



**IMPROVING THE ELEVENTH GRADE STUDENTS' VOCABULARY  
MASTERY BY USING MOBILE DICTIONARY**

**THESIS**

**Compiled By:**

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

**2019**



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

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**DEDICATION**

This thesis is honorably dedicated to:

1. My beloved father, H. Arif Munawar
2. My beloved mother, Hj. Fitriyah
3. My beloved brother, Arjuna Fahry



**MOTTO**

“The more words you know, the more clearly and powerfully you will think and the more ideas you will invite into your mind.”

(Wilfred Funk)



### **STATEMENT OF THESIS AUTHENTICITY**

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

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

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Jember, 15 Maret 2019

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**IMPROVING THE ELEVENTH GRADE STUDENTS' VOCABULARY  
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### ACKNOWLEDGEMENT

First and foremost, I praise to Allah SWT for blessing me and giving me strength, so I can finish writing my thesis entitled “**Improving the Eleventh Grade Students’ Vocabulary Mastery**”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

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 English Education Study Program.
4. My first and my second consultant, Dra. Siti Sundari, M. A, and Dra. Made Adi Andayani T., M.Ed. Thank you for spending your time and giving corrections, suggestions and many ideas to make my thesis better.
5. My academic supervisor, Dra. Zaskiyah Tasnim, M.A.
6. All the lecturers of the English Education Program who have taught me to be who I am now.
7. The Principal, the English teacher, and the students at MAN 1 Jember who helped and participated willingly in this research.

I do realize that this thesis is still far from being perfect. Therefore, any constructive criticism and suggestions will be appreciated.

Jember, 15 Maret 2019

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## SUMMARY

**Improving the Eleventh Grade Students' Vocabulary Mastery by Using Mobile Dictionary**, Sella Rohmawati, 140210401008, 2019, English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eleventh grade students' vocabulary mastery by using Mobile Dictionary. Based on the preliminary study conducted by the researcher in the form of interview with the English teacher at MAN 1 Jember, it was known that the eleventh *MIPA 1* grade students had difficulties in vocabulary since their vocabulary scores were mostly below 75. The students experienced difficulties by using the traditional method in vocabulary. Besides, some students do not bring their own dictionary. They always say that they forget to bring the dictionary. As a result, some students who do not bring a dictionary got difficulties in following the vocabulary teaching learning process.

As the conclusion, students have problems dealing with their learning strategy and motivation. There were only 12 students who had achieved the standard score, while 22 students got scores below 75. In other words, only 35,3% students achieved the standard score (75). Thus, the researcher tried to overcome the students' problem in vocabulary by using Mobile Dictionary as a tool in teaching vocabulary.

The data of this research were collected from interview, vocabulary test, observation and documentation. The participants were the eleventh *MIPA 1* grade students of MAN 1 Jember consisting of 34 students in the academic year 2018/2019. The researcher chose the eleventh of *MIPA 1* grade students as the research participants because of the consideration that the eleventh *MIPA 1* grade students of MAN 1 Jember have the lowest score of vocabulary mastery and have difficulties in mastering vocabulary. Besides, the eleventh *MIPA 1* grade students had lack of confidence, so they become not active during teaching learning process. This research was done in two cycles in which each cycle covered four stages; they are planning, acting, analyzing and reflecting. There were two evaluations of this research, namely process evaluation and product evaluation. The process evaluation

was intended to know the percentage of the students' participation. While the product evaluation was intended to measure the students' vocabulary mastery after they were given the actions.

Due to the result of the students' participation, it was found that the students' participation was improved. It could be seen in Cycle 1, the percentage of the students who were active was 75.75% and 81.6% in Cycle 2. The result of the students' participation was successful because it was more than 75% of the students were active. Further, the result of the students' vocabulary mastery also improved in Cycle 1 and Cycle 2. It was found that the students' mean score of vocabulary mastery test improved from 72.2 in the previous vocabulary score to 76.9 in Cycle 1 and 82.5 in Cycle 2. Besides, the percentage of the students who got score at least 75 improved from 35.3% in the previous vocabulary score to 82.4% in Cycle 1 and 88.2% in Cycle 2. In conclusion, the vocabulary mastery test result had achieved the target criteria that were expected in this research that was at least 75% of the students achieved the minimum requirement of the standard score that was 75.

Based on the explanation above, it could be concluded that the use of Mobile Dictionary as a teaching media could help the eleventh *MIPA 1* grade students of MAN 1 Jember to improve their participation and their vocabulary mastery.

## CHAPTER 1. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. They are the background of the research problem, the problems of the research, the objectives of the research, and the research contributions.

### 1.1. Research Background

Vocabulary is one of English components that must be taught to the learners and it has the primary role for all languages. Lack of vocabulary is a serious problem for students, because they will get difficulties in learning English skills. Wesche and Paribakht (1999) point out, the researchers and the language learners both believe that, owing to the prime importance of vocabulary learning, learners have to increase their vocabulary enrichment and learn as many words as they can. Therefore, the vocabulary enrichment is needed.

Lack of is one problem in learning English vocabulary that still exists at schools. Teachers have to present materials by using a suitable teaching strategy or media, owing to learning strategies and media are steps taken by students to enhance their own learning. There are many interesting strategies and media that can be given to the students to master vocabulary, such as by giving riddle, using technology, games, songs, poems, pictures etc. In this research, the researcher will choose the use of technology as a media in vocabulary mastery. One of the technologies that the researcher choose is Mobile Dictionary, the use of Mobile Dictionary to improve the students' vocabulary mastery because it brings about the major changes in the teaching and learning processes.

From the result of the preliminary study conducted with the English teacher of MAN 1 Jember on June 01<sup>st</sup> 2018, the researcher got the information about the way the teacher teaches vocabulary in the classroom. The English teacher never uses Mobile Dictionary as a tool in teaching vocabulary. She usually asks the students to list the unfamiliar words from a text given by the English teacher. Besides, some students do not bring their own dictionary. They always say



that they forget to bring the dictionary. As a result, some students who do not bring dictionary got difficulties in following the vocabulary teaching learning process.

According to the interview with the English teacher, the eleventh *MIPA* 1 grade students was the lowest class who achieved the minimum standard requirement score dealing with vocabulary mastery. The mean score of their vocabulary was 72.2, while the minimum score requirement of the vocabulary test and the English Subject are 75. The result from the vocabulary test showed only 12 students from 34 students or 35.3 % who achieved the standard score and 22 students from 34 students or 64.7 % who obtained below 75.

Based on some problems that have been discussed, it is very important to conduct a study as an effort to improve students' vocabulary mastery. For that reason, the researcher conducted a research by using the Mobile Dictionary. A big dictionary that we usually carry has been replaced by Mobile Dictionary through which we can reach any words we want with only few touches. Since the use of Mobile Dictionary has not been investigated yet in MAN 1 Jember, the researcher is interested in using Mobile Dictionary in the vocabulary learning through narrative texts. The use of Mobile Dictionary in this vocabulary teaching learning activity can provide effective vocabulary learning strategy to master the vocabulary. The contributions of mobile dictionary are its provision of opportunities to listen to correct pronunciation, easy access and portability.

By considering the students' problem in vocabulary mastery, the classroom action research entitled "Improving the Eleventh Grade Students' Vocabulary Mastery by Using Mobile Dictionary" was conducted.

### **1.2. Research Problems**

Based on the research background, the research problems can be formulated as follows:

1. Can the use of Mobile Dictionary improve the eleventh grade students' active participation in teaching learning process of vocabulary at MAN 1 Jember?

2. Can the use of Mobile Dictionary improve the eleventh grade students' vocabulary mastery at MAN 1 Jember?

### **1.3. Research Objectives**

Based on the problem on the research, the objectives of this research are:

1. To improve the eleventh grade students' active participation in teaching learning process of vocabulary by using Mobile Dictionary at MAN 1 Jember.
2. To improve the eleventh grade students' vocabulary mastery by using Mobile Dictionary at MAN 1 Jember.

### **1.4. Research Contributions**

The result of this research is expected to give empirical contribution and practical contribution:

#### **1.4.1. Empirical Contribution**

For future researchers, this research results can be use as a reference to conduct the classroom action research by using Mobile Dictionary in teach vocabulary with different participants at schools to imrove their vocabulary mastery.

#### **1.4.2. Practical Contribution**

The result of this research can be beneficial for the English teacher who wants to apply the Mobile Dictionary in narrative text in order to improve the students' vocabulary mastery.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some aspects dealing with the theories which relate to the research problems. They are the theoretical framework, conceptual framework and the previous research review.

### 2.1 Theoretical Framework

The researcher discusses some aspects dealing with the research in this theoretical framework covering Mobile Dictionary, the definition of vocabulary, the classification of vocabulary, the definition of a narrative text, the contributions of mobile dictionary on the learners' vocabulary mastery, and the procedures of teaching vocabulary by applying mobile dictionary. Each topic discussed in details in the following sections.

#### 2.1.1 Mobile Dictionary

Dictionary is one of media that can be used by both teacher and students in teaching and learning process (Harmer, 2007, p.230). Generally, there are two kinds of dictionary, namely paper dictionary and electronic dictionary (e-dictionary). E-dictionary maybe either online (e.g., the website [Dictionary.reference.com](http://Dictionary.reference.com)), and can also be available as app for smart phone (offline dictionary). The use of mobile dictionary is a great help in vocabulary learning and nowadays it has added a new and valuable resource for vocabulary learning. Moreover, mobile dictionary is an important source for vocabulary learning as well because with their audiovisual contents, it provides with great opportunities in efficient vocabulary teaching and learning process (Aslan, 2016).

Nowadays, mobile dictionary has become widespread as a new technological tool of vocabulary learning among second language learners. Mobile dictionary as a technology tool has some advantages that help students to learn the vocabulary more effectively. First, mobile dictionary is easy to access. It is easily accessed by both teachers and learners because of the information available at ones' finger tip (Mustapha, Sain, and Razak, 2012). Second, the most beneficial of using mobile dictionary are to check spelling and pronunciation. Mobile dictionary provides the way to pronounce the words in audibly way,

so the students can listen the exact words from the native speaker. The students only listen to the sound from mobile dictionary and they can predict the words that have been spelt. In addition, the affordance that is included in mobile dictionary are visual media (image, graphics), audio media (pronunciation), multimedia, and searching can be the reason of better learning when students use mobile dictionary (Joseph and Uther, 2009). Their assistance with correct spelling and pronunciation should be enjoyed. Third, a student can carry out learning activity to instant access to information at any moment (Aslan, 2016). Furthermore, mobile dictionary is easy to carry around and use.

### **2.1.2 The Definition of Vocabulary**

Some experts describe the definitions of vocabulary based on their different point of views. Vocabulary has been known as a central point in any language learning in which inadequate vocabulary knowledge of the learners led to problems in foreign language use (Asgari & Mustapha, 2011). As the basis of all language skills, the teacher should pay much attention to the students' vocabulary mastery in order to give a good improvement on their language skill development. Unknown words pose obstacle while understanding a language. In order to eliminate obstacle, improving students' vocabulary mastery is needed. Therefore, learners who experience slow vocabulary development may have higher risk for encountering difficulties in oral or text communication when compared with their peers.

According to Nation (2008:66), vocabulary is central to language. The quotation means that vocabulary is the main element of language. Language is the experince which is constructed by words or vocabulary. Words are the tool used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is an essential component. It links to four skills of listening, speaking, reading and writing.

Further, Hatch and Brown (1995:1) defined vocabulary as a list of target language words for particular language or a list of words that the individual speaker might be. It can be said that vocabulary is a word or list with meaning and which is

known by the speakers and which is used to communicate among those speakers and used by a group or individual.

### 2.1.3 The Classification of Vocabulary

There are two parts of vocabulary, the major part of speech and the minor part of speech. According to Delahunty and Garvey (2010:147), distinguished 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 focused on major part of speech (nouns, verbs, adjectives and adverbs).

#### 1. Nouns

According to Harmer (1998:37), a noun is the name of a person, a place, or a thing. Further, he divides nouns into six types as follows:

1. Countable nouns, such as “apple”, “eyes”
2. Uncountable nouns, such as “hair”, “lanterns”
3. Plural nouns, singular verbs, such as “darts”, “news”
4. Collectives nouns, such as “family”, “team”
5. Compound nouns, such as “boyfriend”, “town hall”
6. Noun phrase, such as “The man with hat...”, “...the girls I met last night.”

This research focused on countable noun and countable noun as the vocabulary materials because they were suitable to be used as the teaching material of vocabulary.

#### 2. Verbs

According to Harmer (1998:37), a verb is a word used to describe an action, experience, or state. Further, he divides verbs into three types as follows:

1. Transitive verb, example “Aladdin took Jasmine to his home”
2. Intransitive verb, example “Jasmine went to the market and stolen an apple”
3. Linking Verb, example “Mother Gothel is a selfish old woman”

In this research, the researcher focused on transitive verbs as the vocabulary materials because they are mostly taught in the students' textbook and they were also suitable to be used as the teaching material of vocabulary.

### **3. Adjectives**

Adjectives are the words which have a function to modify nouns. According to Verma (2016:33), there are six kinds of adjectives as follows:

1. Demonstrative adjectives, such as "this", "these"
2. Distributive adjectives, such as "each", "either"
3. Quantitative adjectives, such as "little", "many"
4. Qualitative adjectives, such as, "hungry", "dirty"
5. Interrogative adjectives, such as, "whose". "what"
6. Possessive adjectives, such as, "my", "our"

In this research, qualitative adjectives and interrogative adjectives were used as the vocabulary materials because they are mostly taught in the students' textbook and they were also suitable to be used as the teaching material of vocabulary.

