B	<input checked="" type="checkbox"/>	19. A	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	10. E	<input checked="" type="checkbox"/>	20. A	<input checked="" type="checkbox"/>	

B = 16  
S = 9

69

XI. MIA II

Rabu, 12 April - 2023

Post-Test

<input type="checkbox"/>	1. C	<input checked="" type="checkbox"/>	9. C	<input checked="" type="checkbox"/>	17. A	<input checked="" type="checkbox"/>	25. E
<input type="checkbox"/>	2. A	<input checked="" type="checkbox"/>	10. E	<input checked="" type="checkbox"/>	18. C	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	3. E	<input checked="" type="checkbox"/>	11. E	<input checked="" type="checkbox"/>	19. C	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	4. B	<input checked="" type="checkbox"/>	12. C	<input checked="" type="checkbox"/>	20. D	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	5. E	<input checked="" type="checkbox"/>	13. C	<input checked="" type="checkbox"/>	21. E	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	6. <del>B</del> B	<input checked="" type="checkbox"/>	14. E	<input checked="" type="checkbox"/>	22. D	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	7. D	<input checked="" type="checkbox"/>	15. B	<input checked="" type="checkbox"/>	23. A	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	8. A	<input checked="" type="checkbox"/>	16. A	<input checked="" type="checkbox"/>	24. B	<input checked="" type="checkbox"/>	

B = 17  
S = 8

68

12

SIDU

Freddi Subraningsih

B = 12  
S = 13

No. Pretest.  
Date: \_\_\_\_\_

Rabu, 15 - Maret - 2023

1.	a) ✓	11. A) ✓	21. A) ✓
2	c) ✓	12. B) ✓	22. A) ✗
3	B) ✗	17. e) ✓	23. C) ✓
4.	D) ✗	14. c) ✗	24. d) ✓
5.	D) ✓	15. D) ✗	25. d) ✓
6	E) ✓	16. A) ✗	26. B) ✗
7	E) ✓	19. A) ✗	
8	A) ✓	18. B) ✗	
9	A) ✓	19. A) ✗	
10	D) ✓	20. A) ✗	

48

Pos - tes

B = 19  
S = 6

Rabu, 12 - April - 2023

1.	c. ✗	13. C ✗	25. E ✓
2	A ✗	14. e ✗	
3	e ✗	15. B ✗	
4	D ✓	16. A ✓	
5	e ✗	17. A ✗	
6	A ✓	18. C ✗	
7	D ✗	14. C ✗	
8	A ✗	20. A ✓	
9	A ✗	21. e ✗	
10	C ✓	22. D ✗	
11	e ✗	23. A ✗	
12	C ✓	24. B ✗	

