



**THE EFFECT OF USING WORD DETECTIVE STRATEGY
ON THE ELEVENTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT AT SMAN PAKUSARI IN THE 2016/2017
ACADEMIC YEAR**

Thesis

By

Shabrina Anindya Puteri

NIM 120210401059

**ENGLISH EDUCATION
LANGUAGE AND ARTS PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER**

2016



**THE EFFECT OF USING WORD DETECTIVE STRATEGY
ON THE ELEVENTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT AT SMAN PAKUSARI IN THE 2016/2017
ACADEMIC YEAR**

Thesis

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

By

Shabrina Anindya Puteri

NIM 120210401059

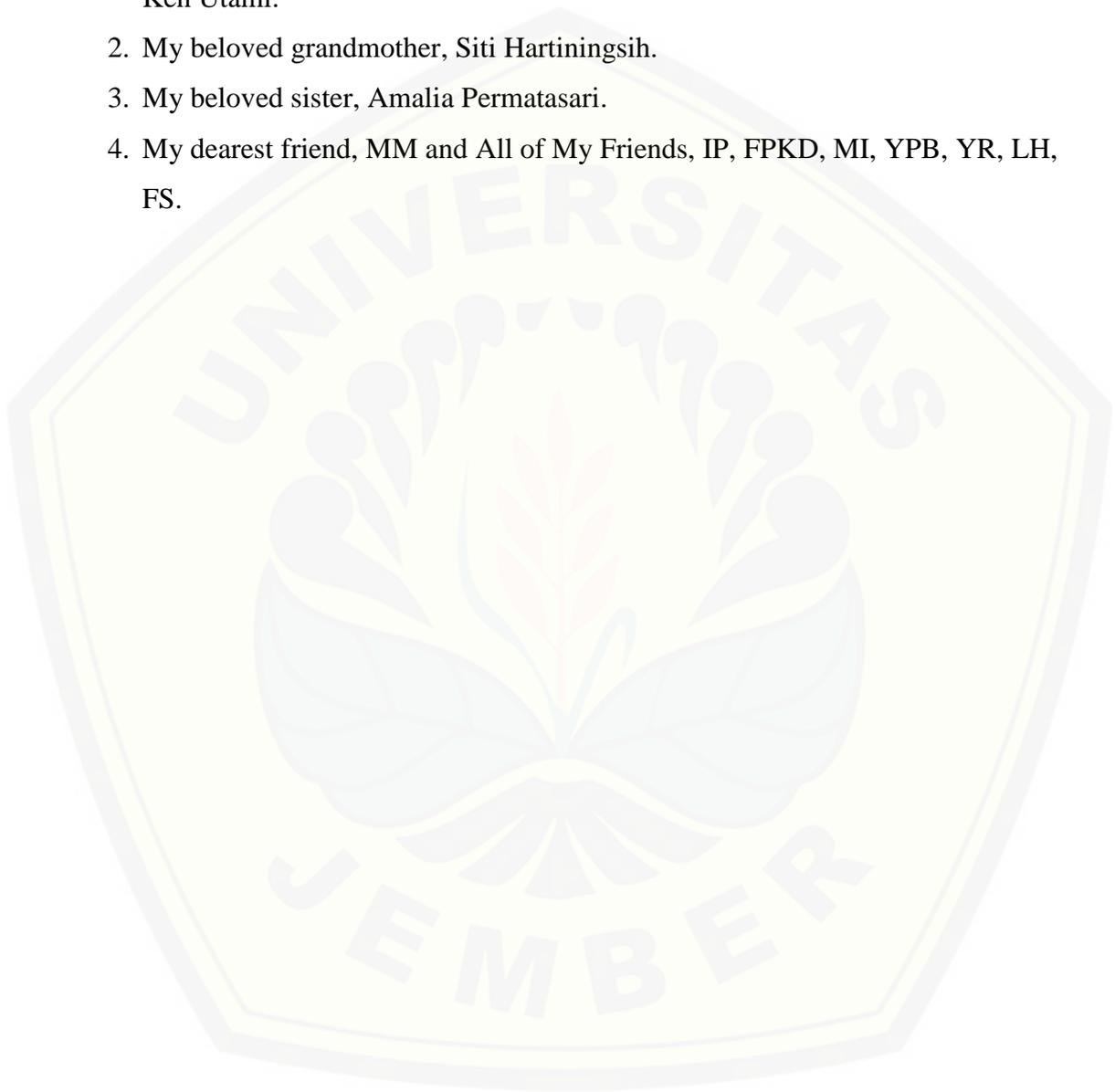
**ENGLISH EDUCATION
LANGUAGE AND ARTS PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER**

2016

DEDICATION

This thesis is proudly dedicated to:

1. My beloved father, Tandyo Santoso,S.H., and my beloved mother, Dra. Anys Ken Utami.
2. My beloved grandmother, Siti Hartiningsih.
3. My beloved sister, Amalia Permatasari.
4. My dearest friend, MM and All of My Friends, IP, FPKD, MI, YPB, YR, LH, FS.



MOTTO

Words are like eggs dropped from great height; you can no more call them back
than ignore the mess they leave when they fall.¹

(Jodi Picoult)



¹<https://www.goodreads.com/quotes/tag/power-of-words>

APPROVAL SHEET OF THE CONSULTANTS

**THE EFFECT OF USING WORD DETECTIVE STRATEGY ON THE
ELEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT
SMAN PAKUSARI IN THE 2016/2017 ACADEMIC YEAR**

THESIS

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

Name : Shabrina Anindya Puteri
Identification Number : 120210401059
Level : 2012
Place / Date of Birth : Kediri, 1st January 1994
Program : English Education Study
Department : Language and Arts

Approved by:

The First Consultant

The Second Consultant

Drs. Bambang Suharjito, M.Ed.
NIP. 19611025 198902 1 004

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Day : Thursday
Date : 22nd December 2016
Place : The Faculty of Teacher Training and Education

The Chairperson,

The Secretary,

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 1 001

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

The Members:

- | | |
|--|----|
| 1. Drs. Bambang Suharjito, M.Ed. NIP. 19611025 198902 1 004 | 1. |
| 2. Dra. Wiwiek Eko Bindarti, M.Pd. NIP. 19561214 198503 2 001 | 2. |

The Dean,
Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of the thesis 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 a part, to qualify for any other academic award; ethnics' procedure and guidelines of thesis writing form the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g., cancellation of my academic award. I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/Faculty Libraries in all forms of media, now or hereafter known.

Signature

Name **Shabrina Anindya Puteri**

Date **22nd December, 2016**

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, because of His blessing and guidance, so that I can finish this thesis entitled “The Effect of Using Word Detective Strategy on the Eleventh Grade Students’ Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year”.

Secondly, in relation to the writing and finishing this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Language Education Study Program;
4. My first consultant, Drs. Bambang Suharjito, M.Ed. and my second consultant, Drs. I Putu Sukmaantara, M.Ed. who have guided and helped me and given me valuable suggestions in writing this thesis.
5. The lecturers of the English Education Program who have taught and given me a lot of useful knowledge.
6. The Principal and the English teacher of SMAN Pakusari who gave permission and helped me to obtain the data for the research.

Finally, I do expect that this thesis will be useful for the readers. Any criticism and suggestions to improve this thesis will be appreciated.

Jember, December 2016

The Writer

TABLE OF CONTENTS

| | |
|--|-----|
| DEDICATION | i |
| MOTTO | ii |
| APPROVAL SHEET OF THE CONSULTANTS | iii |
| APPROVAL OF THE EXAMINATION COMMITTEE..... | iv |
| STATEMENT OF THESIS AUTHENTICITY | v |
| ACKNOWLEDGEMENT | vi |
| TABLE OF CONTENTS..... | vii |
| SUMMARY | ix |
| CHAPTER I. INTRODUCTION | 1 |
| 1.1. Research Background | 1 |
| 1.2. Research Problem | 4 |
| 1.3. Research Objective | 4 |
| 1.4. The significance of the Research | 4 |
| 1.4.1. The English Teacher | 4 |
| 1.4.2. The Students..... | 4 |
| CHAPTER II. REVIEW OF RELATED LITERATURE | 6 |
| 2.1. The Definition of Word Detective Strategy | 6 |
| 2.2. The Procedure of Using Word Detective Strategy..... | 7 |
| 2.3. The Advantages and Disadvantages of Word Detective Strategy..... | 8 |
| 2.4. The Definition of Vocabulary. | 9 |
| 2.5. The Classification of Vocabulary | 10 |
| 2.6. The Importance of Vocabulary in Learning English..... | 13 |
| 2.7. Teaching Vocabulary for Senior High School Students. | 13 |
| 2.8. Research Hypothesis..... | 14 |
| CHAPTER III. RESEARCH METHODS | 15 |
| 3.1. Research Design..... | 15 |
| 3.2. Area Determination Method | 17 |
| 3.3. Respondents Determination Method..... | 17 |
| 3.4. Operational Definitions of the Terms | 17 |
| 3.4.1. Word Detective Strategy..... | 17 |

| | | |
|---|--|----|
| 3.4.2. | Vocabulary Achievement..... | 18 |
| 3.5. | Data Collection Method..... | 18 |
| 3.5.1. | Vocabulary Test..... | 18 |
| 3.5.2. | Interviewing..... | 21 |
| 3.5.3. | Documentation..... | 21 |
| 3.6. | Data Analysis Method..... | 21 |
| CHAPTER IV. RESULT AND DISCUSSION..... | | 23 |
| 4.1. | The Description of the Treatment..... | 23 |
| 4.2. | The Result of the Homogeneity Test..... | 25 |
| 4.3. | The Result of the Try Out..... | 25 |
| 4.3.1. | The Analysis of the Test Validity..... | 26 |
| 4.3.2. | The Analysis of the Index Difficulty..... | 26 |
| 4.3.3. | The Analysis of the Reliability Coefficient..... | 26 |
| 4.4. | The Result of the Main Data Analysis..... | 27 |
| 4.4.1. | The Analysis of The Post Test..... | 27 |
| 4.5. | The Hypothesis Verification..... | 28 |
| 4.6. | The discussion..... | 28 |
| CHAPTER V. CONCLUSION AND SUGGESTION..... | | 30 |
| 5.1. | The Conclusion..... | 30 |
| 5.2. | The Suggestion..... | 30 |
| 5.2.1. | The English Teacher..... | 30 |
| 5.2.2. | The Students..... | 30 |
| 5.2.3. | The Other Researcher..... | 31 |
| REFERENCES..... | | 32 |
| APPENDIX..... | | 34 |

SUMMARY

The effect of using word detective strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari in the 2016/2017 academic year; Shabrina Anindya Puteri, 120210401059; 2016; 102 pages: English Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

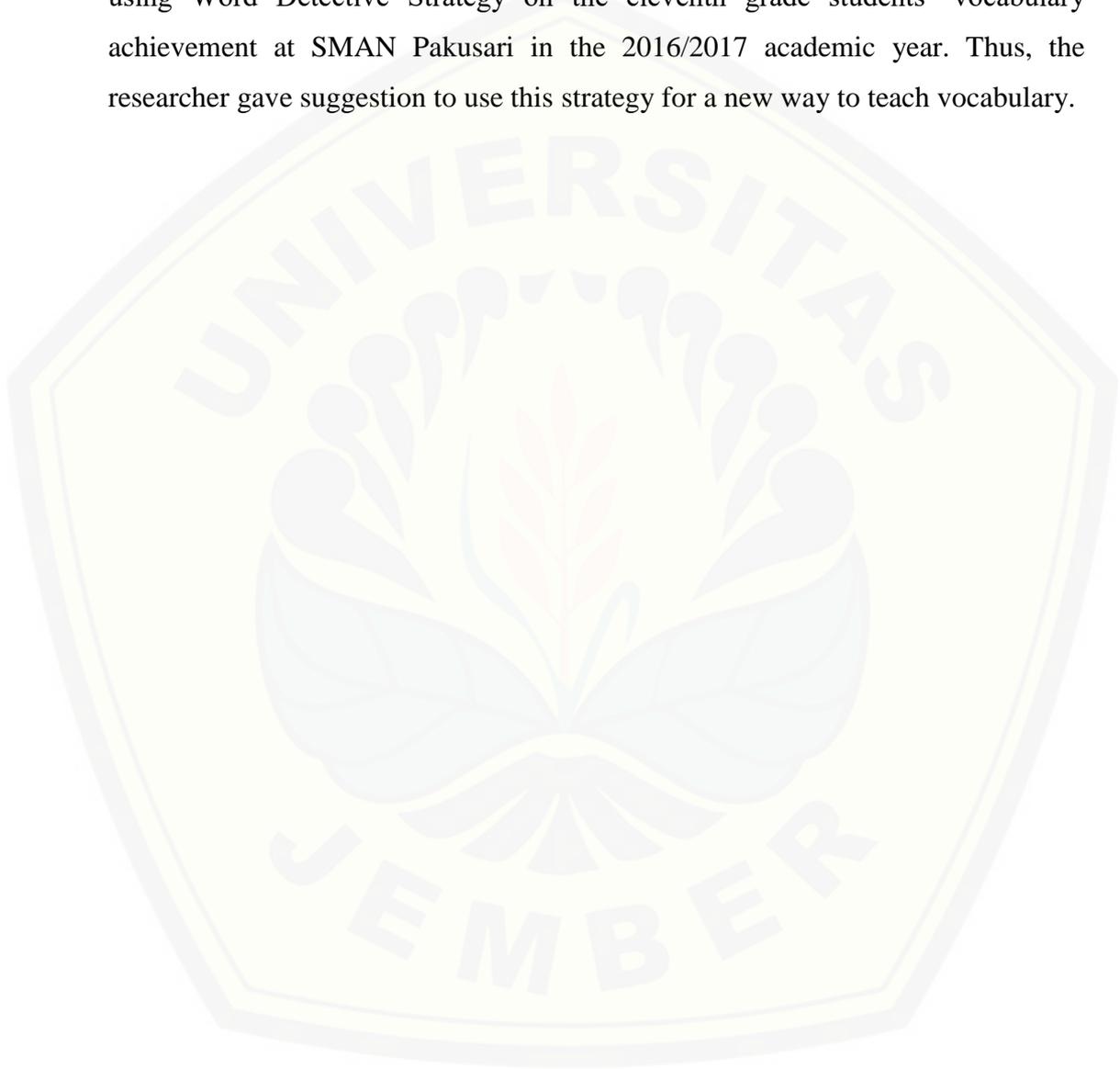
The aim of this research was to investigate whether or not there was a significant effect of using word detective strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari in the 2016/2017 academic year.

Word detective strategy was one of interesting strategies. It was a strategy in teaching vocabulary that made the students be a detective to look for the meaning of the word by using context clues and word part clues. It gave an opportunity to the students to be a word detective to explore their ability in uncovering the meaning of the word. They could look for the meaning of the word by using context clues and checked the meaning of the word by using word part clues. In this strategy, they learnt how to uncover the meaning of the word by looking for the meaning from the context of the text and breaking down the word. They also learnt about prefix and suffix from this strategy. Thus, the researcher applied Word Detective Strategy in this research to know whether this strategy gave the positive effect or not.

This research was conducted in SMAN Pakusari. The population of the research was the eleventh grade students of SMAN Pakusari in the 2016/2017 academic year. The researcher used cluster random sampling to choose the research respondents. The researcher applied Homogeneity test to know whether or not the condition of the population was homogeneous. Then, the result of the homogeneity test was analyzed by using ANOVA. Based on the homogeneity test, the population was homogeneous. Thus, the researcher used lottery to choose the experimental class and control class. The primary data were taken from the students' vocabulary test and the supporting data were taken from the interview with the English teacher and the school documentation. The result of the students'

vocabulary post test was analyzed by using T-test formula. The result of analysis showed that the computation value was higher than the value of t-table at 0.05 the significance level ($2.824 > 2000$). It can be concluded that there was a significant effect of using Word Detective Strategy.

The result of this research showed that there was a significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari in the 2016/2017 academic year. Thus, the researcher gave suggestion to use this strategy for a new way to teach vocabulary.



CHAPTER I. INTRODUCTION

This chapter introduces several aspects related to the problem being investigated. It presents research background, research problem, research objective and the significance of the research.

1.1. Research Background

Language is a medium to communicate with other people. There are so many languages in the world. One of them is English. Many people in the world speak English, because English is spoken as one of the international languages. Many countries learn it for international communication, including Indonesia, where it is spoken as a foreign language for Indonesian. Hence, English is taught from kindergarten until university and becomes a subject that has to be learnt. Furthermore, English is one of the subjects which is included in the national examination or *UN (Ujian Nasional)* for senior high school students.

In learning English, students have to learn four language skills; listening, speaking, reading and writing and also three language components; vocabulary, pronunciation and grammar. According to Hanson and Padua (2011:5), in order to communicate effectively using oral and printed languages, we must be able to flexibly use words that we recognize and understand. Based on this statement, the students must have many vocabularies to learn English moreover for the senior high school students. Vocabulary is needed to make the students understand and use the English words well.

Vocabulary is one of the parts besides pronunciation and grammar to learn English. According to Stahl (2005:96), vocabulary is word meaning. Students have to learn vocabulary first to know the meaning of English word. This is the basic aspect that students have to understand for learning English. Without vocabulary, the students cannot understand English well. Moreover for senior

high school students, they have to achieve more vocabulary because the text that they learn is more complex.

According to Delahunty and Garvey (2010:147), there are two types of vocabulary, major part of speech and minor part of speech. This research will try to focus on major part of speech because it sometimes makes the students get confused. Major part of speech consists of nouns, verbs, adjectives and adverbs. It is very important to learn major part of speech because those are some kinds of words that are usually used in communication. Thus, it makes the students have to learn and understand about major part of speech.

