

**A THESIS**

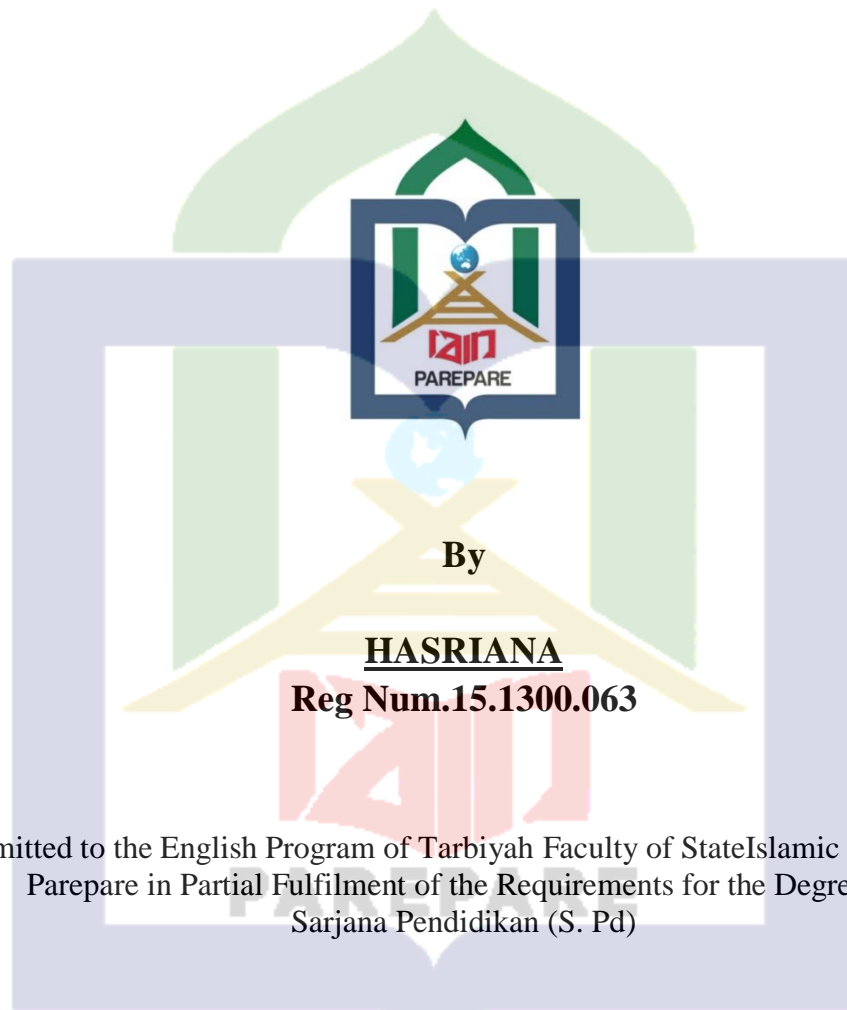
**ENHANCING STUDENTS' VOCABULARY MASTERY  
BY USING COURSE REVIEW HORAY  
METHOD AT SMP 4 TIROANG**



**2020**

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BY USING COURSE REVIEW HORAY  
METHOD AT SMP 4 TIROANG**



**By**

**HASRIANA**

**Reg Num.15.1300.063**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

**ENGLISH PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

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METHODAT SMP 4 TIROANG**

**Thesis**

**As a Part of Fulfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd)**

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**2020**

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May Almighty Allah SWT. Always be with us.

Parepare, 06<sup>th</sup> March 2020

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## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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course review horay method at SMP 4 Tiroang

Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 06<sup>th</sup> March 2020

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## ABSTRACT

**Hasriana. 2020.***Enhancing Students' Vocabulary Mastery by using Course Review Horayat SMP 4 Tiroang*(Supervised by Nurhamdah and Mujahidah).

Vocabulary mastery is the activity to enrich the vocabulary, they master the vocabulary in order to be able to master four language skills. This research was carried out at SMP 4 Tiroang. In this case, the researcher found that some students of SMP 4 Tiroang are still low in their vocabulary mastery. To solve the problem, the researcher used Course Review Horay.

The population was the students of SMP 4 Tiroang and the sample of this research was 33 students. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The researcher also gave questionnaire to know the responses of students toward the use of Course Review Horay. The data were analyzed as a percentage, mean score analyzes and the value of the test.

The first result of the data analyzed that the students' achievement on the pre-test was (60.9) and post-test was (74.9). This showed that by using course review horay was a good method in English learning process at SMP 4 Tiroang. After analyzing the data by using the t-test formula, the result of the t-test value (6.4) is bigger than the t-table value (1,69389). It means that there is a different improvement before and after using course review horay as technique of teaching. Applying the course review horay is considered very effective and the researcher indirectly add an element of fun and relaxation in vocabulary practice, the material more interesting, enjoyable and challenging especially in introducing new vocabulary. The second result of analyzed data that all the students were interesting to apply course review horay in learning process.

**Keywords:** Vocabulary Mastery, Course Review Horay

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is to be able to communicate. The importance of vocabulary is demonstrated daily both on and off school. In classroom, the achieving students possess the most sufficient vocabulary.<sup>1</sup> Vocabulary was not something that could ever be fully mastered, it expanded and deepened over the course of a lifetime. Instruction in vocabulary involved far more than looking up words in a dictionary and using the words in a sentence. Vocabulary was acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and wordlearning strategies.