76

24

SIDU

Pre-Test

**Be diligent**  
 Rabu, 15-03-2023

Date:  
 Rabu, 12-04-2023

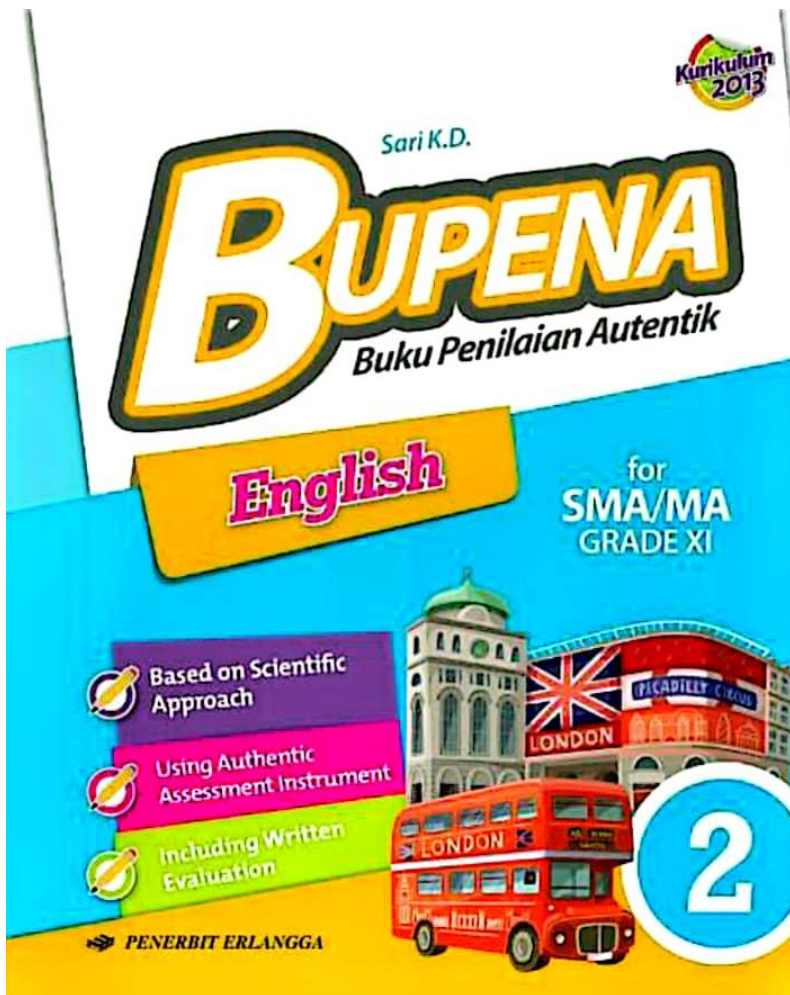
Nama = ANDINI RIZKYANAH Post-Test

Kelas = XI MIA 2

		B = 13 S = 16			B = 19 S = 6
1	A. Dis /			1. C /	
2	C /			2. A /	
3	b /			3. e /	
4	B /			4. e /	
5	D /			5. e /	
6	D /	52		6. A /	76
7	E /			7. D /	
8	A /			8. A /	
9	A /			9. A /	
10	D /			10. C /	
11	A /			11. e /	
12	B /			12. C /	
13	e /			13. C /	
14	C /			14. e /	
15	D /			15. b /	
16	A /			16. A /	
17	A /			17. A /	
18	B /			18. C /	
19	A /			19. C /	
20	A /			20. A /	
21	A /			21. e /	
22	A /			22. D /	
23	C /			23. A /	
24	/			24. b /	
25	D /			25. E /	
26	b /				

25

## Appendix 8 : English book using in control class



## Appendix 9 : Lesson schedule in class 11<sup>th</sup> mia II

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**Jadwal Pelajaran**  
Tingkat : 11

Tingkat: 11 Rombel: Kelas XI.MIPA.2 Semester: Genap Tahun Ajaran: 2022/2023

Hari	Pelajaran
Senin	(08:15 - 09:00) Sejarah Kebudayaan Islam   HERI KURNIAWAN
	(09:00 - 09:45) Sejarah Kebudayaan Islam   HERI KURNIAWAN
	(09:45 - 10:30) Matematika   SUANDI
	(10:45 - 11:30) Matematika   SUANDI
	(11:30 - 12:15) Fisika   KASNAN
	(12:15 - 13:00) Fisika   KASNAN
	(13:55 - 14:30) Fisika   KASNAN
	(14:30 - 15:15) Fikih   ERLINA (15:15 - 16:00) Fikih   ERLINA
Selasa	(07:30 - 08:15) Kimia   NELDA ASTUTI. T
	(08:15 - 09:00) Kimia   NELDA ASTUTI. T
	(09:00 - 09:45) Kimia   NELDA ASTUTI. T
	(09:45 - 10:30) Biologi   MERI ASLIANA
	(10:45 - 11:30) Biologi   MERI ASLIANA
	(11:30 - 12:15) Biologi   MERI ASLIANA
	(12:15 - 13:00) Bahasa Indonesia   ELVA PUSPITASARI
	(13:55 - 14:30) Bahasa Indonesia   ELVA PUSPITASARI (14:30 - 15:15) Bahasa Arab   Sri Hastuti (15:15 - 16:00) Bahasa Arab   Sri Hastuti
Rabu	(07:30 - 08:15) Pendidikan Jasmani, Olahraga, dan Kesehatan   YUNITA NANDA SAVITRI
	(08:15 - 09:00) Pendidikan Jasmani, Olahraga, dan Kesehatan   YUNITA NANDA SAVITRI
	(09:00 - 09:45) Bahasa Inggris   MELISA OKTAVIA, S.Pd
	(09:45 - 10:30) Bahasa Inggris   MELISA OKTAVIA, S.Pd
	(10:45 - 11:30) Bahasa Inggris   MELISA OKTAVIA, S.Pd
	(11:30 - 12:15) Matematika   SUANDI
	(12:15 - 13:00) Matematika   SUANDI
	(13:55 - 14:30) Prakarya dan Kewirausahaan   Novitasari (14:30 - 15:15) Seni Budaya   Novitasari



Kamis	<p>(07:30 - 08:15) Sejarah Indonesia   MEI FRIANI  (08:15 - 09:00) Sejarah Indonesia   MEI FRIANI  (09:00 - 09:45) Al-Quran Hadis   ALAMSYAH  (09:45 - 10:30) Al-Quran Hadis   ALAMSYAH  (10:45 - 11:30) Matematika (Pendalaman)   ERNI SASMANIAR  (11:30 - 12:15) Matematika (Pendalaman)   ERNI SASMANIAR  (12:15 - 13:00) Matematika (Pendalaman)   ERNI SASMANIAR  (13:55 - 14:30) Pendidikan Pancasila dan Kewarganegaraan   WINDA ANGGRENI  (14:30 - 15:15) Pendidikan Pancasila dan Kewarganegaraan   WINDA ANGGRENI</p>
Jumat	<p>(08:15 - 09:00) Bahasa Indonesia   ELVA PUSPITASARI  (09:00 - 09:45) Bahasa Indonesia   ELVA PUSPITASARI  (09:45 - 10:30) Geografi   Surya Melyadi  (10:45 - 11:30) Ekonomi   Reka Elmiyanti  (11:30 - 12:15) Akidah Akhlak   ILMA PARIDA  (12:15 - 13:00) Akidah Akhlak   ILMA PARIDA  (13:55 - 14:30) Tahfidz Alqur'an   ERNI SASMANIAR  (14:30 - 15:15) Tahfidz Alqur'an   RATNA HIRAMAWATI</p>
Sabtu	
Minggu	
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## Lesson schedule in class 11<sup>th</sup> SOS I