### **4. Adverbs**

An adverb is a word which gives more information about a verb, an adjective or another adverb. According to Verma (2016:41), adverbs are divided into five classes as follows:

1. Adverbs of manner, such as "slowly", "quickly"
2. Adverbs of place, such as "outside", "nearby"
3. Adverbs of time, such as "yesterday", "last week"
4. Adverbs of frequency, such as "usually", "never"
5. Adverbs of degree, such as "quite", "much"

In this research, adverbs of manner, adverbs of place, adverbs of time, and adverbs of frequency, were used as the vocabulary materials because they are mostly taught in the students' textbook and they were also suitable to be used as the teaching material of vocabulary.

#### **2.1.4 The Contribution of Mobile Dictionary on the Learners' Vocabulary Mastery**

As we know that vocabulary is basic to communication and it is one of source of problems by second language learners. One of the most important vocabulary learning strategies is considering the use of dictionary and uncover what roles dictionaries play in second language vocabulary learning. The development of dictionary has been going on for several eras from a traditional paper dictionary to the electronic dictionary.

Until today, students have enormous access to digital technology display characteristics such as digital fluency and familiarity with new technologies never before imagined, they are digital natives (Prensky, 2001). With the development of technology, foreign language teachers think about new effective ways to create a better foreign language teaching that is by using mobile dictionary. Mobile dictionary has been widely used tool by language learners to get new vocabulary. It has the advantage of providing the user with almost instant access to a database much larger than a single book. It also has a significant difference between mobile dictionary and printed dictionary use in learning vocabulary, for example the speed of the former is significantly faster than the latter. Moreover, the audio translation as a fun feature is another main motivator for using mobile dictionary. Furthermore, mobile dictionary is a better learning tool that can enhance vocabulary mastery. It is supported by a research conducted by Zarei and Gujjar (2012) that revealed the contribution of electronic dictionary to vocabulary learning was significantly greater than the paper dictionary. Thus, the students should be motivated to use mobile dictionary in vocabulary learning.

### **2.1.5 The Procedures of Teaching Vocabulary by Using Mobile Dictionary**

The procedures of teaching vocabulary by using mobile dictionary are as follows:

1. Reading a narrative text

Read the passage and paying attention on the bolds words in the passage and find the meanings, the synonym and the antonym by using a mobile dictionary.

2. Reviewing the new vocabulary

The researcher will discuss the new vocabulary found by the students in the narrative text.

3. Doing the tasks by using mobile dictionary

After the students read the narrative text, they do the vocabulary tasks.

4. Discuss the students' work together with the class

The procedures of teaching vocabulary by using mobile dictionary above has applied in this research.

## **2.2 Conceptual Review**

The researcher discusses some aspects dealing with the research in this conceptual framework covering the use of mobile dictionary to improve students' vocabulary mastery in narrative texts, the students' vocabulary mastery, and the advantages and disadvantages of using mobile dictionary in teaching vocabulary. Each topic discussed in details in the following sections.

### **2.2.1 The Use of Mobile Dictionary to Improve Students' Vocabulary Mastery in Narrative Text**

A Narrative text is a text which tells a story or an account of a sequence of events, usually in chronological events. The purpose of this text is to entertain the reader about the story. Although the purpose is to entertain the reader, but it is still the readers who get nothing after reading the text since they get difficulties to understand the text. When the students find the difficulties in unknown words of reading a text, the teacher should be able to solve this problem. According to the researcher, one way is teaching the students by using mobile dictionary. As stated by Steel (2012), using mobile dictionary is time efficient and help language learners acquire vocabulary and check verb conjugations. Mobile dictionary is created to overcome the clear deficiency of printed one in terms of saving time and in obtaining results that is more detailed. Moreover, using mobile dictionary to save



effort and time. Thus, mobile dictionary practice will build confidence and make students learn vocabulary autonomously.

### **2.2.2 The Students' Vocabulary Mastery**

Vocabulary deals with words and meaning, while mastery means the comprehensive knowledge. Thus, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce stock of words and their meanings. In line with this, Lado (1964, p.117) argued that to clarify the idea of vocabulary, there are three levels of vocabulary which are distinguished, namely; vocabulary to operate the patterns and illustrate pronunciation of the language, vocabulary for communication in areas of wide currency and aesthetic and technical vocabularies. Furthermore, mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching learning process, mastering vocabulary well can help students to understand the lesson. To reach out the good vocabulary mastery, someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their scores of vocabulary test done in each cycle.

### **2.2.3 The Advantages and Disadvantages of Using Mobile Dictionary in Teaching Vocabulary**

E-dictionary is available dictionary application and it is available on most hand-held devices and mobile phones. By using mobile dictionary, the students can search for words meanings only by simple click. According to Rashid, and Mohamad (2017) the advantages of using electronic dictionary in language classes are as follows:

1. E-dictionary is more convenient as it is more portable and flexible. The students no longer need to carry the bulky printed dictionary and they could use it anywhere and anytime inside and outside of the classroom.
2. E-dictionary speeds up access to a particular word in search. The students could easily type the targeted word in the type-ahead search and in a few seconds a list of definitions are given.

3. E-dictionary provides users with authentic recorded voice facilities for better pronunciation. It can help the students pronounce like the native speakers.
4. E-dictionary gives clearer vocabulary instruction. This helps the students identify the meaning and origin of targeted word efficiently.

There are some disadvantages of using electronic dictionary in teaching learning process as follows:

1. Sometimes, e-dictionary is often encounters incomplete definition of words. It may only be able to translate single words or short phrases.
2. The students need to prepare extra battery. No power means the electronic dictionary is useless.
3. E-dictionary can be a distraction in the classroom. Sometimes in the classroom, some students use the electronic dictionary improperly.

### **2.3 Previous Research Review**

In this section, the researcher presents some previous studies related to the use of mobile dictionary to improve the students' vocabulary mastery. From six articles related to mobile dictionary in teaching vocabulary that I read, the studies are mostly focused on the efficiency of the time usage, the features that are available on the application and the performance. The previous studies were held in Iran, Turkey, China and Indonesia.

Amirian and Heshmatifar (2013) conducted the research entitled "The Impact of Using Electronic Dictionary on Vocabulary Learning and Retention of Iranian EFL Learners" in order to investigate the effects of using electronic dictionary in learning vocabulary and retention on the students' vocabulary mastery. The findings showed that electronic dictionary proved as a powerful tool for improving students' achievement in vocabulary learning and retention with the easy access and speed of using may encourage the learner to look up unfamiliar words than with a printed dictionary.

The findings in Rahimi & Miri's (2014) research entitled "The Impact of Mobile Dictionary Use on Language Learning" related to the efficiency of the time

usage showed that there was a positive effect on their vocabulary achievement by applying the mobile dictionary to environments out of the classroom, in everyday activities and learning anywhere at any time.

The research entitled “The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension” conducted by Rezei and Devoudi (2016) that explored the influence of electronic dictionary Vs. paper dictionary on vocabulary learning and retention of Iranian EFL learners, showed that the use of electronic dictionary has become a new technology advancement that provide one of benefits, is it saves much precious time for the learners. The use of paper dictionary is time-consuming; furthermore, this problem is taken care of by electronic dictionary due to their speed and ease of access.

Yanti (2016) in the research entitled “Improving Students’ Vocabulary Mastery through Electronic Dictionary” investigated the use of electronic dictionary in improving the students’ vocabulary mastery in Indonesia. The result showed that the use of electronic dictionary could help the students improve the students’ vocabulary mastery with the features available on the mobile dictionary, such as translation, synonyms and audio for pronunciation.

The research entitled “A Study on the Use of Mobile Dictionaries in Vocabulary Teaching” was conducted by Aslan (2016), showed that the use of mobile dictionary might be enjoy to help the learners in pronounce the correct spelling using the audio content make the learning environment more enjoyable.

Wu, Huang and Cao (2016) conducted the research entitled “Effectiveness of Electronic Dictionary in College Students’ English Learning” to invetigated college students’ attitude towards electronic dictionary. The results showed that the use of electronic dictionary was effective to improve the students’ vocabulary mastery.

Based on the literature reviews above, it was known that the use of mobile dictionary in vocabulary learning is one of the trending topics discussion in a number of international journals on eductaion for the past ten years. However, using mobile dictionary in vocabulary learning in Madrasah high school remains underexplored and most of the previous studies conducted by implemented

experimental research. In order to fill in the gap of the previous studies, the present study will investigate the use of mobile dictionary in vocabulary learning at madrasah high school and will apply the classroom action research.



### CHAPTER 3. RESEARCH METHODOLOGY

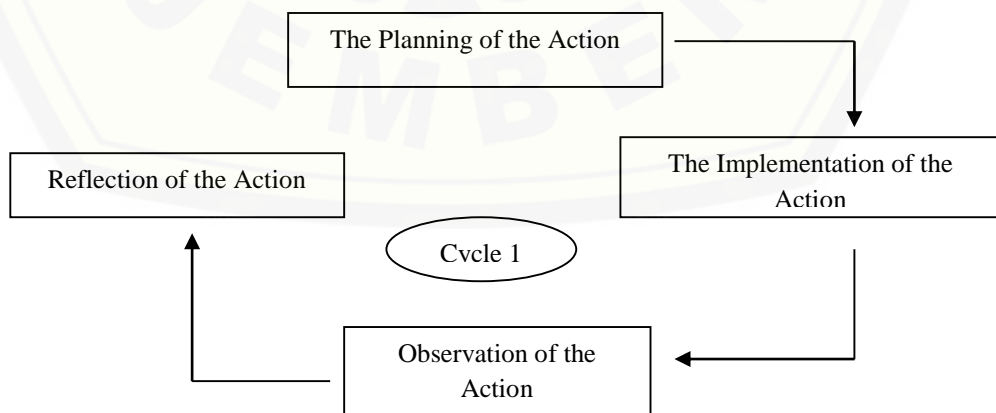
This chapter discusses the methods that will be used in this research. They cover the research design, research context, research participants, data collection methods, research procedures, and data analysis method.

#### 3.1 Research Design

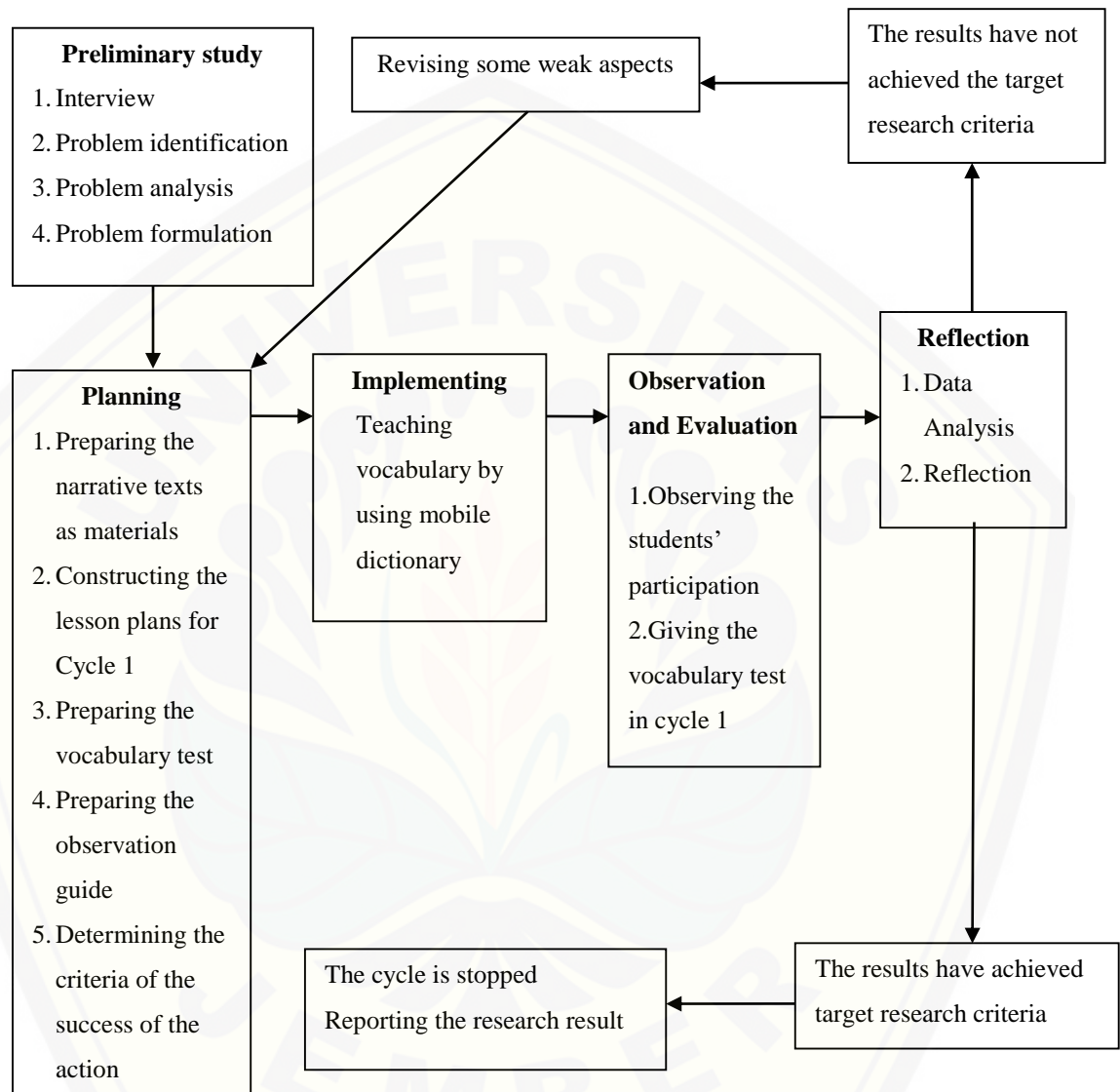
This research applied a classroom action research (CAR) because the objective is to improve the eleventh grade students' vocabulary mastery by using mobile dictionary at MAN 1 Jember. According to Elliot (1991:69), an action research is defined as a study of a social situation with a view to improve the quality of action within it. Further, Krathwohl (1998:587) stated that an action research is a research by practitioners to improve practice, carries participant oriented evaluation to its ultimate conclusion-participants do the research.