In addition vocabulary is one of the important elements which have to be learned, because it is used in communication. Realizing how important the vocabulary and how difficult to build it up, the teachers of English have to think about the way or anything that used to facilitate the learning of language. In other words, the teachers can be anything which are using to increase the students' knowledge or experience of the language, to help students to improve their vocabulary, and to support the students effort to master in English.

In delivering material in English class especially vocabulary mastery, an English teacher should use a suitable technique. The English teachers are obligated to choose

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<sup>1</sup>Mofareh Alqahtani, "*The Importance of Vocabulary in Language Learning and How To Be Taught*," (International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

the suitable approach, strategy, and method in order to achieve the teaching purposes easily. The suitable technique for the students will make the students to be more motivated to study. The teacher who is able to present the material successfully, he or she will be satisfied with their students' achievement.

In reality there are many students of SMP 4 Tiroang have some problems in learning English. One of the problem is the students lack of vocabulary or the students' vocabulary mastery is low, because teacher just gives list of vocabulary to the students and ask them to memorize it. It makes students not interested to learn English especially vocabulary. This method did not gave students a chance to practice the vocabulary in real life, so the students only remember the vocabulary for a few days. Standard vocabulary that students have to memoriz is 700 until 15.000 vocabularies.<sup>2</sup> In reality the students of SMP 4 Tiroang can memorize vocabulary 5-15 in one meeting so that the can be mastery 600 vocabularies until they have graduated. The researcher gets in curriculum 2014 that the students must have vocabulary mastery 2500 for senior high school and 1000 for the junior high school. So, the teacher try to gave students vocabulary 20-30 every meeting so that the students can be mastery 1000 vocabularies until they have graduated.<sup>3</sup>

Based on those problems and the class condition above, the researcher intends to help the English teacher by introducing one of Collaborative Learning model namely, Course review to improve students' vocabulary mastery. Furthermore, Course Review Horay (CRH) method is also one of cooperative learning model that is both

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<sup>2</sup>"Standar Vocabulary" Salamadian Muda & Berilmu. <https://salamadian.com/kosa-kata-bahasa-Inggris/>

<sup>3</sup>A. Muh. Nur Ikhsan, *Increasing The Students' Vocabulary Mastery through Direct Method* (At The Eight Grade Students of SMPN 5 Malimpung Kabupateng Pinrang) Englisg Program Tarbiyah Department State Islam ic College (STAIN) Parepare, p.3.

fun and improve students' ability to compete in a positive learning, but it also can develop students' critical thinking skills, and help students to remember the concepts are learned easily.<sup>4</sup> CRH learning model is also the a learning method that can be used by teachers to change the atmosphere of learning in the classroom with more fun, so that students feel more interested. Because the method of CRH, if the student can answer correctly, then these students are required to shout the word "horay" or yells preferred and agreed upon by a group or individual students themselves.<sup>5</sup>

In the application method of learning Course Review Horay (CRH) does not only want students to learn the skills but also academic content. Furthermore, Course Review Horay as one process of learning to know, learning to do, learning to be and learning to live together to promote the creation of meaningfulness of learning for learners

SMP 4 Tiroang is one of junior high school in pinrang city. The researcher done preliminary observation on junior students' activities especially in English learning process especially in teaching vocabulary and found that some students were unmotivated and difficult to learn . Their mindsets say English is difficult to learn because most of them don't know how to express what they want to say, because lack of vocabulary and some their instructors don't use variation technique.<sup>6</sup> In teaching and learning English, it needs to apply many method to improve the learners' skill. One of the method which have not been applied is course review horay. Hence, the researcher chooses course review horay, because the students will be easier to

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<sup>4</sup>Masruddin, *Course Review Horay Method In Teaching Speaking*, (National Journal, State Islamic Institute Palopo, Vol. 7, No. 1, 2019) P.148

<sup>5</sup>Masruddin, *Course Review Horay Method In Teaching Speaking*, P. 148

<sup>6</sup>Ratna Rahman, *Interview result*, Smp 4 Tiroang, (collected on September 2019)

memorize the list of vocabulary their and the students will be have a good confidence.

Based on the explanation above, the researcher is interested to conduct a research about **“Enhancing students’ vocabulary mastery by using course review horay method at SMP 4 Tiroang”**.

### **1.2 Research Question**

Based on the background of the study stated above. The research problems are :

1. Is Course Review Horay able to improve the students’ vocabulary ?
2. How are the students response toward the using of Course Review Horay method?

### **1.3 Objectives of the research**

Based on the problem statement of the research above, the objective of this research are to find out whether course review horay can improve students’ vocabulary mastery and also to find the students’ responses to course review horay.

### **1.4 Significance of the research**

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1. For the researcher, to add more knowledge about discourse study especially about this research.
2. For students, it helped students to increase vocabulary mastery and their interest to be more active in teaching learning process.
3. For the teacher, the result of the study can be used as an alternative teaching method to improve students’ vocabulary mastery.