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### Jadwal Pelajaran

Tingkat : 11

Tingkat: 11 | Rombel: Kelas XI IPS.1 | Semester: Genap | Tahun Ajaran: 2022/2023

Hari	Pelajaran
Senin	(08:15 - 09:00) Pendidikan Jasmani, Olahraga, dan Kesehatan   YUNITA NANDA SAVITRI
	(09:00 - 09:45) Pendidikan Jasmani, Olahraga, dan Kesehatan   YUNITA NANDA SAVITRI
	(09:45 - 10:30) Sosiologi   MELI DISTIKA
	(10:45 - 11:30) Sosiologi   MELI DISTIKA
	(11:30 - 12:15) Sosiologi   MELI DISTIKA
	(12:15 - 13:00) Bahasa Indonesia   ELVA PUSPITASARI
	(13:55 - 14:30) Bahasa Indonesia   ELVA PUSPITASARI
Selasa	(14:30 - 15:15) Sejarah Indonesia   MEI FRIANI
	(15:15 - 16:00) Sejarah Indonesia   MEI FRIANI
	(07:30 - 08:15) Akidah Akhlak   ILMA PARIDA
	(08:15 - 09:00) Akidah Akhlak   ILMA PARIDA
	(09:00 - 09:45) Bahasa Arab   Sri Hastuti
	(09:45 - 10:30) Bahasa Arab   Sri Hastuti
	(10:45 - 11:30) Bahasa Indonesia   ELVA PUSPITASARI
	(11:30 - 12:15) Bahasa Indonesia   ELVA PUSPITASARI
	(12:15 - 13:00) Seni Budaya   Novitasari
	(13:55 - 14:30) Biologi   MERI ASLIANA
(14:30 - 15:15) Al-Quran Hadis   Merwan Efrizal	
(15:15 - 16:00) Al-Quran Hadis   Merwan Efrizal	

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Rabu	(07:30 - 08:15) Pendidikan Pancasila dan Kewarganegaraan   ARI WIBOWO (08:15 - 09:00) Pendidikan Pancasila dan Kewarganegaraan   ARI WIBOWO (09:00 - 09:45) Geografi   Surya Melyadi (09:45 - 10:30) Geografi   Surya Melyadi (10:45 - 11:30) Geografi   Surya Melyadi (11:30 - 12:15) Sejarah Kebudayaan Islam   HERI KURNIAWAN (12:15 - 13:00) Sejarah Kebudayaan Islam   HERI KURNIAWAN (13:55 - 14:30) Matematika   SUANDI (14:30 - 15:15) Matematika   SUANDI
Kamis	(07:30 - 08:15) Ekonomi   Reka Elmiyanti (08:15 - 09:00) Ekonomi   Reka Elmiyanti (09:00 - 09:45) Ekonomi   Reka Elmiyanti (09:45 - 10:30) Bahasa Inggris   MELISA OKTAVIA, S.Pd (10:45 - 11:30) Bahasa Inggris   MELISA OKTAVIA, S.Pd (11:30 - 12:15) Bahasa Inggris   MELISA OKTAVIA, S.Pd (12:15 - 13:00) Fisika   ERINA MELIANTI (13:55 - 14:30) Matematika   SUANDI (14:30 - 15:15) Matematika   SUANDI
Jumat	(08:15 - 09:00) Sejarah (Pendalaman)   WIDODO (09:00 - 09:45) Sejarah (Pendalaman)   WIDODO (09:45 - 10:30) Sejarah (Pendalaman)   WIDODO (10:45 - 11:30) Fikih   ERLINA (11:30 - 12:15) Fikih   ERLINA (12:15 - 13:00) Seni Budaya   Novitasari (13:55 - 14:30) Tahfidz Alqur'an   SUANDI (14:30 - 15:15) Tahfidz Alqur'an   TRI APRIZAL
Sabtu	
Minggu	
<small>sumber: database SIAP Online 2.0</small>	
Halaman Jadiwal Pelajaran	

**INSTRUMENT VALIDASI TEST**

**Validasi Test Pre-Test dan Post-Test pada Materi Explanation Text Kelas 11**

Nama Validator : Agatha Nila Sukma M., M.Pd  
 NIP : 198504052010012014  
 Jabatan : Guru Bahasa Inggris  
 Instansi : UPT SMPN 20 Bandar Lampung  
 Tanggal pengisian :

**A. PENGANTAR**

Lembar validasi ini digunakan untuk memperoleh penilaian bapak/ibu terhadap butir-butir test yang telah dibuat. Saya ucapkan terima kasih atas kedediaan bapak/ibu menjadi validator dan mengisi lembar validasi ini.

