

**THE EFFECTIVENESS OF USING VOCABULARY
JOURNALS TOWARD STUDENTS' VOCABULARY
MASTERY AT THE SEVENTH GRADE OF
MTsN 1 PESAWARAN IN ACADEMIC
YEAR OF 2022/2023**

(A Thesis)

**Submitted as a Partial Fulfillment of the Requirements for
Bachelor Degree**

By

MARIZA DWI UTAMI

NPM. 1811040399



Study Program : English Education

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
1445 H / 2024 M**

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Advisor : Rohmatillah, M.Pd.

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RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
1445 H / 2024 M**

ABSTRACT

This research was conducted based on the result of the interview in preliminary research that held in MTsN 1 Pesawaran. Based on students' interview, the researcher found five problems related to their vocabulary mastery; (1) students' low motivation in learning vocabulary, (2) students find it difficult to memorizing new vocabulary, (3) students find it difficult to understanding the meaning of vocabulary, (4) students find it difficult to use the vocabulary, (5) teacher applied inappropriate strategy in teaching vocabulary. It was supported by the students' vocabulary score, there were 61,3% of the students who got score under 66 as the mean score of vocabulary. The aimed of this research was to know the effectiveness of using vocabulary journals toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in academic year of 2022/2023.

This research was conducted by using quasi experimental research design. The population of this research was all of seventh grade students in the second semester of MTsN 1 Pesawaran in academic year of 2022/2023. There are two classes as the sample of this research. In the beginning, the researcher gave the pre-test. Then, the treatment given for both classes. After all treatments had been implemented, the researcher gave the post-test that consisted of 20 multiple-choice questions which was same amount with the pre-test where both pre-test and post-test had been tested by SPSS to analyze the data.

From the data analysis, the value of the significant generated Sig. (P value) = $0.010 < \alpha = 0.05$, which means that H_0 was rejected and H_a was accepted. And also, the average scores resulted from vocabulary tests showed more significant increase of the class students in the post-test for experimental class than control class. It was confirmed by the post-test average results of the two classes gained. The control class made post-test average score 72.13, while the experimental class made 74.87. In short, the experimental class got the higher score than the control class, $74.87 > 72.13$. Hence, it can be concluded that the use of vocabulary journals was effective toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in the academic year of 2022/2023.

Keyword: Vocabulary Journals, Vocabulary Mastery, Quasi Experimental Research Design

DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Using Vocabulary Journals toward Students’ Vocabulary Mastery at the Seventh Grade of MTsN 1 Pesawaran in Academic Year of 2022/2023” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, December 7th 2023

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A thesis entitled: "The Effectiveness of Using Vocabulary Journals Toward Students' Vocabulary Mastery at the Seventh Grade of MTsN 1 Pesawaran in Academic Year of 2022/2023" by Mariza Dwi Utami, Students' Number: 1811040399, Study Program: English Education, has been successfully defended at the Thesis Defense of the faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **Thursday, December 07, 2023.**

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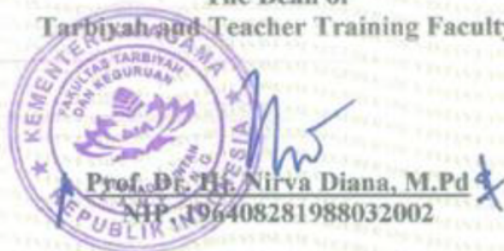
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MOTTO

﴿قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتَّبِعَهَا أَذًى وَاللَّهُ غَنِيٌّ حَلِيمٌ﴾

“Kind words and forgiveness are better than charity followed by injury. And Allah is Self-Sufficient, Most Forbearing.”

(Q.S Al-Baqarah : 263)¹

¹ Departemen Agama RI, *Al-Qur'an dan Terjemahan*, ed. Ustaz Ahmad Sholihin, Ustaz Makbul, Ustaz Hilman Fauzi (Bandung: CV Darus Sunnah, 2015), 35.

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis to:

1. Allah SWT. who always love and keeps me everywhere and every time.
2. My beloved parents, Mr. Mahrizal and Mrs. Hernawati who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support and all of the best thing that they have. I love them so much.
3. My beloved one and only brother Dika Afri Yusa, my sister-in-law and also my cute nephew who always give me such an energy with his cuteness when I'm down. I love you so much.
4. My best friends Elasari, S.Pd, Rosa Purnama, S.Pd, Rora Almada, S.Pd, Qaulisa Ratu Asia, Lutfia Nanda Bhakti, Rizki Rahma Nurbaiti and all my friends who always give love, encouragement, motivation, support on completing this thesis.
5. My big family who always give support for me.
6. My beloved lecturer and alma mater UIN Raden Intan Lampung.

CURRICULUM VITAE

Mariza Dwi Utami was born in Tanjung Agung on October 10th, 2000. She is the youngest of two siblings of Mr. Mahrizal and Mrs. Hernawati. She only has one brother named Dika Afri Yusa.

She began her elementary school at SDN 1 Pekondoh Gedung in 2006 and graduated in 2012. In the same year, she continued her study at MTsN 1 Kedondong (MTsN 1 Pesawaran now) and finished in 2015. After that, she extended her study at MAN 1 Kedondong (MAN 1 Pesawaran now) and graduated in 2018. Then in the same year in 2018 she continued her study in State Islamic University (UIN) of Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace and salutation is upon our Prophet Muhammad SAW, with his family and followers. This thesis entitled “The Effectiveness of Using Vocabulary Journals toward Students’ Vocabulary Mastery at the Seventh Grade of MTsN 1 Pesawaran in Academic Year of 2022/2023” is submitted as compulsory fulfillment of the requirements for Bachelor degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis .
2. M. Ridho Kholid, S.S, M.Pd., the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd., as the great first advisor, who always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
4. Sugeng Riyadi, M.Pd., as the great co-advisor, who has patiently guided and directed the researcher until the completion this thesis as well.
5. All lecturers and staff of English Education Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. Gamferi, the headmaster of MTsN 1 Pesawaran for allowing the researcher to conduct the research.
7. Gusdian Shofia Tiara, as the English Teacher of MTsN 1 Pesawaran who has helped during the research process and All

the students of VIII A and VIII C MTsN 1 Pesawaran for the willingness to be the participants in this research.

8. Big family of KKN 67 or KKN-DR Gunung Rejo and Squad PPL SMP Negeri 16 Bandar Lampung Especially thanks for good friendship, your help and always give contribution to accomplish her thesis.
9. For all my beloved friends of English Education Department especially E Class for the love, support and time we all have been through.
10. All the people who cannot be mentioned one by one for their contribution and help during finishing her thesis.
11. Special thanks for TREASURE, ENHYPEN, K-Dramas, K-Variety Show, whose presence has been a constant source of inspiration and comfort, especially during the hard times. Your music and shows saved me.
12. Last but not least, I wanna thank me. Thanks for not giving up even though life is getting hard. I am very proud of you. I love you.

Bandar Lampung, December 7th 2023
The Researcher,

Mariza Dwi Utami
NPM.

1811040399

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first step to understand the title of the research and avoid misunderstanding, the researcher thinks that need to explain the title of the research. The research entitles The Effectiveness of Using Vocabulary Journals toward Students' Vocabulary Mastery at the Seventh Grade of MTsN 1 Pesawaran in Academic Year of 2022/2023. As description of some terminologies contained the title of this research.

Effectiveness is an output of specific review or analyses that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirement.² In this research, effectiveness is an output that measure the achievement of vocabulary journal strategy towards students' vocabulary mastery. The goals of the research is vocabulary journal have a significant influence with students' achievement in their vocabulary mastery.

Vocabulary is a dictionary or a set of words.³ In learning a language, learner needs to know words and meaning. In other word, learner needs to know how a word can be used according to its context so that the meaning conveyed by the speaker can be understood by the listener. Based on this definition, it can be concluded that vocabulary is list of words that has meaning.

Vocabulary Journal is a strategy to increase students' vocabulary by helping students explore the meaning of words that they encounter while reading.⁴ In this research, vocabulary journal is a strategy for learning new vocabulary that uses by recording the unfamiliar word they encounter while reading a text by define the

² Lazar Vlasceanu, Laura Grunberg, and Dan Parlea, *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions*, (Bucharest: Unesco-Cepes, 2007), 54.

³ Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Great Britain: Cromwell Press Ltd, 2008), 4.

⁴ Patricia A. Antonacci and Catherine M. O'Callaghan., *Promoting Literacy Development*, (California: Sage Publications, 2012), 110.

target word, synonym, antonym, the use of the word in a sentence and picture.

Vocabulary mastery is an element that support grammar or structure and language function in addition to the four language skills which include listening, reading, writing and speaking.⁵ In mastering a language, students need to know vocabulary in three aspect, there are word formation, word meaning and word use.

Students' vocabulary mastery of the three aspect is from Nation. Nation states that there are three vocabulary knowledge aspect that students need to learn.⁶ In the word meaning aspect, students are able to use the words that have opposite meaning (antonym) and similar meaning (synonym). In the word use aspect, students are able to use the word in different context. Meanwhile, in the word formation means that students are able to work with suffixes and prefixes in the context.

MTsN 1 Pesawaran is an Islamic Junior High School located on Jl. H. Aliudin Kedondong, Kedondong, Pesawaran Regency. This school has been accredited A. The choice of MTsN 1 Pesawaran as place of research because during preliminary research, the researcher found some problems related to the teaching and learning vocabulary. This research is expected to help teacher and students in their teaching and learning vocabulary.

Based on the explanation above, it can be concluded that vocabulary is a set of words that has meaning. As a strategy in teaching vocabulary, the use of vocabulary journal is expected to have a significant influence toward students' vocabulary mastery. Vocabulary journal strategy allow students to record the vocabulary they encounter while reading in their textbook by giving the unfamiliar words definition, the use of the vocabulary in the context, synonym and antonym, and the picture.

Related to the statement above, the researcher purposes the research about The Effectiveness of Using Vocabulary Journals

⁵ David Nunan, *Teaching English Speakers of Other Languages*, (New York: Routledge, 2015), 112.

⁶ I.S.P. Nation, *Learning Vocabulary in another Language*, (Cambridge: Cambridge University Press, 2022), 65.

toward Students' Vocabulary Mastery at the Seventh Grade of MTsN 1 Pesawaran in the Academic Year of 2022/2023.

B. Background of the Problem

Vocabulary is one of the language aspects which should be learnt. According to Webb and Nation, vocabulary is an essential component of language, we won't be able to speak and not be able to make ourselves understood if we don't have vocabulary.⁷ It means that vocabulary is a word used by someone in conveying an idea or opinion about something. The word is use so that others can get the points of the speaker wants to convey without any misunderstanding.

Vocabulary is the first stage in any language learning. Besides grammar, pronunciation, and spelling, it is one of important thing in learning English. Vocabulary is an important sub skill that students have to learn. Improving our vocabulary has a good effect to our competence in language. It can improve too our capacity to build our language as a whole. Nation and Webb also states that vocabulary are central to listening, speaking, reading, and writing.⁸ It means that learning vocabulary is important and learners need the vocabulary in order to master the four language skills so they can use the language effectively.

Furthermore, Pinter states that fluent speakers and writers need to know a large pool of vocabulary and a long list of grammatical structure.⁹ In a word, teachers must consider grammatical choices when teaching vocabulary, and when teaching grammar, they must consider the contextual meaning of words. A good understanding of a language will involve the ability to use a word to a sentence that is understandable when speak. Learners want to be able to interact with others people using the language they are learning, but the lack of vocabulary mastery can affect their ability to use the language.

⁷ Stuart Webb and Paul Nation, *How Vocabulary is Learned*, (Oxford University Press, 2017), 3.

⁸ *Ibid.*

⁹ Annamaria Pinter, *Teaching Young Language Learner, Second Edition.* (Oxford University Press, 2017), 91.

According to the explanation above, it can be concluded that vocabulary is a very important component in language learning. Language is only possible if we have a vocabulary. Having a wide vocabulary is crucial to communicating with others, and it is crucial to learning a foreign language, as well. However, vocabulary teaching does not always respond very well to such problems, there are two factors that can affect students in developing their vocabulary. First is internal factor that is from the students itself, they have a low interest in learning vocabulary. According to Yulia, special issues in the classroom, such as insufficient time to use the language and lack of spirit in the student to speak English.¹⁰ It means student have a stereotype about English because it comes from their mindset that English is a difficult subject. The last is from the external factors, it is from the school or teacher, the school that doesn't provide an appropriate infrastructure for learning vocabulary and teacher applied inappropriate strategy. In the research conducted by Rao, based on his survey shows that most of the English language teachers feel that they are not able to use media in the class even though they want to do it due to lack of infrastructure and other related problems.¹¹ Therefore, it is important for school to provide an appropriate infrastructure and it also important for the teacher to consider the appropriate strategy when teaching vocabulary in order to achieve the learning objective.

Based on the preliminary research at the seventh grade students at MTsN 1 Pesawaran, there are some problems in learning vocabulary. The problems are (1) students have a low motivation in learning vocabulary, (2) students find it difficult to memorizing new vocabulary, (3) students find it difficult to understanding the meaning of the vocabulary, (4) students find it

¹⁰ Yuyun Yulia, Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language, (*Indonesian Journal of Applied Linguistics*, Vol. 3 No. 1, 2013), 1.

¹¹ Bolla Malikharjuna Rao, Use of Media as an Instructional Tool in English Language Teaching (ELT) at Undergraduate Level, (*International Journal of English and Literature*, Vol. 5, 2014), 1.

difficult to use the vocabulary itself, (5) teacher applied inappropriate strategy in teaching vocabulary.

Table 1.1
The Vocabulary Score at the First Semester of the Seventh Grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023

Class	Students' Score		Total
	≥ 66	< 66	
VII A	16	23	39
VII B	14	26	40
VII C	15	25	40
VII D	15	24	39
VII E	16	21	37
VII F	17	22	39
VII G	15	23	38
VII H	14	24	38
VII I	12	24	36
Number of Students	134	212	346
Percentage	38.7%	61.3%	100%

Source: Document of English Teacher about the data of Vocabulary Score at the Seventh Grade of MTs N 1 Pesawaran

Based on the table above, the total number of the seventh grade students at the MTsN 1 Pesawaran was 346 students. From the seventh grade students that consist of nine classes, the mean score for the vocabulary test was 66. The mean score was taken from the vocabulary test which assesses students' vocabulary mastery by evaluates the students' ability to correctly pronounce the words, comprehend their meanings, and express them in written form. From the table, it can be concluded that 61.3% or 212 of 346 students got < 66 score. The rest of the students who got scores above the criteria of the mean score was only 38.7% or 134 of 346 students. It indicates that many students still have difficulties in vocabulary mastery and the learning process is still not yet effective.

According to the students' interview, the researcher concludes that many of the seventh grade students who are still lack and have difficulties in mastering vocabulary. As a result, students cannot understand optimally and make them even more confused. In other side, there are the internal and external factors that influencing the difficulties of the students in mastering vocabulary. Internal is the factors from themselves including their motivation, interest and intelligence whereas the external is from the environment of the students including their background, learning material and teachers' performance.

In teaching English, teachers need to choose a good strategy in order to teach optimally. According to the interview given to the English teacher of MTsN 1 Pesawaran, the teacher used expository strategy. This strategy tends to be less effective toward students' vocabulary mastery accordance to the students who still have difficulties to mastering the vocabulary. Therefore, teacher can use different strategy from the previous strategy to reduce students' problem and maximize students learning in mastering vocabulary. In this situation, the researcher offered a strategy in teaching students' vocabulary mastery namely vocabulary journal strategy.

Larson states, vocabulary journal is a strategy that work with vocabulary terms using an "introduce, define, discuss, and apply" sequence.¹² It means that vocabulary journal can be used by records the definition of the word, discuss the word and apply the vocabulary in sentence in order to know the vocabulary in context. Furthermore, the components of the vocabulary journals varies according to the preferences of the user. The components of a vocabulary journals is determined by the context of the classroom and the needs of the students.

Based on the explanation above, vocabulary journal is a strategy that allow students to record their new vocabulary. Students can record the word on their notebook including the

¹² Lisa Larson, Temoca Dixon, and Diana Townsend, How Can Teachers Increase Classroom Use of Academic Vocabulary?, (*Voices From The Middle*. Vol. 20, No.4, 2013), 19.

target word, the definition of the word, the synonym of the word, the antonym of the word, the example sentences and the picture. In order to know the definition, synonym and antonym they can find it on their dictionary or other sources. Centenario states, this strategy allowed students to learn independently by creating their own journal.¹³ The teacher can act as the controller that monitoring the students about their journal.

A study of vocabulary as a component of language learning has been the subject of a variety of studies, each of which has made its own contribution. The previous research similar to this research was conducted by Elita, et.al., entitled “The Use of Vocabulary Journal in Teaching Vocabulary”. The finding of the research showed that the use of vocabulary journal strategy in teaching vocabulary mastery has a strong significant effect by the improvement of the students’ ability in mastering vocabulary. It is showed that vocabulary journal enable the students to learn vocabulary actively and made them aware about the importance of vocabulary in acquiring English language.¹⁴

Another similar research was conducted by Latip and Yamat entitled “Investigating the Effect of Vocabulary Journal in Improving Year 6 Pupils’ Vocabulary”. The findings of the research indicates that vocabulary journal has a positive effect towards the improvement of pupils’ vocabulary learning. The use of the vocabulary journal was helpful due its features in helping the pupils to remember and understand words easily. Vocabulary journal also found to be easy to be used in understanding the word learnt and leading to the pupils’ intention of using it as their personal dictionary.¹⁵

¹³ Laura Loshuestos Centenario, *Vocabulary Notebooks : A Tool to Enhance Memory or A Memories Notebook?*, (Post Graduate Masters’ Degree, Universidad Publica De Navarra, 2013), 5.

¹⁴ Nur Elita, Y. Gatot Sutapa & Endang Susilawati, The Use of Vocabulary Journal in Teaching Vocabulary, (*Journal Pendidikan dan Pembelajaran*, Vol. 7, 2017)

¹⁵ Khairul Lutfi Abd Latip and Hamidah Yamat, Investigating The Effect of Vocabulary Journal in Improving Year 6 Pupils’ Vocabulary, (*International Journal of Advanced Research in Education and Society*, Vol. 4, No. 1, 2022)

Based on the explanation of previous studies, there is a significant differences of previous studies and the present study. In the first previous research concerned to discovering the effect of vocabulary journal on students' vocabulary achievement by using pre-experimental research design. The object is the eighth grade student of SMP Negeri 2 Teluk Keramat. The second previous research aimed to investigate the effect of vocabulary journal by using quasi-experimental design with one group pre-test and post-test. The object is year 6 class with age of 12 years old. However, the present research aim to know the effectiveness of using vocabulary journal toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran by using quasi-experimental as the research design. In other word, the similarities of the present research with the previous research is the strategy that use in the vocabulary learning process is using vocabulary journal. Whereas the difference between the present research and the previous research are on the research design and the subject of the research.

From the explanation above, the researcher want to know the effectiveness of using vocabulary journal toward students' vocabulary mastery. Based on the background of the problem, the researcher conducted this research under the title "The Effectiveness of Using Vocabulary Journals toward Students' Vocabulary Mastery at the Seventh Grade of MTsN 1 Pesawaran in Academic Year of 2022/2023".

C. Identification and Limitation of the Problem

Based on the background above, the problems can be identified as follows:

1. Students have a low motivation in learning vocabulary.
2. Students find it difficult to memorizing new vocabulary.
3. Students find it difficult to understanding the meaning of the vocabulary.
4. Students find it difficult to use the vocabulary itself.
5. Teacher applied inappropriate strategy in teaching vocabulary.

To limit the problem, the researcher would like to focus on the effectiveness of using Vocabulary Journals toward students' vocabulary mastery. The researcher also limit the aspect of vocabulary in this research by using the aspect of word meaning and word use by Nation. The limitation of the vocabulary aspects are based on the syllabus of the seventh grade of MTs N 1 Pesawaran.

D. Formulation of the Problem

According to the limitation of the problem, the formula of this research is

“Is the use of vocabulary journals effective toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in academic year of 2022/2023?”

E. Objective of the Research

Based on the formulation above, the purpose of this research is to know the effectiveness of using vocabulary journals toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in academic year of 2022/2023.

F. Significance of the Research

The result of this research is expected to provide useful information and empirical benefits about the usage of vocabulary journals toward students' vocabulary mastery. The uses of the study are:

1. Theoretically

This research is expected to be able to contribute to junior high schools by providing information related to the use of vocabulary journal to increase students' vocabulary mastery.

2. Practically

- a. For the teachers

The result of this research is expected to give useful information for the teacher related to the effectiveness of using vocabulary journal as a strategy in teaching vocabulary. This research is expected to be useful for

teacher to choose an appropriate strategy in teaching vocabulary to increase students' vocabulary mastery.

b. For the students

This research provide the information of the use of vocabulary journal. The result of the research is expected to help students' problem in learning vocabulary especially in memorizing vocabulary, understanding the meaning of vocabulary and using the vocabulary itself in context. This research allow students to get new experience in improving their vocabulary by using vocabulary journal.

c. For other researchers

This research is expected to be useful for other researchers to use this research as the references in conducting a research related to the same strategy and or with different text or aspect to increase the quality of vocabulary teaching through vocabulary journal.

G. Relevant Research

The researcher' assumption are also supported by some previous research. There were five research related to this research. The first research is by Rakhmawati entitled "The Influence of Vocabulary Journal in Teaching Students' Vocabulary Mastery". The result showed that the use of vocabulary journal in teaching vocabulary mastery give a good influence for students especially in learning new words. This strategy also help teacher in improving students' vocabulary and in memorizing the new words.¹⁶

The second research is by Virgiawan entitled "The Effect of Using Vocabulary Journal Strategy on Students' Vocabulary Mastery at State Junior High School 1 Pangkalan Kuras". The result showed that the use of vocabulary journal strategy have a

¹⁶ Dian Rakhmawati, The Influence of Vocabulary Journal in Teaching Students' Vocabulary Mastery, (*SMART Journal*, Vol. 2, No. 1, 2016)

significant effect on students' vocabulary mastery of the eighth grade at State Junior High School 1 Pangkalan Kuras.¹⁷

The third research is by Elita, Sutapa & Susilawati entitled "The Use of Vocabulary Journal in Teaching Vocabulary". The finding of the research showed that the use of vocabulary journal strategy in teaching vocabulary mastery has a strong significant effect by the improvement of the students' ability in mastering vocabulary. It is showed that vocabulary journal enable the students to learn vocabulary actively and made them aware about the importance of vocabulary in acquiring English language.¹⁸

The fourth research is by Turnuk entitled "The Effects of Implementing Vocabulary Journals into Main Course Classes on Student Success at a Private University". The findings of the research provide relevant information and insight for the instructors and administrators who aim to enhance vocabulary learning and plan to implement vocabulary journals into their own educational systems.¹⁹

The fifth research is by Latip & Yamat entitled "Investigating the Effect of Vocabulary Journal in Improving Year 6 Pupils' Vocabulary". The findings of the research indicates that vocabulary journal has a positive effect towards the improvement of pupils' vocabulary learning. The use of the vocabulary journal was helpful due its features in helping the pupils to remember and understand words easily. Vocabulary journal also found to be easy to be used in understanding the word learnt and leading to the pupils' intention of using it as their personal dictionary.²⁰

¹⁷ Ade Virgiawan, *The Effect of Using Vocabulary Journal Strategy on Students' Vocabulary Mastery at State Junior High School 1 Pangkalan Kuras*, (Undergraduate Thesis, State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru, 2016)

¹⁸ Nur Elita, Y. Gatot Sutapa & Endang Susilawati, *The Use of Vocabulary Journal in Teaching Vocabulary*, (*Journal Pendidikan dan Pembelajaran*, Vol. 7, 2017)

¹⁹ Tulin Turnuk, *The Effects of Implementing Vocabulary Journals into Main Course Classes on Student Success at a Private University*, (*Journal of English Teaching*, Vol. 4, No. 3 2018)

²⁰ Khairul Lutfi Abd Latip and Hamidah Yamat, *Investigating The Effect of Vocabulary Journal in Improving Year 6 Pupils' Vocabulary*, (*International Journal of Advanced Research in Education and Society*, Vol. 4, No. 1, 2022)

H. Systematics of the Research

The systematics of this research is divided into five chapters and each chapter has many sub-chapters with detail as follows:

Chapter I discusses about introduction, consist of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research and systematics of the research.

Chapter II contains about theories related to the topic of this research and the hypothesis related to the topic of the research.

Chapter III discusses about research methodology which are consists of the place and time of the research, research design, population, sample, data collection technique, operational definition of variable, research instrument, validity and reliability of the instrument, fulfilment of the assumption and hypothesis testing.

