

**THE EFFECTS OF SUGGESTOPEDIA METHOD ON STUDENTS'
VOCABULARY MASTERY**

THESIS

Submitted by

Cut Radha Farhani
NIM. 180203213

**Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2022 M/1443 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

CUT RADHA FARHANI

NIM. 180203213

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,

Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D.

Fitriah, M.Pd

Date: 28/ 10 / 2022

Date: 06 / 10 / 2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday,

1 December 2022

7 Jumadil Awal, 1444 H

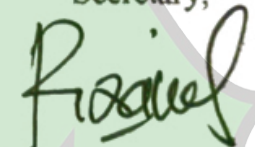
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Khairiah Syahabuddin,
MHSc.ESL., M.TESOL., Ph.D

Secretary,


Riza Zulyani, S.Pd.I., M.Pd

Member,


Fitriah, S.Ag., M.Pd

Member,


Fithriyah, S.Ag., M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Safriul Munir, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Cut Radha Farhani
NIM : 180203213
Tempat/tanggal lahir : Banda Aceh, 28 Mei 2000
Alamat : Gampong Ajun Lam Hasan, Kec. Peukan
Bada, Kab. Aceh Besar, 23351

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Effect of Suggestopedia Method on Students' Vocabulary Mastery

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

جامعة الرانيري

A R - R A N I R Y

Aceh Besar, 30 September 2022

/a yang membuat surat pernyataan,



Cut Radha Farhani

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful. I would like to praise and express my deep gratitude to the Almighty Allah *Subhanahu wata'ala*, for the blessing, guidance, inspiration and good health have given to me to finish this thesis. *Shalawat* and *Salam* may always be upon our prophet Muhammad *Shallallahu 'alaihi wasallam*, who has guided us from the darkness to the most educated world.

I would like to express my sincere gratitude to my supervisors, Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D. and Fitriah, M.Pd for their valuable guidance, encouragement, motivation, and suggestion in completing this thesis. My appreciation also goes out to my academic supervisor, Fera Busfina Zalha, M.A. who has guided me since my first semester in the Department of English Language Education. Also, I want to thank all of English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department. May Allah grant you all a special place in Jannah and make ease your way.

Next, my deepest appreciation and love are presented to my beloved parents, Cut Rindayani, S.H. and Fakhruddin, S.E, M.M., I could not finish this educational degree without their love and prayers. Then, special thanks to my beloved sisters, Cut Risha Fachrunnisa, S.Psi who always lend me her back and

listen to my complaints, supported and motivated me with love, and thanks also to my brother T.M. Rafi'ul Furqan. I always pray to Allah to grant them mercy, blessing, health, and success. Moreover, many thanks are also addressed to the headmaster, administrative staff, English teachers, and students of SMKN 1 Mesjid Raya Aceh Besar.

Last but not least, I also thanks to all my friends in the Department of English Language Education who always be my support system in any condition and for all of their kindness. Also never forget all of English Language Education 2018 students, especially unit 7 for the memories we have created together. Thank you so much for the encouragement, warmth and affection.

Eventually, I am fully aware that the thesis is very far from perfection. Thus, any constructive comments and suggestions are needed for the betterment of this thesis. In the name of Allah, I release this thesis and hope it will be beneficial for me and other people especially for the teachers or the future teachers.

Aceh Besar, September 29th 2022

The Writer,

Cut Radha Farhani

ABSTRACT

Name : Cut Radha Farhani
Reg. No. : 180203213
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Effect of Suggestopedia Method on Students' Vocabulary Mastery
Main supervisor : Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D.
Co-Supervisor : Fitriah, M.Pd
Keywords : Suggestopedia; Vocabulary Mastery; Experimental Research.

Vocabulary is found in every aspect of language so that vocabulary affects student learning activities in learning English. Vocabulary is a list or collection of words for a particular language or a list or collection of words that may be used by speakers of a particular language. Suggestopedia Method is one of the method that can be used to help students learn vocabulary. The aim of this study was to determine the effect of Suggestopedia Method on Students' Vocabulary Mastery. This research was a quantitative research with experimental design. The population in this study was students of SMKN 1 Mesjid Raya which amounted to approximately 355 students. The two classes that were selected as research samples were 37 students of class X Desain Komunikasi Visual (DKV) as experimental group and 26 students of class X Tata Busana (TBS) as control group by cluster random sampling. The data collected by giving a multiple choice test. Similiar tests was used for pre-test and post-test. Each test consisted of 15 items included 4 option, namely a,b,c,d. The results using the Wilcoxon test showed a significance value of $0.000 < 0.05$. This means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus it can be concluded that the use of Suggestopedia method has a significant effect on students ' vocabulary mastery. Students who were taught using the Suggestopedia method (experimental group) gained scored higher than students who were not taught using the Suggestopedia method (control group).

TABLE OF CONTENTS

COVER	
APPROVAL LETTER	
EXAMINERS SHEET	
DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENT	v
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES	xii
 CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Research Question.....	4
C. The Aim of the Study	4
D. Hypotheses	4
E. Significant of Study.....	4
F. Terminology	5
 CHAPTER II LITERATURE REVIEW	
A. Vocabulary	6
1. Definition of Vocabulary.....	6
2. Kinds of Vocabulary	7
3. Teaching Vocabulary	8
B. Suggestopedia Method	10
1. Suggestopedia.....	10
2. Theoretical Components of Suggestopedia.....	12
3. Technique of Suggestopedia	13
4. The Concept of the Influence of Suggestopedia Method Toward Students' Vocabulary Mastery.....	15
C. Previous Study	18
 CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	25
B. Research Location	26
C. Population and Samples	27
D. Research Instrument	28
E. Data Collection.....	28
F. Data Analysis.....	34

CHAPTER IV RESULT AND DISCUSSION

A. Result.....	37
1. Gained Score	34
2. Assumption Test Result.....	40
4. Hypothesis Test Result	41
B. Discussion	41

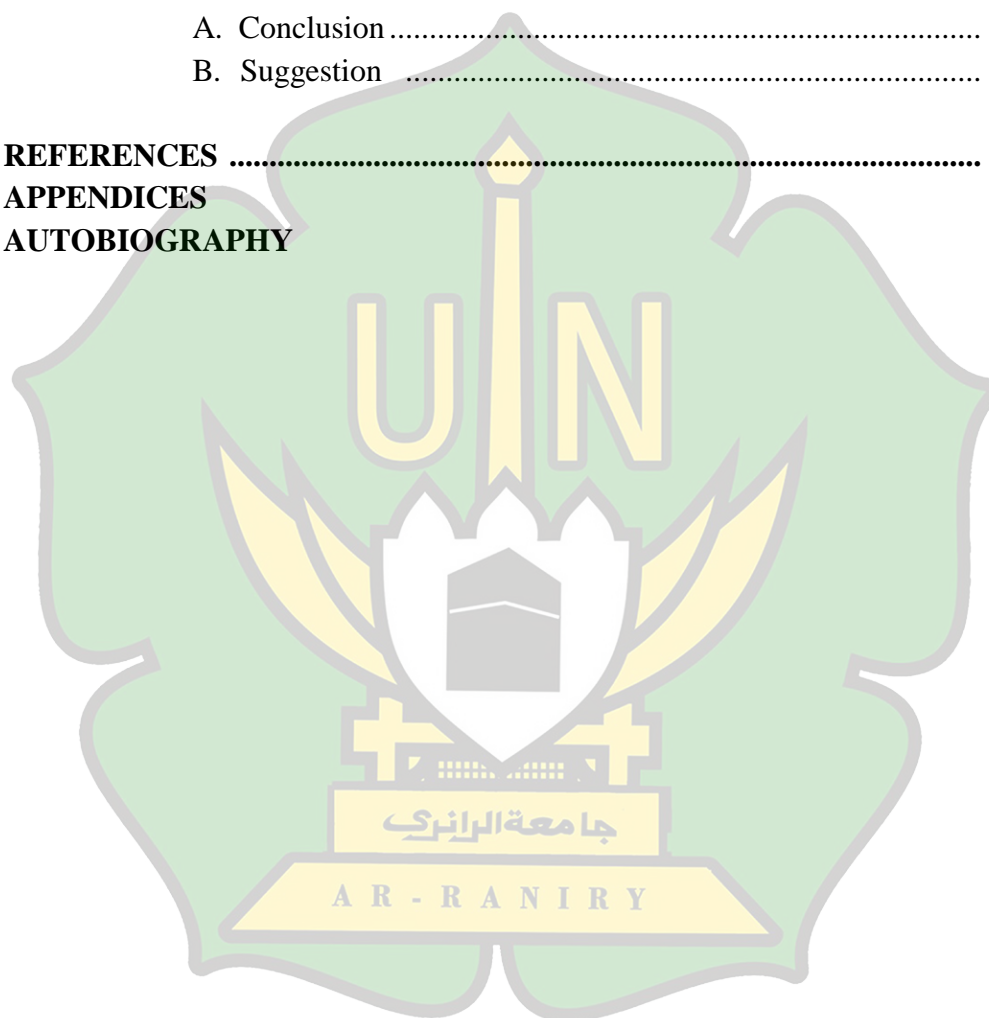
CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestion	48

REFERENCES	51
-------------------------	-----------

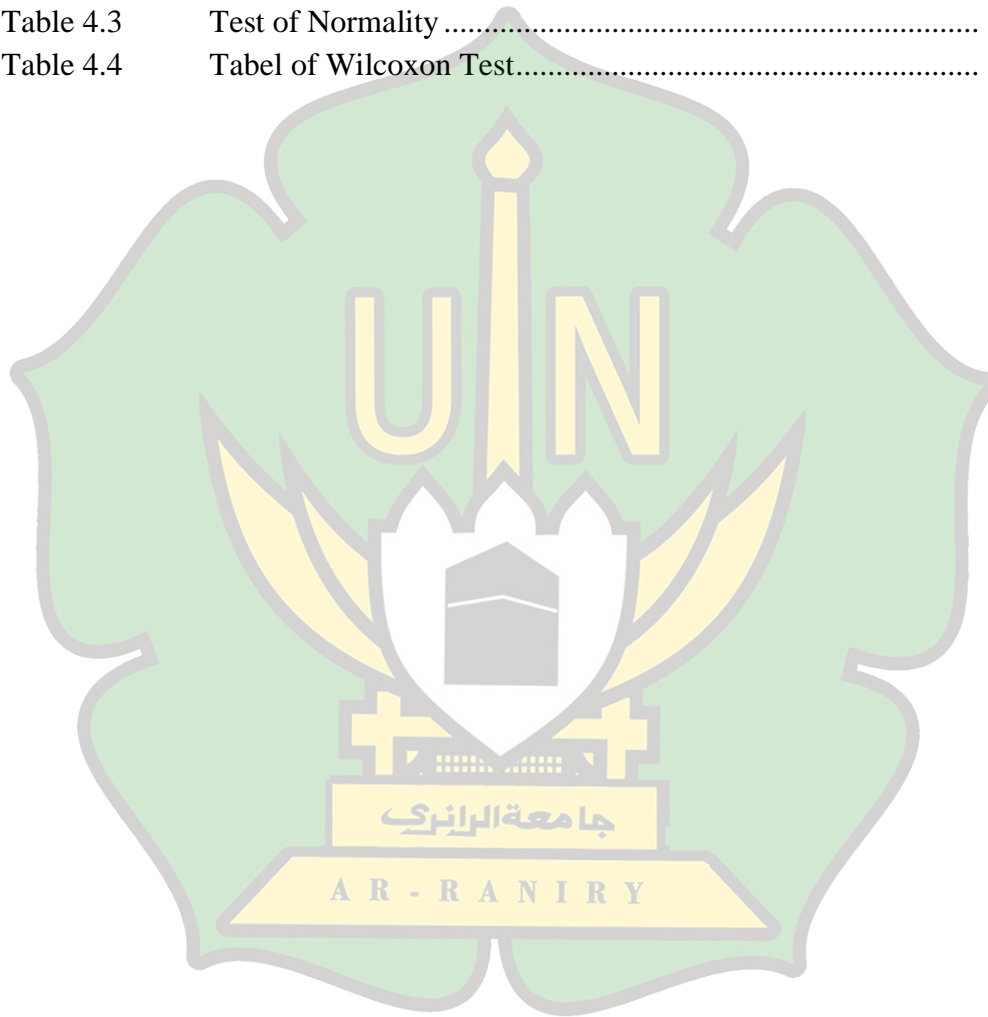
APPENDICES

AUTOBIOGRAPHY



LIST OF TABLES

Table 3.1	Non-equivalent control group design.....	26
Table 3.2	Reliability and validity of Pre-test and Post-test.....	32
Table 4.1	The Students' score of Pre-test and Post-test in Experimental Class.....	34
Table 4.2	The Students' score of Pre-test and Post-test in Control Class.....	36
Table 4.3	Test of Normality	38
Table 4.4	Tabel of Wilcoxon Test.....	39



LIST OF FIGURES

Figure 3.1	Students Sit Comfortably During The Learning Process	30
Figure 3.2	Music Played During The Learning Process	30
Figure 3.3	The Example of Pre-Test	32
Figure 3.4	The Example of Post Test	33



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
Appendix C	Recommendation Letter from Dinas Pendidikan Wilayah Kota Banda Aceh dan Aceh Besar to conduct field research
Appendix D	Confirmation letter of Conducted Research from SMKN 1 MESJID RAYA
Appendix E	Lesson Plan
Appendix F	Test Instrument
Appendix G	Output Data of SPSS 25
Appendix H	Example of Student Worksheet
Appendix I	Documentation



CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research aims, significances of study, and research terminologies.

A. Background of Study

One of the most crucial components of learning any language, including English, is developing vocabulary. It is simpler for students to convey and understand the teacher's explanations when they have a mastery of vocabulary. Students cannot contribute and become passive in English class because, for one reason, they don't know a enough vocabulary to express themselves, so they find it difficult to convey their ideas.

There are several reasons that cause students' lack of vocabulary mastery. First, students have difficulty remembering new vocabulary because they have never used the language before. Students may not know the meaning of the questions when they take the test because of their limited vocabulary. The second problem is that students are not interested in learning English because they have difficulty learning English. Most of the students still find it difficult to learn some new vocabulary. This is understandable since they have never studied proper English lessons before. There are some students who have studied English before but only

the basics. So that students still have difficulty communicating using English (Purba, 2017).

Based on a preliminary study conducted by the researcher during Teacher Trainee (*Praktik Pengalaman Lapangan*) at SMKN 1 Masjid Raya, the researcher found out that the students had a low interest in general subjects. They tended to focus more on vocational subjects because the assumption was that general subjects were not important compared to vocational subjects since they attended vocational school. In addition, the vocational school is located in a suburban area and the students studying there are mostly from lower middle class families, which meant that the environment was not familiar with foreign languages, some of them not even mastered bahasa fluently.

The researcher focuses this study on the method of teaching English vocabulary. In teaching English, there are many methods used by teachers to improve students' vocabulary mastery. The success of using a method is determined by the success of the teaching and learning process that determines the quality of education. English teachers must design interesting learning models and create a fun learning atmosphere to help students master a lot of vocabulary. In this study, researcher set up a learning atmosphere to help students understand English vocabulary in a fun and relaxed situation using the Suggestopedia method (Galti, 2018).

Some educators continue to struggle to identify creative learning strategies. This resulted in the teacher simply explaining the information in a conventional manner in front of the class, making students bored. To

increase students' enthusiasm in studying English in a stimulating classroom environment, teachers should employ a range of techniques. One of the possible ways to help students improve their vocabulary skills is by using the suggestology or Suggestopedia teaching method. The teaching strategy used by Suggestopedia is distinct from all others. It is created to assist pupils to get rid their negative self-perceptions and overcoming obstacles in learning (Lozanov, as cited in Larsen-Freeman, 1986). Students should be comfortable in the learning process, one thing teacher can do is by playing a soft music, such as classical, as a background.

The teacher brings the material and motivates the students to create a comfortable classroom atmosphere in which to understand the vocabulary process without pressuring students to get ideas from what they read (Aisel, 2012). Suggestopedia is claimed to be a dynamic learning process because it uses music, music rhythm, class management, classroom decoration, and so on. If suggestopedia is applied in vocabulary learning, students will have fun with a different atmosphere in the classroom, including by using posters and relaxation by using music in their learning, making them not only remember but also understand new vocabulary (Bhakti, 2011). Suggestopedia is very suitable to be applied as a treatment for students to help them understand vocabulary. From the statements above, it can be concluded that the Sugestopedia method will improve students' vocabulary mastery by making them relaxed and comfortable while studying.

B. Reaserch Question

The research question of this study is "Is there any effect of the Suggestopedia Method on students' vocabulary mastery?"

C. The Aim of Study

The purpose of this study is to determine the effect of Suggestopedia method on students' vocabulary mastery.

D. Hypothesis

The hypothesis of this study is "There is a significant effect of suggestopedia method on students's vocabulary mastery."

E. Significant of Study

This research is expected to obtain useful results for readers, including:

1. For English teachers, the goal is to let them know that the suggestopedia method can be used as an alternative way to learn vocabulary in the classroom and how important vocabulary is when teaching English.
2. For students, it is to motivate them to improve their vocabulary mastery.
3. This research is also expected to provide other students with useful experience for future research on the same topic.

F. Terminology

1. *Vocabulary*

Vocabulary is found in every aspect of language and it affects student language learning activities. Vocabulary according to Hatch and Brown (1995) is a list or collection of words for a particular language or a list or collection of words that may be used by speakers of a particular language. Richards and Willy (2002) stated that vocabulary is a core component of language proficiency and provides many foundations for how well learners speak, listen, and write.

2. *Suggestopedia Method*

Suggestopedia method is one of the method that can be used to help students learn vocabulary. According to Lozanov (2005), Suggestopedia is a teaching system that makes use of all the possibilities that suggestions can offer. Of course, systematic academic participation is not ignored but always according to the suggestion. In addition, he also argued that suggestion can be used successfully not only in medical practice but also in teaching. Lozanov as cited in Richards and Rodger (1986) explained suggestopedia as a science that systematically studies non-rational or unconscious influences. The effect of suggestopedia is used to optimize the learning process.

CHAPTER II

LITERATUR REVIEW

In this chapter, the researcher discusses the research-related literature review. In this chapter, the discussed theories include the vocabulary, the suggestopedia method, and relevant previous studies.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is found in every aspect of language, and it affects student learning activities in learning English. Vocabulary can help learners express their ideas and information. According to Stahl and Nagy (as cited in Alfiani, 2017), vocabulary knowledge involves all the words that students know and use in listening, speaking, reading, and writing. Without vocabulary, students cannot understand the information they are learning. In other words, learners must have a lot of vocabulary in order to master a language well enough to improve their competence.

Vocabulary according to Hatch and Brown (1995) is a list or collection of words for a particular language or a list or collection of words that may be used by speakers of a particular language. Vocabulary is an important aspect in language learning as stated by Richards and Willy (2002). Vocabulary is a core component of language proficiency and provides many foundations for how well learners speak, listen, and write (Purba, 2017).

Students must learn new vocabulary when learning English in the classroom. They must also master the language component to understand information and be able to speak and write in English. From the explanation above, it can be concluded that vocabulary is the basis of language that can be used by individuals in a language and is also a very important tool for mastering language. Mastering a new language is not easy because some aspects of the language are not easy to learn. It is impossible to learn a new language without mastering vocabulary. Vocabulary is an important aspect in improving communication skills.

2. Kinds of Vocabulary

Vocabulary can also be classified from a different angle. In this case, Haycraft (as quoted by Hatch and Brown, 1995) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but they cannot produce. It is vocabulary that the learners recognize when they see it in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words which the learners understand, pronounce correctly and use constructively in speaking and writing. It

involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

From the above description, it can be concluded that there are two kinds of vocabulary. They are active or productive vocabulary and passive or receptive vocabulary. The two kinds of vocabulary are important to be learned or mastered since active or productive vocabulary is used when we speak or write, while passive or receptive vocabulary is used when we hear or read something in context.

3. Teaching vocabulary

Mastery of vocabulary plays an important role in language acquisition because it helps students master all language skills, such as speaking, listening, writing, and reading. The purpose of vocabulary learning is to help students find the meaning of words based on their context. To achieve the goal of learning vocabulary, the teacher must teach students things related to words. Vocabulary strengthens the belief that English can be used to express the same ideas or feelings that they express in their mother tongue (Finocchiaro, as quoted in Baihaqi and Yustiningsih, 2018).

Brown and Payne (in Kaharuddin, 2016) stated that it is important to know about vocabulary learning strategies. There are five important steps in vocabulary learning, namely: (1) having a source to

find new words, (2) getting a clear picture of new vocabulary, either visual or auditory or both, to form new words, (3) learning the meaning of words, (4) making a strong memory connection between the form and meaning of words; and (5) using words or practicing vocabulary.

As stated by Jordan (as quoted in Baihaqi and Yustiningsih, 2018), teaching vocabulary is an important task in teaching English because vocabulary mastery is related to all language learning and involves the four language skills. Furthermore (Kaharuddin, 2016), there are several explanations for the importance of vocabulary related to language skills. In listening, vocabulary is used to understand someone's speech or what someone is saying. It is quite difficult to understand what someone is saying if we only know the sentence structure but not the word's meaning.

In speaking, vocabulary is used to express ideas or feelings verbally to others. The words affect how effective communication is (Huda, 2017). In reading, vocabulary is used to understand the reading material. Reading without knowing the vocabulary causes difficulties in understanding a text. The number of words and the meaning of words that a person knows affect their reading activities. It is impossible to understand the passage unless someone knows the meaning of the words used in the passage. In writing, students use vocabulary to develop their ideas. A student chooses words clearly and accurately to express his idea. Without knowing vocabulary, one

cannot develop writing because of limitations in vocabulary mastery (Laufer, & Shmueli, 1997).

B. Suggestopedia Method

1. Suggestopedia

There are several definitions of suggestopedia put forward by several experts. Brown (2004) said that Suggestopedia is a method derived from the opinion of the Bulgarian psychologist Georgi Lozanov (1978) which stated that the human brain can process large amounts of material if given the right conditions for learning, namely a state of relaxation and relaxation that giving control to the brain.

According to Lozanov (2005), Suggestopedia is a teaching system that makes use of all the possibilities that suggestions can offer. Of course, systematic academic participation is not ignored but always according to the suggestion.

Suggestopedia is claimed to be a dynamic learning process because it uses music, music rhythm, class management, classroom decoration, and so on. Lozanov (1978) believes in the learning process of students using the subconscious by giving positive hypnosis to make students feel more relaxed and able to concentrate. The use of rhythmic breathing techniques before learning begins helps them to master some vocabulary in the learning process. On the other hand, using soft music, playing games, listening to the teacher's stories really help students to create their imagination, relax and make the learning

process cheerful. From this definition, it can be concluded that suggestopedia is a method that prioritizes the use of music, musical rhythms, classroom management, classroom decoration, etc., which can create a relaxed atmosphere and bring positive suggestions to students and make learning more effective.

According to Richard (cited in Purba, 2017), there are some characteristics of Suggestopedia Method, those are: the decoration, furniture and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

- a. Decoration. In applying the Suggestopedia method, the decoration of the classroom must be concerned. Class conditions should be fun for students in order to reduce their boredom. For example, in learning vocabulary, the teacher can post pictures related to the material on the classroom wall or on the blackboard. Decorating a room, in addition to beautifying the appearance of the class, also helps students understand the topic. Harmer (2007) stated that pictures are part of classroom ornaments that can involve students so that the learning process is more fun and interesting.
- b. Furniture. Furniture in the Suggestopedia method is equipment that can help the learning process in the classroom. The furniture are, such as, comfortable chairs, whiteboards, and safe cupboards for students.
- c. Classroom Arrangement. Classrooms in Suggestopedia can be arranged in comfortable conditions in order to make students feel

comfortable, for example, the arrangement of chairs in the classroom in a circle. In most classrooms around the world, students sit in orderly rows. However, in Suggestopedia, the chairs can be arranged more attractively, depending on the creativity of the teacher. Teachers can arrange classrooms freely to make students more relaxed and enjoy learning.