4. For the next researcher, the result of this research can be used as previous research in his/her research.
5. English department, the result of this research study will be an input of English materials.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

In this research, the method applied is a pre-experimental method with one group pre-test and post-test design, this is presented as follow:

$$E= O1 \text{ X } O2$$

Where: E= Experimental

O1= pre-test

X= treatment

O2= post-test<sup>7</sup>

In this experimental design, the effect selected teaching materials implementation was found out by comparing the result of the students' achievement in pre-test and post-test.

#### 3.2 Population and sample

Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.<sup>8</sup>

##### 3.2.1 Population

The population of this research were the students of SMP 4 Tiroang in. It has consisted 160 Students. To make it clear the population of the research, it can be seen in the table below:

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<sup>7</sup>Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta, 2010), p. 110-111.

<sup>8</sup>Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

Table 3.1 The Total students of SMPN 4 Tiroang

No .	Clas	Sex		Total
		Male	Female	
1	VII 1	14	20	34
2	VIII 1	12	20	32
3	VIII 2	12	22	34
4	XI 1	12	21	33
5	XI 2	13	14	27
<b>Total</b>				160

(Source: data Base of SMP 4 Tiroang)

### 3.2.2 Sample

The researcher used sample random in this research. The sample of this research has consisted 32 samples form 160 Students. The researcher will use random sampling, because students have a same chance to be sample. The researcher will be lottery to get the sample

### 3.3 The instrument of the research

This test is vocabulary test that used to measure the students' vocabulary mastery. This test applied in pre-test and post-test. The researcher used questionnaire in getting data from the students' voice.

### 3.4 The procedure of collecting data

In collecting data, the researcher gave the students some steps as follows:

#### 3.4.1 Questionnaire

Questionnaire, based on Airasian is a checklist to get responses or information from some people about factual or demographic, behavioural, and also attitudinal.

From the questionnaire, the researcher collected the information from the students related to the implementation *course review horay* to improve their vocabulary mastery.

#### 3.4.2 Pre test

The pre-test is a vocabulary test. The pre-test is used to check the students' vocabulary mastery before giving treatment and this test is given to find out the initial skill or ability before implementing *course review horay*.

#### 3.4.3 Treatment

The treatment is conducted after pre-test has given in the classroom. The materials gave based on the syllabus. The researcher applied the procedure of each activity. The treatment is based on procedures for each activity in each meeting as follows:

##### 3.4.3.1 First meeting

1. The researcher greeted the students.
2. The researcher introduced *course review horay* and how to do it
3. The researcher gave some examples.
4. The researcher explained all the difficult words and the important information.
5. The students made a group consists 5-7 students
6. The teacher applied *course review horay* method. first Teacher explained the material, second students discussed the material in group, third teacher distributed understanding card, fourth groups immediately answer the question, the last groups should shout "Hoore" if the answer is correct
7. The researcher concluded the given material.
8. The researcher gave the students motivation to practice their English.

9. The researcher closed the class

#### 3.4.3.2 Second Meeting

1. The researcher greeted the students.
2. The researcher explained Academic Vocabulary.
3. The researcher gave some examples.
4. The researcher explained all the difficult words and the important information.
5. The students made a group consists 5-7 students
6. The teacher applied course review horay method. First Teacher explained the material, second students discussed the material in group, third teacher distributed understanding card, fourth groups immediately answer the question, the last groups should shout “Hoore” if the answer is correct
7. The researcher concluded the given material.
8. The researcher gave the students motivation to practice their English.
9. The researcher closes the class.

#### 3.4.3.3 Third Meeting

1. The researcher greeted the students.
2. The researcher repeated the last material.
3. The researcher explained list of vocabulary about synonyms.
4. The researcher gave some examples.
5. The researcher explained all the difficult words and the important information.
6. The students made a group consists 5-7 students
7. The teacher applied course review horay method. First Teacher explained the material, second students discussed the material in group, third teacher

distributed understanding card, fourth groups immediately answer the question, the last groups should shout “Hoore” if the answer is correct.

8. The researcher concluded the given material.
9. The researcher gave the students motivation to practice their English.
10. The researcher closed the class

#### 3.4.3.4 Fourth Meeting

1. The researcher greeted the students.
2. The researcher repeated the last material.
3. The researcher explained list of vocabulary about antonyms.
4. The researcher gave some examples.
5. The researcher explained all the difficult words and the important information.
6. The students made a group consists 5-7 students
7. The teacher applied course review horay method. First Teacher explained the material, second students discussed the material in group, third teacher distributed understanding card, fourth groups immediately answer the question, the last groups should shout “Hoore” if the answer is correct.
8. The researcher concluded the given material.
9. The researcher gave the students motivation to practice their English.
10. The researcher closed the class

#### 3.4.3.5 Fifth Meeting

1. The researcher greeted the students.
2. The researcher repeated the last material
3. The researcher explained how to use vocabulary in sentence
4. The researcher gave some examples.

5. The researcher explained all the difficult words and the important information.
6. The students made a group consists 5-7 students
7. The teacher applied course review horay method. First Teacher explained the material, second students discussed the material in group, third teacher distributed understanding card, fourth groups immediately answer the question, the last groups should shout “Hoore” if the answer is correct.
8. The researcher concluded the given material.
9. The researcher gave the students motivation to practice their English.
10. The researcher closed the class.

