



**THE EFFECT OF USING TEAM GAMES TOURNAMENT TECHNIQUE ON THE
EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT OF RECOUNT
TEXTS AT SMPN 09 JEMBER IN THE 2015/2016 ACADEMIC YEAR**

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2016



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ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department
The Faculty of Teacher Training and Education
Jember University

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2016

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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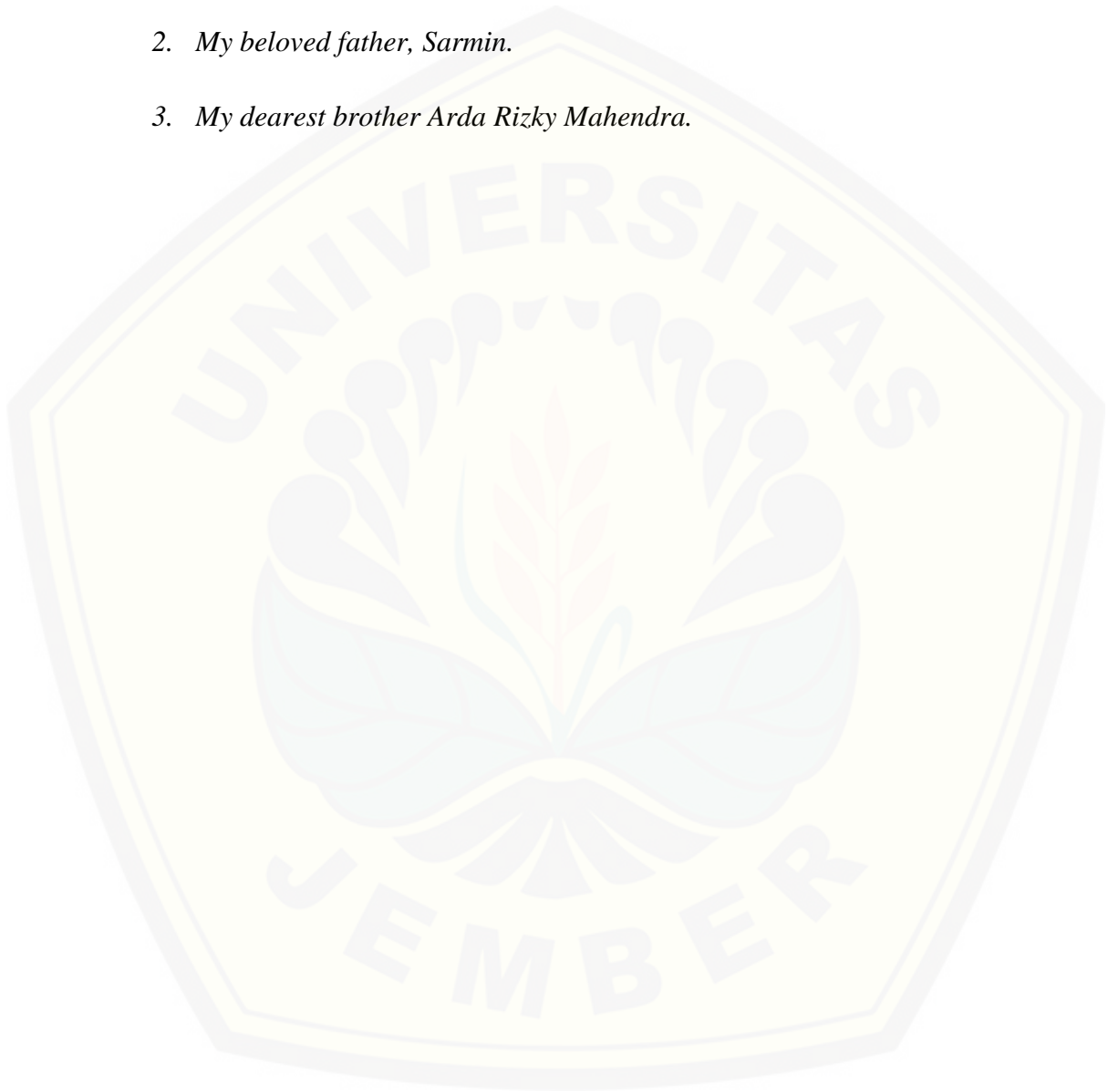
Jember, June 22nd, 2016

Ardyka Irvan Prastama
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DEDICATION

This thesis is honorably dedicated to:

1. *My lovely mother, Tasmikah.*
2. *My beloved father, Sarmin.*
3. *My dearest brother Arda Rizky Mahendra.*



MOTTO

“Alone we can do so little; together we can do so much.”

(Hellen Kehler)



CONSULTANTS' APPROVAL

**The Effect of Using Team Games Tournament Technique on the
Eighth Grade Students' Vocabulary Achievement of Recount Texts at SMPN 09
Jember in the 2015/2016 Academic Year**

THESIS

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Secondly, I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education Jember University for the approval of writing this thesis,
2. The Chairperson of the Language and Arts Department for the approval of writing this thesis,
3. The Chairperson of the English Education Program for the permission of writing this thesis,
4. My academic advisor, Eka Wahjuningsih, S.Pd., M.Pd for the guidance given to me so that I can finish my study,
5. My first consultant, Dra. Siti Sundari, M.A. and my second consultant, Drs. Bambang Arya W.P, Dip.Ed., Ph.D. for guiding and helping me to write this thesis,
6. The examiners who have given me input to the completion of this thesis.
7. The Principal, the English teacher and the eighth grade students of SMPN 9 Jember for their participation in this research.

Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

Jember, June 22nd, 2016

The Writer

SUMMARY

The Effect of Using Team Games Tournament Technique on the Eighth Grade Students' Vocabulary Achievement of Recount Texts at SMPN 09 Jember in the 2015/2016 Academic Year; Ardyka Irvan Prastama, 110210401047; 2016; 50 Pages; English Education Study Program of Language and Arts Department of Faculty of Teacher Training and Education, Jember University.

This experimental research investigated the effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement at SMP Negeri 9 Jember in the 2015/2016 academic year. This research was started by conducting an interview with the English teacher of the eighth grade students at that school on 2nd October 2015.

There were six classes of the eighth grade students that consisted of 30 to 40 students in each class. Prior to conducting this experimental research, a homogeneity test was done to examine the homogeneity of the population. As the result of the homogeneity test, it was showed that the population was not homogeneous. Therefore, the respondents of the research were chosen by selecting classes that had minimum gap of mean score and doing a random selecting for the experimental group and control group. As the result, there were two classes chosen as the respondent of the research, they were class A as the control group, and class C as the experimental group. Further, the experimental group was given the treatment that was the teaching of vocabulary by using TGT technique while the control group was taught the same materials by using pairing technique. The treatments were given to both groups in two meetings and followed by giving the posttest in the third meeting.

The data in the term of posttest scores were analyzed by using the independent sample t-test formula. The result of the data analysis, showed that the use of Team Games Tournament technique in teaching vocabulary had a significant effect on the students' vocabulary achievement. The mean score of each class had a significant difference, where the experimental group had significantly higher mean score than the control group.

Moreover, the Degree of Relative Effectiveness analysis showed that the use of TGT technique in teaching vocabulary was 11,5576% relatively more effective than the

use of pairing technique. It could be said that the use of TGT was relatively effective to gain the students' success in learning vocabulary compared to the pairing technique.

The whilst teaching class observation found that the students in the experimental class were more enthusiastic in learning the materials than those in the control class. The students in control class was not as motivated as those in the experimental class, they held their focus on what they had to learn in shorter duration than those in experimental group. The students in the experimental class were more active in learning the materials and helped each other to master the materials in order to win the game. The students were more motivated in learning the materials so that they were be able to comprehend the materials better and faster. The students were more motivated because there was a game in which they got a reward if they won the game, and since the success of a team was affected by the performance of each member of the team, the members in the team helped each other to master the materials given. Moreover, most students feel more comfortable to ask their friend for a help rather than ask their teacher. The TGT Technique engage the students into positive interaction between the students, engage the students into peer tutoring activity, and improves the students attitudes and motivation in the learning activity.

In brief, the use of Team Games Tournament technique in teaching vocabulary had a significant positive effect on the eighth grade students' vocabulary achievement at SMPN 9 Jember in the 2015/2016 academic year. Therefore, it is suggested to the English teacher to apply TGT technique as an alternative technique of teaching vocabulary and to improve the students' vocabulary achievement. Furthermore, it also suggested to the future researchers to use the results of this action research as a reference to conduct the same research to improve the students achievement of vocabulary or other English components and skills in different research design or at different school to develop the quality of teaching vocabulary or other English components and skills.

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CHAPTER 1. INTRODUCTION

This study investigated the effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement at SMP Negeri 9 Jember in the 2015/2016 academic year. This chapter presents the topics related to the research problem. It includes the background of the research, the problem of the research, the objective of the research, and the significance of the research.

1.1 The Background of the Research

In Indonesia English is taught formally as a foreign language. Based on the *Basic Course Outline of the 2006 Curriculum (KTSP)* for Junior High School, it is stated that the objective of teaching English is to develop students' language skills in listening, speaking, reading and writing, as well as three language components: grammar, vocabulary, and pronunciation. Both language skills and the language components must be taught in integrated way to the students in the teaching and learning process. In this research, the researcher conducted a research about vocabulary that was taught integrated with the reading skill.

Vocabulary is one of the most important components to learn in learning any language. In learning English, vocabulary becomes the most critical component to learn before learning any other English components and skills. The main goal of learning English is that the learners are able to communicate in English either in the written and oral forms. Without knowing any vocabularies, the learners can produce and comprehend nothing, they cannot be able to communicate in English. **Thornbury (2002:13) states that** without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed. In brief we can say that **people can say very little without grammar but people can say almost nothing without words**. Based on this statement, we can conclude that vocabulary is more important than grammar and thus it is very important to learn in learning a language.

In Indonesia, English is learned as a foreign language in which people do not use English in their daily life, so the learners don't have sufficient chance to practice learning vocabulary because they live in the environment where English is not spoken in daily life and it makes the students lack of vocabularies. Many students are also lack of motivation in learning English, therefore the English teachers work hard to find any techniques, medias, and methods to teach English effectively. One of the ways in pursuing effective teaching is by using a fun teaching and learning activity like playing games, applying cooperative learning method, and other fun activities. In this study, the researcher applied cooperative learning technique that is Team Games Tournament which is said to have a positive effect on the students' **success** in achieving their goal of learning.

Team Games Tournament Technique is one of the techniques in cooperative learning method which was formerly developed by David DeVries and Keith Edwards. They had made many researches using TGT Technique in the teaching and learning process. **(DeVries 1980:5) stated that TGT Technique increases academic achievement, improves students' attitudes, creates students peer tutoring, and dissolves social barriers. However, it is also stated that TGT Technique has several weaknesses that may affect learners' success in learning, these weaknesses is further explained in the next chapter.**

Team Games Tournament Technique is a technique in which students are required to work in groups of 4-5 students who have heterogeneous ability and achievement levels. The main purpose of using TGT Technique in teaching and learning process is to give chance to the students to discuss the difficulties in learning vocabulary and motivate the students to learn harder and help each other to have positive interaction among the students. In TGT Technique, the group members are responsible to ensure that all members of the group have mastered the lesson given by the teacher since each student's performance was accumulated and counted as group score which determine overall group performance. The use of team score in TGT Technique fosters

active tutoring among the team members, this can motivate the students to create peer tutoring which is regarded as positive interaction among students. According this explanation, TGT Technique must have a positive effect on the students' learning achievement and help the students to have more successful mastery of the material given by the teacher.

The use of TGT Technique has some potential benefits that may affect the students achievement. The TGT Technique brings the students away from the boredom of monotonous teaching and learning activity. It creates a fun learning activity and competition that may increase the students' motivation in learning the materials and further affects their achievement. TGT Technique may also affect the students' attitudes, it creates a sense of urgency in the students' mind. The students' are responsible for the success of their team, so that they must contribute their performance for the team unless the team might fail in the competition. This condition also creates students peer tutoring between the students. Each member of every team might help anyone in his team to master the materials in order to have a good performance in the game and make the team win the game. TGT Technique may also dissolve social barriers between the students. The students are forced to be in a group and to work cooperatively with their team mates no matter who they are. The students might interact each other and neglect their social barriers to work cooperatively for their teams' success.

As the researcher interviewed the English teacher of SMPN 9 Jember, the English teacher said that she never used the TGT Technique in teaching English vocabulary to the students. The school applied the KTSP 2006 curriculum, and there were 36 to 40 students in each classes. The English teacher also said that the students were lack of motivation in learning English. The teacher used to bring the students to play game to increase the students' motivation. As explained in the previous session, the TGT Technique overs some benefit that might improve the students' motivation. The researcher wanted to prove that the use of TGT Technique might affect the students' motivation and achievement. Therefore, the researcher wanted to know

whether or not the Team Games Tournament Technique has a significant effect on the eighth grade students' vocabulary achievement at SMPN 9 Jember.

Previous researchers examined the use of TGT Technique in teaching English. Wardani (2012) investigated the use of TGT Technique through an experimental research which found that there was a significant effect of using TGT Technique on the eighth grade students' reading comprehension achievement. Another classroom action research was conducted by Izza (2010), it found that the use of TGT Technique could improve the students' active participation in the teaching and learning process and their tense achievement. Both two studies found that TGT Technique could give positive effect on the students' success in learning English especially in reading comprehension achievement and tense achievement. Vocabulary is strongly related to reading. TGT Technique must have the same effect on the students' vocabulary achievement. Therefore, the researcher investigated whether or not the TGT Technique could give a significant effect on the students' learning achievement of other language component that was vocabulary.

In this study, the researcher also used a specified context that was recount texts, thus the vocabularies that were taught were those used in recount texts. In the previous research mentioned above, the researcher only gave the reward to the super group. So that the students' motivation of learning the materials and winning the game could not be maximum. Some students might think pessimistic and not confident because they think that the winner of the game is the best group and they might feel their group was not the best group then it was impossible for the group to win the game. In this situation the students' motivation to learn the materials might decrease, no matter if they were high achiever or low achiever.

Therefore, in this research the rewards were given to super, great and good team. By this, hopefully the students' motivation to learn the materials would be increasing since they were promised to be given rewards no matter if their performance was super, great or good. To keep the game competitive,

the rewards for the super team was the biggest one, then the great team was the smaller one and the good team was the smallest one.

Based on the descriptions above, the researcher was interested in conducting an experimental research entitled the effect of TGT technique in teaching vocabulary on the eighth grade students' vocabulary achievement of recount texts at **SMPN 9 Jember in the 2015/2016 academic year.**

1.2 The Problems of the Research

Based on the research background, the research problem was formulated as follows “Is there any significant effect of using Team Games Tournament Technique on the eighth grade students' vocabulary achievement of recount texts at SMPN 9 Jember in the 2015/2016 academic year.

1.3 The Objective of the Research

The objective of this research was to find whether there is a significant effect of using Team Games Tournament Technique on the eighth grade students' vocabulary achievement of recount texts at SMPN 9 Jember in the 2015/2016 academic year.

1.4 The Significances of the Research

The result of the research is expected to give some benefits to the English teacher, the researcher and the future researchers.

1.4.1 The English teacher

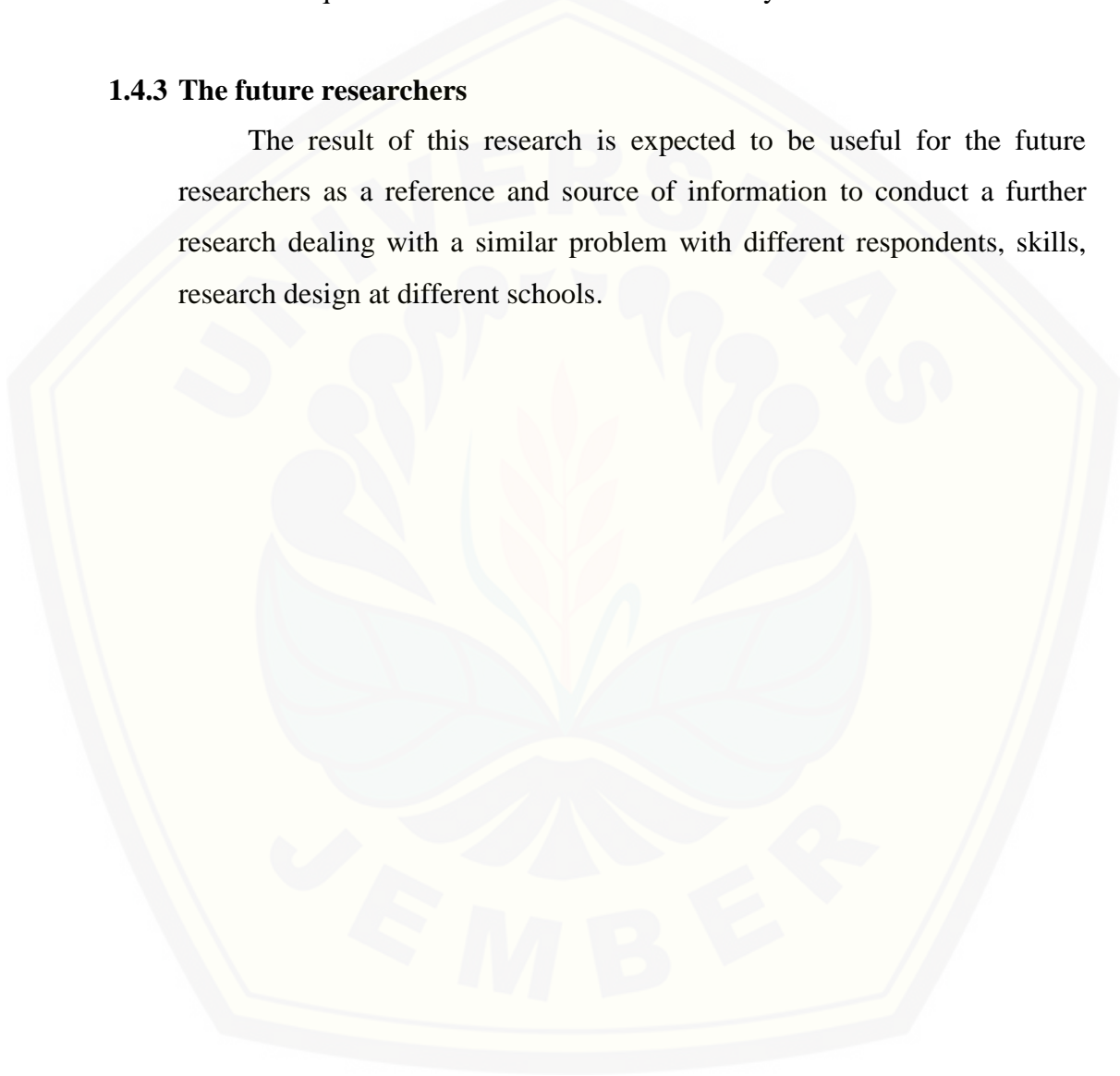
The result of this research is expected to give a reference to the English teacher in teaching vocabulary by considering the use of TGT technique to make the students active in learning vocabulary that help the students to get better understanding of vocabulary.