- d. The use of music. The most essential aspect of Suggestopedia is its learning-centered music and rhythmic music. Music in Suggestopedia serves a significant therapeutic purpose. Music fosters the establishment and maintenance of personal ties between students and teachers, and boosts self-confidence through improving self-satisfaction in musical performances, and using the unique potential of rhythm to give positive energy.

In conclusion, for the implementation of this suggestopedia method to create a favorable and comfortable environment, the teacher must be familiar with the method's characteristics. The characteristics play a crucial part in achieving the method's objectives.

2. Theoretical Components of Suggestopedia

In suggestopedia, teacher must pay attention on several scopes. According to Bancroft (cited in Purba, 2017), there are five principal components used in the classroom includes: authority, infantilization, double- planning, intonation, and rhythm.

- a. Authority. The teacher has a role in the students' vocabulary mastery process where students can remember new vocabulary because of the positive influence and motivation of the teacher.
- b. Infantilization. Build students' confidence in vocabulary mastery through games or roleplay by building a close and comfortable relationship with students.
- c. Double Planning. Mastery of vocabulary is stimulated from the environment and teacher teaching techniques. Students learn from direct instruction as well as from an environment where instruction takes place continuously.
- d. Intonation. Intonation is the rise or fall of the voice in speaking to give an emphasis effect when vocabulary is pronounced rhythmically with pauses according to phrases or between words.
- e. Rhythm. The rhythm in the presentation of vocabulary also has a strong effect. Varied intonations keep students' memory more optimal. This is useful for reducing boredom and monotonous learning.

Paying attention to these principal components is very important because all of these components can help teachers apply suggestopedia well and achieve the purpose of this method properly.

3. Technique of Suggestopedia

There are many ways of applying Suggestopedia that can be chosen by teachers according to the students' need. Larsen (as quoted in Indriani, 2015) proposed several techniques described as follows:

a. Classroom arrangement

The purpose of organizing a classroom is to create a physical environment that doesn't feel like a regular classroom and make students feel as relaxed and comfortable as possible. This is a challenge for teachers to create a bright and cheerful classroom environment especially with facilities problems in some places. Teachers should strive to provide the most positive environment possible with all resources they have.

b. Visualization

The students are asked to close their eyes and visualize a scene or an event. This is to help them relax, facilitate positive thinking and encourage creativity. It is the teacher's responsibility to manage suggestive factors in the learning situation so that students can remove their learning barriers. Teachers can do this directly and indirectly. A teacher can tell students directly that they will succeed and enjoy the learning process. On the other hand, the stronger of the two is the indirect suggestion that goes straight to the student's subconscious.

c. New identity

Students choose the name of the target language or occupation that places them “inside” the language they are learning. The students choose the name of the target language and a new job. As learning continues, students have the opportunity to develop entire biographies of their fictional self. For example, they may later be

asked to speak or write about their fictional hometown, childhood, and family.

d. Role play

Role playing defined as one method of maximizing student activity in the classroom and ensuring that students get practice during the limited time. In this activity, students use the target language in carrying out a role play. Role-playing also provides a variety of activities and interactions, and shifts the focus of the class away from the teacher. Students are asked to temporarily pretend that they are someone else and appear in the target language as if they were that person. They are often asked to make their own sentences that are relevant to the situation.

With some of the techniques described above, the teacher can choose one technique or combine several techniques from the suggestopedia method and apply it in class by considering whether this chosen technique is suitable and in accordance with the needs of students in the class.

4. The Concept of the Influence of Suggestopedia Method Toward Students' Vocabulary Mastery

Influence is defined as a form of power to influence other things. According to the KBBI (2005) influence is the power that arises from something that can shape the characteristics of other things. In line with this statement, Surakhmad (as quoted in Baihaqi

and Yustiningsih, 2018) states that influence is the power of one thing that can change other things around it. Based on the description above, the researcher concludes that influence is a sense of affection for something that can have another effect on a change in the things around it. In this case the researcher wants to know whether the effect of the suggestopedia method on students' vocabulary mastery.

According to Gabriele Beiter (cited on Rustipa, 2011), the design of suggestopedic instruction has positive cognitive, motivational, emotional, and social effects. Individual differences between learners are taken into consideration as well, since the goal of suggestopedia is to give special help to those learners with somewhat more negative approach to learning, such as a high degree of anxiety.

1. Cognitive effects: development of knowledge.

As explained above, suggestopedic instruction provides learners with comfortable learning environments. This is to increase learning resistance; to stimulate learning readiness; to make the learners feel relaxed; to foster hope and trust in their own power; to help the learners overcome the barriers to learning; to facilitate the learners to change input into intake. The students are exposed to situational exercises as well as to the complex, authentic system of the target language. It can be expected that this exposure has an especially positive effect on the development of listening comprehension and the ability to communicate in a foreign language in everyday situations.

2. Motivational effects.

According to the motivational approach, the experience of enjoyment (intrinsic motivation) and competence in learning is the decisive factor in the development of long-term learning motivation. The playful design of many exercises in suggestopedic instruction is likely to produce such a kind of experience, e.g., a joy of learning and curiosity. Therefore, we might expect an increase in intrinsic motivation during the course of suggestopedic instruction. As suggestopedic instruction offers frequent opportunities to select the activities according to personal interests or intent to apply the learning, learners should quite often experience the feeling of autonomy and self-determination. The manner in which different forms of practice are embedded in rich situational contexts helps the learner understand rather complex remarks even with a limited vocabulary. Experiences of success such as those are likely to frequently let learners experience a feeling of competence. Thus, overall, suggestopedic instruction can be expected to have positive motivational effects.

3. Emotional effects: Anxiety.

In regard to emotional effects, one important way to facilitate the learning process of the learners is to reduce their nervousness and anxious tension. Suggestopedic instruction responds to this emotional need through the frequent use of relaxation exercises as well as through reducing nervousness in movement-oriented

exercises. We can therefore assume that suggestopedic instruction has a positive effect on the emotional dimension of the learning process.

4. Social effects.

By motivating independent groups of learners to work on a certain subject matter even after a corresponding course has ended "groups of practice", self-autonomous development of knowledge, especially on a long-term basis, is promoted. A positive view of the shared process of learning is vital for the formation of such groups. Suggestopedic instruction frequently uses exercises that provide a high degree of social interaction and authentic communication. It is seen as very important that learners become acquainted with each other. Therefore, we can expect that students in a suggestopedic course will experience cooperation with other students as well as with the instructor in a positive way.

From the explanation above we know that suggestopedia has many influences on the teaching and learning process which have a positive effect on students so that students can understand the learning material better because it is supported by a comfortable environment.

C. Previous Study

There are several studies that related to this research. In this section, some previous studies related to the research about The Effect of

Suggestopedia Method to Improve Students' Vocabulary Mastery explained. In the research of Alfiani, A. (2017) with the title "The Effectiveness of the Suggestopedia Method on Students' Vocabulary Mastery," she observed and analyzed students in eighth grade at 166 junior high schools in Jakarta. The aim of this study was to find empirical evidence about the effectiveness of the suggestopedia method on students' vocabulary mastery. This study said using suggestopedia in teaching and learning vocabulary was much needed. Suggestopedia helped the students in their learning process. Students can study while listening to or enjoying instrumental music that was played by the teacher. It made the students feel relaxed. When the students were relaxed, it helped them understand and memorize new words given by the teacher.

Another study was conducted by Purba (2017). This study said that suggestopedia is a teaching system which makes use of all the possibilities that tender suggestion can offer. This research was conducted by applying the experimental research method with three steps (pre-test, treatment, and post-test). This study used a test as the instrument to obtain the data. The data was analyzed using the t-test formula, an observation sheet, and a vocabulary test to determine whether or not the suggestopedia method affected students' vocabulary achievement. The result of the analysis shows that the hypothesis of the study was accepted. It can be concluded that the suggestopedia method affects students' achievement in vocabulary. Students must feel at ease while learning by listening to soft or classical music in the background. In the research of Galti (2018) about

"The Effect of the Suggestion Method on Teaching Vocabulary to Primary School Pupils," the reason behind this research was that many English language teachers in Nigeria were still using the word list method to teach vocabulary to primary school pupils. The claim by Lozanov on the Suggestopedia method was that it accelerates learning faster than conventional teaching methods. For this reason, this study experiments with the suggestopedia method among 18 primary five school age children in Maiduguri-Borno State, Nigeria to examine its effectiveness. The findings of the study revealed that the suggestopedia method significantly improves the performance of the learners. Thus, the suggestopedia method could be an effective method to teach vocabulary to primary school pupils at Abbagaram Primary School in Maiduguri, Borno State of Nigeria.

In addition to that, Baihaqi and Rutiningsih (2017) conducted research on "The Influence of Using the Suggestopedia Method Toward Students' Vocabulary Mastery at Eight Grade of the Second Semester in SMPN 06 Metro". The objective of this research was to know the influence of using the suggestopedia method on students' vocabulary mastery. This study suggests that Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach a language approximately three times as quickly as conventional methods. The finding was that the differences between learning processes using the suggestopedia method and conventional methods were that the latter could stimulate the students in the vocabulary learning process. It can help students remember their vocabulary in the learning process in the

past. Then, the conventional method in the learning process just made a little contribution towards achieving the goal of learning.

The findings of research conducted by Kaharuddin (2016) under the title "Improving the vocabulary mastery of the second grade students of social science 2 by using the suggestopedia method at SMA 10 Makassar" also showed that the application of the suggestopedia method was successful. Students became more active during the learning process. The results of the observation show that by using the suggestopedia method, students became more active in the learning process. Based on the results of these studies, the researcher suggested that teachers use the suggestopedia method in English teaching so that students can be more motivated to learn English vocabulary.

Another study, titled "Suggestopedia: How Does It Accelerate Language Learning," was conducted by Rustipa (2011). From the research, some conclusions can be drawn. The goal of Suggestopedia is to accelerate the process of language learning. The relationship between the teacher and the students in suggestopedic instruction is like that between parents and children. The teaching-learning process is "learner-centered". The teacher initiates interactions with the whole group of students and with individuals from the beginning of the course. Later, the students initiate interaction themselves. One of the fundamental principles of the method is to enhance the students' feelings of relaxation and confidence. Suggestopedic instruction has positive cognitive, motivational, emotional, and social effects on the learners.

In another research conducted by Kharismawati (2014) on "The Suggestopedia Method in the Teaching and Learning Process", which aimed to describe the activities of the teacher during the implementation of the Suggestopedia Method, found that the implementation of the Suggestopedia method was done to make the students feel that learning English is fun and not stressful. The teacher set classroom management well and also asked the students to sing together to make the students happy, so the learning was more effective and enjoyable.

Another previous study by Setiawati (2011) with the title "Improving Students' Vocabulary Mastery through Suggestopedia" aimed to identify the result of teaching learning English vocabulary by using suggestopedia for eighth grade students in SMP Negeri 4 Widodaren. The implementation of suggestopedia had a positive effect on the students' behavior and created a good atmosphere for the teaching and learning process. Through the suggestopedia, the students were more active in the teaching and learning process. Another study on "The Effectiveness of the Suggestopedia Method with Wordwall Picture in Increasing Vocabulary Mastery with Learning Disabilities" was conducted by Larekeng and Merlin (2018). The aim of the study was to find out the effectiveness of the Suggestopedia Method with Wordwall Picture in increasing vocabulary mastery with learning disabilities. The finding is that the suggestopedia method with wordwall picture affected the students' vocabulary mastery in learning. The findings also demonstrated that

students' interest in learning English has a significant relationship with their vocabulary score.

In the research conducted by Indriani (2015) with the title "The Use of Direct Method and Suggestopedia to Improve Students' Vocabulary Mastery", it discussed how using the direct method of teaching vocabulary had helped students remember vocabulary. The objective of the research was to find the difference between the Direct Method and Suggestopedia to improve students' vocabulary. This research was conducted with an experimental method. The finding of this research is that the experimental class who learnt vocabulary through a direct method got higher scores than the students of the control class who learned vocabulary through suggestopedia. In other words, it had a positive effect on the students.

Based on the research findings above, they have some similarities and differences with this study. The similarity of this study with previous research is that the suggestopedia method can help students improve their vocabulary mastery. While the difference between previous studies and this research is the location and the participants of the research, in this research the researcher applied the suggestopedia method in a vocational school to find out how effective the suggestopedia method is in improving students' vocabulary. As previously explained, students at the research location did not know much vocabulary, even though they were already at the vocational school level. It is because of several things, such as a lack of interest in learning English and monotonous teacher teaching methods. So the researcher hopes that by applying the suggestopedia method it can

make students interested and happy to learn English, which in turn can help students improve their vocabulary mastery.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology in this study. The things that discussed in this chapter are research design, research location, population and samples, research instrument, data collection techniques, and data analysis techniques.

A. Research Design

According to Sugiyono (2012), quantitative research is research that uses numerical and statistical analysis with data in the form of numbers to obtain research results or conclusions. This research was quantitative research with an experimental design. The experimental method used is because this research required statistical analysis in analyzing the data obtained. This study involved two classes. The first class was chosen as the experimental group, which was given the Suggestopedia method, while the second class was selected as the control group, which was taught the conventional method. The aim was to find out whether students who had been given treatment with the Suggetopedia Method could achieve a higher score than students who had been given conventional treatment. The design can be described as follows:

Tabel 3.1. Non-equivalent control group design

Non-equivalent control group design (Sugiyono, 2012)				
Group	Pre-test	Treatment		Post-Test
Experimental	Pre-test	Treatment	vocabulary mastery	Post-test
		by using Suggestopedia Method		
Control	Pre-test	Treatment	vocabulary mastery	Post-test
		by using conventional methods		

A researcher attended five sessions to conduct research. At the initial meeting, the researchers conducted a pre-test to both classes. Before beginning the learning process, the researcher administered the pre-test to determine how far the students' grasp of a particular vocabulary had progressed. The researcher then instructed students in the experimental class using suggestopedia and students in the control class without suggestopedia. After three meetings, the post-test was administered to both classes. This was given to determine the efficacy of the Suggestopedia method on the vocabulary comprehension of students. Then, students were given a post-test to see whether their vocabulary mastery had improved after learning vocabulary using the method.

B. Research Location

This research took place at SMK N 1 Mesjid Raya which is located on Jl. Laksamana Malahayati, Neuheun, Mesjid Raya, Aceh Besar. Almost

all students at SMK N 1 Mesjid Raya are students from Neuheun and some are from outside Aceh Besar.

C. Population and Samples

According to Sugiyono (2012), the population in the study is the whole subject that is complete and clear and will be the object of the study. In other words, the sample is a number of individuals who represent the population under study. The sampling technique is the way researchers take samples from the population (Sugiyono, 2012), namely by using a cluster random sampling technique because the classes are equal. The researcher took the following steps to get a sample using cluster random sampling from the research population: First, the researcher wrote the class on a piece of paper that represented the students in each class. Second, the papers were then drawn at random. After being drawn, the researcher took one of the papers randomly. Finally, the researcher got two classes that were used as research samples, namely the experimental group and the control group.

The population in this study was students of SMKN 1 Mesjid Raya, which amounted to approximately 355 students. The two classes that were selected as research samples were class X Desain Komunikasi Visual (DKV) as the experimental group and class X Tata Busana (TBS) as the control group. There were 37 students in X DKV class as an experimental class that was given treatment, while 26 students in X TBS class as the control group did not receive treatment.

D. Research Instrument

The researcher used pre-test and post-test as the research instruments to collect the data. The test was used in order to know the achievement between the experimental class and control class after the treatment. It included 15 vocabulary tests with multiple choice questions in each pre-test and post-test. The test included 4 options: a,b, c, and d. Students were asked to choose the correct answer by crossing out the right answer.

E. Data Collection

Collection of data is defined as the process of gathering and measuring data on targeted variables in a structured system, which then enables one to answer research questions and evaluate research results (Sugiyono, 2010). Data collection was carried out for almost a month, starting from July 27 to August 24, 2022. In this study, the researcher used a test as the instrument to obtain the data. The data was collected by giving a multiple-choice test. Similar tests were used for the pre-test and post-test. Each test consisted of 15 items. The test included four options, namely a,b, c, and d. Students were asked to choose the correct answer by crossing out the right answer. In this study, the test assessment used scores ranging from 0–100 by calculating the correct answers and applying the formula. Based on the test results consisting of each of 15 questions, the study obtained the value of the test results with the following formula:

$$Score = \frac{Correct\ number}{15} \times 100.$$

Before treatment was administered, all groups were given the same item on a pre-test to assess their vocabulary comprehension. The treatment given was suggestopedia, and it was only given in the experiment class. On Wednesday, July 27, 2022, the experiment class pre-test was conducted in the *X Design Komunikasi Visual (DKV)* classroom. Meanwhile, the pre-test for the control group was administered on the same day, Wednesday, July 27, 2022, in the *X Tata Busana (TBS)* classroom. When the pretest was conducted, neither class received any special treatment, such as music. The instructor handed the exam paper to the students, who completed it in silence.

After the pre-test results were obtained, the researcher then proceeded to the next stage of treatment by providing a treatment that taught vocabulary by using the suggestopedia method. Only the experimental group was given the treatment that involved teaching vocabulary with the Suggestopedia method. The Suggestopedia method conducted in this experimental class was: before starting the lesson, the teacher arranged student seats so that students were comfortable and calm during the teaching and learning process. After that, the teacher formed students into several groups to discuss the material that was taught, namely finding vocabulary in the form of verbs and adjectives in the recount text. Then students were asked to present the results of group discussions in various activities such as guessing antonyms and synonyms with word cards and did role play. During the learning process, teachers turn on background music from Wolfgang Amadeus Mozart: *'Symphony No. 40 in*

G Minor’ to make students relax and enjoy the experience. Symphony No. 40 in G Minor can help performance on auditory and motor functions to improve concentration in any activity, including learning.



Figure 3.1 Students Sit Comfortably During The Learning Process

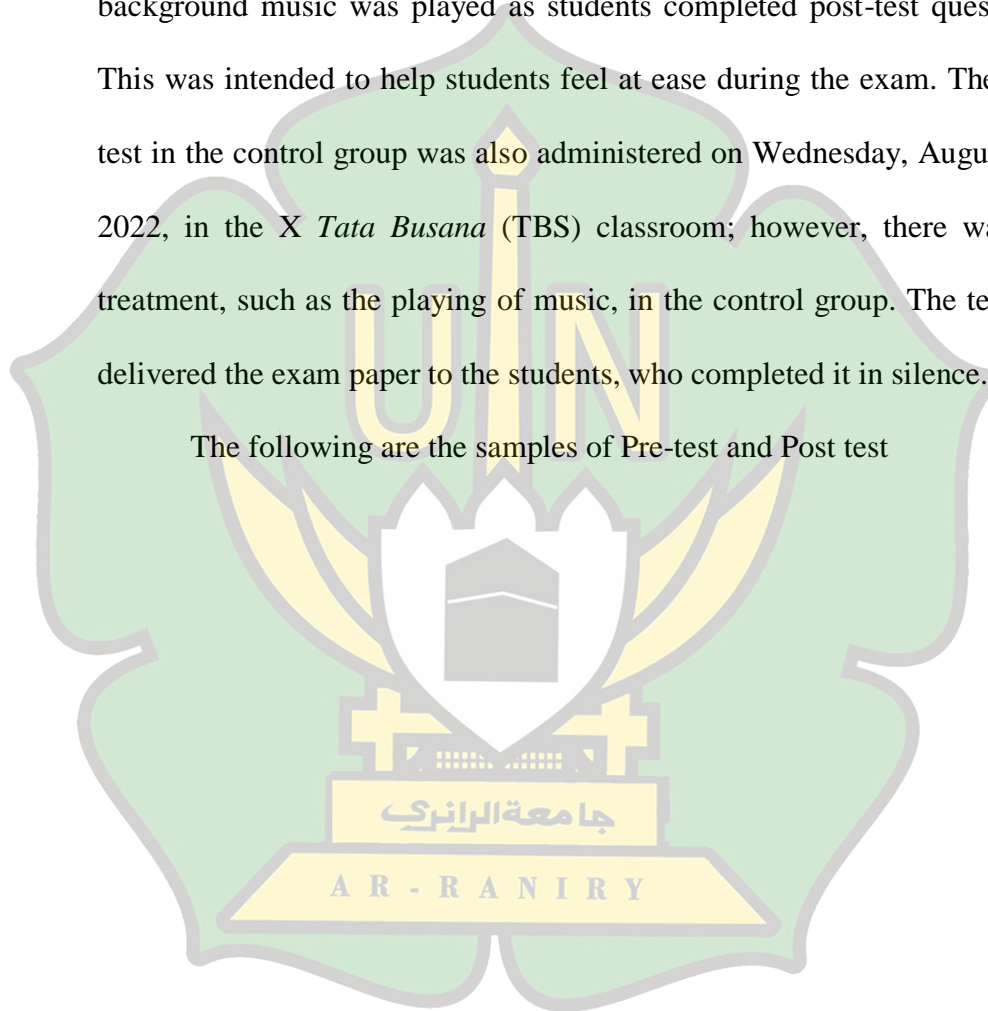


Figure 3.2. Music Played During The Learning Process

Meanwhile, in the control class, vocabulary was taught using a presentation approach or without the suggestopedia method, so that the difference in learning outcomes and the effect of the suggestopedia method on students' vocabulary mastery could be seen. After presenting vocabulary content in the experimental and control classes, the researcher conducted a post-test to gauge the students' vocabulary proficiency. A post-test was administered to assess the gain in vocabulary

competence after treatment was given. At the conclusion of the lesson, the post-test question sheets were sent to the experimental and control groups. The post-test technique mirrored that of the pre-test. On Monday, August 22, 2022, the post-test for the experiment class was administered in the X *Design Komunikasi Visual* (DKV) classroom. In the experimental class, background music was played as students completed post-test questions. This was intended to help students feel at ease during the exam. The pre-test in the control group was also administered on Wednesday, August 24, 2022, in the X *Tata Busana* (TBS) classroom; however, there was no treatment, such as the playing of music, in the control group. The teacher delivered the exam paper to the students, who completed it in silence.

The following are the samples of Pre-test and Post test



Appendix F Test Instrument

Name :
 Absent Number :
 Class :

Vocabulary Pre-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is..

a. Came	c. Walked
b. Went	d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is...

a. Happy	c. Excited
b. Serious	d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with..

a. Damaged	c. Defective
b. Unbroken	d. Ruined
4. "When I arrived there...." (line 10). The underline word could be replaced with..

a. Went	c. Visited
b. Came	d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as..

a. Sad	c. Exhausted
b. Starving	d. Furious

Figure 3.3. The Example of Pre-Test

Appendix F Test Instrument

Name :
Absent Number :
Class :

Vocabulary Post-Test

The background music will be played during the test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. "Last week my friend and I were bored after three weeks of holidays ..." (line 1). The antonym of the underlined word is..
 - a. Sad
 - b. Enjoy
 - c. Noisy
 - d. Angry
2. When we arrived at the beach..." (line 2). The underline word has the same meaning as..
 - a. Went
 - b. Visited
 - c. Saw
 - d. Came
3. "we were surprised to see there was..." (line 3). The underline word mean..
 - a. Interested
 - b. Shocked
 - c. Much
 - d. More
4. "Before we made the long trip back" (Line 8). The underlined word has the opposite meaning with..
 - a. Short
 - b. Half
 - c. Great
 - d. Full
5. "..... we were both totally exhausted!" (last sentence). The underline word has the same meaning as..
 - a. Tired
 - b. Sad
 - c. Fun
 - d. Thirsty

Figure 3.4. The Example of Post Test

F. Data Analysis

The analysis of data is the process of systematically applying statistics to describe, recap, and evaluate data. The data that has been collected is then tested for validity and reliability. Azwar (2013) said that the validity test is a test carried out to determine the accuracy of psychological data and provide an overview of the variables measured in accordance with the measurement objectives. The reliability of a measuring instrument is the extent to which the results of a measurement can be trusted. The reliability coefficient is in the range of 0 to 1.00. The closer to 1.00, the more reliable the measurement. The technique used is the Cronbach Alpha coefficient technique using the SPSS Version 25.0 program for Windows. Cronbach's Alpha technique was developed by Cronbach to produce an alpha reliability correlation and is a technique for testing the reliability consistency between the most popular items and shows a perfect consistency index. The basis for decision-making is if the Cronbach Alpha value is > 0.6 .