Chapter IV discusses about findings and discussion, in this chapter consist of data description and the process until the result of the study is carried out.

Chapter V contains the conclusion resulting from the discussion of the research and suggestion as the result of research and the suggestion is given to students, teachers and other researcher by the researcher of this research.

CHAPTER II

FRAME OF THEORIES AND HYPOTHESIS

A. Theories

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components to be taught to the learners. It is important for learners to acquire sufficient vocabulary to express themselves in English or to understand English language materials. According to Cameron, vocabulary is one of the language aspects which should be learning. A person said to "know" a word if they can recognize its meaning when they see it.¹ It means that a person's vocabulary greatly affects their ability to learn a language because it greatly impacts language learning. Takac states that vocabulary is a dictionary or a set of words.² Based on the statement above it is clear that vocabulary related to the list of words and surely it has a meaning that used in a language.

Some definition of vocabularies are proposed by some experts. Vocabulary learning is fundamental about learning definition of words. Alqahtani states that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.³ It means that to communicate to other people, someone need to use some words of a particular language in order to express their thought. Neuman and Dwyer states that vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁴

¹ Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press,2011), 27.

² Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Great Britain: Cromwell Press Ltd, 2008), 4.

³ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How To Be Taught, (*International Journal Of Teaching And Education* ,Vol. III, No. 3, 2015), 25.

⁴ Susan B. Neuman, and Julie Dwyer, "Missing in Action: Vocabulary Instruction in Pre-K" in *The Reading Teacher*, (*International Reading Association, Vol. 62, No. 5, 2009*), 385.

Based on the statement above, it is clear that vocabulary gives the ability to express someone's opinion, and they can give explicit details about themselves. It helps others understand what other people are saying and what they are reading.

Vocabulary is an important aspect of language, without knowing the vocabulary, we will have difficulty in understanding what we see, read, and learn. McCarthy and O'Dell states that it is not enough just to know the meaning of a word; we also need to know the words it is usually associated with, as well as its grammatical characteristics and how it is pronounced.¹ It means that learning vocabulary is not only learning about the words or new vocabulary but also about how to use the vocabulary in correct usage. The more words a student has, the more he or she can interpret and express the ideas of others. It will be easier for students to communicate more effectively when they have an extensive vocabulary.

From the statement above, the researcher assumes that vocabulary is an important part of learning a language. Without mastering a large number of vocabularies, it is difficult for a learner to study and use the language to speak with other people. If we cannot use a word properly and do not grasp the meaning of the word, we are unable to use the language effectively. We can still understand the language even if we know nothing about the grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. So that vocabulary is an essential part of language which makes the language meaningful.

b. Definition of Vocabulary Mastery

In learning a language, learners need to master large vocabularies in order to be able to use the language effectively. According to Nunan, in learning new language, it

¹ Michael McCarthy, and Felicity O'Dell., *English Vocabulary in Use: Upper-Intermediate, Third Edition* (England: Cambridge University Press, 2012), 8.

is important to mastering a large vocabularies than grammar.² It is means that vocabulary mastery is an important part of learning a second or foreign language. Vocabulary is an important thing to learn English language where vocabulary mastery will support successful of students in English language. Students will not be able to use the language function they have learned if they do not master the vocabulary well. Students' mastery between one and another is different. It is caused by the different of their abilities. Therefore, students' mastery is capabilities of students to receive new information from subject of the study.

As a goal of language teaching, vocabulary mastery plays a significant role to help students successfully learn English skills such as reading, writing, listening, and speaking. Additionally, Nunan states that vocabulary mastery is an element that support grammar/structure and language function in addition to the four language skills which include listening, reading, writing and speaking.³ It means that, learners need to master the vocabulary in order to master the four language skills. In reading a text, students who have a good knowledge of vocabulary will be able to read more fluently, comprehend more ideas, and learn more content. In writing, students with good vocabulary are better able to use effective grammar to construct sensible sentences. In listening and speaking, students who have mastered vocabulary will be able to make logical sentences that enable them to understand other people's ideas while communicating, and thus be able to understand what others are saying.

Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens for a lifetime. Vocabulary mastery is not a spontaneous process that is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Without

² David Nunan, *Teaching English Speakers of Other Languages*, (New York: Routledge, 2015), 112.

³ *Ibid.*

vocabulary mastery, English as Foreign Language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing, and speaking. If they cannot achieve the macro skills, it means that they cannot achieve language proficiency. Alqahtani states vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.⁴ That is the reason why learning vocabulary is important, by mastering vocabulary makes it easier for speakers to express their idea and also makes it easier for listeners to understand the meaning of what is meant by the speakers.

Based on the explanation above, it can be inferred that vocabulary mastery is important because in learning vocabulary students must understand the meaning of vocabulary that learn in the classroom. However, students not only understand the meaning but also have the ability in use the word in a sentence. In other hand, the researcher assumed that students should be mastering vocabulary mastery and understand the words in different part of speech such as: noun, verb, adverb and adjective, etc. But, students also need to know how the word is form, the grammatical patterns and how to use the word in different context. The researcher also said vocabulary mastery of English language should be meaningful content, practicing to communicate with their friends and not only memorizing the words but practice the new vocabularies with the others.

c. Kinds of Vocabulary

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. There are some kinds of vocabulary according to the theory from Nation. Nation indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

⁴ Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, 25.

Receptive vocabulary is word that students recognize and understand when used in context, but cannot pronounce it. Nation states that receptive vocabulary carries the idea that we receive from others through listening or reading and try to comprehend it.⁵ It means that, receptive vocabulary include all the words we understand when we read or listen to them, but which we don't use or cannot remember when we speak or write ourselves.

2) Productive Vocabulary

Productive vocabulary is word that student understand, pronounce correctly and used in speaking and writing. According to Nation, productive vocabulary carries the idea that we produce language forms by speaking and writing to convey message to others.⁶ In other words, productive vocabulary is all the words we understand and the words that we can use by ourselves.

As a foreign language learners, we need to know very large number of word in order to use the language well. Vocabulary is a list or collection of words arranged in alphabetical order. Thornburry classifies vocabulary into 8 items such as noun, pronoun, verb, adjective, adverb, prepositions, conjunction and determiner.⁷

1) Noun

It is refers to place, person and thing. Example:

- a) It is a **newspaper**
- b) There is a **book**

2) Pronoun

It is refers to word that substitutes noun. Example:

- a) **They** are my friends.
- She** is a good person

3) Verb

It is refers to action words. Example:

⁵ I.S.P. Nation, *Learning Vocabulary in Another Language*, Third Edition (Cambridge: Cambridge University Press, 2022), 52.

⁶ *Ibid.*

⁷ Scott Thornburry, *How to Teach Vocabulary*, (Longman: Pearson Education Limited, 2007), 3.

- a) Mr. Dika is **teaching** physic
 - b) The students are **playing** basketball
- 4) Adjective
It is refers to word that describes noun. Example:
- a) Hanna's hair is **gorgeous**
 - b) This bag is **expensive**
- 5) Adverb
It is refers to words that modify verb. Example:
- a) My mother is cooking **in the kitchen**
 - b) I go to school at **seven o'clock**
- 6) Preposition
It is a word (or group of words) which is used to show the way which other words are connected.
Example:
- a) The cat was sleeping **under** the table
 - b) My classroom is **in front of** the library
- 7) Conjunction
It is a word used to relate one word to another one, or one sentence to another one.
Example:
- a) She get scold by the teacher **because** she late
 - b) Beni **and** Yuda are student MTs N 1 Pesawaran.
- 8) Determiner
The two articles are "the" and "a". *the* may be used with a singular and plural noun; *a* is generally use a singular countable noun.
Example:
- a) **The** cats are black and white.
 - b) **A** book is blue.

From explanation above, it could be concluded there are many kinds of vocabulary that should be mastered by the learner including. All the types of vocabulary needed to be known and learnt for the successful of mastering. However, this research is focus on learning vocabulary in the part of speech adjective. According to the syllabus for the seventh

grade at the second semester of junior high school, in learning the vocabulary, it is focus on the adjective of people, animal and things.

2. Concept of Students Ability in Vocabulary Mastery

Ability is the potential that is found within every human being. It is the present ability to make certain responses or perform a certain task. In the study of Boonkongsan, there are three factors affecting students ability in vocabulary learning strategy: learner individual difference factors, social and situational factors, and learners' learning outcomes.⁸ Individual difference factors include students' belief, attitude, motivation and language learning experience. In social and situational factors, contains the field of study, course type, class level, gender and language learning environment. Learners' learning outcomes include their language achievement, language proficiency, and vocabulary knowledge.

In line with the explanation above, it can be inferred that the ability of the students in mastering vocabulary can be different each others. The ability of each student to master the material is not the same, even when taught by the same teacher, because they may have different capacities to receive the information. It is caused by some factors explaining above. In this situation, teacher need choose the best way to teach students' vocabulary so that the differences in students abilities do not hinder the learning process and each students can master vocabulary well. It can achieve the goals of the learning objective.

From the statement above, the student's ability in this research means that students have the ability in mastering vocabulary in some aspect of vocabulary. According to

⁸ Nathaya Boonkongsan, Factors Affecting Vocabulary Learning Strategies: A Synthesized Study, (*Naresuan University Journal: Science and Technology (Nujst)*, 2013), 46-48.

Nation, there are three aspects of vocabulary knowledge; those are form, meaning and use.⁹

a) Word Formation

The form aspect of vocabulary covered three sub-aspects such as spoken, written, and word parts. In the spoken aspects concerns on what the sound like and the pronunciation of the word. In the written aspects, it is concerns on the words look like and how the word written and spelled. In the word parts aspect, it concerns on the part of speech of the words.

b) Word Meaning

The meaning aspect of vocabulary covered three sub-aspects such as form and meaning, concept and referents, and associations. In the form and meaning aspects, it concerns on word that has similar meaning (synonym). In the concept and referents aspects, it concerns on the connotation of the item. In the association aspects, it concerns on the word that have different meanings (antonym).

c) Word Use

The use aspect of vocabulary covered three also sub-aspects such as grammatical function, collocation, and constraint on use. In the grammar function aspects, it concerns on the ability to use the word correctly in the sentence. In the collocation aspects, it concerns on the typical collocation. In the constraint on use, it concerns on the where, when, and how often we would expect to meet the word and where, when, and how often we can use the word.

In this research, the researcher chooses two aspects from Nation; word meaning and word use. The researcher are not choose the word formation aspect due to the researcher focus on the part of speech adjectives. Whereas, the adjectives that students need to learn according to the syllabus and the

⁹ I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2022), 65.

English textbook, they only need to focus on the word meaning and word use. In focusing the material, the researcher conclude based on the syllabus in the school. Furthermore, in this research the ability of the students in vocabulary mastery means that students are able to mastering the vocabulary according to those aspect from Nation in the part of speech adjectives based on the syllabus of the seventh grade students at MTs N 1 Pesawaran in the academic year of 2022/2023.

3. Concept of Vocabulary Journal

a. Definition of Vocabulary Journal

Vocabulary journal is one of ways to facilitate vocabulary learning strategy, it is a strategy that helps students learn vocabulary. Larson states, Vocabulary journal is a strategy that work with vocabulary terms using an “introduce, define, discuss, and apply” sequence.¹⁰ It means that vocabulary journals can be used by introduce the word, define the meaning of the word, discuss the word and apply the vocabulary in sentence in order to know the vocabulary in context. According to Antonacci, vocabulary journal is considered beneficial in exploring the meaning of words that students encounter while reading.¹¹ It means that vocabulary journal strategy can be used by the students while reading by exploring the meaning of the words. Larson also states that by using vocabulary journal, students record word sorts, vocabulary, students’ friendly definitions and visual representations for each term.¹² In line with the explanation, vocabulary journals is a strategy that used by students to record their vocabulary that they encounter in their reading to

¹⁰ Lisa Larson, Temoca Dixon, and Diana Townsend, How Can Teachers Increase Classroom Use of Academic Vocabulary?, (*Voices From The Middle*. Vol. 20, No.4, 2013), 19.

¹¹ Patricia A. Antonacci and Catherine M. O’Callaghan., *Promoting Literacy Development*, (California: Sage Publications, 2012), 110.

¹² *Op.Cit.*

their notebook about word, meaning of the word, word in sentence and the picture of word.

In a social studies classroom, interactive journals typically include a vocabulary section for each unit. For each term, students record word sorts, vocabulary, student-friendly definitions, synonyms, antonyms, and visual depictions. While the teaching-learning process is in progress, students can review, return to, and revise their vocabulary memory in order to gain more information. Word learning is built in levels, and students' depth of word knowledge grows as they acquire words from different texts and contexts. There in lays the power of vocabulary journals, in which students can revisit terms and add information about them as they learn new nuances and contexts for those words. Every page or section of a vocabulary journal then authentically grows as students' word knowledge grows.¹³

In mastering vocabulary, students need to use a good strategy in order to help them learning the vocabulary effectively. Bintz states that strategy that focus on word recognition and word use in meaningful contexts are most likely to positively affect vocabulary growth.¹⁴ In line with that statement, vocabulary journals strategy can be used to help students who have difficulties memorizing new words or phrases, as it enables them to encounter new words more easily, get a clear image of the meaning of each word, and make a connection between form and meaning. In situations where an unknown word is encountered, students can examine the context for clues, examine the structure and morphology of the word, or consult a reference.

Pinter states that when presenting vocabulary to young learners, teacher can introduce things they can see, feel, plays with, touch and experience every day.¹⁵ It means that

¹³ *Ibid*, 20.

¹⁴ William P. Bintz, Teaching Vocabulary Across the Curriculum, (*Middle School Journal*, 2011), 45.

¹⁵ Annamaria Pinter, *Teaching Young Language Learner, Second Edition*. (Oxford University Press, 2017), 98.

they need to learn a vocabulary that easily found around them so that it is easier for them to master the vocabulary gradually.

Based on the explanation above, the researcher can review that vocabulary journals is one of useful strategy which allows students to work with vocabulary terms using an “introduce, define, discuss, and apply” sequence. Using this strategy will make students more independent and bring them to learn language according to the autonomous learning concept. The component of the vocabulary journal including the target words, the definition of the vocabulary, the synonym, the antonym, the picture and the example sentence of the vocabulary. The researcher hopes that the use of vocabulary journal can help students on their vocabulary learning and help them to improve their ability in mastering vocabulary without experience any difficulty in encounter their new vocabulary.

b. Component of Vocabulary Journal

In using vocabulary journal, some components need to be used to be able to use the vocabulary journal effectively. In using the vocabulary journal, students need to record what they do not know yet about the vocabulary in their journal. Larson et.al., suggested that in using vocabulary journal, students need to record word sorts, vocabulary, student-friendly definitions, and visual representations for each term.

¹⁶

Besides, the component of vocabulary journal differs based on the user’s preference. According to Larson, et.al., the variations in the set-up of the journal reflect the needs of individual content areas.¹⁷ It means that the component of the vocabulary journal is based on the students’ needs. Antonacci states that teachers may use vocabulary journals effectively with students at all grade levels by adjusting their

¹⁶ *Ibid.*

¹⁷ Larson, *How Can Teachers Increase Classroom Use of Academic Vocabulary?*,19.

instructional procedures.¹⁸ Teachers who implement vocabulary journals may decide the format or the component based on the classrooms' context or the student's needs.

In line with the statement above, three research contain different components of vocabulary journals. First, research was conducted by Rakhmawati about the influence of vocabulary journals in teaching students vocabulary mastery. In the research, Rakhmawati states that in using vocabulary journals use a three-column format; definitions, examples, and visual cue.¹⁹ Second, research conducted by Turnuk about the effects of implementing vocabulary journals into main course classes on students success at a private university. In the research, recording the vocabulary in a format that includes functional purpose, word class, collocations, and grammar patterns.²⁰

Third, research conducted by Marlina and Nurdini about the use of vocabulary journal in teaching vocabulary.²¹ There are five components that students need to record in order to use the vocabulary journal in the class. These components written in a template to complete the information about the unfamiliar word. The components are:

1) The target words.

The target word is the word which is chosen by the students themselves, can be a difficult, unknown, or unfamiliar word. Then, students complete the word by writing the information related to the word including its part of speech.

For example: big (adjective)

¹⁸ Antonacci, *Promoting Literacy Development*, 110.

¹⁹ Dian Rakhmawati, The Influence of Vocabulary Journal in Teaching Students' Vocabulary Mastery, (*SMART Journal*, Vol. 2, No. 1, 2016)

²⁰ Tulin Turnuk, The Effects of Implementing Vocabulary Journals into Main Course Classes on Student Success at a Private University, (*Journal of English Teaching*, Vol. 4, No. 3 2018)

²¹ Husna Nurdini and Leni Marlina, Vocabulary Journal as a Learning Tool for Students in Learning Vocabulary Through Reading at Junior High School, (*Journal Of Ennglish Language Teaching*, Vol. 6 No. 1, 2017), 275.

- 2) The meaning of the target word based on students' understanding.

Students may find the meaning of the target word by using context clues. Therefore, the teacher needs to guide the students how to find the meaning of the word by paying attention to the context. There are some types of context clues that help the students. For example, students can notice the explanation or the example related to the unfamiliar word.

For example: The classroom is big.

Context clues: classroom.

Definition of big: something related to classroom.

- 3) The synonym or the antonym of the word.
The synonym is a word which has a similar meaning. Then, the antonym is a word which has opposite meaning.
For example: synonym of big: wide.

- 4) A picture

Students can draw a picture which describing the target word. It will help students easy to remember. It is suggested to draw by illustrating their experience about the word. Students can draw by them self or put a picture.

- 5) The example of a sentence which including the target word.

Writing a sentence using the target word should be done to improve their comprehension of the word. It is suggested for the students to write a sentence which is related to their own experience. The sentence can be in their native language or in English. Otherwise, the students may get a help from the teacher to rewrite the sentence in English.

For example: Ruang kelasku besar (my classroom is big)

From the explanation above, those three previous researchers have different grade levels. The research conducted by Turnuk is for students in university, and Rakhmawati, and Marlina & Nurdini for students in junior

high school. In this research, the researcher adopted the component of vocabulary journal from Marlina & Nurdini. It is because the component of vocabulary journal from Marlina & Nurdini is compatible with the theory from Larson et.al., that in using vocabulary journal, students need to record word sorts, vocabulary, student-friendly definitions, and visual representations for each term.

Furthermore, the components from Marlina & Nurdini are also suitable for this research that have the same grade level in junior high school and are also more appropriate for the students' needs. Based on the identification of problems that were found during the preliminary research, the components used by Marlina & Nurdini are appropriate to be used in this research. Therefore, it can be concluded that in this research the components of vocabulary journal use in teaching vocabulary are target language, definition, synonym and antonym of the word, the picture, and the example sentence of the selected word.

c. **Procedures of Using Vocabulary Journal**

In using the vocabulary journal, there are some steps that can be used in teaching and learning vocabulary. According to Antonacci, there are six steps of using vocabulary journal in the teaching and learning process.²² As follows;

1) Introduce Vocabulary Journals to students.

Talk about the purpose of the journal and how to identify words from their reading to explore a word's meaning and use. It means, the teacher need to introduces the vocabulary journal strategy to the students and explain the purpose and the step in identify the word they encounter while reading to explore the meaning.

2) Demonstrate how to select words from a reading.

Show the students which words might be selected for their Vocabulary Journals. It means, the teacher need to show

²² Antonacci, *Promoting Literacy Development*, 111.

the students about what word from their reading that they need to record on their vocabulary journals. The word that will be selected from students' reading is the new vocabulary that they just find out during reading or the vocabulary that hard for them to understand.

3) Use a think-aloud to model how to construct meanings from words.

Engage in a think-aloud on how to interact with text to construct and build word meaning. Demonstrate to students how to ;

- a) Consult other resources such as glossaries and dictionaries to show meanings of words or search illustrations, diagrams, and subtitles;
- b) Use the context of the sentence or sentences around the word to explore the meaning of the word;
- c) Show word relationships such as synonyms, antonyms, homonyms, etc.; and
- d) Explore meaning through making connections to the word, such as what they know that is similar to the meaning of the word or other readings in which the word might have been used.

4) Record ideas that have been used to explore the meaning of the word.

Display different techniques that were used to represent word meanings and relationships. For example, discuss the use of word or concept maps and other graphic organizers to show word and concept relationships and the use of pictures to depict meanings.

5) Encourage students' systematic use and sharing of Vocabulary Journals.

Develop students' interest in words by encouraging their use of Vocabulary Journals and providing a range of contexts where students use their journals. Teachers encourage the students' use of journals during discussions where they may share their words, ideas, and questions.

6) Encourage students to use their Vocabulary Journals as a resource.

Since journals are a storehouse for new and interesting words and their meanings, spellings of words, concepts, and ideas, students should be encouraged to use their Vocabulary Journals during writing. It means that in the last step, the teacher need to encourage students and explain how important the vocabulary journal as a resource for the students during their learning.

In conclusion, vocabulary journal strategy is an applicable strategy to help students who has difficulties in memorizing new words or phrases. Vocabulary journal strategy can makes students easy in encountering new words, getting a clear image, learning the meaning of words, making a strong memory connection between the forms and meaning of the words, using the words.

Based on the theory above, the researcher applied the steps for the experimental treatment in a clearly way based on the conditions in the field. The researcher divide the procedure into three parts; pre-activity, whilst activity and post-activity. Those procedures will be used for the experimental treatment.

1) Pre- activity

This stage is when the teacher introduces the vocabulary journal. There are four steps in this activity, as follow;

- a) The teacher gives a picture related to the material and ask for students' response.
- b) The students listen to the explanation from the teacher related to the picture.
- c) The teacher introduces the vocabulary journal to the students. It contains the purpose and the format of the vocabulary journal.
- d) The teacher gives the instruction about how to use the vocabulary journal to help students understanding the material. This explanation include the step to select words from the reading text and the component they

need to record in their vocabulary journal. The teacher will demonstrate how to select the words from a reading and show the component of the vocabulary journal on the whiteboard.

2) Whilst Activity

This stage is when the teacher and the students use the vocabulary journal in the classroom. There are seven steps in this activity, as follow;

- a) The students are asked to make a group consist of four students.
- b) The teacher gives a reading text to each group.
- c) The students are asked to read the text and record the new vocabularies they encounter while reading by write the vocabularies in their vocabulary journals.
- d) The students are asked to record the definition, synonym, and antonym of the new vocabularies into their vocabulary journal and the students are able to use other resources such as glossaries and dictionaries to look for the definition. They also asked to write the example sentence into their vocabulary journal.
- e) The students are asked to record the picture of the new vocabulary.

3) Post- activity

This is the last step and there are five steps in this activity, as follows:

- a) The students are asked to share their vocabulary journal each other in the group. They need to write the new vocabulary that the other friends write on their own journals.
- b) The students are asked to answer the multiple choice questions related to the material.
- c) The students gives their answer sheet to the teacher.

- d) The teacher encourages the students to use their vocabulary journals as a resource for them in studying English.

d. Advantages and Disadvantages of Vocabulary Journal

As a strategy in teaching vocabulary by using vocabulary journal, there were advantages and disadvantages of vocabulary journal. Marlina and Husna describe several advantages of vocabulary journal as follows.²³

- 1) It helps students to add their vocabulary knowledge because the process of using vocabulary journal help them remember the word
- 2) It acquires learners' language autonomy because students have their own strategy in learning and as reference system besides using dictionary
- 3) The vocabulary journal will become their personal dictionary since it records vocabulary based on students' preference
- 4) The vocabulary journal is able to use outside the classroom, it help them dealing with some words they may find during reading magazine, novel or other written media in English.

Besides, vocabulary journal also has some weakness during its implementation. The weakness of vocabulary journal found by Elita showed that excessive use of a monotonous vocabulary journal might lead to a boring teaching environment.²⁴ Moreover, vocabulary journal needs a long time because it is time-consuming to settle with the activity planned.

²³ Husna Nurdini and Leni Marlina, Vocabulary Journal as a Learning Tool for Students in Learning Vocabulary Through Reading at Junior High School, (*Journal Of English Language Teaching*, Vol. 6 No. 1, 2017), 282.

²⁴ Nur Elita, Y. Gatot Sutapa & Endang Susilawati, The Use of Vocabulary Journal in Teaching Vocabulary, (*Journal Pendidikan dan Pembelajaran*, Vol. 7, No., 2017), 7.

4. Concept of Expository Strategy

a. Definition of Expository Strategy

English teachers need teaching strategy to organize their classes. These strategy are employed by teachers to acquire, store, retrieve, and utilize new information more effectively. A good teaching strategy will help the teacher present new vocabulary to students and help them consolidate it. Therefore, the English vocabulary teacher needs a good strategy.