1.4.2 The researcher

This research is expected to give the researcher an experience of teaching vocabulary by using TGT Technique. By conducting this experimental research, the researcher might know whether or not the use of TGT technique can affect the students' vocabulary achievement.

1.4.3 The future researchers

The result of this research is expected to be useful for the future researchers as a reference and source of information to conduct a further research dealing with a similar problem with different respondents, skills, research design at different schools.



CHAPTER 2. REVIEW TO RELATED LITERATURE

This chapter presents the theories related to the variables of the research. It includes vocabulary definitions, vocabulary types, the importance of vocabulary achievement in learning English, cooperative learning, the elements of cooperative learning, Team Games Tournament technique, the components of Teams Games Tournament, the procedures of using Team Games Tournament technique in teaching vocabulary, the strengths and the weaknesses of using Team Games Tournament technique, the definition of recount text, and the hypothesis of the research.

2.1 Vocabulary Definitions

There are some definitions of vocabulary. Hatch and Brown (1951:1) define vocabulary as a list or a set of words for a particular language or a list or set of words that individual speakers of a language might use. Then, Hiebert and Kamil (2005:3) define vocabulary in general as the knowledge of meaning of words. Based on those experts' ideas, vocabulary is a list of words and their meanings in a particular uses and contexts which can be used to communicate in a particular language. As we know, a single word may have several different meanings if it is used in such particular different ways and contexts.

Vocabulary is the main root of a language. Vocabulary is a small part of a language but it is very important to learn. As stated by Mothe (2013:377), vocabulary of a language is just like bricks of a high building. It means that vocabulary is a small part of a language but it gives an effect on all language skills achievement. Based on the idea, it can be concluded that vocabulary is a vital component of a language. It is a small part of language but it gives a great effect on someone's **success** of learning a language.

2.2 Vocabulary Types

Hatch and Brown (1995:218) divided vocabulary based on its part of speech or their functional categories, they are nouns, verbs, adjectives, and adverbs. Beside those major classes, there are pronouns, prepositions, conjunctions, and interjections. William (1989:132) divides vocabulary into two groups, namely large reserve vocabulary and small reserve vocabulary. Large reserve vocabulary includes nouns, verbs, adjectives, and adverbs and small vocabulary includes prepositions, pronouns, conjunctions, articles, and interjections. This research focused only on large vocabulary because it consists of more words to master rather than small vocabulary. The types of vocabulary in this research are nouns, verbs, adverbs, and adjectives.

2.2.1 Nouns

According to Hatch and Brown (1995:219), a noun refers to a word that names a person, place or thing. Then, according to Miriam Webster online dictionary (2013), a noun is any member of a class of words that typically can be combined with determiners to serve as the subject of a verb. According to Thompson and Martinet (1986:24), there are four kinds of nouns in English, they are common nouns, proper nouns, abstract nouns, and collective nouns, the types of noun included in this research were:

1. Common Nouns

Common nouns refers to anything that we can see, touch, hear, or taste. They can be plural or singular and can be countable and uncountable. Sometimes, we need to put articles in front of those words, for examples: a chair, a table, an elephant, the clown, etc.

2. Proper Nouns

Proper nouns are names of people, places, days, months, and things. This proper nouns don't need articles. We must use capital letters to write them, for examples: Albert, Sunday, National Monument, Indonesia, etc.

3. Abstract Nouns

Abstract nouns are names of feeling, or qualities we cannot see or touch, but they exist, for examples: mind, love, happiness, etc.

In this research, the researcher focused on common nouns, proper nouns, and abstract nouns, because these types of nouns have to be taught to the eighth grade students. The knowledge of these nouns might affect the students' success of learning English and mastering the materials taught for their level that is the recount text. Moreover, it was decided by consulting to the curriculum that was the 2006 Institutional Based Curriculum / KTSP 2006 for Junior High School.

2.2.2 Verbs

According to Hatch and Brown (1995:222) verbs are words that denote actions. Then, in Miriam Webster online dictionary, a verb is a word that usually one of the main parts of a sentence and that expresses an action, an occurrence, or a state of being, or a word that characteristically is the grammatical center of a predicate and express an act, occurrence, or mode of being. Further, Thompson and Martinet (1986:105) divided verbs into two classes, they are auxiliary verbs and ordinary verbs, this research only focused on ordinary verbs. Further, the ordinary verbs are categorized into two types as follows:

1. Regular verbs are verbs that their simple past and past participle form are formed by adding -d or -ed to the infinitive.

The examples of regular verbs are:

<u>Infinitive</u>	<u>Simple past</u>	<u>Past participle</u>
Load	loaded	loaded
Explode	exploded	exploded
Talk	talked	talked
Arrive	arrived	arrived
Stay	stayed	stayed etc.

2. Irregular verbs are verbs that their simple past and past participle form are not formed by adding -d or -ed to the infinitive, they have their own form of simple past and past participle form.

The examples of irregular verbs are:

<u>Infinitive</u>	<u>Simple past</u>	<u>Past participle</u>
Drive	drove	driven
Go	went	gone
Read	read	read
Write	wrote	written
Come	came	come etc.

This research focused on ordinary verbs that included regular verbs and irregular verbs because these types of verbs are relevant to the recount texts which are written in the past tense form. These materials were chosen based on the Indonesian 2006 Institutional Based Curriculum for Junior High School.

2.2.3 Adjectives

Adjectives are words that are used to modify nouns. According to Miriam Webster online dictionary, an adjective is a word that describes a noun or a pronoun or a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else.

According to Thompson and Martinet (1986:33), there are six types of adjectives, they are demonstrative adjectives, distributive adjectives, quantitative adjectives, qualitative adjectives, interrogative adjectives, and possessive adjectives. This research focused on the use of quantitative adjectives and qualitative adjectives.

Qualitative adjectives are adjectives that define the quality or the condition of a particular object (for example: clever, smart, big, small, tall, short, etc.).

Meanwhile, quantitative adjectives are adjectives that define the quantity or the amount of a particular object (for example: many, much, few, little, no, etc.). These types of vocabulary were chosen by consulting to the curriculum and its relevancy to the recount text.

2.2.4 Adverbs

Hatch and Brown (1995:230) define adverbs as similar to adjectives in many ways although they typically assign distribute to verbs, clauses or to entire sentence rather than noun. In addition, According to Miriam Webster Online Dictionary, adverbs are words to modify other words, clauses, or sentences, they usually add information about how, where, or when. According to Thompson and Martinet (1986:47), there are eight kinds of adverb, they are adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency, adverbs of certainty, adverbs of degree, interrogative adverbs, and relative adverbs.

This research focused on adverbs of manner, adverbs of place, and adverbs of time. The materials were chosen by consulting to the curriculum and its relevancy to the materials of recount texts.

2.3 The Importance of Vocabulary in Learning English

Building vocabulary is extremely important for success in learning a language. Thornburry (2005: 13) states that without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed. The first aspect we need to learn in learning a language is vocabulary since the main part of a language is vocabulary. Vocabulary mastery gives a huge effect on one's overall language skills. The languages themselves are formed by the existence of vocabularies. As stated by Mehring (2005:3), within the last few years, vocabulary has been viewed as an important aspect in language learning. In fact, many people believe that it is the important component for the main skills of reading, writing, listening, and speaking.

Bennet (2008) states some reasons why having good vocabulary is important for the non-native learners:

1. Increasing vocabulary allows the learners to use more words to better communicate their thoughts;
2. Understanding the meaning of more words might allow the learners to better understand information that they are reading or listening to;
3. Having a larger vocabulary might help the learners' verbal communication.

According to Tarigan (1993:2), someone's quality in learning language depends on the quality and quantity of the vocabulary he/she possesses. Knowing the meanings of words is essential for non native language learners. Instead of knowing the basic meanings of single words, the learners also need to understand the meanings of words when the words are combined to some other words into a sentence with a particular context. Vocabulary is very important to learn since it can affect all language skills mastered by the learners.

2.4 Cooperative Learning

Cooperative learning is a learning approach in which students work cooperatively in small groups in a particular model. Slavin (2005:4) states that cooperative learning refers to variety of teaching strategy in which students work in small groups to help one another in learning academic content. In cooperative learning, the students have opportunities to work collaboratively. It allows the learners to work cooperatively and trigger them to learn with greater retention which allows the students to learn faster.

Cooperative learning has some models we can apply in teaching and learning process. According to Slavin (1991:8), there are four cooperative learning models, namely Students Team Achievement Division (STAD), Team Games Tournament (TGT), Jigsaw Type 2 and Team Accelerates Instruction (TAI). This research used one of cooperative learning models that is Team Games Tournament. This technique is chosen because it provides some features that are good for the students and this is also quite easier to apply rather than the other

techniques of cooperative learning. This technique is quite good and applicable to teach vocabulary.

2.5 The Elements of Cooperative Learning

There are several experts that have proposed the components of Cooperative Learning. Johnson, Johnson and Holubec (2012) and Gillies (2007) state that there are five key components of success in implementing cooperative learning. The explanation is as follows:

1. Positive Interdependence

According to Johnson, Johnson and Holubec (2012:8), positive interdependence is the first and the most important component of cooperative learning. "Positive interdependence involves all members working together to complete the group's goal" (Gillies, 2007:4). In cooperative learning, the students work together to achieve the learning goal. Since the success of one group cannot be achieved without the contribution of each member of the group, the students within a group might help each other to master the materials given. Most students are more interested in having interaction with their friends rather than with their teacher, by using cooperative learning in such a way of generating positive interdependence, this might trigger a positive effect on students' success in learning.

2. Promotive Interaction

According to Gillies (2007:4), "promotive interaction involves students' working in small groups where they can see each other so they can engage in face-to-face discussions about the group's task". Cooperative learning gains a situation in which the students interact each other and assist each other with the materials and the tasks given. It allows the students to work cooperatively and to share ideas among the group members as they are assigned to work as a team. This may promote one another's success in learning.

3. Individual Accountability

Slavin (2005:10) notes that “individual accountability can be defined as a group’s success depends on individual learning success of all members of the group”. Each member in a group is accountable on his or her learning and performance, each student is held accountable for his own academic progress and task completion apart from the accomplishment of the group as a whole. Accountability is developed through activities which ask learners to engage in self evaluation concerning their participation in the group, the value of their contribution and their attitudes and action towards the other members.

4. Interpersonal and small group skills

According to Gillies (2007:5), students need to be taught how to communicate each other effectively, so they know how to express their ideas, acknowledge to others, deal with disagreements, and manage conflict. In cooperative learning, individual members need to develop their social skills for cooperative group success. They need to learn how to work cooperatively as a team. In cooperative learning the students are not only required to learn academic subject matter but also to learn the interpersonal and small group skills.

5. Group Processing

Group processing is a kind of reflection in which the team work process is being evaluated. In this session, the group should discuss their relationships, actions and behaviors in order to set a step for group improvement. In addition, a group needs to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. The students must be given time for analyzing how well their learning groups are functioning and how well social skills are being employed.

2.6 The Meaning of Team Games Tournament (TGT) Technique

Team Games Tournament (TGT) is one of the techniques in cooperative learning approach. It was developed by Devries and Edwards at John Hopkins University. According to Devries (1980:3), Team Games Tournament (TGT) is a

carefully structured sequence of teaching learning activities, a blend of three educational technique small groups, instructional games, and tournament. It is designed to complement regular instruction in upper elementary, junior, and senior high school classroom. He also stated that the purpose of Team Games Tournament is to create an effective classroom environment in which all students are actively involved in the teaching and learning process and consistently receive encouragement for successful performance. Team Games Tournament can be used to teach any materials we want. Slavin (1991:20) states that this technique can be used to teach any material in which a question with one right answer can be posed. This includes most materials taught in mathematics, language art, science, foreign language and some parts of social studies, such as geography, graph of map skills and any knowledge level objectives.

2.7 The Components of Team Games Tournament

According to Slavin (1991:-35), TGT has five major components:

1. Class Presentation

The teacher briefly introduces the materials to the students in a class presentation. The class presentation should cover apperception, the expansion of the material, and practical guidance in each component from the whole materials. In Team Games Tournament, class presentation differs from usual teaching in the way students must focus on the TGT unit. This can make the students give more attention to the teacher's explanation since they realize that it might help them to perform well in the game at the tournament and their game scores determine their team score.

2. Teams

Teams are composed of four or five students. The team consists of four to five students with heterogeneous characteristics in academic performance, sex, and race of ethnicity. After the teacher presents the material, all group members meet in each of their group to have a discussion. Each team discusses the worksheet or the materials given by the teacher. All members of each group are

suggested to do their best for the group, if one finds others facing difficulties, he has a responsibility to help for the success of the group.

3. Games

The game is similar to a quiz in which the students are asked to answer several simple questions which are relevant to the materials that the students are learning. The game is played at the tables of three students with relatively homogenous characteristics in academic performance representing each of their team.

4. Tournament

The tournament is the structure where the game takes place. It is usually held at the end of the week, after the teacher has made a class presentation and the team has time to practice with the worksheets. For the first tournament, the teacher assigns the students to tournament tables: the top three students in past performance to Table 1, the next three to Table 2 and so on. After the first week, the students change tables depending on their most recent performance in the tournament. The winners at each table is "bumped up" to next higher level table, the second score stays in the same table and the lowest score bumped down to next lower level table. By this way, if the students are assigned in the wrong way at first, they might eventually be moved up or down so that they reach their true level of performance. The way of assigning the students can be figured as follows:

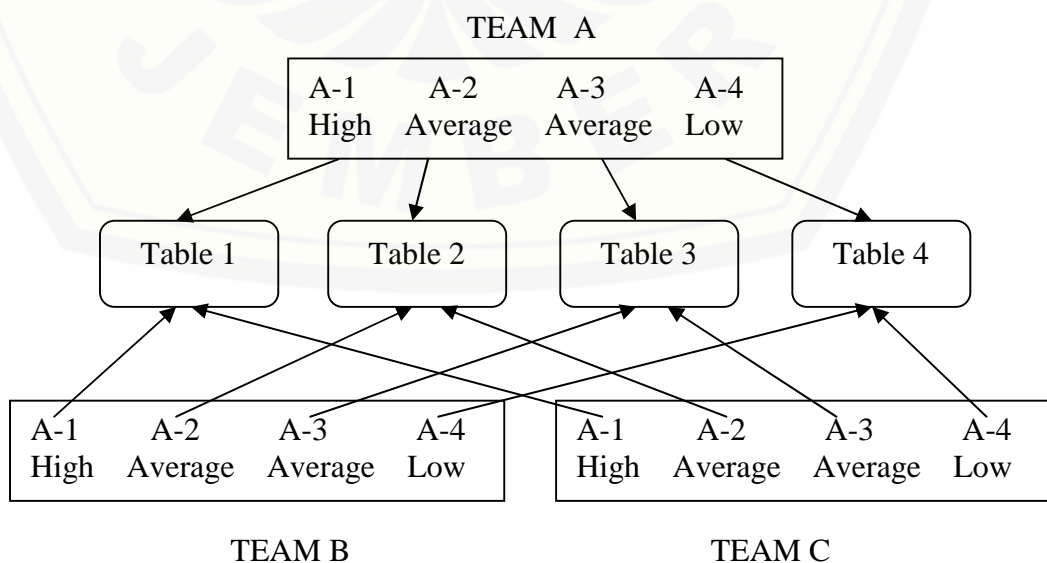


Figure 2.1 The pattern of assigning students to Tournament Tables.
(Slavin, 1991:35)

5. Team recognition

Team recognition is the step in which the teacher announces the score of each group's performance. The group score is the combination of individual students' scores gotten in each table. The evaluation does not ignore the individual student's performance, this also evaluate each student's performance in playing his role in the game. This might cause the student who gets a high score to feel rewarded and motivated to defend his high score, then the one who gets a lower score might be motivated to get a higher score to beat his rivals.

In this research, the treatment was given in two meetings. The cooperative teams consisted of 3 to 4 students with heterogeneous achievement level. The students were assigned into the teams based on their previous English score. The game was done in both two meetings and the team recognition was done in the last meeting after the game ended.

2.8 The Procedures of Team Games Tournament (TGT) in Teaching

Vocabulary

The use of Team Games Tournament technique in this research was based on the procedures proposed by Slavin (2005) with some **modification**. The procedures are elaborated as follows:

- a. Class presentation. The teacher explains and discusses the material briefly. In this research the researcher brings the students to recall the materials about nouns, verbs, adjectives, and adverbs.
- b. Dividing the class into teams. The teacher organize four member teams mixed as heterogeneously as possible in academic performance level. (a high level student, two average students, and a low level students)
- c. Giving the materials to the groups to discuss. The Members of the groups discuss the materials within the groups and make sure all the members of the groups understand the materials well.

- d. Announcing the students' tournament table assignment, then asking them to move to the tournament table.
- e. Asking the students to play the game in the tournament table that consists of three students from different groups with homogenous achievement level. The tournament runs this way:
 1. Cards containing questions are prepared. The cards are put on the table with the side that contains the questions hidden.
 2. Asking the student in each tournament table to take a lottery card to determine the first taker of the question cards.
 3. The first student opens the first card and reads the question aloud then tells his own answer for the question.
 4. However, the time to answer the question is limited, it is only 20 seconds long. While the first student tries to answer the question, the other two are watching the time and give a signal when the time is up. If the first student can't answer the question in 20 seconds he is supposed to have no answer and lose the card.
 5. Whether or not the first student can answer the question, the second and the third students have chance to give different answers (if they have one) to challenge the first student's answer.
 6. The one who answers the question correctly may keep the card.
 7. If the reader/the first students' answer is incorrect there is no punishment, but if the challengers' answer is incorrect they are asked to turn back one card that they have got before (if they have).
 8. Every student has chance to be the question reader and the first answerer, the turn switch clockwise.