The researcher conducted this classroom action research collaboratively with the English teacher of the *XI MIPA 1* at MAN 1 Jember. In this research, the researcher applied the design of classroom action research by Arikunto. According to Arikunto (2010:138), the action of each cycle covers four stages of activities, namely the planning of the action, the implementation of the action, observation and evaluation and reflection of the action.

The design of the classroom action research based on Arikunto (2010:137) is illustrated in the following diagram:



Based on the diagram above, the design of classroom action research in this research was illustrated in the following diagram:



(Arikunto, 2010:137)

The activities of the research design are as follows:

1. Doing the preliminary study by interviewing the English teacher of MAN 1 Jember in order to identify and analyze the students' problems in learning English.

2. Observing the students' participation during the teaching learning of vocabulary by using mobile dictionary done by the English teacher.
3. Finding out some documents to gain the supporting data.
4. Planning the action by constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
5. Implementing the action in the first cycle by teaching vocabulary through narrative texts by using mobile dictionary.
6. Observing the classroom while implementing the action in the first cycle done by the English teacher in the first meeting and the researcher in the second meeting.
7. Giving vocabulary mastery test to the research participants after the actions have been conducted in the first cycle.
8. Analyzing the results of vocabulary mastery test in the first cycle quantitatively in the percentage.
9. Analyzing the result of classroom observation in the first cycle descriptively.
10. Reflecting the results of vocabulary mastery test and the result of classroom observation in the first cycle to answer the research problems.

The actions were continued to the second cycle to know the consistency of the result of the students' vocabulary mastery. The procedure of doing the action in the second cycle was the same with the procedure when doing the action in the first cycle.

### **3.2 The Research Procedures**

As stated previously in the research design, the actions in this research implemented in the form of cycles in which each cycle covers four stages of activities. They are the planning of the action, the implementation of the action, observation, and reflection of the action.

### **3.2.1 The Planning of the Action**

The planning of the action in this research refers to all of the steps that done by the researcher collaboratively with the English teacher in preparing the implementation of the research. They are as follows:

1. Conducting the preliminary study to obtain the information about the classroom condition and the students' problems in learning vocabulary.
2. Choosing the materials of narrative texts.
3. Constructing the lesson plan of the first cycle (meeting 1 and meeting 2).
4. Determining the research criteria.
5. Preparing the students' worksheets dealing with vocabulary exercises for each meeting.
6. Constructing the vocabulary mastery test for the first cycle.
7. Preparing the observation guide in the form of checklist containing the indicators being observed in the vocabulary teaching and learning process for each meeting of the cycle.

### **3.2.2 The Implementation of the Action**

Implementation is a realization of some actions that are planned before. In the implementation phase, the researcher taught vocabulary by using mobile dictionary, while the English teacher is the observer. The implementation of the action in the first cycle based on the lesson plans that consulted with the English teacher. In the first cycle was done in two meetings and the vocabulary test was done in the third meeting after the actions given.

### **3.2.3 Classroom Observation**

In this research, it is very important to know the students' participation in the teaching and learning process. Observation means an activity to observe and write down systematically about the system that investigated. Observation in this research was conducted by the English teacher when the researcher is doing the action. Then, the researcher became the observer when the English teacher is doing the action. The observation guide was in the form of a checklist that contains 5



indicators of participation. They are: (1) listening to the teacher's explanation, (2) answering the teacher's question, (3) asking questions about the material they do not understand, (4) doing the vocabulary exercises by using mobile dictionary in pairs, and (5) doing the vocabulary exercises by using mobile dictionary individually.

#### **3.2.4 Reflection of the Action**

Reflection conducted after analyzing the data of the vocabulary test and observation results in each cycle. It is intended to know whether or not the action is successful. The first cycle has achieved the research objectives, but the second cycle was applied to check the consistency of the use of Mobile Dictionary.

There were two types of the evaluation that was used in this research, namely the process of evaluation and the product of evaluation. Process evaluation was used to evaluate students' active participation during teaching and learning activity in the first cycle. Product evaluation was used to evaluate students' reading comprehension achievement after the action in each cycle. The criteria which used to evaluate the success of the actions are as follows:

##### **a. The process of evaluation**

The use of Mobile Dictionary can improve the eleventh grade students' active participation if at least 75% of the students actively participate in the teaching and learning process of vocabulary.

##### **b. The product of evaluation**

The use of Mobile Dictionary can improve the eleventh grade students' vocabulary mastery if at least 75% of the students get score  $\geq 75$  in the vocabulary mastery test.

### **3.3 Research Context**

The area of this research is determined by using a purposive method. This classroom action research was conducted at MAN 1 Jember, especially the eleventh of MIPA 1 grade students who have problems dealing with vocabulary mastery. This school is chosen based on these considerations:

1. Through the informal interview with the English teacher of MAN 1 Jember, the eleventh of *MIPA 1* grade students still experience difficulties in vocabulary and had the lowest average score among the eleventh of *MIPA* grades.
2. The teacher never uses Mobile Dictionary in teaching vocabulary.
3. The headmaster and the eleventh grade English teacher of MAN 1 Jember give permission to the researcher to conduct this classroom action research.

In addition, the English teacher was collaborate with the researcher in conducting a classroom action research in eleventh of *MIPA 1* grade students to enhance their participation and achievement on vocabulary mastery by using Mobile Dictionary.

### **3.4 Research Participants**

The participants of this research were the eleventh of *MIPA 1* grade students in 2018/2019 academic year at MAN 1 Jember. The number of the eleventh of *MIPA 1* grade students in 2018/2019 academic year were 34 students. The researcher chose the eleventh of *MIPA 1* grade students as the research participants because of the consideration that the eleventh of *MIPA 1* grade students have the lowest score of vocabulary mastery and difficulties in vocabulary. Some others also felt lazy when they brought a paper dictionary which heavy. As a result, they mostly felt bored in joining the teaching learning process of vocabulary.

### **3.5 Data Collection Method**

The data of this classroom action research cover primary data and supporting data. The primary data of this research collected from the vocabulary test and observation, and the supporting data obtained from the interview and document.

#### **3.5.1 Vocabulary Test**

In this research, vocabulary test applied in order to measure the students' vocabulary mastery after they are taught vocabulary by using Mobile Dictionary. According to McMillan (1992:114), test is an instrument to measure skill or

knowledge presented as a standard set of questions that requires the completion of a cognitive task.

Objective and subjective tests are two kinds of test based on the method of scoring. In this research, the objective test used because it is easier to score, analyze, and give high reliability. A test can be defined as an objective test if there is no judgement and interpretation required on the part of the scorer after the activities given to the participants.

In this research, the vocabulary test given in the third meeting after the actions in the first cycle. Its intention is to measure the students' vocabulary mastery covering the uses of nouns, verbs, adjectives and adverbs in the sentences. The researcher used the objective test in the form of multiple choices because it provides only one correct answer that makes easy to score. There were 20 multiple choice items of the vocabulary test which cover the use nouns (6 items), verbs (4 items), adjectives (6 items), and adverbs (4 items) in the sentences. The vocabulary test deal with the meaning of the words either synonyms, antonyms or definition.

### **3.5.2 Observation**

In order to measure students' participation, the researcher used observation to gain data during the application of Mobile Dictionary in teaching vocabulary. The observation was conducted collaboratively with the English teacher. Arikunto (2006:229) states that the most effective way in observation is by using observation instrument such as a blank, or checklist. In this research, the instrument used to measure the students' participation was observation checklist. The observer needed to prepare some category or indicators before starting the observation. The observation checklist for students' participation consisted of five indicators. Furthermore, this research was considered to be successful if 75% of the students were active during teaching and learning process. There were five indicators that is observed in this research. They were: (1) Listening to the teacher's explanation; (2) Answering the teacher's question; (3) Asking questions about the material they do not understand; (4) Doing the vocabulary exercises by using Mobile Dictionary in pairs; (5) Doing the vocabulary exercises by using Mobile Dictionary individually.

### The Observation Checklist

No.	Name	Indicators					Participation	
		1	2	3	4	5	Active	Passive

The indicators of students' active participation are as follows:

1. Listening to the teacher's explanation
2. Answering the teacher's question
3. Asking questions about the material they do not understand
4. Doing the vocabulary exercises by using mobile dictionary in pairs
5. Doing the vocabulary exercises by using mobile dictionary individually

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

#### 3.5.3 Interview

Interview is one of the data collection methods that the researcher used to collect the supporting data. The interview was done by doing the preliminary study on Friday, June 1<sup>st</sup> 2018. It was conducted by structured interview with the English teacher who teach the eleventh grade students at MAN 1 Jember. The purpose of the interview was to find out the supporting data needed by the researcher in conducting this research. In line with this, the list of the questions has been prepared. From this interview, the researcher knew the the curriculum applied in the school, the students' problem in learning English, how the teacher taught vocabulary especially narrative text, and the technique which was applied by the English teacher during teaching vocabulary.

### 3.5.4 Documentation

In order to get the supporting data, the researcher also collected documentation as the data collection method. Documentation in this research was the eleventh of *MIPA 1* grade students' names list and their previous scores of vocabulary test from the English teacher that the researcher collaborate with in this research. Those documents were used as the basis to do the classroom action reseach in the class.

### 3.6 Data Analysis Method

Data analysis method was used to analyze the data which gathered during the teaching and learning process. In analyzing the data, there were two parts that was analyzed. The first is the students' vocabulary mastery and the second is the students' active participation. To know the mean score of the primary data taken from the English teacher was analyzed quantitatively by the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

- M = the average score of the students' vocabulary mastery.  
 $\sum x$  = the total score of the students' vocabulary mastery.  
N = the total number of the students.

(Adapted from Ali, 1989:37)

After that to find the number of the students who achieve the target score and the result of the students' participation, the data was analyzed by the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = the percentage of the students who achieve the standard score  
n = the number of the students who achieve the standard score  
N = the number of the students.

(Adapted from Ali, 1993:186)

## CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and the suggestions for the English teacher, the students and the future researchers.

### 5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded as follows:

1. The use of Mobile Dictionary improved the students' participation of the eleventh of MIPA 1 grade students in the teaching and learning process of vocabulary at MAN 1 Jember. The improvement of the students' active participation could be seen from the result of the observation in Cycle 1, there were 75.75% of the students who participated actively in teaching learning process of vocabulary. While in the result of the observation in Cycle 2, there were 81.6% of the students who participated actively in teaching learning process of vocabulary. It was considered as successful result because it fulfilled the indicators of successful research that was at least 75% who participated actively in teaching learning process of vocabulary.
2. The use of Mobile Dictionary improved the eleventh of MIPA 1 grade students' vocabulary mastery at MAN 1 Jember. The improvement of the students' vocabulary mastery can be seen from the students' mean score of vocabulary mastery test improved from 72.2 in the previous vocabulary mastery score to 76.9 in Cycle 1 and 82.5 in Cycle 2. According to the result of the analysis, the percentage of the students who got at least 75 improved about 47.1% (from 35.3% to 82.4%). Then, the result from Cycle 1 to Cycle 2 improved about 5.8% (from 82.4% to 88.2%). It was categorized as successful because it fulfilled the criteria that were at least 75% of the students got  $\geq 75$  in vocabulary mastery test.

## 5.2 Suggestions

Based on the results of the action research, some suggestions are proposed to the future researchers, the students, and the English teacher.

1. The Future Researchers

The futures researchers are recommended to conduct a similar research design dealing with Mobile Dictionary. It can be used in different research design like experimental or descriptive research with different language skill for different school or different level of students to develop the students' vocabulary mastery

2. The Students

It is suggested to the students to use Mobile Dictionary in learning vocabulary since it make them easier to memorize the words and understand the meaning of the words, so they can improve their vocabulary mastery.

3. The English Teacher

The English teacher is suggested to use Mobile Dictionary as an alternative tool in teaching vocabulary to improve the students' vocabulary mastery and the students' active participation. It is because Mobile Dictionary facilities the students to find the synonyms or antonyms, to find the meaning of the words, even to know how to pronounce the word correctly.