The term expository comes from the concept of exposition, which means to provide an explanation. Expository strategy used by the teacher to share information and provide all and only the information that is necessary.²⁵As part of an expository strategy, it involves the teacher to collect information for teaching from a variety of sources and then processes and summarizes it. The information can also be presented in the form of a chart. In front of the students the teacher explains the concepts and students just accept it, then record it.

In expository strategy, teachers serve as both data sources and components in the learning process. Teachers set the learning program, choose the books, and decide what materials to use. In addition, the teacher also plays a role in guiding students to get the correct answers as demanded in the curriculum. Furthermore, students in expository strategy are expected to achieve the learning demands built by the teacher, which include reading materials, answering questions, and showing skills that are needed.

Based on the description above it can be concluded that the expository learning strategy is a strategy that emphasizes the delivery of facts, ideas and important information to students sourced from textbooks, references, or personal experiences using lecture techniques, demonstrations, and study report. It can be said that teachers

²⁵ M.J Cresswell, *Philosophy of Language*, (Britania Raya: Taylor & Francis, 2021), 135.

in expository learning strategy tend to apply active learning process controls, while students accept and follow what is programmed and presented by the teacher.

b. Procedure of Using Expository Strategy

In using expository strategy, there are some steps that can be used in teaching and learning vocabulary. According to Romiszowski, expository learning strategy take place through several stages as follows: ²⁶

- 1) Presentation of information; this can be done with lectures, exercises, or demonstrations.
- 2) A mastery test and restatement if deemed necessary
- 3) Provides an opportunity for application in the form of examples and problems, with an increasing number and degree of difficulty.
- 4) Provide opportunities for the application of new information in real situations and problems.

In line with the statements above, Nasution in his study explain the procedure of using expository strategy by the teacher in classroom as follows: ²⁷

- 1) at the preliminary stage the teacher conveys the main points of the material to be discussed and the learning objectives to be achieved, students listen and record things that are considered important.
- 2) at the presentation stage on the material the teacher conveys the learning material with lectures and questions and answers , then proceed with a demonstration to clarify the material presented and end with the delivery of the exercise
- 3) at the closing stage the teacher carries out an evaluation in the form of tests and follow-up activities such as assignments in order to improve and stabilize or deepen the material.

²⁶ Alexander Romiszowski, *Producing Instructional Systems: Lesson Planning for Individualized and Group Learning Activities*, (London: Kogan Page, 1984)

²⁷ Wahyudin Nur Nasution, Expository learning strategy: Definition, Goal, Profit and Procedure, (*IOSR Journal of Humanities and Social Science*, Vol. 25, 2020), 9.

Based on the explanation above, the writer concludes that expository strategy is the strategy of the teacher use to teach which the focus or the central material only given by the teacher with explanation to the student directly. Furthermore, in this study the researcher will apply the procedure of using expository strategy from Nation for the control class.. The researcher divide the procedure into three parts; pre-activity, whilst activity and post-activity. Those procedures will be used for the control class.

1) Pre- activity

- a) The teacher prepares the material for the students
- b) The teacher presents the the main points of the material that will be discussed and the learning objective.
- c) The students record things that are considered important

2) Whilst Activity

- a) The teacher presents the material for the students
- b) The teachers ask the students about the material and correlates the material with the students experience
- c) The students answer the question from the teacher

3) Post-activity

- a) The teacher gives conclusion in the end of material
- b) The teacher gives feedback related to the learning activity
- c) The teachers gives homework or assignment for the students related to the material that has learned before.

c. Advantages and Disadvantages of Expository Strategy

As a strategy in teaching vocabulary by using expository strategy, there were advantages and disadvantages of expository strategy. As follows:

1) The Advantages of Using Expository Strategy

According to Nasution, there are two main advantages of expository strategy namely in terms of time and supervision.²⁸ Therefore, the advantages of the expository strategy as follows:

- a) This strategy allow teacher to maximize learning time.
- b) Through this strategy the teacher can control the material and it can be used in the large class.

2) The Disadvantages of Using Expository Strategy

The following are the disadvantages of the expository strategy:

- a) This strategy only can be done for students that have good listening ability and give good attention.
- b) The opportunity for controlling the students' understanding related to the material is limited.

In conclusion, this strategy is useful for teachers to present the material for the students because the teacher can control the material that will be given to the students. However, it will be hard for students especially the students that don't have a good ability in listening and for the students that hard to focus in the learning activity. It is because the teacher can't control the students' understanding due to each students have a different ability.

B. Hypothesis

Hypotheses are speculative statements relating to what is observed phenomena that must be formulated in such a way as to be verified or falsified by research analysis or experimentation.²⁹

Based on the explanation above, the researcher formulates the hypothesis as follow: the use of Vocabulary Journals effective

²⁸ *Ibid.*

²⁹ Gerard M. Crawley and Eoin O'sullivan, *The Grant Writer's Handbook: How To Write A Research Proposal And Succeed*, (Singapore: Imperial College Press, 2015),1.

H_0 : The use of Vocabulary Journals is not effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023

H_a : The use of Vocabulary Journals is effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023

CHAPTER III RESEARCH METHOD

A. Place and Time of the Research

The research was conducted at MTs N 1 Pesawaran which is located on Jl. H. Aliudin Kedondong, Kedondong, Pesawaran Regency. This research was held during the second semester at the seventh grade of MTsN 1 Pesawaran in the academic year of 2022/2023. While the duration of this research is 5 meetings namely once for pre-test, three times for the treatment and once for the post-test.

B. Research Design

In conducting the research, the researcher used research design to obtain the data. The researcher used quantitative research based on experimental research. Ary says quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.¹ He also classified quantitative research as an experimental and non-experimental design.

The researcher applied experimental design because it is a kind of quantitative research appropriate to this research. Experimental research design involves a research of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.² In doing experimental design, researcher applied quasi-experimental design. According to John Creswell, quasi-experimental design include assignment, but not a random assignment of participants to groups. As can be seen in the table below:³

¹ Donald Ary, Lucy, C.J, Chris, S, and Asghar, R., *Introduction To Research in Education 8th Edition*, (Alberta: Wadsworth, 2010), 22.

² *Ibid*, 26.

³ John Creswell, *Educational Research (Forth Edition)*, (New York: Perason, 2012), 309-310.

Table 3.1 Design of the Research

Group	Measurement	Independent Variable	Measurement
Experimental Group	Pre-test	Experimental Treatment	Post-test
Control Group	Pre-test	No Treatment	Post-test

Based on the table above, the researcher used two groups, one as the experimental group and one as the control group. In the experimental group, the researcher used vocabulary journal in teaching vocabulary for the treatment. However, for the control group the researcher used the expository strategy. This research was conducted to get the empirical evidence of the effectiveness of vocabulary journals toward students' vocabulary mastery.

C. Population, Sample and Data Collection Technique

1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher for research and then draw conclusions.¹ It means that the population is not only people, but also objects or other natural objects. According to Fraenkel and Wallen, the population is large groups to which hopes to apply the result.² Population is not just the number that is in the object or subject being studied, but also includes the characteristics possessed by the subject or object. So, the population of this research was all the seventh grade students of MTsN 1 Pesawaran in the academic year of 2022/2023. The total number of the students were 346 students that consist of nine classes.

¹ Sandu Siyoto & Ali Sodik, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media Publishing, 2015), 63.

² Jack R. Fraenkel, Norman E. W, Helen, H.H, *How to Design and Evaluate Research and Education*, (Singapore: Mcgraw-Hill Book Co, 1993), 91.

Table 3.2
The Population of Seventh Grade Students at MTs N 1
Pesawaran in Academic Year 2022/2023

No.	Class	Gender		Total
		Male	Female	
1	VII A	17	22	39
2	VII B	14	26	40
3	VII C	17	23	40
4	VII D	15	24	39
5	VII E	13	24	37
6	VII F	12	27	39
7	VII G	17	21	38
8	VII H	16	22	38
9	VII I	12	24	36
Total		133	213	346

Source: Data from English Teacher of MTs N 1 Pesawaran

2. Sample

Sample is part of the number and characteristics of the existing population.³ A sample in a research is the group on which information is obtained.⁴ In this research, the researcher used two classes as the sample of the research, there were experimental class and control class.

In order to choose the sample, the researcher applied cluster random sampling as the sampling technique. A technique used for sampling to determine the sample that will be used in research.⁵ According to Fraenkel, cluster random sampling is similar to simple random sampling except for that group rather than individuals randomly select the sampling as a unit is a group rather than individual.⁶ It means that the researcher selects the class rather than the individual students. In teaches the students, it is quite difficult to maintain all of the nine classes students as a

³ Sugiyono, *Metode Penelitian Pendidikan*, (Yogyakarta: Alfabeta, 2015), 118.

⁴ Fraenkel, *How To Design and Evaluate Research And Education*, 91.

⁵ Sugiyono, *Metode Penelitian Pendidikan*, 118-119.

⁶ Fraenkel, *How To Design and Evaluate Research And Education*, 96.

sample of this research, therefore the researcher selected two classes as the sample.

The sample of this research were two classes of the seventh grade students of MTsN 1 Pesawaran, those are VII A as experimental class and VII C as control class. The subject was chosen based on recommendation by the English teacher because she said that this class has great potential in English, but has less learning motivation.

Table 3.3
The Sample of the Research

No.	Class	Gender		Total
		Male	Female	
1	VII A	17	22	39
2	VII C	17	23	40
Total		34	45	79

Source: Data from English Teacher of MTs N 1 Pesawaran

3. Data Collection Techniques

In collecting the data, the researcher used test as the technique to collecting the data. The tests consist of pre-test and post-test. The test was used to know the students' ability in their vocabulary mastery, as follows:

a. Pre-test

A pre-test provides a measure on some attributes or characteristics that asses for participants in an experiment before they receive a treatment. The test is conducted before the treatment.⁷ The pre-test had been used before the treatment given in both of control class and experimental class. The pre-test had been used by the researcher is an objective test in the form of multiple choices. There were 20 items and each item has four options of answer (A, B, C, D) in 60 minutes time allocation.

The pre-test had been held by the researcher for the experimental class on Thursday, June 8th, 2023 at 13.00-14.00 WIB. Then, a pre-test had been held by the researcher

⁷ Creswell, *Educational Research (Forth Edition)*, 297.

for the control class on Thursday, June 8th, 2023 at 07.40-08.45 WIB. The pre-test in this research was aimed to determine students' vocabulary mastery before the treatment.

b. Post-test

A post-test is a measure on some attributes or characteristics that assesses for participants in an experiment after a treatment.⁸ It means that post-test was conducted after treatment. The post-test had been used after the treatment given in both of control class and experimental class. The post-test had been used by the researcher is an objective test in the form of multiple choices. There were 20 items and each item has four options of answer (A, B, C, D) in 60 minutes time allocation.

The post-test had been held by the researcher for the experimental class on Thursday, June 22th, 2023 at 13.00-14.00 WIB. Then, a post-test had been held by the researcher for the control class on Thursday, June 22th, 2023 at 07.40-08.45 WIB. This test was aimed to know the differences of the students' vocabulary mastery after the treatment.

D. Operational Definition of Variable

The operational of the variable use to describe the characteristics of variable that were used in this research to avoid misunderstanding of variables. According to Sarwono, an operational definition is one that makes the variables under investigation operational in relation to the process of measuring these variables.⁹ Variable are the object of the research or what is the focus of the research. There are two kinds of variable, they were independent and dependent variable. Independent variable (X) is a variable that affects, while dependent variable (Y) was the effect of independent variable.¹⁰ The operational definition of variable in this research as follows:

⁸ *Ibid.*

⁹ Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), 27.

¹⁰ *Ibid*, 54.

1. Vocabulary Journal

Vocabulary Journal is a strategy used to teach vocabulary to students by using a journal in order to increase their vocabulary mastery by exploring the meaning of words encountered while reading. This strategy allow students to take a note of their unfamiliar word their encounter while reading. The students write their unfamiliar vocabulary in their notebook with the format of journal from the researcher. The component of the vocabulary journal include the target word, definition, synonym, antonym, picture and example sentences. (X)

2. Students' Vocabulary Mastery

Students' vocabulary mastery is the ability of the students to understand the meaning of a vocabulary, which is a fundamental component of learning a language. This ability indicate from the test gave by the researcher to measure students' vocabulary mastery by their ability in 2 aspects of vocabulary; word meaning and word use. (Y)

E. Research Instrument

The instrument has an important function in research because the researcher needs an instrument to collect the data. The instrument that had been used by the researcher is test. In this way, the researcher used two kinds of instruments, they are pre-test and post-test. This test was aimed to know the improvement of students' vocabulary mastery before and after the treatment. The material of the test was taken from English book and other resources to add more vocabulary related to the English lesson of the seventh-grade curriculum that is curriculum 2013. The researcher used multiple choice form with four options of answer (A, B, C and D) for the test. According to Schmitt, vocabulary items set in multiple choice format tended to behave consistently and predictably, and they were suited to objective testing.¹¹ In other word, the researcher gave the test in form of multiple choice question to get the data about vocabulary mastery in the two aspect of vocabulary. The limitation of the kinds of vocabulary is

¹¹ Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Learning*, (Cambridge University Press, 2020), 28.

in form of adjective with two aspects of vocabulary from Nation; word meaning and word use. The material is from the syllabus in KD 3.5 with the material from the English textbook in chapter five with title “It’s a beautiful day”. The material is about an adjective used in describing people, animals and things.

Table 3.4
The Specification of Pre-test before Validity

No	Aspect	Indicators	Item Number		
			Pre-test		Total
			Even	Odd	
1	Word Meaning	Students are able to identify synonym and antonym of the words	4, 8, 16, 20, 22, 26, 28, 34, 38, 40	1, 15, 17, 19, 21, 25, 27, 31, 33, 37	20
2	Word Use	Students are able to use the words in different context	2, 6, 10, 12, 14, 18, 24, 30, 32, 36	3, 5, 7, 9, 11, 13, 23, 29, 35, 39	20
Total					40

Based on the table 3.4, the word meaning aspect of the pre-test before validity consist of 40 numbers. In the pre-test, they are number 1, 4, 8, 15, 16, 17, 19, 20, 21, 22, 25, 26, 27, 28, 31, 33, 34, 37, 38, and 40. The word use aspect of the pre-test before validity consist of 40 numbers. In the pre-test, they are number 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 18, 23, 24, 29, 30, 32, 35, 36, and 39.

Table 3.5
The Specification of Post-test before Validity

No	Aspect	Indicators	Item Number		
			Post-test		Total
			Even	Odd	
1	Word Meaning	Students are able to identify synonym and	4, 8, 16, 20, 22, 26, 28,	1, 15, 17, 19, 21, 25,	20

		antonym of the words	34, 38, 40	27, 31, 33, 37	
2	Word Use	Students are able to use the words in different context	2, 6, 10, 12, 14, 18, 24, 30, 32, 36	3, 5, 7, 9, 11, 13, 23, 29, 35, 39	20
Total					40

Based on the table 3.5, the word meaning aspect of the post-test before validity consist of 40 numbers. In the post-test they are number 1, 4, 8, 15, 16, 17, 19, 20, 21, 22, 25, 26, 27, 28, 31, 33, 34, 37, 38, and 40. The word use aspect of the post-test before validity consist of 40 numbers. In the post-test they are number 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 18, 23, 24, 29, 30, 32, 35, 36, and 39.

Table 3.6
The Specification of Pre-test after Validity

No	Aspect	Indicators	Item Number		
			Post-test		Total
			Even	Odd	
1	Word Meaning	Students are able to identify synonym and antonym of the words	4, 20, 22, 26, 28	1, 21, 25, 27, 31	10
2	Word Use	Students are able to use the words in different context	6, 10, 18, 30	7, 9, 11, 29, 35, 39	10
Total					20

Based on the table 3.6, the word meaning aspect of the pre-test after validity consist of 20 numbers. In the pre-test, they are number 1, 4, 20, 21, 22, 25, 26, 27, 28, and 31. The word use aspect of the pre-test after validity consist of 20 numbers. In the pre-test, they are number 6, 7, 9, 10, 11, 18, 29, 30, 35, and 39.

Table 3.7
The Specification of Post-test after Validity

No	Aspect	Indicators	Item Number		
			Post-test		Total
			Even	Odd	
1	Word Meaning	Students are able to identify synonym and antonym of the words	4, 8, 16, 20, 22, 38	1, 19, 21, 25	10
2	Word Use	Students are able to use the words in different context	2, 10, 12, 14	3, 5, 7, 9, 13, 29	10
Total					20

Based on the table 3.7, the word meaning aspect of the post-test after validity consist of 20 numbers. In the post-test they are number 1, 4, 8, 16, 19, 20, 21, 22, 25 and 38. The word use aspect of the post-test after validity consist of 20 numbers. In the post-test they are number 2, 3, 5, 7, 9, 10, 12, 13, 14 and 29.

F. Validity and Reliability of the Instrument

1. Validity of the Instrument

The validity of the test is the most important factor that should be assessed and considered in every aspect of foreign language testing. A test is said to be valid if it measures accurately what it is intended to measure. Kimberlin and Winterstein states that validity is often defined as the extent to which an instrument measures what it purports to measure.¹² In line with the statement, Ary state that validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretation.¹³ In other word, validity refers to the consistency of a research

¹² Carole L. Kimberlin and Almut G. Winterstein, Validity and Reliability of Measurement Instruments Used in Research. (*American Journal of Health-System Pharmacy*, Vol. 65, 2008), 2278.

¹³ Ary, *Introduction to Research in Education 8th Edition*, 224.

instrument when used again and again in the same setting, which means that a good test must have validity in order to be able to measure what is being measured. According to Kimberlin and Winterstein, there are three validity used to measure the validity of an instrument; content validity, construct validity and item validity. To measure whether the test has good validity or not, the researcher used the content and construct validity.

a. Content validity

Content validity is the degree to which a test measure an intended content area.¹⁴ To get the content validity, the test adapted with students' book and the objective of teaching in the school based curriculum for the seventh grade of MTs N 1 Pesawaran. The test is suit the material that taught to the students. In standard competence 3.5 mentioned "identifying social function, generic structure and grammatical feature of asking and giving information about people, animal and things (related to their adjectives)". Based on the statement, the researcher had been arranged the materials based on the objective of teaching in the school based on the syllabus for the seventh grade of MTsN 1 Pesawaran.

b. Construct validity

Construct validity focuses on test scores as a measure of a psychological construct.¹⁵ It means that the item should show whether they have mastered the vocabulary or not. Construct validity refers to whether you can draw inferences about test scores related to the concept being studied.¹⁶ The test in this research covered two aspect of vocabulary knowledge, they are: word meaning and word use.

In this research, the researcher validated the instrument to the English teacher in MTs N 1 Pesawaran, Ms. Gusdian Shofia Tiara to make sure the research instrument is

¹⁴ *Ibid*, 226.

¹⁵ Ary, *Introduction To Research in Education 8th Edition* , 231.

¹⁶ Kimberlin, *Validity and Reliability of Measurement Instruments used in Research*, 2279.

valid or not. To know whether the test has good construct validity, the items of the test was consulted to the English teacher of MTs N 1 Pesawaran on Wednesday, February 15th, 2023. After the researcher consulted with Ms. Gusdian Shofia Tiara as the English teacher in MTs N 1 Pesawaran, she said that: the material and topic of the test instrument were appropriate with the standard competition and indicator in syllabus of seventh grade in junior high school. The instruction of the test instrument can be understood by students. The test instrument appropriate with the aspects of vocabulary knowledge and time allocation was enough.

c. Item Validity

This type of validity provides evidence about how well scores on the new measure correlate with other measures of the same construct or very similar underlying constructs that theoretically should be related.¹⁷ In other word, this item used to know whether the test items are valid or not. In this research, the researcher calculated the data from the try out test by using statistical computation named SPSS (*Statistical Package for Sosial Science*) to find the item validity of each items. The researcher used SPSS based on Pearson Product Moment. The formula is:

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

Where:

r_{xy}	= validity of the test item
$N \sum xy$	= the test score of the each item
$\sum x$	= the test score
$\sum y$	= the number of students

With the criteria:

If the $r_{hitung} > r_{table}$ the test item is valid

¹⁷ *Ibid.*

If the $r_{hitung} < r_{table}$ the test item is not valid

2. Reliability of the Instrument

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test scores. According to Heale and Twycross, reliability refers to the accuracy of an instrument.¹⁸ A test is reliable if the test can give constant results even though the test is given repeatedly to the same individuals or samples. Creswell states that reliability means the score from an instrument are stable and consistent.¹⁹ In this case, the researcher used statistical computation by using SPSS 26. The test of the reliability was employed by Cronbach Alpha, as follows:

The criteria of the reliability are as follows:

Table 3.8
Reliability of the Instrument

Criteria of Reliability	Scores
Very High	0.800-1.000
High	0.600-0.800
Medium	0.400-0.600
Low	0.200-0.400
Very Low	0.000-0.200

The formula is:

$$r_{11} = \left(\frac{n}{n-1} \right) \cdot \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

r_{11} = reliability
 n = the total of the test item
 σ_i^2 = the variances of each items

¹⁸ Roberta Heale and Alison Twycross, Validity and Reliability in Quantitative Studies. (*Evidence Based Nursing*, Vol. 18, No. 3, 2015), 66.

¹⁹ Creswell, *Educational Research (Forth Edition)*, 159.

σ_t^2 = the total variance

G. Fulfilment of the Assumption

1. Normality Test

Normality Test is used to know whether the data of the sample that used in this research have normal distribution. To count the normality test, the researcher used SPSS 26. The normality measure that used is employed by Kolmogorov-Smirnov. The formula of Kolmogorov-Smirnov as follows:

$$D = F_s(x) - F_t(x) \max$$

Where :

$F_s(x)$ = Frequency from sample

$F_t(x)$ = Frequency that is obtain from data sample

The hypotheses for normality test will formulated as follows:

H_0 : The data are normally distributed

H_a : The data are not normally distributed

While the criteria of acceptance and rejection of normally test are:

H_0 : is accepted if the significance $\geq \alpha = 005$

H_a : is accepted if the significance $< \alpha = 005$

After using the Kolmogorov-Smirnov test, the researcher used the SPSS with the steps as follows:²⁰

- 1) From the menu at the top of the screen click on Analyze then Descriptives then Explore.
- 2) Move all of the data into the Dependent list
- 3) Under Display ensure that there is only a tick next to Plots.
- 4) Click on the Plots tab to open the plots dialogue box.

²⁰ Andrew Garth, Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It), (Sheffield: Sheffield Hallam University, 2008), 73.

- 5) Under Boxplots click None, and remove any ticks under Descriptive. Place a tick in Normality plots with tests. Under Spread vs. Level tick none.
- 6) Click Continue, and then OK

2. Homogeneity Test

Homogeneity test used before the data will process, it is because the data needs to be known if the sample taken completely homogeneous. The homogeneity test is conducted to see if the research data associated with the learning results of the two different classes had the same variance (are homogeneous) or not.

²¹ In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for homogeneity test. The test of homogeneity was employed by Levene's statistic test. The formula is:

$$W = \frac{(N - k)}{(k - 1)} \cdot \frac{\sum_{i=1}^k N_i (\bar{Z}_i - \bar{Z}_{..})^2}{\sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - \bar{Z}_i)^2}$$

Where:

n = number of the students

k = number of the class

$Z_{ij} = |Y_{ij} - Y_t|$

Y_i = mean score of the i group

\bar{Z}_i = mean score of the Z_i group

\bar{Z} = mean score of the Z_{ij}

The hypotheses for the homogeneity tests are formulated as follows:

H_o : the variances of the data are homogenous

H_a : the variances of the data are not homogenous

While the criteria of acceptance or rejection of hypotheses for homogeneity test are as follows:

²¹ Ade Gafar Abdullah, Tutin, A., Agus, A., and Maizam, B. Allas, *Regionalization and Harmonization in TVET*, (Routledge: London And Newyork, 2017), 156.

H_0 : is accepted if the significance $\geq \alpha = 005$

H_a : is accepted if the significance $< \alpha = 005$

After using the Levene's statistic test, the researcher used the SPSS with the steps as follows:²²

- 1) From the menu at the top of the screen click on Analyze then Compare Means then One-Way ANOVA.
- 2) Move the data from experimental class into the Dependent list and the data from control class into the Factor.
- 3) Under Contrast and Post-Hoc ensure that there is a tick next to Options.
- 4) Click on the Options tab to open the options dialogue box.
- 5) Place a tick in Homogeneity of variance tests.
- 6) Click Continue, and then OK.

