

**APPLYING WORDFLOW TO IMPROVE STUDENTS'  
VOCABULARY**

**THESIS**



**Submitted by**

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THESIS

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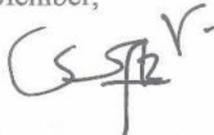
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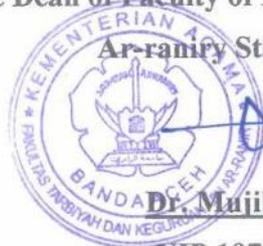


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**Nanda Afra Kusturi**

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**ABSTRACT**

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This thesis is under the title “Applying Wordflow to Improve Students’ Vocabulary”. This research is aimed at knowing whether Wordflow technique can improve students’ vocabulary and also to know the students’ obstacles in applying Wordflow technique in English vocabulary. The writer conducted a research at SMAN 1 Peukan Bada Aceh Besar. The sample of the research was class X MIA 3 as an experimental class and the number of them was 30 students. The writer conducted tests and addressed questionnaire and interview for some students to collect the data. The result of this research showed that Wordflow Technique improved students English vocabulary. It was proved by the data from students pretest and posttest score; it was shown that the students mean score from pre-test was 63,5 and from post-test was 69,5. It could be concluded that wordflow technique could improve students’ vocabulary in studying English. In addition, there are some obstacles when applying Wordflow technique such as lack of fair group, limited time, noisy, and lack of vocabulary. However, based on all of the data, questionnaire and interview the students were happy and interested in learning vocabulary using wordflow and it could also motivate the students to memorize vocabulary. Although they have some obstacles when applying Wordflow, they enjoyed the technique. To sum up, the teacher of the school may use this technique in improving the students’ vocabulary in studying English.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

Vocabulary is very important in learning English because it is the key to communicate with other people. If we have limited vocabulary, we cannot communicate easily with people and cannot give our opinion and build the social life. McCarten (2007) explained that vocabulary is central to language and important to any language learners. The success in mastering a language is determined by the amount of the vocabulary one has learned. The students having a good command of vocabulary will be more confident and it is easy for them to convey ideas in a conversation. As a result, they may not find any difficulties in explaining their ideas. That is why mastering vocabulary is very important.

Vocabulary mastery includes knowing the words and their meanings as well as finding the synonym. In learning process, vocabulary also has an important role in mastering speaking, listening, writing and reading. For example, without knowing many vocabulary the students are difficult to express their idea in writing. In term of learning English listening skill, when the students do not have many words, they feel unfamiliar with those words, and cannot catch the words which affect to their understanding of the conversation. This situation also happens in learning speaking skill. If we do not have many vocabulary we cannot produce many sentences, as a result we

cannot communicate with others. In reading English text, having many vocabulary helps to understand the content of the text and have more information about the subject matter. Pahuja ( as cited in Macounová, 2007) says that the importance of good vocabulary is to understand the exact meaning of what you say, write, heard, and read, so it makes your speech and writing more interesting, vivid exact and effective. Vocabulary also helps you to express your ideas clearly, boldly, and effectively and avert using confusing words or using words incorrectly.

In short, it is almost impossible to learn a language without words. Thus, vocabulary is the key in studying English as foreign language, but many teachers are not confident about teaching vocabulary and they do not know where to begin to form an instructional on word learning. The teacher needs to be aware of the latest information and develop his/her creativity in teaching vocabulary in fun way. If the teacher still uses the same way in teaching learning process, students may feel bored to study vocabulary because in their mind they have to memorize all the English words with pressure. As a result, the students may feel uninterested in studying vocabulary. That situation happens at SMAN 1 Peukan Bada. When the writer did teaching practice (PPL) in that school, the writer saw that the students have some problems in learning English, especially in memorizing vocabulary. Thus, the writer thought using various techniques in teaching vocabulary is necessary.

There are many strategies or techniques that can be applied by both teachers and students in English teaching-learning integrated with mastering

vocabulary. One of them is cooperative learning method by using workflow technique. Workflow is one of interesting technique that can be used in teaching vocabulary because this technique uses different pictures for each group. A group consists of five or six students, then each of students in a group writes a vocabulary that they know by seeing the picture one by one until the last student of the group. The last student of a group makes a sentence from those vocabulary that are mentioned before by her/his friends. The score of this technique is based on its speed and accuracy. The writer believes that using the workflow technique in teaching vocabulary will create a fun environment for students as it is similar with playing the game. Thus, it may attract students' interest in learning English. The students' interest in English will give positive effect to their motivation to improve their vocabulary.

Based on the reason above, the writer chose workflow technique because, as explained before, applying this technique is the same as a playing a game which could prevent the students' boredom of memorizing vocabulary. According to David Wilkins relating the importance of vocab in four skills, if you spend most of your time in studying grammar, your English will not improve very much. He cited some suggestions from a recent course book, *Innovations*, written by Dellar and Hocking (2000, p. 22). "You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words" (Thornbury, 2002, p. 13). Based on the background above, the writer is

interested in conducting a research about the application of Wordflow in teaching vocabulary.

## **B. Statement of The Problem**

In learning foreign language, in this case English, students frequently encounter many problems in mastering vocabulary. Frank (1972, p.6) states that “ vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new language”. Therefore, students who failed to master sufficient vocabulary would find it difficult to comprehend English skills. To solve the problem, the students must have the target of the total number of vocabulary mastery to make the learning process easy. To encourage the students memorize the vocabulary the teachers have to use various strategies. One of them was by applying wordflow technique. In brief, the writer wants to see the effectiveness of applying the wordflow technique to increase the students’ vocabulary in English teaching learning.

## **C. Research Question**

Based on the background of study, this research is conducted to answer the questions below:

1. To what extent does using wordflow improve students’ vocabulary ?
2. What are the obstacles of using wordflow in teaching vocabulary ?

#### **D. The Aims**

In line with research questions, the purpose of this study are:

1. To find out to what extend wordflow could improve students' vocabulary
2. To discover the obstacles of using wordflow in teaching vocabulary

#### **E. Significant**

1. As information for teachers who want to improve their teaching by applying Wordflow in teaching English vocabulary.
2. As references for other researchers who are interested in applying wordflow in teaching other subject area.

#### **F. Terminology**

To avoid misunderstanding in some words that was used in this research, the writer wants to classify some terms as follows:

##### 1. Wordflow

Wordflow is one of learning techniques derived from cooperative learning. Wordflow is similar with using object technique because its using pictures. According to Taka (2008) using this technique includes the use of reality, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. The way to apply this technique are first, divide

the students into five or more groups depending how many students in one class. One group consists of four or five students. Each group is given different pictures by the teacher, then the students mention the vocabulary alternately. The last student writes in front of the class a sentence based on the vocabulary mentioned before. This technique is similar like a game, the score will be given for those who are faster and accurate. The advantage of this technique is that with just one vocabulary the student could produce a sentence. According to Suprijono (2001, p.140), this method make all of the students engage in classroom activities, including the passive one. The students seems to be relax, happy and no burden to make sentences. Thus, they will practice to produce the sentences as many as they can without any pressure.

## 2. Vocabulary

Vocabulary can be defined as "words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p.385). According to Hornby (1995) vocabulary is a total number of words which ( with roles for combining them ) make up a language. These definitions tell us that vocabulary is very important as the key in communication whether in speaking or listening. Vocabulary is not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. An Overview of Cooperative learning**

##### 1. The meaning of Cooperative Learning

In defining cooperative learning many expert have said different aspect of theory but they have the same meaning. Jacob ( 1999 ) in her book *cooperative learning context*, defines that cooperative learning is as a diverse group of instructional methods in which small group of students work together and aid each other in completing academic task.

For another aspect, Mandal ( 2009, p.96 ) in Modern Journal of Applied Linguistics stated that

“Cooperative learning is an instructional strategy based on the human instinct of cooperation. It is utilization of the psychological aspects of cooperation and competition for curricular transaction and student learning. The concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group. The idea behind cooperative learning method is that when group rather than individuals are rewarded, students will be motivated to help one another to master academic materials”.

According to Slavin (1990), Cooperative learning is a social method. It involves students working together as equals to accomplish something important to all of them. Cooperative learning is also fun, and it engages students in active rather than passive learning.

From this perspective, the writer could summarize that cooperative learning is combination of method and techniques that is based on human instinct of

cooperation and competition in forming of a small group working or team work in completing academic tasks. In this method all of students become active agent not passive one because all of in a group will learn together, each member of a group is responsible not only for learning what is taught but also for helping teammates learning. Thus, it is creating atmosphere of achievement.

In its theory of language, cooperative learning sees language as a tool of social relations. Thus, the students are provided with authentic context for negotiation of meaning through using the language. It results in higher levels of understanding and reasoning, the development of critical thinking, and the increase in accuracy of long – term retention.