**B. PETUNJUK**

1. Bapak/ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan tanda cek (✓) pada kolom dengan skala penilaian sebagai berikut:

5 = Sangat Baik

2 = Kurang Baik

4 = Baik

1 = Tidak Baik

3 = Cukup Baik

2. Bapak/ ibu dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan

**C. PENILAIAN**

Aspek	Indicator	Skala penilaian					Komentar
		1	2	3	4	5	
Kejelasan	1. Kejelasan setiap butir soal				✓		
	2. kejelasan petunjuk pengisian soal					✓	
Ketepatan isi	3. ketepatan bahasa dengan kosakata siswa kelas 11				✓		
	4. ketepatan bentuk soal dengan KI&KD				✓		
Relevansi	5. pertanyaan berkaitan dengan tujuan penelitian				✓		
Kevalidan isi	6. pertanyaan mengungkap informasi yang benar sesuai dengan materi Explanation Text				✓		
Tidak ada bias	7. pertanyaan berisi satu gagasan yang lengkap				✓		

Ketepatan bahasa	8. bahasa yang digunakan mudah dipahami				✓	
	Bahasa yang digunakan efektif				✓	
	Penulisan sesuai dengan EYD dalam bahasa inggris.		✓			Masih banyak grammatical mistakes

#### D. KOMENTAR UMUM DAN SARAN

- Konten materi sudah tepat
- Perlu lebih teliti dalam tata bahasa (grammar) karena masih banyak terdapat grammatical mistakes baik dalam teks maupun butir soal.
- Sebaiknya tidak menyajikan opsi seperti ' semua jawaban benar ' ' A dan B benar ' dan sebagainya.

Bandar Lampung, Februari 2023  
Validator



Agatha Nila Sukma M., M.Pd  
NIP. 198504052010012014

### Appendix 11: The Specification of the test for Try-out

Aspect vocabulary	Indicator	Pre-test			Aspect vocabulary	Indicator	Post-test		
		Odd	Even				Odd	Even	
Word formation	Present Tense	11, 19, 27	16, 20, 24, 26, 28		Word formation	Present Tense	1, 3, 5, 9, 19, 25, 29	4, 6, 8, 10, 16, 18, 20	
	Nouns	7	22, 36			Nouns	7, 21, 27, 37	2, 12, 30	
	Verb	1, 3, 13, 21, 23	8, 14			Verb	31, 39	22, 28	
	Pronouns	9, 37	-			Pronouns	13	-	
Word meaning	Synonym	17, 25, 33, 35, 39	2, 10, 18, 34, 38, 40		Word meaning	Synonym	15, 17	24, 38, 40	
	Antonym	15, 31	4, 30, 32			Antonym	23, 33, 35	14, 32, 34, 36	
	Meaning	5, 29	6, 12			Meaning	11	26	
Total		20	20	40	Total		20	20	40

### The Specification of the Pre-test and Post-test after Validity

Aspect vocabulary	Indicator	Pre-test			Aspect vocabulary	Indicator	Post-test		
		Odd	Even				Odd	Even	
Word formation	Nouns	11, 21	8, 10, 14, 18, 20		Word formation	Nouns	7	2, 6, 20	
	Verb	3	12, 16, 24			Verb	15, 17, 21	8, 10, 18	
	Pronouns	15	4			Pronouns	-	22, 24	
Word meaning	Synonym	1, 5, 9, 13, 19	2		Word meaning	Synonym	5, 9, 11	12	
	Antonym	7	6, 22			Antonym	23, 25, 3	4	
	Meaning	17, 23, 25	-			Meaning	1, 13, 19	16, 14	
Total		13	12	25	Total		13	12	25

**PRE TEST**

**Answer the questions by crossing (x) a, b, c, d, or e in front of the right answer!**

1. “.....this tinges the appearance of the ocean with the color of the particles”. The **synonym** of the word underline is ?
  - a) Disappearance
  - b) Image
  - c) Clothes
  - d) Rise
  - e) Adorable
2. “....., so they are often **sorted** and blended to produce..”. The word sorted is close in meaning to....
  - a. Arranged
  - b. Combined
  - c. Separated
  - d. Distributed
  - e. Organized
3. “Everybody ..... Honey. Even, it can be a medicine for most deses. How is Honey Made?”. The correct word to fill the blank sentence is ?
  - a) Look
  - b) Likes
  - c) Lose
  - d) Love
  - e) Live
4. “ The food is pushed by the tongue to the trapoloor at the back of the throath called the oesophagus. It then moves to the stomach”. The first Word of “ it” at the first line of paragraph two refers to .....
  - a. Tongue



- b. Throat
  - c. Oesophagus
  - d. Food
  - e. Stomach
5. “We all agree that the snowfall is always fascinating”. The **synonym** of the word underline is ?
- a) Charming
  - b) Adorable
  - c) Colorful
  - d) Extraordinary
  - e) Pretty
6. “This process separates the white light of the sunlight into a spectrum of different colors.” The **antonym** of the word underline is ?
- a) Together
  - b) Bifurcate
  - c) Disjoin
  - d) Connected
  - e) United

**This text for number 7-10!**

When water droplets bump into one another they stick together and grow in size the continue to grow until they 7) ..... too heavy and fall as rain. They even 8) ..... they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is 10) ..... of 1 million of the original tiny water droplets.