9. The student who gets the most cards is the winner of the game.
10. After the tournament finished, the students go back to their teams and accumulate the point that they have got from the tournament.
11. The teacher announces the winner of the tournament and gives a reward to the winner of the tournament.

The player of each tournament table is be given a score depending on their performance in the tournament. The scoring procedure of the tournament is as follows:

Three Players Game

Player	No draw score	Highest score draw	Lowest score draw	All score draw
Highest score	60	50	60	40
Middle score	40	50	30	40
Lowest score	20	20	30	40

Four Players Game

Player	No draw score	Highest score draw	Middle score draw	3 Highest score draw	3 Lowest score draw	All score draw	Highest & lowest score draw
Highest score	60	50	60	50	60	40	50
Upper middle score	40	50	40	50	30	40	50
Lower middle score	30	30	40	50	30	40	30
Lowest score	20	20	20	20	30	40	30

Table 2.2 The scoring rules of the tournament. (Slavin 1991:44)

The tables explain the possible situations that might happen in the result of the game. In three players game, there are four possible situations, the scoring rules of each situation is as follows:

1. No draw score

This situation happens when there is no player having the same number of questions answered correctly. In this situation the scores are 60

points for the highest scorer, 40 points for the middle scorer and 20 points for the lowest scorer.

2. Highest score draw

This situation happens when the middle scorer and the highest scorer have the same number of questions answered correctly. In this situation the scores are 50 points for the highest scorer, 50 points for the middle scorer and 20 points for the lowest scorer.

3. Lowest score draw

This situation happens when the middle scorer and the lowest scorer have the same number of questions answered correctly. In this situation the scores are 60 points for the highest scorer, 30 points for the middle scorer, and 30 points for the lowest scorer.

4. All score draw

This situation happens when all the players in a tournament table have the same number of questions answered correctly. In this situation the scores are 40 points for all the players.

Meanwhile, the four players games have different rules of scoring. There are seven possible situation in four players games. The scoring rules of each situation is as follows:

1. No draw score

This situation happens when there is no player having the same number of questions answered correctly. In this situation the scores are 60 points for the highest scorer, 40 points for the middle-high scorer, 30 points for the middle-low scorer and 20 points for the lowest scorer.

2. Highest score draw

This situation happens when there are two players having the same number of questions answered correctly and their position is as the high scorer in the game. In this situation the scores are 50 points for each two

high scorers, 30 points for the middle-low scorer and 20 points for the lowest scorer.

3. Middle score draw

This situation happens when there are two players having the same number of questions answered correctly and their position is as the middle scorer in the game. In this situation the scores are 60 points for the highest scorer, 40 points for the middle high and middle-low scorer and 20 points for the lowest scorer.

4. 3 high score draw

This situation happens when there are three players having the same number of questions answered correctly and their position is as the high scorer in the game. In this situation the scores are 50 points for each three high scorer, and 20 points for the lowest scorer.

5. 3 low score draw

This situation happens when there are three players having the same number of questions answered correctly and their position is as the low scorer in the game. In this situation the scores are 60 points for the highest scorer and 30 points for each three low scorer.

6. High and low score draw

This situation happens when there are two players having the same number of question answered correctly and there are another two players having the same number of questions answered correctly. In this situation the scores are 50 points for the two high scorers and 30 points for the two lower scorers.

2.9 The Strengths and the Weaknesses of Using TGT Technique

The use of Team Games Tournament technique in teaching and learning process has both strengths and weaknesses. According to DeVries (1980:5), the strengths of TGT technique are as follows:

- a. Increases academic achievement. The TGT structure relieves the drudgery memorization and drill by making this part of the game playing process. It brings students away from the boredom of teaching and learning monotonous activity and trigger them to be more motivated to work at their task and to increase their achievement level.
- b. Improves students' attitudes. TGT creates a sense of urgency and purpose in the students, both in the classroom and when they are outside it. For example, students become concerned about their attendance and class work. This sense of purpose typically produces a more favorable attitude toward classmates and the subject matter at hand. In short, TGT gets students highly involved in the class work and lets them enjoy the work.
- c. Creates students peer tutoring. Through the use of team grades, TGT fosters active tutoring among students. The students might be motivated to help their partners since each team member's performance affects team's success. Particularly, within their teams, students show an active and positive concern for each other's academic progress in the class.
- d. Dissolves social barriers. TGT can reduce the natural social barriers present in the classroom which include students from variety of backgrounds. Students with different backgrounds, placed together in a team and work together for a common goal. In this kind of condition, social or other differences may be eliminated by the students themselves.

In brief, it could be concluded that TGT technique may give benefits to the teaching and learning result. The potential benefits are increasing academic achievement, improving students' attitudes, creating students peer tutoring, and dissolving social barriers. Beside the strengths explained above, TGT technique also has weaknesses. Slavin (1991:62) confirms some problems that the teacher

may face in applying TGT technique. The possible problems faced in applying TGT technique in the class are as follows:

a. Noise

Noise is the first common problem we potentially face in applying cooperative learning approach and use a group discussion model. The noise in this situation is not a big problem as long as the students are making noise for the sake of discussing the materials, but if the noise is out of context and potentially disturbs the students' learning process, the teacher should find a way to solve this. One of the simplest and easiest way to solve this is the teacher should remind the students to be quiet periodically. The other way is the teacher should make a deal with the students about taking the noise making behavior as the scoring criteria. By this way the students are more controllable.

b. Absence

Absence can be a problem in TGT since individual student's performance contributes to the team's performance score. When a student is absent, he can't participate in the game and contribute nothing to his group then the team score might be invalid. This problem can be overcome by prorating the score for the left team members. For example, if one member of a four member team is absent for the tournament, the team's score prorated as for a three-member team.

c. Ineffective use of team practice time

Ineffective use of team practice time may be caused by team members who do the worksheet alone without cooperating with their teammates. It can be solved by giving limited piece of worksheet for a team, for example, giving only two pieces of worksheet for a four-member team. This is done to push students to work cooperatively and to do peer tutoring.

2.10 The Definition of Recount Text and Its Types

Junior High Schools students in Indonesia are taught some types of texts that include descriptive text, procedure text, recount text, narrative text and etc. As Stated in the 2006 School Based Curriculum at Junior High School, the students are taught several types of texts that include procedure text, descriptive text, recount text, narrative text, and report text. Recount text was used in this research.

A recount text is a text that retells past events or past experience in order they happened. It consists of three main parts, they are Orientation, Events, and Reorientation. The orientation contains some information about the detail of who/what/where/when/why the event happened. The events are parts that contain the detail of the events and retell the event in a more detailed explanation with chronological order. The reorientation is a part that states the personal comment or feeling by the writer on the events happened.

There are two types of recount texts namely factual recount and personal recount. The recount text that was used in this research was personal recount texts. This research focused on vocabularies mostly used in the recount text taught to the eighth grade students of Junior High School at SMP N 9 Jember. The recount text was used as a medium and as the material to teach vocabulary. The students were taught about the meanings of some words used in the context of the recount text. Here is an example of recount texts:

Recount Text	Text Structure
One day when I was a child, my mother and I were in a market, we were going shopping at that time. I saw a toy seller and I wanted to buy a new toy. The toy cost five thousands rupiahs. I asked my mother to buy the toy for me, but unfortunately my mother did not want to buy it for me.	Orientation
My mother suggested me to save money and buy it	Event

<p>by myself. She bought me a box to save my money. She promised that she would give me five hundreds rupiahs each day in the morning if I woke up before six o'clock and five hundreds more if I didn't mind to have a nap at one o'clock in the afternoon and also she would give me five hundreds more for sleeping early before the clock stroke nine in the evening.</p> <p>The first day, I woke up at 5.30 in the morning, I took a nap in the afternoon and slept at eight o'clock in the evening. I got a thousand and five hundreds rupiahs that day. The second day I did the same thing. In the third day I did the two things but I woke up lately in the morning, so my mother did not give me five hundreds rupiahs in the morning, I only got one thousand rupiahs that day. In the fourth day I did all the things my mother asked, I got a thousand and five hundreds rupiahs that day. I counted my money at that day, my money was five thousands and five hundreds rupiahs. I told my mother that I had enough money to buy the toy, then she accompanied me to come to the market to buy the toy, I was so happy at that time. I thanked my mother for giving me the money.</p>	
<p>That was an unforgettable experience of mine. Since that time I liked saving my money, I believed that it could give benefits to my future.</p>	<p>Re-orientation</p>

From the example of the recount texts above, the vocabulary that can be learned by the students are the use of past verb, the use of nouns, adjectives and

adverbs. By providing the text as a context, the students also learn how the meaning of a word may change when it is combined with another word.

2.11 Vocabulary and Recount Text

Recount texts are texts that are written to tell past events. This type of texts uses past tense. We can find the use of past form of verbs as the knowledge of vocabulary that is important to learn. There are two types of verbs that change differently when they are used in the past form namely regular verbs and irregular verbs. Instead of that we can also find the use of qualitative adjectives and quantitative adjectives, adverbs of manner, adverbs of time, adverbs of place, common nouns, proper nouns and some other vocabularies.

The knowledge of the vocabularies used in this text may help the learners to further comprehend the sentences, the paragraphs and finally comprehend the whole text.

2.12 Research Hypothesis

By considering the related literature review explained above, the hypothesis of this research was "There is a significant effect of using Team Games Tournament (TGT) Technique on the Eighth Grade Students' Vocabulary Achievement of Recount Texts at SMPN 09 Jember in the 2015/2016 academic year".

CHAPTER 3. RESEARCH METHOD

This chapter discusses the research methods used in this research. It covers the research design, operational definitions of the terms, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

This was a Quasi Experimental research, post-test only design with non-equivalent groups. Quasi Experimental is not a true experimental research, this research does not require the researcher to pick samples from each group of population to form the control group and the experimental group, this research uses the intact group that already exist in the population to be labeled as the control group and the experimental group. This research design was chosen since the true experimental research was not possible to be done. Post-test only design was chosen because this research focuses on the result of the teaching and learning process so that the result of the research was the comparison between the mean scores of the control group and the experimental group after the treatment, it was not the comparison between the previous score before the treatment and the score after the treatment. Non-equivalent group design was chosen since the researcher could not control the variables or the condition that made the two groups equivalent.

The objective of this research was to investigate whether or not there was a significant effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement of recount text at SMPN 09 Jember in the 2015/2016 academic year.

This research involved two groups of students, they were the experimental group and the control group. The experimental group received the treatment. It was taught vocabulary by using TGT technique. Meanwhile, the control group was taught vocabulary by using another cooperative learning technique that was pairing technique. The vocabulary test was administered to both the experimental

group and control group and their mean score was compared. The pattern of the research design was illustrated as follows:



Notes:

- A : Experimental Group (got the treatment)
- B : Control Group (did not get the treatment)
- X : Treatment (teaching vocabulary by using TGT technique)
- O : Posttest (the vocabulary test)

(McMillan, 1992:175)

The procedures of the research design were as follows:

1. Administering the homogeneity test to all existing classes to find out the homogeneity of the population. The data of the homogeneity test were analyzed by using Levene's test formula (Test of Homogeneity of Variances).
2. Selecting randomly two classes of the homogenous classes.
3. Determining the two classes to be regarded as the experimental group and control group by using lottery.
4. Giving the treatments to the experimental group by teaching vocabulary using TGT technique while the control group was taught vocabulary by using pairing technique.
5. Administering the try out test of the vocabulary posttest to establish the reliability and difficulty index of the test items. This was done to another class which did not belong to the research respondents.
6. Administering the vocabulary posttest to both the experimental and the control groups to measure the students' vocabulary achievement after the treatments given to the experimental group.

7. Analyzing the data gathered from the vocabulary posttest scores by using the t-test of 95% confidence interval or 5% significance level to know whether the mean score difference between the experimental group and the control group is significant or not.
8. Drawing a conclusion based on the results of the data analysis to solve the research problem.

3.2 Operational Definitions of the Terms

3.2.1 Team Games Tournament Technique

In this research, Team Games Tournament Technique was an independent variable. It is one of the cooperative learning models. In TGT, the students were grouped into four to five member teams. Each team had members from all levels of achievement. The students' English previous scores was used to categorize the students into low, average and high achievers and further used to assign the students into the groups.

The teacher set the students into the group discussion after the presentation was done by the teacher. After the group discussion was done, the students moved to the tournament tables. The tournament tables were arranged for three students of each table and each table had students from three different groups with relatively the same level of achievement. On each tournament table, the students answered several questions to demonstrate the mastery of specific skills. They who can answer the most question was the winner of the game.

3.2.2 Vocabulary Achievement

The students vocabulary achievement in this research was a dependent variable. It referred to the students' vocabulary knowledge determined by their scores of the post test given after being taught vocabulary by using Team Games Tournament (TGT) technique. The test included the materials taught to the students dealing with vocabularies generally used in the recount texts (nouns, verbs, adjectives, and adverbs).

3.3 Area Determination Method

This research was conducted at SMPN 9 Jember. The area was determined by the purposive method. The school was chosen purposely because of some considerations. The first consideration was the academic reason and the second was the technical reason. Based on the academic reason, the eighth grade students of SMPN 9 Jember were never taught vocabulary by using TGT technique, the teacher only taught vocabulary to the students by using the lecturing technique. For the technical reason, the headmaster and the teacher gave permission to the researcher to conduct the experimental research in this school.

3.4 The Respondent Determination Method

Cluster random sampling was used to determine the research respondents by selecting two homogenous research samples from the population (classes). It was because it was impossible to select a sample of individuals from the population. So, the researcher studied a number of intact groups that had already existed in the school. As stated by Frankel and Wallen (2012:96), the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling. The population of this research was all the eighth grade students of SMPN 9 Jember in the 2015/1016 academic year. They were divided into six classes, namely VIIIA, VIIIB, VIIIC, VIIID, VIIIE, and VIIF. Each class consisted of 35 to 40 students. The researcher conducted a homogeneity test to all the classes (the population). The data obtained from the homogeneity test was analyzed statistically by using Levene's test formula (Test of Homogeneity of Variances) to find whether the population was homogeneous or not.

3.5 Data Collection Methods

There were two kinds of data that were collected. They were primary data and supporting data. The primary data were obtained from the students' vocabulary achievement test (the posttest) after the experimental group got the

treatment and the supporting data were obtained from interview and documentation.

3.5.1 The Tests

Testing is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003: 3). There were three kinds of test that were administered in this research, they were homogeneity test, try out test and posttest. The homogeneity test was administered to the population **to find classes that were homogeneous to be selected as the respondents of the research.** The vocabulary test was administered to the experimental group and the control group of this research after they were taught vocabulary by using TGT technique. The scope of the test was the materials about vocabularies that had been taught to the students during the research treatment. The test was a teacher made test which was constructed based on the 2006 English institutional based curriculum that was implemented in the school.

Before the test items were given to the respondents (the control group and the experimental group), the researcher consulted them to the consultants and the English teacher to know whether or not the test items were suitable for the students. The researcher administered the try out test before administering the posttest to examine the quality of the test items that would be given to the respondents in the posttest. In this research, the kinds of test used were as follows:

a. Homogeneity test

The homogeneity test was given to the population of this research to **find whether the population was homogeneous or not.** The number of the vocabulary test items was 20 items in the form of multiple choice items with four options. The time for the test was 20 minutes. The data obtained from the homogeneity test were analyzed by using Levene's test formula (Test of Homogeneity of Variances).

b. Try out test

The try out test in this research was given to one of the classes of the eighth grade students at SMPN 9 Jember in the 2015/2016 academic year that was the class which didn't belong to the experimental or the control groups of this research. The try out test was administered to know the reliability coefficient and the difficulty index of the test items. The try out test consisted of 55 test items in the form of multiple choice items. From the 55 test items, the researcher selected 32 of them to be used for the vocabulary posttest.

c. Posttest (Vocabulary Test)

The researcher administered the vocabulary posttest to the respondents at the end of the course after the treatment. The posttest was administered to the experimental and the control groups to obtain the main data about the students' vocabulary achievement after being taught vocabulary using TGT and pairing technique. The number of the test items was 32 items in the form of multiple choice items with four options. The test was administered in 60 minutes. The test was given to the respondents (in the control group and the experimental group) on the same day. The scores of the vocabulary test obtained by the students were counted by dividing the total number of the correct answers by the total number of the test items and multiplied by one hundred, the formula is as follows:

$$\text{The score} = \frac{\text{The total number of the correct answer}}{\text{The total number of the test items}} \times 100$$

The results of this vocabulary test were analyzed by using the independent t-test formula. The test contained the representative items for each kind of vocabulary materials that had been taught to the students. The recount text in the test was taken from the internet with some modification while the test items were taken from the sentences in the text and some additional sentences made by the researcher.

d. The Validity and the Reliability of the Test

A good test should have good validity and reliability. The validity and the reliability of the test (posttest) used in this research were as follows:

1. Validity

According to Heaton (1988: 159), a test is said to be valid if it measures what it is supposed to measure. In addition, Hughes (2003:26) states that a test is considered to be valid if it can measure accurately what it is intended to measure. The validity of the test must be established to make the test appropriate as the research instrument. Seltman (2013:10) classifies validity into face validity, content validity and construct validity. The test in this research established content validity and face validity because content validity and face validity are the validity that should be had by a test. Content validity proves the appropriateness of the test by considering the content of the test, a test is said to be valid if it contains test items that measures what the test is intended to measure. To establish the content validity of the test, the test items were constructed based on the curriculum and the indicators to be measured, namely nouns, verbs, adverbs, and adjectives. Meanwhile, face validity is the validity that proves the validity by judging the test's form and appearance. A test is said to be valid if it looks like it measures what it is intended to measure.