## 2. Types of Cooperative Learning

A cooperative classroom consists of the integrated use of three types of cooperative learning groups (Johnson, Johnson, & Holubec, 2013). Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during direct teaching (informal cooperative learning groups), and to provide students with long-term support and assistance for academic progress (cooperative base groups). Any assignment in any curriculum for any age student may be done cooperatively. When they are used in combination, cooperative formal, informal, and base groups provide an overall structure for learning.

a. Formal Cooperative Learning Groups

Formal cooperative learning groups may last for one class period to several weeks to complete specific tasks and assignments (such as solving a set of problems, completing a curriculum unit, writing a report or theme, conducting an experiment, or reading a story, play, chapter, or book). Any course requirement or assignment may be reformulated to be cooperative (Johnson et al, 2013). In formal cooperative learning groups the teacher :

1. Specifies the objectives for the lesson (one academic and one social skills).
2. Makes a series of decisions about how to structure the learning groups (what size groups, how students are assigned to groups, what roles to assign, how to arrange materials, and how to arrange the room).
3. Teaches the academic concepts, principles, and strategies that the students are to master and apply and explains the task to be completed and the criteria for success, the positive interdependence, the individual accountability, the expected student behaviors, and the criteria for success.
4. Monitors the functioning of the learning groups and intervenes to teach collaborative skills and provide assistance in academic learning when it is needed.
5. Evaluates student performance against the preset criteria for excellence and ensures that groups process how effectively members worked together.

Formal cooperative learning should be used whenever the learning goals are highly important, the task is complex or conceptual, problem solving is required, divergent thinking or creativity is desired, quality of performance is

expected, higher level reasoning strategies and critical thinking are needed, long-term retention is desired, or when the social development of students is one of the major instructional goals (Johnson & Johnson, 1989).

b. Informal Cooperative Learning Groups

Informal cooperative learning groups are temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2013). During a lecture, demonstration, or film they can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. During direct teaching the instructional challenge for the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engaged in three-to-five minute focused discussions before and after a lecture and three-to-five minute turn-to-your-partner discussions interspersed throughout a lecture.

c. Cooperative Base Groups

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson et al, 2013). The purposes of the base group are to give the support, help, encouragement, and assistance each member

needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways. Base groups meet daily (or whenever the class meets). They are permanent (lasting from one to several years) and provide the long-term caring peer relationships necessary to influence members consistently to work hard in school (Johnson et al, 2013). They formally meet to discuss the academic progress of each member, provide help and assistance to each other, and verify that each member is completing assignments and progressing satisfactory through the academic program. Base groups may also be responsible for letting absent group members know what went on in class when they miss a session. Informally, members interact every day within and between classes, discussing assignments, and helping each other with homework. The use of base groups tends to improve attendance, personalizes the work required and the school experience, and improve the quality and quantity of learning. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups (Johnson et al, 2013).

## **B. Wordflow Technique in Brief**

Gerlach and Ely (2008, p. 2) define that learning technique is a way, tool and media that can be used by teachers to achieve the students aim. Wordflow is one of techniques that is derived from cooperative learning method and can be used in language learning. According to Suyatno (2004) wordflow also known as “ *kata mengalir* ” because when it is processing the words, it will produce the words like flowing water and be a sentence. Suyatno (2004) also explains that

wordflow learning technique is giving good or bad paragraph illustration to students through sentence per sentence that is produced by each of individual of group. Wordflow technique motivates students to be active in producing words. The words that are produced by students will be flowing to be a sentence. The advantage of this technique is students can be more active in producing a sentence using their own words. Beside, students are able to teach their classmates about the sentence. Peer assessment in teamwork help students to get knowledge from other students and build their own knowledge.

Furthermore, Suprijono (2001) says that this wordflow technique can be seen by the students involvement in teaching learning process. The student who is passive in the class might participate in classroom activities because of class environment. Students will seem happy, relax, no burden to make sentences and no feeling force. Thus, students will be well trained to produce many sentences. Thus, the writer concludes that wordflow technique is one of learning techniques that is derived from cooperative learning method which is similar like a game. Using this technique for teaching learning process will create a funny environment for the students. This technique is one of standard comparisons that is used to produce a good and correct sentence. This technique is interesting, challenging, fun and motivate student to produce many sentences. Beside, the advantage of this technique is with only one word students may produce a sentence. This technique is also used by teacher to increase writing skill.

### C. Learning Process of Applying Wordflow Technique

To improve students' ability in mastering vocabulary and make teaching learning process interesting, here are the steps of applying Wordflow technique according to Suyatno (2007, p.43) :

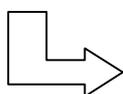
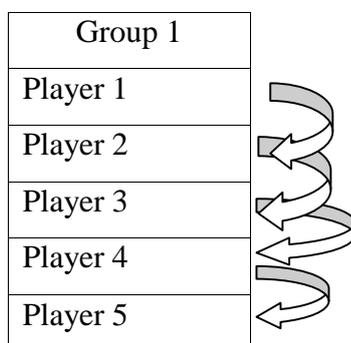
1. To begin
  - a. The teacher prepare the tools for starting wordflow strategies, there are different pictures and blank paper.
  - b. The teacher have to divide students in the class into five group or more based on how many students in the class.
  - c. Each of group have to sit in arranged to the back. Thus, we got player 1, player 2 until last player in a group. To make it clear, here is the table:

Table 2.1. The table of Grouping in applying wordflow technique

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
Player 1				
Player 2				
Player 3				
Player 4				
Player 5				

2. The play
  - a. Teacher explain about the rule of the game/ strategy.
  - b. Teacher give different pictures to each group to the first player.

- c. The first player ( the student who sit very front of group ) write one word in blank paper based on the picture that was given by the teacher. Then, the first player gives the paper and the picture to the second player.
- d. Second player will do the same thing as the first player but he/she write in different vocabulary. Thus now we get two different vocabulary from two different students.
- e. Second player give the paper and the picture to the third player and so on until the last player get the paper.
- f. When the last player writes the last vocabulary, all of the player ghatereed to make a good sentence from those vocabulary had writen before from all the player.
- g. After discussing to make a good sentence the last player of each group write the sentence on the whiteboard.
- h. Who has the best sentence will get the best score for the group by discussing to all of students which is the sentence correct or incorrect.
- i. To make it clear, here some picture to play the strategy.



Player 1, player 2, player 3, player 4, player 5 need to be ghatereed to make a good sentence based on the vocabulary that are mentioned before from all of the player.

### 3. Scoring

- a. The score is based on the correct sentences that was made by each of group.
- b. Scoring depends on how speed and accuracy the group are.
- c. At the end of game teacher will choose the best group who play the game very well by how many sentences are correct.

#### **D. Why Wordflow ?**

The reason why the writer chose wordflow technique is because the writer believes this technique will help the students in producing many words and they can make many sentences from those words. As the writer said before, wordflow technique is more likes a game and when we apply it, it creates an interesting and a fun situation for the students. So it will motivate the students to study.

When technique is in progress, the students will produce many sentences with their own word. Wordflow technique also challenges the students to think faster and accurate. It also trains the students to have an intention in working together and believe each other in their group to string up every word to be a good sentence. To sum up, Wordflow technique can motivate the students to studying English and produce many sentences based on their own words in new fun environment. This is the reason of taking Wordflow as the main focus of this study.

## **E. Teaching Vocabulary in Teaching Learning Classroom**

### **1. Definition and types of vocabulary**

As described in chapter one, vocabulary plays an important part in learning English. Wilkin (1972, p.111) says that “ without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Another expert Dewey as unnoted by Bintz (2011, p.2011) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which is expressed. Thus, based on Wilkins and Dewey’s statement the writer can conclude that vocabulary is very needed, without vocabulary we hardly say anything. Communication between speaker and listener will be effective when both of them have the same understanding about utterance which is expressed by the speaker. In other words, vocabulary helps the people to communicate effectively.

Many author defined vocabulary in similar definition based on the field of their competence. Brian (1982) said in his book “vocabulary is a list of words arranged alphabetically with definition of principal entries of language. According to Richards (2002, p.255) vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Harmer (1991, p.158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Actually all definitions above have the same purpose. So it can be concluded that vocabulary is a number of words that has a meaning and it is a word or words and phrase of a language to communicate effectively.

Grave (2006) divided vocabulary into two types, namely : receptive vocabulary and productive vocabulary. Receptive vocabulary is the vocabulary that can be understood when it is presented in reading or listening or vocabulary that refers to the bank of words we instantly recognize when listening to someone speaking or when reading independently. Receptive vocabulary known as passive vocabulary. Productive vocabulary is vocabulary used in speaking or writing or vocabulary that refers to the bank of words we usually use to communicate when speaking and writing. Productive vocabulary is also well known as active vocabulary.

Jiangwen and Binbin (2005) categorized vocabulary into spoken, written and academic vocabulary. Spoken vocabulary is language in-action and used in communication orally. Written vocabulary occurs in literature. In line with this point, the scientific research on vocabulary must be taught directly. Indirectly students develop their vocabulary through everyday experiences with oral language, listen to adult reading or reading extensively their own. Although a great deal of vocabulary is learned indirectly, some vocabulary must be taught directly. This can be done through explicit word instruction ( teaching specific word ) and word learning strategies ( using dictionaries, reference aids, context clues and using word part such as prefixes, suffixes, and words ).

McCarten ( 2007 ) also classify vocabulary two types, active or productive vocabulary and passive or receptive vocabulary. When students are able to use vocabulary in speaking and writing it is called active or productive vocabulary and when students are able to recognize and understand but not necessarily

produce it is called passive or receptive vocabulary. In the same aspect, Hutton (2008) also divides vocabulary into two types, receptive vocabulary (the words we understand when we hear or read them) and expressive vocabulary (the words we speak or write ). Wallacott (2013) says that a person's knowledge of words is divided into two types of vocabulary, active and passive vocabulary. Manser (2004) notes that an active vocabulary consists of the words that (people) use frequently and confidently. If someone asks them to make up a sentence containing such a word and they can do it- then that word is part of their active vocabulary.