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## APPENDIX 1

### RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving the Eleventh Grade Students' Vocabulary Mastery by Using Mobile Dictionary	<p>1.Can the use of mobile dictionary improve the eleventh grade students' active participation?</p> <p>2.Can the use of mobile dictionary improve the eleventh grade students' vocabulary mastery?</p>	<p><b>Independent Variable</b> Teaching vocabulary through by using mobile dictionary</p> <p><b>Dependent Variable</b> The eleventh grade students' vocabulary mastery</p>	<p>The procedures of using mobile dictionary in teaching vocabulary through reading narrative texts are:</p> <ul style="list-style-type: none"> <li>- Explaining the use of mobile dictionary</li> <li>- Asking the students to prepare their own mobile dictionary</li> <li>- Asking the students to do the exercises in pairs by using mobile dictionary</li> <li>- Asking the students to do the exercises individually by using mobile dictionary</li> <li>- Discussing the students' work</li> </ul> <p>The scores of students' vocabulary mastery test covering large vocabulary:</p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<p><b>Research participants</b> The Eleventh grade students of MAN 1 Jember in the 2018/2019 Academic Year</p> <p><b>Informant</b> The English teacher of the eleventh grade students of MAN 1 Jember.</p> <p><b>Document :</b></p> <ul style="list-style-type: none"> <li>• The names of the participants</li> </ul>	<ol style="list-style-type: none"> <li>1. Research Design: Classroom action research with the cycle model that consists of four steps: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting.</li> <li>3. Research Context: The purposive method</li> <li>4. Research participants: The purposive method</li> <li>5. Data Collection Methods:                             <ol style="list-style-type: none"> <li>a. Primary Data: vocabulary test and observation</li> <li>b. Supporting data: interview and document</li> </ol> </li> <li>6. Data Analysis Method:                             <ol style="list-style-type: none"> <li>a. Product evaluation analysis: The primary data taken from the vocabulary mastery test were analyzed by using the percentage formula as follows: <math display="block">E = \frac{n}{N} \times 100\%</math> <i>E</i>: the percentage of the students who get score <math>\geq 75</math> in the vocabulary test <i>N</i>: the number of the participants <i>n</i>: the number of the students who get score <math>\geq 75</math> in the vocabulary test</li> <li>b. Process evaluation analysis: The results of the observation were analyzed by using the formula below. <math display="block">E = \frac{n}{N} \times 100\%</math> Notes: <i>E</i> = the percentage of the students who actively participate in the vocabulary teaching and learning process through narrative text by using mobile dictionary. <i>n</i> = the number of the students who actively participate in the vocabulary teaching and learning process through narrative texts by using mobile dictionary. <i>N</i> = the number of the students as the research participants</li> </ol> </li> </ol> <p style="text-align: right;">(Adapted from Ali, 1993:39)</p>	<ol style="list-style-type: none"> <li>1.The use of mobile dictionary can improve the eleventh grade students' active participation</li> <li>2.The use of mobile dictionary can improve the eleventh grade students' vocabulary mastery</li> </ol>

**Appendix 2**

**The Result of Preliminary Study**

**a. Interview Guide**

No.	The Researcher's Questions	The Teacher's Answer
1.	What curriculum do you use in teaching English?	I use K13
2.	How often do you teach English in a week?	I teach English twice a week
3.	What books do you use for teaching English?	I use students' worksheet (Buku paket Bahasa dan Sastra Inggris)
4.	What problem do the students have in learning English?	They have a problem in mastering the English vocabulary in sentences
5.	What media do you use in teaching vocabulary?	I use students' worksheet
6.	What techniques do you use in teaching vocabulary?	I use lecturing and question-answer method
7.	Have you ever used mobile dictionary in teaching vocabulary?	I have never used mobile dictionary for teaching vocabulary
8.	Do you teach vocabulary integratedly with the language skills?	Yes I do. I teach students' vocabulary integrating with reading skill
9.	What are your students' difficulties in learning vocabulary?	The students have difficulties in defining the words and using the words in different context
10.	How do you assign your students to enlarge their vocabulary?	I ask the students to do more reading and find the difficult words and then discuss it together

**b. Documentation Guide**

No.	The Supporting Data Required	Resources
1.	The names of the research participants	The School Document
2.	The students' previous scores of vocabulary test	The English Teacher

**Appendix 3**

**The Previous Score of XI MIPA 1 Vocabulary Test and the Standard Score of English Subject and the Result of Students' Vocabulary Mastery Test**

No .	Students' Name	KKM	Previous Score of MIPA 1 Vocabulary Test	The Result of the Studets' Vocabulary Mastery	
				Cycle 1	Cycle 2
1	AH	75	80	90	95
2	A	75	80	80	90
3	AKW	75	80	75	80
4	ARS	75	65	75	75
5	BANF	75	71	80	70
6	DS	75	70	75	80
7	DIF	75	75	80	90
8	EM	75	71	80	95
9	FIAT	75	70	75	75
10	FAN	75	77	65	80
11	HS	75	71	75	75
12	HM	75	65	65	80
13	IAM	75	72	85	85
14	ISM	75	75	60	85
15	IMA	75	70	90	90
16	KR	75	77	70	80
17	LAN	75	79	85	85
18	MSP	75	75	65	70
19	MF	75	70	80	80
20	MA	75	71	75	70
21	NFM	75	71	75	85
22	NIA	75	65	75	90
23	NNI	75	71	75	75
24	NI	75	71	65	80
25	RW	75	75	75	75
26	RLA	75	71	80	90
27	SDA	75	65	85	95
28	SZS	75	71	85	70
29	SAMS	75	71	75	85
30	SS	75	71	85	75
31	TNH	75	75	75	95
32	WRN	75	75	85	85
33	WK	75	70	80	90
34	ZDAP	75	70	75	85
The Average Score		$M = \frac{\sum x}{N}$	72,2	76.9	82.5

## Appendix 4

### LESSON PLAN 1

#### (Cycle 1)

School	: MAN 1 Jember
Subject	: English
Class/Semester	: XI/1
Language Skill	: Reading
Language Focus	: Vocabulary
Topic/Subtopic	: Narrative Text/Fairy Tale
Time Allocation	: 2 x 45 minutes

#### A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Basic Competence and Indicators

Basic Competence	Indicators
4.5 Menangkap makna secara kontekstual terkait dengan fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis terkait cerita pendek.	<p>4.5.1 Find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary.</p> <p>4.5.2 Write the sentences based on the words provided.</p> <p>4.5.3 Guess the synonyms of the words by using Mobile Dictionary.</p> <p>4.5.4 Guess the antonyms of the words by using Mobile Dictionary.</p>

#### C. Learning Objectives

- 4.5.1 The students are able to find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary.
- 4.5.2 The students are able to write the sentences based on the words provided.
- 4.5.3 The students are able to guess the synonyms of the words by using Mobile Dictionary.
- 4.5.4 The students are able to guess the antonyms of the words by using Mobile Dictionary.

#### D. Learning Material

Enclosed

#### E. Teaching Learning Technique

Method : In pairs, discussion, and questions & answers  
 Technique : Scientific Approach

### F. Media/Learning Source

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, Mobile Dictionary, Students' answer sheets.

Source :Internet  
<http://britishcourse.com/narrative-text-definition-generic-structures-purposes-language-features.php>  
<https://princess.disney.com/jasmines-story>

### G. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
2	<b>Main Activities</b>		80'
	<b>Observing</b>		
	2.1 Giving a narrative text	Reading the text	5
	2.2 Explaining the social function, language features, and the structures of a narrative text	Paying attention on the social function, language features, and the structures of a narrative text	10
	2.3 Explaining about vocabulary (nouns, verbs, adjectives, and adverbs) related with the theme	Listening to the teacher's explanation	10
	<b>Questioning</b>		
	2.4 Inviting the students to ask questions about the materials they do not understand	Students ask questions about the materials they do not understand	10
	<b>Exploring</b>		
2.5 Asking the students' to find an unfamiliar word and ask them to search the meaning, the synonym and the antonym of the word based on the context	Finding and searching the meaning, the synonym and the antonym of the word based on the context	10	
<b>Associating</b>			
2.6 Asking the students to do the vocabulary task 1 by using Mobile Dictionaru in pairs	Doing vocabulary tasks in pairs	10	
2.7 Asking the students to do the vocabulary task 2 and 3 by using Mobile Dictionary individually	Doing the vocabulary tasks individually	15	
<b>Communicating</b>			
2.8 Discussing the students' work with the class	Discussing the tasks	10	
3	<b>Closing Activities</b>		5'
	3.1 Guiding the students to draw a conclusion about the material by question and answer about the important points	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

## H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. Listening to the teachers's explanation.
2. Answering to the teacher's question.
3. Asking questions about the material they do not understand.
4. Doing the vocabulary exercises by using mobile dictionary in pairs.
5. Doing the vocabulary exercises by using mobile dictionary individually.

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. Each of the correct answer will be scored 4.

## Enclosure

### A. Set Induction

#### Leading Questions:



1. Look at the picture! Are you familiar with the picture?
2. Do you know who they are?
3. Do you know what the story is about?
4. What kind of story is it?
5. Can you guess what topic we are going to learn?

### B. Main Activities (Explanation)

#### Jasmine

Deep in the Arabian Desert, Princess Jasmine lived with her father, the Sultan of Agrabah, and her tiger, Rajah. The sultan had said **Jasmine** must marry a prince and soon. But Jasmine wanted to marry for love, not just to make her father **happy**! In a nearby village, there lived a young man named Aladdin. His best friend was a monkey he called Abu. Aladdin was **poor**, but he had big dreams. "Someday," he told Abu, "we will live in a palace!"

Jasmine refused to be married. So she disguised herself as a peasant and left home. In the marketplace, she accidentally stole **an apple**. A guard grabbed Jasmine, but Aladdin stepped in to protect her. Aladdin took Jasmine to his home. As they talked, they discovered they each dreamed of living a life different than their own. "I ran away, and I am not going back," said Jasmine. Then the palace guards burst in and seized Aladdin! Jasmine revealed herself as the princess and demanded Aladdin be freed. To her shock, the guards refused. Aladdin was taken away.

While locked in the palace dungeon, Aladdin met an **old** man who helped him escape. The man took Aladdin and Abu to the Cave of Wonders. He wanted Aladdin to retrieve a magic lamp hidden inside. Aladdin and Abu found the lamp and a magic carpet! But as they left, the cave began to rumble and shake and turn into molten lava! At the **entrance**, the old man wouldn't help them. He was **really** the Sultan's evil assistant, Jafar!

Though **stuck** in the cave, Abu had **tricked** Jafar and kept the magic lamp for Aladdin. When Aladdin rubbed it, a genie whirled out of the lamp to rescue them from the cave and to grant Aladdin three wishes! Aladdin's **first** wish to be a prince. Disguised as a **wealthy** prince visiting from another kingdom, Aladdin went to see Princess Jasmine once again. That night, Aladdin took Jasmine on a magic carpet ride that they would never **forget**. Flying over deserts, mountains, and seas, Jasmine and Aladdin discovered a whole new world. The wonder and magic of the night brought them closer together. They were falling in love.

"Good night, my handsome prince," whispered Jasmine at the end of their flight. Then Aladdin kissed her. Aladdin was so happy, he felt as if he was floating on air.

But Jafar had an evil plan. He ordered his guards to throw Aladdin into the sea. Aladdin used his second wish to have the Genie rescue him. But then Jafar stole the magic lamp! Now the Genie had to serve Jafar! And the wicked sorcerer was holding Jasmine prisoner! As Aladdin **sneaked** into the palace to save her, Jasmine used her charms to distract Jafar. Aladdin tricked Jafar into using one of his wishes. "I wish to be an all-powerful genie!" proclaimed Jafar. He became an evil genie, and Aladdin trapped him inside a magic lamp for **all time**!



The Sultan **told** Jasmine that she could marry whomever she chose. Princess Jasmine chose to marry her one true love, Aladdin! Aladdin used his final wish to free the Genie forever. In a flash, the Genie dressed to travel the world.

## **The Definition of Narrative Text**

Narrative text is an imaginative story to entertain the readers.

## **The Generic Structure of Narrative Text**

1. Orientation
2. Complication
3. Resolution

## **The Language Features of Narrative Text**

- Past tense
- Adverb of time
- Time conjunction
- Action verbs

Vocabulary is the knowledge of words and their meanings. Vocabulary in English can be classified into two groups, namely major vocabulary and minor vocabulary. Major vocabulary includes *nouns, adjectives, verbs, and adverbs*.

Major vocabulary:

1. Noun: it refers to a person, place or thing.  
For example: plan, mice, hair, etc.
2. Adjective: it refers to the words that given more information about a noun or pronoun.  
For example: happy, hungry, old, etc.
3. Verb: it refers to the words that denote action.  
For example: tricked, took, found, etc.
4. Adverb: it refers to the words that describe or add to the meaning of a verb, adjectives, another adverb or a whole sentence.  
For example: quickly, around, etc.

## **EXERCISE I (IN PAIRS TASK)**

Word Definition

Directions: complete the table below by giving the check mark (✓) in the part of speech and writing the appropriate meaning based on the context in Jasmine text.

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	Jasmine					.....
2	all time					.....
3	tricked					.....
4	first					.....
5	an apple					.....
6	really					.....
7	sneaked					.....
8	entrance					.....
9	told					.....
10	happy					.....

### EXERCISE II (INDIVIDUAL TASK)

Make a Sentence

Directions: chose five words based on the first table and complete the table below by writing your own sentence.