The results of the validity and reliability tests in each class, both pre-test and post-test, showed good results, namely Cronbach's Alpha value > 0.6 with a different power index value > 0.005 . In the control group with 26 students, the Cronbach's Alpha value in the pre-test was 0.885 with the difference power index value ranging from 0.000 - 0.037 and the post-test showed a Cronbach's Alpha value of 0.930 with the difference power index value ranging from 0.000 - 0.187.

On the other hand, Cronbach's Alpha value in the experimental class with 37 students also showed good results, which was 0.917 in the pretest with the difference power index value ranging from 0.000 - 0.035 and in the post-test, Cronbach's Alpha value was 0.803 with the difference power index value ranging from 0.000 – 0.009. The values of validity and reliability in each class can be seen in the following table.

Tabel 3.2. Reliability and validity of Pre-test and Post-test

Skala	Pretest		Posttest	
	Reliabilitas	Indeks Daya Beda Aitem	Reliabilitas	Indeks Daya Beda Aitem
<i>Control group</i>	0,885	0,000 – 0,037	0,930	0,000 – 0,187
<i>Experimental group</i>	0,917	0,000 – 0,035	0,803	0,000 – 0,009

The data in this study was analyzed by using wilcoxon test because data was abnormally distributed. The data was the scores of the students both in control group and experimental group.

Before calculating the hypothesis test, the data must be tested for normality and homogeneity using SPSS 25 software for Windows. A normality test was conducted on both classes, the experimental class and the control class, to determine whether the data from the two sample groups studied came from a normally distributed population or not. Furthermore, the homogeneity test was carried out after the data was known to be normally distributed. The homogeneity test was used to determine the similarity of two conditions or populations with a significant value > 0.05 , meaning that the population had similarities.

The conclusions are: H_0 is accepted if significant degree $> 0,05$, which means that there was no influence of the suggestopedia method on students' vocabulary mastery. On the other hand, H_a is accepted if significant degree $< 0,05$, which means that the suggestopedia method had an effect on students' vocabulary mastery.



CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher discusses the result and discussion of the research. The things that discusses in this chapter are gained score, assumption test result, hypothesis test result, and discussion of the research.

A. RESULTS

1. Gained Score

Students in the experiment class amounted to 37 people who were given the treatment of learned vocabulary with the suggestopedia method. A pre-test was given at the first meeting before the treatment, and a post-test was given after the treatment, so that the results are shown in the following table.

Table 4.1
The Students' Score of Pre-test and Post-test in Experimental Class

Students	Experiment Class		
	Pre-test	Post test	Gained Score
1	93	100	7
2	47	80	33
3	67	100	33
4	93	100	7
5	13	60	47
6	73	100	27
7	7	100	93
8	47	100	53
9	100	100	0
10	27	100	73

11	7	53	47
12	93	73	-20
13	33	100	67
14	0	100	100
15	13	80	67
16	93	100	7
17	93	100	7
18	40	100	60
19	20	100	80
20	67	80	13
21	33	100	67
22	47	100	53
23	33	80	47
24	60	100	40
25	27	100	73
26	60	100	40
27	20	100	80
28	100	100	0
29	87	100	13
30	100	100	0
31	20	100	80
32	27	87	60
33	53	100	47
34	7	100	93
35	93	100	7
36	7	67	60
37	27	100	73
Mean	49	94	45
Max	100	100	
Min	0	53	

In the table above, it can be seen that the highest value in the pre-test is 100 and the lowest value is 0, with an average value of 49. After the treatment was given, it obtained post-test scores with an average of 94 and a range of values of 53-100. Based on the average value of pre-test scores and post-test scores, it can be seen that there was a significant

increase in learning outcomes by 45. This indicates an increase in student understanding of vocabulary mastery by using the suggestopedia method.

On the other hand, students in the control class amounted to 26 people. In this class, students were not given treatment and they learned vocabulary through the method of explaining the material. A pre-test was given at the first meeting, a post-test was given at the last meeting, and the results are shown in the following table.

Table 4.2

The Students' Score of Pre-test and Post-test of Control Class

Students	Control Class		
	Pre-test	Post test	Gained Score
1	53	60	7
2	80	100	20
3	53	60	7
4	13	0	-13
5	60	60	0
6	53	60	7
7	73	60	-13
8	53	60	7
9	47	40	-7
10	60	60	0
11	13	40	27
12	60	60	0
13	13	40	27
14	13	0	-13
15	13	40	27
16	60	60	0
17	80	100	20
18	53	60	7
19	13	40	27
20	60	60	0
21	13	60	47
22	100	100	0
23	73	100	27
24	60	60	0
25	47	40	-7

26	100	100	0
Mean	51	58	7
Max	100	100	
Min	13	0	

In the table above, it can be seen that the highest value in the pre-test is 100 and the lowest value is 13, with an average value of 51. After the post-test value was obtained, it can be seen that there was an increase in the average value of 58, with a range of values of 0–100. Based on the average value of pre-test scores and post-test scores, it can be seen that there was an increase in learning outcomes, although not significant, by 7.

It can be concluded that the students' scores of the experimental class were higher than the students' scores of the controlled class, which learned vocabulary with the conventional method.

2. Assumption Test Result

An assumption test needs to be done to qualify and determine whether to conduct the next test phase, namely the statistical analysis hypothesis test, both parametric and nonparametric. Assumption tests in this study include normality tests. A normality test is performed with the aim of determining whether the data population is normally distributed or not by using statistical techniques. This study used Kolmogorov-Smirnov to compare the distribution of data to be tested for normality with the standard normal distribution. Data is considered normal if the significance value is greater than 0.05. Normality test results show the

significance value ranges from 0.000 to 0.021, which is less than 0.05, so that it can be said that the data was distributed abnormally.

Due to the small number of samples (less than 50 data points), the data was also tested for normality using Spahiro-Wilk. According to Singgih Santoso (2014), the data is said to be normally distributed (symmetrical) in the Shapiro-Wilk test if the significance value is greater than 0.05. The normality test using Shapiro-Wilk also shows the same result that the data was distributed abnormally with a significance value of less than 0.05.

Table 4.3 Test of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Hasil Pembelajaran Siswa	Pretest Eksperimen	.157	37	.021	.942	37	.054
	Postest Eksperimen	.266	37	.000	.724	37	.000
	Pretest Kontrol	.304	26	.000	.852	26	.002
	Postest Kontrol	.288	26	.000	.798	26	.000

a. Lilliefors Significance Correction

3. Hypothesis Test Results

Assumption test results showed the data was not normally distributed, then the next step was to test the hypothesis. Hypothesis testing was conducted using the Wilcoxon analysis method to study the significant effect of the suggestopedia method on students' vocabulary mastery.

Based on Wilcoxon's testing, it is known that the value of Asymp.Sig (2-tailed) of $0.000 < 0.05$, it can be concluded that the hypothesis is accepted that there are differences in learning outcomes in both classes. The existence of significant differences in the learning outcomes of the control group and experiment group indicates that there is the effect of the suggestopedia method on students' vocabulary mastery. The results of the analysis using Wilcoxon can be seen in the following table.

Table 4.4 Wilcoxon Test

Test Statistics ^a	
	Gained Experiment Class - Gained Control Class
Z	-4.046 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

4. Discussion

After doing the research, it is found that the Suggestopedia Method significantly affected students' vocabulary mastery. The results of statistical tests using the Wilcoxon test showed a significance value of $0.000 < 0.05$. This means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, it can be concluded that the use of Suggestopedia method had a significant effect on students' vocabulary mastery. Students who were taught using the

Suggestopedia method (experimental group) gained scored higher than students who were not taught using the Suggestopedia method (control group).

Based on the results of the study, it can be seen that the Suggestopedia method was more effective than conventional methods in order to improve students' vocabulary mastery in everyday vocabulary. Some theories that show the Suggestopedia method has several advantages over vocabulary are Lozanov and Theresia (2015), who explained that Suggestopedia is an innovative method that promises very effective language learning results. This method has the idea that all students can be taught a subject matter at the same skill level. Then, the results showed that each student had an understanding and creative solution, motivated to memorize vocabulary that had been taught in the past and challenged to write as much as they remembered.

. They can also benefit from the use of music to make students sit back and relax. When students succeed in doing these independent activities, they will feel more confident. These statements prove that in the learning process using the Suggestopedia method, students are more relaxed in receiving material. They can also enjoy the learning process without feeling tense (Baihaqi and Rutiningsih, 2018).

The same thing was also conveyed by DePorter and Hernacki (2016), who say that suggestions can affect the outcome of a student's learning situation by giving positive or negative suggestions. Suggestopedia is a method that builds on the imagination of students

through audiovisual aids to practice some language games to apply the patterns of new language forms. Suggestopedia makes the most use of musical centrality and musical rhythm in learning. Students should be comfortable during the learning process, and it can be achieved by using soft or classical music as a background (Purba, 2017). This was also done in learning in the experiment group, namely Class X DKV. The music was used both during the learning process and when the test takes place.

Lozanov and Theresia (2015) strongly support the use of background music in the learning process and states that one of the most unique characteristics of the method is the use of soft classical music during the learning process. Lozanov believes it creates a level of relaxed concentration that facilitates the intake and retention of large quantities of material. When the background music is played, the teacher explains the material and motivates the students. This is done to make the class comfortable with understanding the vocabulary process without making students feel under pressure to get an idea of what they are reading. Relaxation by using music in learning makes students not only remember but also understand the vocabulary taught. The use of suggestopedia is suitable as a treatment for students to help them understand vocabulary (Purba, 2017).

Another aspect that differs from other methods is the use of soft and comfortable chairs and dim lighting in the classroom (other factors believed to create a more relaxed state of mind) (Rustipa, 2011). In

addition to the use of background music, classroom settings are also designed. Students are conditioned to sit in groups by paying attention to the sitting distance between each group, so that students feel free and comfortable following the entire learning process. Before class starts, the teacher also makes sure that everyone is comfortable and ready to learn (Paulina, et. al., 2015).

Suggestopedia is claimed to be a dramatic learning process because it uses music, musical rhythms, classroom management, classroom decoration, and so on (Lozanov and Theresia, 2015). This was also done during the learning process, where students in groups were asked to find nouns and verbs in the text that had been provided and then write them on a word card. In turn, each group was asked to stand in front of the class and hold a word card that had been prepared. Meanwhile, students in the other group were instructed to guess the meaning and synonyms of vocabulary on word cards displayed. The teacher motivated students to be more courageous and confident in guessing the vocabulary. Furthermore, the word card was used as a classroom decoration, where teachers and students together did the classroom decoration, and students found this activity fun. It was also found by Purba (2017) that if suggestopedia was applied in vocabulary learning, students had fun with a different atmosphere in the classroom by using posters. When the students got something confusing, they could take a look at the wall and see whether they could get the information they needed on the wall directly so that their confusion

could be answered quickly. Nosrati (2013) stated that putting many pictures on the wall leads to the students learning many things undirectly in the classroom.

In addition to the use of word cards, role-playing was also done during the learning process at the next meeting. The teacher instructed the students to re-create the word card, then representatives of each group were asked to stand in front of the class and demonstrated the vocabulary contained in the word card, so that other friends could guess the vocabulary in question. For example, the vocabulary word is "tired", so the student must demonstrate that they are tired. After the demonstrated vocabulary is guessed, the teacher instructs to mention the meaning of antonyms and vocabulary. The teacher tolerated the students if they made some errors during the teaching and learning process. By doing this, the students did not feel afraid of doing something in the class, like saying something they wanted to say.

From the above statement, it can be concluded that suggestive methods improve students' vocabulary mastery by making them relaxed and comfortable while learning (Purba, 2017). Furthermore, the learning processes of students who use Suggestopedia methods and conventional methods are different. Researcher can state that applying the two methods can give different results in vocabulary acquisition. So, from the data of students' scores on pre-test, treatment, and post-test, it can be concluded that there was a significant influence of the use of the

suggestopedia method on the vocabulary mastery of students of SMKN I Mesjid Raya Aceh Besar.

Although the suggestopedia method was found to have an effect on students' vocabulary mastery, researchers also identified some limitations in the study, especially in the provision of suggestopedia method treatment, including the condition of the classroom, where the walls of the classroom were not soundproof, so that noise from outside the classroom may interfere with the passage of learning with the suggestopedia method. Furthermore, schools did not provide enough learning media, such as posters, pictures, and speakers. Therefore, the teacher must prepare herself. However, the most important thing was the approach to students. Suggestopedia is considered a new method, so the students were not yet familiar with this method. Therefore, it was difficult to make students continue to enjoy the learning process until the end. In this case, the role of teachers in motivating students and success in building student enthusiasm were very influential on the success of the learning process and how the situation supported students to stay calm and relaxed.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses conclusion and suggestion of the research. The things that discusses in this chapter are conclusion of the research, suggestion for school, for teacher, for student and suggestion for the next researcher.

1. Conclusion

Based on the results of statistical tests used the Wilcoxon test, it is known that the significance value is $0.000 < 0.05$ so it can be concluded that H_a is accepted and H_0 is issued, which means there is a significant effect of the use of the suggestopedia method on improving vocabulary mastery of students at SMKN I Mesjid Raya Aceh Besar. Furthermore, based on the average value of pre-test and post-test values in the experimental class, it can be seen that there is a significant increase in learning outcomes by 45. This indicated an increase in students' understanding of vocabulary mastery by using the suggestopedia method. Meanwhile, the average value of pre-test and post-test scores in the control class was only 7, so based on the scores obtained, it was also seen that the experimental class scores were higher than the scores of controlled class students who learned vocabulary with conventional methods.

2. Suggestion

Based on the conclusions of the study, it can be conveyed some suggestions that are expected to be used for teaching and learning English, especially on strengthening the effectiveness of learning as follows.

a. School

It is essential for institutions and schools to supply instructional materials to support the Suggestopedia method. Therefore, every classroom should have an environment as close to ideal as feasible, such as by offering learning-supportive facilities such as comfortable chairs and tables, pictures, posters, speakers, and hearing aids. In addition to providing teaching resources such as dictionaries and English textbooks, the amount of books and references in the library dealing with language teaching methods should be increased.

b. Teacher

Many students view English as a challenging and boring subject. Therefore, the teacher must be innovative in selecting the most effective way for altering students' perspectives. The strategy utilized to teach vocabulary should be engaging and motivating for students. This study demonstrates that the Suggestopedia approach is helpful for enhancing students' vocabulary acquisition; therefore, teachers can select Suggestopedia as an alternate way.

In addition to increasing their creativity in teaching English, English teachers must also take into account the various qualities of their students and employ teaching and learning strategies and techniques that correspond with these characteristics. Teachers also offer students with motivation so that they are more confident and eager to learn English.

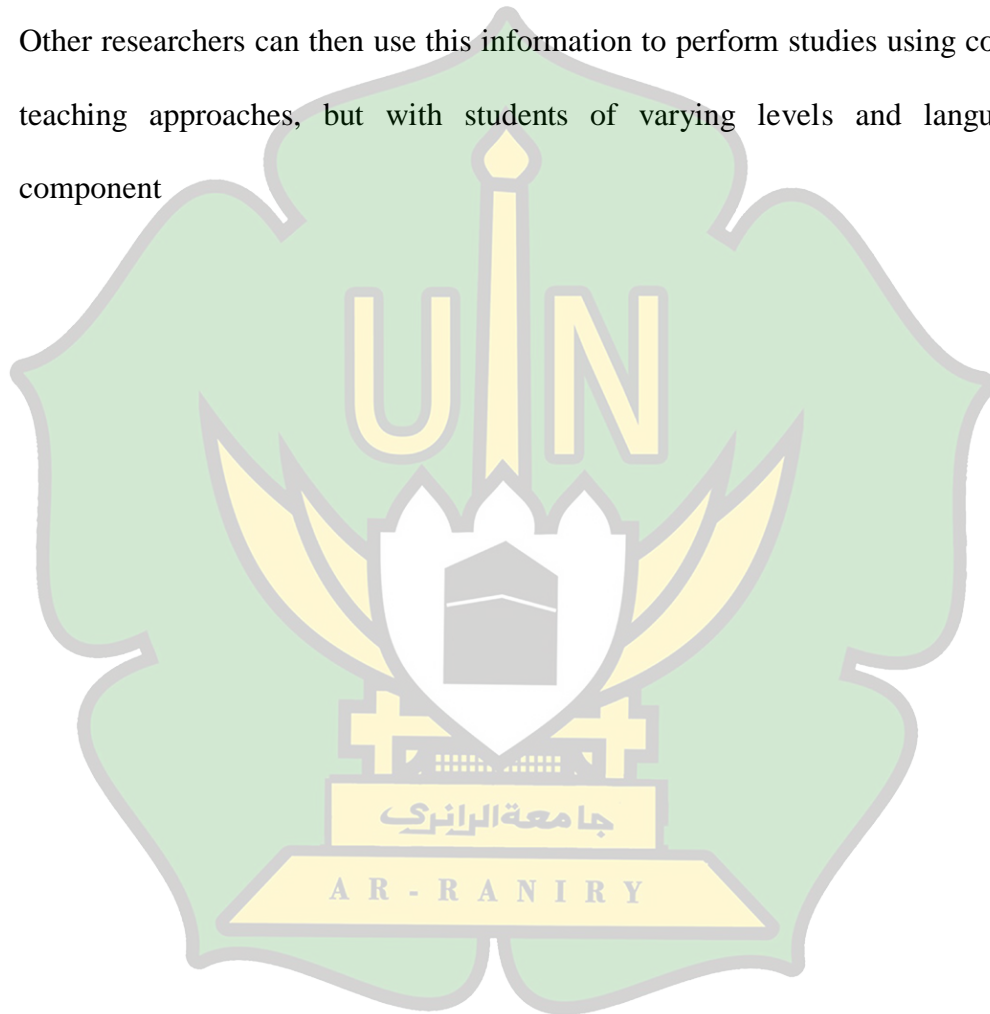
c. Student

English is one of the international languages, thus students should be motivated to learn it, especially vocational students who have excellent prospects to intern

abroad. In addition to relying on the teacher-provided materials, students must be active participants in the English learning process. In addition, students must show confidence and courage when exploring and expressing their language in English class.

d. The next researcher

Other researchers can then use this information to perform studies using comparable teaching approaches, but with students of varying levels and language skill component



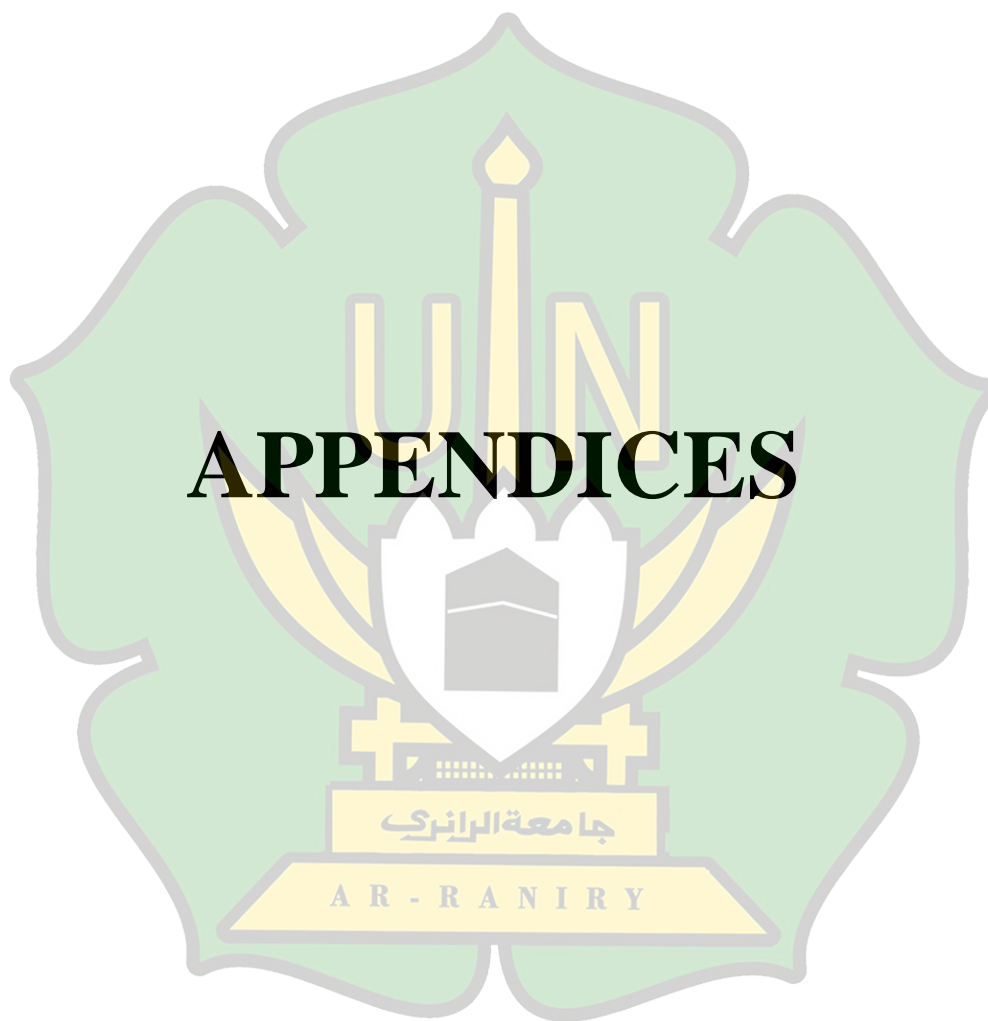
REFERENCES

- Aisel, E. (2012). *The influence of using suggestopedia method on increasing students' mastery in vocabularies at SD Negeri Mindi*. (Undergraduate thesis). Retrieved from Institutional Repository IAIN Syekh Nurjati Cirebon.
- Alfiani, A. (2017). *The effectiveness of suggestopedia method on students' vocabulary mastery*. (Undergraduate thesis). Retrieved from Repository UIN Syarif Hidayatullah Jakarta.
- Azwar, S. (2013). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Bhakti, S. L. (2011). Suggestopedia. *Jurnal Eksis*, 7(2), 1939-1944.
- Brown. (2004). *Language assessment: Principles and classroom practice*. San Fransisco State University
- Departemen Pendidikan Nasional. (2005). *Kamus besar bahasa Indonesia*. Jakarta: Balai Pustaka.
- Deporter, B., dan Hernacki, M. (2016). *Quantum learning*. Bandung: Kaifa.
- Purba, H. Y. (2017). The effect of suggestopedia method on students' achievement in vocabulary. *Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)*, 188-192.
- Galti, A. M (2018). Effect of suggestopedia method on teaching vocabulary to primary school pupils. *AL-MUQADDIMAH, A Journal of the Humanities, Law, Social & Management Sciences*, 1(1), 20-24.
- Harmer. (2007). *The practice of English language teaching*. England: Pearson Education Limited.
- Hatch, E., & Brown. S. (1995). *Vocabulary, semantics, and language education*. New York: Cambridge University Press.
- Huda, Q.N. (2017). *Improving student's vocabulary mastery through suggestopedia*. (Undergraduate thesis). Retrieved from Electronic Theses Institut Agama Islam Negeri Ponogoro.
- Indriani, R. (2015). *The use of direct method and suggestopedia to improve students vocabulary mastery*. Retrieved from Repository IAIN Salatiga.
- Kaharuddin. (2016). *Improving the vocabulary mastery of the second grade students of social science 2 by using suggestopedia method at SMA 10 Makassar*. Retrieved from Repository UIN Alauddin Makassar.