In contrast, Manser (2004) says, a person's passive vocabulary consists of the words whose meaning they know- so that they do not have to look the words up in a dictionary- but which they would not necessarily use in ordinary conversation or writing. Reading and listening vocabulary are passive vocabulary. Reading vocabulary is passive vocabulary because the reader understands the words when she or he is reading a piece of written text. The person is able to recognize the form of letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context. Listening is passive vocabulary because the listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and if there is visual contact with the speaker, by gestures and facial expression. Listening is like reading an interpretational form of vocabulary.

In other hand, writing and speaking vocabulary are active vocabulary. Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in term of its meaning and how to spell and use it correctly. Speaking is active vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

## 2. Teaching Vocabulary

It is noteworthy to mention here that vocabulary items are imparted mostly by translation either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is an erroneous practice as it leads to a state of confusion for the learners. On the teaching skills of vocabulary items, Frisby (1957, p. 98) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection". Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following are the main methodologies for teaching vocabulary items in an English language classroom ;

### 1. Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions" (Lado, 1964,p. 121). Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

### 2. Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it (Lado, 1964, p. 121).

### 3. Methods of Grasping the Meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation (Lado, 1964, p. 121).

There are some key strategies in teaching vocabulary. Some of the key strategies to unfold the information and meaning of a new word to a class are as follows (Lado, 1955, p. 23):

#### 1. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined.

In this direction teachers and students can refer to authentic and reliable dictionaries (Lado, 1955).

## 2. Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding (Lado, 1955).

## 3. Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word (Lado, 1955).

## 4. Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly (Lado, 1955).

## 5. Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated (Lado, 1955). Examples :

- Sing (Sing a song)
- Open (Open a book)
- Close (Close the book)

## 6. Pictures and Drawings

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic. Examples :

- Into (Raj goes into the circle.)
- In (Rahman is in the circle.)

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs (Lado, 1955).

## 7. Reality

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous (Lado, 1955).

## 8. Series, Scales, Systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series (Lado, 1955).

## 9. Parts of Words

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning (Lado, 1955).

#### 10. Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage (Lado, 1955).

#### 11. Practice from Meaning to Expression

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used (Lado, 1955).

#### 12. Reading the Word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners (Lado, 1955).

#### 13. Writing the Word

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc (Lado, 1955).

#### 14. Shift of Attention

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks (Lado, 1955).

## 15. Strategy for Special Types of Words

Specific techniques or special combinations of the above techniques may be applicable for particular groups of words (Lado, 1955).

### a. Words That Are Easy to Learn

It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing.

### b. Words of Normal Difficulty

Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase (Lado, 1955).

### c. Difficult Words

Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case (Lado, 1955).

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words (Lado, 1955).

## **F. Researches on Wordflow and Vocabulary**

Many studies have been carried out on the use of wordflow technique in teaching learning process. Kurniawati (2013) conducted the research under the title “*The Improvement of students’ writing narration ability using wordflow technique at XI Class SMK Ma’arif 9 Kebumen (Peningkatan Kemampuan Menulis Narasi dengan Teknik Pembelajaran Wordflow pada siswa kelas XI SMK Ma’arif 9 Kebumen)*”. This research used wordflow technique learning in classroom and it attempted to improve students’ achievement in writing narration text in Indonesia language by using wordflow. The subject of this research was the students of second grade of SMK Ma’arif 9 Kebumen. The result of this research showed that students’ achievement score in writing narration text improved in every test. In other word, the application of learning descriptive writing by using wordflow improved in the students writing.

The second study was conducted by Saadah (2012) under the title “*The influence of using wordflow technique in students’ ability in constructing Chinese language sentences for XI IPA 1 SMA GIKI 2 Surabaya (Pengaruh Penggunaan Teknik Pembelajaran Kata Mengalir (wordflow) terhadap Kemampuan Menyusun Kalimat Bahasa Mandarin Siswa Kelas XI IPA 1 SMA GIKI 2 Surabaya)*”. From her study, she found that applying wordflow technique in learning process increased the students’ motivation to arranged the sentences of Chinese language and it is also effective.

Another study was held by Sari (2017). Her research is about writing paragraph by using wordflow technique. This research was studied in SMA

Negeri 1 Krian. The aim of her study is to know the students' improvement in writing descriptive text in Germany language by using workflow. The result showed that the implementation of workflow in writing descriptive text in Germany language could be used as alternative teaching learning in Germany language especially in writing.

Kamadi (2016) under the title "*(Increasing writing skill in recount text using workflow technique at SMPN 1 MATESIH)*". The aims of this study is to increase students' writing abilities in writing recount text. From his study, he found that the students' score in fase II in writing recount text has improved by applying workflow. As a result, workflow technique is effective to increase writing abilities in recount text.

Different from the previous study above, this study focus on applying workflow to improve students' vocabulary. As mention before vocabulary is very important in English. The aims of this study is to discover students' improvement of vocabulary mastery after learning using workflow. It is different from the previous study which used workflow to improve the students' writing abilities. In this research the writer focus on the improvement of their vocabulary and the ability to create a sentence using their own words. Furthermore, the writer expect that workflow technique can help the teacher to improve students' vocabulary in English in fun environment. Then, by using workflow technique, the writer hopes to motivate the students in learning English and make the students interested in building their vocabulary up.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Brief Description of Research Location

In this section, the writer would describe about the location and object of the study. In an effort to get the data for this thesis, the study was conducted at SMAN 1 Peukan Bada. SMAN 1 Peukan Bada was officially legitimated in 1989 but it was firstly established in 1982. SMAN 1 Peukan Bada is a school located in Blang Ajun street, number 3 Peukan Bada, Aceh Besar . Now, SMAN 1 Peukan Bada has been led by Hj. Aminah Daud S.Pd, M.Pd.

##### a. The Facilities

The area of SMAN 1 Peukan Bada is 8.900 m<sup>2</sup> . it has enough facilities to support teachers and students in teaching learning process. They are as follows :

No	Facilities	Unit
1	Headmaster Room	1
2	Teacher's Office	1
3	TU Room	1
4	Library	1
5	Classrooms	16
6	Computer Laboratory	2
7	Biology Laboratory	1
8	Physics Laboratory	1

9	Chemistry Laboratory	1
10	Art Room	1
11	Cooperation Room	1
12	Sport Field	2
13	Canteen	1
14	Language Laboratory	1
15	Osis Room	1
16	Storeroom	1
17	Osim Room	1
18	BP Room	1
19	Mushalla	1
20	Bathroom	12

b. The Teachers

SMAN 1 Peukan Bada has 41 teachers, 7 man and 34 woman. The teachers are from different educational background and graduated from different university. Two of them are English teacher. The following table shows about the total teachers in SMAN 1 Peukan Bada Aceh Besar :

No	Information	Male	Female	Total
1	Civil Servant	6	29	35
2	Non-civil Servant	1	5	6
	Total	7	34	41

c. The Students

Based on the data obtained at SMAN 1 Peukan Bada, the total numbers of students in academic year 2016/2017 were 336 students, 174 male and 162 female. The following table shows more details about amount classes and the students of SMAN 1 Peukan Bada :

No	Class	Amount of class	Male	Female	Total
1	I	6	66	53	119
2	II	5	47	55	102
3	III	5	61	54	115
Total		16	174	162	336

d. The Curriculum

Curriculum has important aspect for education. It will determine or instruct the teachers how and what to teach for their students. It also helps in accomplishing the way of teaching, undersanding the steps of teaching programs and providing the materials of teaching learning.

SMAN 1 Peukan Bada used curriculum based on K13 revision. K13 revision is a curriculum that expect the students to be more active in term of study and to set a higher standard for the education of Indonesia.

## **B. Population and Sample**

### a. Population

Borg and Gall (1989) convince that the large class we wish to learn is called a population, whereas the smaller class we actually do the experiment is called a sample. Population of this research was all of the first year students at SMAN 1 Peukan Bada 2015-2016. There were six classes for the first grade, namely: class X MIA-1, class X MIA-2, X MIA 3, class X MIA-4, class X IS 1, and class X IS 2. Each class had around 28 or more students.

### b. Sample

The writer took the sampling technique. From six classes that included in the population, the writer only chose one classess which were class X MIA-3 as pre-experimental class. The writer chose that classess because they were intact class. The writer chose one classes because the writer wanted to see the result of the implementation workflow in teaching vocabulary by comparing the score of pretest and posttest before and after using workflow technique in studying English vocabulary.

## **C. Research Design**

In this research, the writer used mixed methods, combination qualitative and quantitative approached to answer the research questions. A quantitative method is used to answer first research questions about students' improvement using workflow technique. Arikunto (2013) says quantitative research is a research that

used statistical formula in collecting and analysis data. Meanwhile, a qualitative method is used to answer the second research question about the students' obstacles using workflow technique. The writer used pre-experimental method, because there is only one class for teaching experiment. One-Group Pretest-Posttest is one of the designs of pre-experimental method that has one group of experiment without using control group, to know the significant is by comparing the score of pretest and posttest (Borg and Gall, 1989, p. 670). The writer conducted an experimental teaching at SMAN 1 Peukan Bada as participant.