The English teacher has to prepare the best way to make the students be able to learn vocabulary easily. There are so many techniques, strategies, games, etc. that the teacher can use in the class room. The vocabulary strategy is a systematic way of thinking through the process of discovering the meaning of an unknown word during reading (Denton *et al.*, 2007:211). There are many strategies in teaching vocabulary. One of strategies that can be used is Word Detective Strategy. In this strategy, student will role as a word detective. The students will try to uncover the meaning of the words by themselves and the students can be more active to look for the meaning of the words. Thus, this strategy is an effective strategy in learning vocabulary. According to Hanson and Padua (2011:24), Word Detective Strategy guides students through a series of steps to help uncover the meaning of a word and its word parts.

This strategy contains context clues and word part clues. According to Sasao (2013:32), integration information from context and word parts may make guessing more successful and contribute to effective vocabulary. This strategy will make the students not only understand the meaning but also understand the class of each word. It will make the students know the use of the word in a sentence. It will be very helpful for the students because they will more understand the meaning and also the word class at the same time. Finally, knowledge of word parts and guessing from the context may be the most useful strategy for learners because this strategy may be used in any situation for any words (Sasao, 2013:32).

This research tried to use Word Detective Strategy in the vocabulary achievement. According to Denton *et al.* (2007:143), recent research on teaching word learning to middle school students suggests that combining word part clue and context clue (word detective strategies) is a powerful way to increase your students' ability to discover word meaning independently (Baumann, Font, Edwards, & Boland, 2005; Andersen & Nagy, 1992; Sternberg, 1987). There are some studies that have been conducted by Baumann *et al.* in 2002, 2003 and also 2005 about Word Detective Strategy. Baumann *et al.* (2005:183) found that combined word-part and context clue instruction generally was effective. After knowing the Baumann *et al.* studies, the researcher tried to look for another research and there was a research that had been conducted by another researcher on the use of Word Detective Strategy, Jayanti's research (2013). She had conducted an experimental research for Word Detective Strategy in Purworejo. Based on her research, there was a positive effect of applying this strategy. The results of the research stated that there was a significant effect of using Word Detective Strategy in the vocabulary achievement in SMAN 3 Purworejo. Thus, the result made the researcher wanted to try to apply Word Detective Strategy to teach vocabulary in SMAN Pakusari and see whether or not this strategy had an effect for vocabulary achievement in that school.

The researcher tried to conduct an interview to an English teacher in SMAN Pakusari. It was on 6th September 2016. Based on the English teacher's statements, she had never taught vocabulary in SMAN Pakusari by using Word Detective Strategy. She usually asked the students to look for the meaning from dictionary, discussed the meaning of words with all the students or just stated the meaning. She never asked the students to use Word Detective Strategy to uncover deeper about the meaning of the words. She said that many students had not mastered vocabulary well. The researcher hoped that this strategy could have a significant effect for teaching vocabulary. Thus, it could help the teacher to teach vocabulary in the classroom and it could give some benefits to the students, the teacher and also the researchers in the future.

Based on the description of the background above, a research was conducted. The title of this research is "The Effect of Using Word Detective

Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari".

1.2 Research Problem

Based on the research background, problem of this research may be defined as the following: Is there any significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari?

1.3. Research Objective

The objective of the research is to know whether or not there is a significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari.

1.4. The significance of the Research

The results of the research are expected to give contribution of the following people.

1.4.1. The English Teacher

The results of this research are expected to give contribution to the teaching learning process in SMAN Pakusari. It can give the teacher a new variation to teach vocabulary and to help increasing the students' motivation in enlarging their vocabulary achievement.

1.4.2. The Students

The use of Word Detective can give the students a new way to learn vocabulary. Therefore, they can use this strategy in the learning process and the researcher hopes it will be very helpful.

1.4.1. The Other Researcher

Hopefully, this research can be one of references used for the other researchers to conduct the similar topic in different research design, skill, component, etc. So, it will be useful for the next research.



CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter consists of the definition of Word Detective Strategy, the procedure of using Word Detective Strategy, the definition of vocabulary, the classification of vocabulary, the importance of vocabulary achievement in learning English, teaching vocabulary for senior high school students and research hypothesis.

2.1. The Definition of Word Detective Strategy

Word Detective Strategy is a strategy in teaching vocabulary that makes the students be a detective to look for the meaning of the word by using context clues and word part clues (Hanson and Padua, 2011:25). Thus, Word Detective Strategy combines context clues and word part clues to uncover the meaning of the words. According to Hanson and Padua (2011:24), Word Detective guides students through a series of steps to help uncover the meaning of a word and its word parts. The students will be word detective. Word Detective Strategy uses context clues and word part clues. The Word Detective Strategy should be modeled explicitly several times, using gradual release of responsibility model (Baumann *et al.*, 2010). In this model, students receive maximum help as they are learning and then the teacher releases some of the learning responsibility onto students little by little until they become independent (Hanson and Padua, 2011:24).

This strategy consists of two parts, context clues and word part clues. According to Baumann *et al.*, (2005:184) context clues involve the linguistic (e.g., words, phrases, sentences) and nonlinguistic information (e.g. illustrations, typographic features) available surrounding an unfamiliar word, which a reader can use to infer the word meaning. The students have to look for the meaning by seeing the meaning in the context in the text. It is not only the meaning that they have known but they have to make the meaning suitable with the context of the text. Word Part Clues are meaningful parts of the words (morphemes) that the

reader can identify and then assemble to derive the meaning of a previously unfamiliar word (Baumann *et al.*, 2005:184). The students have to look for the root of the words and identify the prefix and suffix of the words. They have to uncover the meaning by breaking the word apart. So, they will know the meaning of the word and know that adding a prefix or suffix can change the meaning and the word class of the word but sometimes, it will not change the meaning and the word class if they add some kinds of suffix.

According to Sasao (2013:32), integration of information from context and word parts may make guessing more successful and contribute to effective vocabulary learning. Using Word Detective Strategy will help the students to guess the meaning of the word by looking at the context and confirm the meaning by breaking the word apart. It will give the students the appropriate meaning of the word in the text.

2.2. The Procedure of Using Word Detective Strategy

The procedures of Word Detective Strategy are based on Hanson and Padua (2011:25).

1. Asking the students to analyze the meanings of the words based on the context in the text.
2. Asking the students to break the word apart to look for the root of the word.
3. Asking the students to analyze the word part of the word if there is a suffix or prefix.
4. Asking the students to reread the text.

The researcher adapted the steps of the Word Detective Strategy from the steps above. The researcher added some steps to make the strategy be able to be used at SMAN Pakusari easily. In Word Detective Strategy, context clues and word part clues were used.

The procedure that was used by the researcher to teach vocabulary in SMAN Pakusari:

1. The researcher gave the explanation about how to use Word Detective Strategy.

2. The researcher gave some tasks to the students in pairs.
3. The researcher asked the students to read a text.
4. The researcher gave underlining to some words in the text.
5. The researcher asked the students to analyze the meaning of the underlined words based on the context in the text.
6. The researcher asked the students to break the word apart to look for the root of the word.
7. The researcher asked the students to analyze the word part of the words if there were suffix or prefix.
8. The researcher asked the students to reread the text to make sure the meaning of the word that the students got is correct.

Those were the steps that the researcher applied in teaching vocabulary. The students would have better understanding about the words and tried to understand other words by using this kind of strategy. The researcher gave the students a new way to uncover the meaning of the words by using this strategy. Eventually, students will internalize the steps and be able to use the strategy independently (Hanson and Padua, 2011:24).

2.3. The Advantages and Disadvantages of Word Detective Strategy

All the strategies always have the advantages and disadvantages. It also happens in Word Detective Strategy. It has some advantages and disadvantages. There are some advantages of this strategy according to Stahl (2005:111). The first, this strategy can be opportunity for the students to engage in a thoughtful exploration of the root of English. The second, simple prefix and suffix can provide a significant amount of vocabulary growth in those grades. According to Sasao (2013:32), this strategy will help the students to guess the meaning of the word by seeing the context and help the students to check whether an unknown word has been successfully guessed from context by using word part clues. Those are the advantages of Word Detective Strategy. Besides the advantages, this strategy also has some disadvantages. The first, this strategy uses context clues and word part clues. If there is no prefix and suffix in the word, so, the students just look for the meaning from the context clues in the text. There is another

disadvantage of this strategy according to Stahl (2005:111). The disadvantage is learning word parts can be boring because it will be full of the memorization at lists and definitions of words.

The researcher tried to overcome the disadvantages of this strategy. For the first disadvantage, the function of word part clues in this strategy was to check whether or not the meaning of the word successfully guessed by using context clues. Thus, the students can learn more about prefix and suffix for better understanding about English word. For the second disadvantage, the researcher tried to give reward to motivate students in teaching learning process by using this strategy.

2.4. The Definition of Vocabulary.

According to Lehr *et al.* (2008:5), vocabulary is knowledge of words and word meanings. Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking (Hanson and Padua, 2014:5). Vocabulary is very important thing for learning English. You need vocabulary to share your ideas and to communicate with others. You can have an effective communication when you can share your idea clearly with the correct words. You can say very little with grammar, but you can't say almost anything without words (Thornbury, 2005:13). Vocabulary is needed to share the idea and to understand the other people's idea. Thus, vocabulary is needed for every parts of learning English.

There are two parts of vocabulary, the major part of speech and the minor part of speech. According to Delahunty and Garvey (2010:147) we distinguish nouns, verbs, adjectives, and adverbs (the major of part of speech), and pronoun, wh-words, articles, auxiliary verbs, prepositions, intensifiers, conjunctions, and particles (the minor of the part of speech). In this research, the researcher only focused on major part of speech (nouns, verbs, adjectives and adverbs).

2.5. The Classification of Vocabulary

a. Nouns

Harmer (2004:37), stated noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. According to Altenberg and Vago (2010:5), there are some kinds of nouns as follows.

1. Concrete Nouns

Concrete nouns refer to things we can perceive with one of our sense.

The examples are: *newspaper, glass, jewelry.*

2. Abstract Nouns

Abstract nouns refer to things that cannot be perceived by our sense.

The examples are: *love, honesty, culture.*

3. Singular Nouns

Singular nouns are used when it refers to only one thing.

The examples are: *a box, a man, a child.*

4. Plural Nouns

Plural nouns are used when it represents more than one thing.

The examples are: *boxes, men, children.*

5. Animate Nouns

Animate nouns refer to things that are alive.

The examples are: *a mouse, a doctor, a flower.*

6. Inanimate Nouns

Inanimate nouns refer to things that are not alive.

The examples are: *a table, glasses, furniture.*

7. Countable Nouns

Countable nouns refer to things that can be counted and we can also make them plural.

The examples are: *hand, store, tissue.*

8. Uncountable Nouns

Uncountable nouns refer to things that cannot be counted and we cannot also make the plural.

The examples are: *dust, energy, biology.*

9. Proper Nouns

using this strategy. Thus, the use of Word Detective Strategy helped the researcher to teach vocabulary and look for the effect to the students.

3.4.2. Vocabulary Achievement

Vocabulary achievement in this research refers to knowledge that the students have about word meaning after accepting the treatment. The vocabulary in this research refers to major part of speech (nouns, verbs, adjectives, and adverbs). It measured by students' vocabulary scores in posttest after they accept the treatment. This test was for both experimental class and control class.

3.5. Data Collection Method

In this research, there were two kinds of data that were used, primary data and secondary data. Vocabulary test was used for primary data. The interview with the English teacher and the school documentation were used for secondary data. The following parts discussed the methods that were used in this research.

3.5.1. Vocabulary Test

According to Hughes (2003:11), there are four types of tests. The four types of test are *proficiency test*, *achievement test*, *diagnostic test* and *placement test*. In this research, the researcher will use achievement test. Achievement test is designed to establish how successful individual students, groups of students, or the courses themselves have been achieving objectives (Hughes, 2003:13).

In this research, the researcher used multiple choice with five options. The test consisted of 40 items. Those 40 items cover nouns, verbs, adjectives, and adverbs. Thus, each part got 10 items. The allocation time for this test was 60 minutes, so the researcher gave time to the students 1.5 minutes per items. The score for each item was 2.5 and the total score for 40 items if all the answers were correct, the students got 100. In the try out, the researcher gave the students 40 items. After the try out, the researcher analyzed the test items whether or not it is appropriate.

A good test should be valid and reliable. Hughes (2003:26) states a test is said to be valid if it measures accurately what is intended to measure. According to Milton (2009:18), validity addresses the question of whether a test measures what is supposed to measure and not something else. The researcher made sure the test items have content validity by some steps. According to Milton (2009:18) content validity considers whether a test has the necessary and appropriate content to measure what it is supposed to. These were the steps to make sure the content validity of the test items. The first step, the researcher designed the test by materials that are stated in *KTSP*. The second step, the researcher had a consultation with the English teacher. The last step, the researcher had a consultation with the advisers. All the steps that the researcher did were to know whether the test items were suitable or not for the students in terms of validity.

Reliable is a way that the scores actually obtained on the test on a particular occasion are likely to be very similar to those which would have been obtained (Hughes, 2003:36). According to Milton (2009:17), reliability is the ability of a test to measure something consistently and accurately. In this research, the researcher conducted try out only one time. It was conducted in one of the eleventh grade students of SMAN Pakusari but the class that was used to try out test was not experimental class or control class. The result of the try out was analyzed by the researcher. The researcher used split-half technique to know the reliability coefficient of the test items.

According to Masyhud (2014:252), the procedure of establishing test items for try-out is as follows:

1. The researcher establishes the test items with total even number.
2. The researcher divides the test items into two parts, odd numbers and even numbers.
3. The researcher analyzes the correlation of total score from odd number and even number by using formula.

$$r_{xy} = r_{11/12} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

$r_{xy} = r_{11/12}$: Reliability Coefficient
 X : The total number of odd items
 Y : The total number of even items
 N : The total number of sample
 (Masyhud, 2014:253)

4. The result of the correlation was analyzed by using *Spearman-Brown* formula.

$$r_{11} = \frac{2 \times r_{xy}(\text{split} - \text{half})}{1 + r_{xy}(\text{Split} - \text{half})}$$

Notes:

r_{11} : Reliability coefficient for the whole items
 r_{xy} : The result of reliability coefficient (Split-half)
 (Masyhud, 2014:252)

The good test items shouldn't be too difficult and too easy. In this research, the researcher was analyzed the index difficulty of test items by using formula.

$$p = \frac{\text{The total number of correct answer}}{\text{The whole number of sample}}$$

Notes:

p = the difficulty index

(Djiwandono, 2011:225)

According to Djiwandono (2011:225), although there are some variation ways, the difficulty index commonly was divided into difficult (0,00-0,19), sufficient (0,20-0,80) and easy (0,81-1,00). The test item was regarded as not

effective when the difficulty index 0,00 and 1,00 because a good test item should be not too easy and not too difficult.

3.5.2. Interviewing

According to Masyhud (2014:222-223), arranging an interview guide should be designed in appropriate way in order to guaranty the data validity. There are two kinds of questions in an interview, structured questions and unstructured questions. Structured questions are interview that use systematic arranging questions and they have prepared before the interview begins. Unstructured questions are interview that uses questions that were not arranging in systematic way. The interview guide just uses the main point of the problems that will be asked to the respondent.

In this research, the researcher was chosen to use structured questions. The researcher prepared some questions that she wanted to know from the English teacher. The questions were about the curriculum, the teaching technique, books, and the media that are used in SMAN Pakusari.

3.5.3. Documentation

In this research, the researcher used document data. Masyhud (2014:227), stated documentation guide is an instrument to gather the data from documentation to support a research. The documentation data was written document, such as books, school documents, etc. The researcher used name list of eleventh grade students of SMAN Pakusari for the control class and the experimental class.

3.6. Data Analysis Method

Data analysis method was a method to analyze the data after the researcher gave the treatment. The researcher got the data from the posttest. It was analyzed by using independent sample t-test formula. This analysis was conducted to find out whether there was a significant effect or not of using Word Detective Strategy on the eleventh grade students' vocabulary achievement. The formula of independent sample t-test was below:

$$t_{\text{test}} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

t = t-test

M_x = mean score of the experimental class

M_y = mean score of the control class

x = individual score deviation of the mean of the experimental class

y = individual score deviation of the mean of the control class

N_x = the number of respondents in the experimental class

N_y = the number of respondents in the control class

(Arikunto, 2014:354)

CHAPTER IV. RESULT AND DISCUSSION

This chapter presents the result and the discussion of the research. It covers the description of the treatment, the result of the homogeneity test, the result of the try out, the result of the main data analysis, the hypothesis verification and the discussion.

4.1. The Description of the Treatment.

In conducting the research, the researcher taught both the experimental class and the control class. The researcher gave the treatment to the experimental class (XI Science 5) that was taught by using Word Detective Strategy, while the control class was taught by using lecturing technique. The researcher taught two times for each class. The researcher used the same time allocation and materials although the two classes got the different treatment. The research schedule is explained in the following.