- Kharismawati, R. (2014). Suggestopedia method in the teaching and learning process. *E-Journal Unesa*, 2 (1). Retrieved from [https://ejournal.unesa.ac.id/index.php/retain/article/view/6313#:~:text=Lozanov%20\(1978\)%20states%20that%20there,learning%20is%20easy%20and%20fun.](https://ejournal.unesa.ac.id/index.php/retain/article/view/6313#:~:text=Lozanov%20(1978)%20states%20that%20there,learning%20is%20easy%20and%20fun.)
- Larekeng, S.H., & D, Merlin. (2018). The effectiveness of suggestopedia method with wordwall picture in increasing vocabulary mastery with learning disabilities. *Journal of English Education and Development*, 1(2), 193-204.
- Larsen-Freeman (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Laufer, B., & Shmueli, K. (1997). Memorizing new words: Does teaching have anything to do with it?. *RELC journal*, 28(1), 89-108. Doi : <https://doi.org/10.1177/003368829702800106>.
- Lozanov, G. & Theresia, M. F. (2015). *TEFL*. Metro.
- Lozanov, G. (1978). *Outlines of suggestology and suggestopedy*. London: Gordon and Breach.
- Lozanov, G. (2005). *Suggestopaedia-desuggestive teaching communicative method on the level of the hidden reserves of the human mind*. Austria: International Centre for Desuggestology.
- Nosrati, M. (2013). Investigation of language teaching methodologies in second language learning. *International Journal of Economy, Management and Social Sciences*. 2(5),207-211.
- Paulina, R., Indihadi, D., & Halimah, M. (2015). The influence of suggestopedia method on vocabulary mastery students' class iii elementary school. *E-journal Universitas Pendidikan Indonesia*, 51-59. Retrieved from <https://ejournal.upi.edu/index.php/pedadidaktika/article/download/5243/3636>
- Richards, J. C. & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. USA: Cambridge University Press.
- Richards, J. C., & Willy, A. R. (2002). *Methodology in language teaching: An anthology of current practice*. New York : Cambridge University Press.
- Rustipa, K. (2011). Suggestopedia: How does it accelerate language learning. *LITE : Journal Bahasa, Sastra, dan Budaya*, 7(1), 1-7. Doi : <https://doi.org/10.33633/lite.v7i1.1098>
- Setiawati, R.W. (2011). *Improving students' vocabulary mastery through suggestopedia*. (Undergraduate thesis). Retrieved from Institutional Repository UNS.

- Sugiyono. (2012). *Metode penelitian kualitatif kuantitatif*. Bandung: Alfabeta.
- Sugiyono. 2010. *Statistika untuk penelitian*. Bandung. Alfabeta.
- Utami, C. (2015). *The influence of the application of suggestopedia on the students' mastery in English vocabulary at the fifth grade students of SDN 1 Kertamulya*. (Undergraduate thesis). Retrieved from Institutional Repository IAIN Syekh Nurjati Cirebon.
- Yasmika, B., & Rutiningsih, M. (2018) . The influence of using suggestopedia method towards students' vocabulary mastery at eight grade of the second semester in SMPN 06 Metro in academic year 2016/2017. *English Franca : Academic Journal of English Language and Education*, 2(2), 83-114.





Appendix A Appointment Letter of Supervisor

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022
- Menetapkan
PERTAMA : **MEMUTUSKAN**
- Menunjuk Saudara:
1. Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D. Sebagai Pembimbing Pertama
2. Fitriah, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Cut Radha Farhani
- NIM : 180203213
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Effects of Suggestopedia Method on Students' Vocabulary Mastery
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



Ditandatangani di: Banda Aceh
Tanggal: 12 Mei 2022

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-S055/Un.08/ITK.1/TL.00/07/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ka. Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kab. Aceh Besar
Kepala Sekolah SMKN 1 Mesjid Raya

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT RADHA FARHANI / 180203213**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Gampoeng Ajun Lam Hasan, Kec. Peukan Bada Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Effects of Suggestopedia Method on Students' Vocabulary Mastery*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Juli 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan.

A R - R Y



Berlaku sampai : 12 Agustus
2022

Dr. M. Chalis, M.Ag.

Appendix C Recommendation Letter from Dinas Pendidikan Wilayah Kota Banda Aceh dan Aceh Besar to conduct field research



**PEMERINTAH ACEH
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KOTA BANDA ACEH
DAN KABUPATEN ACEH BESAR**

Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail: calung.didik1@gmail.com

REKOMENDASI

Nomor: 421.3/G.1/1864/2022

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

Nama : Cut Radha Farhani
NIM : 180203213
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris
Judul : The Effects of Suggestopedia Method on Student' Vocabulary Mastery

Untuk melakukan Penelitian Ilmiah dalam rangka penulisan skripsi di SMK Negeri 1 Mesjid Raya Kabupaten Aceh Besar, sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-8055/Un.08/FTK.1/TL.00/07/2022, tanggal 13 Juli 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 14 Juli 2022

**KEPALA CABANG DINAS PENDIDIKAN
WILAYAH KOTA BANDA ACEH DAN
KABUPATEN ACEH BESAR,**

SYARWAN JONI, S.Pd., M.Pd

Pembina Tingkat I

NIP. 19730505 199803 1 008

AR - RANIRY

**Appendix D Confirmation letter of Conducted Research from
SMKN 1 MESJID RAYA**



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 1 MESJID RAYA**

Jalan Laksamana Malahayati, KM.15, Kec.Mesjid Raya, Kab Aceh Besar, Kode Pos.23381
E-mail : smkn1mesjidrayaaceh@gmail.com Website : www.smkn1mesjidraya.sch.id

SURAT KETERANGAN

Nomor : 070 / 25 / 1 / 2022

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-8055 / Un.08/FTK.1/TL.00/07/2022 tanggal, 13 Juli 2022 perihal Penelitian Ilmiah dalam rangka penulisan Skripsi, maka Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Masjid Raya Kabupaten Aceh Besar, dengan ini menerangkan bahwa :

Nama : Cut Radha Farhani
NIM : 180203213
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Yang namanya tersebut di atas telah melakukan penelitian dan pengumpulan data di SMKN 1 Masjid Raya Kabupaten Aceh Besar dalam rangka penulisan Skripsi dengan Judul :

"The Effects of Suggestopedia Method on Students' Vocabulary Mastery"

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

جامعة الرانيري

A R - R A N I R Y

Aceh Besar, 25 Agustus 2022

Kepala Sekolah.

Drs. Muhammad Husin, M. Si

Pembina Tk. I

NIP. 196606251991031006

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 MESJID RAYA
Mata Pelajaran : Bahasa Inggris
Kelas : X (SEPULUH)
Tema : Recount text
Alokasi Waktu : 3 x 45 menit
Pertemuan Ke- : 1 (**Experimental Class**)

• **Kompetensi Inti (KI)**

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

• **Kompetensi Dasar**

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

1. Indikator

- a. Menentukan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- b. Menentukan persamaan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount
- c. Menentukan lawan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount

2. Tujuan

Pada akhir pembelajaran, diharapkan:

- a. Siswa dapat mengidentifikasi kata kerja dan kata sifat yang sesuai terkait peristiwa/pengalaman dalam teks recount
- b. Siswa dapat mengidentifikasi persamaan kata kerja dan sifat terkait peristiwa/pengalaman dalam teks recount
- c. Siswa dapat mengidentifikasi lawan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount

Appendix E Lesson Plan

3. Materi Pembelajaran

- a. Teks recount
- b. Kosakata berkaitan dengan teks recount

4. Metode Pembelajaran/Teknik : Metode Suggestopedia

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Dalam kegiatan pembuka :

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi yang akan dipelajari terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan tujuan dan manfaat pembelajaran hari ini mengenai materi terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi:

- Guru membentuk siswa dalam 5 kelompok
- Guru menampilkan teks recount pada layar dan memutar musik instrumental
- Siswa di minta membaca dalam hati teks recount pada layar selama musik berlangsung

Appendix E Lesson Plan

Elaborasi:

Dalam kegiatan elaborasi:

- Guru membagikan teks recount dan lembar *worksheet* kepada setiap kelompok
- Siswa diminta untuk mencatat kosakata (kata kerja dan kata sifat) yang ditemukan dalam teks recount kemudian menuliskan sinonim dan antonym nya
- Guru membagikan kertas karton kepada setiap kelompok dan meminta siswa untuk menuliskan beberapa kosa kata yang telah ditemukan
- Guru memutar musik instrumental dengan suara rendah
- Perwakilan dari setiap kelompok diminta untuk maju ke depan kelas mempresentasikan hasil kerjanya dengan membacakan salah satu kosa kata yang telah ditulis dikertas karton dan kelompok lain menanggapi dengan menyebutkan persamaan katanya
- Siswa menempelkan hasil kerja kelompoknya di dinding kelas

Konfirmasi:

Dalam kegiatan konfirmasi:

- Guru mengevaluasi hasil pekerjaan siswa dengan memberi *feedback*.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup

Dalam kegiatan penutup:

- Guru bersama-sama dengan siswa membuat simpulan pelajaran yang telah dipelajari hari ini
- Siswa dan guru membuat refleksi terhadap kegiatan yang telah dilakukan
- Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
- Mengakhiri pertemuan dengan mengucapkan hamdalah dan memberi salam.

Appendix E Lesson Plan

6. Sumber dan Media Belajar

- Teks Recount
- Kamus
- Laptop
- Proyektor
- Speaker
- Buku paket Bahasa Inggris SMK Kelas 10.

7. Penilaian

Penilaian Pencapaian Kompetensi	Indikator	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi lawan kata dari kosakata yang di catat pada teks recount.		<i>Tes tulis</i>	<i>Terlampir</i>
• Mengidentifikasi persamaan kata dari kosakata yang di catat pada teks recount.		<i>Tes tulis</i>	<i>Terlampir</i>

8. Rubrik Penilaian

No.	Uraian	Skor
1	Jawaban sinonim dan antonim benar.	10

Aceh Besar, 10 Juli 2022

Mengetahui

Guru Mata Pelajaran

Peneliti

Rosita, S. Pd

Cut Radha Farhani

Visited Bali

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfboarding every day. I was feel quite satisfied.



Appendix E Lesson Plan

Nama Kelompok :

-

Lembar Kerja Siswa

[illegible]

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 MESJID RAYA
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Tema : Recount text
Alokasi Waktu : 3 x 45 menit
Pertemuan Ke- : 1 (**Controlled Class**)

• **Kompetensi Inti (KI)**

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

• **Kompetensi Dasar**

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

1. Indikator

- a. Menentukan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- b. Menentukan persamaan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount
- c. Menentukan lawan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount

2. Tujuan

Pada akhir pembelajaran, diharapkan:

- a. Siswa dapat mengidentifikasi kata kerja dan kata sifat yang sesuai terkait peristiwa/pengalaman dalam teks recount
- b. Siswa dapat mengidentifikasi persamaan kata kerja dan sifat terkait peristiwa/pengalaman dalam teks recount
- c. Siswa dapat mengidentifikasi lawan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- d.

Appendix E Lesson Plan

3. Materi Pembelajaran

- a. Teks Recount
- b. Kosa kata Kosakata terkait peristiwa/pengalaman dalam teks recount

4. Metode Pembelajaran/Teknik : Cooperative Learning

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Dalam kegiatan pembuka :

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi yang akan dipelajari terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan tujuan dan manfaat pembelajaran hari ini mengenai materi terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi:

- Guru menampilkan teks recount pada layar
- Guru melakukan tanya jawab singkat kepada siswa mengenai kosakata yang terdapat pada teks recount

Elaborasi:

Dalam kegiatan elaborasi:

- Guru membentuk siswa dalam 5 kelompok
- Guru membagikan teks recount dan lembar worksheet kepada setiap kelompok
- Siswa diminta untuk mencatat kosakata (kata kerja dan kata sifat) yang ditemukan dalam teks recount kemudian menuliskan sinonim dan antonym nya

Appendix E Lesson Plan

Konfirmasi:

Dalam kegiatan konfirmasi:

- Guru mengevaluasi hasil pekerjaan siswa dengan memberi *feedback*.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup

Dalam kegiatan penutup:

- Guru bersama-sama dengan siswa membuat simpulan pelajaran yang telah dipelajari hari ini
- Siswa dan guru membuat refleksi terhadap kegiatan yang telah dilakukan
- Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
- Mengakhiri pertemuan dengan mengucapkan hamdalah dan memberi salam.

6. Sumber dan Media Belajar

- Teks Recount
- Kamus
- Laptop
- Proyektor
- Buku paket Bahasa Inggris SMK Kelas 10

7. Penilaian

Penilaian	Indikator	Bentuk Instrumen	Instrumen/ Soal
Pencapaian Kompetensi			
• Mengidentifikasi lawan kata dari kosakata yang di catat pada teks recount		<i>Tes tulis</i>	<i>Terlampir</i>
• Mengidentifikasi persamaan kata dari kosakata yang di catat pada teks recount		<i>Tes tulis</i>	<i>Terlampir</i>

Appendix E Lesson Plan

8. Rubrik Penilaian

No.	Uraian	Skor
1	Jawaban sinonim dan antonym benar.	10

Aceh Besar, 10 Juli 2022

Mengetahui

Guru Mata Pelajaran

Peneliti

Rosita, S.Pd

Cut Radha Farhani



Visited Bali

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfboarding every day. I was feel quite satisfied.



Appendix E Lesson Plan

Nama Kelompok :

☐

☐

☐

☐

☐

☐

Lembar Kerja Siswa

[illegible]

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 MESJID RAYA
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Tema : Recount text
Alokasi Waktu : 3 x 45 menit
Pertemuan Ke- : 2 (**Experimental Class**)

• **Kompetensi Inti (KI)**

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

• **Kompetensi Dasar**

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

1. Indikator

- Menentukan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- Menentukan persamaan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount
- Menentukan lawan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount

2. Tujuan

Pada akhir pembelajaran, diharapkan:

- Siswa dapat mengidentifikasi kata kerja dan kata sifat yang sesuai terkait peristiwa/pengalaman dalam teks recount
- Siswa dapat mengidentifikasi persamaan kata kerja dan sifat terkait peristiwa/pengalaman dalam teks recount

Appendix E Lesson Plan

- c. Siswa dapat mengidentifikasi lawan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount

3. Materi Pembelajaran

- a. Teks Recount
- b. Kosakata terkait peristiwa/pengalaman dalam teks recount

4. Metode Pembelajaran/Teknik : Metode Suggestopedia

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Dalam kegiatan pembuka :

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi yang akan dipelajari terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan tujuan dan manfaat pembelajaran hari ini mengenai materi terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi:

- Guru membentuk siswa dalam 5 kelompok
- Guru menampilkan teks recount pada layar dan memutar musik instrumental
- Siswa di minta membaca dalam hati teks recount pada layar selama musik berlangsung

Appendix E Lesson Plan

Elaborasi:

Dalam kegiatan elaborasi:

- Guru membagikan teks recount dan lembar *worksheet* kepada setiap kelompok
- Siswa diminta untuk mencatat kosakata (kata kerja dan kata sifat) yang ditemukan dalam teks recount kemudian menuliskan sinonim dan antonym nya
- Guru memutarakan musik instrumental dengan suara rendah
- Perwakilan dari setiap kelompok diminta untuk maju ke depan kelas mempresentasikan hasil kerjanya dengan melakukan role play memperagakan salah satu kosakata yang sudah dicatat dan kelompok lain menanggapi dengan menyebutkan lawan katanya

Konfirmasi:

Dalam kegiatan konfirmasi:

- Guru mengevaluasi hasil pekerjaan siswa dengan memberi *feedback*.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup

Dalam kegiatan penutup:

- Guru bersama-sama dengan siswa membuat simpulan pelajaran yang telah dipelajari hari ini
- Siswa dan guru membuat refleksi terhadap kegiatan yang telah dilakukan
- Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
- Mengakhiri pertemuan dengan mengucapkan hamdalah dan memberi salam.

Appendix E Lesson Plan

6. Sumber dan Media Belajar

- Teks Recount
- Kamus
- Laptop
- Proyektor
- Speaker
- Buku paket Bahasa Inggris SMK Kelas 10.

7. Penilaian

Penilaian Pencapaian Kompetensi	Indikator	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi lawan kata dari kosakata yang di catat pada teks recount		<i>Tes tulis</i>	<i>Terlampir</i>
• Mengidentifikasi persamaan kata dari kosakata yang di catat pada teks recount		<i>Tes tulis</i>	<i>Terlampir</i>

Rubrik Penilaian

No.	Uraian	Skor
1	Jawaban sinonim dan antonym benar.	10

Mengetahui

Guru Mata Pelajaran

Rosita, S.Pd

Aceh Besar, 10 Juli 2022

Peneliti

Cut Radha Farhani

Visited Kencana Beach

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.



Appendix E Lesson Plan

Nama Kelompok :

☐
☐
☐
☐
☐
☐

Lembar Kerja Siswa

[illegible]

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMKN 1 MESJID RAYA
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Tema : Recount text
Alokasi Waktu : 3 x 45 menit
Pertemuan Ke- : 2 (**Controlled Class**)

- **Kompetensi Inti (KI)**

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

- **Kompetensi Dasar**

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

1. Indikator

- a. Menentukan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- b. Menentukan persamaan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount
- c. Menentukan lawan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount

2. Tujuan

Pada akhir pembelajaran, diharapkan:

- a. Siswa dapat mengidentifikasi kata kerja dan kata sifat yang sesuai terkait peristiwa/pengalaman dalam teks recount
- b. Siswa dapat mengidentifikasi persamaan kata kerja dan sifat terkait peristiwa/pengalaman dalam teks recount
- c. Siswa dapat mengidentifikasi lawan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount

Appendix E Lesson Plan

3. Materi Pembelajaran

- a. Teks Recount
- b. Kosakata terkait peristiwa/pengalaman dalam teks recount

4. Metode Pembelajaran/Teknik : Cooperative Learning

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Dalam kegiatan pembuka :

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi yang akan dipelajari terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan tujuan dan manfaat pembelajaran hari ini mengenai materi terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi:

- Guru menampilkan teks recount pada layar
- Guru melakukan tanya jawab singkat kepada siswa mengenai kosakata yang terdapat pada teks recount

Elaborasi:

Dalam kegiatan elaborasi:

- Guru membentuk siswa dalam 5 kelompok
- Guru membagikan teks recount dan lembar worksheet kepada setiap kelompok
- Siswa diminta untuk mencatat kosakata (kata kerja dan kata sifat) yang ditemukan dalam teks recount kemudian menuliskan sinonim dan antonym nya

Appendix E Lesson Plan

Konfirmasi:

Dalam kegiatan konfirmasi:

- Guru mengevaluasi hasil pekerjaan siswa dengan memberi *feedback*.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

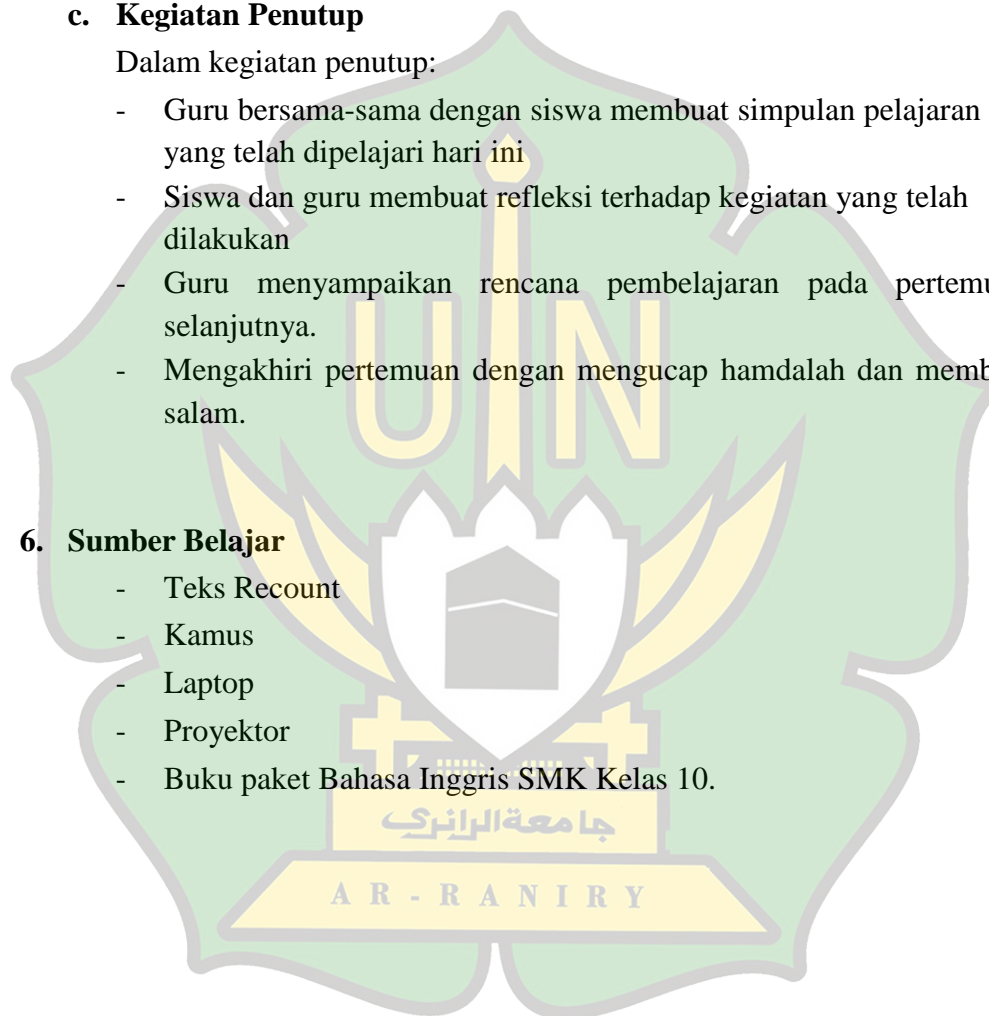
c. Kegiatan Penutup

Dalam kegiatan penutup:

- Guru bersama-sama dengan siswa membuat simpulan pelajaran yang telah dipelajari hari ini
- Siswa dan guru membuat refleksi terhadap kegiatan yang telah dilakukan
- Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
- Mengakhiri pertemuan dengan mengucapkan hamdalah dan memberi salam.

6. Sumber Belajar

- Teks Recount
- Kamus
- Laptop
- Proyektor
- Buku paket Bahasa Inggris SMK Kelas 10.