#### **D. Technique of Data Collection**

The writer did the experimental teaching in this research. The writer conducted the experimental teaching in Senior High School . The object of this research was the first year students of Senior High School. In this experimental teaching, the writer took two classes as participant who had divided into experimental and controlled class. In the experimental class, the writer taught English vocabulary by applying workflow. The writer did the experimental teaching for five times to found out the work of workflow in improving students' vocabularies. The writer used some techniques for collecting data.

##### **a. Test**

Arikunto ( 2008, p. 52 ) stated test is a tool or procedure to know or measure something in condition, by the manner and arrangement that has been decided. The writer provided pre-test and post-test. The writer held a pre-test before the experimental teaching was started. Pre-test was used to see the students respond

about their prior knowledge and to see how their teaching learning process happen, then the writer held post-test after applying workflow in English teaching learning process.

b. Questionnaire

Questionnaire was a number of written questions used to get information from respondent. As Syaodaih ( 2008, p. 8 ) stated questionnaire is one of the methods to get the data indirectly from the respondent. The questionnaire was given in the last meeting in order to investigate students' perception about applying workflow in english teaching learning and also to find out the effect of workflow on improving their vocabulary in English teaching learning process.

c. Observation

Sudijono ( 2005 ) stated observation is a way to collect data which is done by using an observing and noting systematically to the events which become the target observation. During teaching learning process, the writer who was also the teacher of both classes, observed the students using workflow technique from the beginning of each class and took notes on everything that happen during the learning process, including the problems or difficulties that may appear. Observations also help the writer to directly see students' improvement of English skill.

## E. The Process of Data Analysis

The data collected through test and questionnaire will be analyzed in the following ways :

### 1. Test

Data from test will be analyzed by using the statistical calculation which consists of mean and t-test, with the steps below:

- a. The first step is the writer tabulates the scores of pre-test and post-test.
- b. Second, the writer calculates the mean score from post-test.

To calculate the mean in central tendency, the following formula is used:

$$\bar{X} = \frac{\sum X_i}{n}$$

Where :

$$\bar{X} = \text{Mean}$$

$$\sum x = \text{Total of the test}$$

$$N = \text{Total of students}$$

### 2. Analyzing questionnaire

Data from questionnaire will be analyzed by finding the percentage each statement for each answer option, by using the following formula:

$$P = f/n \times 100\%$$

P = percentage

f = the number of respondents who choose certain option

n = the number of all respondents

### 3. Analyzing observation data

The writer used analytic field notes . Analyzing field notes data was a process that occurs over time, beginning at the moment the writer entered the field and continued as interactions were happening in the field; and fieldnotes should be written as soon as possible after leaving the fieldsite, immediately if possible. Even though we may not think so when we are participating and observing, we are all very likely to forget important details unless we write them down very quickly. Since this may be very time-consuming, the writer should plan to leave a block of time for writing just after leaving the research context ( Sanjek & Roger, 1990)

Chiseri-Strater and Sunstein (1997, p. 73) have developed a list of what should be included in all fieldnotes:

1. Date, time, and place of observation
2. Specific facts, numbers, details of what happens at the site
3. Sensory impressions: sights, sounds, textures, smells, taste
4. Personal responses to the fact of recording fieldnotes
5. Specific words, phrases, summaries of conversations, and insider language
6. Questions about people or behaviors at the site for future investigation
7. Page numbers to help keep observations in order

After collecting the data, the writer used qualitative research code data by identifying pattern. Mackey and Gass (2005, p. 141) in qualilative research,

coding is usually grounded in the data. In other words, the schemes for qualitative coding generally emerge from the data rather than being decided on and preimposed prior to the data being collected or coded. This process, in which initial categories are based on a first pass through the data, is sometimes known as open coding (Mackey & Gass, 2005, p. 141). The writer explores the shape and scope of the emerging categories and investigates potential connections among categories. As more data are coded, the writer also considers aspects such as the range of variation within individual categories. These processes can assist in the procedure of adapting and finalizing the coding system, with the goal of closely reflecting and representing the data (Mackey & Gass, 2005, p. 141).

## **CHAPTER IV DATA ANALYSIS**

This chapter discusses the data of teaching and analysis of data at SMAN 1 Peukan Bada Aceh Besar, including the analysis of test and the analysis of questionnaire. The chapter will be ended by discussing the result of analysis in order to answer the research questions.

### **A. The Analysis of test**

Following the experimental teaching, the writer analyzed the data by using a statistical calculation. As mention in the previous chapter, the analysis was used to find out whether there was significant different between the pretest and posttest result after the treatment was given. Thus, the writer could compare the students' ability before and after classroom treatment of applying workflow technique. By comparing the result of the test before and after treatment we can see whether the students' ability is improved or not.

In analyzing the test result, the writer started with arranging the students pretest and posttest score from the lowest score to the highest score. Then, it needed to make table of frequency distribution. According to Sudjana (2016, p.47-48), there are four steps that must be followed in analyzing the table of frequency distribution such as: determining range, the interval class, the length of the interval class, and the lowest score of the first interval.

To make it brief, the students' score of vocabulary pretest and posttest is presented in the table below :

**Table 4.1: The Students' Scores of Vocabulary Pre-test and Post-test**

No	Initials' Name	Pre-test	Post-test
1.	ODU	75	85
2.	NSW	70	77
3.	RI	60	64
4.	MT	55	63
5.	UM	60	72
6.	SM	50	65
7.	NP	60	70
8.	CPM	55	70
9.	NW	55	73
10.	SF	73	80
11.	ZI	75	85
12.	DM	75	85
13.	DR	65	73
14.	KIB	68	70
15.	JA	65	70
16.	FI	63	60
17.	MM	60	70
18.	MH	50	50
19.	PNS	60	73
20.	DF	70	65
21.	NA	65	67
22.	MZ	60	60
23.	MI	68	70
24.	DA	70	75
25.	SN	60	65
26.	NI	65	73
27.	NA	70	65
28.	MR	65	70
29.	RH	55	55
30.	DI	70	80
Total	30	1913	2100

Source : research data on January 06<sup>th</sup> 2018

The lowest up to the highest score of students' vocabulary pretest & posttest can be arranged as follows :

Pre-test

50	50	55	55	55	55	60	60	60	60	60
60	60	63	65	65	65	65	65	68	68	70
70	70	70	70	73	75	75	75			

Post-test

50	55	60	60	63	64	65	65	65	65	67
70	70	70	70	70	70	70	72	73	73	73
73	75	77	80	80	85	85	85			

To determine the range of the class, the highest score was minus the lowest score, the formula was below:

$$R=H-L$$

Where:

*R= Range of the Class*

*H= The Highest Score*

*L= The Lowest Score*

The formula of interval class was:

$$K = 1 + (3,3) \log n$$

Where:

K= Interval Class

n= Amount of Sample

After that, to determine the length of the class, the formula was:

$$P = R/K$$

Where:

P= Length of the Class

R= Range of the Class

K= Interval Class

#### 1. Pre-test

Based on the pretest, the highest score of the pretest was 75 and the lowest score was 50. To determine the range score, the formula was:

$$R = H - L$$

$$R = 75 - 50$$

$$R = 25$$

The next step was identified the amount of interval class by using the formula below.

$$K = 1 + (3,3) \log n$$

$$K = 1 + (3,3) \log 30$$

$$K = 1 + (3,3) 1,47$$

$$K = 1 + 4,851$$

$$K = 5,851 \text{ (chosen 6)}$$

$$K = 6$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P = R/K$$

$$P = 25 / 6$$

$$P = 4,1666$$

$$P = 4 \text{ or } 5$$

The last step was substituting the scores into the frequency distribution table as follow:

**Table 4.2: The Frequency Distribution Table of Student's Pretest Score**

No	Interval's Class	Fi	Xi	Fixi
1.	50-55	6	52,5	315
2.	56-61	7	58,5	409,5
3.	62-67	6	64,5	387
4.	68-73	8	70,5	564
5.	74-79	3	76,5	229,5
		fi = 30	xi = 322,5	fixi = 1905

Where:

$f_i$  = *Frequency*

$X_i$  = *Middle Score of Interval Class*

$f_i X_i$  = *The Amount of The Multiplication between Frequency and Middle Interval*

The mean score of pretest was found out by using the formula:

$$X = \frac{\sum f_i X_i}{\sum f_i}$$

$$X = \frac{1905}{30}$$

$$X = 63,5$$

The mean of pre-test 63,5. It means that the students' ability in learning English vocabulary is in predicate adequate which means the ability of students is not high.

## 2. Post-test

After the calculation of students' pretest score, then researcher continued to analyze the posttest score of the students. To analyze the posttest score, the writer used the same formula as in pretest. From the arranging data before, it shows that the highest score of posttest was 85 and the lowest score was 60.