Table 4.1. The Research Schedule

| No. | Activity | Date |
|-----|--|--|
| 1 | Homogeneity Test | 8 th and 10 th September 2016 |
| 2 | Analyzing the Result of Homogeneity Test | 11 th – 13 th September 2016 |
| 3 | Giving the Treatment to the Experimental Class | 21 th and 22 nd September 2016 |
| 4 | Teaching the Control Class | 21 th and 22 nd September 2016 |
| 5 | Conducting Try Out | 26 th September 2016 |
| 6 | Analyzing the Result of The Try Out | 27 th September 2016 |
| 7 | Conducting Vocabulary Post Test | 28 th September 2016 |

The researcher showed the schedule from the homogeneity test up to conducting the post test in the table above. The researcher conducted the homogeneity test in the seven classes on 8th up to 10th September 2016. In the first meeting on Wednesday, 21th September 2016, the researcher taught the

experimental class by using Word Detective Strategy. This class began at 07.00 a.m. until 08.30 a.m. The researcher explained about how to use Word Detective Strategy to uncover the meaning of the word in the narrative text. After explaining about the material and the strategy, the researcher gave a task to the students. The researcher guided and helped the students while they did the task to make sure that the students had understood to use this strategy. In the second meeting on Thursday, 22nd September 2016, the researcher was still using Word Detective Strategy to teach vocabulary in the classroom. This class began at 10.15 a.m. until 11.45 a.m. In the beginning, the researcher reviewed the materials about narrative text and Word Detective Strategy that had been taught by her in the last meeting. After reviewing the materials, the researcher gave the students a task. The researcher always guided the students while they did the task. The researcher taught the experimental class two times.

Different from the experiment class, the researcher taught the control class by using lecturing technique and question and answer technique. Thus, the researcher gave explanation and question to the students. In the first meeting on 21th September 2016, the researcher explained about narrative text to the students in the classroom. After explaining all the materials about narrative text, the researcher gave the students a task. It is different type from the task for the experimental class but using the same words. They had to look for the meaning of some words. The class began at 08.30 a.m. until 10.00 a.m. In the second meeting on 22th September 2016, the researcher reviewed the materials by using lecturing technique like the last meeting. After reviewing the materials, the researcher asked the students to do the task. The class began at 12.00 p.m. until 13.30 p.m. The researcher also taught the control class two times. The lesson plan for the two classes can be seen on Appendix 14 for experimental class and Appendix 16 for control class. The researcher had some pictures about the students' activity in the classroom for both classes. Those pictures can be seen on Appendix 13. After teaching those two classes, the researcher conducted the try out test on 26th September 2016, analyzing the result of the try out at 27th September 2016 and also conducted the vocabulary post test on 28th September 2016.

4.2. The Result of the Homogeneity Test.

The researcher conducted the homogeneity test for seven classes of eleventh grade students in two days. The homogeneity test consisted of 25 items in the form of multiple choice. The time allocation to do all the test items was 60 minutes. The researcher gave score 4 for the correct answer. The researcher gave this test to know whether or not the eleventh grade classes were homogeneous. The result of the homogeneity test was statistically analyzed by using ANOVA. The homogeneity test score can be seen on Appendix 3 and the analyzing homogeneity test score can be seen on Appendix 4.

Based on the analysis the population of eleventh grade students was not homogeneous because the sig-computation was 0.207. According to Santoso (2000;96), the population was homogeneous if the sig-computation was more than 0.05. In other words, the population of the eleventh grade students in SMAN Pakusari was homogeneous. The researcher chose the experimental class and control class from the lottery. Based on the result of the lottery, the researcher chose XI Science 4 and XI Science 5 for the experimental and control class. It showed XI Science 5 for the experimental class and XI Science 4 for the control class. The experimental and the control class consisted of 31 students for each class.

4.3. The Result of the Try Out.

The researcher conducted the try out test in the class which did not included to research respondent. From the result of the homogeneity test, she chose XI Science 3. It was the class which had the closest mean score from the research respondent. This test was conducted to know whether or not the test items were suitable and the time allocation was enough for doing the test.

Based on the result of the try out, the researcher knew that the test items were suitable because the students understood the instruction and could do the test well. They could finish the test in around 60 minutes. It could be concluded that the time allocation was suitable for the test items. Thus, it made the researcher did

not need to change the test items and the time allocation. To make sure that the test items were suitable, the researcher analyzed the validity, the difficulty index and the reliability coefficient of test items. Thus, it would show whether or not the researcher needed to revise the test items.

4.3.1. The Analysis of the Test Validity

The researcher conducted the test validity to know the content validity. In this research, the test items constructed based on the Institutional School-Based Curriculum 2006 (KTSP). The researcher also consulted the test items with the English teacher of eleventh grade students to make sure the content validity of the test items.

4.3.2. The Analysis of the Index Difficulty

In the try out test, the researcher gave the students 40 test items and gave score 2,5 for the correct answer. The total score was 100. The try out test was in the form of multiple choice. Each item has five options. The researcher gave 60 minutes to do the test. The researcher used difficulty index formula to analyze the index difficulty level of the try out test. The analysis of the try out test by using the difficulty index formula can be seen on Appendix 7.

Based on the analysis, all the questions in the try out test were categorized as sufficient. Djiwandono (1996;141), there are three criteria of difficulty index; 0,00-0,19 is difficult, 0,20-0,80 is sufficient/fair and 0,81-1,00 is easy. All the questions in the test were in the range 0,42 up to 0,77. Thus, it could be concluded that the researcher did not need to revise the test items because the test items were sufficient (not too easy or difficult).

4.3.3. The Analysis of the Reliability Coefficient

The researcher used Split Half Odd-Even Technique to know the reliability coefficient of the test items. The test items were divided in to two categorizes; the odd number (X) and the even number (Y). The analysis of the odd number (X)

can be seen on Appendix 5 on page 36 and the analysis of the even number (Y) can be seen on Appendix 6 on page 37. The result of the split half score of reliability coefficient was 0,664. The correlation between X and Y was analyzed by using Spearman Brown Formula. Based on the calculation, the reliability coefficient was 0,798. Sudijono (2010; 209), states that the test items become reliable if the reliability coefficient is $\geq 0,70$. The calculation of reliability coefficient was higher than 0,70 so, the test items were reliable. Thus, it makes the researcher did not need to change the test items. The result can be seen on Appendix 9.

4.4 The Result of the Main Data Analysis.

The researcher gave a post test for experimental class and control class after the teaching learning process was done. The experimental class was taught by using Word Detective Strategy while the control class was taught by using lecturing technique. In the post test, the researcher gave 40 test items and gave 60 minutes to do the test. The researcher gave score 2.5 for the correct answer. The result of the post test can be seen on Appendix 10.

4.4.1. The Analysis of The Post Test

The researcher used independent sample t-test formula to analyze post test score. This formula was used to know whether or not there is a significant effect of using Word Detective Strategy in teaching vocabulary. The tabulation of the posttest can be seen on Appendix 11 on page 42. Based on the t-test analysis, the statistic value of t-test was 2,824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. It can be concluded that the value of the t-test was higher than t-table ($2,824 > 2000$). The analysis of the post test by using t-test formula can be seen on Appendix 12 on page 43. Thus, the researcher concluded that the use of Word Detective Strategy gave the significant effect for the experimental class.

4.5 The Hypothesis Verification.

Based on the independent sample t-test analysis, the statistic value of t-test was 2.824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. It can be concluded that the value of the t-test was higher than t-table ($2.824 > 2000$). It meant that the null hypothesis (h_0) which said “There is no a significant effect of using Word Detective Strategy on The Eleventh Grade Students’ Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year” was rejected. Thus, the alternate hypothesis (h_a) “There is a significant effect of using Word Detective Strategy on The Eleventh Grade Students’ Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year” was accepted.

4.6 The discussion.

The result of data analysis in this research proved that the use of Word Detective Strategy significantly affected the eleventh grade students’ vocabulary achievement at SMAN Pakusari 2016/2017 academic year. It could be seen based on the t-test analysis. The statistic value of t-test was 2.824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. The value of the t-test was higher than t-table ($2.824 > 2000$). It showed that the result of the t-test analysis was effective.

Word Detective Strategy guided the students to look for the meaning from the context first using context clues and check whether unknown word has been successfully guessed by breaking down the word using word part clues. According to Sasao (2013:32), integration information from context clues and word part clues may make guessing more successful and contribute to effective vocabulary. The students learnt deeper vocabulary because they did not only guess from the context but also they looked for the suffix and prefix of the word. According to Stalh (2005:111), there are some advantages using Word Detective Strategy. The first, this strategy can be opportunity for the students to engage in a thoughtful exploration of the root of English. The students tried to look for the root of the word and also break down the word. Thus, the students can learn about the English word deeper. The second, simple suffix and prefix can provide a

significant amount of vocabulary growth on those grades. By using this strategy, the students learnt about prefix and suffix. They tried to recognize the word by breaking down the word. Thus, the students could easily guess by looking at the root word, the prefix and suffix.

In addition, there are some studies that had been conducted by Baumann *et al.* in 2002, 2003 and 2005. Baumann *et al.* (2005:183), found that combined word-part and context clue instruction generally was effective. They bring research to practice. They spent around 2 months to do their research. The other research was Jayanti's research. She did experimental research of Word Detective Strategy. She concluded that that Word Detective Strategy was effective strategy. Those researches finding proved that Word Detective Strategy is effective strategy for teaching vocabulary.

The use of Word Detective Strategy in teaching vocabulary made the students learning more about English word. This strategy gave them a new way to guess the meaning of the word because they learnt about suffix and prefix and also the root of the words. They also learnt to guess the meaning of the word from the context of the text. It made the Word Detective Strategy became a complete strategy for the students. Thus, the Word Detective Strategy gave a positive effect for the students' vocabulary achievement. It was proved by the result of the data analysis in the previous discussion.

CHAPTER V. CONCLUSION AND SUGGESTION

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

5.1. The Conclusion

Based on the result of the main data analysis in the previous chapter, it can be conclude that there was a significant effect of using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year.

5.2. The Suggestion

Since the result of using Word Detective Strategy in vocabulary achievement gave a significant effect, the researcher gave some suggestion to the following people.

5.2.1. The English Teacher

The English teacher is expected to use Word Detective Strategy in the class room. Thus, the English teacher could have a new variation of teaching vocabulary.

5.2.2. The Students

The researcher suggests the students to use Word Detective Strategy because it could give the students deep understanding about vocabulary. So, the students could have a new way to learn vocabulary.

5.2.3. The Other Researcher

The researcher hopes that other researchers can use this research as the reference to conduct a further research dealing with a similar topic in different research design, such as a classroom action research or different research subject, such as in vocational school to know whether or not the technique works.



REFERENCES

- Altenberg, E. P. and Vago, R. M. 2012. *English Grammar: Understanding The Basic*. New York: Cambridge University Press.
- Arikunto, S. 2014. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Baumann, J. F., George, F., Elizabeth, C. E. and Eileen, B. 2005. *Strategy for Teaching Middle-Grade Students to Use Word-Part and Context Clues to Expand Reading Vocabulary*. London: Lawrence Erlbaum Associates, Publisher.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research*. Boston: Pearson Education, Inc.
- Delahunty, G. P. and Garvey, J. J. 2010. *The English Language from Sound to Sense*. Colorado: Library of Congress Cataloging-in-Publication Data.
- Denton, C., Deanna, B., Jade, W., Deborah, R. and Sharon, V. 2007. *Effective Instruction for Middle School Students with Reading Difficulties: The Teacher Reading Sourcebook*. Texas: University of Texas System/Texas Education Agency.
- Djiwandono, M. S. 2011. *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*. Bandung: Indeks-Penerbit.
- Fraenkel, J. R. and Wallen, N. E. 2006. *How To Design and Evaluate Research Education*. New York: The McGraw-Hill Companies.
- Hanson, S. and Padua, J. F. M. 2011. *Teaching Vocabulary Explicitly*. Hawai: Pacific Resources for Education and Learning.
- Harmer, J. 2004. *How to Teach English*. London: Longman Pearson Education.
- Hiebert, E. H. and Kamil, M. L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates, Publisher.
- Hughes, A. 2003. *Testing Language Teachers*. New York: Cambridge University Press.
- Jayanti, R. T. 2013. *The Effectiveness of Using Word Detective Strategy to Improve Students' Vocabulary Mastery at The First Grade Students of*

SMAN 3 Purworejo in The Academic Year of 2012/2013. Purworejo: Universitas Muhammadiyah Purworejo.

- Kemdikbud. 2006. *Permendiknas No. 22 Tahun 2006*. Available at <http://sdm.data.kemdikbud.go.id/document>. Retrieved on March, 29th 2016.
- Lehr, F., Jean, O. and Elfrieda, H. H. 2008. *A Focus on Vocabulary*. Hawaii: Pacific Resources for Education and Learning.
- Masyhud, M. S. 2014. *Metode Penelitian Pendidikan*. Jember: Lembaga Pengembangan Manajemen dan Profesi Kependidikan (LPMPK).
- Milton, J. 2009. *Measuring Second Language Vocabulary Acquisition*. Bristol: Short Run Press Ltd.
- Redman.S. 2001. *English Vocabulary in Use: Pre-intermediate & Intermediate*. Jakarta: Penerbit Erlangga.
- Santoso, S. 2000. *Buku Latihan SPSS: Statistik Parametrik*. Jakarta: PT Elex Media Kompetindo
- Sasao, Y. 2013. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*. Wellington: Victoria University of Wellington.
- Stahl, S. A. 2005. *Four Problems with Teaching Word Meaning: and What to Do to Make Vocabulary an Integral Part of Instruction*. London: Lawrence Erlbaum Associates, Publisher.
- Sudijono, A. 2010. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Wardhono, et al. 2012. *Pedoman Penulisan Karya Ilmiah*. Jember: Jember University Press.

Research Matrix

| Title | Problem | Variables | Indicators | Data Resources | Research Method | Hypothesis |
|--|---|---|---|--|--|---|
| The Effect of Using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari. | Is there any significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari. | <p>Independent Variable : The use of Word Detective Strategy in teaching vocabulary.</p> <p>Dependent Variable : The eleventh grade students' vocabulary achievement.</p> | <p>The procedures of Word Detective Strategy:</p> <ol style="list-style-type: none"> 1. The students guess from the context. 2. The students guess from the breaking down the word to look for prefix and suffix in the word. <p>The scores of students' vocabulary achievement test covering :</p> <ol style="list-style-type: none"> a. Nouns b. Verbs c. Adjectives d. Adverbs | <p>Research Subject: The eleventh grade students of SMAN Pakusari.</p> <p>Informant: The English teacher of SMAN Pakusari.</p> <p>Document: Students' name.</p> | <p>Research Design: Quasi Experimental Research.</p> <p>Area Determination Method: Purposive Method.</p> <p>Respondent Determination Method: Cluster Random Sampling.</p> <p>Data Collection Method: Primary Data: Vocabulary Test. Supporting Data: Interview and Documentation.</p> <p>Data Analysis Method: T-test was counted by using Independent Sample t-test.</p> | There is a significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari. |

Supporting Data Instruments

a. Interview Guide

Interviewee: Rita Sinta Dewi, S.Pd.

Date : 6th September 2016

Place : SMAN Pakusari

| No. | The Researcher's Questions | The English Teacher's Answer |
|-----|---|---|
| 1. | What curriculum does the school use for eleventh grade students in this school? | Institutional Based Curriculum (KTSP) for Senior High School. |
| 2. | What books do you usually use in teaching English? | I usually use students' worksheets (LKS Kreatif by CV Viva Pakarindo). |
| 3. | What technique do you use in teaching English especially vocabulary? | I use question and answer technique, lecturing technique and sometimes I ask the students to memorize some words. |
| 4. | What media do you use in teaching English especially vocabulary? | Sometimes I use pictures. |
| 5. | Have you ever used Word Detective Strategy in teaching vocabulary? | No, I have not. I am not familiar with that kind of strategy so I never use Word Detective Strategy to teach vocabulary so far. |
| 6. | Do you teach vocabulary integrated with the other language skills? | Yes, I do. I teach vocabulary integrated with reading, writing, listening and speaking. |
| 7. | How is the students ability in learning English especially vocabulary? | I think the students' ability is not really good. Some students can understand the English word quite good but there are more students that are lack of vocabulary. |

| | | |
|----|---|---|
| 8. | What do you do to make the students enlarge their vocabulary? | I ask them to memorize some words based on the material given and I always ask them to bring their dictionary to help them. |
|----|---|---|