#### 3.4.3.6 Last Meeting

1. The researcher greeted the students.
2. The researcher repeated all the material and practicing
3. The researcher gave some examples.
4. The researcher explained all the difficult words and the important information.
5. The students made a group consists 5-7 students
6. The teacher applied course review horay method. First Teacher explained the material, second students discussed the material in group, third teacher distributed understanding card, fourth groups immediately answer the question, the last groups should shout “Hoore” if the answer is correct.
7. The researcher concluded the given material.
8. The researcher gave the students motivation to practice their English.
9. The researcher closed the class.

### 3.4.4 Post test

After doing the treatment, the researcher gave the post-test to the student. It is aimed to identify the influence of course review horay in achievement vocabulary mastery of SMP 4 Tiroang.

### 3.5 The Technique of Data Analysis

The data collected through pre- test and post- test, the following procedure was used:

#### 3.5.1 Scoring the students' answer

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

#### 3.5.2 Classifying the score five levels classification is as follow:

Tabel 3.2 Classification the students' score

No.	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

Sources: (DirjenPendidikanDasardanMenengah)<sup>9</sup>

<sup>9</sup>Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* ( Jakarta: Depdiknas,2005), p.2.

3.5.3 Finding out the mean score use the following formula.

Where:

$\bar{x}$  : Mean

$\Sigma$ : Total Score

N: The total number of Students<sup>10</sup>

$$\bar{X} = \frac{\Sigma X}{n}$$

3.5.4 Calculating the rate percentage of the students' classification score:

$$X = \frac{F}{N} \times 100\%$$

Where :

X : Percentage

F :Frequency

N : Sum students

3.5.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\Sigma D$  = the sum of the total score

$\Sigma D^2$  = the square of the sum score of difference<sup>11</sup>

N = the total sample.

<sup>10</sup>Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi(Jakarta: Bumi Aksara,2009), p.298.

<sup>11</sup>Gay L.R. Educational Research, Competencies for Analysis and Application Second Edition.331.

### 3.5.6 Finding out the result of questionnaire

The researcher will collect the information from the students related to the implementation *course review horay* to improve their vocabulary mastery. The researcher will give some of questions with the answer yes or no to get the students' responses. The researcher only analyze the percentage of questions. The questionnaire will analyze by using formula below.

$$X = \frac{F}{N} \times 100\%$$

Where :

X : Percentage

F : Frecuency

N : Sum students<sup>12</sup>

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<sup>12</sup>Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta, 2010) P.199

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

#### 4.1 Findings

##### 4.1.1 Description of the research

To find out the answer of the research question in the previous chapter, the researcher administered a test. The test was a vocabulary test that was given twice, pre-test and post-test. The researcher also gave questionnaire to know students responses toward course review horay. The pre-test was given before treatment process to know the students' vocabulary mastery, while the post-test was given after treatment, which aims to know the answer of the problem statement: "is course review horay able to enhance students' vocabulary mastery?". Post test was given to compare students' vocabulary mastery before we apply and after we applied course review horay. This research was encountered by using one independent sample to know there were any influences of the students' achievement in vocabulary by applying course review horay.

In the first meeting, the researcher introduced what the course review horay is and the aims of this treatment, so the students understood about how to apply course review horay.

In this second meeting, the researcher gave list of vocabulary about academic vocabulary. Before giving list of vocabularies the researcher explained about academic vocabulary. After that, the researcher Explained all the vocabularies

starting from the pronunciation, word class, meaning and synonym. The researcher also gave a chance to the students to ask about how the vocabulary is used in sentences or even the definition of the vocabulary while they were memorizing it. After that, the researcher explained the rules of course review horay and asked the students to practice course review horay as the researcher explained.

The next meeting is the third where the researcher gave treatment to the students by providing the list of vocabulary with the meaning, word class, pronunciation and synonyms that they must learn. The researcher also gave a chance to the students to ask about how the vocabulary is used in sentences or even the definition of the vocabulary while they were memorizing it.

The students improved their vocabulary by using course review horay, they not only know the meaning of the words but also they know the concept of vocabulary, because using course review horay the students memorized the list of vocabulary included the concept of vocabulary started from definition of the word, the meaning of word, synonym and antonym of word, the function of word and how to use the word in sentence. The students knew the concept of word, because course review horay made them to think hard, so they not only knew the meaning but also the concept of word.

In the fourth meeting, the researcher firstly gave motivations to the students then gave a chance to students to review the last material then continued the material. They already know the meaning, definition, parts of speech even the synonyms of the words. After that, the researcher gave lists of vocabulary to improve their vocabulary mastery. The students memorized the words while understanding the concept of vocabulary.

The fifth meeting, firstly the researcher gave motivation to the students then gave a chance to students to review the last material then continued the material.. After that, they were given the list of vocabulary as the fifth meeting material. The students are asked to memorized the vocabulary. The students not only knew the meaning but also, synonym and antonym, defention and function of the word. The students also asked to use the word sentence.