H. Hypothesis Testing

According to Creswell, hypothesis testing is procedure for making decisions about results by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values.²³ In this research, the researcher used an independent t-test, whereas according to the University of Arizona Military Reach cited on Gerald, independent sample t-test is used to compare the means of two groups. An independent sample t-test tell the researcher whether there is a statistically significant difference in the mean score of the two groups or not.²⁴ The researcher used the formula that compares two variables that have a relationship each other.²⁵ As follows:

²² Garth, Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It), 71-72.

²³ Creswell, *Educational Research (Forth Edition)*, 187.

²⁴ Banda Gerald, A Brief Review of Independent, Dependent and One Sample T-Test, (*International Journal Of Applied Mathematics and Theoretical Physics*, Vol. 4, No. 2, 2018), 51.

²⁵ James Dean Brown and Theodore S. Rodgers, *Doing Second Language Research*, (New York: Oxford University Press, 2002), 206-208.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

t = the value of t observation

n_1 = number of students in experimental class

n_2 = number of students in control class

\bar{x}_1 = mean variable of experimental class

\bar{x}_2 = mean variable of controlled class

S_1^2 = standard deviation of experimental class

S_2^2 = standard deviation of controlled class

The procedures of calculation are as follow:

1. Determining mean variable of experimental class (x)

$$\bar{x}_1 = \sum \frac{x}{n_1}$$

2. Determining mean variable of control class (y)

$$\bar{x}_2 = \sum \frac{y}{n_2}$$

3. Determining deviation standard of score of experimental class (x)

$$S_1^2 = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n_1}}{n_1 - 1}}$$

4. Determining deviation standard of score of control class (y)

$$S_2^2 = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{n_2}}{n_2 - 1}}$$

5. Determining t_{table} in significance level ($\alpha=0.01$) with degrees of freedom (df)

$$df = (n_1 + n_2) - 2$$

The hypotheses are:

- H_0 : The use of Vocabulary Journals is not effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023
- H_a : The use of Vocabulary Journals is effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023

The assumption of this hypothesis as follow:

If (p) value $< \alpha$ (alpha), Null Hypothesis (H_0) are rejected and Alternative Hypothesis (H_a) are accepted. It means that the use of vocabulary journals is effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023.

If (p) value $> \alpha$ (alpha), Null Hypothesis (H_0) are accepted and Alternative Hypothesis (H_a) are rejected. It means that the use of vocabulary journals is not effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

This research aimed to know whether or not the use of Vocabulary Journals is effective toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in academic year 2022/2023. The total number of the sample was 79 students, two classes were chosen as control class (VII C) and experimental class (VII A).

The researcher got the data in form of score. The score was derived from pre-test and post-test. The pre-test was held on Thursday, June 8th, 2023 at 13.00-14.00 for experimental class, and for control class pre-test was held on Thursday, June 8th, 2023 at 07.40-08.45. The post-test was held on Thursday, June 22th, 2023 at 13.00-14.00 for experimental class, and for control class post-test was held on Thursday, June 22th, 2023 at 07.40-08.45. In pre-test, the researcher gave the test for the students before treatment and in the post-test, the researcher gave the test for the students to answer the question after treatment.

1. Result of Pre-Test in Experimental Class

The researcher conducted pre-test in order to know student' vocabulary mastery before treatment. The pre-test was administered on June 8th, 2023. The score of students' vocabulary mastery tested in pre-test in the experimental class can be seen in figure 4.1.

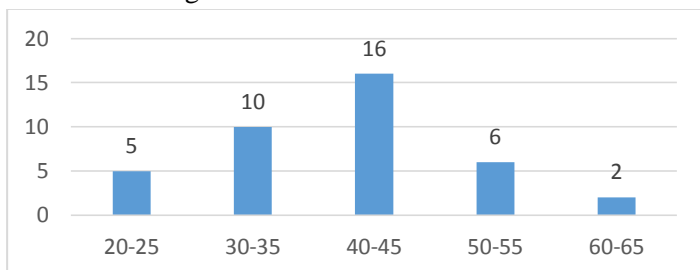


Figure 4.1
Graphs of the Result of the Pre-test in Experimental Class

Based on figure 4.1, it can be seen that from 39 students there were five students got score 20-25, 10 students got score 30-35, 16 students got score 40-45, six students got score 50-55, and two students got score 60-65.

Table 4.1

The result of Pre-test in Experimental Class

Statistic	Score
N	39
Mean	40.13
Median	40.00
Mode	45.00
Variance	100.641
Std Deviation	10.032
Minimum	20
Maximum	65

Based on table 4.1, it could be seen that N of pre-test in experimental class was 39, mean was 40.13, median was 40.00, mode was 45.00, variance was 100.641, std deviation was 10.032, minimum score was 20, and maximum score was 65. It shows students' vocabulary mastery before they got treatments. (see on appendix 19)

2. Result of Post-Test in Experimental Class

The researcher conducted post-test in order to know student' vocabulary mastery after the treatment. The post-test was administered on June 22th, 2023. The score of students' vocabulary mastery tested in post-test in the experimental class can be seen in figure 4.2.

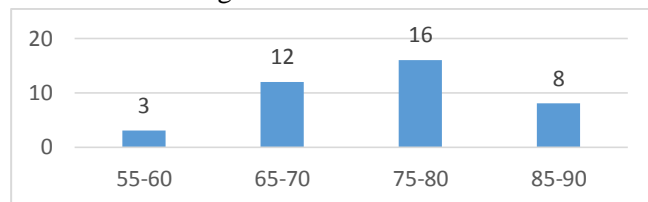


Figure 4.2

Graphs of the Result of the Post-test in Experimental Class

Based on figure 4.2, it can be seen that from 39 students there were three students got score 55-60, 12 students got score 65-70, 16 students got score 75-80, and eight students got score 85-90.

Table 4.2
The result of Post-test in Experimental Class

Statistic	Score
N	39
Mean	74.87
Median	75.00
Mode	75.00
Variance	70.378
Std Deviation	8.389
Minimum	55
Maximum	90

Based on table 4.2, it could be seen that N of post-test in experimental class was 39, mean was 74.87, median was 75.00, mode was 75.00, variance was 70.378, std deviation was 8.389, minimum score was 55, and maximum score was 90. (see on appendix 21)

3. Result of Pre-Test in Control Class

The researcher conducted pre-test in order to know student' vocabulary mastery before treatment. The pre-test was administered on June 8th, 2023. The score of students' vocabulary mastery tested in pre-test in the experimental class can be seen in figure 4.3.

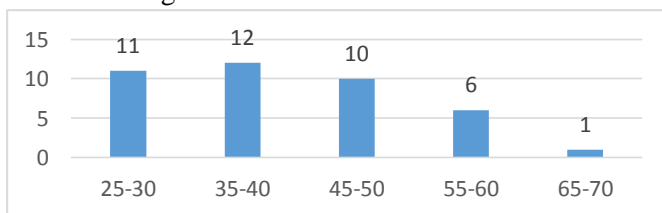


Figure 4.3
Graphs of the Result of the Pre-test in Control Class

Based on figure 4.3, it can be seen that from 40 students there were 11 students got score 25-30, 12 students got score 35-40, 10 students got score 45-50, six students got score 55-60, and one student got score 65-75.

Table 4.3
The result of Pre-test in Control Class

Statistic	Score
N	40
Mean	40.75
Median	40.00
Mode	40.00
Variance	116.090
Std Deviation	10.774
Minimum	25
Maximum	65

Based on table 4.3, it could be seen that N of pre-test in control class was 40, mean was 40.75, median was 40.00, mode was 40.00, variance was 116.090, std deviation was 10.774, minimum score was 25, and maximum score was 65. It shows students' vocabulary mastery before they got treatments. (see on appendix 20)

4. Result of Post-Test in Control Class

The researcher conducted post-test in order to know student' vocabulary mastery after the treatment. The post-test was administered on June 22th, 2023. The score of students' vocabulary mastery tested in post-test in the experimental class can be seen in figure 4.4.

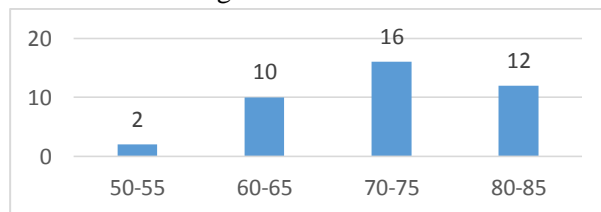


Figure 4.4
Graphs of the Result of the Post-test in Control Class

Based on figure 4.4, it can be seen that from 40 students there were two students got score 50-55, 10 students got score 60-65, 16 students got score 70-75, and 12 students got score 80-85.

Table 4.4
The result of Post-test in Control Class

Statistic	Score
N	40
Mean	72.13
Median	72.50
Mode	72.50
Variance	75.497
Std Deviation	8.689
Minimum	50
Maximum	85

Based on table 4.4, it could be seen that N of post-test in control class was 40, mean was 72.13, median was 72.50, mode was 72.50, variance was 75.497, std deviation was 8.689, minimum score was 50, and maximum score was 85. It shows students' vocabulary mastery after they got treatments. (see on appendix 22)

B. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that were done, before the research analyzed the data by using t-test.

1. Fulfilment of the Assumption

Parametric statistical significance test, such as analysis of variance and at least square regression, are widely used by researchers in many disciplines, including statistic parametric test to produce accurate results, and homogeneity test must be satisfied.

a. Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class is normally distributed or not.

- 1) The hypotheses for normality test will be formulated as follows:

H_0 : The data are normally distributed

H_a : The data are not normally distributed

- 2) The criteria of acceptance or rejection of hypotheses for normality test were as follows:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 4.5
Normality Test on Pre-Test

Test on Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Control Class	.116	40	.192	.951	40	.083
	Experimental Class	.122	39	.147	.969	39	.398

- a. Lilliefors Significance Correction

Based on the normality table 4.5, the result reveals that the significance of pre-test in control class is 0.192 and in experimental class is 0.147. It implies that the data of pre-test in experimental class and control class are normally distributed since the significance of both classes higher than the significance alpha namely, $(0.192 > 0.05)$ and $(0.147 > 0.05)$. Next, the following data on the table showed about normality test on post-test.

Table 4.6
Normality Test on Post-Test

Test on Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post -test	Control Class	.130	40	.08 8	.949	4 0	.07 3
	Experimental Class	.121	39	.153	.962	39	.209

a. Lilliefors Significance Correction

Based on the normality table 4.6, the result reveals that the significance of post-test in control class is 0.130 and in experimental class is 0.121. It implies that the data of post-test in experimental class and control class are normally distributed since the significance of both classes higher than the significance alpha namely, $(0.130 > 0.05)$ and $(0.121 > 0.05)$. In short, all the data of this research are normally distributed.

b. Result of Homogeneity Test

The researcher tested homogeneity test after she got the score of students' vocabulary mastery in experimental class and control class (pre-test and post-test of students' vocabulary mastery by using SPSS)

1) The hypotheses for the homogeneity tests were formulated as follows:

H_0 : the variance of the data are homogenous

H_a : the variance of the data are not homogenous

2) The criteria of acceptance or rejection of hypotheses for homogeneity test were as follows:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 4.7
Homogeneity Test on Pre-Test

Test of Homogeneity of Variance					
		Levenes Statistic	df1	df2	Sig.
Pre- test	Based on Mean	.568	1	77	.453
	Based on Median	.449	1	77	.505
	Based on Median and with adjusted df	.449	1	76.999	.505
	Based on trimmed mean	.493	1	77	.485

According to table 4.7, the result presents that the significance of pre-test between experimental class and control class is 0.453. It means that the data of pre-test are homogenous since the significance of the pre-test is higher than the significance alpha namely, ($0.453 > 0.05$). Next, the following data on the table showed about homogeneity test on post-test.

Table 4.8
Homogeneity Test on Post-Test

Test of Homogeneity of Variance					
		Levenes Statistic	df1	df2	Sig.
Post- test	Based on Mean	.247	1	77	.620
	Based on Median	.271	1	77	.604
	Based on Median and with adjusted df	.271	1	76.734	.604
	Based on trimmed mean	.271	1	77	.604

According to table 4.8, the result presents that the significance of post-test between experimental class and control class is 0.620. It means that the data of pre-test are homogenous since the significance of the post-test is higher than the significance alpha namely, ($0.620 > 0.05$). In conclusion, the data of pre-test and post-test in both experimental class and control class are homogenous.

2. Result of Hypothetical Test

Based on the previous explanation that the normality test and homogeneity test are satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Package for Social Science*) independent sample t-test.

The hypotheses formulas were:

H_0 : The use of Vocabulary Journals is not effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023

H_a : The use of Vocabulary Journals is effective toward students' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in the Academic Year of 2022/2023

The criteria of acceptance or rejection of hypotheses were as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

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

Table 4.9

The Result of Hypothetical Test

		Levenes' Test for Equality of Variances				
		F	Sig.	T	df	Sig. (2-tailed)
Post-test	Equal variances assumed	3.020	0.86	-2.653	77	.010
	Equal variances not assumed			-2.662	73.252	.010

Based on the table above, the independent sample test showed that p-value or sig (2-tailed) is 0.010. The result proves that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted since the p-value (0.010) is lower than sig α (0.050). Based on the computation, it can be concluded that the use of Vocabulary Journals is effective toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in academic year of 2022/2023.

C. Discussion

The research question of this research was whether or not the use of vocabulary journal is effective toward students' vocabulary mastery. Based on the data obtained, it showed that the use of vocabulary journal is effective toward students' vocabulary mastery, this could be seen from the differences of mean score between the experimental class and control class in their post-test. The statistical test of student learning outcomes in the post-test obtained a mean score of 74.87 in the experimental class and 72.13 in the control class. In other word, the experimental class got the higher score than the control class, $74.87 > 72.13$. So, it can be concluded that there is a significant average difference.

In analyzing the normality of the data, the result showed that both data of experimental class and the control class were distributed normally as the normality test results proved after being calculated by SPSS program with the normality test formula. According to the criteria of the normality test, it can be seen in the result of the experimental class showed that the significance of pre-test was 0.147, and post-test was 0.121, it was higher than the significance value 0.05 ($0.147 > 0.05$ and $0.121 > 0.05$). Then, the result of the control class showed that the significance of pre-test was 0.192, and post-test was 0.130, it was higher than the significance value 0.05 ($0.192 > 0.05$ and $0.130 > 0.05$). As stated in normality data formula, those conditions showed that both of the data of pretest and post-test in

experimental class and control class showed that they were distributed normally.

In the same way according to SPSS calculation with homogeneity test, the pre-test and post-test data of both experimental class and control class were classified as homogenous group of data. According to the criteria of the homogeneity test, the result showed that the significance of pre-test group data was 0.453, it was higher than the significance value 0.05 ($0.453 > 0.05$). Then, the result of post-test group data was 0.620, it was higher than the significance value 0.05 ($0.620 > 0.05$). Therefore, the groups of data were proved to be categorized as homogeneous data.

The final calculation was testing the hypothesis by using the t-test formula. Based on the result of the hypothetical test, the significance degree (α) was 0.05, whereas the p-value obtained by the independent sample t-test was Sig. (2-tailed) $0.010 < 0.05$. It can be defined that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. Thus, it can be concluded that the vocabulary journals is effective toward students' vocabulary mastery so that it make the vocabulary teaching-learning process using this strategy is more effective than the vocabulary teaching-learning process without using it as had been done previously by the current English teacher of MTsN 1 Pesawaran.

The interpretation of the data above showed that using vocabulary journal could help students' vocabulary mastery. Vocabulary journals strategy facilitates them to revisit new vocabulary that they encounter everywhere and every time. Moreover, it brings them to be more autonomous in learning the target language. This strategy helped the students to remember new words as well as the meaning of the words so that expand the students' vocabulary achievement. It was seen by the progress of the students in each step by following the research procedure.

During the treatment, the researcher provided text material in descriptive text with the use of present tense in accordance with

the material from the syllabus and lesson plan. The researcher provided a descriptive text about describing people (first meeting), describing animals (second meeting), and describing things (third meeting). The material was given for both of experimental class and control class. In experimental class, they were taught vocabulary with vocabulary journal while the control class were taught by using expository strategy.

Following the previous explanation of the treatment process, in experimental class, they were taught by using vocabulary journals. In using the vocabulary journals, the researcher divided the students into several groups that have four students for each group and gave the students a descriptive text. The students were asked to read the text and record the new vocabulary they encounter while reading in their notebook with the components; target word, definition, synonym, antonym, example sentence and the picture of the vocabulary.

As in the first treatment, the researcher found that there were some mistakes of the students' vocabulary journal and only few students who got good score. The mistakes of the students were on the drawing which describe the vocabulary. Thus, the researcher gave them more explanation and told them that the picture they had to draw was the picture which came first to their mind as they known the meaning of the words, so that the students would remember the words easily. The students also got difficulties in making the description of the word meaning and they also got difficulties in guessing the meaning of the words, thus the researcher asked them to look up the dictionary.

Furthermore, in the second treatment, to make sure that the students still remember about vocabulary that they had learnt in the last meeting, the researcher reviewed the last material by mentioning the words that the students had learnt before and then asked the students to give the meaning description of the words. In the second treatment, the students were getting familiar with the procedure of vocabulary journal. They had understand how to fill the vocabulary journal, but the researcher still noticed

some mistakes by some students in filling the vocabulary journal template. The researcher found some students that copying the definition and sentence from sources without fully understanding the words. To overcome this problem, the researcher asked the students to use their own words and provide personal examples. The researcher also give feedback for students' vocabulary journal in the end of second meeting.

Then, in the third treatment the students could filling the vocabulary journal individually and get used to it. The students also still remember about the words that they learnt in the first and second treatment. The students also had been familiar in guessing the words meaning by the context. The researcher suggested the students to keep repeated making their vocabulary journal anytime they learn English in order to widen their vocabulary mastery.

The findings of the present research were in line with the existing research findings conducted by Latip and Yamat, in the research, came to the conclusion that it was proven giving a positive effect towards the improvement of students' vocabulary mastery. This is indicated by the increase in marks of the post-test after the implementation of vocabulary journal in learning vocabulary. Hence, it can be concluded that vocabulary journals has significant effect on students' vocabulary mastery.

However, beside the effectiveness of vocabulary journal, there are some weaknesses that have to be anticipated by the teacher. The students can be bored if the activities in the class were monotone, so that the teacher has to be creative in planning various activities so that the learning activities were not monotonous and also to make the learning process more enjoyable and effective. Also, teachers may use vocabulary journals effectively with students at all grade levels by adjusting their instructional procedures. It means that, the component of the vocabulary journal can be differs based on the students' need.

In short, based on data analysis and hypothesis testing, the calculation's outcome indicated that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Based on the research' findings, the researcher reached the conclusion that

vocabulary journals is able to positively affect students' vocabulary mastery. In other word, the use of vocabulary journal is effective toward students' vocabulary mastery at the seventh grade of MTsN 1 Pesawaran in academic year of 2022/2023.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

This research was aimed to know the effectiveness of using vocabulary journals toward student' vocabulary mastery at the seventh grade of MTs N 1 Pesawaran in academic year of 2022/2023. Based on the result in Chapter IV, it indicates that vocabulary journals is effective toward students' vocabulary mastery.

From the result of this research, it concluded that the data are normal and homogeneous because the significance of the data results > 0.05 . Based on the analysis of data calculations in hypothesis testing, a significant effect could be seen in the dependent sample t-test table where the value of Sig. (2tailed) of the same variant which is $0.010 < 0.05$ means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted since the p-value (0.010) is lower than sig α (0.050).

In accordance with the research findings and discussion, the researcher concluded that the use of vocabulary journal in teaching vocabulary has a strong significant effect indicated by the improvement of the students' vocabulary mastery after received three time treatments through the implementation of vocabulary journal.

Hence, based on research conducted at MTsN 1 Pesawaran in the second semester of the seventh grade in academic year of 2022/2023 and analysis of students' pre-test and post-test data in both classes, the researcher concluded that there is a significant effect of using the vocabulary journal toward students' vocabulary mastery. In summary, this research proves and answers the formulation of the research that vocabulary journals is effective toward students' vocabulary mastery.

B. Recommendation

Based on the findings and discussion stated in previous chapter, these recommendations are given to those involved in teaching and learning English, they are students, English teachers, and further researchers related to the linear implementation of this research. They are presented as follows:

1. For the Teachers

In this research, the researcher used a vocabulary journal strategy. The result showed that it can help students in their vocabulary mastery. However, the teacher should be able to varied strategies in the teaching and learning process and not be afraid to use new strategy in the teaching process as a reason that the students will be difficult to control, whereas the students can be more motivated and active.

2. For the Students

The students should learn harder and more seriously in learning English to develop their vocabulary mastery and improve their motivation to learn English. The students also should be more active and practice their English regularly to improve their vocabulary mastery even with their friends or teachers.

3. For Other Researchers

The researcher applied a vocabulary journal strategy toward students' vocabulary mastery. Other researchers can find out the more appropriate strategy for teaching and learning students' vocabulary. In this research, the researcher used vocabulary journal for junior high school, especially in teaching vocabulary. It is a good way for the further researchers to conduct the research on different level. It is also a good way for further researchers to find appropriate components of the vocabulary journal based on its level and students' needs.

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APPENDICES

Appendix 1

THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER OF MTS N 1 PESAWARAN IN THE PRELIMINARY RESEARCH

No	Questions	Answers	Conclusions
1	Sudah berapa lama ibu mengajar Bahasa Inggris?	Saya sudah mengajar Bahasa Inggris sejak Juli 2007	Berdasarkan pra-penelitian, guru sudah mengajar Bahasa Inggris selama 16 Tahun.
2	Strategi / strategi apa yang ibu gunakan dalam mengajar <i>vocabulary</i> ?	Dalam mengajar itu saya fokus menjelaskan materi kepada siswa. Jadi kalau strategi itu seperti <i>explanation</i> . Fokus menyampaikan materi yang ada, tidak ada yang spesial.	Saat mengajar <i>vocabulary</i> , guru menggunakan <i>expository strategy</i>
3	Apakah ibu selalu menggunakan strategi tersebut saat mengajar <i>vocabulary</i> ?	Iya	Guru selalu menggunakan strategi tersebut dalam mengajar <i>vocabulary</i> .
4	Bagaimana prosedur penggunaan strategi tersebut saat mengajar <i>vocabulary</i> ?	Saya menjelaskan materi yang sebelumnya sudah saya siapkan kepada siswa, lalu siswa menyimak di tempat duduk mereka masing-masing. Terus saya juga intruksikan kepada mereka untuk mencatat penjelasan yang sudah saya jelaskan dan tulis di papan tulis. Kalau ada hal yang mereka belum paham, mereka bisa bertanya	Guru menjelaskan materi yang sudah disiapkan kepada siswa dan siswa menyimak penjelasan guru. Siswa diminta untuk mencatat penjelasan guru dalam buku tulis siswa.

		kepada saya.	
5	Apakah ada permasalahan ketika ibu mengajar <i>vocabulary</i> dengan strategi ini?	Ada, permasalahannya adalah siswa kurang semangat dalam belajar bahasa Inggris. Hanya beberapa anak saja yang terlihat bersemangat untuk belajar. Siswa juga ada yang terlihat sulit untuk memahami materi yang diberikan. Apalagi mereka suka mengobrol jadi tidak fokus menyimak materi.	Permasalahan yang dihadapi guru dalam mengajar <i>vocabulary</i> adalah kurangnya antusiasme siswa dalam proses pembelajaran, kurang konsentrasi karena disebabkan oleh kondisi kelas yang cenderung kurang kondusif.
6	Bagaimana cara ibu menyikapi permasalahan seperti itu ketika belajar <i>vocabulary</i> ?	Biasanya saya mengajak siswa untuk bermain game, supaya mereka tidak bosan dan bisa kembali fokus dalam belajar.	Guru memberikan game disela-sela pembelajaran berlangsung agar siswa tetap semangat dan fokus dalam belajar.
7	Berapakah besarnya nilai KKM mata pelajaran Bahasa Inggris yang ditentukan oleh sekolah?	Untuk KKM bahasa Inggris disini 75.	Nilai KKM mata pelajaran bahasa Inggris di MTs N 1 Pesawaran adalah 75.
8	Apakah siswa memenuhi batas nilai KKM yang ditentukan oleh sekolah?	Ada yang nilainya di atas KKM, tapi masih banyak juga yang nilainya sebenarnya di bawah KKM.	Tidak semua siswa memenuhi batas nilai KKM yang ditentukan sekolah, masih ada siswa yang belum mencapai standar nilai yang sudah ditentukan.