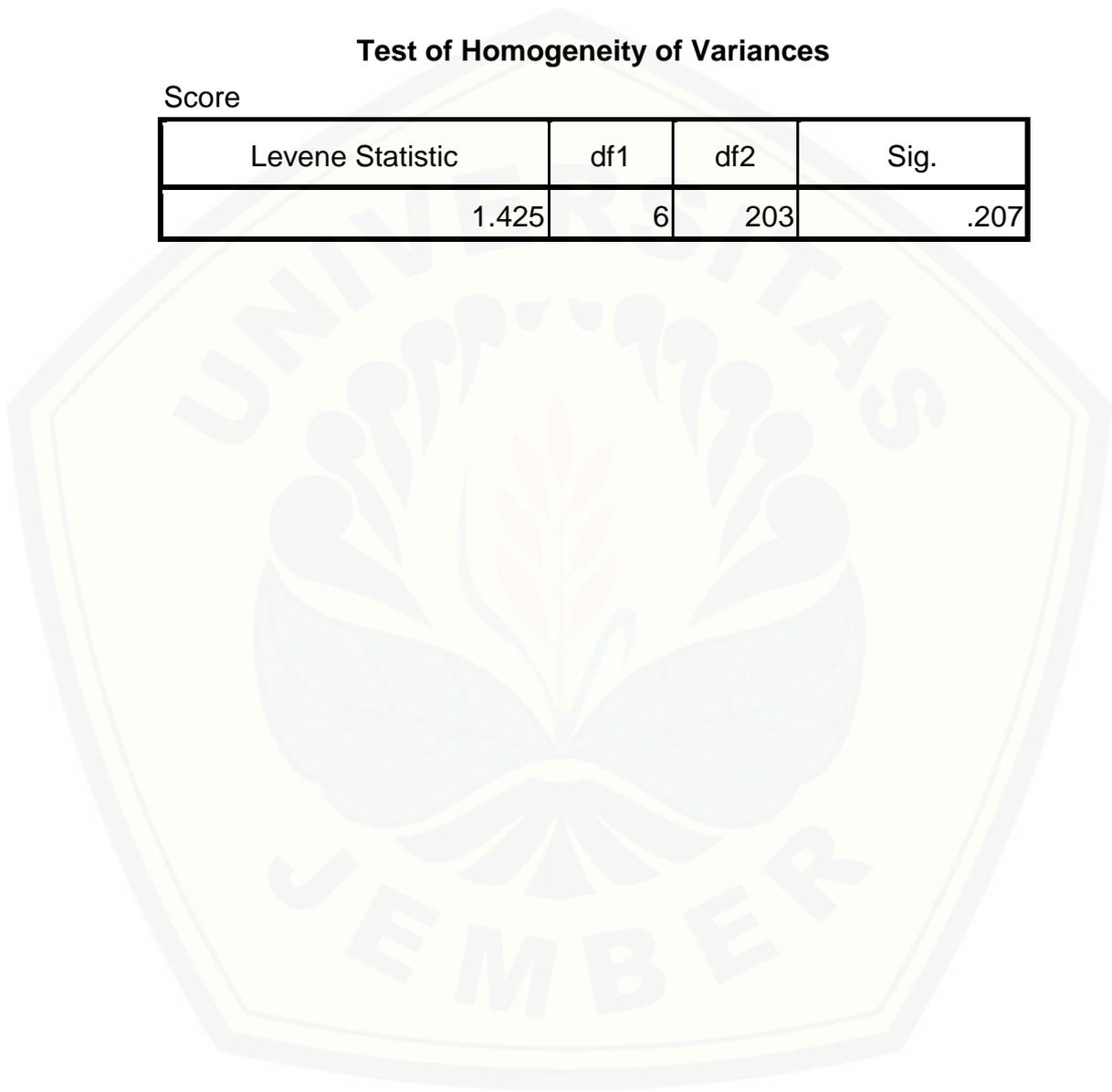
b. Documentation Guide

| No. | The Supporting Data | Data Sources |
|-----|--|------------------|
| 1. | The names of the students in the experimental class and control class. | School Document. |

Test of Homogeneity of Variances

Score

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.425 | 6 | 203 | .207 |



Appendix 5

The Reliability Test Analysis of the Odd Number (X)

| No. | 1 | 3 | 5 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 27 | 29 | 31 | 33 | 35 | 37 | 39 | Total |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| 2 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 16 |
| 3 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 13 |
| 4 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 5 |
| 6 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 15 |
| 7 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 16 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| 9 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 12 |
| 10 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 12 |
| 11 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 12 |
| 12 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 15 |
| 13 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 11 |
| 14 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| 15 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 15 |
| 16 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| 17 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 18 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 12 |
| 19 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 13 |
| 20 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 16 |
| 21 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 12 |
| 22 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 16 |
| 23 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 16 |
| 24 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 11 |
| 25 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| 26 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| 27 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 11 |
| 28 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 12 |
| 29 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 12 |
| 30 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 11 |
| 31 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 15 |
| Total | 24 | 23 | 17 | 23 | 24 | 23 | 21 | 24 | 22 | 21 | 23 | 13 | 17 | 18 | 20 | 24 | 24 | 17 | 23 | 24 | 425 |

The Reliability Test Analysis of the Even Number (Y)

| No. | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | Total |
|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 14 |
| 2 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 14 |
| 4 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 16 |
| 5 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 7 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 16 |
| 7 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 14 |
| 8 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| 9 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 15 |
| 10 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 16 |
| 11 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 14 |
| 12 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| 13 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 14 |
| 14 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 15 |
| 15 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 14 |
| 16 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 17 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 15 |
| 18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 16 |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 14 |
| 20 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| 21 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 14 |
| 22 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 23 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 16 |
| 25 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| 26 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 15 |
| 27 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 14 |
| 28 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 15 |
| 29 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 14 |
| 30 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 13 |
| 31 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Total | 21 | 24 | 22 | 23 | 24 | 22 | 23 | 22 | 23 | 21 | 23 | 24 | 19 | 23 | 24 | 22 | 24 | 24 | 23 | 23 | 454 |

The Difficulty Index of Each Test Item

| Number of the Test Items | The Total Number of the Students | Correct Number | P (The Difficulty Index) | Interpretation |
|--------------------------|----------------------------------|----------------|--------------------------|----------------|
| 1 | 31 | 24 | 0.77 | Sufficient |
| 2 | 31 | 21 | 0.68 | Sufficient |
| 3 | 31 | 23 | 0.74 | Sufficient |
| 4 | 31 | 24 | 0.77 | Sufficient |
| 5 | 31 | 17 | 0.55 | Sufficient |
| 6 | 31 | 22 | 0.71 | Sufficient |
| 7 | 31 | 23 | 0.74 | Sufficient |
| 8 | 31 | 23 | 0.74 | Sufficient |
| 9 | 31 | 24 | 0.77 | Sufficient |
| 10 | 31 | 24 | 0.77 | Sufficient |
| 11 | 31 | 23 | 0.74 | Sufficient |
| 12 | 31 | 22 | 0.71 | Sufficient |
| 13 | 31 | 21 | 0.68 | Sufficient |
| 14 | 31 | 23 | 0.74 | Sufficient |
| 15 | 31 | 24 | 0.77 | Sufficient |
| 16 | 31 | 22 | 0.71 | Sufficient |
| 17 | 31 | 22 | 0.71 | Sufficient |
| 18 | 31 | 23 | 0.74 | Sufficient |
| 19 | 31 | 21 | 0.68 | Sufficient |
| 20 | 31 | 21 | 0.68 | Sufficient |
| 21 | 31 | 23 | 0.74 | Sufficient |
| 22 | 31 | 23 | 0.74 | Sufficient |
| 23 | 31 | 13 | 0.42 | Sufficient |
| 24 | 31 | 24 | 0.77 | Sufficient |
| 25 | 31 | 17 | 0.55 | Sufficient |
| 26 | 31 | 19 | 0.61 | Sufficient |
| 27 | 31 | 18 | 0.58 | Sufficient |
| 28 | 31 | 23 | 0.74 | Sufficient |
| 29 | 31 | 20 | 0.65 | Sufficient |
| 30 | 31 | 24 | 0.77 | Sufficient |
| 31 | 31 | 24 | 0.77 | Sufficient |
| 32 | 31 | 22 | 0.71 | Sufficient |
| 33 | 31 | 24 | 0.77 | Sufficient |
| 34 | 31 | 24 | 0.77 | Sufficient |
| 35 | 31 | 17 | 0.55 | Sufficient |
| 36 | 31 | 24 | 0.77 | Sufficient |
| 37 | 31 | 23 | 0.74 | Sufficient |
| 38 | 31 | 23 | 0.74 | Sufficient |
| 39 | 31 | 24 | 0.77 | Sufficient |
| 40 | 31 | 23 | 0.74 | Sufficient |

Appendix 8

The Division of the Odd Number (X) and the Even Number (Y)

| No. | Odd (X) | Even (Y) | X² | Y² | X*Y |
|--------------|----------------|-----------------|----------------------|----------------------|-------------|
| 1 | 16 | 14 | 256 | 196 | 224 |
| 2 | 16 | 15 | 256 | 225 | 240 |
| 3 | 13 | 14 | 169 | 196 | 182 |
| 4 | 17 | 16 | 289 | 256 | 272 |
| 5 | 5 | 7 | 25 | 49 | 35 |
| 6 | 15 | 16 | 225 | 256 | 240 |
| 7 | 16 | 14 | 256 | 196 | 224 |
| 8 | 15 | 16 | 225 | 256 | 240 |
| 9 | 12 | 15 | 144 | 225 | 180 |
| 10 | 12 | 16 | 144 | 256 | 192 |
| 11 | 12 | 14 | 144 | 196 | 168 |
| 12 | 15 | 15 | 225 | 225 | 225 |
| 13 | 11 | 14 | 121 | 196 | 154 |
| 14 | 14 | 15 | 196 | 225 | 210 |
| 15 | 15 | 14 | 225 | 196 | 210 |
| 16 | 16 | 16 | 256 | 256 | 256 |
| 17 | 17 | 15 | 289 | 225 | 255 |
| 18 | 12 | 16 | 144 | 256 | 192 |
| 19 | 13 | 14 | 169 | 196 | 182 |
| 20 | 16 | 15 | 256 | 225 | 240 |
| 21 | 12 | 14 | 144 | 196 | 168 |
| 22 | 16 | 16 | 256 | 256 | 256 |
| 23 | 16 | 17 | 256 | 289 | 272 |
| 24 | 11 | 16 | 121 | 256 | 176 |
| 25 | 16 | 14 | 256 | 196 | 224 |
| 26 | 15 | 15 | 225 | 225 | 225 |
| 27 | 11 | 14 | 121 | 196 | 154 |
| 28 | 12 | 15 | 144 | 225 | 180 |
| 29 | 12 | 14 | 144 | 196 | 168 |
| 30 | 11 | 13 | 121 | 169 | 143 |
| 31 | 15 | 15 | 225 | 225 | 225 |
| Total | 425 | 454 | 6027 | 6736 | 6312 |

The Analysis Using Split Half Odd and Even Formula

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

$$r_{xy} = \frac{31(6312) - (425)(454)}{\sqrt{[31(6027) - (425)^2][31(6736) - (454)^2]}}$$

$$r_{xy} = \frac{195672 - 192950}{\sqrt{[186837 - 180625][208816 - 206116]}}$$

$$r_{xy} = \frac{2722}{\sqrt{[6212][2700]}}$$

$$r_{xy} = \frac{2722}{\sqrt{16772400}}$$

$$r_{xy} = \frac{2722}{4095,41} = 0,664$$

Estimating the Full Score of Reliability Coefficient

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0,664}{1 + 0,664} = \frac{1,328}{1,664} = 0,798$$

The Students Post Test Score

| No. | Experimental Class | | Control Class | |
|-----|--------------------|-------|-------------------|-------|
| | Students' Initial | Score | Students' Initial | Score |
| 1 | AOP | 63 | BJV | 60 |
| 2 | ARM | 68 | BN | 56 |
| 3 | ANA | 56 | DAR | 63 |
| 4 | ANL | 73 | DTW | 53 |
| 5 | AS | 75 | EYRM | 63 |
| 6 | BS | 73 | EHS | 56 |
| 7 | B | 68 | FR | 58 |
| 8 | CNS | 63 | FT | 53 |
| 9 | DTI | 68 | FA | 56 |
| 10 | DIF | 73 | FDK | 78 |
| 11 | ECP | 68 | HFP | 70 |
| 12 | H | 75 | HR | 53 |
| 13 | IF | 58 | HFR | 78 |
| 14 | IL | 78 | IU | 58 |
| 15 | KTA | 80 | IA | 80 |
| 16 | MWA | 63 | MH | 80 |
| 17 | M | 75 | MBF | 55 |
| 18 | MAY | 68 | MFJ | 58 |
| 19 | MW | 73 | MY | 65 |
| 20 | NPR | 65 | MBRR | 63 |
| 21 | NRA | 68 | MD | 53 |
| 22 | NGAH | 73 | NU | 58 |
| 23 | RSW | 78 | PDL | 65 |
| 24 | RO | 63 | RNDAN | 53 |
| 25 | SRU | 73 | SN | 73 |
| 26 | SD | 75 | SR | 53 |
| 27 | SW | 63 | SK | 56 |
| 28 | WF | 68 | ST | 63 |
| 29 | WAPYTM | 70 | VVDA | 75 |
| 30 | YG | 56 | YH | 80 |
| 31 | ZYD | 63 | YAL | 70 |

The Tabulation of the Students Post Test Score

| No. | Experimental Class | | Control Class | |
|--------------|--------------------|----------------|---------------|----------------|
| | X | X ² | Y | Y ² |
| 1 | 63 | 3969 | 60 | 3600 |
| 2 | 68 | 4624 | 56 | 3136 |
| 3 | 56 | 3136 | 63 | 3969 |
| 4 | 73 | 5329 | 53 | 2809 |
| 5 | 75 | 5625 | 63 | 3969 |
| 6 | 73 | 5329 | 56 | 3136 |
| 7 | 68 | 4624 | 58 | 3364 |
| 8 | 63 | 3969 | 53 | 2809 |
| 9 | 68 | 4624 | 56 | 3136 |
| 10 | 73 | 5329 | 78 | 6084 |
| 11 | 68 | 4624 | 70 | 4900 |
| 12 | 75 | 5625 | 53 | 2809 |
| 13 | 58 | 3364 | 78 | 6084 |
| 14 | 78 | 6084 | 58 | 3364 |
| 15 | 80 | 6400 | 80 | 6400 |
| 16 | 63 | 3969 | 80 | 6400 |
| 17 | 75 | 5625 | 55 | 3025 |
| 18 | 68 | 4624 | 58 | 3364 |
| 19 | 73 | 5329 | 65 | 4225 |
| 20 | 65 | 4225 | 63 | 3969 |
| 21 | 68 | 4624 | 53 | 2809 |
| 22 | 73 | 5329 | 58 | 3364 |
| 23 | 78 | 6084 | 65 | 4225 |
| 24 | 63 | 3969 | 53 | 2809 |
| 25 | 73 | 5329 | 73 | 5329 |
| 26 | 75 | 5625 | 53 | 2809 |
| 27 | 63 | 3969 | 56 | 3136 |
| 28 | 68 | 4624 | 63 | 3969 |
| 29 | 70 | 4900 | 75 | 5625 |
| 30 | 56 | 3136 | 80 | 6400 |
| 31 | 63 | 3969 | 70 | 4900 |
| Total | 2133 | 147985 | 1955 | 125927 |
| Mean | 68.81 | | 63.06 | |

The Analyzing Post Test Score By Using Independent Sample t-test Formula

a. Calculating the individual score deviation square of M_x

$$\sum X_2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum X_2 = 147985 - \frac{(2133)^2}{31}$$

$$\sum X_2 = 147985 - \frac{4549689}{31}$$

$$\sum X_2 = 147985 - 146764,16$$

$$\sum X_2 = 1220,84$$

b. Calculating the individual score deviation square of M_y

$$\sum Y_2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\sum Y_2 = 125927 - \frac{(1955)^2}{31}$$

$$\sum Y_2 = 125927 - \frac{3822025}{31}$$

$$\sum Y_2 = 125927 - 123291,13$$

$$\sum Y_2 = 2635,87$$

c. Calculating t-test of vocabulary achievement

$$T_{\text{test}} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$T_{\text{test}} = \frac{68,81 - 63,06}{\sqrt{\left(\frac{1220,84 + 2635,87}{31 + 31 - 2}\right) \left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$T_{\text{test}} = \frac{5,75}{\sqrt{\left(\frac{3856,71}{60}\right) \left(\frac{2}{31}\right)}}$$

$$T_{\text{test}} = \frac{5,75}{\sqrt{(64,2785)(0,0645)}}$$

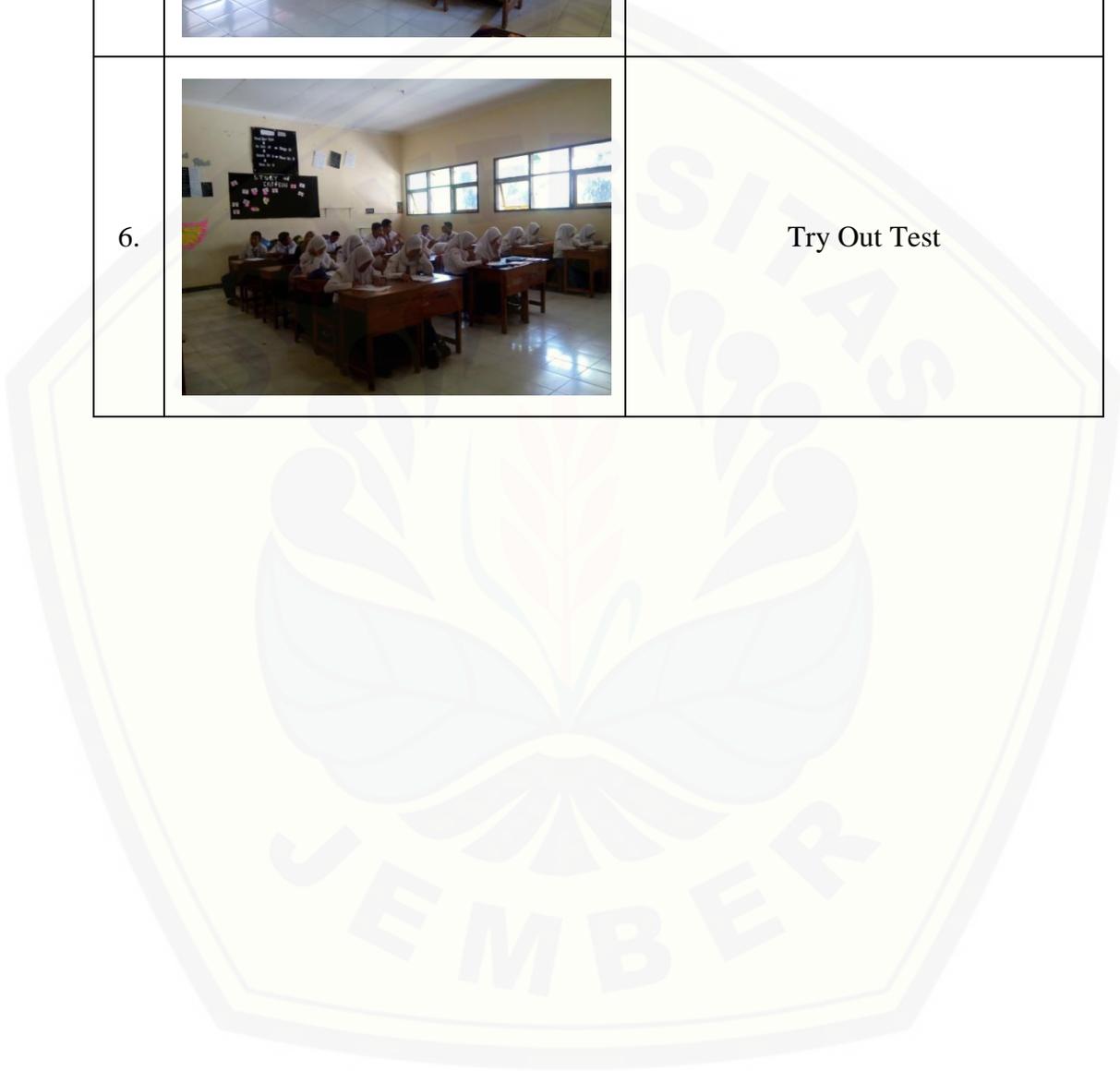
$$T_{\text{test}} = \frac{5,75}{\sqrt{4,1459}} = \frac{5,75}{2,036} = 2,824$$