So the range was:

$$R = H-L$$

$$R = 85-50$$

$$= 35$$

The amount of interval class was:

$$K= 1+ (3,3) \log n$$

$$K= 1+ (3,3) \log 30$$

$$K= 1+ (3,3) 1,47$$

$$K= 1+ 4,851$$

$$K= 5,851 \text{ (chosen 6)}$$

$$K= 6$$

Therefore, the length of interval class was:

$$P = R/K$$

$$P = 35/6$$

$$P = 5,833 \text{ (chosen 6)}$$

$$P = 6$$

After that, the score was tabulated into frequency distribution table below:

**Table 4.3: The Frequency Distribution Table of Students' Post-test Score**

No	Interval's Class	Fi	Xi	Fixi
1.	50-55	2	52,5	105
2.	56-61	2	58,5	117
3.	62-67	7	64,5	451,5
4.	68-73	12	70,5	846
5.	74-79	2	76,5	153
6.	80-85	5	82,5	412,5
		fi = 30	xi = 405	fixi = 2085

The mean of post-test could be counted by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{2085}{30}$$

$$X = 69,5$$

So, the mean of the post-test score was 69,5. It means that the students' ability in learning vocabulary is in predicate good after the treatment was given. Based on the data, if we compared pre-test and post-test we can see there is an improvement between pretest and posttest, which is pretest was 63,5 and posttest was 69,5 or pretest was in adequate level which slightly improve to good level in posttest.

## **B. The Analysis of Questionnaire**

In this study, questionnaire was constructed to know the students' opinions toward the implementation of workflow technique. It consists of ten questions and in the form of Likert Scale. To analyze the questionnaire data, the writer used the following formula:

$$P = f/(n) \times 100\%$$

P = percentage

f = the number of sample who choose certain option

n = the number of sample

100% = constant value

The detail of questionnaires will be elaborated in the following result tables:

**Table 4.4: Students' questionnaire toward their responses of using Wordflow to improve their vocabulary**

No	Statements	Students Responses				Total	
		1	2	3	4		
1.	My English teacher used Wordflow technique in teaching vocabulary before.	<i>f</i>	0	0	0	30	30
		%	0	0	0	100,0	100
2.	I agree if my teacher applying wordflow in teaching vocabulary	<i>f</i>	15	14	1	0	30
		%	50,0	46,7	3,3	0	100
3.	Applying wordflow increase my motivation in learning English especially vocabulary	<i>f</i>	10	19	1	0	30
		%	33,4	63,3	3,3	0	100
4.	Studying English using Wordflow help me to improve my vocabulary	<i>f</i>	9	21	0	0	30
		%	30,0	70,0	0	0	100
5.	I am interested in studying English using Wordflow	<i>f</i>	13	17	0	0	30
		%	43,3	56,7	0	0	100
6.	I agree studying English using Wordflow improve my vocabulary	<i>f</i>	12	18	0	0	30
		%	40,0	60,0	0	0	100
7.	I agree if Wordflow applied when studying vocabulary	<i>f</i>	14	16	0	0	30
		%	46,7	53,3	0	0	100
8.	I used to learn English before using Wordflow	<i>f</i>	0	0	0	30	30
		%	0	0	0	100,0	100
9.	I am happy to studying English vocabulary using Wordflow	<i>f</i>	11	18	1	0	30
		%	36,7	60,0	3,3	0	100
10.	I get many benefit in studying vocabulary using Wordflow	<i>f</i>	10	20	0	0	30
		%	33,3	66,7	0	0	100
11.	Studying English using wordflow make teaching learning process more interesting	<i>f</i>	12	18	0	0	30
		%	40,0	60,0	0	0	100
12.	Studying English using wordflow makes me bored	<i>f</i>	0	1	3	26	30
		%	0	3,34	10,0	86,6	100

Based on the table 4.5 above, the first statement shows that all of the students never learn vocabulary using workflow technique before, it can be seen from their answer that 30 students never used the technique and none of the students chose agree/strongly agree option.

The second statement shows that 15 of 30 students said that they strongly agreed if their teacher applying workflow technique in learning vocabulary. In addition, there were 14 students agreed and only 1 student disagreed that if their teacher applying workflow technique in learning vocabulary.

The third statement gave information about workflow technique can motivate the students to study English especially vocabulary. There were 10 students strongly agreed workflow technique could motivate the students to study English especially vocabulary. Most of students (19 students) chose agree option, which mean that they believed that workflow technique can motivate the students to study English especially vocabulary. Nevertheless, there was one student who stated a disagreement. From this result, the writer inferred that the number of students who thought that workflow technique could motivate the students to study English especially vocabulary is higher than those who do not.

The fourth statement shows that 9 or 30,0% of 30 students said that they strongly agree that studying English using workflow technique could help them to improve their vocabulary. In addition, there were 21 or 70,0 % students agree that studying English using workflow technique could help them to improve their vocabulary.

The fifth statement above shows that almost all of the students agreed that they are interested in studying English using Wordflow. There were 13 of them who chose strongly agree, and 17 students chose agree. It means that most of students agreed that they were interested in using wordflow.

The sixth statement shows that 12 or 40,0% of 30 students said that they strongly agree that wordflow technique could help them to improve their vocabulary. In addition, there were 18 or 60,0 % students agreed that wordflow technique could help them to improve their vocabulary.

Based on the table 4.5, from the seventh statement shows that 14 students strongly agreed to apply wordflow in studying vocabulary and other 16 students also agreed with it. There were no students stated disagreement. It can be concluded that they agreed if wordflow was applied in teaching vocabulary.

The eight statement shows that all of the students never learn vocabulary before using wordflow technique, it can be seen from the data that 30 students never used the technique and none of the students chose agree/strongly agree option.

The ninth statement, from 30 students, 11 students strongly agreed that they were happy to studying English vocabulary using wordflow. Moreover, 18 students agreed with the statement. The table also shows that one student stated a disagreement.

The tenth statement shows that 10 or 33,3 % of 30 students said that they strongly agree that they got many benefit in studying vocabulary using Wordflow.

In addition, there were 20 or 66,7 % students agreed that they got many benefit in studying vocabulary using Wordflow.

The eleventh statement above shows that almost all of the students agreed that studying English using Wordflow made teaching learning process more interesting. There were 12 of them who chose strongly agree, and 18 students chose agree. It means that most of students agreed that studying English using Wordflow make teaching learning process more interesting.

The last statement shows that 26 students strongly disagreed that studying English using wordflow made them feel bored and also 3 students stated that disagreed with it. There was one student stated their agreement, but it can be concluded that most of student seem interesting and did not feel bored when studying English vocabulary using Wordflow. So, the result from the data questionnaires above proved that applying Wordflow technique could improve their vocabulary in studying English.

In addition to this study, questionnaire was constructed to know the students' opinions toward the obstacle and the implementation of wordflow technique.

First, from the data 11 of 30 (36,7%) students said that they have obstacle in mastering vocabulary using wordflow that was limited time and 19 students (63,3 %) stated that there have no obstacle in learning English using wordflow. Based on the data above we could conclude that some of the students stated that they were no obstacle when applying wordflow technique but most of students

stated that the obstacle when applying workflow technique were limited time because to finish the game they need more time to finish it.

Second, based on the data indicated 18 of 30 (60,0%) were happy, they felt fun and interesting using workflow and 6 of 30 (20,0%) stated they got new vocabulary using workflow. Thus, the rest of students 20,0% chose that their vocabulary are increased. However, the students' responses of vocabulary using workflow shows that they like learning because they got new vocabulary.

Last, from the data, 8 of 30 (26,6%) students said that learning English vocabulary by using workflow helps them in mastering vocabulary and 22 (73,4%) students agreed that learning English vocabulary using workflow helps them to increase their vocabulary. Besides, they provide reasons related with their opinion. Some students stated that learning English using workflow helps them in remembering and memorizing the vocabulary.

Based on the data from observation and interview, the writer found that most of the students feel fun and enjoy the learning process in learning vocabulary using workflow because the technique is similar as playing the game. Moreover, this technique is new for the students so they look enthusiasm in responding to the learning activity. However, the students also noted some obstacles in applying workflow technique. They are:

- a. The teacher needs to be wise in grouping students so everyone feel comfortable working in group.
- b. when applying workflow technique we have limited time to play because one group consist of four or five students, thus to make it fair all the

students must get turn to make sentences so we need more time to finish the game.

- c. There are few students who have less vocabulary or vocabulary that her/his know was already taken by her/his friends so the group has to wait and it took time to write a sentence, consequently the group is late to write on the whiteboard.
- d. The teacher has to carefully watch the game because sometimes the student will give the paper to the next friend without writing his/her own vocabulary
- e. Applying workflow is similar with a game, thus the class is quite noisy.

However, based on an observation, questionnaire and interview, the students stated that they were happy to play workflow technique because it was fun, interesting and enjoyable than monotone studying. And they also said they do not feel bored when study and it can motivate them to learn English vocabulary and take many benefit such as new vocabulary and grammar while correcting the sentences. The students seem interested using workflow technique to study English they can learn while playing, they can get new vocabulary and knowledge while playing the game.

### **C. Discussion**

In this section the writer discusses the findings of the research in relation to the two research questions. The research questions also relates to the aim of this study: to find out to what extend workflow could improve students' vocabulary

and to discover the obstacles of using workflow in teaching vocabulary. Based on data analysis from test and questionnaire, the following section discusses about the findings of this study and answers to the research questions.

The first research question is “To what extent does using workflow improve students’ vocabulary?”. The test result indicates that the workflow technique had improved the students’ vocabulary from adequate to good value level. In the experimental teaching, it showed that according to the result of pre-test and post-test, the post-test score is higher than pre-test score. The mean of test had prove it; mean of pre-test is 63,5 and mean of post-test is 69,5. Therefore, it could be inferred that before treatment, the students score was lower than after treatment. Hence, the post-test score in this research showed the improvement of the student after treatment.