Appendix E Lesson Plan

7. Penilaian

Penilaian	Indikator	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi lawan kata dari kosakata yang di catat pada teks recount.		<i>Tes tulis</i>	<i>Terlampir</i>
• Mengidentifikasi persamaan kata dari kosakata yang di catat pada teks recount.		<i>Tes tulis</i>	<i>Terlampir</i>

8. Rubrik Penilaian

No.	Uraian	Skor
1	Jawaban sinonim dan antonym benar.	10

Aceh Besar, 10 Juli 2022

Mengetahui

Guru Mata Pelajaran

Peneliti

Rosita, S.Pd

Cut Radha Farhani

AR - RANIRY

Visited Kencana Beach

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.



Appendix E Lesson Plan

Nama Kelompok :

Anggota :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Lembar Kerja Siswa

[illegible]

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 MESJID RAYA
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Tema : Recount text
Alokasi Waktu : 3 x 45 menit
Pertemuan Ke- : 3 (**Experimental Class**)

• **Kompetensi Inti (KI)**

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

• **Kompetensi Dasar**

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

1. Indikator

- Menentukan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- Menentukan persamaan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount
- Menentukan lawan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount

2. Tujuan

Pada akhir pembelajaran, diharapkan:

- Siswa dapat mengidentifikasi kata kerja dan kata sifat yang sesuai terkait peristiwa/pengalaman dalam teks recount
- Siswa dapat mengidentifikasi persamaan kata kerja dan sifat terkait peristiwa/pengalaman dalam teks recount

Appendix E Lesson Plan

- c. Siswa dapat mengidentifikasi lawan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount

3. Materi Pembelajaran

- a. Teks Recount
- b. Kosakata terkait peristiwa/pengalaman dalam teks recount

4. Metode Pembelajaran/Teknik : Metode Suggestopedia

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Dalam kegiatan pembuka :

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi yang akan dipelajari terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan tujuan dan manfaat pembelajaran hari ini mengenai materi terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi:

- Guru membentuk siswa dalam 5 kelompok
- Guru menampilkan teks recount pada layar dan memutar musik instrumental
- Siswa di minta membaca dalam hati teks recount pada layar selama musik berlangsung

Elaborasi:

Dalam kegiatan elaborasi:

- Guru membagikan lembar teks recount pada setiap kelompok
- Guru membagikan *worksheet* yang berisikan soal *fill in the blank* Yang berkaitan dengan peristiwa/pengalaman dalam teks recount yang telah dibagikan.

Appendix E Lesson Plan

- Siswa diminta untuk mengisi bagian kosong pada soal dengan kosakata yang sesuai
- Musik instrumental diputar dengan suara rendah
- Guru meminta perwakilan setiap kelompok untuk maju kedepan kelas mengisi jawaban fill in the blank di papan tulis

Konfirmasi:

Dalam kegiatan konfirmasi:

- Guru mengevaluasi hasil pekerjaan siswa dengan memberi *feedback*.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup

Dalam kegiatan penutup:

- Guru bersama-sama dengan siswa membuat simpulan pelajaran yang telah dipelajari hari ini
- Siswa dan guru membuat refleksi terhadap kegiatan yang telah dilakukan
- Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
- Mengakhiri pertemuan dengan mengucapkan hamdalah dan memberi salam.

6. Sumber Belajar

- Teks Recount
- Kamus
- Laptop
- Proyektor
- Speaker
- Buku paket Bahasa Inggris SMK Kelas 10.

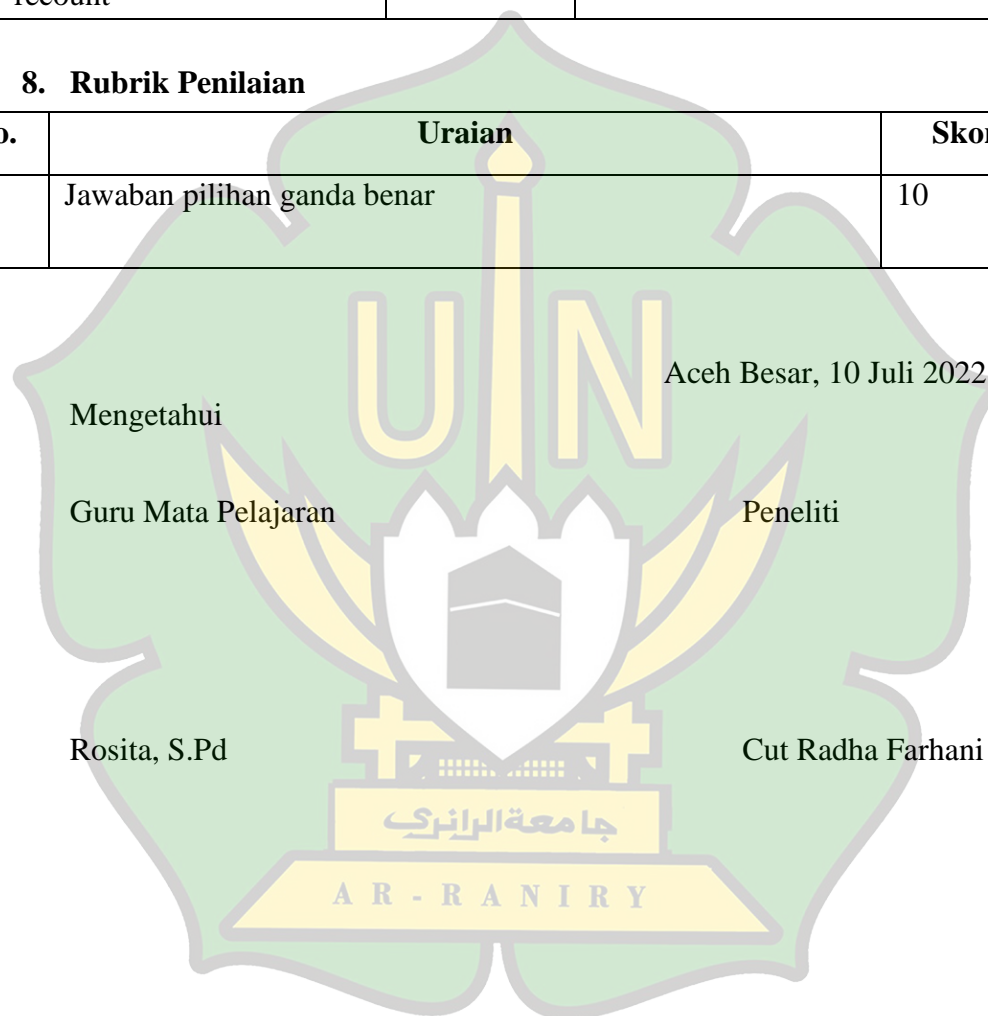
Appendix E Lesson Plan

7. Penilaian

Penilaian	Indikator	Bentuk Instrumen	Instrumen/ Soal
Pencapaian Kompetensi	• Mengidentifikasi kosakata yang sesuai untuk melengkapi paragraph teks recount	Pilihan ganda	<i>Terlampir</i>

8. Rubrik Penilaian

No.	Uraian	Skor
1	Jawaban pilihan ganda benar	10



Appendix E Lesson Plan

Fill in the blank with the correct words!

I (1).... my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I (2)..... to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also (3)..... the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a (4)..... experience in South Korea and made wonderful memory with my friends. It was a (5)..... trip.

- | | | | |
|------------------------|-----------------|-----------------|-----------|
| 1. a. destroyed | b. spent | c. built | d. got |
| 2. a. went | b. slept | c. run | d. rode |
| 3. a. went | b. ate | c. stand | d. called |
| 4. a. fantastic | b. famous | c. beautiful | d. angry |
| 5. a. ugly | b. upset | c. great | d. lazy |

I have a good friend named Tina. Last Sunday, Tina's eleventh birthday. I wanted to surprise Tina with a birthday cake and a small party. The day before Tina's birthday, my mother (6)..... me make a birthday cake for Tina. Since it was my first time making a (7)....., the shape of the cake didn't look great, but it tasted really good. I also (8).... my living room with many cute accesories. The next morning, I invited Tina to my house. As she entered the living room, I (9)..... 'Happy Birthday' to her. Tina is very surprised and (10)..... We also ate my birthday cake while joking and laughing. Happy eleventh birthday, Tina!

- | | | | |
|---------------------|----------------|---------------------|-----------------|
| 6. a. helped | b. lived | c. stayed | d. went |
| 7. a. drink | b. cake | c. candy | d. ice cream |
| 8. a. arrived | b. visited | c. decorated | d. went |
| 9. a. sang | b. slept | c. sit | d. read |
| 10 a. sad | b. ugly | c. lazy | d. happy |

Appendix E Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMKN 1 MESJID RAYA
Mata Pelajaran	: Bahasa Inggris
Kelas	: X (Sepuluh)
Tema	: Recount text
Alokasi Waktu	: 2 x 45 menit
Pertemuan Ke-	: 3 (Controlled Class)

- **Kompetensi Inti (KI)**

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

- **Kompetensi Dasar**

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

1. **Indikator**

- a. Menentukan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount
- b. Menentukan persamaan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount
- c. Menentukan lawan kata (verb, adjective) terkait peristiwa/pengalaman dalam teks recount

2. **Tujuan**

Pada akhir pembelajaran, diharapkan:

- a. Siswa dapat mengidentifikasi kata kerja dan kata sifat yang sesuai terkait peristiwa/pengalaman dalam teks recount
- b. Siswa dapat mengidentifikasi persamaan kata kerja dan sifat terkait peristiwa/pengalaman dalam teks recount
- c. Siswa dapat mengidentifikasi lawan kata kerja dan kata sifat terkait peristiwa/pengalaman dalam teks recount

Appendix E Lesson Plan

3. Materi Pembelajaran

- a. Teks recount
- b. Kosakata terkait peristiwa/pengalaman dalam teks recount

4. Metode Pembelajaran/Teknik : Cooperative Learning

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Dalam kegiatan pembuka :

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi yang akan dipelajari terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan tujuan dan manfaat pembelajaran hari ini mengenai materi terkait peristiwa/pengalaman dalam teks recount
- Menyampaikan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi:

- Guru menampilkan teks recount pada layar
- Guru melakukan tanya jawab singkat kepada siswa mengenai kosakata yang terdapat pada teks recount

Elaborasi:

Dalam kegiatan elaborasi:

- Guru membentuk siswa dalam 5 kelompok
- Guru membagikan lembar teks recount pada setiap kelompok
- Guru membagikan *worksheet* yang berisikan soal *fill in the blank* Yang berkaitan dengan peristiwa/pengalaman dalam teks recount yang telah dibagikan..
- Guru meminta siswa untuk mengisi bagian kosong pada soal dengan kosakata yang sesuai

Appendix E Lesson Plan

Konfirmasi:

Dalam kegiatan konfirmasi:

- Guru mengevaluasi hasil pekerjaan siswa dengan memberi *feedback*.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup

Dalam kegiatan penutup:

- Guru bersama-sama dengan siswa membuat simpulan pelajaran yang telah dipelajari hari ini
- Siswa dan guru membuat refleksi terhadap kegiatan yang telah dilakukan
- Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
- Mengakhiri pertemuan dengan mengucapkan hamdalah dan memberi salam.

6. Sumber dan Media Belajar

- Teks Recount
- Kamus
- Laptop
- Proyektor
- Buku paket Bahasa Inggris SMK Kelas 10

7. Penilaian

Penilaian Indikator Pencapaian Kompetensi	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi kosakata yang sesuai untuk melengkapi paragraph teks recount	Pilihan Ganda	<i>Terlampir</i>

Appendix E Lesson Plan

8. Rubrik Penilaian

No.	Uraian	Skor
1	Jawaban pilihan ganda benar.	10

Aceh Besar, 10 Juli 2022

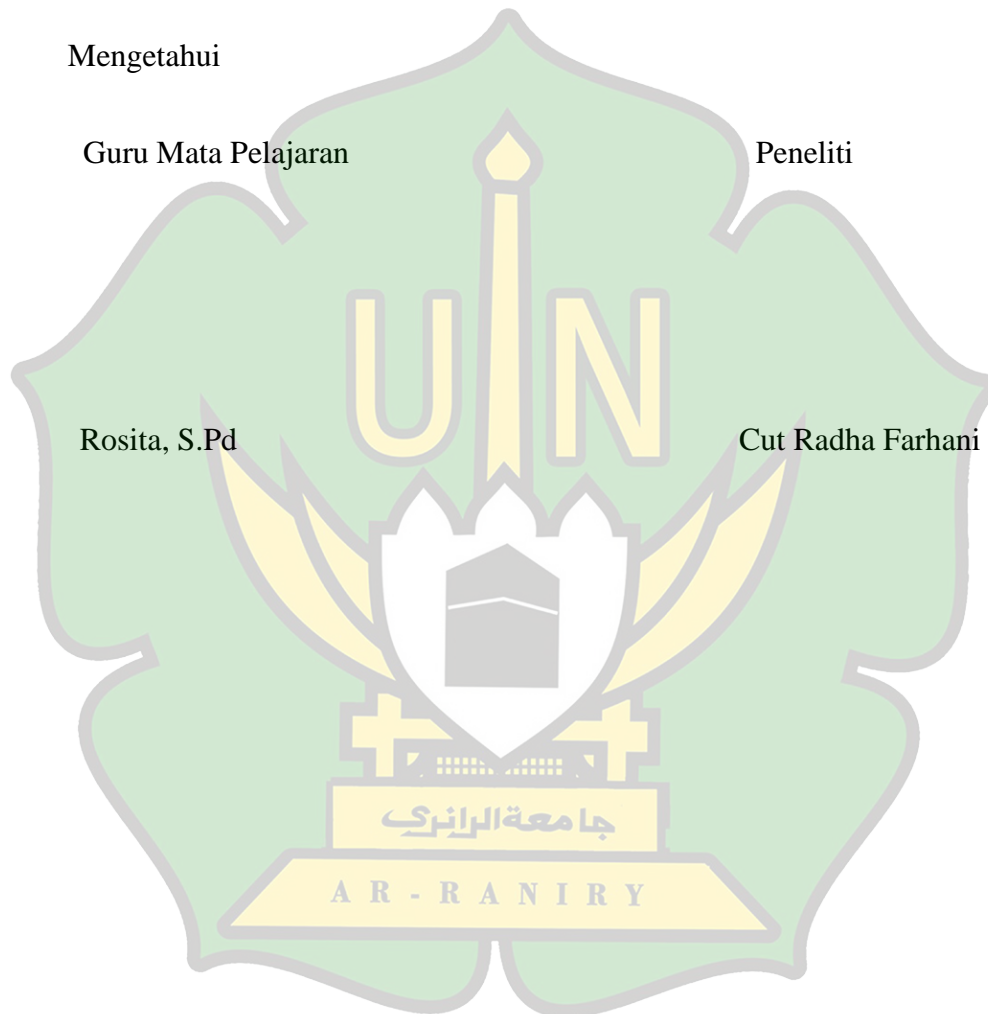
Mengetahui

Guru Mata Pelajaran

Peneliti

Rosita, S.Pd

Cut Radha Farhani



Appendix E Lesson Plan

Fill in the blank with the correct words!

I (1).... my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I (2)..... to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also (3)..... the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a (4)..... experience in South Korea and made wonderful memory with my friends. It was a (5)..... trip.

- | | | | |
|------------------------|-----------------|-----------------|-----------|
| 1. a. destroyed | b. spent | c. built | d. got |
| 2. a. went | b. slept | c. run | d. rode |
| 3. a. went | b. ate | c. stand | d. called |
| 4. a. fantastic | b. famous | c. beautiful | d. angry |
| 5. a. ugly | b. upset | c. great | d. lazy |

I have a good friend named Tina. Last Sunday, Tina's eleventh birthday. I wanted to surprise Tina with a birthday cake and a small party. The day before Tina's birthday, my mother (6)..... me make a birthday cake for Tina. Since it was my first time making a (7)....., the shape of the cake didn't look great, but it tasted really good. I also (8).... my living room with many cute accessories. The next morning, I invited Tina to my house. As she entered the living room, I (9)..... 'Happy Birthday' to her. Tina is very surprised and (10)..... We also ate my birthday cake while joking and laughing. Happy eleventh birthday, Tina!

- | | | | |
|---------------------|----------------|---------------------|-----------------|
| 6. a. helped | b. lived | c. stayed | d. went |
| 7. a. drink | b. cake | c. candy | d. ice cream |
| 8. a. arrived | b. visited | c. decorated | d. went |
| 9. a. sang | b. slept | c. sit | d. read |
| 10 a. sad | b. ugly | c. lazy | d. happy |

Appendix F Test Instrument

Name :
Absent Number :
Class :

Vocabulary Pre-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is..
a. Came
b. Went
c. Walked
d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is..
a. Happy
b. Serious
c. Excited
d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with..
a. Damaged
b. Unbroken
c. Defective
d. Ruined
4. "When I arrived there...." (line 10). The underline word could be replaced with..
a. Went
b. Came
c. Visited
d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as..
a. Sad
b. Starving
c. Exhausted
d. Furious

Appendix F Test Instrument

Read the following text to answer question number 6– 10!

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfboarding every day. I was feel quite satisfied.

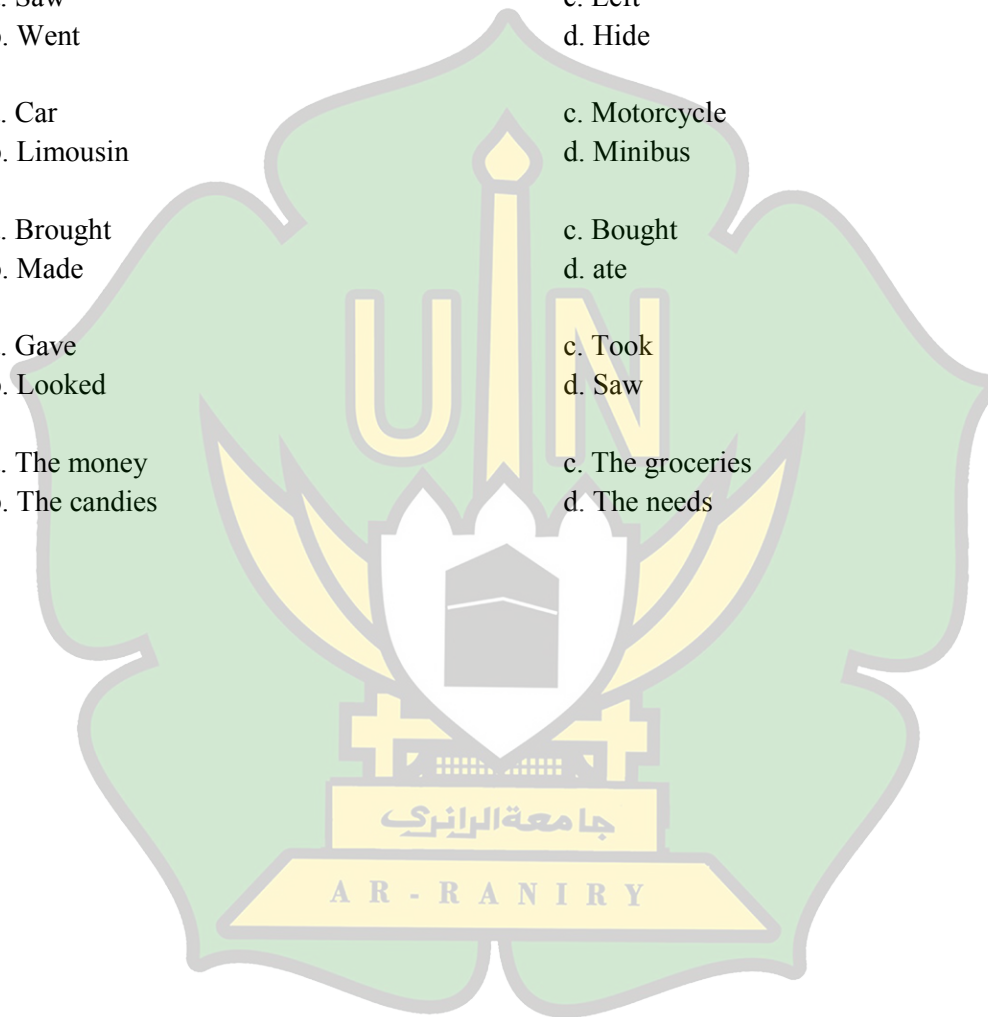
6. “There were so many beautiful places to see in Bali.” (line 1). The underlined word has the opposite meaning with..
a. Ugly
b. Interesting
c. Awesome
d. Pretty
7. “I stayed in Kuta for this holiday” (line 2). The underline word has similiar meaning wtih...
a. Lived
b. Left
c. Visited
d. Spent
8. “It was a busy but quiet town” (line 7). The antonym of the underlined word is..
a. Peaceful
b. Attractive
c. Noisy
d. Calm
9. “The second tour to Ubud was a very different tour” (line 8). The underlined word has the opposite meaning with..
a. Pleasant
b. Diverse
c. Similiar
d. Distinct
10. “I was feel quite satisfied” (line 13). The closest meaning with the underline word is...
a. Sad
b. Pleased
c. Upset
d. Disappointed

Appendix F Test Instrument

B. Complete the sentence with the correct answer

Last week, I and my dad (11) _____ to a store. We went there to buy some groceries and other needs. We went there by my father's (12) _____ and my father warned me to use helmet. In the store, I saw candies, it looked so good. I would have (13) _____ a lot of them but my father said I could only have three. I (14) _____ the cashier store my money for the candies. I used my own money because it was not enough to use my father's money. As we left the store, I ate one of (15) _____. It was yummy. I hope we come back soon.

- | | |
|------------------|------------------|
| 11. a. Saw | c. Left |
| b. Went | d. Hide |
| 12. a. Car | c. Motorcycle |
| b. Limousin | d. Minibus |
| 13. a. Brought | c. Bought |
| b. Made | d. ate |
| 14. a. Gave | c. Took |
| b. Looked | d. Saw |
| 15. a. The money | c. The groceries |
| b. The candies | d. The needs |



Appendix F Test Instrument

Name :
Absent Number :
Class :

Vocabulary Post-Test

The background music will be played during the test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. “Last week my friend and I were bored after three weeks of holidays ...” (line 1). The antonym of the underlined word is..
a. Sad
b. Enjoy
c. Noisy
d. Angry
2. When we arrived at the beach...” (line 2). The underline word has the same meaning as..
a. Went
b. Visited
c. Saw
d. Came
3. “we were surprised to see there was...” (line 3). The underline word mean..
a. Interested
b. Shocked
c. Much
d. More
4. “Before we made the long trip back” (Line 8). The underlined word has the opposite meaning with..
a. Short
b. Half
c. Great
d. Full
5. “..... we were both totally exhausted!” (last sentence). The underline word has the same meaning as..
a. Tired
b. Sad
c. Fun
d. Thirsty

Appendix F Test Instrument

Read the following text to answer question number 6– 10!

I was really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there. The first thing I saw was the oceanorium, which is a place where you can watch all kinds of dish and animal underwater. There are huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle. Then, I watched a wonderful water ski show which was held on the lake. After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship. It was an unforgettable vacation in my life.