2. Reliability

Best and Kahn (1998: 378) state that "a test is said to be reliable to the degree that it measures accurately and consistently, yielding comparable results when administered a number of times". In addition, Brown (2003: 20) maintains that a reliable test is a test that gives consistent scores when it is administered to the same students or matched students on two different occasion. One of the way to establish the reliability of the test is by conducting a try out test to find out the reliability coefficient of the test items. In this research, the try out test was conducted by giving the vocabulary test that was used for the posttest to a class which did not belong to the experimental group or the control group. The data

obtained from the try out test were analyzed by using split-half method. The stages of doing the analysis were as follows:

- a. Administering the vocabulary try out test.
- b. Creating a table that contained the data of the students answers that informed which test items were answered correctly and which test items were answered incorrectly.
- c. Splitting the answers data into two parts, odd and even number of the test items.
- d. Counting the students' scores. (for odd and even number test items)
- e. Analyzing the data by using the Pearson Formula. The formula was as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

- r_{xy} = reliability coefficient of split half
 $\sum XY$ = the total number of odd and even items
 X = the number of odd number items answered correctly
 Y = the number of even number items answered correctly
 N = the number of the respondents

(Sudijono, 1998:219)

- f. After the reliability coefficient of a half test items was found, the reliability coefficient of the whole test was estimated by using Spearman-Brown formula as follows:

Reliability coefficient of the whole items

$$= \frac{2 \times \text{coefficient of split - half}}{1 + \text{coefficient of split - half}}$$

The reliability coefficient level is interpreted by using this pattern:

- 0.80 - 1.00 = Very High
 0.60 - 0.799 = High
 0.40 - 0.599 = Fair

0.20 - 0.399	=	Low
0.00 - 0.199	=	Very Low

(Sudijono, 1998:219)

3. The Difficulty Index

The difficulty index analysis was done to find out whether the test items are categorized as easy, fair, or difficult. To know the difficulty index of the test items, the results of the try out test were analyzed by using this following formula:

$$FV = \frac{R}{N}$$

Notes:

FV	:	The index of difficulty (facility value)
R	:	The number of the students who answered correctly
N	:	The number of the students doing the test

The criteria of the difficulty index is as follow:

<0.30	=	Difficult
0.30 - 0.70	=	Fair
>0.70	=	Easy

(Heaton, 1988: 178)

3.5.2 Interview

Interview is a form of data collection method in which questions are asked orally (McMillan, 1992: 132). An informal guided interview was used in this research. The researcher interviewed the English teacher of SMPN 9 Jember to obtain the supporting data about the technique, the curriculum, the English book used by the English teacher in teaching vocabulary to the students. The interview guide was used during the interview in the form of a list of questions. The interview guide was enclosed in **Appendix B**.

3.5.3 Documentation

Documentation is a method of obtaining data from written documents, such as notes, soft files, books and other documents. In this research the documents were used to obtain the supporting data about the names of the respondents (the experimental group and the control group), and the students' previous scores from the English teacher which was used to determine the level of each student's achievement.

3.5.4 Data Analysis Method

After the main data obtained by using the vocabulary posttest, the data were analyzed by using the independent sample t-test formula provided by SPSS version 22 statistic editor program. The researcher used the t-test because there were only two samples. As stated by Sugiyono (2013: 417), if there are only two groups of respondents, we can use a paired t-test. This analysis was done to find whether or not the mean score difference between the experimental group and the control group is significant. The manual calculation formula of independent sample t-test is as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

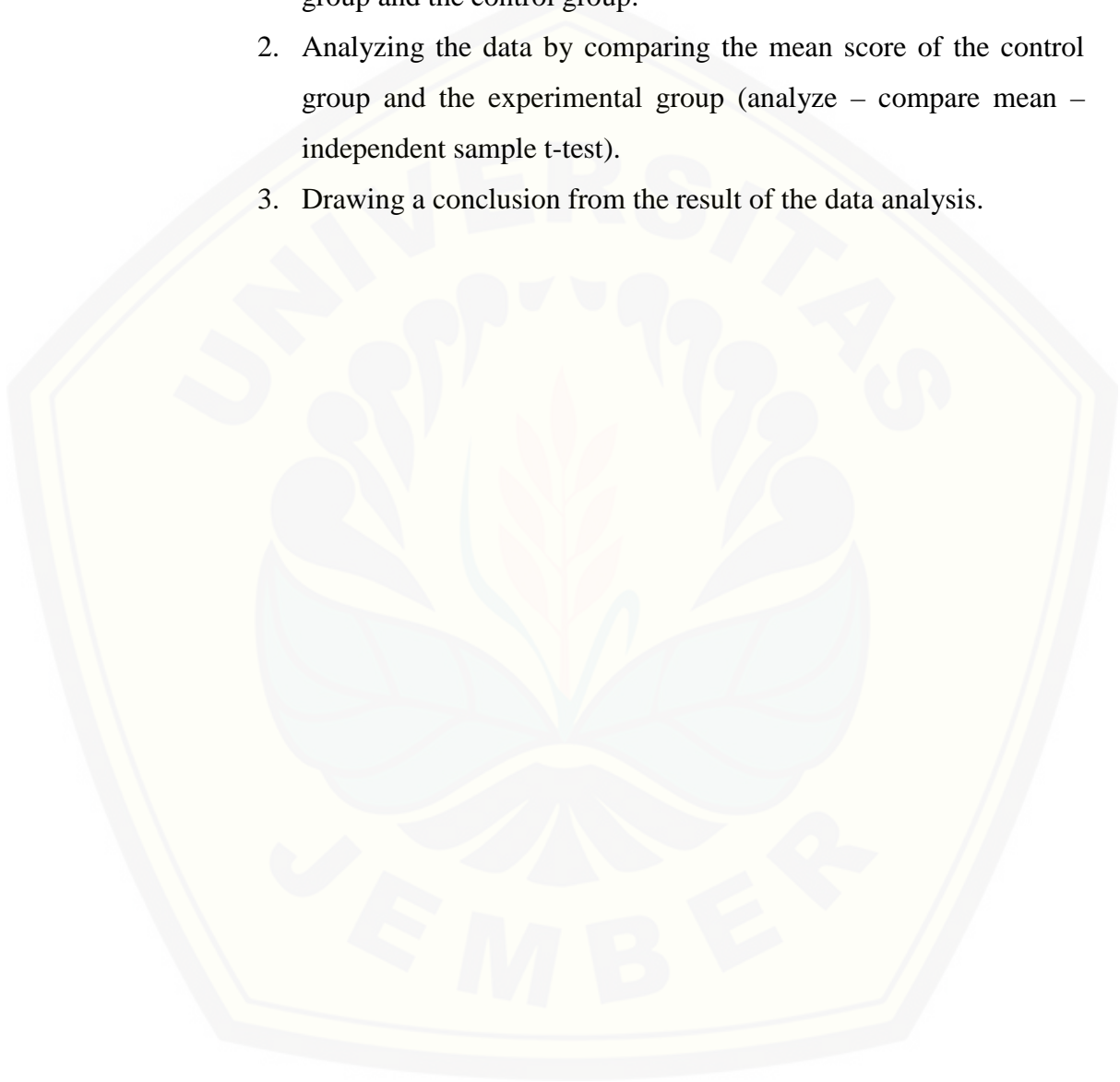
(Adopted from Arikunto, 2006: 311-312)

Note:

- t = t test
- Mx = mean of the experimental group
- My = mean of control group
- x² = the number of individual scores deviation of Mx
- y² = the number of individual scores deviation of My
- Nx = the number of the respondents of experimental group
- Ny = the number of the respondents of control group

The procedures of the data analysis by using SPSS program were as follows:

1. Entering the collected data to SPSS 22 program. The data are the vocabulary test scores got by the students of the experimental group and the control group.
2. Analyzing the data by comparing the mean score of the control group and the experimental group (analyze – compare mean – independent sample t-test).
3. Drawing a conclusion from the result of the data analysis.



V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this experimental research. The suggestions are proposed to the English teacher, and the other researchers.

5.1 Conclusion

Based on the result of the data analysis in the previous chapter, it could be concluded that there was a significant effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement of recount texts at SMPN 9 Jember in the 2015/2016 academic year. The use of the TGT technique to teach vocabulary to the experimental group was said to be 11.55% more effective than the technique which was used to teach vocabulary in the control group that was the pairing technique.

The analysis of the vocabulary post test scores by using the Independent Sample T-test showed 0.000 as the value of sig. (2 tailed) that means the alternative hypothesis which was formulated as "there is a significant effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement" was accepted. It means that there was a significant effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement.

5.2 Suggestions

By considering that the use of Team Games Tournament technique had a significant effect on the students' vocabulary achievement, the researcher proposes some suggestions to the following people:

5.2.1 The English teacher

It is recommended that the English teacher use Team Games Tournament as an alternative technique in teaching vocabulary because this technique is good and effective to increase the students' achievement of learning.

5.2.2 The Future Researchers

The future researchers are suggested to use this research result as information to conduct a further research with the different research design to increase the students' vocabulary achievement by using the Team Games Tournament. The future researcher also suggested to be concern about the problems that possibly happens in applying the TGT Technique.

The difficulty of managing the class may become the major problem in applying the TGT Technique since the students must be moved from a certain group into another to compete in the game. This problem mostly happens to a big class that consists of more than 25 students. If the number of the students in a class is 35 for instance, if we assign the students in groups of 3 we will have more than 10 groups, and managing 10 groups of eighth grade students is not an easy work. The situation might be different if it is applied to the higher grade students.

In the application of the TGT Technique, the teachers' classroom managing ability is strongly needed. It is recommended that the future researchers concern about the strengths and the weaknesses of this technique, consider about the number of the students they teach, and in what grade the students are.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
The Effect of Team Games Tournament Technique on the Eighth Grade Students' Vocabulary Achievement of Recount Texts at SMPN 09 Jember in the 2015/2016 academic year.	Is there any significant effect of using Team Games Tournament technique on the eighth grade students' vocabulary achievement of recount texts at SMPN 09 Jember in the 2015/2016 academic year?	<p>1. Independent variable: The use of Team Games Tournament (TGT) technique in teaching vocabulary.</p> <p>2. Dependent variable: The eighth grade students' vocabulary achievement.</p>	<p>Teaching vocabulary by using Team Games Tournament (TGT) technique, includes:</p> <ol style="list-style-type: none"> 1. Class presentation 2. Teams 3. Games 4. Tournament 5. Team Recognition <p>The eighth grade students' scores of vocabulary achievement test after being taught vocabulary by using Team Games Tournament (TGT) technique.</p>	<p>1. Respondents: The eighth grade students of SMPN 09Jember in the 2015/2016 academic year.</p> <p>2. Informant: The English teacher of the eighth grade students of SMPN 09Jember in the 2015/2016 academic year.</p> <p>3. Document:</p> <ul style="list-style-type: none"> - The respondents' names. - The students' previous English scores from the teacher 	<p>1. Research Design: Posttest-Only Design. (McMillan, 1992:175)</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondent Determination Method: Cluster Random Sampling</p> <p>4. Data Collection Methods: Primary Data: - Vocabulary achievement test</p> <p>Supporting Data: - Interview - Documentation</p> <p>5. Data Analysis: Independent sample t-test in SPSS 22</p>	<p>There is a significant effect of using Team Games Tournament Technique on the Eighth Grade Students' Vocabulary Achievement of Recount Texts at SMPN 09 Jember in the 2015/2016 academic year.</p>

Interview Guide

No.	Questions	Answers
1.	What curriculum does the school apply?	The school applies KTSP 2006 Curriculum
2.	How many students are there in your classroom?	There are 36-40 students in each classroom
3.	How do you usually teach vocabulary to your students?	I explain the materials that I have prepared before and then ask the students to do the exercise in their exercise book (the LKS book).
4.	What kind of materials do you use to teach vocabulary?	I used to use materials that I get from the LKS book and also some additional materials from other source like dictionary and internet.
5.	What problem do you usually find in teaching English, especially in teaching vocabulary?	The most common problem is the students are lack of motivation to learn English.
6.	What do you usually do to overcome those problems?	Sometimes I ask them to play games so that they will think that learning English is fun, then hopefully it will make them interested in joining the teaching and learning process.
7.	Have you ever applied the Team Games Tournament technique?	No, I have never applied this technique.
8.	Is it possible to apply the Team Games Tournament technique in your classroom?	Yes, it is possible

(Adapted from the original interview result with the English teacher and has already translated into proper English)

The Names of the Respondents

VIII C (Experimental Group)

No	Names of Respondents
1	KEN ERLIN TRI S
2	AHMAD FAWAID
3	AHMAD SAIFULLAH
4	ANA SINTIA MARGARETA
5	ANANDA EKA HANUM A.
6	ARDI WIDIANSYAH
7	ARYA SAKA PRADANA
8	BENI LUKMAN F.
9	DEVI ROMADONA
10	EMI LATIFA D.
11	GUNTUR BASTIAN P. P.
12	HAMZAH AGUSTINO H.
13	HOLID
14	ISA NUR FITRI
15	LAILATUL ISTIQOMAH
16	MIRZA MOHAMMAD M.
17	MOH. ALI HUSNI
18	MOH. AIDAL F.
19	MOH. ARIF EFENDI
20	MOH. DIKI CANDRA
21	M. AFIFURROHMAN
22	MOHAMMAD BAITUL R.
23	MOHAMMAD SHAIFUL RIZAL
24	MUZAMMIL
25	M. AKBAR MAULANA
26	M. HENDRIK FEBRIANSYAH
27	NADHILA YUMIRNA SARI
28	NAYLI SIFA
29	RAFLI KURNIAWAN
30	RONI PERMANA PUTRA
31	SAIFUL BAHRI
32	SITI LAELATUL ALAWIYAH
33	SITI MARYAM
34	SITI MAYSAROH SARTIKA D.
35	SITI NUR HALIMAH
36	ULFA MAULIDIA AYU
37	VIKA DIANA
38	WISNU EDIKA P.
39	WIWID WULANDARI

VIII A (Control Group)

No	Names of Respondents
1	MOCH. ROMADHONI F.
2	AGUNG TRIYONO HARIYADI
3	AHMAD FAROUQ H.
4	AHMAD GUNAWAN
5	AHMAD ZAINI
6	AMELIA ERVINA
7	AULIA FAHRUN NISA
8	BIMA ARDIANSYAH
9	BIMA YUDHA SATRIA
10	CLARESTA ERINA L.
11	DEVANY AYU NITA
12	DEWI INTAN NUR APRILIA
13	DWI ADI MULYO
14	DWIYANA MUSTIKASARI
15	ERA FAZIRA
16	ERLINDA DIANA LESTARI
17	FAUZAN FATHULLAH
18	FELIX DWI DHARMA PUTRA
19	IMAM PANJI SAFIUDIN
20	JENI INDAH PUSPITASARI
21	KHOIRUNNISA
22	LUSIATUL QOMARIAH
23	MOCH. SANDY HARIYANTO
24	MUHAMMAD ARI AFANDI
25	MUHAMMAD NURUL ARIFIN
26	MUH. NASRULLAH
27	M. DEDEK FEBRIANZAH
28	NADILA NOVIANA S.
29	NAWAL MALIKA
30	NURUL QOMARIYATUL LAILI
31	SAIFUL BAHRI
32	SITI AISAH
33	SITI BARIKA ROMDONIA
34	SITI MAISAROH
35	SUGANDI ALIF F.
36	VIVIANA TRI MAIMUNA

The Previous Scores of The Class VIII C

No	Nama	Scores
1	KEN ERLIN TRI S	82
2	AHMAD FAWAID	76
3	AHMAD SAIFULLAH	83
4	ANA SINTIA MARGARETA	81
5	ANANDA EKA HANUM A.	85
6	ARDI WIDIANSYAH	80
7	ARYA SAKA PRADANA	83
8	BENI LUKMAN F.	75
9	DEVI ROMADONA	79
10	EMI LATIFA D.	79
11	GUNTUR BASTIAN P. P.	80
12	HAMZAH AGUSTINO H.	73
13	HOLID	80
14	ISA NUR FITRI	80
15	LAILATUL ISTIQOMAH	83
16	MIRZA MOHAMMAD M.	72
17	MOH. ALI HUSNI	76
18	MOH. AIDAL F.	85
19	MOH. ARIF EFENDI	84
20	MOH. DIKI CANDRA	83

21	M. AFIFURROHMAN	77
22	MOHAMMAD BAITUL ROHIM	78
23	MOHAMMAD SHAIFUL RIZAL	80
24	MUZAMMIL	79
25	M. AKBAR MAULANA	82
26	M. HENDRIK FEBRIANSYAH	79
27	NADHILA YUMIRNA SARI	75
28	NAYLI SIFA	85
29	RAFLI KURNIAWAN	80
30	RONI PERMANA PUTRA	79
31	SAIFUL BAHRI	75
32	SITI LAELATUL ALAWIYAH	80
33	SITI MARYAM	80
34	SITI MAYSAROH SARTIKA D.	75
35	SITI NUR HALIMAH	73
36	ULFA MAULIDIA AYU	75
37	VIKA DIANA	85
38	WISNU EDIKA P.	74
39	WIWID WULANDARI	72

The Results of the Homogeneity Test

No.	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1.	85	70	80	80	80	75
2.	75	80	70	65	80	80
3.	60	80	80	70	75	85
4.	55	70	75	90	80	65
5.	70	80	80	80	70	65
6.	70	80	80	80	80	85
7.	80	70	70	65	-	75
8.	-	70	75	80	80	80
9.	80	70	70	65	70	80
10.	80	70	70	70	80	-
11.	60	75	75	75	65	65
12.	60	75	70	80	-	85
13.	65	-	75	65	80	75
14.	75	75	75	75	70	60
15.	55	75	75	80	60	75
16.	55	70	70	-	-	85
17.	75	70	-	80	85	65
18.	85	70	70	75	65	65
19.	70	75	75	70	65	80
20.	65	75	75	60	80	75
21.	75	70	70	80	75	80
22.	80	70	70	75	75	75
23.	80	70	80	95	80	80
24.	75	70	75	70	-	80
25.	75	65	80	70	80	75
26.	65	-	75	65	65	65
27.	80	75	75	60	65	-
28.	-	70	75	75	55	80
29.	55	75	65	55	60	70
30.	65	75	80	60	65	60
31.	80	75	80	75	75	-
32.	75	80	75	60	80	80
33.	80	75	75	55	80	80
34.	75	80	-	80	80	85
35.	50	-	70	60	80	65
36.	70	65	65	80	65	75
37.		65	65	60	65	80