The last meeting, the researcher informed to the students that this was the last meeting and asked them preparation for the post test in the next meeting. After that, the students parepared to do the course review horay for the last meeting. Firstly, the researcher explained again the rules and the procedures of the course review horay to ensure that they were ready. All the students were given words to be memorized. They were given the opportunity to ask for the word to be explained, the definition of the word, the word class and how the word to be used in the sentence.

Some students have trouble with spelling. Sometimes they mispelt the word with the different reasons. Most of the mistakes they made were mentioning vowels (a,i,e) and some are wrong when spelling words that have the same two letters (**a**ppropriate, **a**nnotate, **a**ssumption, **i**llustrate) or even they got the difficult word to be spelt like (Hypothesize, appropriate, synthesize) that made them were difficult to memorize the word. That is because spelling is a complex activity that involves many skills

Fortunately, most of the students succeeded to spell and explain the word given and say it correctly and confidently. They have been treated for several meetings, so that they are fit and familiar with the words given and have a good pronunciation. Although the word is rather long but they can pronounce it well.

The students got themselves to be more confident. They learnt without feeling any burden. Even though, the students have answered incorrectly, course review horay has encouraged students to answer again until get the right answer. By using course review horay, all of the students are motivated to involved in the class activity.

#### 4.1.2 Finding through the Test

##### 4.1.2.1 Score of Pre-test

The researcher has given pre-test to know the students' vocabulary mastery before treatment by applying course review horay. The students were difficult to get excellent in the pre test, that's why they have to get some treatments to enhance the students' vocabulary mastery. In this research the researcher gave 6 meetings to treat students.

There was the result of the students' pre-test.

Table 4.1 The Students' Score of Pre-test

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	44	Poor
2	Responden 2	48	Poor
3	Responden 3	48	Poor
4	Responden 4	48	Poor
5	Responden 5	48	Poor
6	Responden 6	72	Good
7	Responden 7	77	Good
8	Responden 8	72	Good
9	Responden 9	72	Good
10	Responden 10	72	Good

11	Responden 11	72	Good
12	Responden 12	70	Fair
13	Responden 13	48	Poor
14	Responden 14	60	Fair
15	Responden 15	52	Poor
16	Responden 16	52	Poor
17	Responden 17	72	Good
18	Responden 18	40	Very Poor
19	Responden 19	52	Poor
20	Responden 20	62	Fair
21	Responden 21	68	Fair
22	Responden 22	68	Fair
23	Responden 23	40	Fair
24	Responden 24	56	Fair
25	Responden 25	48	Poor
26	Responden 26	80	Good
27	Responden 27	64	Fair
28	Responden 28	66	Fair
29	Responden 29	72	Good
30	Responden 30	36	Very Poor
31	Responden 31	78	Good
32	Responden 32	78	Good
33	Responden 33	76	Good
$\Sigma$		2011.0	Fair

*Source: The result of pre test of SMP 4 Tiroang*

Based on the result of pre-test analysis in the table above, it showed that there are 3 students got very poor, there are 10 students got poor, 8 students got fair, there are 12 students got good, from the overall students achieved of their vocabulary. It is described that the quality of the students' vocabulary mastery is still poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$  = Total f row score

N = Number of Students

X =  $\frac{2011}{33}$

60,9

X = 60,9

So, the mean score of pre-test is 60,9

After determining the mean score of pre-test was 60,9 it could be seen that student's vocabulary mastery was in fair category. Based on Suharsimi arikunto "Dassar-dasar pendidikan".

Table 4.2 The Classification of Frequency and Percentage Score of Students'

## Vocabulary Mastery in Pre-Test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	EXCELLENT	86-100	0	0%
2	GOOD	71-85	12	37%
3	FAIR	56-70	8	24%
4	POOR	41-55	10	30%
5	VERY POOR	≤ 40	3	9%
$\Sigma$			33	100%

*Source: The Classification of pre test of MA YMPI Rappang*

The data above shows that from 33 students, there were 3(9%) students in very poor level, 10(30%) students in Poor level, 8(24%) student in fair level, 12(37%) students in good level and none of students who gain excellent level.

## 4.1.2.2 Score of Post-test

The researcher has given post-test to know the students' vocabulary mastery after giving treatment by applying Spelling Bee Game for six meetings. Most of them were better than before. They can memorize the list of vocabularies fluently with a good pronunciation.

There was the result of the students' post-test :

Table 4.3 The Students' Score of Post-test

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	76	Good
2	Responden 2	70	Fair
3	Responden 3	78	Good

4	Responden 4	78	Good
5	Responden 5	78	Good
6	Responden 6	72	Good
7	Responden 7	77	Good
8	Responden 8	72	Good
9	Responden 9	72	Good
10	Responden 10	72	Good
11	Responden 11	72	Good
12	Responden 12	70	Fair
13	Responden 13	70	Fair
14	Responden 14	66	Fair
15	Responden 15	78	Good
16	Responden 16	60	Fair
17	Responden 17	80	Good
18	Responden 18	70	Fair
19	Responden 19	76	Good
20	Responden 20	76	Good
21	Responden 21	70	Fair
22	Responden 22	78	Good
23	Responden 23	68	Fair
24	Responden 24	60	Fair
25	Responden 25	76	Good
26	Responden 26	80	Good
27	Responden 27	78	Good