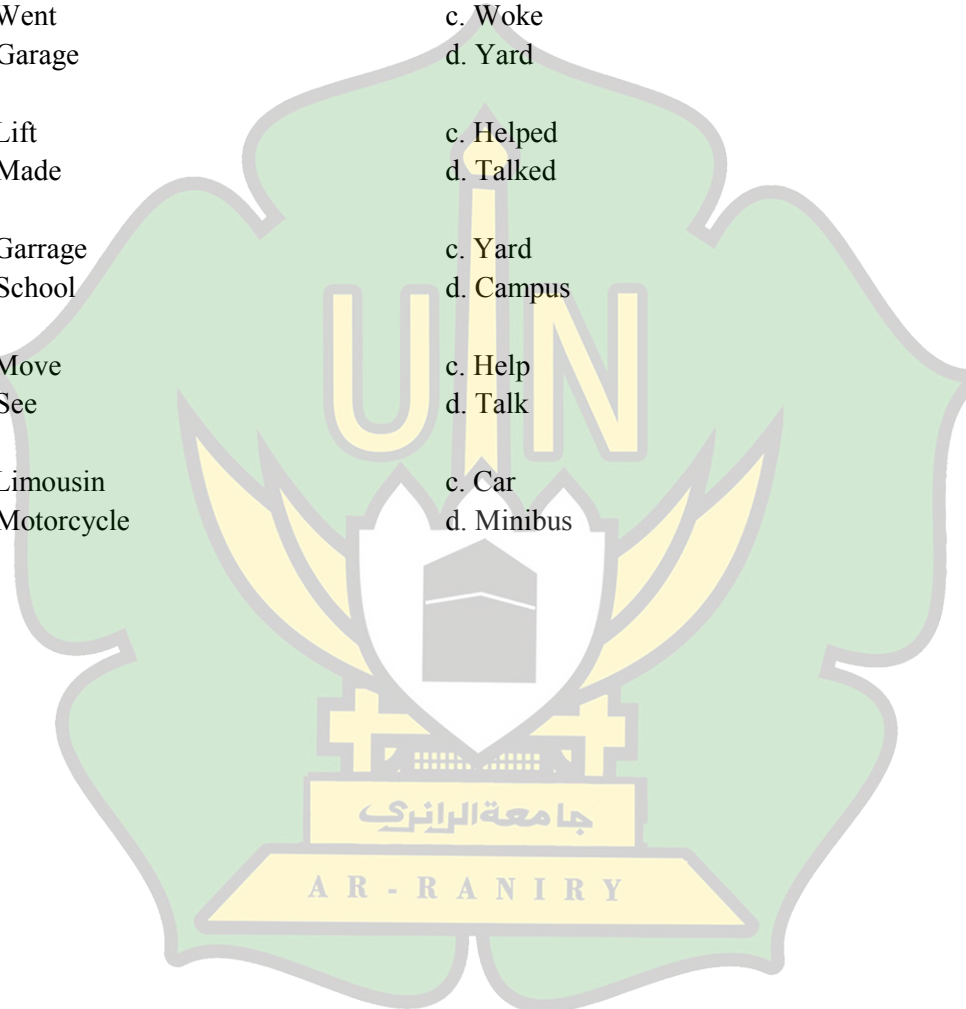
6. "I was really enjoyed my vacation in Australia." (line 1). The antonym of the underline word is..
a. Believed
b. Liked
c. Hated
d. Loved
7. "I had a wonderful day there." (line 2). The underlined word has the opposite meaning with..
a. Terrible
b. Beautiful
c. Nice
d. Enjoy
8. "There are huge turtles, shark, and beautiful tropical fish" (line 3). The underline word means ..
a. Big
b. Long
c. Small
d. Thin
9. "...and they did all kinds of fantastic things in the water" (line 7). The underline word has the same meaning as..
a. Horrible
b. Awesome
c. Beautiful
d. Ugly
10. "It was an unforgettable vacation in my life." (last line) the opposite of the underline word is..
a. Indelible
b. Away
c. Forgettable
d. Memorable

Appendix F Test Instrument

B. Complete the sentence with the correct answer

Last morning, Dinar, my roommate (11)_____ up late and she had to go to campus. When she wanted to take her motorcycle, she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to (12)_____ all of the motorcycles, so that her motorcycle could move from the (13)_____. But she couldn't do it. After that, she called Adel who had that motorcycle which blocked it up. Then, her friend who had that motorcycle (14)_____ her. Finally, she could move her (15)_____ and rode it to go to Campus.

- | | |
|-----------------|------------|
| 11. a. Went | c. Woke |
| b. Garage | d. Yard |
| 12. a. Lift | c. Helped |
| b. Made | d. Talked |
| 13. a. Garrage | c. Yard |
| b. School | d. Campus |
| 14. a. Move | c. Help |
| b. See | d. Talk |
| 15. a. Limousin | c. Car |
| b. Motorcycle | d. Minibus |



Appendix F Test Instrument

Name :
Absent Number :
Class :

Vocabulary Pre-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is..
a. Came
b. Went
c. Walked
d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is..
a. Happy
b. Serious
c. Excited
d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with..
a. Damaged
b. Unbroken
c. Defective
d. Ruined
4. "When I arrived there...." (line 10). The underline word could be replaced with..
a. Went
b. Came
c. Visited
d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as..
a. Sad
b. Starving
c. Exhausted
d. Furious

Appendix F Test Instrument

Read the following text to answer question number 6– 10!

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfboarding every day. I was feel quite satisfied.

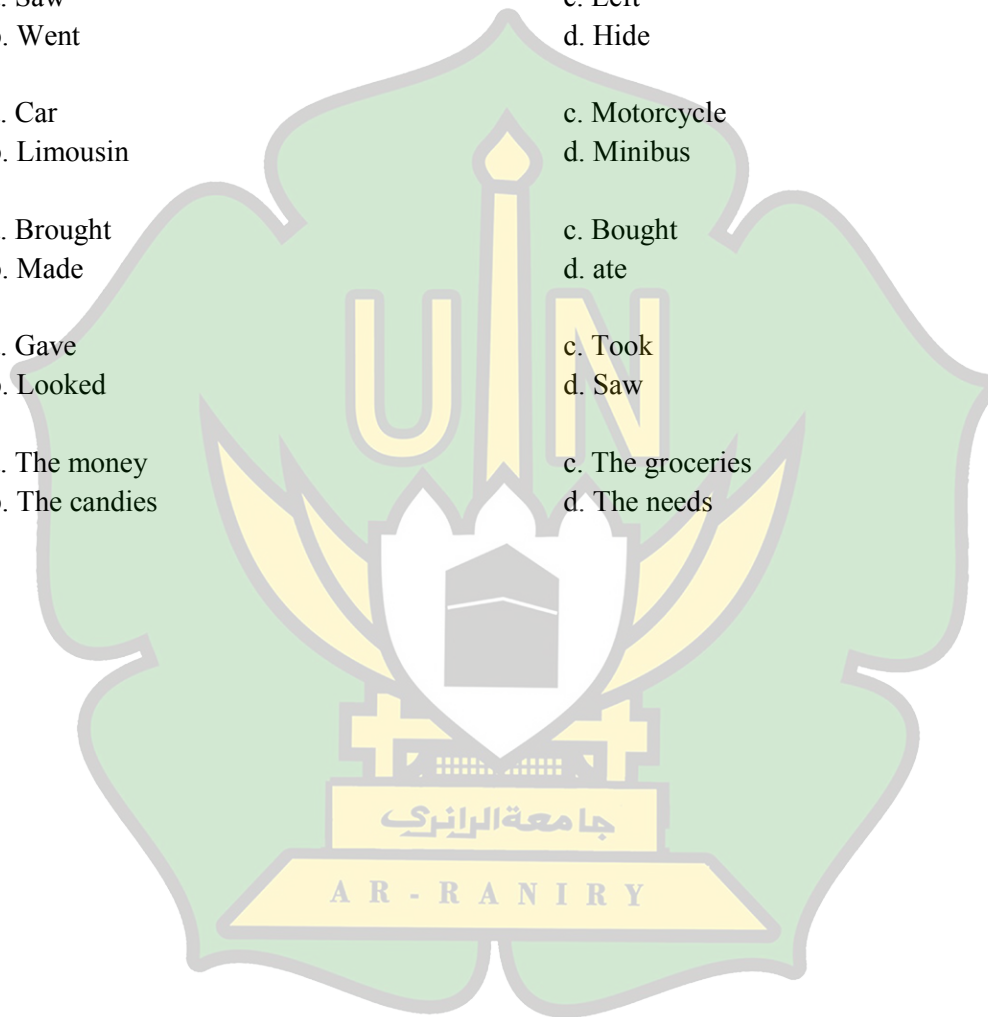
6. “There were so many beautiful places to see in Bali.” (line 1). The underlined word has the opposite meaning with..
a. Ugly
b. Interesting
c. Awesome
d. Pretty
7. “I stayed in Kuta for this holiday” (line 2). The underline word has similiar meaning wtih...
a. Lived
b. Left
c. Visited
d. Spent
8. “It was a busy but quiet town” (line 7). The antonym of the underlined word is..
a. Peaceful
b. Attractive
c. Noisy
d. Calm
9. “The second tour to Ubud was a very different tour” (line 8). The underlined word has the opposite meaning with..
a. Pleasant
b. Diverse
c. Similiar
d. Distinct
10. “I was feel quite satisfied” (line 13). The closest meaning with the underline word is...
a. Sad
b. Pleased
c. Upset
d. Disappointed

Appendix F Test Instrument

B. Complete the sentence with the correct answer

Last week, I and my dad (11) _____ to a store. We went there to buy some groceries and other needs. We went there by my father's (12) _____ and my father warned me to use helmet. In the store, I saw candies, it looked so good. I would have (13) _____ a lot of them but my father said I could only have three. I (14) _____ the cashier store my money for the candies. I used my own money because it was not enough to use my father's money. As we left the store, I ate one of (15) _____. It was yummy. I hope we come back soon.

- | | |
|------------------|------------------|
| 11. a. Saw | c. Left |
| b. Went | d. Hide |
| 12. a. Car | c. Motorcycle |
| b. Limousin | d. Minibus |
| 13. a. Brought | c. Bought |
| b. Made | d. ate |
| 14. a. Gave | c. Took |
| b. Looked | d. Saw |
| 15. a. The money | c. The groceries |
| b. The candies | d. The needs |



Appendix F Test Instrument

Name :
Absent Number :
Class :

Vocabulary Post-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. “Last week my friend and I were bored after three weeks of holidays ...” (line 1). The antonym of the underlined word is..
a. Sad
b. Enjoy
c. Noisy
d. Angry
2. When we arrived at the beach...” (line 2). The underline word has the same meaning as..
a. Went
b. Visited
c. Saw
d. Came
3. “we were surprised to see there was...” (line 3). The underline word mean..
a. Interested
b. Shocked
c. Much
d. More
4. “Before we made the long trip back” (Line 8). The underlined word has the opposite meaning with..
a. Short
b. Half
c. Great
d. Full
5. “..... we were both totally exhausted!” (last sentence). The underline word has the same meaning as..
a. Tired
b. Sad
c. Fun
d. Thirsty

Appendix F Test Instrument

Read the following text to answer question number 6– 10!

I was really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there. The first thing I saw was the oceanorium, which is a place where you can watch all kinds of dish and animal underwater. There are huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle. Then, I watched a wonderful water ski show which was held on the lake. After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship. It was an unforgettable vacation in my life.

6. "I was really enjoyed my vacation in Australia." (line 1). The antonym of the underline word is..
a. Believed
b. Liked
c. Hated
d. Loved
7. "I had a wonderful day there." (line 2). The underlined word has the opposite meaning with..
a. Terrible
b. Beautiful
c. Nice
d. Enjoy
8. "There are huge turtles, shark, and beautiful tropical fish" (line 3). The underline word means ..
a. Big
b. Long
c. Small
d. Thin
9. "...and they did all kinds of fantastic things in the water" (line 7). The underline word has the same meaning as..
a. Horrible
b. Awesome
c. Beautiful
d. Ugly
10. "It was an unforgettable vacation in my life." (last line) the opposite of the underline word is..
a. Indelible
b. Away
c. Forgettable
d. Memorable

Appendix F Test Instrument

B. Complete the sentence with the correct answer

Last morning, Dinar, my roommate (11)_____ up late and she had to go to campus. When she wanted to take her motorcycle, she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to (12)_____ all of the motorcycles, so that her motorcycle could move from the (13)_____. But she couldn't do it. After that, she called Adel who had that motorcycle which blocked it up. Then, her friend who had that motorcycle (14)_____ her. Finally, she could move her (15)_____ and rode it to go to Campus.

- | | |
|-----------------|------------|
| 11. a. Went | c. Woke |
| b. Garage | d. Yard |
| 12. a. Lift | c. Helped |
| b. Made | d. Talked |
| 13. a. Garrage | c. Yard |
| b. School | d. Campus |
| 14. a. Move | c. Help |
| b. See | d. Talk |
| 15. a. Limousin | c. Car |
| b. Motorcycle | d. Minibus |



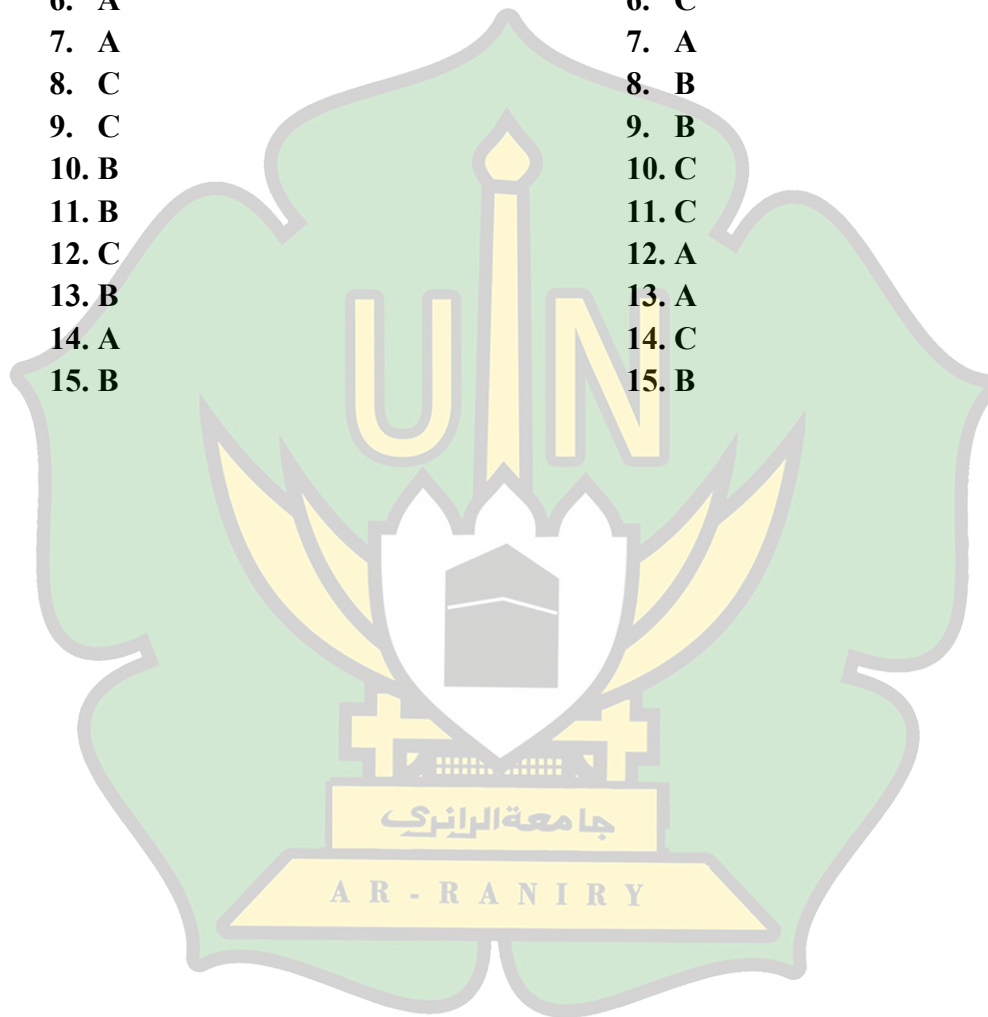
Appendix F Test Instrument

PRE-TEST KEY ANSWER

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

POST-TEST KEY ANSWER

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



KELAS KONTROL

Uji Validitas soal pre-test

		Correlations																
		Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Skor Total	
Soal 1	Pearson Correlation	1	1.000**	.267	1.000**	.325	.141	.023	.238	1.000**	.428*	.185	.267	.428*	-.098	.296	.666**	
	Sig. (2-tailed)		.000	.187	.000	.105	.492	.912	.241	.000	.029	.365	.187	.029	.635	.142	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 2	Pearson Correlation	1.000**	1	.267	1.000**	.325	.141	.023	.238	1.000**	.428*	.185	.267	.428*	-.098	.296	.666**	
	Sig. (2-tailed)	.000		.187	.000	.105	.492	.912	.241	.000	.029	.365	.187	.029	.635	.142	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 3	Pearson Correlation	.267	.267	1	.267	.426*	-.158	.455*	.196	.267	.083	.693**	1.000**	.083	.365	.491*	.641**	
	Sig. (2-tailed)	.187	.187		.187	.030	.440	.020	.337	.187	.686	.000	.000	.686	.067	.011	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 4	Pearson Correlation	1.000**	1.000**	.267	1	.325	.141	.023	.238	1.000**	.428*	.185	.267	.428*	-.098	.296	.666**	
	Sig. (2-tailed)	.000	.000	.187		.105	.492	.912	.241	.000	.029	.365	.187	.029	.635	.142	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 5	Pearson Correlation	.325	.325	.426*	.325	1	.433*	.778**	.309	.325	.365	.501**	.426*	.365	.333	.535**	.738**	
	Sig. (2-tailed)	.105	.105	.030	.105		.027	.000	.124	.105	.067	.009	.030	.067	.096	.005	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 6	Pearson Correlation	.141	.141	-.158	.141	.433*	1	.337	.592**	.141	.158	.365	-.158	.158	.289	.476*	.411*	
	Sig. (2-tailed)	.492	.492	.440	.492	.027		.092	.001	.492	.440	.067	.440	.440	.153	.014	.037	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 7	Pearson Correlation	.023	.023	.455*	.023	.778**	.337	1	.372	.023	.284	.603**	.455*	.284	.545**	.533**	.647**	
	Sig. (2-tailed)	.912	.912	.020	.912	.000	.092		.061	.912	.159	.001	.020	.159	.004	.005	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 8	Pearson Correlation	.238	.238	.196	.238	.309	.592**	.372	1	.238	.036	.617**	.196	.036	.293	.364	.522**	
	Sig. (2-tailed)	.241	.241	.337	.241	.124	.001	.061		.241	.863	.001	.337	.863	.147	.068	.006	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 9	Pearson Correlation	1.000**	1.000**	.267	1.000**	.325	.141	.023	.238	1	.428*	.185	.267	.428*	-.098	.296	.666**	
	Sig. (2-tailed)	.000	.000	.187	.000	.105	.492	.912	.241		.029	.365	.187	.029	.635	.142	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 10	Pearson Correlation	.428*	.428*	.083	.428*	.365	.158	.284	.036	.428*	1	-.130	.083	1.000**	.365	.332	.563**	
	Sig. (2-tailed)	.029	.029	.686	.029	.067	.440	.159	.863	.029		.527	.686	.000	.067	.097	.003	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 11	Pearson Correlation	.185	.185	.693**	.185	.501**	.365	.603**	.617**	.185	-.130	1	.693**	-.130	.474*	.590**	.665**	
	Sig. (2-tailed)	.365	.365	.000	.365	.009	.067	.001	.001	.365	.527	.000	.527	.014	.002	.000		
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 12	Pearson Correlation	.267	.267	1.000**	.267	.426*	-.158	.455*	.196	.267	.083	.693**	1	.083	.365	.491*	.641**	
	Sig. (2-tailed)	.187	.187	.000	.187	.030	.440	.020	.337	.187	.686	.000		.686	.067	.011	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 13	Pearson Correlation	.428*	.428*	.083	.428*	.365	.158	.284	.036	.428*	1.000**	-.130	.083	1	.365	.332	.563**	
	Sig. (2-tailed)	.029	.029	.686	.029	.067	.440	.159	.863	.029	.000	.527	.686		.067	.097	.003	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Soal 14	Pearson Correlation	-.098	-.098	.365	-.098	.333	.289	.545**	.293	-.098	.365	.474*	.365	.365	1	.434*	.507**	
	Sig. (2-tailed)	.635	.635	.067	.635	.096	.153	.004	.147	.635	.067	.014	.067	.067		.027	.008	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	

Appendix G Output Data of SPSS 25

Soal 15	Pearson Correlation	.296	.296	.491*	.296	.535**	.476*	.533**	.364	.296	.332	.590**	.491*	.332	.434*	1	.733**
	Sig. (2-tailed)	.142	.142	.011	.142	.005	.014	.005	.068	.142	.097	.002	.011	.097	.027		.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Skor Total	Pearson Correlation	.666**	.666**	.641**	.666**	.738**	.411*	.647**	.522**	.666**	.563**	.665**	.641**	.563**	.507**	.733**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.037	.000	.006	.000	.003	.000	.000	.003	.008	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Uji Reabilitas soal pre-test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.885	.886	15

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 1	7.42	14.174	.605	.	.876
Soal 2	7.42	14.174	.605	.	.876
Soal 3	6.85	14.135	.571	.	.877
Soal 4	7.42	14.174	.605	.	.876
Soal 5	6.92	13.594	.677	.	.872
Soal 6	6.69	15.342	.353	.	.885
Soal 7	7.04	13.798	.565	.	.878
Soal 8	6.81	14.642	.443	.	.882
Soal 9	7.42	14.174	.605	.	.876
Soal 10	7.38	14.406	.483	.	.881
Soal 11	7.00	13.760	.587	.	.877
Soal 12	6.85	14.135	.571	.	.877
Soal 13	7.38	14.406	.483	.	.881
Soal 14	7.12	14.346	.404	.	.886
Soal 15	6.88	13.706	.673	.	.873

Uji Validitas soal post-test

		Correlations															
		Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal15	Nilai Total
Soal 1	Pearson Correlation	1	.141	1.000**	1.000**	.433*	.289	.141	1.000**	.141	1.000**	.141	.141	.058	.141	1.000**	.663**
	Sig. (2-tailed)		.492	.000	.000	.027	.153	.492	.000	.492	.000	.492	.492	.779	.492	.000	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 2	Pearson Correlation	.141	1	.141	.141	.325	-.098	1.000**	.141	1.000**	.141	1.000**	1.000**	.410*	1.000**	.141	.802**
	Sig. (2-tailed)	.492		.492	.492	.105	.635	.000	.492	.000	.492	.000	.000	.038	.000	.492	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 3	Pearson Correlation	1.000**	.141	1	1.000**	.433*	.289	.141	1.000**	.141	1.000**	.141	.141	.058	.141	1.000**	.663**
	Sig. (2-tailed)	.000	.492		.000	.027	.153	.492	.000	.492	.000	.492	.492	.779	.492	.000	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 4	Pearson Correlation	1.000**	.141	1.000**	1	.433*	.289	.141	1.000**	.141	1.000**	.141	.141	.058	.141	1.000**	.663**
	Sig. (2-tailed)	.000	.492	.000		.027	.153	.492	.000	.492	.000	.492	.492	.779	.492	.000	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 5	Pearson Correlation	.433*	.325	.433*	.433*	1	.333	.325	.433*	.325	.433*	.325	.325	.133	.325	.433*	.613**
	Sig. (2-tailed)	.027	.105	.027	.027		.096	.105	.027	.105	.027	.105	.105	.516	.105	.027	.001
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 6	Pearson Correlation	.289	-.098	.289	.289	.333	1	-.098	.289	-.098	.289	-.098	-.098	.200	-.098	.289	.267
	Sig. (2-tailed)	.153	.635	.153	.153	.096		.635	.153	.635	.153	.635	.635	.327	.635	.153	.187
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 7	Pearson Correlation	.141	1.000**	.141	.141	.325	-.098	1	.141	1.000**	.141	1.000**	1.000**	.410*	1.000**	.141	.802**
	Sig. (2-tailed)	.492	.000	.492	.492	.105	.635		.492	.000	.492	.000	.000	.038	.000	.492	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 8	Pearson Correlation	1.000**	.141	1.000**	1.000**	.433*	.289	.141	1	.141	1.000**	.141	.141	.058	.141	1.000**	.663**
	Sig. (2-tailed)	.000	.492	.000	.000	.027	.153	.492		.492	.000	.492	.492	.779	.492	.000	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 9	Pearson Correlation	.141	1.000**	.141	.141	.325	-.098	1.000**	.141	1	.141	1.000**	1.000**	.410*	1.000**	.141	.802**
	Sig. (2-tailed)	.492	.000	.492	.492	.105	.635	.000	.492		.492	.000	.000	.038	.000	.492	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 10	Pearson Correlation	1.000**	.141	1.000**	1.000**	.433*	.289	.141	1.000**	.141	1	.141	.141	.058	.141	1.000**	.663**
	Sig. (2-tailed)	.000	.492	.000	.000	.027	.153	.492	.000	.492		.492	.492	.779	.492	.000	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 11	Pearson Correlation	.141	1.000**	.141	.141	.325	-.098	1.000**	.141	1.000**	.141	1	1.000**	.410*	1.000**	.141	.802**
	Sig. (2-tailed)	.492	.000	.492	.492	.105	.635	.000	.492	.000	.492		.000	.038	.000	.492	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 12	Pearson Correlation	.141	1.000**	.141	.141	.325	-.098	1.000**	.141	1.000**	.141	1.000**	1	.410*	1.000**	.141	.802**
	Sig. (2-tailed)	.492	.000	.492	.492	.105	.635	.000	.492	.000	.492	.000		.038	.000	.492	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal 13	Pearson Correlation	.058	.410*	.058	.058	.133	.200	.410*	.058	.410*	.058	.410*	.410*	1	.410*	.058	.410*
	Sig. (2-tailed)	.779	.038	.779	.779	.516	.327	.038	.779	.038	.779	.038	.038		.038	.779	.038
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