38		65	70	80	75	65
39			70			65
40						75



The Division of the Cooperative Groups**Group 1**

1. Lailatul Istiqomah
2. M. Hendrik
3. M. Bitul R
4. Hamzah A. H.

Group 2

1. Ken Erlin T. S
2. M. Afifurrohman
3. Beni Lukman
4. Ulfa M. A.

Group 3

1. Ana S
2. Ardi W
3. Siti L.
4. Siti Nur H

Group 4

1. Nayli S.
2. Devi R
3. Ahmad F
4. Siful B.

Group 5

1. Arya S.
2. Guntur B. P. P.
3. Roni P. P.
4. Siti Maisaroh

Group 6

1. Alif E.
2. Emi L.
3. Rafli K.
4. Wiwid W

Group 7

1. Vika Diana
2. Isa Nur F
3. M. Ali H.
4. Wisnu E.

Group 8

1. M. Diki L.
2. M. Saiful Rizal
3. Wadila

Group 9

1. M. Aidal F.
2. Muzammil
3. Mirza Mohammad M

Group 10

1. Ahmad S.
2. Holid
3. Lailatul Istiqomah

The Division of the Tournament Groups

Group 1

1. Lailatul Istiqomah
2. Ken Erlin T. S
3. Ana S
4. Nayli S.

Group 2

1. M. Hendrik
2. M. Afifurrohman
3. Ardi W
4. Devi R

Group 3

1. M. Bitul R
2. Beni Lukman
3. Siti L.
4. Ahmad F

Group 4

1. Hamzah A. H.
2. Ulfa M. A.
3. Siti Nur H.
4. Siful B.

Group 5

1. Arya S.
2. Alif E.
3. Vika Diana

Group 6

1. Guntur B. P. P.
2. Emi L.
3. Isa Nur F

Group 7

1. Roni P. P.
2. Rafli K.
3. M. Ali H.

Group 8

1. Siti Maisaroh
2. Wiwid W
3. Wisnu E.

Group 9

1. M. Diki L.
2. M. Aidal F.
3. Ahmad S.

Group 10

1. M. Saiful Rizal
2. Muzammil
3. Holid

Group 11

1. Wadila
2. Mirza Mohammad M
3. Lailatul Istiqomah

LESSON PLAN 1

Subject	: English
Level	: VII/II
Language component	: Vocabulary (integrated with reading)
Genre	: Recount Text
Theme	: Last Holiday
Time allocation	: 80 minutes

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungansekitar dalam teks berbentuk *recount* dan *narrative*

III Indicators**Experimental Group****Cognitive product**

- 3.1 Identifying the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.2 Identifying the similar meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.3 Identifying the word meanings of the *recount* text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 3.4 Classifying the words in the *recount* text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

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Control Group**Cognitive Product**

- 3.1 Identifying the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.2 Identifying the similar meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.3 Identifying the word meanings of the recount text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 3.4 Classifying the words in the recount text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

IV Learning Objectives**Experimental Group****Cognitive Product**

- 4.1 The students are able to identify the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 4.2 The students are able to identify the similar meaning of the words given (nouns, verbs, adjectives, adverbs).
- 4.3 The students are able to identify the word meanings of the recount text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 4.4 The students are able to classify the words in the recount text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

Control Group**Cognitive Product**

- 4.1 The students are able to identify the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 4.2 The students are able to identify the similar meaning of the words given (nouns, verbs, adjectives, adverbs).

APPENDIX H

- 4.3 The students are able to identify the word meanings of the recount text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 4.4 The students are able to classify the words in the recount text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

V Materials: Enclosed**VI Media and Sources****a. Media**

For experimental group: a white board, board markers, question cards for the game, students worksheets.

For control group: a white board, board markers, students' worksheet.

b. Sources

- a. Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) *Mata Pelajaran Bahasa Inggris untuk SMP/Mts*. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.
- b. <http://id.scribd.com/doc/135519145/recount-text-with-composite-picture-atthebeach.docx>.

VI Teaching and Learning Strategy

	Experimental Group	Control Group
Approach	Cooperative Learning	Cooperative Learning
Method	Cooperative Language Teaching	Cooperative Language Teaching
Technique	Team Games Tournament Technique	Pairing Students Technique

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VII Teaching and Learning Activities

Experimental Group		Control Group	
The Students' Activities	Time	The Students' Activities	Time
Introduction Set Induction <ol style="list-style-type: none"> Greeting Answering some leading questions given by the teacher 	5'	Introduction Set Induction <ol style="list-style-type: none"> Greeting Answering leading questions given by the teacher 	5'
Main Activities Teaching <ol style="list-style-type: none"> Paying attention while the teacher is showing the example of the recount text. (taking notes) Paying attention while the teacher is explaining about vocabularies found in the recount text. (taking notes) 	3' 5'	Main Activities Teaching <ol style="list-style-type: none"> Paying attention while the teacher is showing the example of the recount text. (taking notes) Paying attention while the teacher is explaining about vocabularies found in the recount text. (taking notes) 	5' 10'
Team Study <ol style="list-style-type: none"> Making group of 4 to 5 students based on the teacher's instruction. Discussing the vocabulary found in the recount text given by the teacher within their group. Doing the exercise given by the teacher. Discussing the answers of each item in the exercise with the class. 	3' 5' 10' 5'	Team Study <ol style="list-style-type: none"> Pairing with their seatmate based on the teacher's instruction Discussing the vocabulary in the recount text in pairs. Doing the exercise given by the teacher in pairs. Discussing the answer of each item in the exercise with the class. Doing exercise 2 given by the teacher in pairs. Discussing the answer of each item in the exercise with the class 	5' 10' 10' 5' 20' 10'
Tournament <ol style="list-style-type: none"> Moving to the tournament table as the teacher's instructing. 	7'		

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b. Doing the tournament based on the rules explained by the teacher.	25'		
c. Returning back to their cooperative groups and counting the group score.	5'		
d. Receiving the reward given by the teacher for the team with the highest score.	3'		
Post Activities a. Drawing a conclusion orally by answering the teacher's questions.	3'	Post Activities a. Drawing a conclusion orally by answering the teacher's questions.	4'
b. Leave taking	1'	b. Leave taking	1'
	80'		80'

VII Evaluation

The product evaluation will be conducted at the end of the lesson by administering the test. The product evaluation is in the form of the students' scores obtained in the test. The test result will be scored by using a formula as follow:

The students' score

$$= \frac{\text{The number of the coorrect answers got by the students}}{\text{The number of the test items}} \times 100$$

Jember,2015

Researcher,

Ardyka Irvan Prastama
NIM. 110210401047

MATERIAL
(FOR THE CONTROL GROUP)

Leading questions

1. Do you have an interesting experience that happened in the past?
2. When did it happened?
3. What kind of text should you use to tell your past experience?
4. Have you ever heard about recount text?

Material

The example of recount text

Trip to Pasir Kencana Beach

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from our house. When we arrived at the beach, we were surprised to see there was no other visitor there. After having a quick dip in the ocean, which was really cold, we realized the reason why there was no visitor there. It was also quite windy.

After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

(Adapted from www.englishindo.com)

Nouns

A noun refers to a word that name a person, place or thing. There are many kinds of nouns. Three of the are common nouns, proper nouns, and abstract nouns.

- a. Common nouns refers to anything that we can see, touch, hear, or taste. They can be plural or singular and can be countable and uncountable. For example: holidays, bikes, house, water, etc.

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- b. Proper nouns** are names of people, places, days, months, and things. This nouns don't need articles. We must use capital letters to write them, for examples: Pasir Kencana Beach, Albert, Sunday, National Monument, Indonesia, etc.
- c. Abstract nouns** are names of feeling, or qualities that we cannot see or touch, but they exist, for examples: reason, mind, love, happiness, etc.

Verbs

A verb is a word that usually one of the main parts of a sentence that expresses an action, an occurrence, or a state of being, or a word that characteristically is the grammatical center of a predicate and express an act or occurrence. In this lesson we learn about regular and irregular verbs.

Regular verbs are verbs that their past form is formed by adding "d" or "ed" to the infinitive. For example: arrived, surprised, decided, dawned, etc.

Irregular verbs are verbs that have their own fixed past form. For example: rode, bought, knew, made, etc.

Adjectives

An adjective is a word that modifies or describe a noun. There are several kinds of adjectives. In this lesson we learn about qualitative adjectives and quantitative adjectives.

Quantitative adjectives are adjectives that are used to describe the amount or the number of a noun, for example: no, some, any, no, little, few, many, much, one, etc.

Qualitative adjectives are adjectives that describe the quality of a noun, for example: kind, cold, strong, exhausted, etc.

Adverbs

An adverb is a word that modifies a verb, an adjective or another adverb. There are eight types of adverbs, in this lesson we learn about adverb of manner, adverb of place and adverb of time.

The examples of each adverb are:

Adverbs of Manner : fast, slowly, uncertainly, well, etc.

Adverbs of Place : near, down, up, here, there, etc.

Adverbs of Time : yesterday, soon, tomorrow, yet, etc.

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Exercise 1**Read the text below carefully!****My Holliday at The Beach**

Last month, my family and I planned to have a vacation . It was summer, so I asked my family to go to the beach. My brother, Sandi was very excited because it was the first time for him to go to the beach. we prepared everything before we went there

At 9 o'clock, we arrived at the beach. I saw a beautiful panorama there. While my mother was preparing our lunch, I planned to build sand castles. Unfortunately, I forgot to bring my tools to build sand castles. But, my mother taught me how to build it manually without tools.

Then, the sun was raising up through the sky and the air was very hot. I saw my father and Sandy swam at the beach. They seemed very happy. My brother could not swim. Therefore, he brought his lovely swimming ring

Finally, it was afternoon and we were very tired. So, we decided to go home. That was a great day. We planned to spend the next vacation to come here again.

<http://id.scribd.com/doc/135519145/recount-text-with-composite-picture-atthebeach.docx>

Classify the words provided in the table based on their parts of speech (noun, verb, adjective, adverb) based on the text above by giving a checklist (√) in the provided column correctly.

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Last month				
2.	A vacation				
3.	Asked				
4.	Sandi				
5.	Arrived				
6.	Beautiful				
7.	Unfortunately				
8.	Hot				
9.	The sky				
10.	Happy				

Exercise 2

Choose the best answer of these following questions by circling a, b, c, or d on your answer sheet individually!

1. Last month, my family and I planned to have a vacation.
The underlined word in the sentence has the similar meaning to...
 - a. a month ago
 - b. last week
 - c. a week ago
 - d. two weeks ago

2. It was summer, so I asked my parents to go to the beach.
The underlined word in the sentence has the similar meaning to...
 - a. brother and friends
 - b. son and daughter
 - c. brother and sister
 - d. father and mother

3. My brother, Sandi was very excited because it was the first time for him to go to the beach, we prepared everything before we went there.
The opposite meaning of the underlined word in the sentence is...
 - a. eager
 - b. thrilled
 - c. bored
 - d. energized

4. We arrived at the beach at 9 o'clock.
The closest meaning of the underlined word in the sentence is...
 - a. came up
 - b. departed
 - c. left
 - d. planned

5. I saw a beautiful panorama there.
The underlined word in the sentence has the similar meaning to...
 - a. ugly
 - b. lovely
 - c. glossy
 - d. scary

6. While my mother was preparing our lunch, I planned to build sand castles.
The opposite meaning of the underlined word is...
 - a. construct
 - b. destroy
 - c. craft

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- d. create
7. Unfortunately, I forgot to bring my tools to build sand castles.
The underlined word has similar meaning to...
- luckily
 - unluckily
 - happily
 - beautifully
8. But, my mother taught me how to build it manually without tools.
The opposite meaning of the underlined word in the sentence is...
- physically
 - slowly
 - quickly
 - automatically
9. Then, the sun was raising up through the sky and the air was very hot.
What is the opposite meaning of the underlined word?
- burning
 - cold
 - clean
 - boiling
10. I saw my father and Sandy swimming at the beach.
The exact meaning of the underlined word is...
- perceived
 - observed
 - understand
 - make out
11. They seemed very happy.
The underlined word in the sentence has the similar meaning to...
- looked
 - appeared
 - seen
 - played
12. My brother could not swim. Therefore, he brought his lovely swimming ring.
The underlined word in the sentence has the opposite meaning with...
- beautiful
 - attractive
 - ugly
 - weird

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13. Finally, it was afternoon and we were very tired.
The opposite meaning of the underlined word in the sentence is...
- at last
 - after all
 - firstly
 - lastly
14. So, we decided to go home.
The underlined word in the sentence has the similar meaning to...
- school
 - kitchen
 - backyard
 - dwelling
15. That was a great day. We planned to spend the next vacation to come here again.
The underlined word in the sentence has the similar meaning to...
- day
 - holiday
 - weekend
 - weekdays
16. I thought that the trip would be boring, but it was not as boring as I thought, I enjoyed the trip.
The underlined word has the similar meaning to...
- race
 - tribe
 - trial
 - journey
17. I will never forget the experience I have got in that trip.
The underlined word has the opposite meaning with...
- remember
 - feel
 - want
 - remind
18. It was an embarrassing experience ever.
The underlined word in the sentence has the closest meaning with...
- funny
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19. My sister brought all her stuff and rode a taxi to home yesterday.

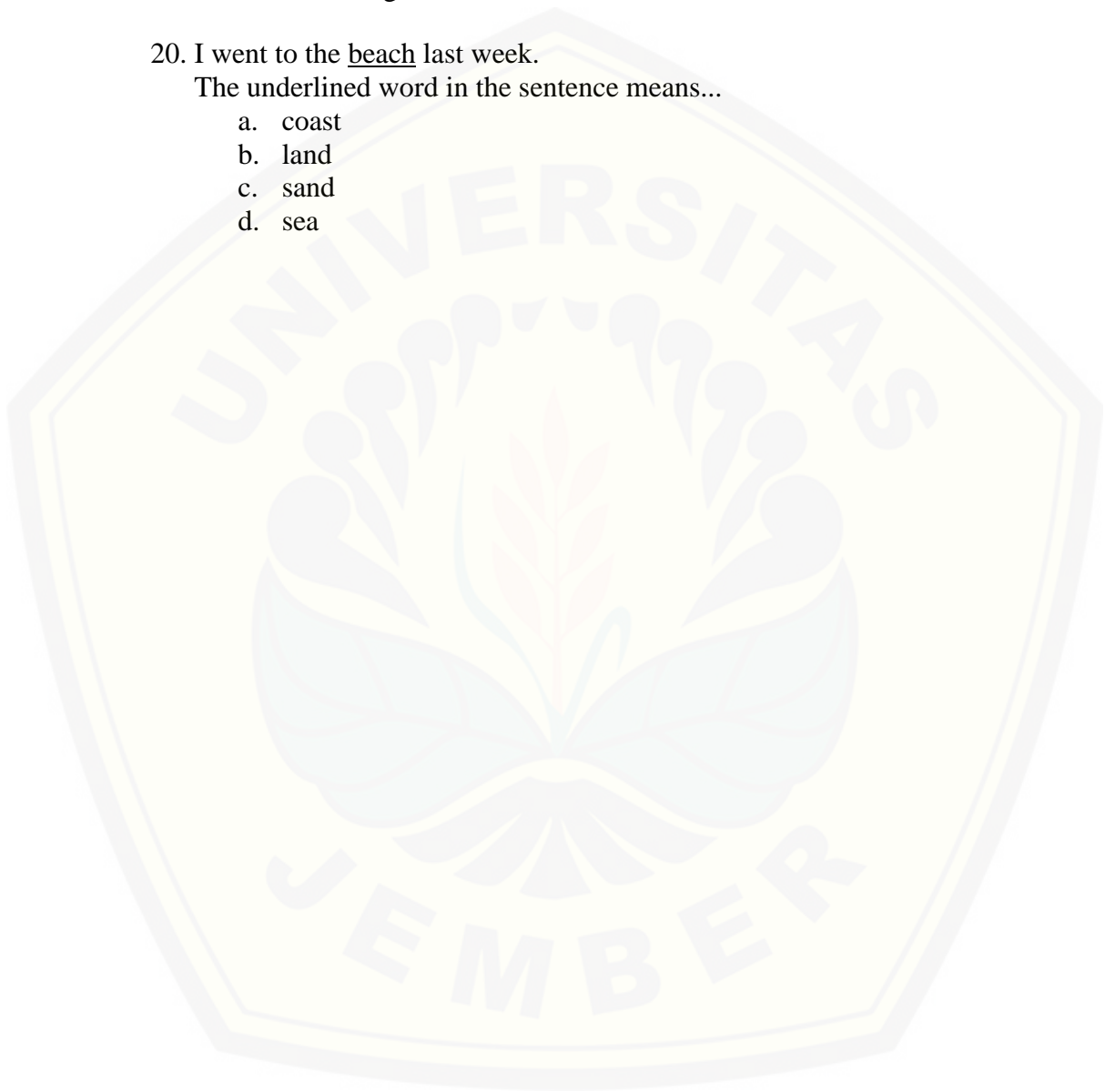
The underlined word has the similar meaning to...

- a. tomorrow
- b. two days ago
- c. the day before today
- d. a week ago

20. I went to the beach last week.

The underlined word in the sentence means...

- a. coast
- b. land
- c. sand
- d. sea



MATERIAL**(FOR THE EXPERIMENTAL GROUP)****Leading questions**

1. Do you have an interesting experience that happened in the past?
2. When did it happened?
3. What kind of text should you use to tell your past experience?
4. Have you ever heard about recount text?

Material**The example of recount text****Trip to Pasir Kencana Beach**

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from our house. When we arrived at the beach, we were surprised to see there was no other visitor there. After having a quick dip in the ocean, which was really cold, we realized the reason why there was no visitor there. It was also quite windy.

After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

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Classify the words provided in the table based on their parts of speech (noun, verb, adjective, adverb) based on the text above by giving a checklist (√) in the provided column correctly. Discuss it within your team!

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Last month				
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4.	Sandi				
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7.	Unfortunately				
8.	Hot				
9.	The sky				
10.	Happy				

Exercise 2

The question cards for the tournament.

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The underlined word in the sentence has the similar meaning to...

- a. a month ago
- b. last week
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The opposite meaning of the underlined word in the sentence is...

- a. eager
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- d. energized

4. We arrived at the beach at 9 o'clock.

The closest meaning of the underlined word in the sentence is...

- a. came
- b. departed
- c. left
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The underlined word in the sentence has the similar meaning to...