7. “Every single raindrop that reaches the ground is grows of 1 million of the **original** tiny water droplets. The **Opposite** of word “original” is?
- a. Fake
  - b. Freak
  - c. Fabulous
  - d. Fan
  - e. Few

8. “They even ..... they bump into one another on their journey from the cloud to the ground ....”  
The correct word to fill the blank sentence is?
- Grown
  - Grow
  - Grows
  - Gross
  - Grass
9. “.... Their journey from the cloud to the ground ....’ The word of “their” refer to?
- Rain
  - Condensation
  - Water droplets
  - Cloud
  - Water cycle
10. The ground is ..... of 1 million of the original tiny water droplets. The correct word to fill the blank sentence is?
- Made for
  - Made up
  - Made on
  - Made of
  - Made in
11. The honey stomach holds almost 70 mg of nectar and when full, it weighs almost as much as the bee does”. which one is an abstract noun ?
- The honey
  - Almost
  - Nectar
  - It weighs
  - The bee
12. Everybody likes honey. Even, it can be a medicine for most deses. How is Honey Made? Honeybees use nectar to make honey”. Which one is an action verb ?
- Everybody
  - a medicine
  - Honeybees
  - Honey
  - To make

13. “ These viruses can spread between persons who are in contact approximately in about 6 feet’s”. The synonym of the word underline is ?
- Around
  - Almost
  - Length
  - Weight
  - Distance
14. “This virus becomes a pandemic which has contaminated people all around the world.” which one is an abstract noun ?
- People
  - The word
  - A pandemic
  - This virus
  - Which
15. The food is pushed by the tongue to the trapdoor at the back of the throat called the oesophagus. it then moves to the stomach. The first Word of “ it” at the first line of paragraph two refers to ...
- Tongue
  - Throat
  - Oesophagus
  - Food
  - Stomach
16. “ You can see a demonstration of this by watching a floating buoy bob up and down with a wave; it does not, however, move horizontally with the wave.” In this sentence, which one is a verb ?
- See
  - The
  - Floating
  - Horizontally
  - Wave
17. “the process for converting vegetable oil...” the meaning

of “converting” is

- a) Mengubah
- b) Membuat
- c) Menyediakan
- d) Membantu
- e) Menyiapkan

**The following text is for number 17-22!**

### **How does Rain Fall?**

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens? The rain’s phenomenon is actually what we often call as “water circle.” The concept of the water cycle involves the sun heating the Earth’s surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth’s atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the Earth as precipitation. However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as “Virga”, a phenomenon which is often seen in hot, dry desert regions.

18. What happen to the droplet when it gets heavy?
- a. Rise
  - b. Fall
  - c. Flow
  - d. Evaporates
  - e. Rain
19. What is the other name of raining process?
- a. Water cycle

- b. Water metamorphosis
  - c. Water ransacking
  - d. Snowing
  - e. Watering
20. What can evaporate the sea?
- a. Sun heat
  - b. Fire heat
  - c. Water heat
  - d. Ice
  - e. Global Warming
21. Where is the location of condensation?
- a. Atmosphere
  - b. Sea
  - c. River
  - d. Lake
  - e. Sun heat
22. It provides suitable conditions for **diverse** ecosystem. The **antonym** of the word underline is?
- a. Salary
  - b. Satisfying
  - c. Similar
  - d. Scary
  - e. Separate
23. What is the meaning of Slowdown?
- a. Ketinggian
  - b. Kebesar

- c. Kemunduran
  - d. Kehilangan
  - e. Keberhasilan
24. “People can make giant snowmen, trample along the snow, or play snowballs with their families.” In this sentence, which one is an action verb ?
- a) People
  - b) Make giant snowmen
  - c) The snow
  - d) Play snowballs
  - e) Their families
25. “Clouds are formed when air becomes **saturated** with water vapor”. The word “**saturated**” has the meaning as ?
- a. Penuh
  - b. Kering
  - c. Kotor
  - d. Berat
  - e. Kelebihan

## POST TEST

**Answer the questions by crossing (x) a, b, c, d, or e in front of the right answer!**

The following text is for number 1-5!

### How do Seasons Happen?

Seasons come to us regularly. We have probably notice that it gets warmer in summer or dry season while it get colder in the winter or wet season. However do we know how these seasons change? Season happen and change every year. This happens because the Earth tits back and forth as it goes around the Sun. During the summer, the Earth tits toward the sun. it makes half of the Earth hotter. This condition is what we call summer. During the other half of the year, the Earth tilts away from the Sun. As a result, it makes that half of the Earth cooler. This cool condition is then what we call winter. The different parts of the world have the same season at different times. In the northern half of the world, winter happens during the months of December, January, and Febuary. The regions are such North America and Europe. In the other land, the southern half of the world have winter during the months of June, July, and August. The regions are like South America and Australia. How does this difference happen? The same season happens at different times because the top and bottom halves of the Earth tilt away from the Sun at different times.