The Pictures of the Students' Activity in the Classroom

| No. | Picture | Activity |
|-----|---|--|
| 1. |  | Homogeneity Test |
| 2. |  | Teaching and Learning Process in Experimental Class |
| 3. |  | The Students was doing the task by using Word Detective Strategy |
| 4. |  | Teaching and Learning Process in Control Class |

| | | |
|----|--|---------------------------------|
| 5. |  A photograph of a classroom where several students are seated at wooden desks, focused on their work. The room has large windows on the left and a banner on the wall that reads 'FOSFOR'. | The Students was doing the task |
| 6. |  A photograph of a classroom during a try out test. Students are seated at desks, and a blackboard with mathematical equations is visible in the background. | Try Out Test |

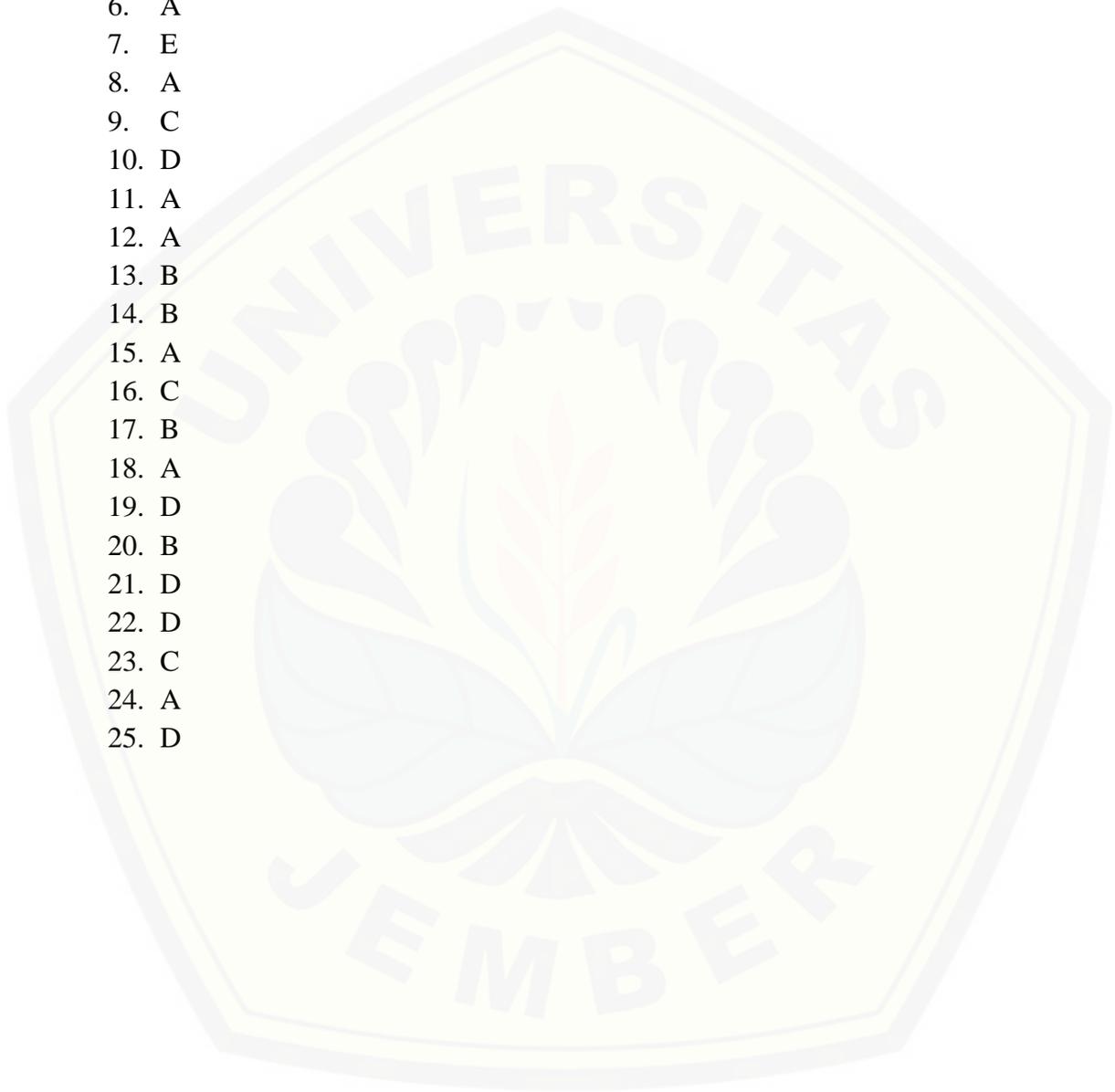


8. Soraya cries because her leg
- a. **hurts**
 - b. moves
 - c. melts
 - d. brakes
 - e. cuts
9. We can the city scenery from the top floor.
- a. watch
 - b. imagine
 - c. **see**
 - d. visit
 - e. respect
10. You should to the doctor about your condition.
- a. speak
 - b. come
 - c. appear
 - d. **talk**
 - e. use
11. Alex like a baby because he broke up with his girl friend.
- a. **cries**
 - b. studies
 - c. finds
 - d. posses
 - e. smiles
12. I swimming once a week.
- a. **go**
 - b. play
 - c. arrive
 - d. come
 - e. exist
13. The snow begins to in the summer.
- a. enjoy
 - b. **thaw**
 - c. melt
 - d. break
 - e. smash
14. Maria is a girl. She takes care of a snake.
- a. ugly
 - b. **brave**
 - c. beautiful
 - d. cheerful
 - e. weak
15. My younger brother is He wants to know everything.
- a. **curious**
 - b. wise
 - c. small
 - d. thin
 - e. young
16. Jasmine smells Everybody in that room loves its smell.
- a. stink
 - b. fishy
 - c. **fragrant**
 - d. sweet
 - e. rough

17. Maria is as as Soraya. They are 170 cm.
a. big
b. tall
c. high
d. smart
e. long
18. My room is, so I can play basketball inside.
a. spacious
b. free
c. big
d. tidy
e. small
19. They speak..... I cannot focus on my task.
a. easily
b. hard
c. slowly
d. loudly
e. deeply
20. Be careful! The floor is You have to walk slowly if you don't want to fall down.
a. dirty
b. slippery
c. silky
d. soft
e. heavy
21. You can buy paracetamol in a to cure your fever.
a. book store
b. jeweler
c. post office
d. drug store
e. pet shop
22. We should have a rest because we are tired.
a. probably
b. enough
c. nearly
d. really
e. rapidly
23. No dust is found. Maria sweeps the floor
a. rapidly
b. slowly
c. cleanly
d. badly
e. usually
24. Alex speaks English He doesn't need a longer time to think what to say.
a. fluently
b. clearly
c. highly
d. seriously
e. badly
25. I have to find my pen those ten pens.
a. between
b. in
c. under
d. among
e. across

ANSWER KEY

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





RPP
RENCANA PELAKSANAAN PEMBELAJARAN
SMAN 1 PAKUSARI
(Experimental Class I)

Oleh :

ShabrinaAnindyaPuteri

120210401059

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS JEMBER
TAHUN 2016

LESSON PLAN

| | |
|--------------------|---|
| Level | : Senior High School |
| Subject | : English |
| Grade/Semester | : XI/2 |
| Language Component | : Vocabulary (Integrated to Reading) |
| Genre Text | : Narrative Text |
| Time Allocation | : 2 X 45 Minutes |

I. Standard Competence

8. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

II. Basic Competence

- 8.8. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

III. Indicators

- a. Cognitive
- Product
 1. Mentioning the meaning of the words in narrative text.
 - Process
 1. Giving the meaning of the words based on the context in narrative text.
 2. Classifying the part of speech (nouns, verbs, adjectives and adverbs) of the words in narrative text.
- b. Affective
1. Showing responsibility in doing the task in teaching learning process.
 2. Showing respect to the teacher and the other students in teaching learning process.

IV. Learning Objectives

- a. Cognitive
- Product
 1. Students are able to mention the correct meaning of the words in narrative text.

- Process
 1. Students are able to give the meaning of the words based on the context in narrative text.
 2. Students are able to classify the part of speech (nouns, verbs, adjectives and adverbs) of the words in narrative text.

b. Affective

1. Students are able to show responsibility in teaching and learning process.
2. Students are able to show respect to the teacher and the other students in teaching learning process.

V. Learning Material

Learning materials are enclosed.

VI. Learning Approach, Method and Technique

Approach : Contextual Teaching Learning

Strategy : Word Detective Strategy

VII. Teaching and Learning Activities

| No. | Teacher's Activities | Students' Activities | Time |
|------------|--|--|------------|
| I. | Set Induction | | |
| | 1. Greeting the students | Responding the greeting. | 5 Minutes |
| | 2. Checking the students' attendance list | Responding the teacher. | |
| | 3. Showing two pictures about a mouse deer and an elephant. | Paying attention to the picture | |
| | 4. Asking some leading questions. | Answering the leading questions. | |
| | 5. Stating the objectives | Paying attention. | |
| II. | Main Activities | | |
| | 1. Giving explanation about part of speech (nouns, verbs, adjective, and adverbs) and also word parts (Prefix and Suffix). | Paying attention | 10 minutes |
| | 2. Giving the students a text to be analyzed. | Analyzing the text. | 5 minutes |
| | 3. Asking the students to give the meaning of the words based on the context in pairs. | Analyzing the meaning based on the context. | 20 minutes |
| | 4. Asking the students to break the word apart to look for the root | Breaking the word apart to look for the root word, suffix or prefix. | 20 minutes |

| | | | |
|-------------|--|--|------------|
| | word,suffix or prefix in pairs. | | |
| | 5. Checking the students' answers and giving feedback to the students' | Paying attention and responding the teacher. | 15 minutes |
| | 6. Asking the students to recheckthe meaning of the word in the text. | Rechecking the meaning of the word. | 5 minutes |
| | 7. Asking the students to submit their works. | Submitting their works. | 5 minutes |
| III. | Closing | | |
| | 1. Guiding the students to make a conclusion. | Stating the conclusion. | 5 Minutes |
| | 2. Parting the students | Responding the teacher. | |

VIII. Media and Sources

a. Media

1. Power Point
2. Laptop
3. LCD Projector
4. Students' work sheets

b. Sources

1. Redman.S. 2001.*English Vocabulary in Use: Pre-intermediate &intermediate*.Jakarta: PenerbitErlangga.
2. <http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html>

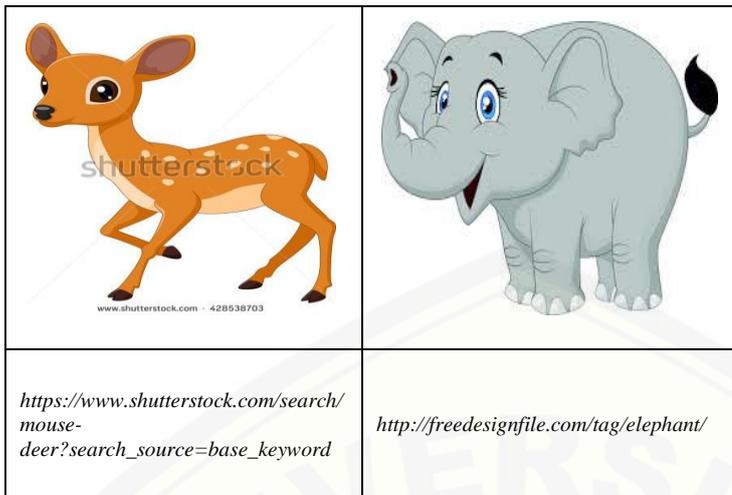
IX. Assessment

Product assessment is conducted after the teaching learning process (posttest).

Jember, September 2016

The Researcher

Shabrina Anindya Puteri

ENCLOSURE**1. Leading Question**

1. Do you know what the picture is about?
2. Have you ever read story about this animal?
3. How about this one?
4. What is the picture about?
5. Have you ever known the story about this animal?
6. Do you like those stories?

2. Narrative Text

A text used to amuse, to entertain, and to deal with actual or vicarious experience in different ways.

3. Generic Structures of Narrative text

- a. Orientation
Used to introduce the characters of the story, the time and the place where the story occurred.
- b. Complication
A series of events which is the main character attempts to solve the problem.
- c. Resolution
The ending of the story contains a problem solution.

4. Example of Narrative Text**A Mouse Deer and an Elephant**

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer asked for help but no one heard him. He felt hopeless to escape from the trap. He waited and waited and finally an elephant came.

He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, “Come down here! Come down to this hole so you can help me get out!” The elephant agreed foolishly and followed the order of the mouse deer. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the body of elephant and then hopped out of the hole. He was free, leaving the elephant trapped in the hole in turn.

(Taken and adapted from <http://englishadmin.com/2013/09/narrative-text-fable-story-mouse-deer-and-elephant.html>).

5. Material of Part of Speech (Nouns, Verbs, Adjectives, Adverbs)

e. Nouns

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea.

The examples are: Ahmad, book, doctor, etc.

f. Verbs

Verb is a word (or group of words) which is used in describing an action, experience or state.

The examples are: study, run, go, etc.

g. Adjectives

Adjective is a word that gives more information about a noun or pronoun. Adjective is a word that refers to a characteristic of a noun.

The examples are: beautiful, handsome, ugly, etc.

h. Adverbs

Adverb is a word (or group of words) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverb generally indicates information about location, time, degree, and manner. It provides extra information about the action in a sentence. There are some kinds of adverbs:

5. Adverbs of Place

Adverbs of place are words that give information about location or place.

The examples are: here, at home, and in the school.

6. Adverbs of Time

Adverbs of time are words that give information about time.

The examples are: today, in the morning, and at noon.

7. Adverbs of Manner

Adverbs of manner are words that give information about manner.

The examples are: carefully, slowly, and gracefully.

8. Adverbs of Degree

Adverbs of degree are words that give information about degree of an adjective or another adverb.

The examples are: That child is very sweet. (Adverb of degree about an adjective)

She works extremely efficiently. (Adverb of degree about another adverb)

6. Exercise

The Goose and the Golden Eggs

Once upon a time, there was a **farmer** who lived in an **unreachable** small village. His life was rated **poorly**. He took care of a goose in his farm. One day, he went to the nest of his goose and he **surprisingly** found an egg. The egg was yellow and **shiny**. When he picked it up, it was heavy as a rock. He wanted to throw it away because he thought that someone was playing a **tricky** thing. However, he took it home, and **discovered** that it was an egg of pure gold.

A day after he went to the market **hurriedly** to sell the egg. He **offered** every seller to buy his egg but everybody **disbelieved** in his golden egg. In the dusk, he **eventually** met a buyer and got a lot of money. Every morning the goose laid another golden egg, and the farmer soon became rich by **selling** the eggs.

As he grew rich, he also grew **greedy**. "Why should I wait to get only one egg a day?" he thought. "I will cut open the goose and take all the eggs out of her at once."

When the goose heard the farmer's **madness**, she **scurried** away to a nearby farm. So, when the farmer came out the next day, do you know what he found in the goose's nest? He got nothing!

(Adapted from <http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html>)

a. Find the word meaning based on the context clues, the root word of the word and analyze the word parts.