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What is the opposite meaning of the underlined word?

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LESSON PLAN 2

Subject	: English
Level	: VII/II
Language component	: Vocabulary (integrated with reading)
Genre	: Recount Text
Theme	: My Past Experience
Time allocation	: 80 minutes

I. Standard Competence

11. Memahamimakna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungansekitar dalam teks berbentuk *recount* dan *narrative*

III Indicators**Experimental Group****Cognitive product**

- 3.1 Identifying the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.2 Identifying the similar meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.3 Identifying the word meanings of the *recount* text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 3.4 Classifying the words in the *recount* text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

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Control Group**Cognitive Product**

- 3.1 Identifying the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.2 Identifying the similar meaning of the words given (nouns, verbs, adjectives, adverbs).
- 3.3 Identifying the word meanings of the recount text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 3.4 Classifying the words in the recount text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

IV Learning Objectives**Experimental Group****Cognitive Product**

- 4.1 The students are able to identify the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 4.2 The students are able to identify the similar meaning of the words given (nouns, verbs, adjectives, adverbs).
- 4.3 The students are able to identify the word meanings of the recount text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 4.4 The students are able to classify the words in the recount text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

Control Group**Cognitive Product**

- 4.1 The students are able to identify the opposite meaning of the words given (nouns, verbs, adjectives, adverbs).
- 4.2 The students are able to identify the similar meaning of the words given (nouns, verbs, adjectives, adverbs).

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- 4.3 The students are able to identify the word meanings of the recount text given (nouns, verbs, adjectives, adverbs).

Cognitive Process

- 4.4 The students are able to classify the words in the recount text given based on their parts of speech (nouns, verbs, adjectives, adverbs).

V Materials: Enclosed**VI Media and Sources****a. Media**

For experimental group: a white board, board markers, question cards for the game, students worksheets.

For control group: a white board, board markers, students' worksheet.

b. Sources

- a. Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) *Mata Pelajaran Bahasa Inggris untuk SMP/Mts*. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.
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VI Teaching and Learning Strategy

	Experimental Group	Control Group
Approach	Cooperative Learning	Cooperative Learning
Method	Cooperative Language Teaching	Cooperative Language Teaching
Technique	Team Games Tournament Technique	Pairing Students Technique

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VII Teaching and Learning Activities

Experimental Group		Control Group	
The Students' Activities	Time	The Students' Activities	Time
Introduction Set Induction <ol style="list-style-type: none"> Greeting Answering some leading questions given by the teacher 	5'	Introduction Set Induction <ol style="list-style-type: none"> Greeting Answering leading questions given by the teacher 	5'
Main Activities Teaching <ol style="list-style-type: none"> Paying attention while the teacher is reviewing the example of the recount text. (answering oral questions and taking notes) Paying attention while the teacher is reviewing about vocabularies found in the recount text. (answering oral questions and taking notes) 	3' 5'	Main Activities Teaching <ol style="list-style-type: none"> Paying attention while the teacher is reviewing the example of the recount text. (answering oral questions and taking notes) Paying attention while the teacher is reviewing about vocabularies found in the recount text. (answering oral questions and taking notes) 	5' 10'
Team Study <ol style="list-style-type: none"> Making group of 4 to 5 students based on the teacher's instruction. Discussing the vocabulary found in the recount text given by the teacher within their group. Doing the exercise given by the teacher. Discussing the answer of each item in the exercise with the class. 	3' 5' 10' 5'	Team Study <ol style="list-style-type: none"> Pairing with their seatmate based on the teacher's instruction Discussing the vocabulary in the recount text in pairs. Doing the exercise given by the teacher in pairs. Discussing the answer of each item in the exercise with the class. Doing exercise 2 given by the teacher in pairs. 	5' 10' 10' 5' 20'
Tournament <ol style="list-style-type: none"> Moving to the tournament 	7'	<ol style="list-style-type: none"> Discussing the answer of 	10'

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<p>table as the teacher instructing.</p> <p>b. Doing the tournament based on the rules explained by the teacher.</p> <p>c. Returning back to their cooperative groups and counting the group score.</p> <p>d. Receiving the reward given by the teacher for the team with the highest score.</p>	<p>25'</p> <p>5'</p> <p>3'</p>	<p>each item in the exercise with the class</p>	
<p>Post Activities</p> <p>a. Drawing a conclusion orally by answering the teacher's questions.</p> <p>b. Leave taking</p>	<p>3'</p> <p>1'</p>	<p>Post Activities</p> <p>a. Drawing a conclusion orally by answering the teacher's questions.</p> <p>b. Leave taking</p>	<p>4'</p> <p>1'</p>
	80'		80'

VII Evaluation

The product evaluation will be conducted at the end of the lesson by administering the test. The product evaluation is in the form of the students' scores obtained in the test. The test result will be scored by using a formula as follow:

The students' score

$$= \frac{\text{The number of coorrect answer got by the students}}{\text{The number of the test items}} \times 100$$

Jember,2015

Researcher,

Ardyka Irvan Prastama

NIM. 110210401047



MATERIAL
(FOR THE CONTROL GROUP)

Leading questions

1. Do you still remember what we have learned in the last meeting?
2. What have we learned?
3. Can you mention the kinds of vocabularies that we have learned in the last meeting?

Material

The example of recount text

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner Schmidt, It took 3 hours. And then we went to the campus for joining lecture. Unfortunately, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had go home because my grandfather was in a bad condition. He was hospitalized. So, it was a must for me to go home at that time. When I arrived there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon. Those activities made me tired.

(Adapted from www.englishindo.com)

Reviewing question:

1. Do you still remember how many kinds of vocabularies are there in English? What are they?
2. Do you still remember what noun refers to?
3. How many kinds of noun are there in English? What are they?
4. Could you give me an example of each kind of noun?
5. What about verb? What does verb refer to?
6. How many kinds of verbs are there in English? What are they?
7. Could you give me an example of each kind of verb?
8. What about adjective? What does adjective refer to?
9. How many kinds of adjectives are there in English? What are they?
10. Could you give me an example of each kind of adjective?

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11. What about adverb? What does adverb refer to?
12. How many kinds of adverbs are there in English? What are they?
13. Could you give me an example of each kind of adverb?

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Adverbs of Place : near, down, up, here, there, etc.

Adverbs of Time : yesterday, soon, tomorrow, yet, etc.

Exercise 1**Read the text below carefully!**

Last night I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. I had done many things at that time. I joined several organizations and activities in my school. I really wanted to discover myself. I wanted to express anything I found in my mind. I felt very emotional about everything at that time.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, that was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Classify the words provided in the table based on their parts of speech (noun, verb, adjective, adverb) based on the text above by giving a checklist () in the provided column correctly.

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Activities				
2.	Course				
3.	Discover				
4.	Last night				

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5.	Emotional				
6.	Emotions				
7.	Express				
8.	Extracurricular				
9.	Positive				
10.	Really				

Exercise 2

Choose the best answer of these following questions by circling a, b, c, or d on your answer sheet individually!

- Last night I read an article about adolescence in a magazine.
The underlined word in the sentence has the similar meaning to...
 - children
 - childhood
 - puberty
 - adulthood
- I learned that it was a time of change between childhood and adulthood.
The synonym of the underlined word is...
 - studied
 - looked for
 - seek
 - searched
- After I finished reading the article from the magazine I remembered my own adolescence.
The meaning of the underlined word in the sentence is...
 - people who write for magazines
 - a supply chamber of a stove
 - the ammunition storehouse of firearms
 - a book
- I was fourteen at that time. I felt very emotional about everything.
The underlined word has the similar meaning to...
 - attractive
 - passive
 - expressive
 - active
- But I tried to learn more about myself.
The underlined word in the sentence has the similar meaning to..
 - tested
 - evaluated

APPENDIX I

- c. attempted
d. forced
6. I tried to discover what I wanted to do, and what kind of people I wanted to be.
The underlined word in the sentence has the similar meaning to...
- a. find
b. realize
c. concern
d. recover
7. I did many things at that time.
What does the writer try to say by writing the underlined words?
- a. in the future
b. in the past
c. habitually
d. right now
8. I joined several organizations and activities in my school.
The underlined word in the sentence can be replaced by...
- a. businesses
b. companies
c. associations
d. exercises
9. I really wanted to discover myself.
The similar meaning of the underlined word in the sentence is...
- a. generally
b. sincerely
c. consequently
d. especially
10. I wanted to express anything I found in my mind.
The underlined word in the sentence has the similar meaning to...
- a. break
b. clear
c. search
d. communicate
11. To divert my emotions, I took many extracurricular activities. The exact meaning of the underlined word is...
- a. combinational
b. partial
c. ordinal
d. additional

APPENDIX I

12. I took piano lessons on mondays.
The correct form of the underlined word is...
- on mondays
 - on Mondays
 - on MonDays
 - on Mon days
13. On Tuesdays, I joined an English course.
The underlined words in the sentence gives us information about the event used to happen.
- the time when
 - the place where
 - the way how
 - the people who involved in
14. Then on Wednesdays and Thursdays, I had extra science and math lessons.
The similar meaning of the underlined word in the sentence is...
- examples
 - subjects
 - modules
 - courses
15. Fridays, that was my time to play basketball with my friends.
The meaning of the underlined word in the sentence is...
- period
 - stage
 - schedule
 - clock
16. Finally, I spent most of my weekends with my family.
The underlined word in the sentence has a close meaning to...
- in the end
 - in the beginning
 - in the middle
 - in progress
17. I was able to control my emotions.
The underlined word in the sentence can be replaced by...
- waste
 - give
 - manage
 - use
18. I could express my creativity in positive ways.
What is the opposite meaning of the underlined word?

APPENDIX I

- a. good
- d. moderate
- c. bad
- d. mad

19. When I was a child I was very naughty.

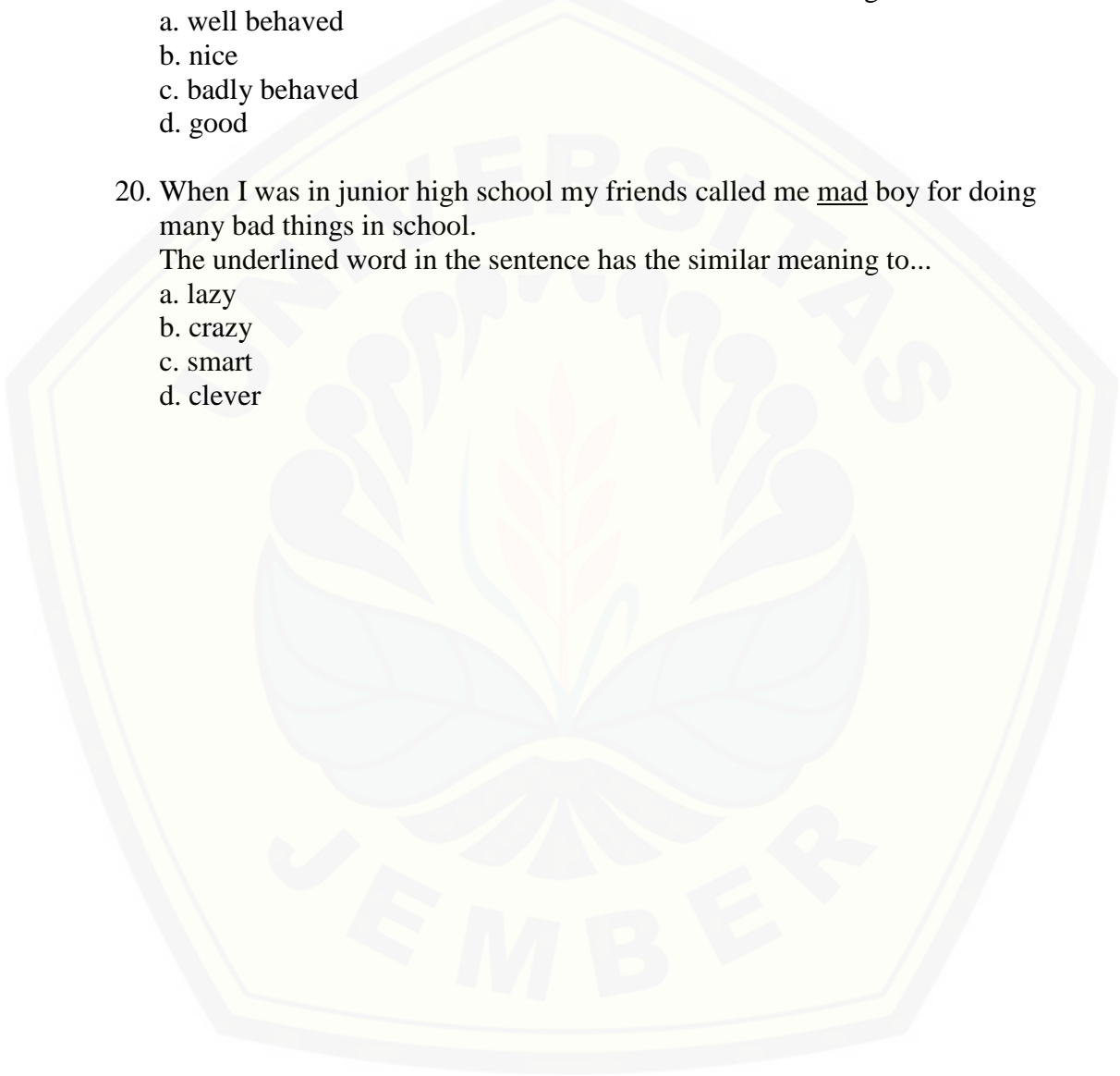
The underlined word in the sentence has the similar meaning to...

- a. well behaved
- b. nice
- c. badly behaved
- d. good

20. When I was in junior high school my friends called me mad boy for doing many bad things in school.

The underlined word in the sentence has the similar meaning to...

- a. lazy
- b. crazy
- c. smart
- d. clever



MATERIAL
(FOR THE EXPERIMENTAL GROUP)

Leading questions

1. Do you still remember what we have learned in the last meeting?
2. What have we learned?
3. Can you mention the kinds of vocabularies we have learned in the last meeting?

Material

The example of recount text

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner Schmidt, It took 3 hours. And then we went to the campus for joining lecture. Unfortunately, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had go home because my grandfather was in a bad condition. He was hospitalized. So, it was a must for me to go home at that time. When I arrived there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon. Those activities made me tired.

(Adapted from www.englishindo.com)

Reviewing question:

1. Do you still remember how many kinds of vocabularies are there in English? What are they?
2. Do you still remember what noun refers to?
3. How many kinds of noun are there in English? What are they?
4. Could you give me an example of each kind of noun?
5. What about verb? What does verb refer to?
6. How many kinds of verbs are there in English? What are they?
7. Could you give me an example of each kind of verb?
8. What about adjective? What does adjective refer to?
9. How many kinds of adjectives are there in English? What are they?

APPENDIX I

10. Could you give me an example of each kind of adjective?
11. What about adverb? What does adverb refer to?
12. How many kinds of adverbs are there in English? What are they?
13. Could you give me an example of each kind of adverb?

Nouns

A noun refers to a word that names a person, place or thing. There are many kinds of nouns. Three of the are common nouns, proper nouns, and abstract nouns.

- a. Common nouns refers to anything that we can see, touch, hear, or taste. They can be plural or singular and can be countable and uncountable. For example: activities, home, house, class, etc.
- b. Proper nouns are names of people, places, days, months, and things. This nouns don't need articles. We must use capital letters to write them, for examples: Monday, Albert, National Monument, Indonesia, etc.
- c. Abstract nouns are names of feeling, or qualities that we cannot see or touch, but they exist, for examples: reason, mind, love, happiness, etc.

Verbs

A verb is a word that usually one of the main parts of a sentence that expresses an action, an occurrence, or a state of being, or a word that characteristically is the grammatical center of a predicate and express an act or occurrence. In this lesson we learn about regular and irregular verbs.

Regular verbs are verbs that their past form is formed by adding "d" or "ed" to the infinitive. For example: arrived, surprised, decided, dawned, etc.

Irregular verbs are verbs that have their own fixed past form. For example: made, started, rode, bought, knew, etc.

Adjectives

An adjective is a word that modifies or describe a noun. There are several kinds of adjectives. In this lesson we learn about qualitative adjectives and quantitative adjectives.

Quantitative adjectives are adjectives that are used to describe the amount or the number of a noun, for example: no, some, any, no, little, few, many, much, one, etc.

Qualitative adjectives are adjectives that describe the quality of a noun, for example: kind, cold, strong, exhausted, etc.

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Adverbs

An adverb is a word that modifies a verb, an adjective or another adverb. There are eight types of adverbs, in this lesson we learn about adverb of manner, adverb of place and adverb of time.

The examples of each adverb are:

Adverbs of Manner : fast, slowly, uncertainly, well, etc.

Adverbs of Place : near, down, up, here, there, etc.

Adverbs of Time : yesterday, soon, tomorrow, yet, etc.

Exercise 1**Read the text below carefully!**

Last night I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. I had done many things at that time. I joined several organizations and activities in my school. I really wanted to discover myself. I wanted to express anything I found in my mind. I felt very emotional about everything at that time.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, that was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Classify the words provided in the table based on their parts of speech (noun, verb, adjective, adverb) based on the text above by giving a checklist (√) in the provided column correctly. Discuss it within your team!

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Activities				
2.	Course				
3.	Discover				
4.	Divert				
5.	Emotional				

APPENDIX I

6.	Emotions				
7.	Express				
8.	Extracurricular				
9.	Positive				
10.	Really				

Exercise 2

The question cards for the tournament.

1. Last night I read an article about adolescence in a magazine.
The underlined word in the sentence has the similar meaning to...
- children
 - childhood
 - puberty
 - adulthood

2. After I finished reading the article from the magazine I remembered my own adolescence.
The meaning of the underlined word in the sentence is...
- people who write for magazines
 - a supply chamber of a stove
 - the ammunition storehouse of firearms
 - a book

3. I was fourteen at that time. I felt very emotional about everything.
The underlined word has the similar meaning to...
- attractive
 - passive
 - expressive
 - active

4. But I tried to learn more about myself.
The underlined word in the sentence has the similar meaning to..
- tested
 - evaluated
 - attempted
 - forced

APPENDIX I

5. I tried to discover what I wanted to do, and what kind of people I wanted to be. The underlined word in the sentence has the similar meaning to...
- find
 - realize
 - concern
 - cover

6. I did many things at that time. What does the writer try to say by writing the underlined word?
- in the future
 - in the past
 - habitually
 - right now

7. I joined several organizations and activities in my school. The underlined word in the sentence can be replaced by...
- businesses
 - companies
 - associations
 - exercises

8. I really wanted to discover myself. The similar meaning of the underlined word in the sentence is...
- generally
 - sincerely
 - consequently
 - especially

9. I wanted to express anything I found in my mind. The underlined word in the sentence has the similar meaning to...
- break
 - clear
 - search
 - communicate

10. To divert my emotions, I took many extracurricular activities. The exact meaning of the underlined word is...
- combinational
 - partial
 - ordinal
 - additional

APPENDIX I

11. I took piano lessons on mondays.

The correct form of the underlined word is...