The writer also distributed questionnaires to the class in order to know the students’ opinions toward the implementation of workflow technique. This questionnaire also had a purpose to support the data related to the students’ improvement in studying vocabulary. From the questionnaire analysis, the writer found 100% (43,3% students’ strongly agree and 56,7% agree) of students were interested in learning vocabulary through workflow. They also believed that workflow was an appropriate technique to help them in improving their vocabulary because they could write the sentences using their own vocabulary that mention before.

According to *permendikbud no 81 A 2013 curriculum*, the table of conversion values is :

**Table 4.8 the table of conversion values**

Conversion values		predicate	Attitude classification and extracurricular
Scale 0-100	Scale 1-4		
86-100	4	A	Excellent
81-85	3.66	A-	
76-80	3.33	B+	
71-75	3.00	B	Good
<b>66-70</b>	2.66	<b>B-</b>	
<b>61-65</b>	2.33	<b>C+</b>	
56-60	2	C	Adequate
51-55	1.66	C-	
46-50	1.33	D+	
0-45	1	D	Bad

Based on the table above we can conclude that the students' pre-test was 63,5 which is in predicate "C+", and the students' post-test is 69,5 which is "B-" or based on attitude classification and extracurricular, their pre-test was "Adequate" and after treatment they got "Good" in post-test. Thus, the writer believed that workflow improve the students vocabulary and it is good to apply in learning English vocabulary in the classroom.

In addition, the second research question is "What are the obstacles of using workflow in teaching vocabulary?". Based on the questionnaire, the observation and the interview, the obstacles of using workflow in teaching vocabulary include : lack of fair group, limited time, lack of vocabulary, and noisy.

In summary, based on all of the data from questionnaire, interview, and observation. The writer can conclude that students were motivated in studying English through the application of workflow technique because they felt the technique are creative, interested and it has a lot of fun. The students could focus on studying English vocabulary especially in writing the sentences because they

had mentioned the vocabulary in the pictures that they mentioned before and corrected the grammar together in front of the class while choosing the group winner. Furthermore, wordflow technique made the student felt that vocabulary was not a difficult activity. In order words, wordflow technique helped the students in improving their vocabulary in studying English. In short, the writer concludes that wordflow is an appropriate technique to be applied in the class XI of senior high school in studying English, especially in vocabulary.

## CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the writer writes some conclusions and suggestions as follows:

### A. Conclusions

From all the data analysis about applying wordflow technique to improve students' vocabulary in first grade at SMAN 1 Peukan Bada, it can be concluded that:

1. Wordflow can improve students' vocabulary. It is proved by the post-test score of the class which has a sufficient improvement (from 63,5 to 69,5). In other words, Wordflow technique had improved students' vocabulary from adequate to good value level.
2. Studying English vocabulary by using wordflow technique delivers a positive response from students. The result of questionnaire shows that 100% (43,3% students' strongly agree and 56,7% agree) of students in the class acknowledge their motivation in developing their vocabulary through wordflow technique.
3. There are some obstacles when applying wordflow technique. They include lack of vocabulary, limited time, lack of vocabulary and noisy. However, although there are some obstacles when applying wordflow but the students seem enjoy learning with the technique because it is different technique, fun, and enjoyable. The students do not feel bored and they are very enthusiasm to apply the technique.

## **B. Suggestions**

Based on the finding of the research, some suggestions are addressed to the teacher and the future researchers.

1. Wordflow technique can be used for the English teacher as a reference in teaching vocabulary, because students also need interesting way to learn English vocabulary. Thus, they have motivation to memorize the words which later, affect their English skill.
2. It is necessary to continue another relevant research and it still needs further discussions related to the implementation of wordflow technique. This research can be used as a reference for future research.

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# PEMERINTAH ACEH DINAS PENDIDIKAN

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Nomor : 070 /B.1/10929/2017 Banda Aceh, 22 Desember 2017  
Sifat : Biasa Yang Terhormat,  
Lampiran : - Kepala SMA Negeri Peukan Bada  
Hal : Izin Pengumpulan Data di -  
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-11638/Un.08/TU-FTK/TL.00/11/2017 tanggal 14 Desember 2017 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data Penyelesaian Skripsi", dengan ini kami memberikan izin kepada:

Nama : Nanda Afra Kusturi  
NIM : 231 324 234  
Program Studi : Pendidikan Bahasa Inggris  
Judul : "APPLYING WORDFLOW TO IMPROVE STUDENTS' VOCABULARY"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Mahasiswi Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,  
KEPALA BIDANG PEMBINAAN SMA DAN  
PKLK



Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip



PEMERINTAH ACEH  
**DINAS PENDIDIKAN**

**SMA NEGERI 1 PEUKAN BADA**

Jl. Ateung Tuha No. 3 Peukan Bada, Kabupaten Aceh Besar, Kode Pos 23351  
Telepon/Faks 0651-44312, email : smanpeukanbada@gmail.com

**SURAT KETERANGAN**

**Nomor : 422 / 038 / 2018**

Sehubungan dengan surat Pemerintah Aceh Dinas Pendidikan Nomor : 070/B.I/10721/2018 Tanggal 21 Desember 2017 tentang Izin Pengumpulan Data untuk memenuhi kewajiban penyusunan tugas akhir, maka dengan ini menerangkan :

Nama	: Nanda Afra Kusturi
N I M	: 231 324 234
Program Studi/Jurusan	: Pendidikan Bahasa Inggris
Universitas	: Islam Negeri Ar-Raniry Darussalam Banda Aceh

Benar yang namanya tersebut di atas telah melaksanakan pengumpulan data kepada siswa(i) SMA Negeri I Peukan Bada dengan judul "**Applying workflow to improve students' vocabulary**".

Demikian surat keterangan Pengumpulan data ini di buat untuk dapat dipergunakan seperlunya..

Peukan Bada, 29 Januari 2018

Kepala,



Hj. Aminah Daud, S.Pd. M.Pd  
NIP: 19600917 198412 2 005

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMAN 1 Peukan Bada  
Mata pelajaran : Bahasa Inggris wajib  
Kelas/Semester : X / 1  
Alokasi Waktu : (2x pertemuan) 4 x 45 menit

### **A. Kompetensi Inti (KI)**

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar dan Indikator**

<b>Kompetensi Dasar</b>	<b>Indikator</b>
<b>Menulis</b>  12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, deskriptif dan news item dalam konteks kehidupan sehari-hari	12.1. Mengungkapkan makna dalam bentuk gambar yang telah disediakan secara akurat, lancar dan tepat menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari

### C. Materi Pembelajaran



### D. Kegiatan Pembelajaran

#### 1. Pertemuan Pertama: (2 JP)

##### A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Introduction
- Tanya jawab kondisi siswa

##### B. Kegiatan Inti

- Guru menjelaskan tentang penelitian yang akan dilakukan
- Guru memberikan Pre-test
- Guru menjelaskan metode yang akan diterapkan dalam pembelajaran

C. Kegiatan Penutup

- menanyakan kesulitan siswa dalam belajar
- memberikan peluang bagi siswa untuk bertanya tentang apa yang belum dimengerti
- praying
- menutup kegiatan belajar

2. Pertemuan kedua : (2 JP)

A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

B. Kegiatan Inti

- Guru menjelaskan tentang apa itu teknik Wordflow
- Guru menjelaskan bagaimana teknik Wordflow itu
- Guru menjelaskan di papan tulis bagaimana cara menerapkan teknik Wordflow itu
- Guru memberikan contoh bagaimana teknik Wordflow itu
- Siswa bertanya tentang metode Wordflow yang dimengerti

C. Kegiatan Penutup

- Guru menanyakan ulang kepada siswa bagaimana teknik Wordflow itu
- Guru kembali menanyakan apakah mereka sudah mengerti bagaimana memainkan teknik Wordflow itu
- praying
- menutup kegiatan belajar

3. Pertemuan ketiga : (2 JP)

A. Kegiatan Pendahuluan

- Greeting

- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

#### B. Kegiatan Inti

- Guru menjelaskan membagi siswa menjadi beberapa kelompok
- Guru mengulang menjelaskan kembali kepada siswa bagaimana teknik Wordflow itu
- Guru membagikan gambar kepada setiap kelompok
- Sebelum memulai teknik Wordflow guru mempersilahkan siswa untuk bertanya jika ada hal yang belum dimengerti
- Guru memulai menerapkan teknik Wordflow

#### C. Kegiatan Penutup

- Guru memberhentikan permainan
- Guru menanyakan apakah mereka menikmati memainkan teknik Wordflow
- Siswa memberikan tanggapan
- praying
- menutup kegiatan belajar

### 4. Pertemuan ke-empat : (2 JP)

#### A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

#### B. Kegiatan Inti

- Guru melanjutkan penerapan teknik Wordflow sampai semua siswa mendapat giliran
- Guru memberikan penilaian kepada setiap kelompok
- Guru memberikan apresiasi kepada semua siswa yang telah ikut berpartisipasi

#### C. Kegiatan Penutup

- Guru menanyakan kondisi siswa
- Guru menanyakan apakah mereka menikmati memainkan teknik Wordflow
- Siswa memberikan tanggapan
- praying

- menutup kegiatan belajar

## 5. Pertemuan kelima : (2 JP)

### A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

### B. Kegiatan Inti

- Guru memberikan post-test
- Guru memberikan questionnaire (angket ) kepada siswa
- Siswa menjawab questionnaire (angket ) yang diberikan guru

### C. Kegiatan Penutup

- Siswa mengumpulkan angket kepada guru
- Guru memberikan kesempatan kepada siswa untuk bertanya
- Guru berterima kasih kepada siswa atas bantuan mereka
- praying
- menutup kegiatan belajar

## **E. Media/alat, Bahan, dan Sumber Belajar**

1. Media/alat : Gambar, pulpen
2. Bahan : kertas HVS
3. Sumber Belajar : internet dan buku bahasa Inggris

<b>F. Teknik penilaian</b>			
NO	KELOMPOK	ASPEK PENILAIAN	SKOR (1-5)*
1		Cara membuat kalimat  a. kejelasan bahasa/grammar b. Mudah dipahami c. Menarik d. cepat	
TOTAL SKOR			

Teknik penilaian pertemuan kedua :

Catatan: \*) Skor diberikan dengan rentang skor 1(satu) sampai dengan 5 (lima), dengan ketentuan semakin lengkap jawaban dan ketepatan dalam proses presentasi.