1. The earth tilts back and forth as it goes around the sun. what is the **meaning** of **tilts back**?
  - a. Miring ke samping
  - b. Miring kembali
  - c. Miring ke atas
  - d. Miring ke belakang
  - e. Miring ke depan

2. Seasons happen due to the influence of the ....
  - a. sun
  - b. moon
  - c. earth
  - d. air
  - e. wind
  
3. The regions are such North America and Europe. The **antonym** of **regions** is?
  - a. territory
  - b. zone
  - c. arena
  - d. exterior
  - e. country
  
4. The changing of water into a gas called evaporation. The underlined word is the antonym of
  - a. Solidification
  - b. Condensation
  - c. Desiccation
  - d. Vaporization
  - e. Volcanic
  
5. “Saliva contains digestive juices which moisten the food” (paragraph 2). The underlined word is closest in meaning to.....
  - a. Dry
  - b. Melt



- c. Clean
  - d. Soften
  - e. Soak
6. “Almost everyone very ..... a natural phenomenon called the rainbow”. The correct word to fill the blank sentence is ?
- a. live
  - b. Likes
  - c. Lack
  - d. Love
  - e. Look
7. “To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow”. In this sentence, which one is a noun ?
- a. Create
  - b. People
  - c. Beautiful
  - d. The rainbow
  - e. Seeing
8. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow”. In this sentence, which one is a verb ?
- a. Create
  - b. People
  - c. Beautiful
  - d. The rainbow
  - e. Seeing
9. “People can make giant snowmen, trample along the snow, or play snowballs with their families”. The word underline is close to ?
- a. Big
  - b. Tinny
  - c. Large

- d. Small
  - e. High
10. “These droplet waters then become solid and create snow.” In this sentence, which one is a verb?
- a. These droplet
  - b. Waters
  - c. Become
  - d. Solid
  - e. Create snow
11. “It provides suitable conditions for diverse ecosystems”. The synonym of the word underline is?
- a) Improper
  - b) Applicable
  - c) Incorrect
  - d) Couple
  - e) Appropriate

**The following text is for number 12-13!**

Global warming

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth ‘ s atmosphere and oceans . Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown , and deforestation are among the several impacts of global warming.

12. “Deforestation are among the several impacts of global warming”. The **synonym** of “**deforestation**” is?
- a. Desertification
  - b. Reforest
  - c. Afforestation
  - d. Florist

e. Condensation

13. What is the meaning of Oceans?

- a. Bumi
- b. Gunung
- c. Lautan
- d. Daratan
- e. Pulau

**This text for number 14-17**

### **How Can We Taste A Food?**

The sense of taste 18) ..... one of a person's five senses. We taste with the help of taste-buds in the tongue. The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes messages. Then, how do we taste food we eat? When the tongue 19) ..... into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

<https://www.englishiana.com/2016/08/20-contoh-explanation-text-terjemahannya.html?m=1>

14. What is meaning of “**pick up**”?

- a. kendaraan
- b. memilih
- c. mengantarkan
- d. mengambil

e. mengangkat

15. “When the tongue ..... into contact with food of any kind, the taste-buds will pick up the taste”. The correct word to fill the blank sentence is ?
- Change
  - Create
  - Consider
  - Come
  - Contain
16. What is meaning of “pick up” ?
- Mobil
  - Meletakkan
  - Memilih
  - Mengambil
  - Menunggu
17. “.....the Thrust created by the engines must be greater than the force produced by the air resistance called as Drag”. which one is a verb ?
- Created
  - The engines
  - Be greater
  - The air
  - Called as drag

**The following text is for number 18-19!**

### Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, through? Snow occurs when water vapors in the air freeze before they can turn into water. This happens

when the temperature in the clouds is very cold. Snowflakes are made up of crystals of ice that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflake is different and might contain up to 200 crystals.

18. Snow is the water that....
- Evaporate
  - Precipitate
  - Freeze
  - Grow
  - Go out
19. What is meaning of “Exciting” ?
- Mengelikan
  - Menyedihkan
  - Mengasyikkan
  - Membosankan
  - Membahayakan
20. The honey stomach holds almost 70 mg of nectar and when full, it weighs almost as much as the bee does”. which one is an abstract noun ?
- The honey
  - Almost
  - Nectar
  - It weighs
  - The bee
21. Everybody likes honey. Even, it can be a medicine for most deseas. How is Honey Made? Honeybees use nectar to make honey”. which one is an action verb ?
- Everybody
  - a medicine
  - Honeybees
  - Honey
  - To make
22. The food is pushed by the tongue to the trapolloor at the back of the throath called the oesophagus. it then moves to the stomach.
- The word of “ it” at the underline refers to ...
- Tongue

- g. Throat
  - h. Oesophagus
  - i. Food
  - j. Stomach
23. “If a forest located in a river is converted into a settlement, this will cause rainwater to have no place to flow”. The **antonym** of the word underline is?
- a. Dissuade
  - b. Move on
  - c. Have
  - d. Transfer
  - e. Change
24. “Snowflakes are created by crystals of ice which have established around a little filth in the air. They then grow from small forms into the big one. The form of snowflakes are varied. They can consist of 200 crystal maximum”. The word of “They” at the underline refers to ...
- a. Ice crystals
  - b. Snowflakes
  - c. Clouds
  - d. Rain
  - e. The air
25. “If a forest located in a river is converted into a settlement, this will cause rainwater to have no place to flow”. The **antonym** of the word underline is ?
- a. Dissuade
  - b. Move on
  - c. Have
  - d. Transfer
  - e. Change