Appendix G Output Data of SPSS 25

Soal 14	Pearson Correlation	.141	1.000**	.141	.141	.325	-.098	1.000**	.141	1.000**	.141	1.000**	1.000**	.410*	1	.141	.802**
	Sig. (2-tailed)	.492	.000	.492	.492	.105	.635	.000	.492	.000	.492	.000	.000	.038		.492	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Soal15	Pearson Correlation	1.000**	.141	1.000**	1.000**	.433*	.289	.141	1.000**	.141	1.000**	.141	.141	.058	.141	1	.663**
	Sig. (2-tailed)	.000	.492	.000	.000	.027	.153	.492	.000	.492	.000	.492	.492	.779	.492		.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Nilai Total	Pearson Correlation	.663**	.802**	.663**	.663**	.613**	.267	.802**	.663**	.802**	.663**	.802**	.802**	.410*	.802**	.663**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.187	.000	.000	.000	.000	.000	.000	.038	.000	.000	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Uji Realibilitas soal post-test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.936	15

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 1	7.85	14.455	.608	.	.928
Soal 2	8.58	13.454	.736	.	.924
Soal 3	7.85	14.455	.608	.	.928
Soal 4	7.85	14.455	.608	.	.928
Soal 5	8.08	13.274	.667	.	.926
Soal 6	8.08	13.274	.667	.	.926
Soal 7	8.58	13.454	.736	.	.924
Soal 8	7.85	14.455	.608	.	.928
Soal 9	8.58	13.454	.736	.	.924
Soal 10	7.85	14.455	.608	.	.928
Soal 11	8.58	13.454	.736	.	.924
Soal 12	8.58	13.454	.736	.	.924
Soal 13	8.08	13.274	.667	.	.926
Soal 14	8.58	13.454	.736	.	.924
Soal15	7.85	14.455	.608	.	.928

		Correlations																
		Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Total Nilai	
Soal 1	Pearson Correlation	1	.219	.084	.219	.233	.233	.084	.219	.084	.219	.084	.363*	.219	-.143	.408*	.347*	
	Sig. (2-tailed)		.192	.620	.192	.165	.165	.620	.192	.620	.192	.620	.027	.192	.399	.012	.035	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 2	Pearson Correlation	.219	1	.389*	1.000**	.523**	.523**	.389*	1.000**	.389*	1.000**	.389*	.365*	1.000**	.328*	.328*	.857**	
	Sig. (2-tailed)	.192		.017	.000	.001	.001	.017	.000	.017	.000	.017	.026	.000	.048	.048	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 3	Pearson Correlation	.084	.389*	1	.389*	.117	.117	1.000**	.389*	1.000**	.389*	1.000**	.263	.389*	.303	.416*	.704**	
	Sig. (2-tailed)	.620	.017		.017	.492	.492	.000	.017	.000	.017	.000	.115	.017	.068	.010	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 4	Pearson Correlation	.219	1.000**	.389*	1	.523**	.523**	.389*	1.000**	.389*	1.000**	.389*	.365*	1.000**	.328*	.328*	.857**	
	Sig. (2-tailed)	.192	.000	.017		.001	.001	.017	.000	.017	.000	.017	.026	.000	.048	.048	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 5	Pearson Correlation	.233	.523**	.117	.523**	1	1.000**	.117	.523**	.117	.523**	.117	.246	.523**	.405*	.296	.615**	
	Sig. (2-tailed)	.165	.001	.492	.001		.000	.492	.001	.492	.001	.492	.142	.001	.013	.075	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 6	Pearson Correlation	.233	.523**	.117	.523**	1.000**	1	.117	.523**	.117	.523**	.117	.246	.523**	.405*	.296	.615**	
	Sig. (2-tailed)	.165	.001	.492	.001	.000		.492	.001	.492	.001	.492	.142	.001	.013	.075	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 7	Pearson Correlation	.084	.389*	1.000**	.389*	.117	.117	1	.389*	1.000**	.389*	1.000**	.263	.389*	.303	.416*	.704**	
	Sig. (2-tailed)	.620	.017	.000	.017	.492	.492		.017	.000	.017	.000	.115	.017	.068	.010	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 8	Pearson Correlation	.219	1.000**	.389*	1.000**	.523**	.523**	.389*	1	.389*	1.000**	.389*	.365*	1.000**	.328*	.328*	.857**	
	Sig. (2-tailed)	.192	.000	.017	.000	.001	.001	.017		.017	.000	.017	.026	.000	.048	.048	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 9	Pearson Correlation	.084	.389*	1.000**	.389*	.117	.117	1.000**	.389*	1	.389*	1.000**	.263	.389*	.303	.416*	.704**	
	Sig. (2-tailed)	.620	.017	.000	.017	.492	.492	.000	.017		.017	.000	.115	.017	.068	.010	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 10	Pearson Correlation	.219	1.000**	.389*	1.000**	.523**	.523**	.389*	1.000**	.389*	1	.3						

Appendix G Output Data of SPSS 25

Soal 14	Pearson Correlation	-.143	.328*	.303	.328*	.405*	.405*	.303	.328*	.303	.328*	.303	.082	.328*	1	.351*	.486**
	Sig. (2-tailed)	.399	.048	.068	.048	.013	.013	.068	.048	.068	.048	.068	.630	.048		.033	.002
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
Soal 15	Pearson Correlation	.408*	.328*	.416*	.328*	.296	.296	.416*	.328*	.416*	.328*	.416*	.406*	.328*	.351*	1	.596**
	Sig. (2-tailed)	.012	.048	.010	.048	.075	.075	.010	.048	.010	.048	.010	.013	.048	.033		.000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
Total Nilai	Pearson Correlation	.347*	.857**	.704**	.857**	.615**	.615**	.704**	.857**	.704**	.857**	.704**	.857**	.512**	.857**	.486**	.596**
	Sig. (2-tailed)	.035	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.002	.000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Uji Realibilitas soal pre-test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.919	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 1	6.81	23.491	.255	.	.924
Soal 2	7.08	21.132	.828	.	.905
Soal 3	6.76	21.800	.650	.	.911
Soal 4	7.08	21.132	.828	.	.905
Soal 5	6.86	22.120	.546	.	.914
Soal 6	6.86	22.120	.546	.	.914
Soal 7	6.76	21.800	.650	.	.911
Soal 8	7.08	21.132	.828	.	.905
Soal 9	6.76	21.800	.650	.	.911
Soal 10	7.08	21.132	.828	.	.905
Soal 11	6.76	21.800	.650	.	.911
Soal 12	6.92	22.632	.432	.	.918
Soal 13	7.08	21.132	.828	.	.905
Soal 14	6.89	22.766	.403	.	.919
Soal 15	6.89	22.210	.524	.	.915

Uji Validitas soal post-test

		Correlations																
		Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Total	
Soal 1	Pearson Correlation	1	-.066	-.040	-.040	.697**	-.028	-.066	-.050	-.028	.697**	.697**	-.066	1.000**	-.050	1.000**	.445**	
	Sig. (2-tailed)		.698	.815	.815	.000	.870	.698	.771	.870	.000	.000	.698	.000	.771	.000	.006	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 2	Pearson Correlation	-.066	1	.255	.255	-.094	.422**	1.000**	-.117	.422**	-.094	-.094	1.000**	-.066	-.117	-.066	.594**	
	Sig. (2-tailed)	.698		.128	.128	.578	.009	.000	.489	.009	.578	.578	.000	.698	.489	.698	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 3	Pearson Correlation	-.040	.255	1	1.000**	-.057	.697**	.255	.367*	.697**	-.057	-.057	.255	-.040	.367*	-.040	.575**	
	Sig. (2-tailed)	.815	.128		.000	.737	.000	.128	.026	.000	.737	.737	.128	.815	.026	.815	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 4	Pearson Correlation	-.040	.255	1.000**	1	-.057	.697**	.255	.367*	.697**	-.057	-.057	.255	-.040	.367*	-.040	.575**	
	Sig. (2-tailed)	.815	.128	.000		.737	.000	.128	.026	.000	.737	.737	.128	.815	.026	.815	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 5	Pearson Correlation	.697**	-.094	-.057	-.057	1	-.040	-.094	.367*	-.040	1.000**	1.000**	-.094	.697**	.367*	.697**	.575**	
	Sig. (2-tailed)	.000	.578	.737	.737		.815	.578	.026	.815	.000	.000	.578	.000	.026	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 6	Pearson Correlation	-.028	.422**	.697**	.697**	-.040	1	.422**	-.050	1.000**	-.040	-.040	.422**	-.028	-.050	-.028	.534**	
	Sig. (2-tailed)	.870	.009	.000	.000	.815		.009	.771	.000	.815	.815	.009	.870	.771	.870	.001	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 7	Pearson Correlation	-.066	1.000**	.255	.255	-.094	.422**	1	-.117	.422**	-.094	-.094	1.000**	-.066	-.117	-.066	.594**	
	Sig. (2-tailed)	.698	.000	.128	.128	.578	.009		.489	.009	.578	.578	.000	.698	.489	.698	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 8	Pearson Correlation	-.050	-.117	.367*	.367*	.367*	-.050	-.117	1	-.050	.367*	.367*	-.117	-.050	1.000**	-.050	.425**	
	Sig. (2-tailed)	.771	.489	.026	.026	.026	.771	.489		.771	.026	.026	.489	.771	.000	.771	.009	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 9	Pearson Correlation	-.028	.422**	.697**	.697**	-.040	1.000**	.422**	-.050	1	-.040	-.040	.422**	-.028	-.050	-.028	.534**	
	Sig. (2-tailed)	.870	.009	.000	.000	.815	.000	.009	.771		.815	.815	.009	.870	.771	.870	.001	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 10	Pearson Correlation	.697**	-.094	-.057	-.057	1.000**	-.040	-.094	.367*	-.040	1	1.000**	-.094	.697**	.367*	.697**	.575**	
	Sig. (2-tailed)	.000	.578	.737	.737	.000	.815	.578	.026	.815		.000	.578	.000	.026	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 11	Pearson Correlation	.697**	-.094	-.057	-.057	1.000**	-.040	-.094	.367*	-.040	1.000**	1	-.094	.697**	.367*	.697**	.575**	
	Sig. (2-tailed)	.000	.578	.737	.737	.000	.815	.578	.026	.815	.000		.578	.000	.026	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 12	Pearson Correlation	-.066	1.000**	.255	.255	-.094	.422**	1.000**	-.117	.422**	-.094	-.094	1	-.066	-.117	-.066	.594**	
	Sig. (2-tailed)	.698	.000	.128	.128	.578	.009	.000	.489	.009	.578	.578		.698	.489	.698	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	
Soal 13	Pearson Correlation	1.000**	-.066	-.040	-.040	.697**	-.028	-.066	-.050	-.028	.697**	.697**	-.066	1	-.050	1.000**	.445**	
	Sig. (2-tailed)	.000	.698	.815	.815	.000	.870	.698	.771	.870	.000	.000	.698		.771	.000	.006	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	

Appendix G Output Data of SPSS 25

Soal 14	Pearson Correlation	-.050	-.117	.367*	.367*	.367*	-.050	-.117	1.000**	-.050	.367*	.367*	-.117	-.050	1	-.050	.425**
	Sig. (2-tailed)	.771	.489	.026	.026	.026	.771	.489	.000	.771	.026	.026	.489	.771		.771	.009
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
Soal 15	Pearson Correlation	1.000**	-.066	-.040	-.040	.697**	-.028	-.066	-.050	-.028	.697**	.697**	-.066	1.000**	-.050	1	.445**
	Sig. (2-tailed)	.000	.698	.815	.815	.000	.870	.698	.771	.870	.000	.000	.698	.000	.771		.006
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
Total	Pearson Correlation	.445**	.594**	.575**	.575**	.575**	.534**	.594**	.425**	.534**	.575**	.575**	.594**	.445**	.425**	.445**	1
	Sig. (2-tailed)	.006	.000	.000	.000	.000	.001	.000	.009	.001	.000	.000	.000	.006	.009	.006	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Uji Realibilitas soal post-test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.825	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 1	13.05	3.386	.372	.	.796
Soal 2	13.16	2.973	.456	.	.790
Soal 3	13.08	3.188	.486	.	.787
Soal 4	13.08	3.188	.486	.	.787
Soal 5	13.08	3.188	.486	.	.787
Soal 6	13.05	3.330	.468	.	.791
Soal 7	13.16	2.973	.456	.	.790
Soal 8	13.11	3.266	.296	.	.802
Soal 9	13.05	3.330	.468	.	.791
Soal 10	13.08	3.188	.486	.	.787
Soal 11	13.08	3.188	.486	.	.787
Soal 12	13.16	2.973	.456	.	.790
Soal 13	13.05	3.386	.372	.	.796
Soal 14	13.11	3.266	.296	.	.802
Soal 15	13.05	3.386	.372	.	.796

Appendix G Output Data of SPSS 25

WILCOXON SIGNED RANKS TEST

KELAS KONTROL

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest Control Class - Pretest Control Class	Negative Ranks	5 ^a	7.00	35.00
	Positive Ranks	13 ^b	10.46	136.00
	Ties	8 ^c		
	Total	26		

a. Posttest Control Class < Pretest Control Class

b. Posttest Control Class > Pretest Control Class

c. Posttest Control Class = Pretest Control Class

Test Statistics^a

	Posttest Control Class - Pretest Control Class
Z	-2.221 ^b
Asymp. Sig. (2-tailed)	.026

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Appendix G Output Data of SPSS 25

KELAS EKSPERIMEN

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest Eksperiment Class - Pretest Experiment Class	Negative Ranks	1 ^a	8.00	8.00
	Positive Ranks	33 ^b	17.79	587.00
	Ties	3 ^c		
	Total	37		

a. Posttest Eksperiment Class < Pretest Experiment Class

b. Posttest Eksperiment Class > Pretest Experiment Class

c. Posttest Eksperiment Class = Pretest Experiment Class

Test Statistics^a

Posttest Eksperiment Class - Pretest Experiment Class	
Z	-4.954 ^b
Asymp. Sig. (2-tailed)	.000

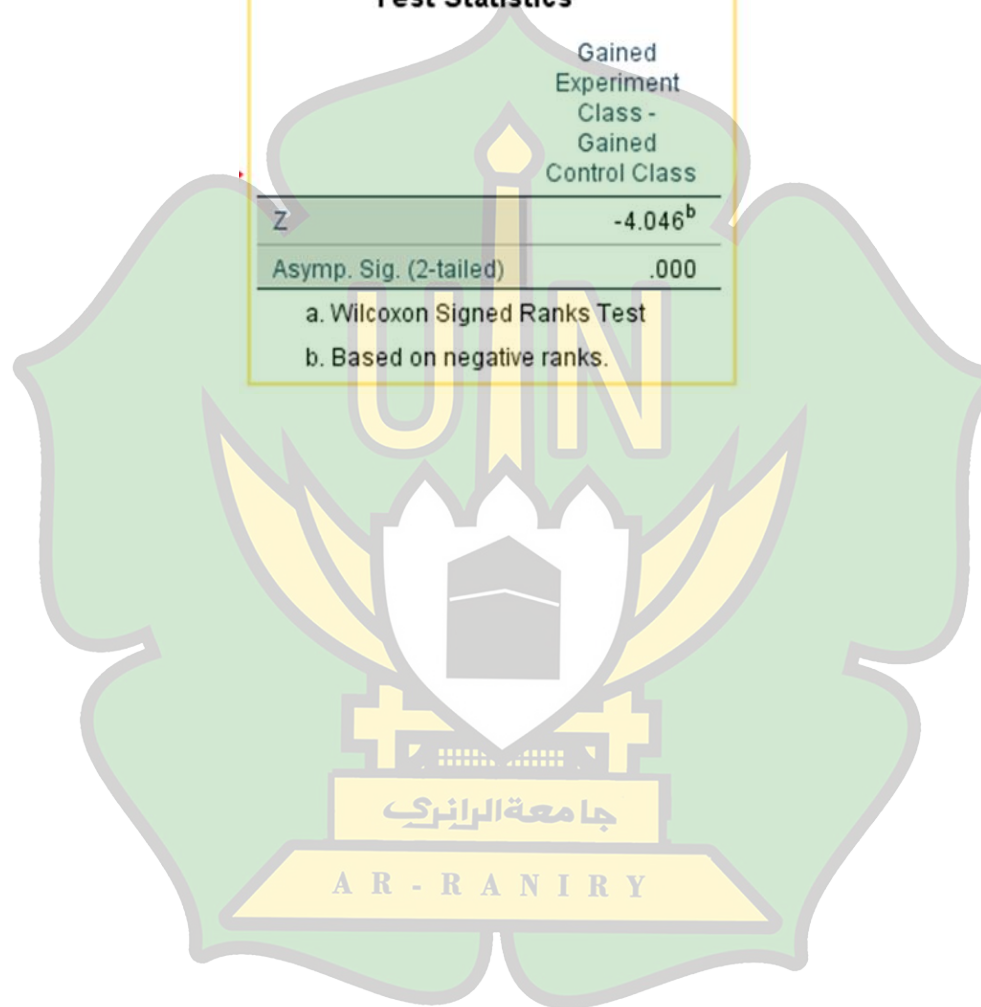
a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

AR - RANIRY

Gained Skor Control Class And Experiment Class

Test Statistics ^a	
	Gained Experiment Class - Gained Control Class
Z	-4.046 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	





Appendix H Example of Students Worksheet

- Experiment Class

Name : Albar Rizky
Absent Number : 002
Class : X DKV

Vocabulary Pre-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice. I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is.
☒ a. Came
☐ b. Went
☐ c. Walked
☐ d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is...
☒ a. Happy
☐ b. Serious
☐ c. Excited
☐ d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with..
☒ a. Damaged
☐ b. Unbroken
☐ c. Defective
☐ d. Ruined
4. "When I arrived there..." (line 10). The underline word could be replaced with..
☒ a. Went
☐ b. Came
☒ c. Visited
☐ d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as..
☒ a. Sad
☐ b. Starving
☐ c. Exhausted
☒ d. Furious

Appendix H Example of Students Worksheet

Read the following text to answer question number 6– 10!

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfing every day. I was feel quite satisfied.

6. "There were so many beautiful places to see in Bali." (line 1). The underlined word has the opposite meaning with...
- a. Ugly
b. Interesting
c. Awesome
☒ d. Pretty
7. "I stayed in Kuta for this holiday" (line 2). The underline word has similar meaning with...
- ☒ a. Lived
b. Left
c. Visited
d. Spent
8. "It was a busy but quiet town" (line 7). The antonym of the underlined word is...
- ☒ a. Peaceful
b. Attractive
c. Noisy
d. Calm
9. "The second tour to Ubud was a very different tour" (line 8). The underlined word has the opposite meaning with...
- a. Pleasant
b. Diverse
☒ c. Similar
d. Distinct
10. "I was feel quite satisfied" (line 13). The closest meaning with the underline word is...
- ☒ a. Sad
b. Pleased
c. Upset
☒ d. Disappointed

B. Complete the sentence with the correct answer

Last week, I and my dad (11) _____ to a store. We went there to buy some groceries and other needs. We went there by my father's (12) _____ and my father warned me to use helmet. In the store, I saw candies, it looked so good. I would have (13) _____ a lot of them but my father said I could only have three. I (14) _____ the cashier store my money for the candies. I used my own money because it was not enough to use my father's money. As we left the store, I ate one of (15) _____. It was yummy. I hope we come back soon.

11. a. Saw
☒ b. Went
c. Left
d. Hide
12. a. Car
b. Limousin
☒ c. Motorcycle
d. Minibus
13. ☒ a. Brought
b. Made
c. Bought
d. ate
14. a. Gave
☒ b. Looked
c. Took
d. Saw
15. a. The money
☒ b. The candies
c. The groceries
d. The needs

جامعة الرانيري

AR - RANIRY

Appendix H Example of Students Worksheet

Name : Annisa Humaira
Absent Number : 003
Class : X OKV

Vocabulary Pre-Test

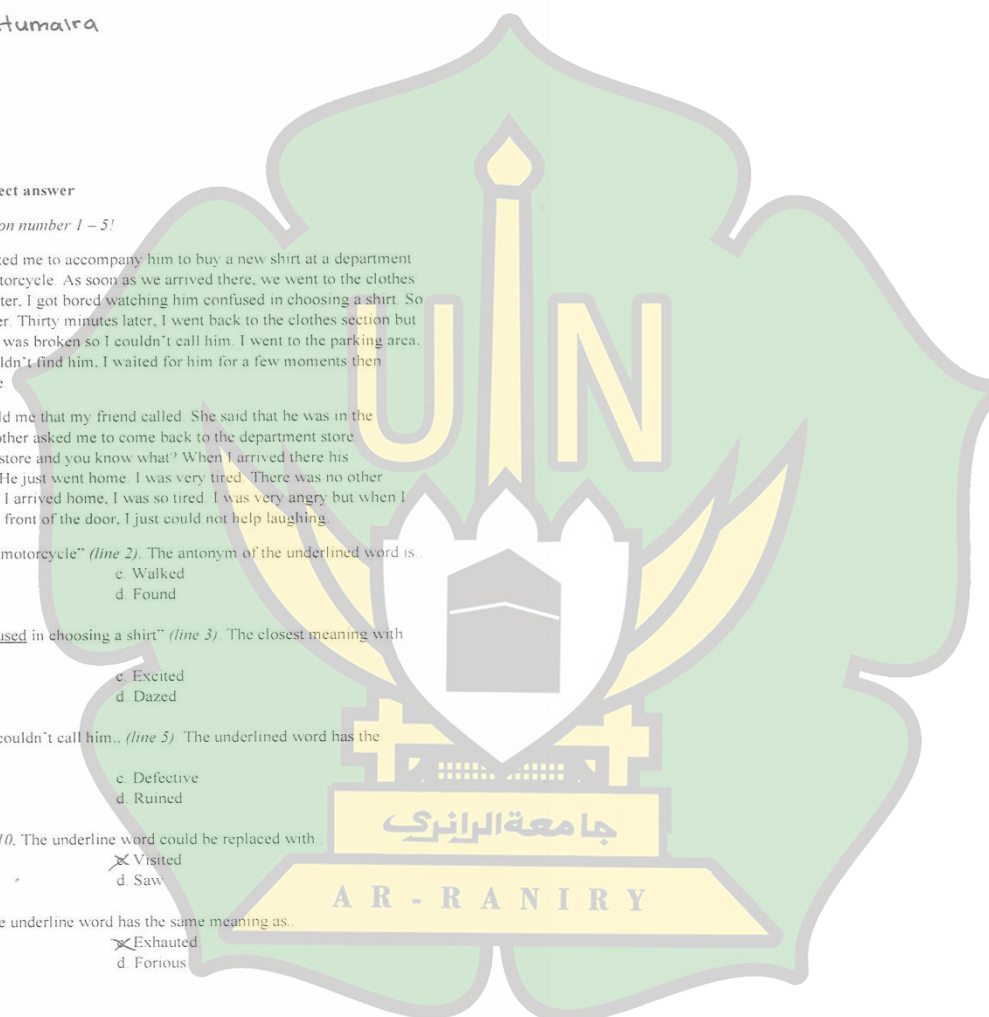
A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is...
☒ a. Came
☐ b. Went
☐ c. Walked
☐ d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is...
☒ a. Happy
☐ b. Serious
☐ c. Excited
☐ d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with...
☒ a. Damaged
☐ b. Unbroken
☐ c. Defective
☐ d. Ruined
4. "When I arrived there...." (line 10). The underline word could be replaced with...
☒ a. Went
☐ b. Came
☐ c. Visited
☐ d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as...
☒ a. Sad
☐ b. Starving
☐ c. Exhausted
☐ d. Furious



Appendix H Example of Students Worksheet

Read the following text to answer question number 6– 10!