WORDS	PART OF SPEECH	SENTENCES
	N	.....
	V	.....
	Adj	.....
	Adv	.....
	N	.....

### EXERCISE III (INDIVIDUAL TASK)

Synonym and Antonym

A. Synonym

Direction: circle the correct synonym of the word below.

WORDS	SYNONYMS
told	(informed, reported, adviced, whispered)
poor	(bankrupt, broke, impoverished, insolvent)
sneaked	(pad, slinked, prowled, creep)
stuck	(paralysed, frozen, catatonic, immobile )
happy	(blessed, pleased, lucky, ecstatic)

B. Antonym

Direction: circle the correct synonym of the word below.

WORDS	ANTONYMS
wealthy	(nasty, needy, disgusting, bankrupt)
old	(little, immature, young, adolescent)
told	(concealed, denied, deceived, listened)
happy	(homesick, aggrieved, sad, bleak)
forget	(remember, keep, honour, fulfil)

## The Answer Model

### EXERCISE I

No	WORD	Part of Speech				MEANING
		N	V	Adj	Adv	
1	Jasmine	✓				The name of person
2	all time			✓	✓	A particular amount of time
3	tricked		✓			To make someone believe something that is not true
4	first			✓		Happening or coming before all other similar things or people
5	an apple	✓				A hard round fruit that is white inside and has green, yellow, or red skin
6	really				✓	Often used for emphasizing how bad someone or something is
7	sneaked		✓			To move somewhere quietly and secretly so that no one can see you or hear you
8	entrance	✓				The place where you can enter a room, building or area
9	told		✓			To give information to someone
10	happy			✓		Make someone pleased and satisfied

### EXERCISE II

WORDS	PART OF SPEECH	SENTENCES
entrance	N	She saw a young man at the entrance
tricked	V	John claimed that the dishonest salesman had tricked him into buying a useless piece of machinery
happy	Adj	He made her happy
really	Adv	Ricky had never really recovered from his knee injury
Jasmine	N	Jasmine disguised as a peasant

### EXERCISE III

WORDS	SYNONYMS
told	( <b>informed</b> , reported, advised, whispered)
poor	(bankrupt, broke, <b>impoverished</b> , insolvent)
sneaked	(pad, <b>slink</b> , prowled, creep)
stuck	(paralysed, frozen, catatonic, <b>immobile</b> )
happy	(blessed, <b>pleased</b> , lucky, ecstatic)

WORDS	ANTONYMS
wealthy	(nasty, <b>needy</b> , disgusting, bankrupt)
old	(little, immature, <b>young</b> , adolescent)
told	( <b>concealed</b> , denied, deceived, listened)
happy	(homesick, aggrieved, <b>sad</b> , bleak)
forget	( <b>remember</b> , keep, honour, fulfil)

## Appendix 5

### LESSON PLAN 2

#### (Cycle 1)

School	: MAN 1 Jember
Subject	: English
Class/Semester	: XI/1
Language Skill	: Reading
Language Focus	: Vocabulary
Topic/Subtopic	: Narrative Text/Fairy Tale
Time	: 2 x 45 minutes

#### A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Basic Competence and Indicators

Basic Competence	Indicators
4.5 Menangkap makna secara kontekstual terkait dengan fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis terkait cerita pendek.	<p>4.5.1 Find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary.</p> <p>4.5.2 Write the sentences based on the words provided.</p> <p>4.5.3 Guess the synonyms of the words by using Mobile Dictionary.</p> <p>4.5.4 Guess the antonyms of the words by using Mobile Dictionary.</p>

#### C. Learning Objectives

- 4.5.1 The students are able to find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary.
- 4.5.2 The students are able to write the sentences based on the words provided.
- 4.5.3 The students are able to guess the synonyms of the words by using Mobile Dictionary.
- 4.5.4 The students are able to guess the antonyms of the words by using Mobile Dictionary.

#### D. Learning Material

Enclosed

#### E. Teaching Learning Technique

Method : In pairs, discussion, and questions & answers  
 Technique : Scientific Approach

## F. Media/Learning Source

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, Mobile Dictionary, Students' answer sheets.  
 Source :Internet  
<https://princess.disney.com/snow-whites-story>

## G. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
2	<b>Main Activities</b>		80'
	<b>Observing</b>		
	2.1 Giving a narrative text	Reading the text	5
	2.2 Explaining the social function, language features, and the structures of a narrative text	Paying attention on the social function, language features, and the structures of a narrative text	10
	2.3 Explaining about vocabulary (nouns, verbs, adjectives, and adverbs) related with the theme	Listening to the teacher's explanation	10
	<b>Questioning</b>		
	2.4 Inviting the students to ask questions about the materials they do not understand	Students ask questions about the materials they do not understand	10
	<b>Exploring</b>		
	2.5 Asking the students to find an unfamiliar word and ask them to search the meaning, the synonym and the antonym of the word based on the context	Finding and searching the meaning, the synonym and the antonym of the word based on the context	10
<b>Associating</b>			
2.6 Asking the students to do the vocabulary task 1 by using Mobile Dictionaru in pairs	Doing vocabulary tasks in pairs	10	
2.7 Asking the students to do the vocabulary task 2 and 3 by using Mobile Dictionary individually	Doing the vocabulary tasks individually	15	
<b>Communicating</b>			
2.8 Discussing the students' work with the class	Discussing the tasks	10	
3	<b>Closing Activities</b>		5'
	3.1 Guiding the students to draw a conclusion about the material by question and answer about the important points	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

## H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. Listening to the teacher's explanation
2. Answering to the teacher's question
3. Asking questions about the material they do not understand
4. Doing the vocabulary exercises by using mobile dictionary in pairs
5. Doing the vocabulary exercises by using mobile dictionary individually

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. Each of the correct answer will be scored 4.

Jember, 23 October 2018

The Researcher

**Sella Rohmawati**

## Enclosure

### A. Set Induction Leading Questions



1. What picture is it?
2. Have you ever heard the story?
3. What is the title of the story?

### B. Main Activities (Explanation)

#### Snow White Story

Once upon a time, there was a beautiful princess named Snow White. She was kind and **gentle** and a friend to all animals. One day, Snow White met a charming prince. As they sang a song of love together, Snow White's evil stepmother, the Queen, watched them. The Queen was so jealous of Snow White's **beauty** that she ordered her Huntsman to kill the young princess. But the Huntsman couldn't bring himself to hurt Snow White. He **told** her to run far away so the Queen would never find them.

Snow White ran deep into the woods. She was lost and **scared** but soon found herself a cottage. The princess knocked, but no one was home. She **slowly** stepped inside. The cottage was a mess! With the help of her forest friends, Snow White cleaned every nook and cranny. "Maybe whoever lives here will let me stay," said Snow White. Upstairs, Snow White found seven little beds. She thought belonged to children. Tired from cleaning, Snow White **yawned** as she curled up on the beds and fell asleep.

Meanwhile, the Seven Dwarfs were heading home from a long day of working in a jewel mine. They were anxious to get home to their cottage in the woods. The Seven Dwarfs were surprised when they found a princess inside their home! When Snow White awoke, she was charmed by the Seven Dwarfs: Dopey, **Sneezy**, Happy, Grumpy, Doc, Bashful, and Sleepy. The Dwarfs wanted to **protect** the beautiful princess from the evil queen, so they **invited** Snow White to live with them. To celebrate, the new friends sang and danced the night away.

Back at the castle, the Queen learned that Snow White was still alive. Engaged, she made a magic potion to change her **appearance**. Her **plan** was to trick the princess. After the Dwarfs had set off for work the next day, the Queen, disguised as an old peddler woman, offered Snow White a beautiful red apple. Snow White **took** one bite of the apple and fell into a deep sleep. The Queen had **poisoned** her! When the Dwarfs came home, they chased the Queen to the top of a stormy mountain. Suddenly, lightning hit the mountain, and the Queen fell, never to be seen again.

But Snow White was still in a deep sleep. The Seven Dwarfs kept watching over her **daily** and night. Finally, Snow White's Prince Charming arrived. He had been searching everywhere for the **beautiful** princess he had sang with so long ago. The Prince awakened Snow White with love's first kiss. The spell was broken! Snow White and the Prince **returned** to the kingdom and lived happily ever after.

Questions to review the materials:

1. What did we learn yesterday?
2. What is the meaning of vocabulary?
3. What parts of speech belong to the major vocabulary?
4. What is meant by a noun, a verb, an adjective, and an adverb?

## EXERCISE I (IN PAIRS TASK)

Word Definition

Directions: complete the table below by giving the check mark (✓) in the part of speech and writing the appropriate meaning based on the context in Snow White text.

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	gentle					.....
2	beauty					.....
3	slowly					.....
4	yawned					.....
5	beautiful					.....
6	invited					.....
7	plan					.....
8	poisoned					.....
9	daily					.....
10	sneezy					.....

## EXERCISE II (INDIVIDUAL TASK)

Make a Sentence

Directions: chose five words based on the first table and complete the table below by writing your own sentence.

No	WORDS	PART OF SPEECH	SENTENCES
1		Adv	.....
2		N	.....
3		V	.....
4		Adj	.....
5		V	.....

## EXERCISE III (INDIVIDUAL TASK)

Synonym and Antonym

A. Synonym

Directions: circle the correct synonym of the word below.

No	WORDS	SYNONYMS
1	invited	(disinvited, have, called, asked)
2	beautiful	(elegant, gorgeous, exquisite, splendid)
3	appearance	(looks, face, cast, form)
4	told	(instructed, enforced, deputed, ordered)
5	scared	(petrified, horrified, afraid, startled)

B. Antonym

Directions: circle the correct antonym of the word below.

No	WORDS	ANTONYMS
1	beautiful	(bad, heavy, ugly, grim)
2	protect	(abandon, ruin, deny, abdicate)
3	scared	(heroic, audacious, nerveless, brave)
4	returned	(left, departed, exit, evacuated)
5	took	(indulge, ate, swallowed, managed)



## The Answer Model

### EXERCISE I

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	gentle			✓		A gentle person is kind and calm
2	beauty	✓				The quality of being beautiful or very good to look at
3	slowly				✓	Moving at a slow speed
4	yawned		✓			To open your mouth and take a big breath, usually because you are tired or bored
5	beautiful			✓		A beautiful person is extremely attractive
6	invited		✓			To ask someone to/for something
7	plan	✓				Something that you intend to do and make arrangements to achieve
8	poisoned		✓			To put poison into food or drink because you want to kill someone or make them ill
9	daily				✓	Every day
10	sneezy	✓				The name of one of the dwarfs

### EXERCISE II

No	WORDS	PART OF SPEECH	SENTENCES
1	slowly	Adv	I saw a group of swans swimming slowly across the lake
2	beauty	N	He was impressed by her beauty and charm
3	invited	V	He invited me to a party
4	gentle	Adj	Joe is such a gentle, loving boy
5	poisoned	V	She poisoned Claudius and secured the throne for her son

### EXERCISE III

No	WORDS	SYNONYMS
1	invited	(disinvited, have, called, <b>asked</b> )
2	beautiful	(elegant, <b>gorgeous</b> , exquisite, splendid)
3	appearance	( <b>looks</b> , face, cast, form)
4	told	(instructed, enforced, deputed, <b>ordered</b> )
5	scared	(petrified, horrified, <b>afraid</b> , startled)

No	WORDS	ANTONYMS
1	beautiful	(bad, heavy, <b>ugly</b> , grim)
2	protect	( <b>abandon</b> , ruin, deny, abdicate)
3	scared	(heroic, audacious, nerveless, <b>brave</b> )
4	returned	( <b>left</b> , departed, exit, evacuated)
5	took	(indulged, <b>ate</b> , swallowed, managed)

## Appendix 6

### Vocabulary Test

Subject : English Date : October 24<sup>th</sup>, 2018  
Language Component : Vocabulary Time : 40 minutes  
Name : ... Class/Number : XI MIPA 1/...