- a. on mondays
- b. on Mondays
- c. on MonDays
- d. on Mon days

12. On Tuesdays, I joined an English course.

The underlined words in the sentence gives us information about the event used to happen.

- a. the time when
- b. the place where
- c. the way how
- d. the people who involved in

13. Then on Wednesdays and Thursdays, I had extra science and math lessons.

The similar meaning of the underlined word in the sentence is...

- a. example
- b. subject
- c. module
- d. course

14. Fridays, that was my time to play basketball with my friends.

The meaning of the underlined word in the sentence is...

- a. period
- b. stage
- c. schedule
- d. clock

15. Finally, I spent most of my weekends with my family.

The underlined word in the sentence has a close meaning to...

- a. in the end
- b. in the beginning
- c. in the middle
- d. in progress

16. I was able to control my emotions.

The underlined word in the sentence can be replaced by...

- a. waste
- b. give
- c. manage
- d. use

APPENDIX I

17. I could express my creativity in positive ways.

What is the opposite meaning of the underlined word?

- a. good
- d. moderate
- c. bad
- d. mad

18. When I was a child I was very naughty.

The underlined word in the sentence has the similar meaning to...

- a. well behaved
- b. nice
- c. badly behaved
- d. good

19. When I was in junior high school my friends called me mad boy for doing many bad things in school.

The underlined word in the sentence has the similar meaning to...

- a. lazy
- b. crazy
- c. smart
- d. clever

20. I learned that it was a time of change between childhood and adulthood.

The synonym of the underlined word is...

- a. studied
- b. looked for
- c. seek
- d. searched

APPENDIX K

The Scores of the Try-Out Test for Odd Numbers Test Items

No .	TEST ITEMS															
	1	3	5	7	9	11	1	3	5	7	9	11	13	15	17	19
1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1
2	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	0
3	1	0	1	1	0	0	0	0	1	0	1	0	1	1	1	1
4	0	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1
5	1	0	0	1	0	1	0	1	1	1	1	0	0	0	1	1
6	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	0
7	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	0
8	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1
9	1	0	1	1	1	1	0	1	0	1	0	0	0	1	0	1
10	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1
11	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0
12	0	1	1	0	0	1	1	1	1	0	1	0	0	1	0	1
13	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1
14	1	0	1	1	1	1	0	0	1	0	0	1	0	1	1	0
15	1	1	0	0	0	0	1	1	1	1	0	1	0	1	0	0
16	1	1	0	0	0	1	1	0	0	1	0	0	1	1	1	1
17	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1
18																
19	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
20	1	1	0	1	0	1	0	0	1	1	0	1	0	1	1	0
21	0	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1
22	0	1	1	0	1	1	1	0	0	0	1	1	1	1	0	0
23	0	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1
24	1	1	0	1	1	1	1	0	0	0	0	1	1	0	1	0
25	1	1	1	0	1	1	0	0	0	1	1	0	1	0	0	1
26	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	1
27																
28	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1
29	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1
30	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	0
31	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0
32	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1
33	1	0	1	1	0	0	0	1	1	0	1	0	0	1	0	1

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34	1	1	0	0	1	0	1	0	1	1	1	0	0	0	1	1
35	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	1
36	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0
37	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0
38	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0
Σ	26	24	22	19	23	24	23	20	20	19	22	20	16	19	21	21



APPENDIX K

The Scores of the Try-Out Test for Even Numbers Test Items

No.	TEST ITEMS															
	2	4	6	8	10	12	2	4	6	8	10	12	14	16	18	20
1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	0
2	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0
3	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0
4	0	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1
5	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0
6	1	0	0	1	1	1	0	1	1	0	1	0	0	1	1	1
7	0	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1
8	1	1	1	1	0	1	1	0	0	0	0	1	1	0	1	1
9	1	1	0	0	1	1	1	0	0	0	0	1	1	0	1	1
10	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1
11	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0
12	1	1	1	0	1	1	1	1	0	1	0	1	0	0	1	1
13	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1
14	1	1	1	0	1	1	1	0	1	0	1	0	0	1	0	0
15	0	1	0	1	0	0	0	0	1	1	1	0	1	0	1	1
16	0	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1
17	0	1	0	0	1	0	0	1	0	1	1	1	1	0	0	1
18																
19	0	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1
20	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1
21	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	0
22	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	1
23	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1
24	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1
25	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1
26	0	0	1	0	1	0	0	1	0	0	0	1	1	1	1	1
27																
28	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	1
29	1	1	1	1	0	1	0	1	0	0	0	0	1	1	0	1
30	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1
31	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1
32	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0
33	0	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1
34	0	0	0	1	1	0	1	1	0	0	0	1	0	0	1	1

APPENDIX K

35	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	1
36	0	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1
37	0	0	0	0	0	1	0	1	0	1	1	0	1	1	1	1
38	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	1
	20	26	20	22	20	21	20	24	18	20	24	20	23	19	19	28



APPENDIX L

The Division of Odd (x) and Even (y) Numbers of the Try Out Test

No.	x	y	xy	x ²	y ²
1.	10	11	110	100	121
2.	10	11	110	100	121
3.	9	10	90	81	100
4.	9	10	90	81	100
5.	9	11	99	81	121
6.	10	10	100	100	100
7.	10	10	100	100	100
8.	10	10	100	100	100
9.	9	9	81	81	81
10.	10	11	110	100	121
11.	10	11	110	100	121
12.	9	11	99	81	121
13.	10	9	90	100	81
14.	9	9	81	81	81
15.	8	8	64	64	64
16.	9	10	90	81	100
17.	10	8	80	100	64
18.	0	0	0	0	0
19.	9	10	90	81	100
20.	9	11	99	81	121
21.	9	10	90	81	100
22.	9	9	81	81	81
23.	9	11	99	81	121
24.	9	7	63	81	49
25.	9	8	72	81	64
26.	9	8	72	81	64
27.	0	0	0	0	0
28.	9	10	90	81	100
29.	11	9	99	121	81
30.	10	11	110	100	121
31.	11	12	132	121	144
32.	10	8	80	100	64
33.	8	10	80	64	100
34.	9	7	63	81	49
35.	8	8	64	64	64
36.	9	7	63	81	49
37.	11	8	88	121	64
38.	10	11	110	100	121
Total	339	344	3249	3213	3354

The Posttest Test Items Difficulty Division

1	Easy
2	Fair
3	Fair
4	Fair
5	Fair
6	Fair
7	Fair
8	Fair
9	Fair
10	Fair
11	Fair
12	Fair
13	Fair
14	Fair
15	Fair
16	Fair

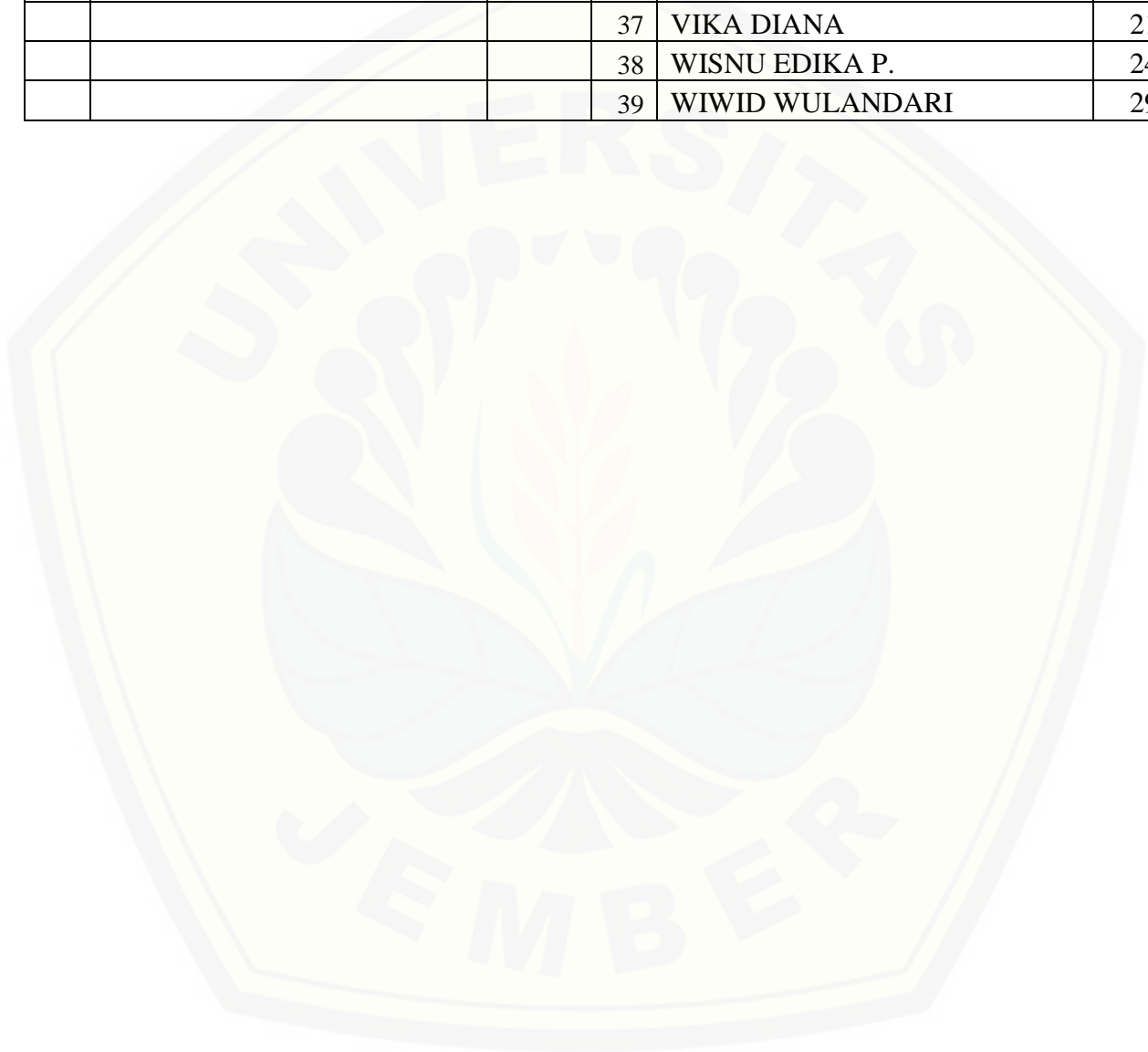
17	Fair
18	Fair
19	Fair
20	Fair
21	Fair
22	Fair
23	Fair
24	Fair
25	Difficult
26	Fair
27	Fair
28	Fair
29	Fair
30	Fair
31	Fair
32	Fair

The Students' Posttest Score

CLASS A (Control Group)			CLASS C (Experimental Group)		
No.	Name	Score	No.	Name	Score
1	MOCH. ROMADHONI F.	0	1	KEN ERLIN TRI S	30
2	AGUNG TRIYONO H.	24	2	AHMAD FAWAID	23
3	AHMAD FAROUQ H.	21	3	AHMAD SAIFULLAH	24
4	AHMAD GUNAWAN	21	4	ANA SINTIA MARGARETA	24
5	AHMAD ZAINI	20	5	ANANDA EKA HANUM A.	28
6	AMELIA ERVINA	18	6	ARDI WIDIANSYAH	0
7	AULIA FAHRUN NISA	23	7	ARYA SAKA PRADANA	23
8	BIMA ARDIANSYAH	17	8	BENI LUKMAN F.	27
9	BIMA YUDHA SATRIA	23	9	DEVI ROMADONA	24
10	CLARESTA ERINA L.	27	10	EMI LATIFA D.	29
11	DEVANY AYU NITA	0	11	GUNTUR BASTIAN P. P.	25
12	DEWI INTAN NUR APRILIA	23	12	HAMZAH AGUSTINO H.	26
13	DWI ADI MULYO	24	13	HOLID	26
14	DWIYANA MUSTIKASARI	18	14	ISA NUR FITRI	31
15	ERA FAZIRA	23	15	LAILATUL ISTIQOMAH	25
16	ERLINDA DIANA LESTARI	22	16	MIRZA MOHAMMAD M.	0
17	FAUZAN FATHULLAH	24	17	MOH. ALI HUSNI	23
18	FELIX DWI DHARMA P.	26	18	MOH. AIDAL F.	23
19	IMAM PANJI SAFIUDIN	14	19	MOH. ARIF EFENDI	25
20	JENI INDAH PUSPITASARI	24	20	MOH. DIKI CANDRA	26
21	KHOIRUNNISA	24	21	M. AFIFURROHMAN	0
22	LUSIATUL QOMARIAH	25	22	MOHAMMAD BAITUL R.	25
23	MOCH. SANDY H.	26	23	MOHAMMAD SHAIFUL R.	23
24	MUHAMMAD ARI AFANDI	24	24	MUZAMMIL	28
25	MUHAMMAD NURUL A.	24	25	M. AKBAR MAULANA	26
26	MUH. NASRULLAH	23	26	M. HENDRIK FEBRIANSYAH	26
27	M. DEDEK FEBRIANZAH	27	27	NADHILA YUMIRNA SARI	25
28	NADILA NOVIANA S.	24	28	NAYLI SIFA	25
29	NAWAL MALIKA	22	29	RAFLI KURNIAWAN	0
30	NURUL QOMARIYATUL L.	23	30	RONI PERMANA PUTRA	26
31	SAIFUL BAHRI	25	31	SAIFUL BAHRI	27

APPENDIX N

32	SITI AISAH	24	32	SITI LAELATUL ALAWIYAH	30
33	SITI BARIKA ROMDONIA	25	33	SITI MARYAM	24
34	SITI MAISAROH	24	34	SITI MAYSAROH S. D.	25
35	SUGANDI ALIF F.	21	35	SITI NUR HALIMAH	23
36	VIVIANA TRI MAIMUNA	22	36	ULFA MAULIDIA AYU	21
			37	VIKA DIANA	21
			38	WISNU EDIKA P.	24
			39	WIWID WULANDARI	29



APPENDIX O

HOMOGENEITY TEST

Subject	: English	Name	:
Grade	: VIII/2	Class	:
Time	: 40 minutes		

Choose the best answer of these following questions by circling a, b, c, or d on your answer sheet!

1. We were so tired at that time, then we decided to take a rest.
What is the similar meaning of the underlined word?
 - a. trip
 - b. vacation
 - c. break
 - d. chill
2. Finally we arrived at the beach, then we parked our in the parking lot near the seashore.
What is the most appropriate word to fill in the blank?
 - a. ship
 - b. train
 - c. car
 - d. plane
3. Last weekend, I went to Jakarta, I visited the.....of Indonesia
The most appropriate word to complete the sentence is...
 - a. National Monument
 - b. national monument
 - c. National monument
 - d. national Monument
4. Last holiday, my family and I went tohouse.
The correct word to fill in the blank is...
 - a. Grandmother's
 - b. grandmother's
 - c. Grand Mother's
 - d. Grand mother's
5. My family and I went to Malang, we visited many places there, we had a lot of happiness there.
What is the similar meaning of the underlined word?
 - a. sadness
 - b. pleasure
 - c. advantage
 - d. confusion
6. I rode my motorcycle from Jember to Jakarta last weekend, that was an unforgettable experience.
Which word has the similar meaning to the underlined word?
 - a. skill
 - b. practice

APPENDIX O

- c. occurrence
 - d. understanding
7. My Grandmother's house reminded me my childhood.
The synonym of the underlined word is...
- a. repeated
 - b. forgot
 - c. called
 - d. recalled
8. The flood happened last month.
The word that has the similar meaning to the underlined word is...
- a. occurred
 - b. issued
 - c. arose
 - d. transpired
9. My sister thought that she could not join the vacation.
The similar meaning of the underlined word is...
- a. believed
 - b. taught
 - c. remembered
 - d. imagined
10. Marry drove to Malang yesterday.
What is the closest meaning of the underlined word?
- a. walked
 - b. went
 - c. stayed
 - d. left
11. Mike is a good boy, He always help his parents to do the house work
The opposite meaning of the underlined word is...
- a. kind
 - b. naughty
 - c. patient
 - d. clever
12. The young man sitting next to me was his father.
The opposite meaning of the underlined word is...
- a. little
 - b. immature
 - c. childish
 - d. old
13. My younger sister drunk milk this morning.
The most appropriate word to fill in the blank is...
- a. a glass of
 - b. a pail of
 - c. a sheet of

APPENDIX O

- d. a piece of
14. I bought.....of meat from a butcher yesterday
The most appropriate word to fill in the blank is...
- a piece of
 - a slice of
 - a glass of
 - a sheet of
15. In the middle of our way to the beach, unfortunately, the engine of our car stopped working.
The closest meaning of the underlined word is...
- unluckily
 - fortunately
 - luckily
 - happily
16. The lifeguard saved the little boy.....from the big wave.
The most appropriate word to fill in the blank is...
- rapidly
 - bravely
 - bravery
 - briefly
17. Last night my family and I had a dinner in the...
- dining room
 - living room
 - bed room
 - garage
18. The post office is located near to the bank.
The closest meaning of the underlined word is...
- close to
 - far from
 - opposite to
 - behind of
19. My friends and I went to the zoo last week.
The closest meaning of the underlined word is...
- a month ago
 - a week ago
 - two days ago
 - a year ago
20. My sister arrived at home seven days ago.
The underlined words can be replaced by...
- a month ago
 - a year ago
 - last week
 - last month

APPENDIX P

TRY OUT TEST

Subject	: English	Name	:
Grade	: VIII/2	Class	:
Time	: 40 minutes		

Read the text below carefully!