### Appendix 13: N-Gain Score experiment Class

No	Nama siswa	Skore		N Gain
		Pre-test	Post test	
1.	Abdi Fitriawan	44	72	28
2.	Aditya Saprizal	40	60	20
3.	Aldo Apriliansyah	24	76	52
4.	Andini Rizkyana	52	76	24
5.	Anisa Anggun Nurfadilah	64	88	24
6.	Cinta Selfiyanti	24	80	56
7.	Dea Angelika	48	76	28
8.	Dinda Amelia	44	80	36
9.	Dita Anggraini	80	88	8



10.	Febri Sutriningsih	48	76	28
11.	Indah Darma Aji	44	84	40
12.	Jeni Nolanda	64	68	4
13.	Kareksa Aktiyas	80	88	8
14.	Keysa Alunsya Fira	52	80	28
15.	Lia Chintia Bella	64	80	16
16.	M. Habibur Rohman	52	60	8
17.	M. Redo Alfariji	44	56	12
18.	M. Rifki Ramadhan	40	64	24
19.	Nursafitri	60	88	28
20.	Ria Anggraini	84	88	4
21.	Rina Julianti	80	88	8

22.	Rahmad Albadie Arianto	36	44	8
23.	Salwa Al Mardhiah	64	68	4
24.	Salwa Fitria	48	88	40
25.	Shalsabila	48	80	32
26.	Shella Afrilia Distira	80	88	8
27.	Syahru Ramadhan	46	60	14
28.	Viki Purwanti	48	80	32
29.	Vina Apriansi	48	80	32
30.	Yessy Rahma Delly	56	84	28
31.	Yopa Aprian	36	60	24
32.	Yolanda	28	72	44

33.	Yuninda Putri Lestari	60	84	24
34.	Zaskia Maselina	56	80	24
Nilai Rata-rata		52.5294118	76	23.47058824

### Appendix 14: N-Gain Score Control Class

No	Nama siswa	Skore		N Gain
		Pre-test	Post test	
1.	Ahmad Fajri	40	52	12
2.	Andika Wahyudi	32	36	4
3.	Bella Okti Ramadani	64	52	-12
4.	Chika Putri Ramadani	60	52	-8
5.	Dea Nesty Oktalia	64	48	-16
6.	Delif Alghifari	52	60	8
7.	Dera Perna Selli	56	36	-20
8.	Desi Ratna Sari	40	44	4
9.	Desti Putri Hendriani	60	40	-20
10.	Dimas Fiqriansyah	24	60	36

11.	Eka Mulyani	64	48	-16
12.	Elsa Rentiani	56	28	-28
13.	Elyna Triafitrianti	40	84	44
14.	Kelsi Prasetio	64	32	-32
15.	Lala Marliana	28	36	8
16.	Lensi Dea Safitri	60	36	-24
17.	Lovi Mardiana	40	44	4
18.	Machele Sapira	56	40	-16
19.	Napisa Nuraida	40	72	32
20.	Nofi Aolia Putri	52	60	8
21.	Novalya Alfitri Nurlensi	60	64	4
22.	Pandu Mulya	60	24	-36

23.	Putri Wulandari	64	52	-12
24.	Regy Setiawan	28	60	32
25.	Resya Gustiana Herfin	36	32	-4
26.	Riski Muhammad Zainal	28	68	40
27.	Sarahma Juwita	44	84	40
28.	Syahfitri Viola Aviko. R	56	48	-8
29.	Topan Aslan Kauri	24	60	36
30.	Tri marsuci	40	84	44
31.	Weni Anggriani	56	48	-8
32.	Widya Cahyanti	64	32	-32
33.	Yayang Andreka	52	60	8
34.	Yoga Ibrahim	32	36	4

35.	Vira Azizah Rahmadhani	44	80	36
Nilai Rata-rata		48	51.2	3.2

Appendix 15: validity and reability

No	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	Total	
1.	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
2.	0	4	0	4	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	72
3.	0	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	0	0	0	0	4	4	4	4	0	64
4.	0	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	0	0	0	0	4	4	4	4	0	60
5.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
6.	0	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	72
7.	0	4	4	0	0	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	80
8.	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	80
9.	0	4	4	0	4	0	4	4	4	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	4	80
10.	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	76
11.	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	76
12.	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	80
13.	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	80
14.	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	76
15.	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	76
16.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
17.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
18.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
19.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
20.	0	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	76
21.	4	4	0	4	4	0	4	4	0	4	0	0	4	0	0	0	4	4	4	4	0	0	0	0	0	0	44
22.	0	4	4	0	4	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	84
23.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
24.	4	4	4	0	4	4	4	4	4	0	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	0	80
25.	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
26.	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	84
27.	4	0	4	4	4	0	0	0	4	4	0	0	0	4	0	4	4	0	4	4	4	4	4	0	4	4	60
28.	0	0	0	4	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	80
29.	4	4	4	0	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	0	84
30.	0	0	0	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	60
31.	4	4	4	4	4	4	4	0	0	0	0	0	4	0	4	4	4	0	4	4	4	4	4	4	4	4	72
32.	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	84
33.	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	80
34.	0	4	4	0	4	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	80