9	Apa yang ibu lakukan jika siswa tidak memenuhi nilai KKM?	Biasanya saya memberikan tugas tambahan untuk siswa yang nilainya masih dibawah KKM, tugasnya bisa menjawab soal bahasa Inggris.	Guru memberikan tugas tambahan untuk siswa yang belum memenuhi standar nilai yang telah ditentukan dengan memberikan test bahasa Inggris
10	Apa harapan ibu dalam pembelajaran Bahasa Inggris di masa depan?	Saya harap anak-anak bisa lebih bersemangat dalam belajar bahasa Inggris. Saya harap mereka bisa lebih sadar kalau belajar bahasa Inggris itu sangat diperlukan untuk masa depan mereka, karena bahasa inggris ini adalah bahasa Internasional.	Guru berharap siswa dapat menyadari pentingnya mempelajari bahasa inggris dan lebih bersemangat untuk belajar bahasa Inggris.

Appendix 2

THE RESULT INTERVIEW WITH THE STUDENTS OF MTS N 1 PESAWARAN IN THE PRELIMINARY RESEARCH

Name : Student 1

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mrs. GS orangnya baik, sabar, dan tidak mudah marah.	Guru mengajar dengan cara yang baik, sabar dan tidak mudah marah saat memberikan materi.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya, biasanya memberikan soal	Guru menggunakan strategi khusus dengan cara memberikan beberapa soal tentang <i>vocabulary</i> kepada siswa.
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, sangat menyenangkan	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang, karena saya menyukai bahasa Inggris,	Siswa merasa senang saat belajar bahasa Inggris, karena siswa tersebut memang menyukai bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tau kapan harus menggunakan kata itu	Siswa merasa sulit memahami konteks yang sesuai untuk menggunakan kosakata dalam bahasa Inggris.

Name : Student 2

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik, seru, dan tidak marah-marah.	Guru mengajar dengan cara yang baik, seru, dan tidak marah saat memberikan materi.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya, setelah selesai belajar, diminta untuk mengerjakan soal	Guru menggunakan strategi khusus dengan cara memberikan soal tentang <i>vocabulary</i> kepada siswa.
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, Mrs. GS kalau mengajar seru, kadang sambil main game	Guru mengajar <i>vocabulary</i> dengan cara yang seru yaitu dengan bermain game disela belajar.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Seru,, menyenangkan	Siswa merasa senang dan antusias saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Karena tidak terlalu paham arti kata dalam bahasa Inggris	Siswa merasa sulit dalam mempelajari bahasa Inggris karena kurangnya penguasaan terkait arti kosakata tersebut.

Name : Student 3

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya dengan cara yang menyenangkan.	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa aja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tahu artinya	Siswa tidak mengetahui arti kosakata yang dipelajari.

Name : Student 4

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik, mudah dimengerti setiap menerangkan pelajaran.	Guru mengajar dengan cara yang baik sehingga siswa mudah mengerti dengan apa yang disampaikan oleh

			guru
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, seru	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Kesuliatnnya dalam mengartikan kalimat, tidak tahu artinya dan sulit jika mengartikan sendiri tanpa bantuan.	Siswa kesulitan dalam mengartikan sendiri kalimat bahasa Inggris, sehingga harus dibantu oleh guru ataupun kamus

Name : Student 5

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik, lemah lembut saat menjelaskan	Guru mengajar dengan cara yang baik yaitu dengan cara lemah lembut saat menyampaikan materi.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar	Iya	Guru menggunakan strategi khusus

	bahasa inggris?		dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, senang	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak bisa cara membacanya dan makna tulisan itu	Siswa tidak mengetahui <i>pronunciation</i> yang benar, serta kesulitan dalam memahami teks berbahasa Inggris

Name : Student 6

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik dan sabar	Guru mengajar dengan cara yang baik dan sabar saat menyampaikan materi.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Mudah dimengerti	Siswa merasa mudah untuk memahami materi yang disampaikan oleh guru.

5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak mengetahui artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.
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Name : Student 7

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mrs. GS mengajar dengan cara yang baik.	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak menggunakan metode khusus	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, menyenangkan dalam mengajar.	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Menyenangkan, mudah dimengerti	Siswa merasa senang saat belajar bahasa Inggris karena guru menjelaskan dengan cara yang mudah untuk dimengerti oleh siswa.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Cara pengucapan dan cara penulisannya.	Siswa tidak mengetahui <i>pronunciation</i> yang benar, serta kesulitan dalam menulis teks berbahasa

			Inggris.
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Name : Student 8

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mrs. GS baik, tidak galak	Guru mengajar dengan cara yang baik dan sabar saat menyampaikan materi.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Biasa aja, terasa tegang karena terlalu serius	Guru mengajar <i>vocabulary</i> dengan cara yang tidak terlalu menyenangkan dan lebih banyak serius saat menyampaikan materi.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa aja	Siswa merasa biasa saja, tidak merasa senang, pun tidak merasa bosan saat menerima materi di kelas
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tau cara penyusunan kalimat yang benar dalam bahasa Inggris	Siswa tidak mengetahui mengetahui struktur kalimat berbahasa Inggris

Name : Student 9

No	Question	Answer	Conclusion
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1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mudah dimengerti	Guru mengajar dengan cara yang mudah dimengerti.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Menyenangkan sekali	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak mengetahui artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 10

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik, mudah dimengerti setiap menerangkan pelajaran.	Guru mengajar dengan cara yang baik sehingga siswa mudah mengerti dengan apa yang disampaikan oleh guru
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> /	Iya, sangat menyenangkan	Guru mengajar <i>vocabulary</i>

	Bahasa Inggris dengan cara yang menyenangkan?		dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Saya tidak tahu artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 11

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Tegas dan jelas.	Guru mengajar dengan cara yang tegas dan jelas saat menyampaikan materi
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata	Tidak tahu artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

	dalam bahasa Inggris?		
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Name : Student 12

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Suaranya terlalu kecil, tapi masih bisa dipahami	Guru mengajar dengan suara yang kecil tetapi tetap mudah dipahami
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Kadang seru, kadang membosankan	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan juga terkadang membosankan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Kurang mengerti dalam belajar bahasa Inggris	Siswa tidak terlalu mengerti dalam belajar bahasa Inggris

Name : Student 13

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mrs. GS mengajar dengan cara yang baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS	Iya, Mrs. GS	Guru menggunakan

	menggunakan strategi khusus dalam mengajar bahasa inggris?	selalu memberikan soal setelah pembelajaran selesai	strategi khusus dalam mengajar <i>vocabulary</i> yaitu dengan memberikan <i>test</i> setelah pembelajaran selesai dilakukan.
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Seru sekali	Guru mengajar <i>vocabulary</i> dengan cara yang seru.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Sangat senang	Siswa merasa sangat senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Teman-teman suka mengobrol saat belajar, jadi tidak fokus.	Siswa kesulitan untuk fokus selama pembelajaran berlangsung dikarenakan kondisi yang tidak kondusif, yaitu siswa lain yang mengobrol selama pembelajaran berlangsung.

Name : Student 14

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik, mudah dipahami	Guru mengajar dengan cara yang baik dan mudah dipahami.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i>

3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa sangat senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Sering lupa arti kosakata	Siswa kesulitan untuk mengingat arti dari kosakata yang telah dipelajari.

Name : Student 15

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Saya rasa belum ada metode khusus.	Guru belum menggunakan strategi khusus saat mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Biasa saja	Guru mengajar <i>vocabulary</i> dengan cara yang biasa saja, tidak terlalu menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa saja.	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata	Cara membaca dan menulisnya.	Siswa tidak mengetahui bagaimana cara membaca dan menulis <i>vocabulary</i> dalam

	dalam bahasa Inggris?		bahasa Inggris yang baik dan benar.
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Name: Student 16

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik, mudah dimengerti	Guru mengajar dengan cara yang baik dan mudah dimengerti.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa saja.	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Susunan kalimat dan artinya kurang paham	Siswa kesulitan dalam mengetahui struktur kalimat dan kesulitan dalam mengetahui arti saat membaca teks berbahasa Inggris

Name : Student 17

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Bagus.	Guru mengajar dengan cara yang baik

2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Biasa aja	Guru mengajar <i>vocabulary</i> dengan cara yang biasa saja
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa saja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak paham bahasa inggris	Siswa merasa sulit memahami materi saat pembelajaran bahasa inggris berlangsung

Name : Student 18

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan
4	Bagaimana perasaanmu ketika Mrs. GS mengajar	Senang	Siswa merasa senang saat belajar dikelas.

	<i>Vocabulary?</i>		
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tau artinya	Siswa merasa sulit dalam memahami materi saat pembelajaran bahasa inggris berlangsung karena tidak mengetahui arti kosakata

Name : Student 19

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik dan jelas	Guru mengajar dengan cara yang baik dan jelas
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tahu artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 20

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik dan mudah dipahami	Guru mengajar dengan cara yang baik dan penjelasan yang diberikan mudah dipahami
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya, pas belajar kadang suka kasih pertanyaan tentang materi yang lagi dibahas	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> , yaitu dengan melakukan tanya-jawab di tengah sesi belajar.
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Kadang seru, kadang membosankan	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan juga terkadang membosankan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Kadang susah fokus, soalnya teman-teman suka berisik dan ngobrol	Siswa kesulitan untuk fokus selama pembelajaran berlangsung dikarenakan kondisi yang tidak kondusif, yaitu siswa lain yang mengobrol selama pembelajaran berlangsung

Name : Student 21

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar	Baik	Guru mengajar dengan cara yang baik.

	bahasa inggris?		
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya dengan cara yang menyenangkan.	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa aja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tahu artinya	Siswa tidak mengetahui arti kosakata yang dipelajari.

Name : Student 22

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Mudah dimengerti	Guru mengajar dengan cara yang mudah dimnegerti.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Menyenankan	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana	Senang	Siswa merasa senang

	perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?		saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak mengetahui artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 23

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mrs. GS baik	Guru mengajar dengan cara yang baik saat menyampaikan materi.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Tidak, kadang merasa gugup karena terlalu serius	Guru mengajar <i>vocabulary</i> dengan cara yang tidak menyenangkan dan lebih banyak serius saat menyampaikan materi.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa aja	Siswa merasa biasa saja, tidak merasa senang, pun tidak merasa bosan saat menerima materi di kelas
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk	Tidak tau cara penyusunan kalimat yang benar dalam	Siswa tidak mengetahui struktur kalimat berbahasa

	memahami kosakata dalam bahasa Inggris?	bahasa inggris	Inggris
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Name : Student 24

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Kadang seru, kadang membosankan	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan juga terkadang membosankan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Kurang mengerti dalam belajar bahasa Inggris	Siswa tidak terlalu mengerti dalam belajar bahasa Inggris

Name : Student 25

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik dan sabar	Guru mengajar dengan cara yang baik dan sabar saat menyampaikan materi.

2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Mudah dimengerti	Siswa merasa mudah untuk memahami materi yang disampaikan oleh guru.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak mengetahui artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 26

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak, saat belajar hanya menyimak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> , siswa hanya menyimak penjelasan yang diberikan oleh guru.
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang

	Inggris dengan cara yang menyenangkan?		menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Senang	Siswa merasa sangat senang saat belajar bahasa Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Sering lupa arti kosakata	Siswa kesulitan untuk mengingat arti dari kosakata yang telah dipelajari.

Name : Student 27

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i>
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Tidak, caranya monoton hanya menjelaskan saja	Guru mengajar <i>vocabulary</i> dengan cara yang tidak menyenangkan karena hanya fokus dalam menyampaikan materi kepada siswa.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Bosan	Siswa merasa bosan saat belajar bahasa Inggris.

5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Susah paham materinya	Siswa kesulitan untuk memahami materi yang dijelaskan.
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Name : Student 28

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Mrs. GS mengajar dengan cara yang baik.	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Tidak menggunakan metode khusus	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Membosankan	Guru mengajar <i>vocabulary</i> dengan cara yang membosankan
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa aja	Siswa merasa biasa saja saat belajar bahasa Inggris
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tau artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 29

No	Question	Answer	Conclusion
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1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Tidak	Guru mengajar <i>vocabulary</i> dengan cara yang kurang menyenangkan
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Bosan	Siswa merasa bosan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak suka belajar bahasa inggris	Siswa merasa sulit dalam memahami materi saat pembelajaran bahasa inggris berlangsung karena kurang menyukai pembelajaran bahasa inggris.

Name : Student 30

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Mrs. GS mengajar dengan cara menjelaskan materi kepada siswa	Guru mengajar dengan cara menjelaskan materi kepada siswa
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .

	bahasa inggris?		
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Biasa aja	Guru mengajar <i>vocabulary</i> dengan cara yang biasa saja
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa saja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak paham bahasa inggris	Siswa merasa sulit memahami materi saat pembelajaran bahasa inggris berlangsung

Name : Student 31

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Mudah dimengerti	Guru mengajar dengan cara yang mudah dimengerti.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Menyenangkan sekali	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika	Senang	Siswa merasa senang saat belajar bahasa

	Mrs. GS mengajar <i>Vocabulary</i> ?		Inggris.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak mengetahui artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 32

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa Inggris?	Baik	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa Inggris?	Saya rasa belum ada cara khusus.	Guru belum menggunakan strategi khusus saat mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa saja.	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Cara membaca dan menulisnya.	Siswa tidak mengetahui bagaimana cara membaca dan menulis <i>vocabulary</i> dalam bahasa Inggris yang baik dan benar.

Name : Student 33

No	Question	Answer	Conclusion
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1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Biasa aja	Guru mengajar <i>vocabulary</i> dengan cara yang biasa saja
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa saja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tau artinya	Siswa merasa sulit memahami bahasa inggris karena tidak mengetahui arti kosakata.

Name : Student 34

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa	Iya	Guru mengajar <i>vocabulary</i> dengan cara yang

	Inggris dengan cara yang menyenangkan?		menyenangkan.
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Mudah dimengerti	Siswa merasa mudah untuk memahami materi yang disampaikan oleh guru.
5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak mengetahui artinya	Siswa tidak mengetahui arti dari kosakata yang diberikan oleh guru.

Name : Student 35

No	Question	Answer	Conclusion
1	Bagaimana cara Mrs. GS dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik.
2	Apakah Mrs. GS menggunakan strategi khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan strategi khusus dalam mengajar <i>vocabulary</i> .
3	Apakah Mrs. GS mengajar <i>Vocabulary</i> / Bahasa Inggris dengan cara yang menyenangkan?	Biasa aja	Guru mengajar <i>vocabulary</i> dengan cara yang biasa saja
4	Bagaimana perasaanmu ketika Mrs. GS mengajar <i>Vocabulary</i> ?	Biasa aja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.

5	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami kosakata dalam bahasa Inggris?	Tidak tahu artinya	Siswa tidak mengetahui arti kosakata yang dipelajari.
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Appendix 3

VALIDATION FORM FOR VOCABULARY TEST FOR PRETEST AND POSTTEST

Petunjuk:

Untuk setiap pertanyaan, berilah respon tanda (√) pada kotak yang telah tersedia.

No	Question	Yes	No	Comment
1	Apakah petunjuk pengerjaan soal sudah jelas?			
2	Apakah alokasi waktu sudah cukup?			
3	Apakah butir soal nomor 1, 4, 8, 15, 16, 17, 19, 20, 21, 22, 25, 26, 27, 28, 31, 33, 34, 37, 38, dan 40 pada table specification of pre-test and post-test sudah sesuai dengan aspek <i>word meaning</i> ?			
4	Apakah butir soal nomor 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 18, 23, 24, 29, 30, 32, 35, 36, dan 39 pada table specification of pre-test and post-test sudah sesuai dengan aspek <i>word use</i> ?			

Komentar Umum:

Silahkan berikan komentar atau saran yang berkenaan dengan pengembangan tes ini.

.....
.....

Kedondong, 15 September 2023

Validator

Gusdian Shofia Tiara

NIP. -

Appendix 4

TRY OUT FOR PRE-TEST

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 60 Menit

Choose the correct answer by crossing (X) a, b, c or d based on the question, cross the options on the answer sheet!

- Nini has a big bag. She can put all her stuffs in it.
The antonym of the underlined word is....
a. long b. wide c. huge d. tiny
- My mother always makes us food for our breakfast.
a. tasteless b. sour c. delicious d. salty
- The lemon tastes too.... So I can't eat it.
a. salty b. sour c. sweet d. bitter
- When I go to the town festival, I saw a man pull a 17.100 pound fuel truck. He is very strong.
The underlined word has the similar meaning to....
a. weak b. slow c. firm d. soft
- Look at the picture!



You can find this animal in the sky.

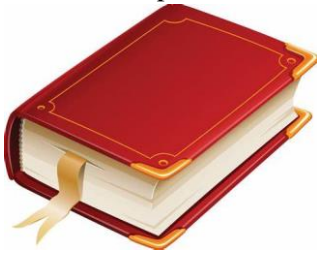
What is it?

- a. a cute bird c. a tall bird
b. a big bird d. a red bird

Source: https://png.pngtree.com/png-clipart/20190517/original/pngtree-cute-bird-flight-wing-cartoon-birds-png-image_3865830.jpg

- Tono always late to go to school. He often got scolded by the teacher. He is so...
a. clever b. brilliant c. lazy d. cool
- Riki is very he always got the highest score in the class.
a. lazy b. stupid c. clever d. poor

8. Cheetahs are built for speed. Their bodies are muscular and streamlined.
The underlined word has the same meaning to...
- a. thin b. infirm c. weak d. strong
9. Giraffes are so because they have a long neck.
a. cute b. tall c. tiny d. short
10. Look at the picture!



- It is a book! The book is so...
- a. thin c. thick
b. slim d. flat

Source:

[http://1.bp.blogspot.com/kAeSaFEkxc/VVWA53HigI/AAAAAAAAAqI/2yxC5x3hY5Y/s1600/gambar%2Bbuku%2B\(2\).png](http://1.bp.blogspot.com/kAeSaFEkxc/VVWA53HigI/AAAAAAAAAqI/2yxC5x3hY5Y/s1600/gambar%2Bbuku%2B(2).png)

11. The ice is cold but the fire is....
a. hot b. warm c. cold d. wet
12. Siska is my sister. I'm older than her, she is so....
a. young b. old c. aged d. elderly
13. Look at the picture!



- What is it?
- a. a red car c. a short car
b. a slow car d. a tiny car

Source: https://img.lovepik.com/element/40089/5567.png_1200.png

14. My mother told me to not read a book in the room because it is not good for my eyes.
a. bright b. light c. narrow d. dark

The following text is for question number 15-17!

This is my small house. There are two bedrooms, a living room, a kitchen and a bathroom. I like to spend my time in the living room. It is neat and clean so I can focus on reading my book.

15. The antonym of the word “small” is...
 a. tiny b. little c. tall d. slight
16. The word “clean” has the same meaning to...
 a. tidy b. dirty c. dark d. messy
17. The word “clean” has the opposite meaning to...
 a. tidy b. tiny c. clear d. gross
18. Look at the picture!



The students are cleaning the classroom. They are so....

- a. lazy c. diligent
 b. careless d. arrogant

Source:

<https://1.bp.blogspot.com/1hcSFwh5tg/XYwwJs07D3I/AAAAAAAAACY/DGKkRRALZQcH5PGgVz-KsbyCyJO01SxwCLcBGAsYHO/s1600/tema%2B4%2Bkelas%2B5.jpg>

19. There is a *pretty* kitten in my school. The kitten is belong to my physics teacher. The antonym of the italic word is...
 a. catchy b. fancy c. lovely d. ugly

The following text is for question number 20-23!

There is a large parking lot in my school. There is a roof that protects the vehicle, it is so shady. All the vehicles are neatly arranged and look beautiful. I am so proud to be here.

20. The word “large” has the same meaning to...
 a. wide b. slim c. narrow d. tiny
21. The word “shady” has the same meaning to....
 a. cool b. bright c. light d. clear
22. The word “beautiful” has the opposite meaning to...
 a. pretty b. fancy c. fine d. seedy
23. Look at the picture!



It is a trash can. It smells.....

- a. good c. bad
 b. nice d. comfy

Source: <https://clipartstation.com/wpcontent/uploads/2018/10/sampah-clipart-2.jpg>

24. Lisa always throws trash into the trash can. She is so....
 a. kind b. rough c. rude d. harsh

The following text is for question number 25-28!

Today is my birthday! I got a new bag from my sister. It is an expensive bag. I have wanted this bag for a long time but I don't have enough money. I am so happy!

25. The antonym of the word "new" is....
 a. recent b. old c. fresh d. current
26. The word "expensive" has the similar meaning to...
 a. pricey b. low c. cheap d. inexpensive
27. The word "long" has the same meaning to...
 a. low b. short c. small d. high
28. The synonym of the word "happy" is...
 a. glad b. sad c. upset d. down
29. Look at the picture!



It is a dog. The dog has....

- a. sparkling eyes c. sharp teeth
 b. long tail d. long neck

Source:

<https://cdn4.vectorstock.com/i/1000x1000/97/53/cartoon-angry-dog-of-breed-a-rottweiler-vector-22849753.jpg>

30. The weather is so..... It can burn my skin under the sunshine.
 a. cool b. hot c. cold d. warm
31. Ari is a diligent boy. He never forget to do his homework and submit it on time. The antonym of the underlined word is...
 a. greedy b. lazy c. careless d. impolite
32. Yusuf never forget to do prayer and recite the Holy Qur'an. He is a very boy.
 a. polite b. greedy c. pathetic d. religious
33. Bima is scared of the dark room. Sometimes he shouts out of control. The synonym of the underlined word is...
 a. black b. bright c. white d. shiny
34. I hate mathematics. It is a difficult subject.
 The underlined word has the same meaning to...
 a. easy b. simple c. tough d. basic

Answer Key

1.	D	21.	A
2.	C	22.	D
3.	B	23.	C
4.	C	24.	A
5.	A	25.	B
6.	C	26.	A
7.	C	27.	D
8.	D	28.	A
9.	B	29.	C
10.	C	30.	B
11.	A	31.	B
12.	A	32.	D
13.	A	33.	A
14.	D	34.	C
15.	C	35.	C
16.	A	36.	D
17.	D	37.	B
18.	C	38.	D
19.	D	39.	A
20.	A	40.	A

The following text is for question number 20-22!

There is my bicycle at my garage. The color is red and black. It is so gorgeous. It is not expensive, but I bought it with my own money. So, it is so precious for me.

20. The antonym of the word “gorgeous” is...
- a. awful b. wonderful c. colorful d. delightful
21. The word “not expensive” has the same meaning to....
- a. pricey b. priceless c. worthless d. valuable
22. The antonym of the word “precious” is....
- a. special b. adored c. favorite d. useless
23. The guava is neither sweet nor sour. It is so....
- a. salty b. bitter c. tasteless d. tasty
24. Daniel is sure that he will take the first place at monthly evaluation. He is...
- a. hopeful b. desperate c. hopeless d. fearful
25. The park is shady.
The word “shady” has the same meaning to....
- a. bright b. light c. sunny d. cloudy
26. I go to the grocery store with my mother. There is a spicy chips that are currently viral on TikTok. I told my mother to buy it.
The underlined word has the same meaning to....
- a. peppery b. sweet c. salty d. sour
27. My brother can cook and make me a tasty food.
The word “tasty” has the opposite meaning to...
- a. yummy b. savory c. bland d. delish
28. He is so mischievous. He likes to tease me and it pissed me off.
The word “mischievous” has the same meaning to....
- a. obedient b. kind c. playful d. loyal
29. Look at the picture!



It is a cat. The cat has....

- a. long neck
b. sharp claws
c. long tail
d. short trunk

38. I have a rabbit. He used to jump everywhere and it hard to catch. So, I put him on his cage because I'm afraid that he might running away. The underlined word has the same meaning to....
- a. nervous b. brave c. calm d. fearless

39. Look at the picture!



It is a sheep! The sheep has....

- a. short tail c. fierce eyes
b. long neck d. sharp claws

Source: <https://i.pinimg.com/originals/73/15/4a/73154a6c58fc66336b8249a3e1a2796a.png>

40. Yuna is jealous to Vicky because she got the highest score of our final exam. The synonym of the underlined word is....
- a. gorgeous b. envious c. mysterious d. humble

Answer Key

1.	C	21.	C
2.	D	22.	D
3.	A	23.	C
4.	B	24.	A
5.	A	25.	D
6.	D	26.	A
7.	B	27.	C
8.	B	28.	C
9.	C	29.	C
10.	B	30.	A
11.	C	31.	D
12.	B	32.	A
13.	C	33.	D
14.	B	34.	B
15.	D	35.	A
16.	B	36.	C
17.	B	37.	B
18.	D	38.	A
19.	D	39.	A
20.	A	40.	B

Appendix 6

THE ITEM FOR PRE-TEST

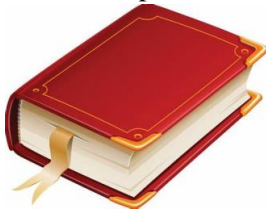
Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 60 Menit

Choose the correct answer by crossing (X) a, b, c or d based on the question, cross the options on the answer sheet!