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

1. "..... *for the beautiful princess he had sang with so long ago*". The word "*beautiful*" has the similar meaning with ...  
a. Elegant b. gorgeous c. exquisite  
d. splendid e. nice
2. A hard round fruit that is white inside and has green, yellow or red skin, the term of the underlined words is ...  
a. An apricot b. A cherry c. A tomato  
d. An apple e. An orange
3. Jasmine wanted to marry for love, not just to make her father *happy*. The word "*happy*" has the same meaning as ...  
a. Pleased b. lucky c. blessed  
d. ecstatic e. alive
4. One of the names of the seven dwarfs is ...  
a. Abu b. Rajah c. Sneezzy  
d. Jafar e. Sultan
5. The Queen as so jealous of Snow White's ... and she ordered someone to kill her.  
a. Purity b. majesty c. aesthetic  
d. splendor e. beauty
6. A princess who disguised as a peasant is ...  
a. Snow White b. Ariel c. Aurora  
d. Cinderella e. Jasmine
7. Aladdin disguised as a wealthy prince. What is the contrary meaning of the underlined word?  
a. Needy b. nasty c. disgusting  
d. bankrupt e. broke
8. At the ... the old man wouldn't help Aladdin and Abu.  
a. Hall b. hole c. way  
d. entrance e. field

9. Aladdin met an *old* man who helped him escape.  
What is the opposite word of “*old*”?  
a. Little                      b. young                      c. immature  
d. adolescent                  e. small
10. There lived a young man named Aladdin, and he was *poor*.  
The word “*poor*” has the same meaning as ...  
a. Broke                      b. bankrupt                      c. impoverished  
d. insolvent                  e. lucky
11. Snow White and the Prince *returned* to the kingdom.  
What is the opposite word of the underlined word?  
a. Depart                      b. leave                      c. exit  
d. evacuate                  e. attend
12. The Sultan *told* Jasmine that she could marry whomever she chose.  
The word “*told*” has the same meaning as ...  
a. Inform                      b. report                      c. advice  
d. instruct                      e. ask
13. The Sultan has ... heard of Jasmine.  
a. Always                      b. daily                      c. rarely  
d. sometime                      e. never
14. The Dwarfs wanted to *protect* the beautiful princess from the evil queen.  
What is the contrary word of “*protect*”?  
a. Ruin                      b. deny                      c. attack  
d. abandon                      e. abdicate
15. She ... Snow White by giving her an apple.  
a. Gave                      b. poisoned                      c. left  
d. brought                      e. made
16. Snow White was kind and *gentle* and a friend to all animals.  
What is the contrary meaning of “*gentle*”?  
a. Cruel                      b. inhuman                      c. bad  
d. catty                      e. evil
17. Aladdin trapped him inside a magic lamp for ...  
a. Daily                      b. three years                      c. all time  
d. a while                      e. every day
18. Jasmine had tricked the palace guards ...  
a. Easy                      b. easily                      c. fluently  
d. badly                      e. smoothly

19. "A male member of a royal family who is not the king, especially whose parent or grandparent is the king or queen" is the categorization of ...
- a. A servant                      b. A princess                      c. A captain
- d. A guard                      e. A prince
20. Complete the definition with the correct word. "... somewhere quietly and secretly so that no one can see you or hear you."
- a. To open                      b. To make                      c. To give
- d. To move                      e. To ask

**ANSWER KEY**

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

**The Distribution of the Test Items**

No.	The Classification of vocabulary	Number of Items	Total Number
1	Nouns	2, 4, 5, 6, 8, 19	6
2	Verbs	11, 14, 15, 20	4
3	Adjectives	1, 3, 7, 9, 10, 16	6
4	Adverbs	12, 13, 17, 18	4

## Appendix 7

### LESSON PLAN 1

#### (Cycle 2)

School : MAN 1 Jember  
 Subject : English  
 Class/Semester : XI/1  
 Language Skill : Reading  
 Language Focus : Vocabulary  
 Topic/Subtopic : Narrative Text/Fairy Tale  
 Time Allocation : 2 x 45 minutes

#### A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.  
 KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
 KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Basic Competence and Indicators

Basic Competence	Indicators
4.5 Menangkap makna secara kontekstual terkait dengan fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis terkait cerita pendek.	4.5.1 Find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary. 4.5.2 Write the sentences based on the words provided. 4.5.3 Guess the synonyms of the words by using Mobile Dictionary. 4.5.4 Guess the antonyms of the words by using Mobile Dictionary.

#### C. Learning Objectives

- 4.5.1 The students are able to find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary.  
 4.5.2 The students are able to write the sentences based on the words provided.  
 4.5.3 The students are able to guess the synonyms of the words by using Mobile Dictionary.  
 4.5.4 The students are able to guess the antonyms of the words by using Mobile Dictionary.

#### D. Learning Material

Enclosed

#### E. Teaching Learning Technique

Method : In pairs, discussion, and questions & answers  
 Technique : Scientific Approach

### F. Media/Learning Source

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, Mobile Dictionary, Students' answer sheets.

Source :Internet  
<https://princess.disney.com/cinderellas-story>

### G. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
2	<b>Main Activities</b>		80'
	<b>Observing</b>		
	2.1 Giving a narrative text	Reading the text	5
	2.2 Explaining the social function, language features, and the structures of a narrative text	Paying attention on the social function, language features, and the structures of a narrative text	10
	2.3 Explaining about vocabulary (nouns, verbs, adjectives, and adverbs) related with the theme	Listening to the teacher's explanation	10
	<b>Questioning</b>		
	2.4 Inviting the students to ask questions about the materials they do not understand	Students ask questions about the materials they do not understand	10
	<b>Exploring</b>		
	2.5 Asking the students to find an unfamiliar word and ask them to search the meaning, the synonym and the antonym of the word based on the context	Finding and searching the meaning, the synonym and the antonym of the word based on the context	10
	<b>Associating</b>		
2.6 Asking the students to do the vocabulary task 1 by using Mobile Dictionaru in pairs	Doing vocabulary tasks in pairs	10	
2.7 Asking the students to do the vocabulary task 2 and 3 by using Mobile Dictionary individually	Doing the vocabulary tasks individually	15	
<b>Communicating</b>			
2.8 Discussing the students' work with the class	Discussing the tasks	10	
3	<b>Closing Activities</b>		5'
	3.1 Guiding the students to draw a conclusion about the material by question and answer about the important points	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

### H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. Listening to the teacher's explanation
2. Answering to the teacher's question
3. Asking questions about the material they do not understand
4. Doing the vocabulary exercises by using mobile dictionary in pairs
5. Doing the vocabulary exercises by using mobile dictionary individually

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. Each of the correct answer will be scored 4.

Jember, 30 October 2018

The Researcher

**Sella Rohmawati**

## Enclosure

### A. Set Induction Leading Questions



1. Do you know what the title of that story? Mention it! (pointed the picture)
2. Have you ever read or heard the story?
3. Tell me about the story briefly!

### B. Main Activities (Exercises)

#### Cinderella

Once upon a time, there was a kind girl named Cinderella. All of the animals loved her, **especially** two mice named **Gus and Jaq**. They'd do anything for the girl they called Cinderella. Cinderella lived with her stepmother and her two stepsisters, Anastasia and Drizella. They were very mean to Cinderella, making her **work** all day cleaning, sewing, and cooking. She tried her best to make them happy.

Cinderella's stepmother, Lady Tremaine, was cold, cruel, and jealous of Cinderella's charm and **beauty**. She enjoyed giving Cinderella extra chores to do, such as bathing her cat, Lucifer. One day, a messenger arrived with a special invitation. There was going to be a royal ball at the palace! The King wanted his son to find a bride. Every **young** woman in the kingdom was invited-including Cinderella!

Cinderella was very excited about the ball. In the attic, she **found** a dress that had belonged to her mother. It was a bit old-fashioned, but Cinderella could make it beautiful. Lady Tremaine didn't want Cinderella to go to the ball. She wanted the Prince to meet Anastasia and **Drizella**. Maybe he would marry one of them. Lady Tremaine kept Cinderella busy with chores that would take her all night to finish.

While Cinderella was working, the mice and birds **fixed** her dress. They added ribbons and beads that the two stepsisters had thrown away. Working together, the animals turned a simple dress into a **fabulous** gown! Cinderella was overjoyed when she saw the dress. Now she could go to the ball! "Oh, thank you so much!" Cinderella said to Gus, Jaq, and the birds.

When the stepsisters **saw** their old ribbons and beads on Cinderella's dress, they flew into a rage. They ripped the dress and pulled off the beads. Lady Tremaine didn't stop them. Cinderella's dream of going to the ball was through. Cinderella ran away to the garden to cry. **Suddenly**, her fairy godmother appeared. With a wave of her wand, she turned a pumpkin into an elegant coach. Cinderella could now go to the ball, but her dress was still ruined.

"Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass slippers. But all of this came with a warning: When the clock struck midnight, the magic spell would wear off!

At the ball, Prince Charming couldn't take his eyes off Cinderella. The orchestra played, and the Prince began to dance with the wonderful girl whose name he still didn't know. For Cinderella, the night was a dream come true. Before too long, the clock began to strike midnight. "Good-bye!" Cinderella said, hurrying away. "Come back!" called the Prince. "I don't know even know your name!" As Cinderella **fled**, one of her glass slippers came off.

The prince **sent** the Grand Duke to find the girl who fit the glass slippers. Lady Tremaine locked Cinderella in the attic, but Cinderella's mouse friends freed her. Then Lady Tremaine tripped the Grand Duke, and the glass slippers shattered...but Cinderella had the other in her pocket. And it fit! Cinderella and the Prince were soon married. Everyone rejoiced, including Cinderella's mouse friends, who wore special outfits to the wedding. Filled with joy, Prince Charming and Cinderella lived **happily** ever after.

Questions to review the materials:

1. What a part of speech is that refers to describe or add to the meaning of a verb, adjective!
2. What a part of speech is that refers to a person, place or thing?



## EXERCISE I (IN PAIRS TASK)

Word Definition

Directions: complete the table below by giving the check mark (✓) in the part of speech and writing the appropriate meaning based on the context in Cinderella text.

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	especially					...
2	work					...
3	beauty					...
4	young					...
5	found					...
6	Drizella					...
7	fabulous					...
8	suddenly					...
9	fled					...
10	happily					...

## EXERCISE II (INDIVIDUAL TASK)

Make a Sentence

Directions: chose five words based on the first table and complete the table below by writing your own sentence.

No	WORDS	PART OF SPEECH	SENTENCES
1	...	v	...
2	...	n	...
3	...	adj	...
4	...	v	...
5	...	adv	...

## EXERCISE III (INDIVIDUAL TASK)

Synonym and Antonym

A. Synonym

Directions: circle the correct synonym of the word below.

No	WORDS	SYNONYMS
1	young	(new, juvenile, youthful, childish)
2	fabulous	(excellent, cool, terrific, incredible)
3	saw	(pointed, detected, noticed, sensed)
4	suddenly	(all at once, immediately, at once, swiftly)
5	sent	(delivered, gave, informed, ordered)

B. Antonym

Directions: circle the correct antonym of the word below.

No	WORDS	ANTONYMS
1	began	(stopped, closed, ignored, ruined)
2	fixed	(destroyed, ravaged, devastated, broke)
3	fled	(stayed, delayed, waited, stood)
4	found	(hunted, looked for, wanted, wish)
5	young	(antique, worn, archaic, old)

## The Answer Model

### EXERCISE I (IN PAIRS TASK)

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	especially				✓	Use for showing that what you are saying applies to one person more than others
2	work		✓			To make somebody work
3	beauty	✓				The quality of being beautiful or very good to look at
4	young			✓		Not yet old
5	found		✓			To discover something
6	Drizella	✓				The name of person
7	fabulous			✓		Extremely good
8	suddenly				✓	Unexpectedly
9	fled		✓			To leave a place very quickly
10	happily				✓	In a happy way

### EXERCISE II (INDIVIDUAL TASKS)

No	WORDS	PART OF SPEECH	SENTENCES
1	found	v	Cinderella found her mother's dress
2	Drizella	n	Drizella couldn't meet the prince
3	fabulous	adj	I had a fabulous gown
4	fled	v	She burst into tears and fled
5	happily	adv	They lived happily ever after

### EXERCISE III (INDIVIDUAL TASK)

No	WORDS	SYNONYMS
1	young	(new, juvenile, <b>youthful</b> , childish)
2	fabulous	( <b>excellent</b> , cool, terrific, incredible)
3	saw	(pointed, detected, <b>noticed</b> , sensed)
4	suddenly	(all at once, <b>immediately</b> , at once, swiftly)
5	sent	(deliver, give, inform, <b>order</b> )

No	WORDS	ANTONYMS
1	began	( <b>stopped</b> , closed, ignored, ruined)
2	fixed	(destroyed, ravaged, devastated, <b>broke</b> )
3	fled	( <b>stayed</b> , delayed, waited, stood)
4	found	(hunted, <b>looked for</b> , wanted, wish)
5	young	(antique, worn, archaic, <b>old</b> )

## Appendix 8

### LESSON PLAN 2

(Cycle 2)

School : MAN 1 Jember  
 Subject : English  
 Class/Semester : XI/1  
 Language Skill : Reading  
 Language Focus : Vocabulary  
 Topic/Subtopic : Narrative Text/Fairy Tale  
 Time Allocation : 2 x 45 minutes

#### A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Basic Competence and Indicators

Basic Competence	Indicators
4.5 Menangkap makna secara kontekstual terkait dengan fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis terkait cerita pendek.	4.5.1 Find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary. 4.5.2 Write the sentences based on the words provided. 4.5.3 Guess the synonyms of the words by using Mobile Dictionary. 4.5.4 Guess the antonyms of the words by using Mobile Dictionary.

#### C. Learning Objectives

- 4.5.1 The students are able to find the meanings of the words and classify the words into nouns, verbs, adjectives, and adverbs based on the text given by using Mobile Dictionary.
- 4.5.2 The students are able to write the sentences based on the words provided.
- 4.5.3 The students are able to guess the synonyms of the words by using Mobile Dictionary.
- 4.5.4 The students are able to guess the antonyms of the words by using Mobile Dictionary.