1 = tidak baik(70)

2 = kurang baik(75)

3 = cukup baik(80)

4 = baik (90)

5 = sangat baik (100 )

## Material

### TEKNIK WORDFLOW

#### 1. Pengertian wordflow

Wordflow adalah kata mengalir, maksudnya di sini siswa membuat satu kalimat dengan berkelompok secara berantantai antar anggota. Oleh karena itu disebut kata mengalir karena teknik ini mengalir ke belakang seperti air kemudian membentuk satu kalimat. Alat yang digunakan adalah lembar kertas kosong dan sebuah gambar akan yang diberikan oleh guru.

#### 2. Penerapan proses teknik wordflow (kata mengalir)

Untuk memperbaiki kemampuan siswa dalam menguasai kosa kata bahasa Inggris dan membuat proses belajar mengajar menjadi menarik, berikut beberapa tahap untuk menerapkan teknik worflow menurut Suyatno (2007, hal 43) :

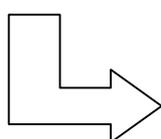
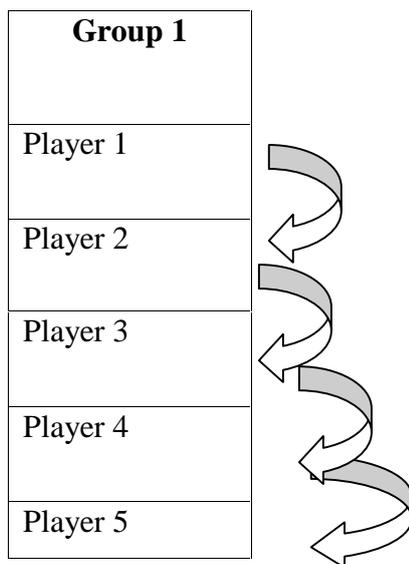
##### 1. Langkah awal

- a. Guru mempersiapkan alat untuk memulai teknik wordflow, yaitu gambar yang berbeda dan sebuah kertas kosong.
- b. Guru membagi siswa di dalam kelas menjadi lima kelompok atau lebih berdasarkan jumlah siswa di dalam kelas.
- c. Setiap kelompok harus duduk beraturan kebelakang. Jadi, kita mendapatkan pemain ke-1, pemain ke-2, sampai pemain terakhir di dalam kelompok. Untuk memperjelas lihatlah gambar berikut :

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
Player 1				
Player 2				
Player 3				
Player 4				
Player 5				

## 2. Cara bermain

- a. Guru menjelaskan peraturan di dalam permainan ini.
- b. Guru memberikan gambar untuk setiap kelompok kepada pemain pertama.
- c. Pemain pertama (siswa yang duduk paling depan di kelompok ) menuliskan satu kata di kertas kosong berdasarkan gambar yang telah diberikan oleh guru. Kemudian, pemain pertama memberikan kertas dan gambarnya kepada pemain kedua.
- d. Pemain kedua akan melakukan hal yang sama seperti pemain pertama akan tetapi menuliskan dengan kosa kata yang berbeda. Jadi kita mendapatkan dua kosa kata dari dua siswa.
- e. Pemain kedua memberikan kertas dan gambar kepada pemain ketiga dan begitu seterusnya sampai berakhir pada pemain terakhir yang ada di dalam kelompok tersebut.
- f. Ketika pemain terakhir menuliskan kosa kata yang terakhir, seluruh pemain berkumpul untuk membuat kalimat yang baik dari kosa kata yang telah mereka tuliskan sebelumnya.
- g. Setelah berdiskusi kepada pemain terakhir pada setiap kelompok akan menuliskan kalimat tersebut di depan kelas.
- h. Kelompok yang paling baik membuat kalimat akan mendapatkan nilai paling tinggi dengan cara berdiskusi dengan seluruh kelompok benar tidaknya kalimat tersebut.
- i. Agar lebih jelas, berikut gambar untuk memainkan teknik wordflow :



Player 1, player 2, player 3, player 4, player 5 need to be gathered to make a good sentence based on the vocabulary that are mentioned before from all of the player.

## 2. Penilaian

- a. Penilaian berdasarkan kalimat yang benar yang dibuat oleh masing-masing kelompok.
- b. Penilaian berdasarkan seberapa cepat dan akurat dalam menyelesaikan kalimat.
- c. Pada akhir permainan guru akan memilih kelompok yang terbaik berdasarkan berapa banyak kalimat yang benar.





## Questionnaire

Petunjuk pengisian angket :

1. Pilih salah satu jawaban dengan menggunakan tanda ( x ) pada jawaban yang anda anggap benar !
2. Jawablah pertanyaan dengan baik dan jujur !
3. Berikan tanggapan Anda dengan cara membubuhkan tanda ( ) pada kolom yang paling sesuai.

Keterangan Skala :

1 = Sangat Setuju

2 = Setuju

3 = Kurang Setuju

4 = Tidak Setuju

Name :

Class :

### A. PERTANYAAN TERTUTUP

NO.	PERNYATAAN	SS	S	KS	TS
1.	Guru bahasa Inggris anda pernah menerapkan teknik wordflow dalam mengajar vocabulary				
2.	Bagaimana pendapat anda jika guru anda menggunakan Wordflow dalam mengajar vocabulary				
4.	Pembelajaran menggunakan Wordflow dapat memotivasi anda untuk belajar bahasa inggris terutama vocabulary				
5.	Belajar bahasa Inggris dengan menggunakan wordflow dapat membantu anda untuk meningkatkan vocabulary anda				
6.	Anda tertarik untuk belajar bahasa inggris dengan menggunakan Wordflow				
7.	Anda setuju bahwa belajar bahasa Inggris menggunakan Wordflow bisa meningkatkan vocabulary anda				
8.	Apakah anda setuju jika Wordflow diterapkan dalam belajar kosa kata bahasa Inggris (vocabulary )				
9.	Anda pernah belajar bahasa inggris menggunakan Wordflow				
10.	Anda senang mempelajari bahasa inggris dalam vocabulary menggunakan Wordflow				
11.	Anda memperoleh banyak manfaat dalam mempelajari vocabulary menggunakan Wordflow				

12.	Belajar bahasa Inggris dengan menggunakan Wordflow membuat pembelajaran lebih menyenangkan				
13.	Belajar bahasa Inggris menggunakan Wordflow membuat saya bosan				

1. Apa kendala yang anda hadapi dalam menguasai vocabulary dengan menggunakan wordflow ? ( boleh pilih jawaban lebih dari satu jika diperlukan dan isilah tempat kosong apabila jawaban yang telah disediakan tidak sesuai dengan jawaban anda )
  - a. Waktu yang terbatas
  - b. Tidak senang belajar vocabulary dengan menggunakan wordflow
  - c. Tidak ada kendala
  - d. ....
  
2. Jika anda senang mempelajari vocabulary menggunakan wordflow, apa yg alasan yang membuat anda senang ? (boleh pilih jawaban lebih dari satu jika diperlukan dan isilah tempat kosong apabila jawaban yang telah disediakan tidak sesuai dengan jawaban anda)
  - a. Menarik dan menyenangkan
  - b. Mendapatkan kosa kata baru
  - c. Meningkatkan vocabulary anda
  - d. ....
  
3. Bagaimana perkembangan kemampuan anda dalam penguasaan vocabulary bahasa inggris menggunakan wordflow ?
 

a. Sangat meningkat	c. Biasa saja
b. Meningkatkan	d. Tidak meningkat
  
4. Apa kesulitan yang anda hadapi di saat mempelajari bahasa inggris dengan menggunakan Wordflow ...

## Pre-test

Nama :

Kelas :

Gender :

Sebutkan kosa kata dalam bahasa Inggris yang terdapat dalam gambar !

1.



Buatlah satu kalimat berdasarkan gambar diatas !

2.



Buatlah satu kalimat berdasarkan gambar diatas !