1. Nini has a big bag. She can put all her stuffs in it.
The antonym of the underlined word is....
a. long b. wide c. tall d. small
2. When I go to the town festival, I saw a man pull a 17.100 pound fuel truck. He is very strong.
The synonym of the underlined word is....
a. weak b. small c. hard d. long
3. Tono always late to go to school. He is so....
a. small b. smart c. lazy d. stupid
4. Riki is very he always got the highest score in the class.
a. lazy b. stupid c. smart d. poor
5. Giraffes are so because they have a long neck.
a. cute b. tall c. small d. short
6. Look at the picture!



It is a book! The book is so...

- | | |
|----------|----------|
| a. thin | c. thick |
| b. small | d. cute |

Source:

[http://1.bp.blogspot.com/kAeSaFEkexc/VVWA53HigI/AAAAAAAAAJqI/2yxC5x3hY5Y/s1600/gambar%2Bbuku%2B\(2\).png](http://1.bp.blogspot.com/kAeSaFEkexc/VVWA53HigI/AAAAAAAAAJqI/2yxC5x3hY5Y/s1600/gambar%2Bbuku%2B(2).png)

7. The ice is cold but the fire is....
a. hot b. warm c. cold d. wet

8. Look at the picture!



The students are cleaning the classroom. They are so....

- a. lazy c. diligent
b. careless d. stupid

Source:

<https://1.bp.blogspot.com/11hcSFwh5tg/XYwwJs07D3I/AAAAAAAAACY/DGKkRRALZOcH5PGgVzKsbyCvJQ01SxwCLcBGAsYHQ/s1600/tema%2B4%2Bkelas%2B5.jpg>

The following text is for question number 20-23!

There is a large parking lot in my school. There is a roof that protects the vehicle, it is so big. All the vehicles are neatly arranged and look beautiful. I am so proud to be here.

9. The synonym of the word “large” is...

- a. big b. thin c. little d. small

10. The synonym of the word “big” is....

- a. small b. tall c. short d. thin

11. The antonym of the word “beautiful” is...

- a. pretty b. lovely c. cute d. ugly

The following text is for question number 25-28!

Today is my birthday! I got a new bag from my sister. It is an expensive bag. I have wanted this bag for a long time but I don't have enough money. I am so happy!

12. The antonym of the word “new” is....

- a. recent b. old c. fresh d. small

13. The synonym of the word “expensive” is ...

- a. pricey b. low c. cheap d. new

14. The synonym of the word “long” is...

- a. little b. short c. small d. tall

15. The synonym of the word “happy” is...

- a. glad b. sad c. upset d. angry

16. Look at the picture!



It is a dog. The dog has....

- a. sparkling eyes c. sharp teeth
b. long tail d. long neck

Source: <https://cdn4.vectorstock.com/i/1000x1000/97/53/cartoon-angry-dog-of-breed-a-rottweiler-vector-22849753.jpg>

17. The weather is so..... It can burn my skin.
 a. cool b. hot c. cold d. warm
18. Ari is a diligent boy. He never forget to do his homework and submit it on time. The antonym of the underlined word is...
 a. smart b. lazy c. clever d. angry
19. Look at the picture!



- It is a new shoes. The shoes is....
 a. dirty c. pretty
 b. smelly d. ugly

Source: https://png.pngtree.com/png-clipart/20190604/original/pngtree-cartoon-shoes-feet-png-image_1050771.jpg

20. Look at the picture!



- He brought a lot of books. The books are....
 a. heavy c. little
 b. small d. long

Source:

https://3.bp.blogspot.com/_bLvGLuuUIZw/TKeaRRi879I/AAAAAAAAACvk/1OIfywNrP_c/s400/32937099.gif

Answer Key

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

Appendix 7

THE ITEM FOR POST-TEST

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 60 Menit

Choose the correct answer by crossing (X) a, b, c or d based on the question, cross the options on the answer sheet!

- There is a new hotel in my city.
The antonym of the word “new” is...
a. recent b. current c. old d. fresh
- Aisha is very she always tell the truth even if it’s bitter.
a. polite b. pretty c. bad d. honest
- Look at the picture!



- It is a dog. The dog has....
- fierce eyes
 - long tail
 - blunt teeth
 - small body

Source:

<https://cdn4.vectorstock.com/i/1000x1000/97/53/cartoon-angry-dog-of-breed-a-rottweiler-vector22849753.jpg>

- The hotel is big and the architecture is very unique.
The synonym of the word “big” is...
a. short b. wide c. little d. small
- Gibran is winning the English contest. He is so....
a. brilliant b. silly c. lazy d. stupid
- Ethan is very he has the best score for the final exam.
a. silly b. clever c. lazy d. rude
- The rooms are very nice.
The synonym of the word “nice” is...
a. bad b. good c. ugly d. small
- My friend is listening to a high volume music. The music is too...
a. slow b. quiet c. loud d. good

9. I need to bring five textbook to the school with my bag. It is so....
 a. good b. heavy c. thin d. small
10. My mother is because I broke her favorite vase.
 a. happy b. angry c. glad d. proud
11. Justin and Jaeden are not cleaning their room. They are so...
 a. good b. beautiful c. dirty d. smart

12. Look at the picture!



Based on the picture, we can know the kitchen is...

- a. pretty c. fine
 b. dirty d. clear
13. In the break time, some students use it to go to canteen and buy some delicious food.
 The antonym of the underlined word is....
 a. tasty b. nasty c. savory d. delish
14. The library in the school is close at 4 p.m. the students need to return the book before its close.
 The synonym of the underlined word is....
 a. available b. ready c. open d. sealed

The following text is for question number 15-17!

There is my bicycle at my garage. The color is red and black. It is so gorgeous. It is cheap, and I bought it with my own money. It is so precious for me.

15. The antonym of the word “gorgeous” is...
 a. bad b. good c. beautiful d. awesome
16. The synonym of the word “cheap” is....
 a. high b. low c. big d. expensive
17. The antonym of the word “precious” is....
 a. special b. lovely c. favorite d. useless
18. The park is shady.
 The synonym of the word “shady” is....
 a. cool b. hot c. bright d. shiny

19. Look at the picture!



It is a cat. The cat has....

- a. long neck
- b. sharp claws
- c. long tail
- d. short tail

Source:

https://www.pngitem.com/pimgs/m/80-803873_funny-cartoon-kittens-clip-cartoon-cat-transparent-background.png

20. I have a rabbit. He used to jump everywhere and it hard to catch.

The synonym of the underlined word is....

- a. soft
- b. easy
- c. weak
- d. difficult

Answer Key

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

*Appendix 8***Answer Sheet****Name :****Class :**

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Appendix 9

SILABUS

Satuan Pendidikan : MTs N 1 Pesawaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2 (Genap)

Kompetensi Inti (KI) :

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,

menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.5	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	<p>Teks deskriptif sederhana tentang sifat-sifat orang, binatang dan benda.</p> <p>Fungsi sosial</p> <p>✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang,</p>	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata 	<ul style="list-style-type: none"> ○ Sikap sosial dan spiritual : observasi ○ Pengetahuan: Tulis Pilihan Ganda ○ Keterampilan: Praktik 	<p>When English Rings a Bell Kelas VII Cetakan Ke-4, 2017 (Edisi Revisi)</p> <p>Penulis</p>

	<p>meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p>	<p>binatang, dan benda dari segi sifatnya.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Pernyataan dan pertanyaan terkait sifat 	<p>yang benar</p> <ul style="list-style-type: none"> • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan 	<p>:Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman,</p>
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4.5	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial,	<p>orang, benda, binatang</p> <p>✓ Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</p> <p>✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p>	<p>ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, 		<p>Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud</p>
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	struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	<p>Topik</p> <p>✓ Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>benda, binatang terkenal</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya 		.
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Appendix 10
Experimental Class 1

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs N 1 Pesawaran
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / II
Materi Pokok	: It's a beautiful day!
Sub tems	: Describing people
Alokasi Waktu	: 1 x 2 JP (2 x 40 menit)
Pertemuan ke-	: 1 (satu)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
konteks penggunaannya (perhatikan unsur kebahasaan be, adjective) 4.5 Menyusun teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	peserta didik 3.5.2 Menyebutkan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik 4.5.1 Mengidentifikasi aspek-aspek <i>vocabulary (word meaning and word use)</i> 4.5.2 Menyusun sendiri teks pendek dan sederhana yang berkaitan dengan sifat seseorang

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Keterampilan

Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik mampu mengidentifikasi aspek-aspek *vocabulary (word meaning and word use)* dan dapat menyusun teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

D. Materi Pembelajaran

Tema : Describing people (adjective)

Fungsi social :

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks : Simple present tense

Unsur kebahasaan :

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Topik :

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

Aspek-aspek dalam vocabulary:

1. *Word meaning (synonym & antonym)*
2. *Word use (context)*

Example of describing people



Vocabulary list (adjective):

- | | |
|-----------|------------|
| - Helpful | = menolong |
| - Kind | = baik |
| - Happy | = senang |
| - Sad | = sedih |

Text I**My Lovely Little Sister**

I have a little sister. She has a pretty smile. When she speaks, her sparkling eyes look so beautiful. She is playful, she likes to play me with me after school. She is small and has a black hair. She has a thick eyebrows and I envy her. Everytime she got snack from our father, she shares it to me. She is so kind.

My bedroom is next to her. She loves to sing and dance on my room. She looks so cute. She also has a good voice. It is so cool to hear her singing. However, when she became so silly, I hate her. She likes to tease me a lot because I have a bad voice and I can't singing.

Besides that, my sister is smart. She got a lot of medals from the school competition. She is perfect. Her cute appearance, playful nature and her clever brain make her a beloved member of our family. I love you my little sister!

E. Media, Alat dan Sumber Pembelajaran

1. Media
 - a. Power Point
 - b. Papan Tulis
2. Alat
 - a. LCD
 - b. Spidol
3. Sumber
 - a. Buku paket siswa "When English Rings The Bell" diterbitkan oleh Kementrian Pendidikan dan Kebudayaan
 - b. Print out teks terkait sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik
 - c. Kamus Bahasa Inggris- Indonesia

F. Metode Pembelajaran

1. Pendekatan : *Scientific Approach*

2. Strategi : Vocabulary Journals

G. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Peserta didik menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ○ Peserta didik diperiksa kehadirannya oleh guru. ○ Peserta didik menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ○ Peserta didik menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Kegiatan Inti	<p><i>Pre- activity</i></p> <ul style="list-style-type: none"> ○ Guru memberikan <i>ice breaking</i> berupa games sederhana dengan menunjukkan sebuah gambar terkait dengan materi pembelajaran, seperti: <ol style="list-style-type: none"> a. Gambar apakah ini? b. Dimanakah kalian melihat gambar ini? c. Dari gambar tersebut, bisakah kamu menyebutkan hal apa yang bisa kamu ketahui dari gambar ini? ○ Peserta didik diminta untuk memberikan tanggapan terhadap gambar tersebut, seperti: <ol style="list-style-type: none"> a. Gambar tersebut adalah gambar seorang murid. b. Saya melihat gambar tersebut disekolah. c. Dari gambar itu, siswa menolong temannya, siswa terlihat baik, siswa penolong. ○ Peserta didik mendengarkan penjelasan guru terkait gambar yang telah ditunjukkan ○ Guru menjelaskan kepada peserta didik mengenai penggunaan vocabulary journal dalam pembelajaran yang akan dilakukan. ○ Peserta didik menerima pengarahan serta penjelasan tentang cara 	55 Menit

menggunakan jurnal kosa kata (vocabulary journal) guna memudahkan serta membantu peserta didik dalam memahami materi bahasa inggris yang dipelajari

Whilst activity

- Peserta didik dibagi menjadi beberapa kelompok yang berisikan 4 anggota setiap kelompoknya.
- Guru menyediakan sebuah salinan teks untuk dibagikan kepada anggota grup yang lain.
- Peserta didik diminta untuk membaca teks yang telah disediakan lalu menuliskan beberapa kosa kata yang tidak mereka ketahui artinya dalam vocabulary journal yang telah dibuat sesuai dengan format yang telah ditentukan (definisi, gambar, sinonim, antonim dan contoh kalimat).
- Peserta didik dapat mencari hal-hal terkait dengan kosakata yang tidak mereka ketahui dengan bantuan kamus bahasa inggris-indonesia.
- Peserta didik menuliskan salah satu kosakata yang mereka tidak tahu di papan tulis. Apabila ada kelompok menuliskan kosakata yang sama, mereka diminta untuk menuliskan hal lain terkait kata tersebut seperti definisi, sinonim, antonim, gambar atau contoh kalimat.

Post-activity

- Guru memberikan *feedback* mengenai kosakata yang ditemukan beberapa peserta didik dalam proses membaca dan membahasnya didepan kelas
- Peserta didik saling membagi kosakata yang mereka tulis dalam 'vocabulary journal' di antara teman satu kelompoknya
- Peserta didik diminta untuk menjawab soal pilihan ganda yang berkaitan dengan *describing people* (terkait sifat-sifat)

	<ul style="list-style-type: none"> ○ Peserta didik mengumpulkan lembar jawaban kepada guru. 	
Penutup	<ul style="list-style-type: none"> ○ Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan ○ Guru menyimpulkan hasil pembelajaran ○ Guru mengucapkan salam dan meninggalkan kelas 	5 Menit

H. Penilaian

No	Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Instrumen
1	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan teks atau kalimat yang diberikan	Tes Tulis	Multiple Choice
2	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan gambar yang diberikan	Tes Tulis	Multiple Choice

The following text is for question number 1-4!

My father is Mr. Ruto. He is a nice person. My father is a handsome man. He is tall and has short black hair. My father has brown eyes with an oval face. My father often help me with my homework, he is smart and helpful. He is funny and loves to joke around with me. I really love my father.

1. “He is a nice person”. What is the antonym of the underlined word?
 - a. pretty
 - b. good
 - c. great
 - d. bad
2. “He is tall and has short black hair”. The synonym of the underlined word is...
 - a. big
 - b. short
 - c. little
 - d. small
3. “..... with my homework, he is smart”. The antonym of the underlined word is...
 - a. brilliant
 - b. stupid
 - c. clever
 - d. nice
4. “.....he is smart and helpful”. The synonym of the underlined word is...

- a. bad b. kind c. stupid d. small

5. Look at the picture!



Based on the picture, we can know that he is....

- a. he is happy
b. he is sad
c. he is tired
d. he is bad

Source: https://png.pngtree.com/png-clipart/20190120/ourlarge/pngtree-school-student-illustration-student-reading-boy-student-hand-drawn-illustration-cartoon-png-image_493202.jpg

6. Kiki is my friends, he likes to help me with my homerowk. He is so...
- a. bad b. helpful c. rude d. stupid
7. Our chief of class often forgets to submit the attendance report to the school office. He is so...
- a. smart b. funny c. careless d. nice
8. Lisa is a good girl.
The synonym of the underlined word is....
- a. great b. rude c. funny d. weird
9. My mother looks pretty with her long hair.
The synonym of the underlined word is....
- a. small b. tall c. short d. little
10. Jinni lost her pencil case. She looks.....
- a. happy b. cute c. sad d. nice

KEY ANSWER:

1. D 3. B 5. A 7. C 9. B
2. A 4. B 6. B 8. D 10. C

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	10

Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item	: 10
Setiap nomor, tiap jawaban benar skor	: 10
Nilai maksimal	: 100
Nilai siswa	:
$\frac{\text{Nilai Perolehan}}{\text{Nilai Maksimal}} \times 100$	

Kedondong, 22 Juni 2023

Disetujui oleh,
Guru Mata Pelajaran Bhs. Inggris

Mahasiswa Peneliti

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NPM. 1811040399

Mengetahui,
Kepala MTs N 1 Pesawaran

GAMFERI
NIP.

Appendix 11
Experimental Class 2

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs N 1 Pesawaran
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / II
Materi Pokok	: It's a beautiful day!
Sub tems	: Describing animals
Alokasi Waktu	: 1 x 2 JP (2 x 40 menit)
Pertemuan ke-	: 2 (dua)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik

Kompetensi Dasar	Indikator Pencapaian Kompetensi
(perhatikan unsur kebahasaan be, adjective) 4.5 Menyusun teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.5.2 Menyebutkan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik 4.5.1 Mengidentifikasi aspek-aspek <i>vocabulary (word meaning and word use)</i> 4.5.2 Menyusun sendiri teks pendek dan sederhana yang berkaitan dengan sifat seseorang

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Keterampilan

Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik mampu mengidentifikasi aspek-aspek *vocabulary (word meaning and word use)* dan dapat menyusun teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

D. Materi Pembelajaran

Tema : Describing animal (adjective)

Fungsi social :

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks : Simple present tense

Unsur kebahasaan :

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

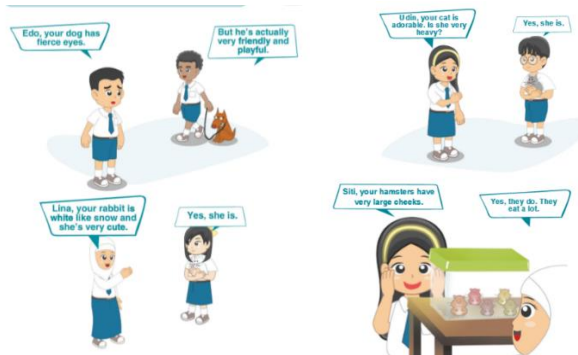
Topik :

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

Aspek-aspek dalam vocabulary:

1. *Word meaning (synonym & antonym)*
2. *Word use (context)*

Example of describing animals



Vocabulary list (adjective):

- | | |
|------------|----------------|
| - Fierce | = garang |
| - Friendly | = ramah |
| - Playful | = ceria |
| - Cute | = imut |
| - Adorable | = menggemaskan |
| - Heavy | = berat |
| - Large | = lebar |

Text II

My Cute Pet

I have a cat. Her name is Lily. She is a small and adorable cat with soft fur. Her fur is a mix of brown and white. There is a black spot on her nose. She has a grey eyes and long whiskers. She also has a long tail and round face. She is so cute. Lily loves to play with me on my bed. She eats fish and drinks milk.

Despite her cute appearance, she has a sharp claws. Sometimes, it hurts me when I play with her. My cat catches rats. It is very useful to us because our house is clean and have no rats. One day, there is a kitten in front of my house. She is so tiny and looks hungry. I only have the kitten for 2 days before she died. It is really sad.

So, the only cat that I have at home is Lily. She is my lovely cat that loved by everyone at home. My mother also loves to play with Lily. I hope Lily can be a smart cat and got love from everyone. I really love her. I can't imagine if I lost her, my cute pet.

E. Media, Alat dan Sumber Pembelajaran

1. Media
 - a. Power Point
 - b. Papan Tulis
2. Alat
 - a. LCD
 - b. Spidol
3. Sumber
 - a. Buku paket siswa “When English Rings The Bell” diterbitkan oleh Kementrian Pendidikan dan Kebudayaan
 - b. Print out teks terkait sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik
 - c. Kamus Bahasa Inggris- Indonesia

F. Metode Pembelajaran

1. Pendekatan : *Scientific Approach*
2. Strategi : *Vocabulary Journals*

G. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Peserta didik menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ○ Peserta didik diperiksa kehadirannya oleh guru. ○ Peserta didik dan guru mengulas kembali materi yang telah dipelajari sebelumnya. ○ Peserta didik menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ○ Peserta didik menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Kegiatan Inti	<p><i>Pre- activity</i></p> <ul style="list-style-type: none"> ○ Guru memberikan <i>ice breaking</i> berupa games sederhana dengan menunjukkan sebuah gambar terkait dengan materi pembelajaran, seperti: <ol style="list-style-type: none"> a. Gambar apakah ini? b. Dimanakah kalian melihat gambar ini? c. Dari gambar tersebut, bisakah kamu 	55 Menit

menyebutkan hal apa yang bisa kamu ketahui dari gambar ini?

- Peserta didik diminta untuk memberikan tanggapan terhadap gambar tersebut, seperti:
 - a. Gambar tersebut adalah gambar seekor kucing.
 - b. Saya melihat gambar tersebut dirumah.
 - c. Dari gambar itu, kucing sangat lucu, bulunya berwarna coklat, mata nya besar.
- Peserta didik mendengarkan penjelasan guru terkait gambar yang telah ditunjukkan
- Guru menjelaskan kepada peserta didik mengenai penggunaan vocabulary journal dalam pembelajaran yang akan dilakukan.
- Peserta didik menerima pengarahan serta penjelasan tentang cara menggunakan jurnal kosa kata (vocabulary journal) guna memudahkan serta membantu peserta didik dalam memahami materi bahasa inggris yang dipelajari

Whilst activity

- Peserta didik dibagi menjadi beberapa kelompok yang berisikan 4 anggota setiap kelompoknya.
- Guru menyediakan sebuah salinan teks untuk dibagikan kepada anggota grup yang lain.
- Peserta didik diminta untuk membaca teks yang telah disediakan lalu menuliskan beberapa kosa kata yang tidak mereka ketahui artinya dalam vocabulary journal yang telah dibuat sesuai dengan format yang telah ditentukan (definisi, gambar, sinonim, antonim dan contoh kalimat).
- Peserta didik dapat mencari hal-hal terkait dengan kosakata yang tidak mereka ketahui dengan bantuan kamus bahasa inggris-indonesia.
- Peserta didik menuliskan salah satu kosakata yang mereka tidak tahu di papan tulis. Apabila ada kelompok menuliskan kosakata yang sama, mereka diminta untuk menuliskan hal lain terkait kata tersebut

	seperti definisi, sinonim, antonim, gambar atau contoh kalimat.	
	<p>Post-activity</p> <ul style="list-style-type: none"> ○ Guru memberikan <i>feedback</i> mengenai kosakata yang ditemukan beberapa peserta didik dalam proses membaca dan membahasnya didepan kelas ○ Peserta didik saling membagi kosakata yang mereka tulis dalam 'vocabulary journal' di antara teman satu kelompoknya ○ Peserta didik diminta untuk menjawab soal pilihan ganda yang berkaitan dengan <i>describing animals</i> (terkait sifat-sifat) ○ Peserta didik mengumpulkan lembar jawaban kepada guru. 	
Penutup	<ul style="list-style-type: none"> ○ Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan ○ Guru menyimpulkan hasil pembelajaran ○ Guru mengucapkan salam dan meninggalkan kelas 	5 Menit

H. Penilaian

No	Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Instrumen
1	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan teks atau kalimat yang diberikan	Tes Tulis	Multiple Choice
2	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan gambar yang diberikan	Tes Tulis	Multiple Choice

1. Look at the picture!



Based on the picture, we can know that the elephant ears is

so...

- a. short c. big
b. small d. little

Source: <https://tse2.mm.bing.net/th?id=OIP.dyNfEvdE87DmliO8VYWMdQHhEz&pid=Api&P=0>

2. There is a lovely cat in my school.
The antonym of the underlined word is....
a. dirty b. pretty c. cute d. ugly
3. I go to the zoo last holiday and I saw a dung beetle. The strong animal.
The synonym of the underlined word is....
a. hard b. soft c. weak d. cute
4. The dog looks like he hasn't eaten yet. He looks so....
a. pretty b. nice c. hungry d. full
5. I have two kittens in my home. They have a short legs and cute appearance.
The synonym of the underlined words is....
a. big b. small c. long d. tall
6. Look at the picture!



What is it?

- a. a brown dog
b. a rude dog
c. a dirty dog
d. a black dog

Source:

<https://static.vecteezy.com/system/resources/previews/000/544/641/original/cute-friendly-cartoon-dog-vector.jpg>

7. Look at the picture!



It is a tiger! I'm scared because it has....

- a. short leg
b. short tail
c. small body
d. long tail

Source:

<https://tse4.mm.bing.net/th?id=OIP.NT0xrEjvqFUXvMyE5QAfhgHaHa&pid=Api&P=0>

8. I don't like house lizard because it looks....
a. scary b. cute c. pretty d. good
9. Look at the picture!



It is a horse! We know that it is a...