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfing every day. I was feel quite satisfied.

6. "There were so many beautiful places to see in Bali." (line 1). The underlined word has the opposite meaning with...
- ☒ a. Ugly
☐ b. Interesting
☐ c. Awesome
☐ d. Pretty
7. "I stayed in Kuta for this holiday" (line 2). The underline word has similar meaning with...
- ☒ a. Lived
☐ b. Left
☐ c. Visited
☐ d. Spent
8. "It was a busy but quiet town" (line 7). The antonym of the underlined word is...
- ☒ a. Peaceful
☐ b. Attractive
☐ c. Noisy
☐ d. Calm
9. "The second tour to Ubud was a very different tour" (line 8). The underlined word has the opposite meaning with...
- ☐ a. Pleasant
☐ b. Diverse
☒ c. Similar
☐ d. Distinct
10. "I was feel quite satisfied" (line 13). The closest meaning with the underline word is...
- ☒ a. Sad
☐ b. Pleased
☐ c. Upset
☐ d. Disappointed

B. Complete the sentence with the correct answer

Last week, I and my dad (11) _____ to a store. We went there to buy some groceries and other needs. We went there by my father's (12) _____ and my father warned me to use helmet. In the store, I saw candies, it looked so good. I would have (13) _____ a lot of them but my father said I could only have three. I (14) _____ the cashier store my money for the candies. I used my own money because it was not enough to use my father's money. As we left the store, I ate one of (15) _____. It was yummy. I hope we come back soon.

11. ☒ a. Saw
☒ b. Went
☐ c. Left
☐ d. Hide
12. ☒ a. Car
☐ b. Limousin
☒ c. Motorcycle
☐ d. Minibus
13. ☒ a. Brought
☒ b. Made
☐ c. Bought
☐ d. ate
14. ☒ a. Gave
☒ b. Looked
☐ c. Took
☐ d. Saw
15. ☒ a. The money
☒ b. The candies
☐ c. The groceries
☐ d. The needs

Appendix H Example of Students Worksheet

Name : Albar Rizky
Absent Number : 002
Class : X DKV

Vocabulary Post-Test

The background music will be played during the test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. "Last week my friend and I were bored after three weeks of holidays ..." (line 1). The antonym of the underlined word is.
a. Sad
☒ b. Enjoy
c. Noisy
d. Angry
2. When we arrived at the beach..." (line 2). The underline word has the same meaning as
☒ a. Went
b. Visited
c. Saw
d. Came
3. "we were surprised to see there was..." (line 3). The underline word mean...
a. Interested
☒ b. Shocked
c. Much
d. More
4. "Before we made the long trip back" (Line 8). The underlined word has the opposite meaning with.
☒ a. Short
b. Half
c. Great
d. Full
5. "..... we were both totally exhausted!" (last sentence). The underline word has the same meaning as...
☒ a. Tired
b. Sad
c. Fun
d. Thirsty

جامعة الرانيري

AR - RANIRY

Appendix H Example of Students Worksheet

Read the following text to answer question number 6– 10!

I was really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there. The first thing I saw was the oceanarium, which is a place where you can watch all kinds of dish and animal underwater. There are huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle. Then, I watched a wonderful water ski show which was held on the lake. After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship. It was an unforgettable vacation in my life.

- 6/ "I was really enjoyed my vacation in Australia." (line 1). The antonym of the underline word is...
- a. Believed
b. Liked
☒ c. Hated
d. Loved
- 7/ "I had a wonderful day there." (line 2). The underlined word has the opposite meaning with...
- a. Terrible
☒ b. Beautiful
c. Nice
d. Enjoy
- 8/ "There are huge turtles, shark, and beautiful tropical fish" (line 3). The underline word means...
- ☒ a. Big
b. Long
c. Small
d. Thin
- 9/ "...and they did all kinds of fantastic things in the water" (line 7). The underline word has the same meaning as...
- a. Horrible
☒ b. Awesome
c. Beautiful
d. Ugly
- 10/ "It was an unforgettable vacation in my life." (last line) the opposite of the underline word is...
- a. Indelible
b. Away
☒ c. Forgettable
d. Memorable

B. Complete the sentence with the correct answer

Last morning, Dinar, my roommate (11) _____ up late and she had to go to campus. When she wanted to take her motorcycle, she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to (12) _____ all of the motorcycles, so that her motorcycle could move from the (13) _____. But she couldn't do it. After that, she called Adel who had that motorcycle which blocked it up. Then, her friend who had that motorcycle (14) _____ her. Finally, she could move her (15) _____ and rode it to go to Campus.

- 11/ a. Went
☒ b. Garage
☒ c. Woke
d. Yard
- 12/ a. Lift
☒ b. Made
c. Helped
d. Talked
- 13/ a. Garage
☒ b. School
c. Yard
d. Campus
- 14/ a. Move
☒ b. See
☒ c. Help
d. Talk
- 15/ a. Limousin
☒ b. Motorcycle
c. Car
d. Minibus

جامعة الرانيري

A R - R A N I R Y

Appendix H Example of Students Worksheet

Name : Annisa Humaira
Absent Number : 003
Class : X OKU

Vocabulary Post-Test

The background music will be played during the test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. "Last week my friend and I were bored after three weeks of holidays ..." (line 1). The antonym of the underlined word is...
a. Sad
☒ b. Enjoy
c. Noisy
d. Angry
2. When we arrived at the beach..." (line 2). The underline word has the same meaning as...
☒ a. Went
b. Visited
c. Saw
☒ d. Came
3. "we were surprised to see there was..." (line 3). The underline word mean...
☒ a. Interested
☒ b. Shocked
c. Much
d. More
4. "Before we made the long trip back" (Line 8). The underlined word has the opposite meaning with...
☒ a. Short
b. Half
c. Great
d. Full
5. "..... we were both totally exhausted!" (last sentence). The underline word has the same meaning as...
☒ a. Tired
b. Sad
c. Fun
d. Thirsty

Appendix H Example of Students Worksheet

Read the following text to answer question number 6–10!

I was really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there. The first thing I saw was the oceanarium, which is a place where you can watch all kinds of fish and animal underwater. There are huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle. Then, I watched a wonderful water ski show which was held on the lake. After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship. It was an unforgettable vacation in my life.

6. "I was really enjoyed my vacation in Australia." (line 1). The antonym of the underline word is...
- a. Believed
b. Liked
☒ c. Hated
d. Loved
7. "I had a wonderful day there." (line 2). The underlined word has the opposite meaning with...
- ☒ a. Terrible
b. Beautiful
c. Nice
d. Enjoy
8. "There are huge turtles, shark, and beautiful tropical fish" (line 3). The underline word means...
- ☒ a. Big
b. Long
c. Small
d. Thin
9. "...and they did all kinds of fantastic things in the water" (line 7). The underline word has the same meaning as...
- a. Horrible
☒ b. Awesome
c. Beautiful
d. Ugly
10. "It was an unforgettable vacation in my life." (last line) the opposite of the underline word is...
- a. Indelible
b. Away
☒ c. Forgettable
d. Memorable

B. Complete the sentence with the correct answer

Last morning, Dinar, my roommate (11) _____ up late and she had to go to campus. When she wanted to take her motorcycle, she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to (12) _____ all of the motorcycles, so that her motorcycle could move from the (13) _____. But she couldn't do it. After that, she called Adel who had that motorcycle which blocked it up. Then, her friend who had that motorcycle (14) _____ her. Finally, she could move her (15) _____ and rode it to go to Campus.

11. a. Went
☒ b. Garage
☒ c. Woke
d. Yard
12. ☒ a. Lift
b. Made
c. Helped
d. Talked
13. ☒ a. Garrage
b. School
c. Yard
d. Campus
14. a. Move
☒ b. See
☒ c. Help
d. Talk
15. a. Limousin
☒ b. Motorcycle
c. Car
d. Minibus

جامعة الرانيري

A R - R A N I R Y

Appendix H Example of Students Worksheet

- Control Class

Name : Asriatul Husna
Absent Number : 001
Class : X TBS

Vocabulary Pre-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is...
- ☒ a. Came
☐ b. Went
☐ c. Walked
☒ d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is...
- ☒ a. Happy
☒ b. Serious
☐ c. Excited
☐ d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with...
- ☒ a. Damaged
☒ b. Unbroken
☐ c. Defective
☐ d. Ruined
4. "When I arrived there...." (line 10). The underline word could be replaced with...
- ☒ a. Went
☒ b. Came
☒ c. Visited
☐ d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as...
- ☒ a. Sad
☐ b. Starving
☒ c. Exhausted
☐ d. Furious

Appendix H Example of Students Worksheet

Read the following text to answer question number 6–10!

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfing every day. I was feel quite satisfied.

6. "There were so many beautiful places to see in Bali." (line 1). The underlined word has the opposite meaning with...
- ☒ a. Ugly
☐ b. Interesting
☐ c. Awesome
☐ d. Pretty
7. "I stayed in Kuta for this holiday" (line 2). The underline word has similar meaning with...
- ☒ a. Lived
☐ b. Left
☐ c. Visited
☐ d. Spent
8. "It was a busy but quiet town" (line 7). The antonym of the underlined word is...
- ☒ a. Peaceful
☐ b. Attractive
☒ c. Noisy
☐ d. Calm
9. "The second tour to Ubud was a very different tour" (line 8). The underlined word has the opposite meaning with...
- ☒ a. Pleasant
☐ b. Diverse
☐ c. Similar
☐ d. Distinct
10. "I was feel quite satisfied" (line 13). The closest meaning with the underline word is...
- ☒ a. Sad
☐ b. Pleased
☐ c. Upset
☒ d. Disappointed

B. Complete the sentence with the correct answer

Last week, I and my dad (11) _____ to a store. We went there to buy some groceries and other needs. We went there by my father's (12) _____ and my father warned me to use helmet. In the store, I saw candies, it looked so good. I would have (13) _____ a lot of them but my father said I could only have three. I (14) _____ the cashier store my money for the candies. I used my own money because it was not enough to use my father's money. As we left the store, I ate one of (15) _____. It was yummy. I hope we come back soon.

11. a. Saw
☒ b. Went
☐ c. Left
☐ d. Hide
12. a. Car
☒ b. Limousin
☒ c. Motoreycle
☐ d. Minibus
13. a. Brought
☒ b. Made
☐ c. Bought
☐ d. ate
14. a. Gave
☒ b. Looked
☐ c. Took
☒ d. Saw
15. a. The money
☒ b. The candies
☐ c. The groceries
☐ d. The needs

جامعة الرانيري

AR - RANIRY

Appendix H Example of Students Worksheet

Name : Fitra Rizki
 Absent Number : 005
 Class : X TBS

Vocabulary Pre-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice. I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

1. "We left home at 03.00 p.m. by motorcycle" (line 2). The antonym of the underlined word is...
☒ a. Came ☐ c. Walked
☒ b. Went ☐ d. Found
2. "I got bored watching him confused in choosing a shirt" (line 3). The closest meaning with the underline word is...
☒ a. Happy ☐ c. Excited
☒ b. Serious ☐ d. Dazed
3. My cell phone was broken so I couldn't call him.. (line 5). The underlined word has the opposite meaning with...
☒ a. Damaged ☐ c. Defective
☒ b. Unbroken ☐ d. Ruined
4. "When I arrived there..." (line 10). The underline word could be replaced with...
☒ a. Went ☐ c. Visited
☐ b. Came ☒ d. Saw
5. "I was very tired." (line 11). The underline word has the same meaning as...
☒ a. Sad ☐ c. Exhausted
☐ b. Starving ☒ d. Furious

Appendix H Example of Students Worksheet

Read the following text to answer question number 6– 10!

There were so many beautiful places to see in Bali. So, I decided to join the tours to see as much as possible places at there. I stayed in Kuta for this holiday. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, I was ready. Me and my group drove on through mountains. Singaraja was a city of about 90 thousand people. It was a busy but quiet town. The streets were lined with trees and there were many old Dutch houses. Then we returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, I stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My ten-day-stay in Bali ended very quickly. All my day was spent on the beach. I went sailing or surfboarding every day. I was feel quite satisfied.

6. "There were so many beautiful places to see in Bali." (line 1). The underlined word has the opposite meaning with...
- ☒ a. Ugly
☐ b. Interesting
☐ c. Awesome
☐ d. Pretty
7. "I stayed in Kuta for this holiday" (line 2). The underline word has similar meaning with...
- ☒ a. Lived
☐ b. Left
☐ c. Visited
☐ d. Spent
8. "It was a busy but quiet town" (line 7). The antonym of the underlined word is...
- ☒ a. Peaceful
☐ b. Attractive
☒ c. Noisy
☐ d. Calm
9. "The second tour to Ubud was a very different tour" (line 8). The underlined word has the opposite meaning with...
- ☒ a. Pleasant
☐ b. Diverse
☐ c. Similar
☐ d. Distinct
10. "I was feel quite satisfied" (line 13). The closest meaning with the underline word is...
- ☒ a. Sad
☐ b. Pleased
☐ c. Upset
☒ d. Disappointed

B. Complete the sentence with the correct answer

Last week, I and my dad (11) _____ to a store. We went there to buy some groceries and other needs. We went there by my father's (12) _____ and my father warned me to use helmet. In the store, I saw candies. it looked so good. I would have (13) _____ a lot of them but my father said I could only have three. I (14) _____ the cashier store my money for the candies. I used my own money because it was not enough to use my father's money. As we left the store, I ate one of (15) _____. It was yummy. I hope we come back soon.

11. ☒ a. Saw
☒ ~~b. Went~~
☐ c. Left
☐ d. Hide
12. ☒ a. Car
☒ b. Limousin
☒ ~~c. Motorcycle~~
☐ d. Minibus
13. ☒ a. Brought
☒ ~~b. Made~~
☐ c. Bought
☐ d. ate
14. ☒ a. Gave
☒ b. Looked
☐ c. Took
☐ d. Saw
15. ☒ a. The money
☒ ~~b. The candies~~
☐ c. The groceries
☐ d. The needs

جامعة الرانيري

AR - RANIRY

Appendix H Example of Students Worksheet

Name

Absent Number

Class

Asriatul Husna
001
X TBS

Vocabulary Post-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. "Last week my friend and I were bored after three weeks of holidays..." (line 1). The antonym of the underlined word is...
a. Sad
☒ b. Enjoy
c. Noisy
d. Angry
2. When we arrived at the beach..." (line 2). The underline word has the same meaning as...
☒ a. Went
☒ b. Visited
c. Saw
d. Came
3. "we were surprised to see there was..." (line 3). The underline word mean...
☒ a. Interested
☒ b. Shocked
c. Much
d. More
4. "Before we made the long trip back" (line 8). The underline word has the opposite meaning with...
☒ a. Short
☒ b. Half
c. Great
d. Full
5. "...we were both totally exhausted!" (last sentence). The underline word has the same meaning as...
☒ a. Tired
☒ b. Sad
c. Fun
d. Thirsty

جامعة الرانيري

AR - RANIRY

Appendix H Example of Students Worksheet

Read the following text to answer question number 6–10!

I was really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there. The first thing I saw was the oceanarium, which is a place where you can watch all kinds of dish and animal underwater. There are huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle. Then, I watched a wonderful water ski show which was held on the lake. After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship. It was an unforgettable vacation in my life.

6/ "I was really enjoyed my vacation in Australia." (line 1). The antonym of the underline word is.

- a. Believed
- b. Liked

- ~~c. Hated~~
- d. Loved

7/ "I had a wonderful day there." (line 2). The underlined word has the opposite meaning with

- ~~a. Terrible~~
- ~~b. Beautiful~~

- c. Nice
- d. Enjoy

8/ "There are huge turtles, shark, and beautiful tropical fish" (line 3). The underline word means

- ~~a. Big~~
- b. Long

- c. Small
- d. Thin

9/ "...and they did all kinds of fantastic things in the water" (line 7). The underline word has the same meaning as.

- ~~a. Horrible~~
- b. Awesome

- c. Beautiful
- d. Ugly

10/ "It was an unforgettable vacation in my life." (last line) the opposite of the underline word is.

- a. Indelible
- b. Away

- ~~c. Forgettable~~
- d. Memorable

B. Complete the sentence with the correct answer

Last morning, Dinar, my roommate (11) _____ up late and she had to go to campus. When she wanted to take her motorcycle, she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to (12) _____ all of the motorcycles, so that her motorcycle could move from the (13) _____. But she couldn't do it. After that, she called Adel who had that motorcycle which blocked it up. Then, her friend who had that motorcycle (14) _____ her. Finally, she could move her (15) _____ and rode it to go to Campus.

- 11. ~~a. Went~~
- ~~b. Garage~~

- c. Woke
- d. Yard

- 12. a. Lift
- ~~b. Made~~

- c. Helped
- d. Talked

- 13. ~~a. Garrage~~
- ~~b. School~~

- c. Yard
- d. Campus

- 14. a. Move
- ~~b. See~~

- c. Help
- ~~d. Talk~~

- 15. a. Limousin
- ~~b. Motorcycle~~

- c. Car
- d. Minibus

جامعة الرانيري

AR - RANIRY

Appendix H Example of Students Worksheet

Name : Fitra Rizkika
Absent Number : 005
Class : X TBS

Vocabulary Post-Test

A. Choose a,b,c, or d for the correct answer

Read the following text to answer question number 1 – 5!

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

1. "Last week my friend and I were bored after three weeks of holidays ..." (line 1). The antonym of the underlined word is...
a. Sad
☒ b. Enjoy
c. Noisy
d. Angry
2. When we arrived at the beach..." (line 2). The underline word has the same meaning as...
☒ a. Went
b. Visited
☒ c. Saw
d. Came
3. "we were surprised to see there was..." (line 3). The underline word mean...
☒ a. Interested
☒ b. Shocked
c. Much
d. More
4. "Before we made the long trip back" (Line 8). The underlined word has the opposite meaning with...
☒ a. Short
b. Half
c. Great
d. Full
5. "...we were both totally exhausted!" (last sentence). The underline word has the same meaning as...
☒ a. Tired
b. Sad
c. Fun
d. Thirsty

Appendix H Example of Students Worksheet

Read the following text to answer question number 6–10!

I was really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there. The first thing I saw was the oceanorium, which is a place where you can watch all kinds of dish and animal underwater. There are huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle. Then, I watched a wonderful water ski show which was held on the lake. After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship. It was an unforgettable vacation in my life.

6. "I was really enjoyed my vacation in Australia." (line 1). The antonym of the underline word is.
- ☒ a. Believed ☒ c. Hated
- ☐ b. Liked ☐ d. Loved
7. "I had a wonderful day there." (line 2). The underlined word has the opposite meaning with.
- ☒ a. Terrible ☐ c. Nice
- ☒ b. Beautiful ☐ d. Enjoy
8. "There are huge turtles, shark, and beautiful tropical fish" (line 3). The underline word means
- ☒ a. Big ☐ c. Small
- ☐ b. Long ☐ d. Thin
9. "...and they did all kinds of fantastic things in the water" (line 7). The underline word has the same meaning as.
- ☒ a. Horrible ☒ b. Beautiful
- ☐ c. Awesome ☐ d. Ugly
10. "It was an unforgettable vacation in my life." (last line) the opposite of the underline word is.
- ☒ a. Indelible ☒ b. Forgettable
- ☐ c. Away ☐ d. Memorable

B. Complete the sentence with the correct answer

Last morning, Dinar, my roommate (11) _____ up late and she had to go to campus. When she wanted to take her motorcycle, she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to (12) _____ all of the motorcycles, so that her motorcycle could move from the (13) _____. But she couldn't do it. After that, she called Adel who had that motorcycle which blocked it up. Then, her friend who had that motorcycle (14) _____ her. Finally, she could move her (15) _____ and rode it to go to Campus.

11. a. Went ☒ b. Garage ☐ c. Woke ☐ d. Yard
12. a. Lift ☒ b. Made ☐ c. Helped ☒ d. Talked
13. ☒ a. Garage ☐ b. School ☐ c. Yard ☐ d. Campus
14. ☒ a. Move ☐ b. See ☐ c. Help ☐ d. Talk
15. ☒ a. Limousin ☐ b. Motorcycle ☐ c. Car ☐ d. Minibus

جامعة الرانيري

AR - RANIRY

DOCUMENTATION

1. Experiment Class



1.1 Students are working on Pre-test questions



1.2 The background music played during the Post-test session



1.3 Playing music during teaching and learning activities

Appendix I Documentation



1.4 Presentation using word card



1.5 Decorating the classroom using word cards



1.6 playing role play

Appendix I Documentation

2. Control Class



2.1 Students are working on Pre-test question



2.2 Students are working on Post-test questions



2.3 distribute exam questions



2.4 Teaching and learning process



2.5 Group discussion



2.6 Group discussion

AUTOBIOGRAPHY

1. Name : Cut Radha Farhani
2. Place / Date of Birth : Banda Aceh, Mei 28th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Gp. Ajun Lam Hasan, Kec. Peukan Bada
7. Email : 180203213@student.ar-raniry.ac.id
8. Occupation : Student of English language Education of
Ar-Raniry Islamic State University
9. Parents
 - a. Father's Name : Fakhruddin, S.E, M.M.
 - b. Mother's Name : Cut Rindayani, S.H.
 - c. Father's Occupation : Lecturer
 - d. Mother's Occupation : Teacher
 - e. Address : Gp. Ajun Lam Hasan, Kec. Peukan Bada
10. Educational Background
 - a. Elementary School : SDN 16 Kota Banda Aceh
 - b. Junior High School : MTsN Rukoh Banda Aceh
 - c. Senior High School : SMKN 1 Al-Mubarkeya Ingin Jaya
 - d. University : Education and Teacher Training Faculty of
Ar-Raniry Islamic State University, English
Language Education Department

Aceh Besar, 30 September 2020

The Writer

Cut Radha Farhani