#### D. Learning Material

Enclosed

#### E. Teaching Learning Technique

Method : In pairs, discussion, and questions & answers  
 Technique : Scientific Approach

### F. Media/Learning Source

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, Mobile Dictionary, Students' answer sheets.  
 Source :Internet  
<https://princess.disney.com/rapunzels-story>

### G. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
2	<b>Main Activities</b>		80'
	<b>Observing</b>		
	2.1 Giving a narrative text	Reading the text	5
	2.2 Explaining the social function, language features, and the structures of a narrative text	Paying attention on the social function, language features, and the structures of a narrative text	10
		Listening to the teacher's explanation	10
	2.3 Explaining about vocabulary (nouns, verbs, adjectives, and adverbs) related with the theme	Students ask questions about the materials they do not understand	10
	<b>Questioning</b>		
	2.4 Inviting the students to ask questions about the materials they do not understand	Finding and searching the meaning, the synonym and the antonym of the word based on the context	10
	<b>Exploring</b>		
	2.5 Asking the students to find an unfamiliar word and ask them to search the meaning, the synonym and the antonym of the word based on the context	Doing vocabulary tasks in pairs	10
<b>Associating</b>			
2.6 Asking the students to do the vocabulary task 1 by using Mobile Dictionaru in pairs	Doing the vocabulary tasks individually	15	
2.7 Asking the students to do the vocabulary task 2 and 3 by using Mobile Dictionary individually		10	
<b>Communicating</b>			
2.8 Discussing the students' work with the class	Discussing the tasks		
3	<b>Closing Activities</b>		5'
	3.1 Guiding the students to draw a conclusion about the material by question and answer about the important points	Making a conclusion about the material that they have learned.	2'
		Paying attention	2'
	3.2 Giving feedback to the students orally		
3.3 Parting	Responding teacher's parting	1'	

### H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. Listening to the teacher's explanation
2. Answering to the teacher's question
3. Asking questions about the material they do not understand
4. Doing the vocabulary exercises by using mobile dictionary in pairs
5. Doing the vocabulary exercises by using mobile dictionary individually

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. Each of the correct answer will be scored 4.

Jember, 31 October 2018

The Researcher

**Sella Rohmawati**

## Enclosure

### A. Set Induction

#### Leading Questions



1. Have you ever read or heard the story?
2. Do you know what the title of that story? Mention it! (pointed the picture)
3. Who are they?

### B. Main Activities (Exercises)

#### Rapunzel

Long ago, a king and queen had a baby daughter named **Rapunzel**. What her devoted parents didn't know was that Rapunzel's golden hair contained magical healing powers. A selfish old woman named Mother Gothel knew of the magic in Rapunzel's hair and **wanted** it to keep herself young. So she kidnapped the baby and raised her in a tower deep in the woods, never telling her that she was a princess.

As Rapunzel's hair grew and grew, she loved gazing out the tower window at the lights that floated in the night sky every year on her birthday. She longed to leave the tower and see them up close, but Mother Gothel refused. Meanwhile, a **young** thief named Flynn Rider had stolen something special from the King's castle, and the royal guards were **after** him. **Suddenly**, he saw the perfect hiding place—a tower! When Flynn Rider climbed into the tower, Rapunzel knocked him out with a frying pan. Then she secretly inspected the satchel he carried. Inside, Rapunzel found a sparkling gold object. It was so familiar.

Flynn Rider awoke and found himself tied to a chair with Rapunzel's **long**, golden hair. Rapunzel pointed to her painting of the floating lights. Tomorrow was her eighteenth birthday. If Flynn **took** her to see the lights, she'd return his satchel. After Flynn agreed to help, Rapunzel used her hair to climb down from the tower. She'd never been outside before! But when her feet touched the **grass**, Rapunzel nearly burst with excitement, exclaiming, "Woo-hoo!"

Rapunzel and Flynn enjoyed their adventure, but they were being chased! Mother Gothel was **looking for** them. The royal guards were after Flynn, and so were his angry partners in crime. They wanted the crown! Day passed, and Rapunzel and Flynn managed to escape their pursuers. One morning, Rapunzel saw a breathtaking sight: a beautiful kingdom with a castle sitting high above. She headed straight to it!

In the town, Rapunzel was drawn to a painting of the King, the Queen, and their baby, who was known as the lost princess. The child had **golden** hair and green eyes... just like her! Flynn rowed Rapunzel out to view the floating lights, which were actually lanterns! Flynn **gave** Rapunzel her own lanterns to send into the night, and she returned the crown. Then the couple gazed into each other's eyes. They were falling in love.

Later, Flynn and Rapunzel were separated. Mother Gothel **told** Rapunzel that Flynn had only wanted the crown. But she realized Mother Gothel was lying! Rapunzel now knew that she was the lost princess! Suddenly, Flynn arrived to rescue Rapunzel! But Mother Gothel hurt him **badly**. She wanted Rapunzel to stay with her forever. If she did, she'd allow Rapunzel to heal Flynn. But before Rapunzel could act, Flynn cut off her hair, which lost its magic.

Without the magic, Mother Gothel **quickly** aged and returned to dust. Rapunzel was now free, but Flynn was dying. "You were my new dream," he whispered. One of Rapunzel's tears fell on Flynn and began to glow... and **healed** him! Flynn brought Rapunzel back to the castle. The King and Queen rushed to embrace their lost princess. That night, the entire kingdom celebrated her return by launching hundreds of lanterns—the lights that had guided her home.

Questions to review the materials:

1. What a part of speech is that refers to the words that given more information about a noun or pronoun?
2. What a part of speech is that refers to the words that donate action?

## EXERCISE I (IN PAIRS TASK)

Word Definition

Directions: complete the table below by giving the check mark (✓) in the part of speech and writing the appropriate meaning based on the context in Rapunzel text.

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	Rapunzel					...
2	wanted					...
3	young					...
4	suddenly					...
5	took					...
6	grass					...
7	after					...
8	golden					...
9	badly					...
10	quickly					...

## EXERCISE II (INDIVIDUAL TASK)

Make a Sentence

Directions: chose five words based on the first table and complete the table below by writing your own sentence.

No	WORDS	PART OF SPEECH	SENTENCES
1	...	Adj	...
2	...	V	...
3	...	Adv	...
4	...	Adj	...
5	...	N	...

## EXERCISE III (INDIVIDUAL TASK)

Synonym and Antonym

A. Synonym

Directions: circle the correct synonym of the word below.

No	WORDS	SYNONYMS
1	Wanted	(wish, need, ought to, aspired)
2	Young	(youthful, new, juvenile, childish)
3	Suddenly	(all at once, immediately, at once, swiftly)
4	Told	(informed, reported, advised, whispered)
5	Gave	(helped, devoted, pour, hand)

B. Antonym

Directions: circle the correct antonym of the word below.

No	WORDS	ANTONYMS
1	took	(evacuated, deter, let, forsake)
2	told	(deceived, listened, concealed, guessed)
3	look for	(receive, find, know, see)
4	young	(antique, worn, archaic, old)
5	healed	(killed, destroyed, neglected, left)

## The Answer Model

### EXERCISE I (IN PAIRS TASK)

No	WORD	PART OF SPEECH				MEANING
		N	V	Adj	Adv	
1	Rapunzel	✓				The name of person
2	wanted		✓			To feel that you would like to have something
3	young			✓		Not yet old
4	suddenly				✓	unexpectedly
5	took		✓			To go with somebody from one place to another
6	grass	✓				A very common plant with thin green leaves that covers the ground
7	after		✓			Trying to catch someone
8	golden			✓		Bright yellow in color
9	badly				✓	Used to emphasize how serious a situation
10	quickly				✓	After a short time

### EXERCISE II (INDIVIDUAL TASK)

No	WORDS	PART OF SPEECH	SENTENCES
1	young	Adj	Rapunzel met the Mother Gothel
2	took	V	He took me to the castle
3	quickly	Adv	She ran quickly
4	golden	Adj	She had golden hair
5	Rapunzel	N	Rapunzel has golden hair

### EXERCISE III (INDIVIDUAL TASK)

No	WORDS	SYNONYMS
1	wanted	(wish, <b>need</b> , ought to, aspired)
2	young	( <b>youthful</b> , new, juvenile, childish)
3	suddenly	(all at once, <b>immediately</b> , at once, swiftly)
4	told	( <b>informed</b> , reported, advised, whispered)
5	gave	(helped, devoted, pour, <b>hand</b> )

No	WORDS	ANTONYMS
1	took	(evacuated, deter, let, <b>forsake</b> )
2	told	(deceived, listened, <b>concealed</b> , guessed)
3	look for	(receive, <b>find</b> , know, see)
4	young	(antique, worn, archaic, <b>old</b> )
5	healed	( <b>killed</b> , destroyed, neglected, left)



## Appendix 9

### Vocabulary Test

Subject : English Date : November 6<sup>th</sup>, 2018  
Language Component : Vocabulary Time : 40 minutes  
Name : ... Class/Number : XI MIPA 1/...

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

- A princess had long hair and contained magical healing powers is ...
  - Aurora
  - Ariel
  - Cinderella
  - Merida
  - Rapunzel
- Cinderella *found* her mother's dress.  
The word "*found*" has the opposite meaning as ...
  - wish
  - hunt
  - want
  - look for
  - buy
- Rapunzel had ... hair and green eyes.
  - bluish
  - reddish
  - golden
  - gold
  - brown
- ..., the fairy godmother came up.
  - First
  - Suddenly
  - Previously
  - Then
  - Later
- Trying to catch someone, the term of the underlined words is ...
  - after
  - detain
  - hold
  - invite
  - stop
- Cinderella had a *fabulous* gown.  
The word "*fabulous*" has the similar meaning as...
  - cool
  - excellent
  - terrific
  - incredible
  - nice
- But Mother Gothel hurt him badly.  
Complete the definition of the underlined word based on the sentence with the correct word.  
"Used to emphasized how ... a situation."
  - serious
  - funny
  - critical
  - difficult
  - good
- Who are the names of the two mice that helped Cinderella?
  - Gus and Abu
  - Gus and Gas
  - Jaq and Luce
  - Gus and Jaq
  - Gus and Lucifer

9. A *young* thief named Flynn had stolen a crown.  
The word “*young*” has the same meaning as ...
- a. juvenile                      b. new                      c. youthful  
d. childish                      e. boyish
10. Mother Gothel ... aged and returned to dust.
- a. recently                      b. sadly                      c. finally  
d. later                      e. quickly
11. One of the names of Cinderella’s stepsisters is ...
- a. Drizella                      b. Lucifer                      c. Gus  
d. Lady Tremaine                      e. Merida
12. Mother Gothel wanted Rapunzel’s hair.  
Complete the definition of the underlined word based on the sentence. “... that you would like to have something.”
- a. To say                      b. To ask                      c. To sense  
d. To make                      e. To feel
13. All of the animals loved Cinderella, ... the two mice.
- a. actually                      b. especially                      c. only  
d. solely                      e. exclusively
14. When her feet touched the ..., Rapunzel was excited.
- a. air                      b. soil                      c. water  
d. grass                      e. plant
15. The prince *sent* the Grand Duke to find Cinderella.  
The word “*sent*” has the similar meaning as...
- a. give                      b. deliver                      c. order  
d. inform                      e. tell
16. Flynn Rider found himself tied to a chair with Rapunzel’s *long*, golden hair.  
What is the contrary meaning of “*long*”?
- a. curt                      b. low                      c. short  
d. thick                      e. healthy
17. As Cinderella *fled*, one of her glass slippers came off.  
What is the opposite word of “*fled*”?
- a. stay                      b. delay                      c. wait  
d. stand                      e. stop
18. “A male member of a royal family who is not the king, especially whose parent or grandparent is the king or queen” is the categorization of ...
- a. A princess                      b. A prince                      c. A captain  
d. A guard                      e. A servant

19. Rapunzel healed Flynn.

What is the contrary meaning of the underlined word?

- a. save
- b. destroy
- c. neglect
- d. leave
- e. kill

20. Who is Rapunzel's stepmother cat name?

- a. Jaq
- b. Anastasia
- c. Abu
- d. Lucifer
- e. Rajah

## ANSWER KEY

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

## The Distribution of the Test Items

No.	The Classification of vocabulary	Number of Items	Total Number
1	Nouns	1, 8, 11, 14, 18, 20	6
2	Verbs	2, 5, 12, 15, 17, 19	6
3	Adjectives	3, 6, 9, 16	4
4	Adverbs	4, 7, 10, 13	4

**Appendix 10**

**THE RESULT OF THE STUDENTS' ACTIVE PARTICIPATION**

**The Result of Observation in Cycle 1**

No.	Name of the student	Meeting 1							Category	
		Indicators					Total	Active	Passive	
		1	2	3	4	5				
1	AH	✓	✓	✓	✓	✓	5	Active		
2	A	✓	✓	✓	✓	✓	5	Active		
3	AKW				✓	✓	2		Passive	
4	ARS	✓	✓	✓	✓	✓	5	Active		
5	BANF	✓	✓	✓	✓	✓	5	Active		
6	DS	✓	✓	✓	✓	✓	5	Active		
7	DIF	✓	✓	✓	✓	✓	5	Active		
8	EM	✓	✓	✓	✓	✓	5	Active		
9	FIAT	✓	✓	✓	✓	✓	5	Active		
10	FAN	✓			✓		2		Passive	
11	HS	✓	✓	✓	✓	✓	5	Active		
12	HM	✓			✓	✓	3	Active		
13	IAM	✓	✓		✓	✓	4	Active		
14	ISM				✓	✓	2		Passive	
15	IMA	✓	✓	✓	✓	✓	5	Active		
16	KR	✓	✓				2		Passive	
17	LAN	✓	✓	✓	✓	✓	5	Active		
18	MS	✓		✓			2		Passive	
19	MF	✓	✓	✓	✓	✓	5	Active		
20	MA	✓	✓	✓	✓	✓	5	Active		
21	NFM	✓	✓	✓	✓	✓	5	Active		
22	NIA	✓	✓	✓	✓	✓	5	Active		
23	NNI	-	-	-	-	-	-	-	-	
24	NI	✓	✓				2		Passive	
25	RW	✓	✓	✓	✓	✓	5	Active		
26	RLA	✓	✓	✓			2		Passive	
27	SDA	✓	✓	✓	✓	✓	5	Active		
28	SZA	✓	✓	✓	✓	✓	5	Active		
29	SAMS	✓	✓	✓	✓	✓	5	Active		
30	SS				✓	✓	2		Passive	
31	TNH	✓	✓	✓	✓	✓	5	Active		
32	WRN	-	-	-	-	-	-	-	-	
33	WK	✓	✓	✓	✓	✓	5	Active		
34	ZDAP	✓	✓	✓	✓	✓	5	Active		
		<b>Total</b>						24	8	