28	Responden 28	80	Good
29	Responden 29	80	Good
30	Responden 30	72	Good
31	Responden 31	88	Excellent
32	Responden 32	88	Excellent
33	Responden 33	78	Good
$\Sigma$		2459.0	Good

*Source: The result of post test of SMP 4 Tiroang*

Based on the result of pre-test analysis in the table above, it showed that no one student got very poor, no one student got poor, 9 students got fair, there are 22 students got good. However, and there 2 students got excellent, from the overall students achieved of their vocabulary. It is described that the quality of the students' vocabulary mastery is still poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the post-test

Calculating the mean score of post-test as follow:

$$X = \frac{\Sigma E}{N}$$

In which:

X = Mean score

$\Sigma E$  = Total f row score

N = Number of Students

$$X = \frac{2459}{33}$$

$$X = 74,5$$

So, the mean score of pre-test is 74,5

After determining the mean score of pre-test was 74,5 it could be seen that student's vocabulary mastery was in good category. Based on Suharsimi arikunto "*Dassar-dasar pendidikan*"

Table 4.4 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Pre-Test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	2	6%
2	GOOD	71-85	22	67%
3	FAIR	56-70	9	27%
4	POOR	41-55	0	0%
5	VERY POOR	$\leq 40$	0	0%
$\Sigma$			33	100%

*Source: The Classification of post test of SMP 4 Tiroang*

The data above shows that from 33 students, there were 9(27%) students in fair level, 22(67%) students in good level, 2(6%) student in excellent level, and none of students who got poor and very poor level.

#### 4.1.3 The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the students' knowledge gained in the treatment by applying course review horay in this research. In other words to determine the student's knowledge level of their vocabulary mastery, the pre-test is given to the students before doing treatment, it means that the students had to answer the test well and the post-test is given to the students after doing treatment with the same kind of test. In another word to measure the students' knowledge level of vocabulary mastery is course review horay.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 The Comparison between Pre-test and Post-test Result

No.	Nama	The Score of Pre-Test	The Score of Post-Test
1	Responden 1	44	76
2	Responden 2	48	70
3	Responden 3	48	78
4	Responden 4	48	78
5	Responden 5	48	78
6	Responden 6	72	72
7	Responden 7	77	77
8	Responden 8	72	72
9	Responden 9	72	72
10	Responden 10	72	72
11	Responden 11	72	72
12	Responden 12	70	70
13	Responden 13	48	70
14	Responden 14	60	66
15	Responden 15	52	78
16	Responden 16	52	60
17	Responden 17	72	80
18	Responden 18	40	70
19	Responden 19	52	76
20	Responden 20	62	76

21	Responden 21	68	70
22	Responden 22	68	78
23	Responden 23	40	68
24	Responden 24	56	60
25	Responden 25	48	76
26	Responden 26	80	80
27	Responden 27	64	78
28	Responden 28	66	80
29	Responden 29	72	80
30	Responden 30	36	72
31	Responden 31	78	88
32	Responden 32	78	88
33	Responden 33	76	78
<b>Mean</b>		<b>60,9</b>	<b>74,5</b>

(Source: Primary data processing)

The table above shows that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary mastery by course review horay. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 36 and the maximum was 80, beside that the minimum score of post-test was 60 and the maximum score of post-test was 95. The mean of pre-test was 57,1 and the mean of post-test was 88. Before giving a treatment the students got fair category but after doing treatment by applying course review horay the students

got good category, it means that there is improvement with students' vocabulary mastery.

#### 4.1.4 T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The Worksheet of the Calculating of the Score on Pre-test and Post-test

No.	Nama	The Score of Pre-Test	The Score of Post-Test	(D)	D <sup>2</sup>
1	Responden 1	44	76	32	1024
2	Responden 2	48	70	22	484
3	Responden 3	48	78	30	900
4	Responden 4	48	78	30	900
5	Responden 5	48	78	30	900
6	Responden 6	72	72	0	0
7	Responden 7	77	77	0	0
8	Responden 8	72	72	0	0
9	Responden 9	72	72	0	0
10	Responden 10	72	72	0	0
11	Responden 11	72	72	0	0
12	Responden 12	70	70	0	0
13	Responden 13	48	70	22	484
14	Responden 14	60	66	6	36

15	Responden 15	52	78	26	676
16	Responden 16	52	60	8	64
17	Responden 17	72	80	8	64
18	Responden 18	40	70	30	900
19	Responden 19	52	76	24	576
20	Responden 20	62	76	14	196
21	Responden 21	68	70	2	4
22	Responden 22	68	78	10	100
23	Responden 23	40	68	28	784
24	Responden 24	56	60	4	16
25	Responden 25	48	76	28	784
26	Responden 26	80	80	0	0
27	Responden 27	64	78	14	196
28	Responden 28	66	80	14	196
29	Responden 29	72	80	8	64
30	Responden 30	36	72	36	1296
31	Responden 31	78	88	10	100
32	Responden 32	78	88	10	100
33	Responden 33	76	78	2	4
$\Sigma$				448	10848