- a. brown horse
b. green horse
c. white horse
d. red horse

Source: <https://tse2.mm.bing.net/th?id=OIP.9FViQT0xM7KehIAOrmla3QHaG4&pid=Api&P=0>

10. I'm scared of the tiger's claws! It looks...

- a. sharp b. dull c. soft d. blunt

KEY ANSWER:

1. C 3. A 5. B 7. D 9. A
2. D 4. C 6. A 8. A 10. A

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	10
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

- Total item : 10
Setiap nomor, tiap jawaban benar skor : 10
Nilai maksimal : 100
Nilai siswa :
 $\frac{\text{Nilai Perolehan}}{\text{Nilai Maksimal}} \times 100$

Kedondong, 22 Juni 2023

Disetujui oleh,

Guru Mata Pelajaran Bhs. Inggris

Mahasiswa Peneliti

GUSDIAN SHOFIA TIARA
NIP. -

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NPM. 1811040399

Mengetahui,
Kepala MTs N 1 Pesawaran

GAMFERI
NIP.

Appendix 12
Experimental Class 3

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs N 1 Pesawaran
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / II
Materi Pokok	: It's a beautiful day!
Sub tems	: Describing things
Alokasi Waktu	: 1 x 2 JP (2 x 40 menit)
Pertemuan ke-	: 3 (tiga)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (perhatikan unsur	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik 3.5.2 Menyebutkan sifat orang,

Kompetensi Dasar	Indikator Pencapaian Kompetensi
kebahasaan (nouns, verbs, adjectives) 4.5 Menyusun teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik 4.5.1 Mengidentifikasi aspek-aspek <i>vocabulary (word meaning and word use)</i> 4.5.2 Menyusun sendiri teks pendek dan sederhana yang berkaitan dengan sifat seseorang

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Keterampilan

Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik mampu mengidentifikasi aspek-aspek *vocabulary (word meaning and word use)* dan dapat menyusun teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

D. Materi Pembelajaran

Tema : Describing things (adjective)

Fungsi social :

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks : Simple present tense

Unsur kebahasaan :

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

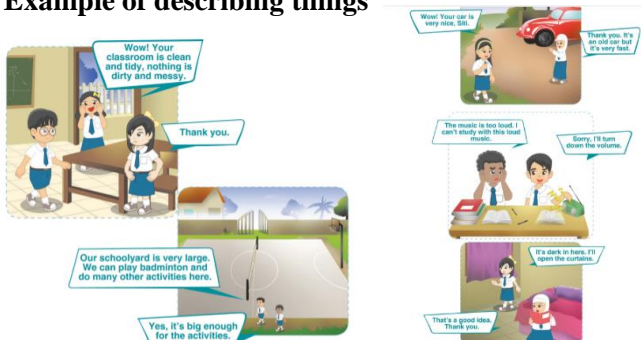
Topik :

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

Aspek-aspek dalam vocabulary:

1. *Word meaning (synonym & antonym)*
2. *Word use (context)*

Example of describing things



Vocabulary list (adjective):

- Clean	= bersih	- Nice	= baik
- Tidy	= rapih	- Old	= tua
- Dirty	= kotor	- Fast	= cepat
- Messy	= berantakan	- Loud	= keras
- Large	= lebar	- Dark	= gelap
- Big	= besar	- Good	= bagus

Text III**My Classroom**

My classroom is big and nice. The floor is white and the wall is green. There is a small o'clock on the wall. There is a black marker and a little calendar on the teacher's desk. My classroom is neat and clean. There are a lot of books and a cute pencil case on my desks. I have many things: a red sharpener, a long rubber, a sticky glue, two pencils and a blue pen.

There is a beautiful flower in front of the classroom. The flowers are so pretty, but smells bad. It is because next to the flower, there is a large trash bin. It is smelly. However, in the morning the flowers smell so good. In the break time, I like to stay in my classroom and eat my lunch with my friends. I really love my classroom.

E. Media, Alat dan Sumber Pembelajaran

1. Media
 - a. Power Point
 - b. Papan Tulis
2. Alat
 - a. LCD
 - b. Spidol
3. Sumber
 - a. Buku paket siswa "When English Rings The Bell" diterbitkan oleh Kementrian Pendidikan dan Kebudayaan

- b. Print out teks terkait sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik
- c. Kamus Bahasa Inggris- Indonesia

F. Metode Pembelajaran

1. Pendekatan : *Scientific Approach*
2. Strategi : *Vocabulary Journals*

G. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<p>Peserta didik menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.</p> <p>Peserta didik diperiksa kehadirannya oleh guru.</p> <p>Peserta didik dan guru mengulas kembali materi yang telah dipelajari sebelumnya.</p> <p>Peserta didik menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>Peserta didik menyimak cakupan materi dan uraian kegiatan sesuai silabus.</p>	10 Menit
Kegiatan Inti	<p><i>Pre- activity</i></p> <p>Guru memberikan <i>ice breaking</i> berupa games sederhana dengan menunjukkan sebuah gambar terkait dengan materi pembelajaran, seperti:</p> <p>Gambar apakah ini?</p> <p>Dimanakah kalian melihat gambar ini?</p> <p>Dari gambar tersebut, bisakah kamu menyebutkan hal apa yang bisa kamu ketahui dari gambar ini?</p> <p>Peserta didik diminta untuk memberikan tanggapan terhadap gambar tersebut, seperti:</p> <p>Gambar tersebut adalah gambar sebuah mobil.</p> <p>Saya melihat gambar tersebut dirumah.</p> <p>Dari gambar itu, mobil nya bagus, mobil berwarna merah.</p> <p>Peserta didik mendengarkan penjelasan guru terkait gambar yang telah ditunjukkan</p> <p>Guru menjelaskan kepada peserta didik mengenai penggunaan vocabulary journal</p>	55 Menit

dalam pembelajaran yang akan dilakukan. Peserta didik menerima pengarahan serta penjelasan tentang cara menggunakan jurnal kosa kata (*vocabulary journal*) guna memudahkan serta membantu peserta didik dalam memahami materi bahasa Inggris yang dipelajari

Whilst activity

Peserta didik dibagi menjadi beberapa kelompok yang berisikan 4 anggota setiap kelompoknya.

Guru menyediakan sebuah salinan teks untuk dibagikan kepada anggota grup yang lain. Peserta didik diminta untuk membaca teks yang telah disediakan lalu menuliskan beberapa kosa kata yang tidak mereka ketahui artinya dalam *vocabulary journal* yang telah dibuat sesuai dengan format yang telah ditentukan (definisi, gambar, sinonim, antonim dan contoh kalimat). Peserta didik dapat mencari hal-hal terkait dengan kosakata yang tidak mereka ketahui dengan bantuan kamus bahasa Inggris-Indonesia.

Peserta didik menuliskan salah satu kosakata yang mereka tidak tahu di papan tulis. Apabila ada kelompok menuliskan kosakata yang sama, mereka diminta untuk menuliskan hal lain terkait kata tersebut seperti definisi, sinonim, antonim, gambar atau contoh kalimat.

Post-activity

Guru memberikan *feedback* mengenai kosakata yang ditemukan beberapa peserta didik dalam proses membaca dan membahasnya di depan kelas

Peserta didik saling membagi kosakata yang mereka tulis dalam '*vocabulary journal*' di antara teman satu kelompoknya

Peserta didik diminta untuk menjawab soal pilihan ganda yang berkaitan dengan *describing things* (terkait sifat-sifat)

Peserta didik mengumpulkan lembar jawaban kepada guru.

Penutup	Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan Guru menyimpulkan hasil pembelajaran Guru mengucapkan salam dan meninggalkan kelas	5 Menit
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H. Penilaian

No	Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Instrumen
1	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan teks atau kalimat yang diberikan	Tes Tulis	Multiple Choice
2	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan gambar yang diberikan	Tes Tulis	Multiple Choice

1. Look the picture!



Based on the picture, we can know that the room is...

- clean
- nice
- neat
- messy

Source: <http://robnydykstra.com/wp-content/uploads/2017/02/Messy-Room-Cartoon.jpg>

2. Nina has a nice bag. The synonym of the underlined word is....

- pretty
- dirty
- messy
- bad

3. Look at the picture!



What it is?

- a wide basketball court
- a small basketball court
- a little basketball court
- a short basketball court

Source: <https://whosonthemove.com/wp-content/uploads/2019/07/Byerly-Basketball-Court.jpg>

4. My father get a new car for my brother. It is a birthday gift for my brother.

The antonym of the underlined word is.....

- a. fresh b. recent c. current d. old
5. Tina is winning a singing contest. She got the gold medal! The medal is so....
- a. bad b. beautiful c. ugly d. dirty

The following text is for question number 6-9!

My classroom is big and clean. There is a large whiteboard in front of the class. The color of the desks are white and grey. There is a small globe on the teacher's desk. There is also a new and pretty calendar on the wall.

6. The synonym of the word "clean" is....
- a. neat b. messy c. old d. ugly
7. The synonym of the word "large" is....
- a. long b. short c. tiny d. small
8. The synonym of the word "pretty" is...
- a. messy b. dirty c. smelly d. lovely
9. Look at the picture!



Based on the picture, we can know that the classroom is.....

- a. messy c. neat
b. dirty d. dark

source:<https://img2.cgtrader.com/items/2473513/ec2a700f3a/classroom-cartoon-3d-model-max-obj-fbx-ma.jpg>

10. There is some flowers in front of our class. The flowers are very....
- a. ugly b. beautiful c. bad d. horrible

KEY ANSWER:

1. D 3. A 5. B 7. A 9. C
2. A 4. D 6. A 8. D 10. B

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	10
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item	: 10
Setiap nomor, tiap jawaban benar skor	: 10
Nilai maksimal	: 100
Nilai siswa	:
$\frac{\text{Nilai Perolehan}}{\text{Nilai Maksimal}} \times 100$	

Kedondong, 22 Juni 2023

Disetujui oleh,
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Mahasiswa Peneliti

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Mengetahui,
Kepala MTs N 1 Pesawaran

GAMFERI
NIP.

LAMPIRAN**Contoh bentuk format Vocabulary Journals**

WORD: _____	
Definition:	
Picture:	Synonym:
	Antonym:
Sentence:	

Appendix 13
Control Class 1

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs N 1 Pesawaran
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / II
Materi Pokok	: It's a beautiful day!
Sub tems	: Describing people
Alokasi Waktu	: 1 x 2 JP (2 x 40 menit)
Pertemuan ke-	: 1 (satu)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik

Kompetensi Dasar	Indikator Pencapaian Kompetensi
(perhatikan unsur kebahasaan be, adjective) 4.5 Menyusun teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.5.2 Menyebutkan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik 4.5.1 Mengidentifikasi aspek-aspek <i>vocabulary (word meaning and word use)</i> 4.5.2 Menyusun sendiri teks pendek dan sederhana yang berkaitan dengan sifat seseorang

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Keterampilan

Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik mampu mengidentifikasi aspek-aspek *vocabulary (word meaning and word use)* dan dapat menyusun teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

D. Materi Pembelajaran

Tema : Describing people (adjective)

Fungsi social :

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks : Simple present tense

Unsur kebahasaan :

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Topik :

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

Aspek-aspek dalam vocabulary:

3. *Word meaning (synonym & antonym)*
4. *Word use (context)*

Example of describing people



Vocabulary list (adjective):

- | | |
|-----------|------------|
| - Helpful | = menolong |
| - Kind | = baik |
| - Happy | = senang |
| - Sad | = sedih |

Text I**My Lovely Little Sister**

I have a little sister. She has a pretty smile. When she speaks, her sparkling eyes look so beautiful. She is playful, she likes to play me with me after school. She is small and has a black hair. She has a thick eyebrows and I envy her. Everytime she got snack from our father, she shares it to me. She is so kind.

My bedroom is next to her. She loves to sing and dance on my room. She looks so cute. She also has a good voice. It is so cool to hear her singing. However, when she became so silly, I hate her. She likes to tease me a lot because I have a bad voice and I can't singing.

Besides that, my sister is smart. She got a lot of medals from the school competition. She is perfect. Her cute appearance, playful nature and her clever brain make her a beloved member of our family. I love you my little sister!

E. Media, Alat dan Sumber Pembelajaran

4. Media
 - a. Power Point
 - b. Papan Tulis
5. Alat
 - c. LCD
 - d. Spidol
6. Sumber
 - d. Buku paket siswa "When English Rings The Bell" diterbitkan oleh Kementrian Pendidikan dan Kebudayaan
 - e. Print out teks terkait sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik
 - f. Kamus Bahasa Inggris- Indonesia

F. Metode Pembelajaran

3. Pendekatan : *Scientific Approach*

4. Strategi : Expository Strategy

G. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Peserta didik menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ○ Peserta didik diperiksa kehadirannya oleh guru. ○ Peserta didik menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ○ Peserta didik menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Kegiatan Inti	<p>Pre- activity</p> <ul style="list-style-type: none"> ○ Guru memberikan <i>ice breaking</i> berupa games sederhana dengan menunjukkan sebuah gambar terkait dengan materi pembelajaran, seperti: <ul style="list-style-type: none"> d. Gambar apakah ini? e. Dimanakah kalian melihat gambar ini? f. Dari gambar tersebut, bisakah kamu menyebutkan hal apa yang bisa kamu ketahui dari gambar ini? ○ Peserta didik diminta untuk memberikan tanggapan terhadap gambar tersebut, seperti: <ul style="list-style-type: none"> d. Gambar tersebut adalah gambar seorang murid. e. Saya melihat gambar tersebut disekolah. f. Dari gambar itu, siswa menolong temannya, siswa terlihat baik, siswa menolong. ○ Peserta didik mendengarkan penjelasan guru terkait gambar yang telah ditunjukkan 	55 Menit
	<p>Whilst activity</p> <ul style="list-style-type: none"> ○ Guru menjelaskan materi kepada siswa ○ Siswa menyimak penjelasan guru ○ Guru melakukan Tanya-jawab dengan meminta siswa untuk bertanya apabila ada yang kurang jelas ○ Guru meminta siswa untuk mencatat materi yang telah dijelaskan dalam buku tulis mereka 	
	<p>Post-activity</p>	

	<ul style="list-style-type: none"> ○ Peserta didik diminta untuk menjawab soal pilihan ganda yang berkaitan dengan <i>describing people</i> (terkait sifat-sifat) ○ Peserta didik mengumpulkan lembar jawaban kepada guru. ○ Guru menjelaskan soal dan jawaban dari test yang dilakukan 	
Penutup	<ul style="list-style-type: none"> ○ Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan ○ Guru menyimpulkan hasil pembelajaran ○ Guru mengucapkan salam dan meninggalkan kelas 	5 Menit

H. Penilaian

No	Indikator Pencapaian Kompetensi	Tenik Penilaian	Bentuk Instrumen
1	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan teks atau kalimat yang diberikan	Tes Tulis	Multiple Choice
2	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan gambar yang diberikan	Tes Tulis	Multiple Choice

The following text is for question number 1-4!

My father is Mr. Ruto. He is a nice person. My father is a handsome man. He is tall and has short black hair. My father has brown eyes with an oval face. My father often help me with my homework, he is smart and helpful. He is funny and loves to joke around with me. I really love my father.

3. "He is a nice person". What is the antonym of the underlined word?
 - b. pretty
 - b. good
 - c. great
 - d. bad
4. "He is tall and has short black hair". The synonym of the underlined word is...
 - a. big
 - b. short
 - c. little
 - d. small
3. "..... with my homework, he is smart". The antonym of the underlined word is...
 - a. brilliant
 - b. stupid
 - c. clever
 - d. nice

4. “.....he is smart and helpful”. The synonym of the underlined word is...

- a. bad b. kind c. stupid d. small

8. Look at the picture!



Based on the picture, we can know that he is....

- e. he is happy
f. he is sad
g. he is tired
h. he is bad

Source: https://png.pngtree.com/png-clipart/20190120/ourlarge/pngtree-school-student-illustration-student-reading-boy-student-hand-drawn-illustration-cartoon-png-image_493202.jpg

9. Kiki is my friends, he likes to help me with my homerowk. He is so...

- b. bad b. helpful c. rude d. stupid

10. Our chief of class often forgets to submit the attendance report to the school office. He is so...

- a. smart b. funny c. careless d. nice

8. Lisa is a good girl.

The synonym of the underlined word is....

- b. great b. rude c. funny d. weird

11. My mother looks pretty with her long hair.

The synonym of the underlined word is....

- b. small b. tall c. short d. little

12. Jinni lost her pencil case. She looks.....

- b. happy b. cute c. sad d. nice

KEY ANSWER:

3. D 3. B 5. A 7. C 9. B
4. A 4. B 6. B 8. D 10. C

c. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	10
Jawaban salah	0
Tidak menjawab	0

d. Pedoman Penilaian

Total item	: 10
Setiap nomor, tiap jawaban benar skor	: 10
Nilai maksimal	: 100
Nilai siswa	:
$\frac{\text{Nilai Perolehan}}{\text{Nilai Maksimal}} \times 100$	

Kedondong, 22 Juni 2023

Disetujui oleh,
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Mengetahui,
Kepala MTs N 1 Pesawaran

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Appendix 14
Control Class 2

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs N 1 Pesawaran
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / II
Materi Pokok	: It's a beautiful day!
Sub tems	: Describing animals
Alokasi Waktu	: 1 x 2 JP (2 x 40 menit)
Pertemuan ke-	: 2 (dua)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik

Kompetensi Dasar	Indikator Pencapaian Kompetensi
(perhatikan unsur kebahasaan be, adjective) 4.5 Menyusun teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.5.2 Menyebutkan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik 4.5.1 Mengidentifikasi aspek-aspek <i>vocabulary (word meaning and word use)</i> 4.5.2 Menyusun sendiri teks pendek dan sederhana yang berkaitan dengan sifat seseorang

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Keterampilan

Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik mampu mengidentifikasi aspek-aspek *vocabulary (word meaning and word use)* dan dapat menyusun teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

D. Materi Pembelajaran

Tema : Describing animal (adjective)

Fungsi social :

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks : Simple present tense

Unsur kebahasaan :

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

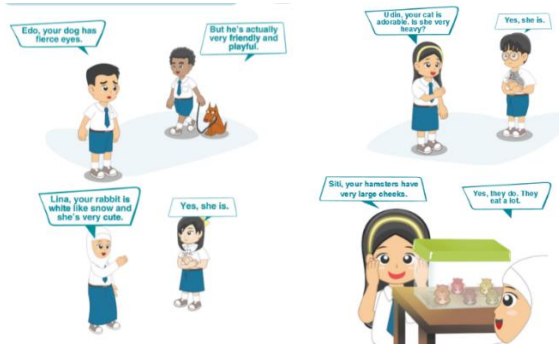
Topik :

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

Aspek-aspek dalam vocabulary:

3. *Word meaning (synonym & antonym)*
4. *Word use (context)*

Example of describing animals



Vocabulary list (adjective):

- | | |
|------------|----------------|
| - Fierce | = garang |
| - Friendly | = ramah |
| - Playful | = ceria |
| - Cute | = imut |
| - Adorable | = menggemaskan |
| - Heavy | = berat |
| - Large | = lebar |

Text II

My Cute Pet

I have a cat. Her name is Lily. She is a small and adorable cat with soft fur. Her fur is a mix of brown and white. There is a black spot on her nose. She has a grey eyes and long whiskers. She also has a long tail and round face. She is so cute. Lily loves to play with me on my bed. She eats fish and drinks milk.

Despite her cute appearance, she has a sharp claws. Sometimes, it hurts me when I play with her. My cat catches rats. It is very useful to us because our house is clean and have no rats. One day, there is a kitten in front of my house. She is so tiny and looks hungry. I only have the kitten for 2 days before she died. It is really sad.

So, the only cat that I have at home is Lily. She is my lovely cat that loved by everyone at home. My mother also loves to play with Lily. I hope Lily can be a smart cat and got love from everyone. I really love her. I can't imagine if I lost her, my cute pet.

E. Media, Alat dan Sumber Pembelajaran

4. Media
 - a. Power Point
 - b. Papan Tulis
5. Alat
 - a. LCD
 - b. Spidol
6. Sumber
 - a. Buku paket siswa “When English Rings The Bell” diterbitkan oleh Kementrian Pendidikan dan Kebudayaan
 - b. Print out teks terkait sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik
 - c. Kamus Bahasa Inggris- Indonesia

F. Metode Pembelajaran

3. Pendekatan : *Scientific Approach*
4. Strategi : *Expository Strategy*

G. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Peserta didik menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ○ Peserta didik diperiksa kehadirannya oleh guru. ○ Peserta didik dan guru mengulas kembali materi yang telah dipelajari sebelumnya. ○ Peserta didik menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ○ Peserta didik menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Kegiatan Inti	<p><i>Pre- activity</i></p> <ul style="list-style-type: none"> ○ Guru memberikan <i>ice breaking</i> berupa games sederhana dengan menunjukkan sebuah gambar terkait dengan materi pembelajaran, seperti: <ol style="list-style-type: none"> g. Gambar apakah ini? h. Dimanakah kalian melihat gambar ini? i. Dari gambar tersebut, bisakah kamu 	55 Menit

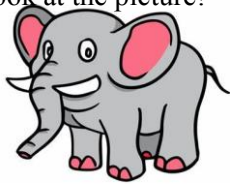
	<p>menyebutkan hal apa yang bisa kamu ketahui dari gambar ini?</p> <ul style="list-style-type: none"> ○ Peserta didik diminta untuk memberikan tanggapan terhadap gambar tersebut, seperti: <ul style="list-style-type: none"> g. Gambar tersebut adalah gambar seorang murid. h. Saya melihat gambar tersebut disekolah. i. Dari gambar itu, siswa menolong temannya, siswa terlihat baik, siswa penolong. ○ Peserta didik mendengarkan penjelasan guru terkait gambar yang telah ditunjukkan 	
	<p>Whilst activity</p> <ul style="list-style-type: none"> ○ Guru menjelaskan materi kepada siswa ○ Siswa menyimak penjelasan guru ○ Guru melakukan Tanya-jawab dengan meminta siswa untuk bertanya apabila ada yang kurang jelas ○ Guru meminta siswa untuk mencatat materi yang telah dijelaskan dalam buku tulis mereka 	
	<p>Post-activity</p> <ul style="list-style-type: none"> ○ Peserta didik diminta untuk menjawab soal pilihan ganda yang berkaitan dengan <i>describing animals</i> (terkait sifat-sifat) ○ Peserta didik mengumpulkan lembar jawaban kepada guru. ○ Guru menjelaskan soal dan jawaban dari test yang dilakukan 	
Penutup	<ul style="list-style-type: none"> ○ Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan ○ Guru menyimpulkan hasil pembelajaran ○ Guru mengucapkan salam dan meninggalkan kelas 	5 Menit

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
1	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan teks atau kalimat yang diberikan	Tes Tulis	Multiple Choice
2	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan	Tes Tulis	Multiple Choice

	gambar yang diberikan		
--	-----------------------	--	--

11. Look at the picture!



Based on the picture, we can know that the elephant ears is so...

- c. short c. big
d. small d. little

Source: <https://tse2.mm.bing.net/th?id=OIP.dyNfEvdE87DmliO8VYWMdOHaez&pid=Api&P=0>

12. There is a lovely cat in my school.

The antonym of the underlined word is....

- b. dirty b. pretty c. cute d. ugly

13. I go to the zoo last holiday and I saw a dung beetle. The strong animal.

The synonym of the underlined word is....

- b. hard b. soft c. weak d. cute

14. The dog looks like he hasn't eaten yet. He looks so....

- b. pretty b. nice c. hungry d. full

15. I have two kittens in my home. They have a short legs and cute appearance.

The synonym of the underlined words is....

- b. big b. small c. long d. tall

16. Look at the picture!



What is it?

- e. a brown dog
f. a rude dog
g. a dirty dog
h. a black dog

Source:

<https://static.vecteezy.com/system/resources/previews/000/544/641/original/cute-friendly-cartoon-dog-vector.jpg>

17. Look at the picture!



It is a tiger! I'm scared because it has....

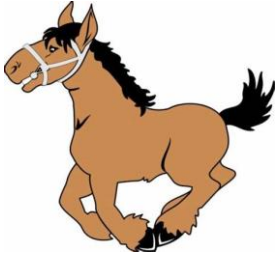
- e. short leg
f. short tail
g. small body
h. long tail

Source:

<https://tse4.mm.bing.net/th?id=OIP.NT0xrEjvqFUXvMyE5QAhfGHaHa&pid=Api&P=0>

18. I don't like house lizard because it looks....

- b. scary b. cute c. pretty d. good
 19. Look at the picture!



It is a horse! We know that it is a...