My Worst Holiday

Last month, I went to my uncle's house in Batam on the long holiday. I decided to spend my holiday there because I wanted to visit my uncle. I miss him so much. Before going there, I prepared everything well such as, some clothes, toiletry and also some snacks. I was so excited to visit some interesting tourism objects. I stayed with my uncle and aunt, as well as their son which is my cousin, Seno. They lived in a small house in the center of city called Nagoya. I liked the house but I didn't like the area much because it was very noisy and the weather was hot all day long. My uncle and my aunt were very nice. Unfortunately, their son had bad habit, Seno and I argued on most things. He played music loudly when I wanted to sleep. When his friend came to stay, I had to sleep on the floor. He never cared about me. I did not know why he treated me like that.

During 3 days we visited many interesting places. We visited Batam center, water city, and Nongsa beach. When we went to a place called Bareleng, Seno and I disagreed. I wanted to go to the ex-Vietnam camp but Seno didn't want to go to the ex-Vietnam camp, he wanted to go fishing on the Melur beach. So I went to the ex-Vietnam camp on my own, but I didn't enjoy it. Among those interesting places, my favorite place is Nongsa beach. I can't say I would like to go back to my uncle's house. I did not spend my days happily, that was not a very good vacation.

Classify the words provided in the table into their parts of speech (noun, verb, adjective, adverb) based on the text above by giving a checklist (√) in the provided column correctly.

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Places				
2.	Tourism Object				
3.	Treated				
4.	Well				
5.	Visited				
6.	Good				
7.	Happily				
8.	Interesting				
9.	Decided				
10.	Small				

APPENDIX P

11.	Many				
12.	Batam				
13.	Went				
14.	Vacation				
15.	Loudly				

Choose the answer of each item by circling a, b, c, or d on your answer sheet!

- Last month, I went to my uncle's house in Batam on the long holiday.
The underlined word has the similar meaning with ...
 - next month
 - previous month
 - last week
 - next week
- I decided to spend my holiday there because I wanted to visit my uncle. I miss him so much.
The underlined word has the similar meaning with ...
 - chose
 - resolved
 - canceled
 - wanted
- Before going there, I prepared everything well such as, some clothes, toiletry and also some snacks.
What is the closest meaning of the underlined word in the sentence?
 - loudly
 - immediately
 - quickly
 - properly
- I was so excited to visit some interesting tourism objects.
The opposite meaning of the underlined word is ...
 - boring
 - exciting
 - good
 - crowded
- I stayed with my uncle and aunt, as well as their son which is my cousin, Seno.
The underlined word in the sentence has a similar meaning to ...
 - lodged
 - left
 - went
 - came
- They lived in a small house in the center of city called Nagoya.
The opposite meaning of the underlined word in the sentence is...

APPENDIX P

- a. narrow
- b. little
- c. big
- d. old

7. I liked the house but I didn't like the area much because it was very noisy and the weather was hot all day long.

The opposite meaning of the underlined word in the sentence is ...

- a. loud
- b. crowded
- c. quiet
- d. dark

8. My uncle and my aunt were very nice. Unfortunately, their son had bad habit, Seno and I argued on most things.

The underlined word in the sentence has a similar meaning to ...

- a. luckily
- b. happily
- c. quietly
- d. unluckily

9. He played music loudly when I wanted to sleep.

The underlined word in the sentence has the opposite meaning with ...

- a. noisily
- b. piercingly
- c. quietly
- d. hardly

10. When his friend came to stay, I had to sleep on the floor.

The underlined word in the sentence has a similar meaning to ...

- a. buddy
- b. enemy
- c. rival
- d. stranger

11. When we went to a place called Bareleng, Seno and I disagreed.

The similar meaning of the underlined word in the sentence is ...

- a. palace
- b. location
- c. vacation
- d. plantation

12. Among those interesting places, my favorite place is Nongsa beach.

The underlined word in the sentence has a similar meaning to ...

- a. hated
- b. loved

APPENDIX P

- c. visited
- d. abandoned

13. I can't say I would like to go back to my uncle's house.

The similar meaning of the underlined word in the sentence is ...

- a. reply
- b. talk
- c. state
- d. decide

14. I did not spend my days happily.

The underlined word in the sentence has the opposite meaning with ...

- a. gladly
- b. gratefully
- c. sadly
- d. roughly

15. That was not a very good vacation.

The underlined word in the sentence has an opposite meaning with ...

- a. bad
- b. nice
- c. interesting
- d. exciting

16. Oh my God, my fish is dead. Why did no one give food to them when I got Holiday?

The appropriate word to replace the underlined word in the sentence above is ...

- a. clean
- b. water
- c. feed
- d. wash

17. Merry got a new job as a secretary yesterday. She really loves her job now.

The opposite meaning of the underlined word in the sentence is ...

- a. old
- b. new
- c. bad
- d. boring

18. Rani woke up late, she was afraid of coming late to school, so she walked quickly.

The opposite meaning of the underlined word in the sentence is...

- a. hardly
- b. quickly
- c. early
- d. slowly

APPENDIX P

19. Mr. George likes to help people around him who get problem. His humanity makes other people love him very much.

The appropriate word to replace the underlined word is...

- a. beauty
- b. kindness
- c. health
- d. wealth

20. As educated people, we must have good behavior.

The underlined word can be replaced with ...

- a. politeness
- b. treatment
- c. kindness
- d. attitude

21. I remember every single word that my grandfather always advice to me before he passed away.

The underlined word has the similar meaning with ...

- a. recall
- b. repair
- c. forget
- d. know

22. "Have you felt sorrow because of national disaster in Chile?"

What is the closest meaning of the underlined word?

- a. excitement
- b. boredom
- c. tragedy
- d. happiness

23. The proficiency test was very hard to be finished by the participants.

The similar meaning of the underlined word in the sentence is ...

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

24. My friends and I stayed in my uncle's house for a week.

What is the meaning of the underlined word?

- a. 3 days
- b. 5 days
- c. 7 days
- d. 30 days

25. John needed a helping hand to carry the suitcases.

The similar meaning of the underlined word is ...

APPENDIX P

- a. move
- b. bring
- c. buy
- d. wash

26. Anne : “Hello”

Bella : “Hello, this is Anne. May I speak to Issabelle, please?”

Anne : “I’m sorry but she is gone out. Would you like to leave a message?”

Bella : “Please tell her that I want to (.....) for my mistake”.

What is the suitable word to complete the dialogue?

- a. say
- b. thank
- c. know
- d. apologize

27. Mike : “Tom, why did you not attend the class this morning?”

Tom : “I got terrible toothache this morning. It was so painful”.

Mike : “Have you met the dentist?”

Tom : “Not yet, maybe tomorrow”.

Mike : “You’d better to go to the dentist quickly”.

What is the appropriate word to replace the underlined word in the sentence?

- a. periodically
- b. immediately
- c. hardly
- d. loudly

28. Mother: “Poppy, how was your study tour?”

Poppy : “It was fun Mom, I was excited because that was my first time to go to Yogyakarta”.

Mother: “Tell me what your favorite moment is”.

Poppy : “My favorite moment is when we visited some (.....) . We went to Borobudur, Prambanan, mendut, and Sambisari”.

What is the suitable word to complete the dialogue?

- a. museums
- b. temples
- c. churches
- d. beaches

29. My brother received many presents for his birthday party last night.

The opposite meaning of the underlined word is ...

- a. put
- b. took
- c. gave
- d. kept

APPENDIX P

30. The happiness will come to you if you spread love and peace to everybody.
What is the opposite meaning of the underlined word?
- pleasure
 - sadness
 - cheerful
 - excitement
31. Recently, there are many foreign tourists visited Hawaii.
The opposite meaning of the underlined word is
- lately
 - quickly
 - properly
 - generally
32. Jenny likes singing in the bathroom loudly.
The opposite meaning of the underlined word is ...
- silently
 - slowly
 - carefully
 - perfectly
33. Mrs. Smith prefer to buy a modern house which is located in the center of the city.
What is the opposite meaning of the underlined word?
- new
 - big
 - traditional
 - cheap
34. Mike threw a tennis ball into the road.
The opposite meaning of the underlined word is ...
- took
 - bought
 - kept
 - caught
35. George went to the zoo and he fed some giraffes with grass.
The underlined word means ...
- gave water
 - gave money
 - gave present
 - gave foods
36. I met some tourists when I visited GWK (Garuda WisnuKencana).
What is the meaning of the underlined word?

APPENDIX P

- a. sellers
- b. guides
- c. travelers
- d. buyers

37. My father bought a new car last week. The car was very expensive.

What is the opposite meaning of the underlined word?

- a. exclusive
- b. high-priced
- c. cheap
- d. ugly

38. “She needs money now!”.

What is the meaning of the underlined word?

- a. at the moment
- b. at that week
- c. at that month
- d. at that year

39. “Bella takes English course twice a week”.

The underlined word in the sentence means ...

- a. class
- b. direction
- c. route
- d. option

40. There are many people in the store.

What is the meaning of the underlined word in the sentence?

- a. small quantity
- b. large quantity
- c. a small number
- d. low quality

APPENDIX Q

POSTTEST		
Subject	: English	Name :
Grade	: VIII/2	Class :
Time	: 40 minutes	

Read the text below carefully!

My Worst Holiday

Last month, I went to my uncle's house in Batam on the long holiday. I decided to spend my holiday there because I wanted to visit my uncle. I miss him so much. Before going there, I prepared everything well such as, some clothes, toiletry and also some snacks. I was so excited to visit some interesting tourism objects. I stayed with my uncle and aunt, as well as their son which is my cousin, Seno. They lived in a small house in the center of city called Nagoya. I liked the house but I didn't like the area much because it was very noisy and the weather was hot all day long. My uncle and my aunt were very nice. Unfortunately, their son had bad habit, Seno and I argued on most things. He played music loudly when I wanted to sleep. When his friend came to stay, I had to sleep on the floor. He never cared about me. I did not know why he treated me like that.

During 3 days we visited many interesting places. We visited Batam center, water city, and Nongsa beach. When we went to a place called Bareleng, Seno and I disagreed. I wanted to go to the ex-Vietnam camp but Seno didn't want to go to the ex-Vietnam camp, he wanted to go fishing on the Melur beach. So I went to the ex-Vietnam camp on my own, but I didn't enjoy it. Among those interesting places, my favorite place is Nongsa beach. I can't say I would like to go back to my uncle's house. I did not spend my days happily, that was not a very good vacation.

Classify the words provided in the table into their parts of speech (noun, verb, adjective, adverb) based on the text above by giving a checklist (✓) in the provided column correctly.

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Places				
2.	Well				
3.	Visited				
4.	Good				
5.	Happily				
6.	Decided				
7.	Small				
8.	Many				
9.	Batam				
10.	Went				

APPENDIX Q

11.	Vacation				
12.	Loudly				

Choose the answer of each item by circling a, b, c, or d on your answer sheet!

- Last month, I went to my uncle's house in Batam on the long holiday.
The underlined word has the similar meaning with ...
 - next month
 - previous month
 - last week
 - next week
- I decided to spend my holiday there because I wanted to visit my uncle. I miss him so much.
The underlined word has the similar meaning to ...
 - chose
 - resolved
 - canceled
 - wanted
- Before going there, I prepared everything well such as, some clothes, toiletry and also some snacks.
What is the closest meaning of the underlined word in the sentence?
 - loudly
 - immediately
 - quickly
 - properly
- I stayed with my uncle and aunt, as well as their son which is my cousin, Seno.
The underlined word in the sentence has a similar meaning to ...
 - lodged
 - left
 - went
 - came
- They lived in a small house in the center of city called Nagoya.
The opposite meaning of the underlined word in the sentence is...
 - narrow
 - little
 - big
 - old
- He played music loudly when I wanted to sleep.
The underlined word in the sentence has the opposite meaning with ...
 - noisily
 - piercingly
 - quietly
 - hardly

APPENDIX Q

7. When his friend came to stay, I had to sleep on the floor.
The underlined word in the sentence has a similar meaning to ...
- buddy
 - enemy
 - rival
 - stranger
8. When we went to a place called Bareleng, Seno and I disagreed.
The similar meaning of the underlined word in the sentence is ...
- palace
 - location
 - vacation
 - plantation
9. I did not spend my days happily.
The underlined word in the sentence has the opposite meaning with ...
- gladly
 - gratefully
 - sadly
 - roughly
10. That was not a very good vacation.
The underlined word in the sentence has an opposite meaning with ...
- bad
 - nice
 - interesting
 - exciting
11. Oh my God, my fish is dead. Why did no one give food to them when I got Holiday?
The appropriate word to replace the underlined word in the sentence above is ...
- clean
 - water
 - feed
 - wash
12. Merry got a new job as a secretary yesterday. She really loves her job now.
The opposite meaning of the underlined word in the sentence is ...
- old
 - new
 - bad
 - boring
13. Rani woke up late, she was afraid of coming late to school, so she walked quickly.
The opposite meaning of the underlined word in the sentence is...
- hardly
 - quickly
 - early
 - slowly

APPENDIX Q

14. I remember every single word that my grandfather always advice to me before he passed away.
The underlined word has the similar meaning with ...
- recall
 - repair
 - forget
 - know
15. John needed a helping hand to carry the suitcases.
The similar meaning of the underlined word is ...
- move
 - bring
 - buy
 - wash
16. The happiness will come to you if you spread love and peace to everybody.
What is the opposite meaning of the underlined word?
- pleasure
 - sadness
 - beauty
 - excitement
17. Mrs. Smith prefer to buy a modern house which is located in the center of the city.
What is the opposite meaning of the underlined word?
- new
 - big
 - traditional
 - cheap
18. I met some foreign tourists when I visited GWK (Garuda Wisnu Kencana).
What is the meaning of the underlined word?
- sellers
 - guides
 - travelers
 - buyers
19. "Bella takes English course twice a week".
The underlined word in the sentence means ...
- class
 - direction
 - route
 - option
20. There are many people in the store.
What is the meaning of the underlined word in the sentence?
- small quantity
 - large quantity
 - a small number
 - low quality

APPENDIX Q



APPENDIX R

The test items distribution.

Lesson Plan I					
Parts of Speech	Noun	Verb	Adjective	Adverb	
Test Items	Exercise 1	2	3	6	1
		4	5	8	7
		9		10	
	Exercise 2	2	4	3	1
		14	6	5	7
		15	10	9	8
		16	11	12	13
		20	17	18	19
Lesson Plan II					
Parts of Speech	Noun	Verb	Adjective	Adverb	
Test Items	Exercise 1	1	3	5	10
		2	7	8	4
				9	
	Exercise 2	1	2	4	7
		3	5	11	9
		8	6	18	12
		14	10	19	13
		15	17	20	16

APPENDIX R

Try Out Test					
Parts of Speech	Noun	Verb	Adjective	Adverb	
Test Items	Part 1	1	3	6	4
		2	5	8	7
		12	9	10	15
		14	13	11	
	Part 2	10	2	4	1
		11	5	6	3
		19	13	7	8
		20	16	12	9
		22	21	15	14
		24	25	17	18
		28	26	23	27
		30	29	33	31
		36	34	37	32
		39	35	40	38
Posttest					
Parts of Speech	Noun	Verb	Adjective	Adverb	
Test Items	Part 1	1	3	4	2
		9	6	7	5
		11	10	8	12
	Part 2	7	2	5	1
		8	4	10	3
		16	11	12	6
		18	14	17	9
		19	15	20	13

APPENDIX S

I. Answer Key

Homogeneity Test

- | | |
|-------|-------|
| 1. c | 11. b |
| 2. c | 12. d |
| 3. a | 13. a |
| 4. a | 14. b |
| 5. b | 15. a |
| 6. c | 16. b |
| 7. d | 17. a |
| 8. a | 18. a |
| 9. a | 19. b |
| 10. b | 20. c |

Lesson Plan 1

Exercise 1

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Last month				√
2.	A vacation	√			
3.	Asked		√		
4.	Sandi	√			
5.	Arrived		√		
6.	Beautiful			√	
7.	Unfortunately				√
8.	Hot			√	
9.	The sky	√			
10.	Happy			√	

Exercise 2

- | | |
|-------|-------|
| 1. a | 11. a |
| 2. d | 12. c |
| 3. c | 13. c |
| 4. a | 14. b |
| 5. b | 15. b |
| 6. b | 16. d |
| 7. b | 17. a |
| 8. d | 18. c |
| 9. b | 19. c |
| 10. a | 20. a |

APPENDIX S

Lesson Plan 2

Exercise 1

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Activities	√			
2.	Course	√			
3.	Discover		√		
4.	Last night				√
5.	Emotional			√	
6.	Emotions	√			
7.	Express		√		
8.	Extracurricular			√	
9.	Positive			√	
10.	Really				√

Exercise 2 (control group)

- | | |
|-------|-------|
| 1. c | 11. d |
| 2. a | 12. b |
| 3. d | 13. a |
| 4. c | 14. d |
| 5. c | 15. c |
| 6. a | 16. a |
| 7. b | 17. c |
| 8. c | 18. c |
| 9. b | 19. c |
| 10. d | 20. b |

Exercise 2 (experimental group)

- | | |
|-------|-------|
| 1. c | 11. b |
| 2. d | 12. a |
| 3. c | 13. d |
| 4. c | 14. c |
| 5. a | 15. a |
| 6. b | 16. c |
| 7. c | 17. c |
| 8. b | 18. c |
| 9. d | 19. b |
| 10. d | 20. a |

APPENDIX S

Try Out Test

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Places	√			
2.	Tourism Object	√			
3.	Treated		√		
4.	Well				√
5.	Visited		√		
6.	Good			√	
7.	Happily				√
8.	Interesting			√	
9.	Decided		√		
10.	Small			√	
11.	Many			√	
12.	Batam	√			
13.	Went		√		
14.	Vacation	√			
15.	Loudly				√

II.

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

APPENDIX S

Posttest

Nu.	Words	Noun	Verb	Adjective	Adverb
1.	Places	√			
2.	Well				√
3.	Visited		√		
4.	Good			√	
5.	Happily				√
6.	Decided		√		
7.	Small			√	
8.	Many			√	
9.	Batam	√			
10.	Went		√		
11.	Vacation	√			
12.	Loudly				√

II.

1. b
2. a
3. d
4. a
5. c
6. c
7. a
8. b
9. c
10. a
11. c
12. a
13. c
14. a
15. b
16. b
17. c
18. c
19. a
20. b