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$  = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{448}{33}$$

$$D = 13,57$$

So, the mean score of difference is 13,57

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{13.57}{\sqrt{\frac{10848 - \frac{448^2}{33}}{33(33-1)}}}$$

$$t = \frac{13.57}{\sqrt{\frac{10848 - \frac{200704}{33}}{33(32)}}}$$

$$t = \frac{13.57}{\sqrt{\frac{10848 - 6081.9}{1056}}}$$

$$t = \frac{13.57}{\sqrt{\frac{4766.1}{1056}}}$$

$$t = \frac{13.57}{\sqrt{4.513}}$$

$$t = \frac{13.57}{2.12}$$

$t = 6.4$  So, the t-test value is 6.4

#### 4.1.5 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is  $t = 6.4$ . To find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 33 - 1 = 32$$

For the level of significance ( $p = 0,05$ ) and  $df = 32$  then the value of the table = 6.4 the value of the T-test was greater than the t-table ( $6.4 > 1,69389$ ) it means that

there was an improvement with the students' vocabulary mastery after giving treatment by applying course review hour to the students of SMP 4 Tiroang.

#### 4.1.6 Analysis of Questionnaire

Questionnaire was used as an instrument to gain more information about students' responses. In order to get the information from the respondents, there were 10 questions which were asked in the questionnaire (see appendix). The students' answers then were classified into two categories yes or no (see appendix) so they can be analyzed easier.

The result summary of the questionnaire was as follow :

Tabel 4.7 The Result of the Questionnaire.

Question	Total Answer	
	Yes	No
QS 1	31	2
QS 2	3	30
QS 3	33	0
QS 4	33	0
QS 5	22	11
QS 6	21	12
QS 7	22	11
QS 8	29	4
QS 9	29	4
QS 10	29	4

*Source; The students of SMP 4 Tiroang*

The result above gives the information that is explained below:

1. 94% of the students liked to learn English lesson.

2. Most of the students never used course review horay in vocabulary lesson
3. All of the students agreed that the teacher had given an interesting vocabulary lesson by applying course review horay
4. All of the students agreed that course review horay can help student to improve ther vocabulary mastery
5. 67% of the students already knew synonym of word by the teacher
6. 64% students already knew antonym of word by the teacher
7. 67% students already knew the defenition of word by the teacher
8. 88% students already knew the function of word by the teacher
9. 88% of the students felt their vocabulary mastery in sentence improved because of *course review horay*
10. 88% of the students felt their vocabulary mastery in english improved because of *course review horay*

The researcher has given questionnaire to know the students responses to the course review horay. All of students were interesting to apply course review horay in learning process. All of them interested to course review horay as the technique to improve their vocabulary mastery. they course review horay able to improve their vocabulary mastery.

## **4.2 Discussion**

### **4.2.1 The Result of the test.**

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see thatthere were 9(27%) students in fair level, 22(67%) students in good level, 2(6%) student in excellentlevel, and none of

students who got poor and very poor level. the researcher concluded that the students' vocabulary mastery from fair up to Good category.

In addition, the mean score of pre-test was 60.9 and the mean score of post-test was 74.5. As conclusion, the mean score of post-test (74.5) was greater than pre-test (60.9). Even, for the level significant (p) 5% and  $df = 32$ , and the value of table is 1.69389 while the value of t-test is 6.4 it means that, the t-test value is greater than t-table ( $6.4 \geq 1.69389$ ). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is refused and the alternative hypothesis ( $H_1$ ) is accepted.

In the preface study that the researcher did in SMP 4 Tiroang it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the teacher seldom used different method such as course review horay to improve the students' vocabulary mastery.

The researcher concluded that one of the main factor which made the students lack of vocabulary caused by the strategy or media used in class is monotonous, the students rarely study using media or method in class since in vocabulary learning so many vocabularies were not familiar to them. Students who lack of vocabulary sometimes can not deduce the meaning of a word from the context.

For students, still many vocabularies that they had not known. An unknown vocabulary can be like a suddenly dropped causing the students stop and think about the meaning of the word and thus making them miss the next part of the speech. Both the students and teacher had problem related to the in learning vocabulary process. The teacher did not follow the way to teach vocabulary properly. Moreover, the materials were also not good enough to be used since the materials were almost the same and less

varied. Those condition were causing bad effect for the students so then the students got low score in vocabulary mastery.

Some problems occurred during the implementation of course review horay to improve the students vocabulary mastery. First was related to time management, and the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the material of vocabulary. Besides that, the different of knowledge about vocabulary also was caused trouble in teaching. Considering the importance of teaching vocabulary, there should be a technique that can promote the language learning.

Teaching vocabulary has been presented in so many methods and should be taught in various ways so that students could be interested in learning vocabulary. One of method to develop students' vocabulary was course review horay method. There are some advantages in using course review horay, it can improve students' activity in learning activities because of entertainment interspersed in the form of yelyel, vocabulary skill, the students' academic performance, the students problem solving, the students skill work comprehension in the text gaven and it also can beused by students to practice their concentration and their ability in memorizing.<sup>13</sup> Course review horay is one of the interesting method to teach English vocabulary. In this method children or students not only memorize a word, letter by letter but also students be brave speaking in front of public. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or

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<sup>13</sup> Arifatun, Dwi & Eko, *Keefektifan Model Pembelajaran Course Review Horay dengan Pendekatan Kontesktual terhadap Kemampuan Komunikasi Matematis pada Materi Segitiga Kelas VII*, (Journal Vol. 3, No. 1, 2016) p. 3

understanding of meaning of words. This game has helped the students enhance their vocabulary mastery in English by learning in a fun and interesting way.