## Post-test

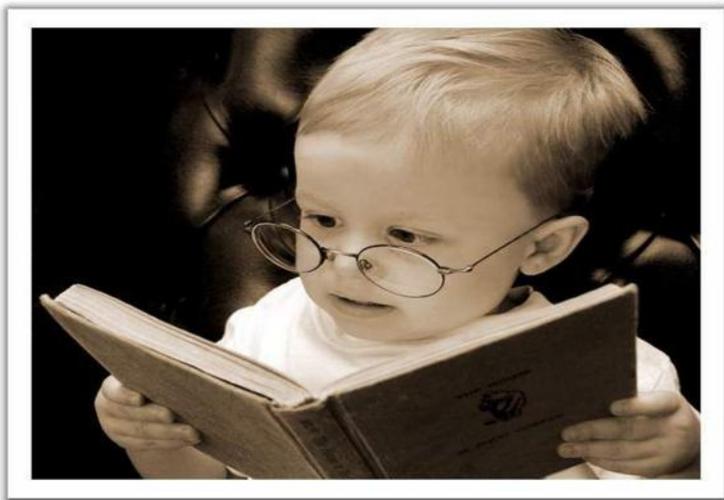
Nama :

Kelas :

Gender :

Sebutkan kosa kata dalam bahasa Inggris yang terdapat dalam gambar !

1.



Buatlah satu kalimat berdasarkan gambar diatas !

2.



Buatlah satu kalimat berdasarkan gambar diatas !

Post-test

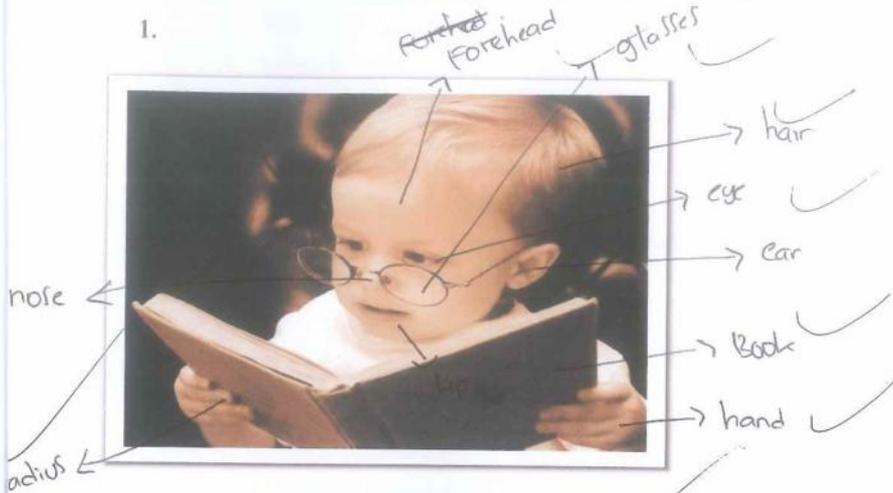
Nama : Cut Putri Mulyani

Kelas : X - MIA - 3

Gender : Girls

Sebutkan kosa kata dalam bahasa Inggris yang terdapat dalam gambar !

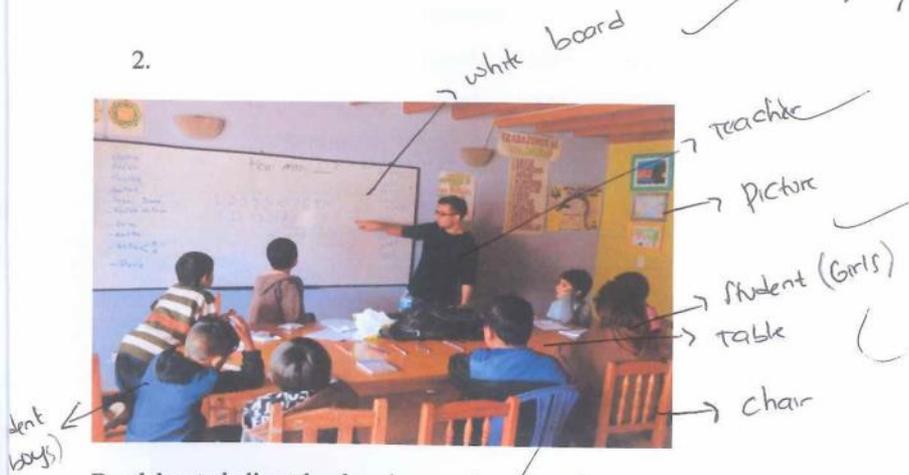
1.



Buatlah satu kalimat berdasarkan gambar diatas !

1.) The baby is reading book

2.



Buatlah satu kalimat berdasarkan gambar diatas !

1. the teacher <sup>are</sup> ~~is~~ teaching.  
is

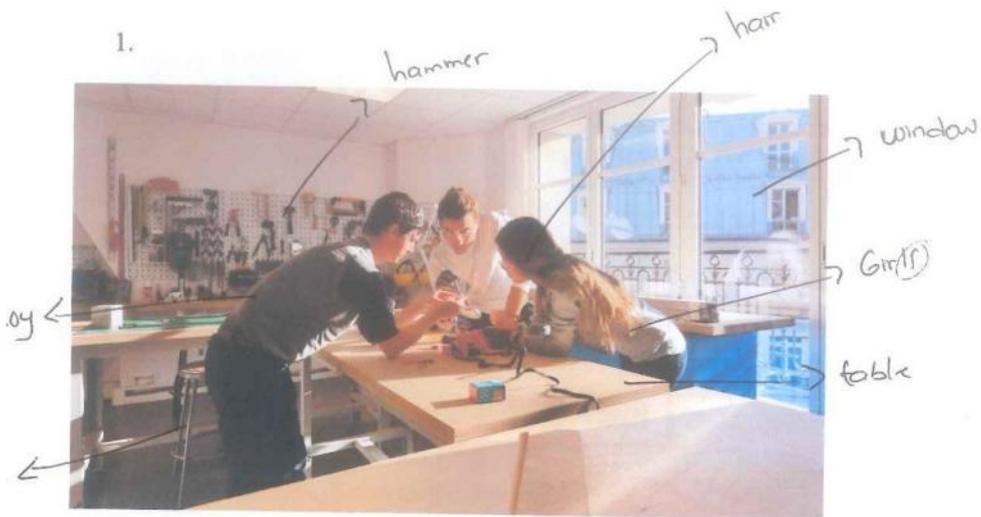
**Pre-test**

Nama : Cut Putri Mulyani

Kelas : X - MIA - 3

Gender : Girls

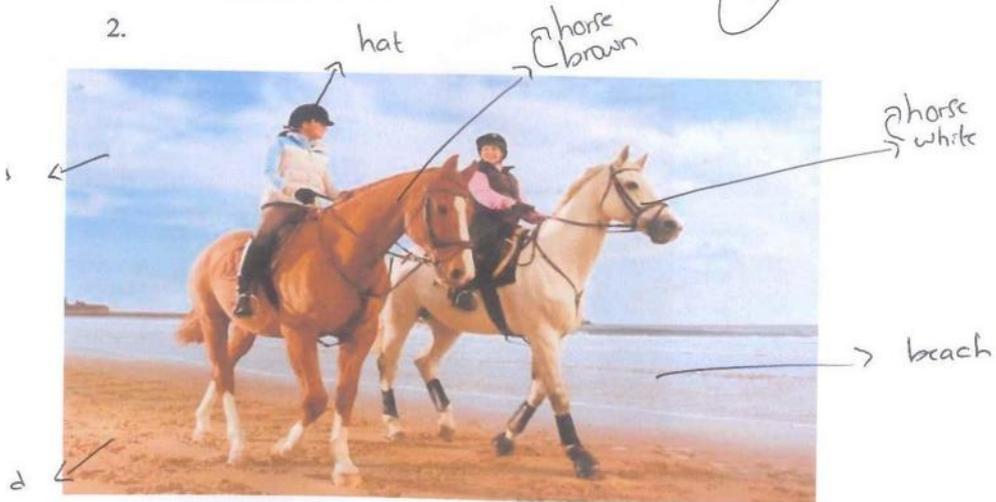
Sebutkan kosa kata dalam bahasa Inggris yang terdapat dalam gambar !



Buatlah satu kalimat berdasarkan gambar diatas !

1) they are moderate practice. ?

(SS)



Buatlah satu kalimat berdasarkan gambar diatas !

1.)

## **AUTOBIOGRAPHY**

1. Full Name : Nanda Afra Kusturi
2. Place/Date of Birth : Sigli / 23 September 1996
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
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8. Address : Jln. Blang Bintang lama Gla Meunasah Baro Kec.  
Krueng Barona Jaya Ulee Kareng
9. Parents' Name
  - a. Father : Drs. Adnan Puteh
  - b. Mother : Aidawati
  - c. Father occupation : PNS
  - d. Mother occupation : PNS
10. Parents' Address : Jln. Blang Bintang lama Gla Meunasah Baro Kec.  
Krueng Barona Jaya Ulee Kareng
11. Educational Background
  - a. Elementary School : SDN 50 Banda Aceh, Graduated : 2007
  - b. Junior High School : SMPN 7 Banda Aceh, Graduated : 2010
  - c. Senior High School : MAS RIAB, Graduated : 2013
  - d. University : English Language Education Department of  
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Entered in 2013 until 2018.

Banda Aceh, 30 January 2018

The writer