1. The context clue :
- The root word :(N,V,Adj,Adv)
- Suffix :
- Prefix :
- The meaning of farmer =(N,V,Adj,Adv)

2. The context clue :
- The root word :(N,V,Adj,Adv)
- Suffix :
- Prefix :
- The meaning of shiny =(N,V,Adj,Adv)

3. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of discovered =(N,V,Adj,Adv)

4. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of selling=(N,V,Adj,Adv)

5. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of greedy =(N,V,Adj,Adv)

6. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of unreachable =(N,V,Adj,Adv)

7. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of poorly =(N,V,Adj,Adv)

8. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of surprisingly =(N,V,Adj,Adv)

9. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of tricky =(N,V,Adj,Adv)

10. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of hurriedly =(N,V,Adj,Adv)

11. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of offered =(N,V,Adj,Adv)
12. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of disbelieved =(N,V,Adj,Adv)
13. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of eventually =(N,V,Adj,Adv)
14. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of scurried =(N,V,Adj,Adv)
15. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of madness =(N,V,Adj,Adv)

7. Answer Key

1. The context clue : he took care of a goose in his farm
 The root word : farm (Noun)
 Suffix : -er
 Prefix : -
 The meaning of farmer = petani (Noun)
2. The context clue : the egg was yellow and shiny
 The root word : shine (Noun)
 Suffix : -y
 Prefix : -
 The meaning of shiny = berkilauan (Adjective)

3. The context clue : at the first he feel someone make a tricky thing but finally it was an egg of pure gold.
The root word : discover (Verb)
Suffix : -ed
Prefix : -
The meaning of discovered= menemukan (Verb)
4. The context clue : he went to the market hurriedly to sell
The root word : sell (Verb)
Suffix : -ing
Prefix : -
The meaning of selling= menjual (Noun)
5. The context clue : “Why should I have to wait to get only one egg a day?”
The root word : greed (Noun)
Suffix : -y
Prefix : -
The meaning of greed= tamak (Adjective)
6. The context clue : there is a farmer lived in unreachable small village.
The root word : reach (Verb)
Suffix : -able
Prefix : un-
The meaning of unreachable = tak dapat dijangkau (Adjective)
7. The context clue : he took care of a goose in his farm
The root word : poor (Noun)
Suffix : -ly
Prefix : -
The meaning of poorly = dengan miskin (Adverb)
8. The context clue :found an egg. The egg was yellow and shiny.
The root word : surprise
Suffix : -ing and -ly
Prefix : -
The meaning of surprisingly = anehnya (Adverb)
9. The context clue : He wanted to throw it away because he thought that someone was playing him
The root word : trick (Noun)
Suffix : -y
Prefix : -
The meaning of tricky = penuh akal (Adjective)

10. The context clue : a day after he went to the market hurriedly
The root word : hurry (Noun)
Suffix : -ed and -ly
Prefix : -
The meaning of hurriedly = tergesa-gesa (Adverb)
11. The context clue : every seller to buy his egg
The root word : offer (Verb)
Suffix : -ed
Prefix : -
The meaning of offered = menawarkan (Verb)
12. The context clue : but everybody disbelieved in his golden egg
The root word : believe (Verb)
Suffix : -ed
Prefix : dis-
The meaning of disbelieved = tidak percaya (Verb)
13. The context clue : eventually met a buyer
The root word : eventual (Adjective)
Suffix : -ly
Prefix : -
The meaning of eventually = pada akhirnya (Adverb)
14. The context clue : she scurried away to a nearby farm.
The root word : scurry (Verb)
Suffix : -ed
Prefix : -
The meaning of scurried = terburu-buru (Verb)
15. The context clue : "I will cut open the goose and take all the eggs out of her at once."
The root word : mad (Adjective)
Suffix : -ness
Prefix : -.
The meaning of madness = kegilaan (Noun)



RPP

RENCANA PELAKSANAAN PEMBELAJARAN

SMAN 1 PAKUSARI

(Experimental Class II)

Oleh :

Shabrina Anindya Puteri

120210401059

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS JEMBER

TAHUN 2016

LESSON PLAN

| | |
|--------------------|---|
| Level | : Senior High School |
| Subject | : English |
| Grade/Semester | : XI/2 |
| Language Component | : Vocabulary (Integrated to Reading) |
| Genre Text | : Narrative Text |
| Time Allocation | : 2 X 45 Minutes |

I. Standard Competence

8. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

II. Basic Competence

- 8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

III. Indicators**a. Cognitive**

- Product
 1. Mentioning the meaning of the words in narrative text.
- Process
 1. Giving the meaning of the words based on the context in narrative text.
 2. Classifying the part of speech (nouns, verbs, adjectives and adverbs) of the words in narrative text.

b. Affective

1. Students are able to show responsibility in teaching and learning process.
2. Students are able to show respect to the teacher and the other students in teaching learning process.

IV. Learning Objectives**a. Cognitive**

- Product
 1. Students are able to mention the correct meaning of the words in narrative text.

- Process
 1. Students are able to give the meaning of the words based on the context in narrative text.
 2. Students are able to classify the part of speech (nouns, verbs, adjectives and adverbs) of the words in narrative text.

b. Affective

1. Students are able to show responsibility in teaching learning process.
2. Students are able to show respect to the teacher and the other students in teaching learning process.

V. Learning Material

Learning materials are enclosed.

VI. Learning Approach, Method and Technique

Approach : Contextual Teaching Learning

Strategy : Word Detective Strategy

VII. Teaching and Learning Activities

| No. | Teacher's Activities | Students' Activities | Time |
|------------|---|--|------------|
| I. | Set Induction | | |
| | 1. Greeting the students | Responding the greeting. | 5 Minutes |
| | 2. Checking the students' attendance list | Responding the teacher. | |
| | 3. Asking some leading questions. | Answering the leading questions. | |
| | 4. Stating the objectives | Paying attention. | |
| II. | Main Activities | | |
| | 1. Reviewing explanation about word parts. | Paying attention. | 10 Minutes |
| | 2. Giving the students a text to be analyzed. | Analyzing the text. | 5 minutes |
| | 3. Asking the students to give the meaning of the words based on the context. | Analyzing the meaning based on the context. | 20 Minutes |
| | 4. Asking the students to break the word apart to look for the root word, suffix or prefix. | Breaking the word apart to look for the root word, suffix or prefix. | 20 Minutes |
| | 5. Checking the students' answers and giving feedback to the students' | Paying attention and responding the teacher. | 15 Minutes |
| | 6. Asking the students to recheck the meaning of | Rechecking the meaning of the word. | 5 minutes |

| | | | |
|-------------|---|-------------------------|-----------|
| | the word in the text. | | |
| | 7. Asking the students to submit their works. | Submitting their works. | 5 minutes |
| III. | Closing | | |
| | 1. Guiding the students to make a conclusion. | Stating the conclusion. | 5 Minutes |
| | 2. Parting the students | Responding the teacher. | |

VIII. Media and Sources

a. Media

1. Power Point
2. Laptop
3. LCD Projector
4. Students' work sheets

b. Sources

1. Redman.S. 2001.*English Vocabulary in Use: Pre-intermediate & intermediate*. Jakarta: Penerbit Erlangga.
2. <http://www.sekolahbahasainggris.com/1000-contoh-narrative-text-pendek/>

IX. Assessment

Product assessment is conducted after the teaching learning process (posttest).

Jember, September 2016

The Researcher

Shabrina Anindya Puteri

ENCLOSURE

1. Leading Question

- a. Do you remember about the last lesson?
- b. What was the last lesson?
- c. What do you remember about narrative text?
- d. What is narrative text?
- e. Mention the generic structures of narrative text!

2. Narrative Text

A text used to amuse, to entertain, and to deal with actual or vicarious experience in different ways.

3. Generic Structures of Narrative text

- a. Orientation
Used to introduce the characters of the story, the time and the place where the story occurred.
- b. Complication
A series of events which is the main character attempts to solve the problem.
- c. Resolution
The ending of the story contains a problem solution.

4. Example of Narrative Text

A Mouse deer and an Elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer asked for help but no one heard him. He felt hopeless to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" The elephant agreed foolishly and followed the order of the mouse deer. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the body of elephant and then hopped out of the hole. He was free, leaving the elephant trapped in the hole in turn.

(Taken and adapted from <http://englishadmin.com/2013/09/narrative-text-fable-story-mouse-deer-and-elephant.html>).

5. Material of Part of Speech (Nouns, Verbs, Adjectives, Adverbs)

a. Nouns

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea.

The examples are: Ahmad, book, doctor, etc.

b. Verbs

Verb is a word (or group of words) which is used in describing an action, experience or state.

The examples are: study, run, go, etc.

c. Adjectives

Adjective is a word that gives more information about a noun or pronoun. Adjective is a word that refers to a characteristic of a noun.

The examples are: beautiful, handsome, ugly, etc.

d. Adverbs

Adverb is a word (or group of words) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverb generally indicates information about location, time, degree, and manner. It provides extra information about the action in a sentence. There are some kinds of adverbs:

1. Adverbs of Place

Adverbs of place are words that give information about location or place.

The examples are: here, at home, and in the school.

2. Adverbs of Time

Adverbs of time are words that give information about time.

The examples are: today, in the morning, and at noon.

3. Adverbs of Manner

Adverbs of manner are words that give information about manner.

The examples are: carefully, slowly, and gracefully.

4. Adverbs of Degree

Adverbs of degree are words that give information about degree of an adjective or another adverb.

The examples are: That child is very sweet. (Adverb of degree about an adjective)

She works extremely efficiently. (Adverb of degree about another adverb)

6. Exercise

Queen of Arabia and Three Sheikhs

Once upon a time there was a queen of Arabian, **namely** Maura. She had high **popularity** because she was the most **beautiful** lady who had many **suitors**. Almost of all suitors were **discarded** one by one. Lastly, there were only three sheikhs left in the list. Those three sheikhs were young and handsome. They were strong and also rich, yet she was still in **hesitation**. The queen **hardly** decided who would be the only one being the **suitable** husband.

One day in the night, the **attractive** queen, Maura **disguised** herself and went to the sheikhs' camps near her castle. She **intended** to test them all by asking something to eat. "I would like something to eat, please give me some meals" asked her. The first sheikh gave her some leftover food on the table. The second one gave her something strange, some **unappetizing** tail of camel. The last one who named Hakim offered the most tasty meat and tender. After the **lovely** occasion, the queen left the camp **ambitiously**.

The night after, the queen invited those three sheikhs to have a dinner at her castle. She ordered the same foods as which had been given to the queen in the night before. The first sheikhs who had given leftover the food got the same menu and he ate the entire menu **personally** himself. The second one who had given the unappetizing tail of camel got the same and ate by himself. The last one, hakim, got the same menu as what he had given to the queen, but he didn't want to eat it if the people around him could not get it too.

The Arabian queen was **smiling**. She was in the **joyfulness** moment after had been waiting for a long time. She said "Hakim, you are the person who I am in **searching** of. Now I am going to set down to the **announcement** that you are the person whom I will marry with" He is **incomparable** to the other sheiks. In the end, Maura and Hakim got married. They lived happily ever after.

(Adapted from <http://www.sekolahbahasainggris.com/1000-contoh-narrative-text-pendek/>)

b. Find the word meaning based on the context clues, the root word of the word and analyze the word parts.

1. The context clue :
- The root word :(N,V, Adj,Adv)
- Suffix :
- Prefix :
- The meaning of namely = (N,V,Adj,Adv)

2. The context clue :
- The root word :(N,V,Adj,Adv)
- Suffix :
- Prefix :
- The meaning of popularity =(N,V,Adj,Adv)

3. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of beautiful =(N,V,Adj,Adv)
4. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of suitor =(N,V,Adj,Adv)
5. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of discarded =(N,V,Adj,Adv)
6. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of hesitation =(N,V,Adj,Adv)
7. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of hardly =(N,V,Adj,Adv)
8. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of suitable =(N,V,Adj,Adv)
9. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of attractive =(N,V,Adj,Adv)

10. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of disguised =(N,V,Adj,Adv)
11. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of unappetizing=(N,V,Adj,Adv)
12. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of lovely =(N,V,Adj,Adv)
13. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of ambitiously =(N,V,Adj,Adv)
14. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of personally =(N,V,Adj,Adv)
15. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of smiling =(N,V,Adj,Adv)
16. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of joyfulness =(N,V,Adj,Adv)
17. The context clue :
The root word :(N,V,Adj,Adv)
Suffix :
Prefix :
The meaning of searching =(N,V,Adj,Adv)

18. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of announcement=(N,V,Adj,Adv)
19. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of intended =(N,V,Adj,Adv)
20. The context clue :
 The root word :(N,V,Adj,Adv)
 Suffix :
 Prefix :
 The meaning of incomparable=(N,V,Adj,Adv)

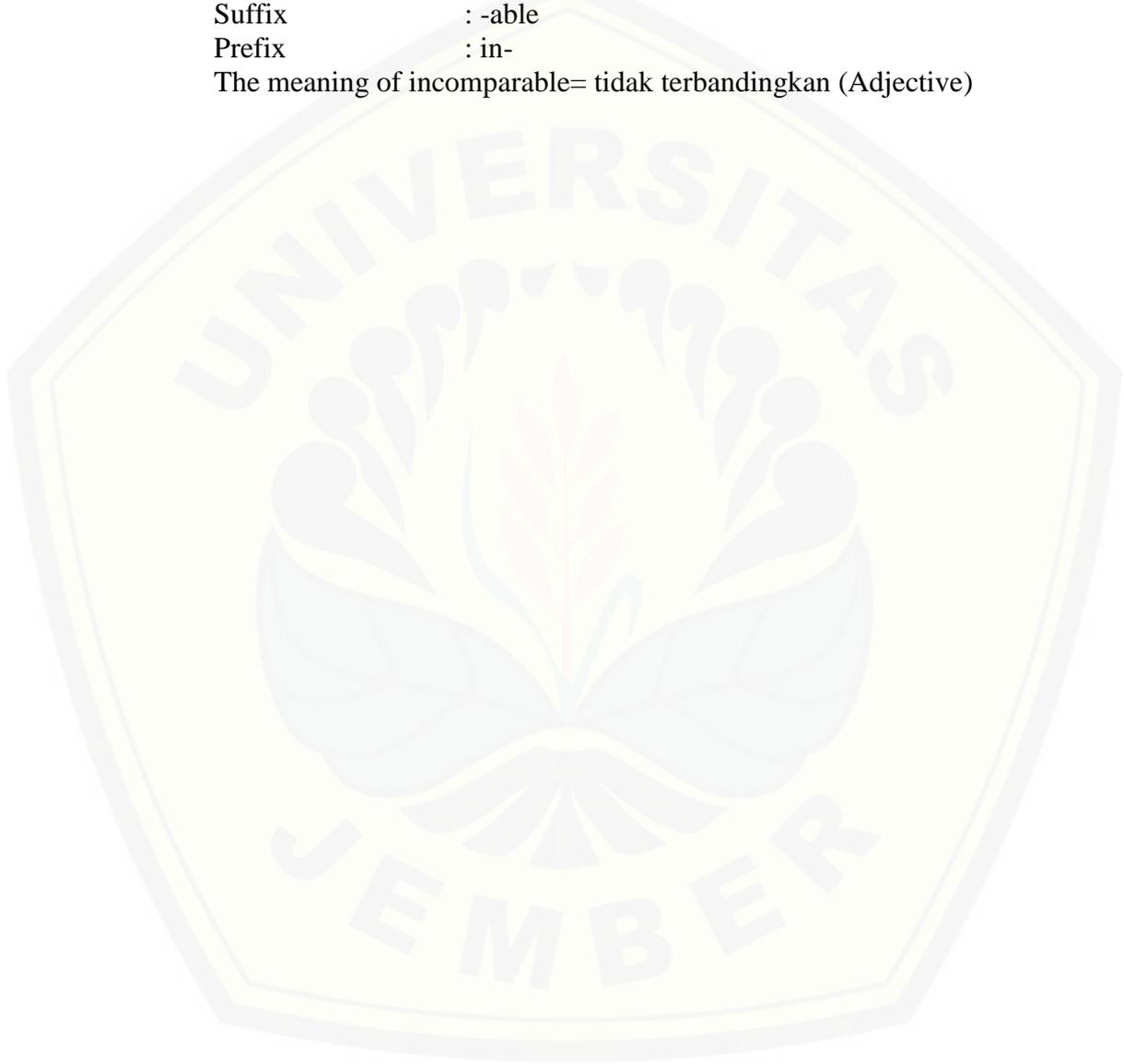
8. Answer Key

1. The context clue : after word namely there is a word Maura.
 The root word : name (Noun)
 Suffix : -ly
 Prefix : -
 The meaning of namely = yaitu (Adverb)
2. The context clue :because she was the most beautiful lady who had many suitors.
 The root word : popular (Adjective)
 Suffix : -ity
 Prefix : -
 The meaning of popularity = ketenaran (Noun)
3. The context clue : lady who had many suitors.
 The root word : beauty (Noun)
 Suffix : -ful
 Prefix : -
 The meaning of beautiful = cantik (Adjective)
4. The context clue : almost all suitors discarded one by one.
 The root word : suit (Noun)
 Suffix : -or
 Prefix : -
 The meaning of suitor = pelamar (Noun)

5. The context clue : almost all suitors were discarded one by one.
The root word : discard (Verb)
Suffix : -ed
Prefix : -
The meaning of discarded = dibuang (Verb)
6. The context clue : They were strong and also rich, yet she was still in hesitation
The root word : hesitate (Verb)
Suffix : -ion
Prefix : -
The meaning of hesitation = keragu-raguan (Noun)
7. The context clue : The queen dizzily decided who would be the only one
The root word : dizzy (Adjective)
Suffix : -ly
Prefix : -
The meaning of dizzily = dengan bingung (Adverb)
8. The context clue : the only one being the suitable husband.
The root word : suit (Noun)
Suffix : -able
Prefix : -
The meaning of suitable = pantas / cocok (Adjective)
9. The context clue : one day in the night, the attractive queen who had many suitors
The root word : attract (Verb)
Suffix : -ive
Prefix : -
The meaning of attractive = menarik (Adjective)
10. The context clue : Maura disguised herself to a poor person
The root word : disguise (Verb)
Suffix : -ed
Prefix : -
The meaning of disguised = menyamar (Verb)
11. The context clue :gave her something strange, some unappetizing camel's tail
The root word : appetite (Noun)
Suffix : -ing
Prefix : un-
The meaning of unappetizing = tidak enak (Adjective)

12. The context clue : After the lovely occasion
The root word : love
Suffix : -ly
Prefix : -
The meaning of lovely = menyenangkan (Adjective)
13. The context clue :the queen left the camp ambitiously
The root word : ambitious (Adjective)
Suffix : -ly
Prefix : -
The meaning of ambitiously= dengan penuh ambisi (Adverb)
14. The context clue : he ate the entire menu personally himself
The root word : personal (Adjective)
Suffix : -ly
Prefix : -
The meaning of personally= secara pribadi (Adverb)
15. The context clue : she was in the joyfulness moment
The root word : smile (Verb)
Suffix : -ing
Prefix : -
The meaning of smiling = tersenyum (Verb)
16. The context clue : the Arabian queen was smiling
The root word : joy (Noun)
Suffix : -ful and -ness
Prefix : -
The meaning of joyfulness= menggembarakan (Adjective)
17. The context clue : you are the person who I am searching of
The root word : search (Verb)
Suffix : -ing
Prefix : -
The meaning of searching= cari (verb)
18. The context clue : set down to the announcement that Hakim is the person whom I will marry with
The root word : announce (Verb)
Suffix : -ment
Prefix : -
The meaning of announcement= pengumuman (noun)

19. The context clue : She intended to test them all by asking something to eat
The root word : intend (Verb)
Suffix : -ed
Prefix : -
The meaning of intended = berniat (Verb)
20. The context clue : He is incomparable with the other sheiks
The root word : compare (Verb)
Suffix : -able
Prefix : in-
The meaning of incomparable= tidak terbandingkan (Adjective)





RPP
RENCANA PELAKSANAAN PEMBELAJARAN
SMAN 1 PAKUSARI
(Control Class I)

Oleh :

Shabrina Anindya Puteri

120210401059

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS JEMBER
TAHUN 2016

LESSON PLAN

| | |
|--------------------|-------------------------|
| Level | : Senior High School |
| Subject | : English |
| Grade/Semester | : XI/2 |
| Language Component | : Vocabulary |
| ` | (Integrated to Reading) |
| Genre Text | : Narrative Text |
| Time Allocation | : 2 X 45 Minutes |

I. Standard Competence

8. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

II. Basic Competence

- 8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

III. Indicators

a. Cognitive

- Product
 2. Mentioning the meaning of the words in narrative text.
- Process
 3. Giving the meaning of the words based on the context in narrative text.
 4. Classifying the part of speech (nouns, verbs, adjectives and adverbs) of the words in narrative text.

b. Affective

1. Showing responsibility in doing the task in teaching learning process.
2. Showing respect to the teacher and the other students in teaching learning process.