- e. brown horse
 f. green horse
 g. white horse
 h. red horse

Source: <https://tse2.mm.bing.net/th?id=OIP.9FViQT0xM7KehlAOrmla3QHaG4&pid=Api&P=0>

20. I'm scared of the tiger's claws! It looks...
 b. sharp b. dull c. soft d. blunt

KEY ANSWER:

3. C 3. A 5. B 7. D 9. A
 4. D 4. C 6. A 8. A 10. A

c. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	10
Jawaban salah	0
Tidak menjawab	0

d. Pedoman Penilaian

- Total item : 10
 Setiap nomor, tiap jawaban benar skor : 10
 Nilai maksimal : 100
 Nilai siswa :
 $\frac{\text{Nilai Perolehan}}{\text{Nilai Maksimal}} \times 100$

Disetujui oleh,
Guru Mata Pelajaran Bhs. Inggris

Kedondong, 22 Juni 2023

Mahasiswa Peneliti

GUSDIAN SHOFIA TIARA
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Mengetahui,
Kepala MTs N 1 Pesawaran

GAMFERI
NIP.

Appendix 15
Control Class 3

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MTs N 1 Pesawaran
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / II
Materi Pokok	: It's a beautiful day!
Sub tems	: Describing things
Alokasi Waktu	: 1 x 2 JP (2 x 40 menit)
Pertemuan ke-	: 3 (tiga)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>penggunaannya (perhatikan unsur kebahasaan be, adjective)</p> <p>4.5 Menyusun teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.5.2 Menyebutkan sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik</p> <p>4.5.1 Mengidentifikasi aspek-aspek <i>vocabulary (word meaning and word use)</i></p> <p>4.5.2 Menyusun sendiri teks pendek dan sederhana yang berkaitan dengan sifat seseorang</p>

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Keterampilan

Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik mampu mengidentifikasi aspek-aspek *vocabulary (word meaning and word use)* dan dapat menyusun teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

D. Materi Pembelajaran

Tema : Describing things (adjective)

Fungsi sosial :

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks : Simple present tense

Unsur kebahasaan :

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

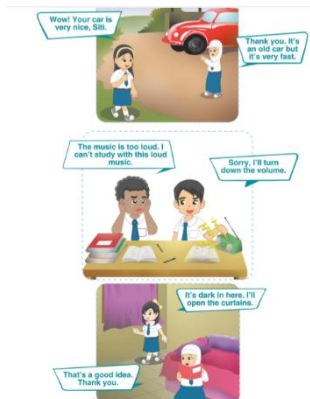
Topik :

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

Aspek-aspek dalam vocabulary:

3. *Word meaning (synonym & antonym)*
4. *Word use (context)*

Example of describing things



Vocabulary list (adjective):

- Clean	= bersih	- Nice	= baik
- Tidy	= rapih	- Old	= tua
- Dirty	= kotor	- Fast	= cepat
- Messy	= berantakan	- Loud	= keras
- Large	= lebar	- Dark	= gelap
- Big	= besar	- Good	= bagus

Text III**My Classroom**

My classroom is big and nice. The floor is white and the wall is green. There is a small o'clock on the wall. There is a black marker and a little calendar on the teacher's desk. My classroom is neat and clean. There are a lot of books and a cute pencil case on my desks. I have many things: a red sharpener, a long rubber, a sticky glue, two pencils and a blue pen.

There is a beautiful flower in front of the classroom. The flowers are so pretty, but smells bad. It is because next to the flower, there is a large trash bin. It is smelly. However, in the morning the flowers smell so good. In the break time, I like to stay in my classroom and eat my lunch with my friends. I really love my classroom.

E. Media, Alat dan Sumber Pembelajaran

4. Media
 - a. Power Point
 - b. Papan Tulis
5. Alat
 - a. LCD
 - b. Spidol
6. Sumber
 - a. Buku paket siswa "When English Rings The Bell" diterbitkan oleh Kementrian Pendidikan dan Kebudayaan

- b. Print out teks terkait sifat orang, binatang, benda yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik
- c. Kamus Bahasa Inggris- Indonesia

F. Metode Pembelajaran

1. Pendekatan : *Scientific Approach*
2. Strategi : *Expository Strategy*

G. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Peserta didik menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ○ Peserta didik diperiksa kehadirannya oleh guru. ○ Peserta didik dan guru mengulas kembali materi yang telah dipelajari sebelumnya. ○ Peserta didik menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ○ Peserta didik menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Kegiatan Inti	<p><i>Pre- activity</i></p> <ul style="list-style-type: none"> ○ Guru memberikan <i>ice breaking</i> berupa games sederhana dengan menunjukkan sebuah gambar terkait dengan materi pembelajaran, seperti: <ol style="list-style-type: none"> a. Gambar apakah ini? b. Dimanakah kalian melihat gambar ini? c. Dari gambar tersebut, bisakah kamu menyebutkan hal apa yang bisa kamu ketahui dari gambar ini? ○ Peserta didik diminta untuk memberikan tanggapan terhadap gambar tersebut, seperti: <ol style="list-style-type: none"> a. Gambar tersebut adalah gambar seorang murid. b. Saya melihat gambar tersebut disekolah. c. Dari gambar itu, siswa menolong temannya, siswa terlihat baik, siswa penolong. ○ Peserta didik mendengarkan penjelasan guru terkait gambar yang telah ditunjukkan 	55 Menit

	<p>Whilst activity</p> <ul style="list-style-type: none"> ○ Guru menjelaskan materi kepada siswa ○ Siswa menyimak penjelasan guru ○ Guru melakukan Tanya-jawab dengan meminta siswa untuk bertanya apabila ada yang kurang jelas ○ Guru meminta siswa untuk mencatat materi yang telah dijelaskan dalam buku tulis mereka <p>Post-activity</p> <ul style="list-style-type: none"> ○ Peserta didik diminta untuk menjawab soal pilihan ganda yang berkaitan dengan <i>describing things</i> (terkait sifat-sifat) ○ Peserta didik mengumpulkan lembar jawaban kepada guru. ○ Guru menjelaskan soal dan jawaban dari test yang dilakukan 	
Penutup	<ul style="list-style-type: none"> ○ Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan ○ Guru menyimpulkan hasil pembelajaran ○ Guru mengucapkan salam dan meninggalkan kelas 	5 Menit

H. Penilaian

No	Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Instrumen
1	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan teks atau kalimat yang diberikan	Tes Tulis	Multiple Choice
2	Mengidentifikasi sifat-sifat dan menjawab pertanyaan berdasarkan gambar yang diberikan	Tes Tulis	Multiple Choice

1. Look the picture!



Based on the picture, we can know that the room is...

- e. clean
- f. nice
- g. neat
- h. messy

Source: <http://robvndykstra.com/wp-content/uploads/2017/02/Messy-Room-Cartoon.jpg>

2. Nina has a nice bag. The synonym of the underlined word is....

- a. pretty b. dirty c. messy d. bad

3. Look at the picture!



What it is?

- e. a wide basketball court
f. a small basketball court
g. a little basketball court
h. a short basketball court

Source: <https://whosonthemove.com/wp-content/uploads/2019/07/Bverly-Basketball-Court.jpg>

4. My father get a new car for my brother. It is a birthday gift for my brother.

The antonym of the underlined word is.....

- a. fresh b. recent c. current d. old
5. Tina is winning a singing contest. She got the gold medal! The medal is so....

- a. bad b. beautiful c. ugly d. dirty

The following text is for question number 6-9!

My classroom is big and clean. There is a large whiteboard in front of the class. The color of the desks are white and grey. There is a small globe on the teacher's desk. There is also a new and pretty calendar on the wall.

6. The synonym of the word "clean" is....
b. neat b. messy c. old d. ugly
7. The synonym of the word "large" is....
b. long b. short c. tiny d. small
8. The synonym of the word "pretty" is...
b. messy b. dirty c. smelly d. lovely
9. Look at the picture!



Based on the picture, we can know that the classroom is....

- c. messy c. neat
d. dirty d. dark

source:<https://img2.cgtrader.com/items/2473513/ec2a700f3a/classroom-cartoon-3d-model-max-obj-fbx-ma.jpg>

10. There is some flowers in front of our class. The flowers are

very....

b. ugly b. beautiful c. bad d. horrible

KEY ANSWER:

1. D 3. A 5. B 7. A 9. C
2. A 4. D 6. A 8. D 10. B

c. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	10
Jawaban salah	0
Tidak menjawab	0

d. Pedoman Penilaian

Total item : 10

Setiap nomor, tiap jawaban benar skor : 10

Nilai maksimal : 100

Nilai siswa :

$\frac{\text{Nilai Perolehan}}{\text{Nilai Maksimal}} \times 100$

Kedondong, 22 Juni 2023

Disetujui oleh,
Guru Mata Pelajaran Bhs. Inggris

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GUSDIAN SHOFIA TIARA
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Mengetahui,
Kepala MTs N 1 Pesawaran

GAMFERI
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Appendix 16

The Result of Reliability Test of Pre-Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.681	.692	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 01	21.88	26.215	.294	.	.670
Soal 02	21.73	27.179	.144	.	.678
Soal 03	22.05	27.844	-.069	.	.693
Soal 04	21.83	26.302	.304	.	.670
Soal 05	22.13	27.189	.053	.	.685
Soal 06	21.95	25.895	.333	.	.666
Soal 07	22.00	25.744	.350	.	.665
Soal 08	22.13	27.599	-.024	.	.690
Soal 09	22.08	26.225	.242	.	.672
Soal 10	21.88	26.471	.236	.	.673
Soal 11	22.03	25.922	.309	.	.668
Soal 12	22.33	26.481	.216	.	.674
Soal 13	22.05	27.074	.077	.	.683
Soal 14	22.15	27.515	-.008	.	.689
Soal 15	21.80	26.421	.293	.	.671
Soal 16	22.05	27.946	-.089	.	.694
Soal 17	22.08	27.148	.062	.	.684
Soal 18	21.95	25.844	.344	.	.666
Soal 19	22.10	25.887	.308	.	.668
Soal 20	22.10	25.682	.349	.	.665
Soal 21	22.20	26.164	.256	.	.671
Soal 22	22.18	25.943	.298	.	.668
Soal 23	22.15	27.772	-.056	.	.692
Soal 24	22.10	26.554	.176	.	.677
Soal 25	22.23	25.922	.309	.	.668
Soal 26	22.18	26.302	.227	.	.673
Soal 27	21.90	26.144	.298	.	.669
Soal 28	22.08	26.122	.262	.	.671
Soal 29	22.05	24.869	.522	.	.653
Soal 30	22.13	26.317	.222	.	.673
Soal 31	21.75	26.603	.293	.	.672
Soal 32	22.03	27.512	-.006	.	.688
Soal 33	22.15	26.182	.249	.	.672
Soal 34	22.10	28.503	-.191	.	.700
Soal 35	22.08	26.071	.273	.	.670
Soal 36	22.20	27.344	.025	.	.686
Soal 37	22.33	26.174	.282	.	.670
Soal 38	22.10	26.913	.107	.	.681
Soal 39	22.03	26.179	.257	.	.671
Soal 40	22.20	26.779	.135	.	.679

Appendix 17

The Result of Reliability Test of Post-Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.697	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 01	18.93	29.097	.286	.	.685
Soal 02	19.00	29.077	.282	.	.685
Soal 03	18.90	29.323	.246	.	.688
Soal 04	19.00	29.128	.272	.	.686
Soal 05	18.93	28.789	.345	.	.681
Soal 06	19.08	30.225	.071	.	.698
Soal 07	18.93	29.199	.266	.	.686
Soal 08	19.10	29.169	.268	.	.686
Soal 09	19.05	29.177	.263	.	.686
Soal 10	18.88	28.933	.328	.	.683
Soal 11	19.03	31.102	-.086	.	.707
Soal 12	19.05	28.869	.321	.	.683
Soal 13	19.03	29.358	.229	.	.688
Soal 14	18.93	28.840	.335	.	.682
Soal 15	19.13	31.446	-.147	.	.711
Soal 16	19.03	29.358	.229	.	.688
Soal 17	18.95	31.382	-.136	.	.710
Soal 18	19.05	29.074	.283	.	.685
Soal 19	19.10	28.810	.337	.	.682
Soal 20	19.18	29.174	.281	.	.686
Soal 21	19.28	29.384	.272	.	.687
Soal 22	19.10	29.221	.259	.	.687
Soal 23	18.95	29.331	.238	.	.688
Soal 24	19.08	30.020	.108	.	.696
Soal 25	19.13	29.087	.287	.	.685
Soal 26	18.98	32.076	-.256	.	.717
Soal 27	19.15	29.003	.308	.	.684
Soal 28	18.90	31.015	-.070	.	.706
Soal 29	19.15	28.797	.348	.	.681
Soal 30	19.03	30.076	.097	.	.697
Soal 31	19.08	29.097	.280	.	.685
Soal 32	19.03	29.512	.200	.	.690
Soal 33	19.18	29.379	.240	.	.688
Soal 34	19.15	30.541	.017	.	.701
Soal 35	18.90	30.913	-.052	.	.705
Soal 36	19.05	29.228	.254	.	.687
Soal 37	19.05	29.023	.292	.	.685
Soal 38	19.05	29.023	.292	.	.685
Soal 39	19.00	30.154	.083	.	.697
Soal 40	19.05	28.613	.370	.	.680

Appendix 18

LIST SAMPLE OF THE RESEARCH

Experimental Class			Control Class		
N O	NAME	GENDER	N O	NAME	GENDER
1	Students E-1	M	1	Students C-1	M
2	Students E-2	M	2	Students C-2	M
3	Students E-3	M	3	Students C-3	M
4	Students E-4	M	4	Students C-4	M
5	Students E-5	F	5	Students C-5	M
6	Students E-6	M	6	Students C-6	M
7	Students E-7	M	7	Students C-7	F
8	Students E-8	M	8	Students C-8	F
9	Students E-9	F	9	Students C-9	F
10	Students E-10	F	10	Students C-10	M
11	Students E-11	M	11	Students C-11	F
12	Students E-12	M	12	Students C-12	F
13	Students E-13	M	13	Students C-13	M
14	Students E-14	M	14	Students C-14	M
15	Students E-15	M	15	Students C-15	F
16	Students E-16	M	16	Students C-16	F
17	Students E-17	M	17	Students C-17	F
18	Students E-18	M	18	Students C-18	F
19	Students E-19	M	19	Students C-19	F
20	Students E-20	F	20	Students C-20	F
21	Students E-21	F	21	Students C-21	M
22	Students E-22	F	22	Students C-22	F
23	Students E-23	M	23	Students C-23	F
24	Students E-24	F	24	Students C-24	F
25	Students E-25	F	25	Students C-25	F
26	Students E-26	F	26	Students C-26	F
27	Students E-27	F	27	Students C-27	F
28	Students E-28	F	28	Students C-28	M
29	Students E-29	F	29	Students C-29	M
30	Students E-30	F	30	Students C-30	M
31	Students E-31	F	31	Students C-31	F
32	Students E-32	F	32	Students C-32	F
33	Students E-33	F	33	Students C-33	M

34	Students E-34	F	34	Students C-34	F
35	Students E-35	F	35	Students C-35	F
36	Students E-36	F	36	Students C-36	F
37	Students E-37	F	37	Students C-37	M
38	Students E-38	F	38	Students C-38	M
39	Students E-39	F	39	Students C-39	M
			40	Students C-40	F

Appendix 19

Result of Pre-Test in Experimental Class

	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Pre-Test	Experimental	39	100.0%	0	0.0%	39	100.0%
	Control	40	100.0%	0	0.0%	40	100.0%

Descriptive					
	Group		Statistic	Std. Error	
Pre-test	Experimental	Mean		40.13	1.606
		95% Confidence Interval for Mean	Lower Bound	36.88	
			Upper Bound	43.38	
		5% Trimmed Mean		39.86	
		Median		40.00	
		Variance		100.641	
		Std. Deviation		10.032	
		Minimum		20	
		Maximum		65	
		Range		45	
		Interquartile Range		10	
		Skewness		.148	.378
Kurtosis		-.027	.741		

Appendix 20

Result of Pret-Test in Control Class

	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Pre-Test	Experimental	39	100.0%	0	0.0%	39	100.0%
	Control	40	100.0%	0	0.0%	40	100.0%

Descriptive					
	Group		Statistic	Std. Error	
Pre-test	Control	Mean		40.75	1.704
		95% Confidence Interval for Mean	Lower Bound	37.30	
			Upper Bound	44.20	
		5% Trimmed Mean		40.42	
		Median		40.00	
		Variance		116.090	
		Std. Deviation		10.774	
		Minimum		25	
		Maximum		65	
		Range		40	
		Interquartile Range		20	
		Skewness		.249	.374
		Kurtosis		-.774	.773

Appendix 21

Result of Post-Test in Experimental Class

	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Pre-Test	Experimental	39	100.0%	0	0.0%	39	100.0%
	Control	40	100.0%	0	0.0%	40	100.0%

Descriptive					
	Group		Statistic	Std. Error	
Post-test	Experimental	Mean		74.87	1.343
		95% Confidence Interval for Mean	Lower Bound	72.15	
			Upper Bound	77.59	
		5% Trimmed Mean		75.00	
		Median		75.00	
		Variance		70.378	
		Std. Deviation		8.389	
		Minimum		55	
		Maximum		90	
		Range		35	
		Interquartile Range		10	
		Skewness		.239	.378
		Kurtosis		-.334	.741

Appendix 22

Result of Post-Test in Control Class

	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Pre-Test	Experimental	39	100.0%	0	0.0%	39	100.0%
	Control	40	100.0%	0	0.0%	40	100.0%

Descriptive					
	Group		Statistic	Std. Error	
Post-test	Control	Mean		72.13	1.374
		95% Confidence Interval for Mean	Lower Bound	69.35	
			Upper Bound	74.90	
		5% Trimmed Mean		72.50	
		Median		72.50	
		Variance		75.497	
		Std. Deviation		8.689	
		Minimum		50	
		Maximum		85	
		Range		35	
		Interquartile Range		15	
		Skewness		.392	.374
		Kurtosis		-.236	.733

Appendix 23

The Score of Pre-test and Post-test in Experimental Class (VII A) and Control Class (VII C) MTSn 1 Pesawaran

1. Experimental Class (VII A)

NO	Name	Score		Gain
		Pretest	Posttest	
1	Students E-1	35	75	40
2	Students E-2	40	70	30
3	Students E-3	45	70	25
4	Students E-4	45	80	35
5	Students E-5	35	65	30
6	Students E-6	45	85	40
7	Students E-7	50	70	20
8	Students E-8	50	80	30
9	Students E-9	25	65	40
10	Students E-10	35	75	40
11	Students E-11	45	75	30
12	Students E-12	35	80	45
13	Students E-13	40	70	30
14	Students E-14	55	80	25
15	Students E-15	20	75	55
16	Students E-16	40	70	30
17	Students E-17	50	85	35
18	Students E-18	40	60	20
19	Students E-19	40	75	35
20	Students E-20	65	90	25
21	Students E-21	30	75	45
22	Students E-22	25	55	30
23	Students E-23	60	90	30
24	Students E-24	25	75	50
25	Students E-25	25	80	55
26	Students E-26	50	65	15
27	Students E-27	35	80	45

28	Students E-28	45	85	40
29	Students E-29	40	75	35
30	Students E-30	30	70	40
31	Students E-31	45	85	40
32	Students E-32	45	80	35
33	Students E-33	40	85	45
34	Students E-34	45	65	20
35	Students E-35	50	60	10
36	Students E-36	35	70	35
37	Students E-37	30	75	45
38	Students E-38	30	85	55
39	Students E-39	45	70	25

2. Control Class (VII C)

NO	Name	Score		Gain
		Pretest	Posttest	
1	Students C-1	30	75	45
2	Students C-2	55	75	20
3	Students C-3	35	65	30
4	Students C-4	25	80	55
5	Students C-5	50	70	20
6	Students C-6	25	50	25
7	Students C-7	55	85	30
8	Students C-8	40	80	40
9	Students C-9	25	60	35
10	Students C-10	60	85	25
11	Students C-11	35	70	35
12	Students C-12	40	65	25
13	Students C-13	55	85	30
14	Students C-14	30	65	35
15	Students C-15	65	85	20
16	Students C-16	30	65	35
17	Students C-17	55	75	20

18	Students C-18	50	80	30
19	Students C-19	50	75	25
20	Students C-20	30	80	50
21	Students C-21	45	80	35
22	Students C-22	50	75	25
23	Students C-23	25	65	40
24	Students C-24	40	80	40
25	Students C-25	55	75	20
26	Students C-26	45	80	35
27	Students C-27	30	60	30
28	Students C-28	40	70	30
29	Students C-29	35	70	35
30	Students C-30	45	75	30
31	Students C-31	40	70	30
32	Students C-32	35	65	30
33	Students C-33	45	70	25
34	Students C-34	30	70	40
35	Students C-35	40	75	35
36	Students C-36	35	60	25
37	Students C-37	45	65	20
38	Students C-38	45	85	40
39	Students C-39	25	55	30
40	Students C-40	40	70	30

Appendix 24

Research Permission and Replay Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURURAN
Alamat : Jl. Let. Kol. H. EndroSaratminSukarame I Bandar Lampung ☎(0721) 703260

Nomor : B-6490/Un.16/DT/PP.009.7/06/2023
Sifat : Penting
Lampiran : -
Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, 07 Juni 2023

Kepada Yth.

Kepala Sekolah MTSN 1 Pesawaran
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 : **Mariza Dwi Utami**
NPM : 1811040399
Semester/T.A : X (Sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING VOCABULARY JOURNALS
TOWARD STUDENTS' VOCABULARY MASTERY AT THE
SEVENTH GRADE OF MTSN 1 PESAWARAN IN ACADEMIC
YEAR 2022/2023

Akan mengadakan penelitian di **MTSN 1 Peswaran**, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai **tanggal 07 Juni 2023** Sampai Dengan Selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dekan,


Prof. Dr. Hj. Nirva Diana, M.Pd.
NRP.19640828 198803 2 002

Tembusan:

1. Wakil Dekan Bidang Akademik dan Kelembagaan;
2. Kajur/Kaprodi Pendidikan Bahasa Inggris
3. Kepala bagian Tata Usaha;
4. Mahasiswa yang bersangkutan

Appendix 25

Documentation of the Research



This is the picture of Experimental Class (VII A). The students are doing Pre-Test.



This is the picture of Control Class (VII C). The students are doing Pre-Test.



This is the picture of Experimental Class (VII A). The students are using vocabulary journals in the teaching and learning process.



This is the picture of Control Class (VII C). The researcher explain the materials using expository strategy.



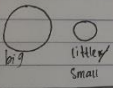
This is the picture of Experimental Class (VII A). The students are doing Post-Test.



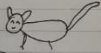
This is the picture of Control Class (VII C). The students are doing Post-Test.

Students' Vocabulary Journals


Date: 25-10-2025

Nama: Angel Hadiana Barqis	
word: Small	
Definition: Kecil	Sentence: She is small
Picture: 	
Synonym: little	Antonym: big


Date: _____

Nama: Ahmad Pekar said	
word: Long	
Definition: panjang	Sentence: he has a long tail
Picture: 	Synonym: tall Antonym: short

Date: _____

Nama: ADI SATERIA WIJAYA	
word: Pretty	
Definition: cantik	Sentence: The flowers are pretty
Picture: 	Synonym: beautiful Antonym: ugly

Date: _____

Nama: AHMAD ALFARIZI	
word: angry	
Definition: marah	Sentence: my mother is angry
Picture: 	Synonym: upset Antonym: happy

Appendix 26



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
PUSAT PERPUSTAKAAN

Jl. Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131
 Telp. (0721) 780887-74531 Fax. 780422 Website: www.radenintan.ac.id

SURAT KETERANGAN

Nomor: B-0512/ Un.16 / P1 /KT/II/ 2024

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I
 NIP : 197308291998031003
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
 Menerangkan bahwa Artikel ilmiah dengan judul

THE EFFECTIVENESS OF USING VOCABULARY JOURNALS TOWARD STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTsN 1 PESAWARAN IN ACADEMIC YEAR OF 2022/2023

Karya

NAMA	NPM	FAKULTAS/PRODI
MARIZA DWI UTAMI	1811040399	FTK/PBI

Bebas Plagiasi sesuai Cek bab 1-5 dengan tingkat kemiripan sebesar 20%. Dan dinyatakan **Lulus** dengan bukti terlampir.

Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 12 Februari 2024
 Kepala Pusat Perpustakaan



Dr. Ahmad Zarkasi, M. Sos. I
 NIP. 197308291998031003

Ket:

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2. Surat Keterangan ini Dapat Digunakan Untuk Repository
3. Lampirkan Surat Keterangan Lulus Turnitin & Rincian Hasil Cek Turnitin ini di Bagian Lampiran Skripsi Untuk Salah Satu Syarat Penyebaran di Pusat Perpustakaan.

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TOWARD STUDENTS' VOCABULARY MASTERY AT THE SEVENTH
GRADE OF MTsN 1 PESAWARAN IN ACADEMIC YEAR OF
2022/2023

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