rhitung	0.28	0.34	0.50	-0.50	-0.11	0.49	0.29	0.29	0.25	0.27	0.68	0.47	0.29	0.21	0.54	-0.29	#DIV/0!	0.50	0.39	0.55	0.72	0.64	0.72	0.64	-0.09	103.94
rtabel	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33
keterangan	invalid	valid	valid	invalid	invalid	valid	invalid	invalid	invalid	invalid	valid	valid	invalid	invalid	valid	invalid	#DIV/0!	valid	valid	valid	valid	valid	valid	valid	invalid	
varians	3.76	1.33	1.71	2.07	0.91	4.11	0.91	0.91	1.71	4.06	1.71	1.33	0.91	2.07	1.71	2.70	0.00	1.71	0.91	3.42	1.33	0.91	1.33	0.91	2.70	45.13



**Appendix 16: Normality test in experiment test**

No	Xi	f	F.kum	Fs (xi)	X rata-rata	St deviasi	Z	Ft (xi)	fs(xi)-ft(xi)	fs(xi)-ft(xi)
1.	4	3	3	0.08823529	27.5714286	16.3834545	-1.43873373	0.07511299	0.013122304	0.0131223
2.	8	6	9	0.26470588			-1.19458497	0.11612461	0.148581271	0.14858127
3.	12	1	10	0.29411765			-0.95043622	0.17094532	0.123172323	0.12317232
4.	14	1	11	0.32352941			-0.82836184	0.2037328	0.119796607	0.11979661
5.	16	1	12	0.35294118			-0.70628747	0.24000469	0.112936483	0.11293648
6.	20	1	13	0.38235294			-0.46213871	0.32199093	0.060362016	0.06036202
7.	24	6	19	0.55882353			-0.21798996	0.41371847	0.145105062	0.14510506
8.	28	6	25	0.73529412			0.026158795	0.51043466	0.224859458	0.22485946

9.	32	3	28	0.82352941			0.270307548	0.60653817	0.216991241	0.21699124
10.	36	1	29	0.85294118			0.514456302	0.6965335	0.156407679	0.15640768
11.	40	2	31	0.91176471			0.758605055	0.77595558	0.13580913	0.13580913
12.	44	1	32	0.94117647			1.002753808	0.84201017	0.099166301	0.0991663
13.	52	1	33	0.97058824			1.491051315	0.93202599	0.038562247	0.03856225
14.	56	1	34	1			1.735200069	0.95864731	0.041352687	0.04135269

**Appendix 17: Normality test in control class**

No	Xi	F	F.kum	Fs (xi)	X rata- rata	St deviasi	Z	Ft (xi)	fs(xi)- ft(xi)	fs(xi)- ft(xi)
1.	-36	1	1	0.02857143	-0.25	26.6320609	-1.34236701	0.08973851	-0.06116708	0.06116708
2.	-32	2	3	0.08571429			-1.1921721	0.11659688	-0.0308826	0.0308826
3.	-28	1	4	0.11428571			-1.04197719	0.14871113	-0.03442541	0.03442541
4.	-24	1	5	0.14285714			-0.89178228	0.18625482	-0.04339768	0.04339768
5.	-20	2	7	0.2			-0.74158737	0.22916869	-0.02916869	0.02916869
6.	-16	3	10	0.28571429			-0.59139246	0.27712875	0.00858554	0.00858554
7.	-12	2	12	0.34285714			-0.44119755	0.32953499	0.013322149	0.01332215
8.	-8	3	15	0.42857143			-0.29100264	0.38552465	0.043046778	0.04304678

9.	-4	1	16	0.45714286			-0.14080773	0.44401092	0.013131938	0.01313194
10.	4	5	21	0.6			0.159582092	0.56339486	0.036605143	0.03660514
11.	8	4	25	0.71428571			0.309777003	0.62163473	0.092650985	0.09265098
12.	12	1	26	0.74285714			0.459971913	0.67723181	0.065625333	0.06562533
13.	32	2	28	0.8			1.210946466	0.88704204	-0.08704204	0.08704204
14.	36	3	31	0.88571429			1.361141376	0.91326549	-0.02755121	0.02755121
15.	40	2	33	0.94285714			1.511336287	0.9346486	0.008208539	0.00820854
16.	44	2	35	1			1.661531197	0.9516966	0.048303404	0.0483034

**Appendix 18: Documentations**

Interviewed English teacher in pre-research



Try out post-test and pre-test



Group learning



Group Representative  
Presentation



Gave learning materials



Pre-test and post test



Take picture with students IX  
Mia 11



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**Assalamu'alaikum Wr.Wb.**

Saya yang bertandatangan dibawah ini:

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 NIP : 197308291998031003  
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung  
 Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

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 TOWARD STUDENTS VOCABULARY MASTERY AT 11TH GRADE  
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