IV. Learning Objectives

a. Cognitive

- Product
 1. Students are able to mention the correct meaning of the words in narrative text.

- Process
 1. Students are able to give the meaning of the words based on the context in narrative text.
 2. Students are able to classify the part of speech (nouns, verbs, adjectives and adverbs) of the words in narrative text.

b. Affective

3. Students are able to show responsibility in doing the task in teaching learning process.
4. Students are able to show respect to the teacher and the other students in teaching learning process.

V. Learning Material

Learning materials are enclosed.

VI. Learning Approach, Method and Technique

Approach : Task Based Learning.

Method : Lecturing method.

VII. Teaching and Learning Activities

| No. | Teacher's Activities | Students' Activities | Time |
|------------|---|----------------------------------|------------|
| I. | Set Induction | | |
| | 1. Greeting the students | Responding the greeting. | 5 Minutes |
| | 2. Checking the students' attendance list | Responding the teacher. | |
| | 3. Showing two pictures of a mouse deer and an elephant | Paying attention to the picture | |
| | 4. Asking some leading question. | Answering the leading questions. | |
| | 5. Stating the objectives | Paying attention. | |
| II. | Main Activities | | |
| | 1. Giving explanation about narrative text | Paying attention. | 5 Minutes |
| | 2. Showing the examples of narrative text | Paying attention. | 5 Minutes |
| | 3. Giving explanation about part of speech (nouns, verbs, adjectives, adverbs). | Paying attention. | 10 Minutes |
| | 4. Asking the students to read a narrative text aloud. | Reading a narrative text aloud. | 5 Minutes |

| | | | |
|-------------|--|--|------------|
| | 5. Asking the students to do the exercises. | Doing the exercises. | 30 Minutes |
| | 6. Checking the students' answers and giving feedback to the students' | Paying attention and responding the teacher. | 15 Minutes |
| | 7. Asking the students to recheck the meaning of the word in the exercise. | Recheck the meaning of the word in the exercise. | 5 Minutes |
| | 8. Asking the students to submit their works. | Submitting their works. | 5 Minutes |
| III. | Closing | | |
| | 1. Guiding the students to make a conclusion. | Stating the conclusion. | 5 Minutes |
| | 2. Parting the students | Responding the teacher. | |

VIII. Media and Sources

a. Media

1. Power Point
2. Laptop
3. LCD Projector
4. Students' work sheets

b. Sources

1. Redman.S. 2001.*English Vocabulary in Use: Pre-intermediate & intermediate*. Jakarta: Penerbit Erlangga.

IX. Assessment

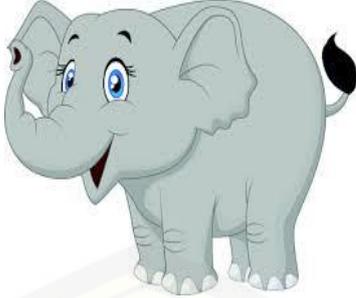
Product assessment is conducted after the teaching learning process (posttest).

Jember, September 2016

The Researcher

Shabrina Anindya Puteri

ENCLOSURE

| | |
|--|--|
|  <p>shutterstock www.shutterstock.com - 428538703</p> |  |
| <p>https://www.shutterstock.com/search/mouse-deer?search_source=base_keyword</p> | <p>http://freedesignfile.com/tag/elephant/</p> |

1. Leading Question

- a. Do you know what the picture is about?
- b. Have you ever read the story about this animal?
- c. Is it good story for you?
- d. How about this one?
- e. What is the picture about?
- f. Have you ever known the story about this animal?
- g. Do you like those stories?

2. Narrative Text

A text used to amuse, to entertain, and to deal with actual or vicarious experience in different ways.

3. Generic Structures of Narrative text

- a. Orientation
Used to introduce the characters of the story, the time and the place where the story occurred.
- b. Complication
A series of events which is the main character attempts to solve the problem.
- c. Resolution
The ending of the story contains a problem solution.

4. Example of Narrative Text**A Mouse deer and An Elephant**

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer asked for help but no one heard him. He felt hopeless to escape from the trap. He waited and waited and finally an elephant came.

He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" The elephant agreed foolishly and followed the order of the mouse deer. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the body of elephant and then hopped out of the hole. He was free, leaving the elephant trapped in the hole in turn.

(Taken and adapted from <http://englishadmin.com/2013/09/narrative-text-fable-story-mouse-deer-and-elephant.html>).

5. Material of Part of Speech (Nouns, Verbs, Adjectives, and Adverbs)

a. Nouns

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. There are some kinds of nouns as follows.

1. Concrete Nouns

Concrete nouns refer to things we can perceive with one of our sense.

The examples are: newspaper, glass, jewelry, etc.

2. Abstract Nouns

Abstract nouns refer to things that cannot be perceived by our sense.

The examples are: love, honesty, culture, etc.

3. Singular Nouns

Singular nouns are used when it refers to only one thing.

The examples are: box, man, child, etc.

4. Plural Nouns

Plural nouns are used when it represents more than one thing.

The examples are: boxes, men, children, etc.

5. Animate Nouns

Animate nouns refer to things that are alive.

The examples are: mouse, doctor, flower, etc.

6. Inanimate Nouns

Inanimate nouns refer to things that are not alive.

The examples are: table, glasses, furniture, etc.

7. Countable Nouns

Countable nouns refer to things that can be counted and we can also make them plural.

The examples are: hand, store, tissue, etc.

8. Uncountable Nouns

Uncountable nouns refer to things that cannot be counted and we cannot also make the plural.

The examples are: dust, energy, biology, etc.

9. Proper Nouns

Proper nouns refer to things that are actual names.

The examples are: Mary, John, Rachel, etc.

10. Common Nouns

Common nouns refer to things that are not actual names.

The examples are: girl, boy, woman, etc.

b. Verbs

Verb is a word (or group of words) which is used in describing an action, experience or state. There are some kinds of verbs:

1. Action Verbs

Action verbs are words that indicate actions.

The examples are: go, sing and revise.

2. Linking Verbs

Linking verbs are words that are not indicating actions.

The examples are: seem, sound and taste.

3. Transitive Verbs

Transitive verb is action verb that act upon something.

The examples are: I wrote a letter.

I threw a ball.

4. Intransitive Verbs

Intransitive verb is action verb that do not act upon something.

The examples are: I sleep on the bed.

She arrives tomorrow

There are two forms of verbs:

1. Regular Verbs

Regular verb has the same form in verb 2 and verb 3.

The examples are: call called called
 arrive arrived arrived

2. Irregular Verbs

Irregular verb has different form in verb 2 and verb 3.

The examples are: give gave given
 ring rang rung

c. Adjectives

Adjective is a word that gives more information about a noun or pronoun. Adjective is a word that refers to a characteristic of a noun.

The examples are: beautiful, handsome and ugly.

d. Adverbs

Adverb is a word (or group of words) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverb generally indicates information about location, time, degree, and manner. It provides extra information about the action in a sentence. There are some kinds of adverbs:

1. Adverbs of Place

Adverbs of place are words that give information about location or place.

The examples are: here, at home, and in the school.

2. Adverbs of Time
Adverbs of time are words that give information about time.
The examples are: today, in the morning, and at noon.
3. Adverbs of Manner
Adverbs of manner are words that give information about manner.
The examples are: carefully, slowly, and gracefully.
4. Adverbs of Degree
Adverbs of degree are words that give information about degree of an adjective or another adverb.
The examples are: That child is very sweet. (Adverb of degree about an adjective)
She works extremely efficiently. (Adverb of degree about another adverb)

6. Exercise

The Goose and the Golden Eggs

Once upon a time, there was a **farmer** who lived in an **unreachable** small village. His life was rated **poorly**. He took care of a goose in his farm. One day, he went to the nest of his goose and he **surprisingly** found an egg. The egg was yellow and **shiny**. When he picked it up, it was heavy as a rock. He wanted to throw it away because he thought that someone was playing a **tricky** thing. However, he took it home, and **discovered** that it was an egg of pure gold.

A day after he went to the market **hurriedly** to sell the egg. He **offered** every seller to buy his egg but everybody **disbelieved** in his golden egg. In the dusk, he **eventually** met a buyer and got a lot of money. Every morning the goose laid another golden egg, and the farmer soon became rich by **selling** the eggs.

As he grew rich, he also grew **greedy**. "Why should I wait to get only one egg a day?" he thought. "I will cut open the goose and take all the eggs out of her at once."

When the goose heard the farmer's **madness**, she **scurried** away to a nearby farm. So, when the farmer came out the next day, do you know what he found in the goose's nest? He got nothing!

(Adapted from <http://www.beljarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html>)

a. Find the word meaning based on the context in the text and the word class.

1. The meaning of farmer = (N, V, Adj, Adv)
2. The meaning of shiny = (N, V, Adj, Adv)
3. The meaning of discovered = (N, V, Adj, Adv)

4. The meaning of selling =(N, V, Adj, Adv)
5. The meaning of greedy =(N, V, Adj, Adv)
6. The meaning of unreachable =(N, V, Adj, Adv)
7. The meaning of poorly =(N, V, Adj, Adv)
8. The meaning of surprisingly =(N, V, Adj, Adv)
9. The meaning of tricky =(N, V, Adj, Adv)
10. The meaning of hurriedly =(N, V, Adj, Adv)
11. The meaning of offered =(N, V, Adj, Adv)
12. The meaning of disbelieved =(N, V, Adj, Adv)
13. The meaning of eventually =(N, V, Adj, Adv)
14. The meaning of scurried =(N, V, Adj, Adv)
15. The meaning of madness =(N, V, Adj, Adv)

7. Answer Key

1. The meaning of farmer = petani (Noun)
2. The meaning of shiny = berkilauan (Adjective)
3. The meaning of discovered= menemukan (Verb)
4. The meaning of selling= menjual (Noun)
5. The meaning of greedy = tamak (Adjective)
6. The meaning of unreachable = tak dapat dijangkau (Adjective)
7. The meaning of poorly = dengan miskin (Adverb)
8. The meaning of surprisingly = anehnya (Adverb)
9. The meaning of tricky = penuh akal (Adjective)
10. The meaning of hurriedly = tergesa-gesa (Adverb)
11. The meaning of offered = menawarkan (Verb)

12. The meaning of disbelieved = tidak percaya (Verb)
13. The meaning of eventually = pada akhirnya (Adverb)
14. The meaning of scurried = terburu-buru (Verb)
15. The meaning of madness = kegilaan (Noun)





RPP
RENCANA PELAKSANAAN PEMBELAJARAN
SMAN 1 PAKUSARI
(Control Class II)

Oleh :

Shabrina Anindya Puteri

120210401059

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS JEMBER
TAHUN 2016

LESSON PLAN

| | |
|-----------------|---|
| Level | : Senior High School |
| Subject | : English |
| Grade/Semester | : XI/2 |
| Language Skill | : Vocabulary (Integrated to Reading) |
| Theme | : Narrative Text |
| Time Allocation | : 2 X 45 Minutes |

I. Standard Competence

8. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

II. Basic Competence

- 8.1. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

III. Indicators

- a. Cognitive
- Product
 1. Mentioning the meaning of the words in narrative text.
 - Process
 1. Giving the meaning of the words based on the context in narrative text.
 2. Identifying the meaning of the words based on dictionary in narrative text.
- b. Affective
1. Showing responsibility in doing the task in teaching learning process.
 2. Showing respect to the teacher and the other students in teaching learning process.

IV. Learning Objectives

- a. Cognitive
- Product
 1. Students are able to mention the correct meaning of the words in narrative text.
 - Process
 1. Students are able to give the meaning of the words based on the context in narrative text.
 2. Students are able to identify the meaning of the words based on dictionary in narrative text.

b. Affective

1. Students are able to show responsibility in doing the task in teaching learning process.
2. Students are able to show respect to the teacher and the other students in teaching learning process.

V. Learning Material

Learning materials are enclosed.

VI. Learning Approach, Method and Technique

Approach : Task Based Learning

Method : Lecturing Method

VII. Teaching and Learning Activities

| No. | Teacher's Activities | Students' Activities | Time |
|------------|--|---|------------|
| I. | Set Induction | | |
| | 1. Greeting the students | Responding the greeting. | 5 Minutes |
| | 2. Checking the students' attendance list | Responding the teacher. | |
| | 3. Asking some leading questions. | Answering the leading questions. | |
| | 4. Stating the objectives | Paying attention. | |
| II. | Main Activities | | |
| | 1. Reviewing explanation about narrative text. | Paying attention. | 5 Minutes |
| | 2. Showing the examples of narrative. | Paying attention. | 5 Minutes |
| | 3. Reviewing explanation about part of speech (nouns, verbs, adjectives, adverbs). | Paying attention. | 5 Minutes |
| | 4. Asking the students to read a narrative text aloud. | Reading a narrative text aloud. | 5 Minutes |
| | 5. Asking the students to do the exercise. | Doing the exercise | 40 Minutes |
| | 6. Checking the students' answers and giving feedback to the students' | Paying attention and responding the teacher. | 10 Minutes |
| | 7. Asking the students to recheck the meaning of the word in the exercise. | Rechecking the meaning of the word in the exercise. | 5 Minutes |
| | 8. Asking the students to submit their works. | Submitting their works. | 5 Minutes |

| | | | |
|-------------|---|-------------------------|-----------|
| III. | Closing | | |
| | 1. Guiding the students to make a conclusion. | Stating the conclusion. | 5 Minutes |
| | 2. Parting the students | Responding the teacher. | |

VIII. Media and Sources

a. Media

1. Power Point
2. Laptop
3. LCD Projector
4. Students' work sheets

b. Sources

1. Redman.S. 2001.*English Vocabulary in Use: Pre-intermediate & intermediate*. Jakarta: Penerbit Erlangga.
2. <http://www.sekolahbahasainggris.com/1000-contoh-narrative-text-pendek/>

IX. Assessment

Product assessment is conducted after the teaching learning process (posttest).

Jember, September 2016

The Researcher

Shabrina Anindya Puteri

ENCLOSURE

1. Leading Question

1. Do you remember about the last lesson?
2. What was the last lesson?
3. What do you remember about narrative text?
4. What is narrative text?
5. Mention the generic structures of narrative text!

2. Narrative Text

A text used to amuse, to entertain, and to deal with actual or vicarious experience in different ways.

3. Generic Structures of Narrative text

- a. Orientation
Used to introduce the characters of the story, the time and the place where the story occurred.
- b. Complication
A series of events which is the main character attempts to solve the problem.
- c. Resolution
The ending of the story contains a problem solution.

4. Example of Narrative Text

A Mouse deer and An Elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer asked for help but no one heard him. He felt hopeless to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" The elephant agreed foolishly and followed the order of the mouse deer. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the body of elephant and then hopped out of the hole. He was free, leaving the elephant trapped in the hole in turn.

(Taken and adapted from <http://englishadmin.com/2013/09/narrative-text-fable-story-mouse-deer-and-elephant.html>).

5. Material of Part of Speech (Nouns, Verbs, Adjectives, and Adverbs)

a. Nouns

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. There are some kinds of nouns as follows.

1. Concrete Nouns

Concrete nouns refer to things we can perceive with one of our sense.

The examples are: newspaper, glass, jewelry, etc.

2. Abstract Nouns

Abstract nouns refer to things that cannot be perceived by our sense.

The examples are: love, honesty, culture, etc.