No.	Name of the student	Meeting 2							Category	
		Indicators					Total	Active	Passive	
		1	2	3	4	5				
1	AH	✓	✓	✓	✓	✓	5	Active		
2	A	✓	✓	✓	✓	✓	5	Active		
3	AKW	✓	✓	✓	✓	✓	5	Active		
4	ARS	✓	✓	✓	✓	✓	5	Active		
5	BANF	✓	✓		✓	✓	4	Active		
6	DS				✓	✓	2		Passive	
7	DIF	✓	✓	✓	✓	✓	5	Active		
8	EM	✓	✓	✓	✓	✓	5	Active		
9	FIAT	✓	✓	✓	✓	✓	5	Active		
10	FAN	✓	✓			✓	3	Active		
11	HS	✓	✓				2		Passive	

12	HM	✓	✓				2		Passive
13	IAM	✓	✓	✓	✓	✓	5	Active	
14	ISM	✓	✓	✓	✓	✓	5	Active	
15	IMA				✓	✓	2		Passive
16	KR	✓	✓	✓	✓	✓	5	Active	
17	LAN	✓	✓	✓	✓	✓	5	Active	
18	MS	✓		✓			2		Passive
19	MF	✓	✓	✓	✓	✓	5	Active	
20	MA				✓	✓	2		Passive
21	NFM	✓	✓	✓			3	Active	
22	NIA	✓	✓	✓	✓	✓	5	Active	
23	NNI			✓	✓		2		Passive
24	NI	✓	✓	✓	✓	✓	5	Active	
25	RW	✓	✓	✓	✓	✓	5	Active	
26	RLA	✓	✓	✓	✓	✓	5	Active	
27	SDA	✓	✓	✓	✓	✓	5	Active	
28	SZA	✓	✓	✓	✓	✓	5	Active	
29	SAMS	✓	✓	✓	✓	✓	5	Active	
30	SS				✓	✓	2		Passive
31	TNH	✓	✓	✓	✓	✓	5	Active	
32	WRN	✓	✓	✓	✓	✓	5	Active	
33	WK	✓	✓	✓	✓	✓	5	Active	
34	ZDAP	✓	✓	✓	✓	✓	5	Active	
<b>Total</b>								26	8

### The Result of Observation in Cycle 2

No.	Name of the student	Meeting 1							Category	
		Indicators					Total	Active	Passive	
		1	2	3	4	5				
1	AH	✓	✓	✓	✓	✓	5	Active		
2	A	✓	✓	✓	✓	✓	5	Active		
3	AKW	✓			✓		2		Passive	
4	ARS				✓	✓	2		Passive	
5	BANF	✓	✓	✓	✓	✓	5	Active		
6	DS	✓	✓	✓	✓	✓	5	Active		
7	DIF	✓	✓	✓		✓	5	Active		
8	EM	✓	✓	✓	✓	✓	5	Active		
9	FIAT	✓	✓	✓	✓	✓	5	Active		
10	FAN				✓	✓	2		Passive	
11	HS	✓	✓	✓	✓	✓	5	Active		
12	HM	✓			✓	✓	3	Active		
13	IAM	✓	✓	✓	✓	✓	5	Active		
14	ISM	✓	✓	✓		✓	5	Active		
15	IMA	✓	✓	✓	✓	✓	5	Active		
16	KR	✓	✓	✓	✓	✓	5	Active		
17	LAN	✓	✓	✓	✓	✓	5	Active		
18	MSP	✓		✓			2		Passive	
19	MF				✓	✓	2		Passive	
20	MA	-	-	-	-		-	-	-	
21	NFM	✓	✓	✓			3	Active		
22	NIA	✓	✓	✓	✓	✓	5	Active		
23	NNI				✓	✓	2		Passive	
24	NI	✓	✓	✓	✓	✓	5	Active		
25	RW	✓	✓	✓	✓	✓	5	Active		
26	RLA	✓	✓	✓	✓	✓	5	Active		
27	SDA	✓	✓	✓	✓	✓	5	Active		
28	SZS	✓	✓	✓	✓	✓	5	Active		

29	SAMS	✓	✓	✓	✓	✓	5	Active	
30	SS	✓	✓	✓	✓	✓	5	Active	
31	TNH	✓	✓	✓	✓	✓	5	Active	
32	WRN	✓	✓	✓	✓	✓	5	Active	
33	WK	✓	✓				2		Passive
34	ZDAP	✓	✓		✓	✓	4	Active	
<b>Total</b>								26	7

No.	Name of the student	Meeting 2							Category	
		Indicators					Total	Active	Passive	
		1	2	3	4	5				
1	AH	✓	✓	✓	✓	✓	5	Active		
2	A	✓	✓	✓	✓	✓	5	Active		
3	AKW	✓	✓	✓	✓		5	Active		
4	ARS	✓			✓	✓	3	Active		
5	BANF	✓	✓	✓	✓	✓	5	Active		
6	DS	✓	✓	✓	✓	✓	5	Active		
7	DIF				✓	✓	2		Passive	
8	EM				✓	✓	2		Passive	
9	FIAT	✓	✓	✓	✓	✓	5	Active		
10	FAN	✓	✓	✓	✓	✓	5	Active		
11	HS	✓	✓	✓	✓	✓	5	Active		
12	HM	✓	✓	✓	✓	✓	5	Active		
13	IAM	✓	✓	✓	✓	✓	5	Active		
14	ISM	✓	✓	✓	✓	✓	5	Active		
15	IMA	✓	✓	✓	✓	✓	5	Active		
16	KR	✓	✓	✓	✓	✓	5	Active		
17	LAN	✓	✓	✓	✓	✓	5	Active		
18	MSP				✓	✓	2		Passive	
19	MF	✓	✓	✓	✓	✓	5	Active		
20	MA	-	-	-	-		-	-	-	
21	NFM	✓	✓	✓			3	Active		
22	NIA	✓	✓	✓	✓	✓	5	Active		
23	NNI	✓	✓	✓	✓	✓	5	Active		
24	NI	✓	✓	✓	✓	✓	5	Active		
25	RW	✓	✓	✓	✓	✓	5	Active		
26	RLA	✓	✓	✓	✓	✓	5	Active		
27	SDA	✓	✓				2		Passive	
28	SZS	✓	✓	✓	✓	✓	5	Active		
29	SAMS	✓	✓	✓	✓	✓	5	Active		
30	SS	-	-	-	-	-	-	-	-	
31	TNH	✓	✓	✓	✓	✓	5	Active		
32	WRN				✓	✓	2		Passive	
33	WK	✓	✓	✓	✓	✓	5	Active		
34	ZDAP	✓	✓	✓	✓	✓	5	Active		
<b>Total</b>								27	5	

APPENDIX 11

Name : *INDAH S.M*

Class/Student Number : *13*

*60*

Choose the right answer by choosing a, b, c, or d!

1.	a	<del>b</del>	c	d	e
2.	a	b	c	<del>d</del>	e
3.	a	<del>b</del>	c	d	e
4.	a	b	<del>c</del>	d	e
5.	a	b	c	d	<del>e</del>
6.	a	b	c	d	<del>e</del>
7.	<del>a</del>	b	c	d	e
8.	a	b	c	<del>d</del>	e
9.	a	<del>b</del>	c	d	e
10.	a	<del>b</del>	c	d	e

11.	a	<del>b</del>	c	d	e
12.	<del>a</del>	b	c	d	e
13.	<del>a</del>	b	c	d	e
14.	a	b	c	<del>d</del>	e
15.	a	b	c	<del>d</del>	e
16.	a	b	<del>c</del>	d	e
17.	a	b	c	<del>d</del>	e
18.	a	b	<del>c</del>	d	e
19.	a	b	c	d	<del>e</del>
20.	<del>a</del>	b	c	d	e

Name : *Ivan Maulana Akbar*

Class/Student Number : *XI MIPA 1 / 15*

*90*

Choose the right answer by choosing a, b, c, or d!

1.	a	<del>b</del>	c	d	e
2.	a	b	c	<del>d</del>	e
3.	<del>a</del>	b	c	d	e
4.	a	b	<del>c</del>	d	e
5.	a	b	c	d	<del>e</del>
6.	a	b	c	d	<del>e</del>
7.	<del>a</del>	b	c	d	e
8.	a	b	c	<del>d</del>	e
9.	a	<del>b</del>	c	d	e
10.	a	b	<del>c</del>	d	e

11.	a	<del>b</del>	c	d	e
12.	<del>a</del>	b	c	d	e
13.	<del>a</del>	b	c	d	e
14.	a	b	c	<del>d</del>	e
15.	a	<del>b</del>	c	d	e
16.	<del>a</del>	b	c	d	e
17.	a	b	<del>c</del>	d	e
18.	a	b	c	<del>d</del>	e
19.	a	b	c	d	<del>e</del>
20.	a	b	c	<del>d</del>	e

APPENDIX 12

Name : Magfirah Salsabila Putri

Class/Student Number : 18

70

Choose the right answer by choosing a, b, c, d, or e!

1.	a	b	c	d	<del>e</del>
2.	a	b	c	<del>d</del>	e
3.	a	b	<del>c</del>	d	<del>e</del>
4.	a	b	c	<del>d</del>	e
5.	a	b	c	d	e
6.	a	<del>b</del>	c	d	e
7.	<del>a</del>	b	c	d	e
8.	a	b	c	<del>d</del>	e
9.	<del>a</del>	b	c	d	e
10.	a	b	c	d	<del>e</del>

11.	<del>a</del>	b	c	d	e
12.	a	<del>b</del>	c	d	e
13.	a	<del>b</del>	c	d	e
14.	a	b	c	<del>d</del>	e
15.	a	b	<del>c</del>	d	e
16.	a	b	<del>c</del>	d	e
17.	<del>a</del>	b	c	d	e
18.	a	<del>b</del>	c	d	e
19.	a	<del>b</del>	c	d	e
20.	a	b	c	d	<del>e</del>

Name : Tasya Nadia Hanin

Class/Student Number : XI PI / 32

95

Choose the right answer by choosing a, b, c, d, or e!

1.	a	b	c	d	<del>e</del>
2.	a	b	c	<del>d</del>	e
3.	a	b	<del>c</del>	d	e
4.	a	<del>b</del>	c	d	e
5.	<del>a</del>	b	c	d	e
6.	a	<del>b</del>	c	d	e
7.	<del>a</del>	b	c	d	e
8.	a	b	c	<del>d</del>	e
9.	a	b	<del>c</del>	d	e
10.	a	b	c	d	<del>e</del>

11.	<del>a</del>	b	c	d	e
12.	a	<del>b</del>	c	d	e
13.	a	<del>b</del>	c	d	e
14.	a	b	c	<del>d</del>	e
15.	a	b	<del>c</del>	d	e
16.	a	b	<del>c</del>	d	e
17.	<del>a</del>	b	c	d	e
18.	a	<del>b</del>	c	d	e
19.	a	b	c	d	<del>e</del>
20.	a	b	c	<del>d</del>	e



APPENDIX 13



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

Nomor 6805UN25.1.5/LT/2016  
Lampiran :-  
Perihal : Permohonan Izin Penelitian

04 OCT 2018

Yth. Kepala MAN 1 Jember  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Sella Rohmawati  
NIM : 140210401008  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Eleventh Grade Students' Vocabulary Mastery by Using Mobile Dictionary in Narrative Texts at MAN 1 Jember". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



Prof. Dr. Suratno, M.Si.  
NIP. 19670625 199203 1 003

APPENDIX 14



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol 50, Telp. 0331-485109, Faks. 0331-484651, PO Box 168 Jember  
E-mail: man1jember@yahoo.co.id  
Website: www.mansatujember.sch.id

**SURAT KETERANGAN PENELITIAN**

Nomor : B-2115 /Ma.13.73/PP.00.06/ 10 /2018

Yang bertanda tangan di bawah ini ;

Nama : Drs.Anwarudin, M.Si  
NIP : 196508121994031002  
Jabatan : Kepala  
Unit Kerja : MAN 1 Jember  
Instansi : Kementerian Agama

dengan ini menerangkan bahwa :

Nama : Sella Rohmawati  
NIM : 140210401008  
Fakultas : FKIP Pendidikan Bahasa Inggris UNEJ

Benar benar telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember dengan Judul ; Improving the Eleventh Grade Students' Vocabulary Mastery by Using Mobile Dictionary in Narrative Texts at MAN I Jember.  
Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember , 5 Nopember 2018

Kepala Madrasah



**ANWARUDIN**