3. Singular Nouns

Singular nouns are used when it refers to only one thing.

The examples are: box, man, child, etc.

4. Plural Nouns

Plural nouns are used when it represents more than one thing.

The examples are: boxes, men, children, etc.

5. Animate Nouns

Animate nouns refer to things that are alive.

The examples are: mouse, doctor, flower, etc.

6. Inanimate Nouns

Inanimate nouns refer to things that are not alive.

The examples are: table, glasses, furniture, etc.

7. Countable Nouns

Countable nouns refer to things that can be counted and we can also make them plural.

The examples are: hand, store, tissue, etc.

8. Uncountable Nouns

Uncountable nouns refer to things that cannot be counted and we cannot also make the plural.

The examples are: dust, energy, biology, etc.

9. Proper Nouns

Proper nouns refer to things that are actual names.

The examples are: Mary, John, Rachel, etc.

10. Common Nouns

Common nouns refer to things that are not actual names.

The examples are: girl, boy, woman, etc.

b. Verbs

Verb is a word (or group of words) which is used in describing an action, experience or state. There are some kinds of verbs:

1. Action Verbs

Action verbs are words that indicate actions.

The examples are: go, sing and revise.

2. Linking Verbs

Linking verbs are words that are not indicating actions.

The examples are: seem, sound and taste.

3. Transitive Verbs

Transitive verb is action verb that act upon something.

The examples are: I wrote a letter.

I threw a ball.

4. Intransitive Verbs

Intransitive verb is action verb that do not act upon something.

The examples are: I sleep on the bed.

She arrives tomorrow

There are two forms of verbs:

1. Regular Verbs

Regular verb has the same form in verb 2 and verb 3.

The examples are: call called called
 arrive arrived arrived

2. Irregular Verbs

Irregular verb has different form in verb 2 and verb 3.

The examples are: give gave given
 ring rang rung

c. Adjectives

Adjective is a word that gives more information about a noun or pronoun. Adjective is a word that refers to a characteristic of a noun.

The examples are: beautiful, handsome and ugly.

d. Adverbs

Adverb is a word (or group of words) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverb generally indicates information about location, time, degree, and manner. It provides extra information about the action in a sentence. There are some kinds of adverbs:

1. Adverbs of Place

Adverbs of place are words that give information about location or place.

The examples are: here, at home, and in the school.

2. Adverbs of Time

Adverbs of time are words that give information about time.

The examples are: today, in the morning, and at noon.

3. Adverbs of Manner

Adverbs of manner are words that give information about manner.

The examples are: carefully, slowly, and gracefully.

4. Adverbs of Degree

Adverbs of degree are words that give information about degree of an adjective or another adverb.

The examples are: That child is very sweet. (Adverb of degree about an adjective)

She works extremely efficiently. (Adverb of degree about another adverb)

6. Exercise

Queen of Arabia and Three Sheikhs

Once upon a time there was a queen of Arabian, **namely** Maura. She had high **popularity** because she was the most **beautiful** lady who had many **suitors**. Almost of all suitors were **discarded** one by one. Lastly, there were only three sheikhs left in the list. Those three sheikhs were young and handsome. They were strong and also rich, yet she was still in **hesitation**. The queen **hardly** decided who would be the only one being the **suitable** husband.

One day in the night, the **attractive** queen, Maura **disguised** herself and went to the sheikhs' camps near her castle. She **intended** to test them all by asking something to eat. "I would like something to eat, please give me some meals" asked her. The first sheikh gave her some leftover food on the table. The second one gave her something strange, some **unappetizing** tail of camel. The last one who named Hakim offered the most tasty meat and tender. After the **lovely** occasion, the queen left the camp **ambitiously**.

The night after, the queen invited those three sheikhs to have a dinner at her castle. She ordered the same foods as which had been given to the queen in the night before. The first sheikhs who had given leftover the food got the same menu and he ate the entire menu **personally** himself. The second one who had given the unappetizing tail of camel got the same and ate by himself. The last one, hakim, got the same menu as what he had given to the queen, but he didn't want to eat it if the people around him could not get it too.

The Arabian queen was **smiling**. She was in the **joyfulness** moment after had been waiting for a long time. She said "Hakim, you are the person who I am in **searching** of. Now I am going to set down to the **announcement** that you are the person whom I will marry with" He is **incomparable** to the other sheiks. In the end, Maura and Hakim got married. They lived happily ever after.

(Adapted from <http://www.sekolahbahasainggris.com/1000-contoh-narrative-text-pendek/>)

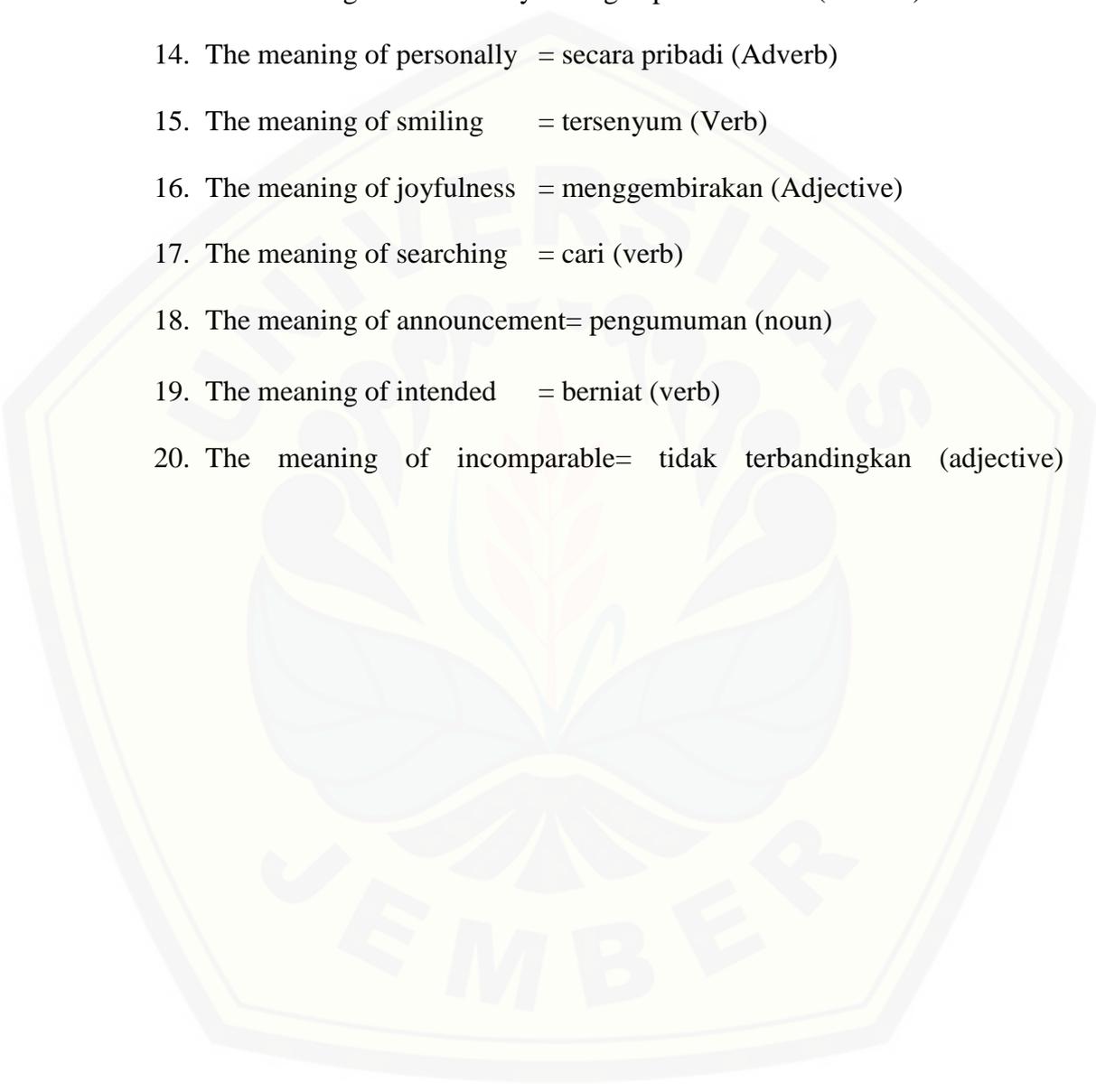
a. Find the word meaning based on the context in the text and the word class of the words.

1. The meaning of **namely** = (N, V, Adj, Adv)
2. The meaning of **popularity** = (N, V, Adj, Adv)
3. The meaning of **beautiful** = (N, V, Adj, Adv)
4. The meaning of **suitor** = (N, V, Adj, Adv)
5. The meaning of **discarded** = (N, V, Adj, Adv)
6. The meaning of **hesitation** = (N, V, Adj, Adv)

7. The meaning of hardly = (N, V, Adj, Adv)
8. The meaning of suitable = (N, V, Adj, Adv)
9. The meaning of attractive = (N, V, Adj, Adv)
10. The meaning of disguised= (N, V, Adj, Adv)
11. The meaning of unappetizing= (N, V, Adj, Adv)
12. The meaning of lovely = (N, V, Adj, Adv)
13. The meaning of ambitiously= (N, V, Adj, Adv)
14. The meaning of personally= (N, V, Adj, Adv)
15. The meaning of smiling = (N, V, Adj, Adv)
16. The meaning of joyfulness= (N, V, Adj, Adv)
17. The meaning of searching= (N, V, Adj, Adv)
18. The meaning of announcement= (N, V, Adj, Adv)
19. The meaning of intended = (N, V, Adj, Adv)
20. The meaning of incomparable= (N, V, Adj, Adv)

7. Answer Key

1. The meaning of namely = yaitu (Adverb)
2. The meaning of popularity = ketenaran (Noun)
3. The meaning of beautiful = cantik (Adjective)
4. The meaning of suitor = pelamar (Noun)
5. The meaning of discarded = dibuang (Verb)
6. The meaning of hesitation = keragu-raguan (Noun)
7. The meaning of hardly = dengan sukar / susah (Adverb)
8. The meaning of suitable = pantas / cocok (Adjective)
9. The meaning of attractive = menarik (Adjective)

10. The meaning of disguised = menyamar (Verb)
 11. The meaning of unappetizing= tidak enak (Adjective)
 12. The meaning of lovely = menyenangkan (Adjective)
 13. The meaning of ambitiously= dengan penuh ambisi (Adverb)
 14. The meaning of personally = secara pribadi (Adverb)
 15. The meaning of smiling = tersenyum (Verb)
 16. The meaning of joyfulness = menggembirakan (Adjective)
 17. The meaning of searching = cari (verb)
 18. The meaning of announcement= pengumuman (noun)
 19. The meaning of intended = berniat (verb)
 20. The meaning of incomparable= tidak terbandingkan (adjective)
- 
- The image contains a large, faint watermark of the Universitas Jember logo in the background. The logo is a shield-shaped emblem with a stylized tree or plant in the center, and the text 'UNIVERSITAS JEMBER' is written across the top and bottom of the shield.

POST TEST

| | |
|---------------------------|---------------------|
| Subject | : English |
| Time Allocation | : 60 Minutes |
| Language Component | : Vocabulary |
| Grade | : XI |

Choose the correct answer by crossing (X) a, b, c, d or e on the answer sheet provided!

- Sarah feels She gets 99 in English final exam.
a. relieved
b. tired
c. **satisfied**
d. confused
e. bored
- Toni is a He never says something honestly.
a. **deceiver**
b. arranger
c. seller
d. buyer
e. farmer
- My father a lot of food from restaurant for my mother's birthday party.
a. **bought**
b. put
c. got
d. threw
e. sold
- My sister drew this painting A lot of people want to buy this one.
a. slowly
b. badly
c. **perfectly**
d. harshly
e. softly
- We were the song well in the choir competition.
a. shouting
b. listening
c. **singing**
d. hearing
e. telling
- Cindy: Where is your sister?
Sarah: She is in her bedroom. She feels because she has typed her documents all day long.
a. bored
b. **tired**
c. relieved
d. ashamed
e. satisfied

7. Sarah : What do you do Adam?
Adam : I m a I work at a bank to serve people who want to depositsome money.
- | | |
|------------------|--------------|
| a. officer | d. visitor |
| b. tailor | e. evaluator |
| c. teller | |
8. She drives so fast. The similar meaning of the underlined word is
- | | |
|-------------------|----------------|
| a. slowly | d. carefully |
| b. quickly | e. differently |
| c. shortly | |
9. We have to for the football match next week.
- | | |
|--------------------|----------|
| a. do | d. learn |
| b. practice | e. study |
| c. play | |
10. I need time to finish this test. I can't think constantly.
- | | |
|-----------|------------------|
| a. warmer | d. longer |
| b. hotter | e. better |
| c. larger | |
11. My aunt is Sarah. My mother is Sarah's
- | | |
|----------------|------------------|
| a. daughter | d. sister |
| b. grandmother | e. nephew |
| c. brother | |
12. She is talking with her teacher because she has good behavior.
- | | |
|--------------------|------------|
| a. badly | d. harshly |
| b. clearly | e. loudly |
| c. politely | |
13. Ahmad has to his speaking skill if he wants to be a reporter.
- | | |
|------------|-------------------|
| a. learn | d. manage |
| b. study | e. improve |
| c. arrange | |
14. Jet Lee is a/an He always acts in films.
- | | |
|-----------------|-----------|
| a. player | d. singer |
| b. actor | e. dancer |
| c. employer | |
15. You have to drive when it is raining heavily.
- | | |
|---------------|---------------------|
| a. carelessly | d. carefully |
| b. fast | e. peacefully |
| c. prettily | |

16. This is a very road. There were three serious accidents in this month.
- a. conspicuous
 - b. dangerous**
 - c. arduous
 - d. spacious
 - e. ambiguous
17. My cats grow fast. I them regularly.
- a. love
 - b. care
 - c. give
 - d. feed**
 - e. see
18. Guitar is one of the music
- a. managements
 - b. complements
 - c. arrangements
 - d. equipments
 - e. instruments**
19. They were on accident last night because the driver drove the car
- a. crazily**
 - b. slowly
 - c. truly
 - d. hard
 - e. wisely
20. I saw a car accident last night. It was
- a. wonderful
 - b. beautiful
 - c. terrible**
 - d. bashful
 - e. useful
21. I want to be a I will translate the books into Indonesian language.
- a. connector
 - b. writer
 - c. exactor
 - d. reader
 - e. translator**
22. Ahmad slices meat So, he cuts his finger.
- a. carefully
 - b. properly
 - c. carelessly**
 - d. fortunately
 - e. sincerely
23. NKRI is the of *Negara Kesatuan Republik Indonesia*.
- a. compilation
 - b. abbreviation**
 - c. classification
 - d. abolition
 - e. combination
24. Sushi is food which usually contains raw fish.
- a. Manganese
 - b. Japanese**
 - c. Indonesian
 - d. Mexican
 - e. Chinese

25. Real Madrid played It was defeated by Atletico Madrid.
a. **badly** d. highly
b. really e. shortly
c. clearly
26. Ahmad wants to visit Malang but he doesn't have a car. So, he goes to a car rental to a car.
a. buy d. **rent**
b. sell e. ask
c. borrow
27. Maria is a girl. She is not brave enough to introduce herself in front of the class.
a. **bashful** d. hateful
b. beautiful e. artful
c. awful
28. Soraya is sick. She must send a to the teacher.
a. post card d. document
b. certificate e. recipe
c. **letter**
29. Ahmad is from the flu for days.
a. interesting d. **suffering**
b. surrendering e. fascinating
c. disappointing
30. All students did the test, so they made a good score.
a. **seriously** d. gently
b. easily e. incredibly
c. hardly
31. I want to buy some books but I don't have money with me. I need your money.
a. **to borrow** d. to earn
b. to lend e. to give
c. to save
32. Don't forget to fasten your when you drive a car.
a. belt seat d. seat strap
b. strap seat e. seat line
c. **seat belt**
33. The ball falls the sofa. Yet I can find it.
a. **under** d. in
b. bellow e. on
c. above

34. Romeo and Juliet movie had a/an story of love.
 a. electable
 b. accessible
 c. **incredible**
 d. countable
 e. removable
35. Sarah is too fat. She has to lose some of her
 a. appearance
 b. quality
 c. height
 d. body
 e. **weight**
36. Ahmad gets up in the morning. He never misses *subuh* prayer together in the mosque.
 a. **early**
 b. firstly
 c. lately
 d. nicely
 e. accurately
37. Jazz has a complicated music So, not everyone can enjoy it.
 a. improvement
 b. management
 c. entertainment
 d. **arrangement**
 e. abetment
38. I take a vocal class because I like singing. I always practice everyday. My.....dream is becoming a professional singer.
 a. strangest
 b. fastest
 c. longest
 d. **biggest**
 e. smallest
39. Mr. Ahmad is working as a science He goes to school everyday.
 a. **teacher**
 b. instructor
 c. former
 d. teller
 e. remainder
40. This soup delicious although it is a little bit salty.
 a. smells
 b. **tastes**
 c. feels
 d. sounds
 e. looks

The Distribution of the Test Items

| No. | Word Class | Number of Items | Total Number |
|-----|------------|--|--------------|
| 1. | Nouns | 2, 7, 11, 15, 19, 23, 25, 30, 34, 37, 42 | 10 |
| 2. | Verbs | 3, 5, 9, 14, 18, 21, 28, 33, 39, 40, 43 | 10 |
| 3. | Adjectives | 1, 6, 10, 13, 17, 22, 26, 29, 31, 36, 41 | 10 |
| 4. | Adverbs | 4, 8, 12, 16, 20, 24, 27, 32, 35, 38 | 10 |

ANSWER KEY

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