After the researcher applied course review horay in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed course review horay can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

This was surely improve the students' Vocabulary mastery. In the use of *course review horay*, there were many advantages as follows:

1. The learning activities are interesting and not makes the students be bored.
2. The students easy to understand the words given.
3. The students enjoy and fun are in the learning process.
4. Improve the students activity in learning activities because of entertainment interspersed in the form of yelyel.
5. Train the cooperation and ability of students in solve the problem.

Some findings from experts supports that the finding of this research, they were, from Masruddin stated that the *course review horay* able to help the students to improve their vocabulary mastery<sup>14</sup> and also from Nadia Devina Arya Putri stated that *course review horay* method can improve students vocabulary. Therefore, course review horay is recommended as a good method in teaching.<sup>15</sup>

<sup>14</sup> Masruddin, *Course Review Horay Method In Teaching Speaking*, (National Journal, State Islamic Institute Palopo, Vol. 7, No. 1, 2019) P.154

<sup>15</sup> Nadia Devina Arya Putri, *The Effectiveness Of The Use Of Course Review Horay (Crh) Methods To Improve Numeracy Division Skill of Children With Mild Mental Retardation*, (European Journal, Volume. 2, 2017), P.39

Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of *course review horay* it was proved that this method influenced the learners' vocabulary mastery.

#### 4.2.2 The Result of the Questionnaire

After giving post test the researcher gave 10 questions to answer by students in two categories yes or no. The questionnaire was given to know the students' responses to *course review horay* after treatment, so the researcher can conclude whether *course review horay* can improve the students' vocabulary mastery.

94% of the students liked to learn English lesson. Most of the students never used *course review horay* vocabulary lesson. All of the students agreed that the teacher had given an interesting vocabulary lesson by applying *course review horay*. All of the students agreed that *course review horay* can help student to improve their vocabulary mastery. 67% of the students already knew synonym of word by the teacher. 64% students already knew antonym of word by the teacher. 67% students already knew the definition of word by the teacher. 88% students already knew the function of word by the teacher. 88% of the students felt their vocabulary mastery in sentence improved because of *course review horay*. 88% of the students felt their vocabulary mastery in English improved because of *course review horay*. Some findings from experts supports that the finding of this research, from DeaFinanda stated that *course review horay* game has helped the students enhance their vocabulary mastery in English by learning in a fun and interesting way.<sup>16</sup> And also from Masruddin stated that another positive impact to students is that *course*

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<sup>16</sup>DeaFinanda Harefa, The Effect Of Course Review Horay Method On The Students' Vocabulary Mastery At The Second Grade Students Of Smp Al-Hidayah Medan In Academic Year 2017/2018, (Unpublished thesis of State Islamic University Of North Sumatera), P.70

review horay brings a fun and relaxing atmosphere. Students learn the language without any stressful.

Based on the students' responses the researcher conclude that course review horayhelp them to improve their vocabulary mastery. they were also interested to learn vocabulary by applying course review horay.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

#### 5.1 Conclusion

Based on the findings of the study, the researcher gave conclusions:

The research of data analysis showed that course review horay is able to help students personalize their learning vocabulary and listen to and appreciate the ideas and thinking of others and it was also described that this material was an effective way when the students are solving problems that have no specific right answers.

The data analysis test also showed that there was a difference between the students' vocabulary mastery before and after applying "course review horay", it was proved by the development of mean score from 60.9 on the pre-test to 74.5 on post-test, while the T-test value 6.4 is higher than t-table 1,69389. Therefore, course review horay was able to improve the students' vocabulary mastery of the students of SMP 4 Tiroang.

The researcher can see how the students responses towards the use of course review horay from the result of questionnaire. It showed that the course review horay was not only motivating and fun but could also provide excellent practice for improving the students' vocabulary mastery. applying the course review horay is considered very effective and the researcher indirectly add an element of fun and relaxation in vocabulary practice. The purpose of using this method in teaching

process is to make the material more interesting, enjoyable and challenging especially in introducing new vocabulary. Course review horay is one of the interesting method to teach English vocabulary. In this method students not only memorize a word, letter by letter but also students be brave speaking in front of the people. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of meaning, class word, similiar meaning, definition and how the word is used in the sentence.

The researcher concluded that allof students were interesting to apply course review horayin learning process. They felt course review horay able to enhance their vocabulary mastery.

## **5.2 Suggestion**

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

### **5.2.1 For the English teacher**

1. The teacher has to be more creative and innovative to manage the use of media, method, technique and game in teaching Vocabulary
2. The English teacher should be able to use some of technique that was suitable for the students' condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conducive condition in teaching would become one access to carry the success of material to be taught.
3. The English teacher should teach the students how to explain something in the good explanation or description so, the students can practice or use English in daily life as well.

4. The teacher should give more chances to the students to be more active, and let the students do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

#### 5.2.2 For the students/members

1. The members should express their selves on improving their vocabulary mastery and does not less motivation in learning vocabulary wherever and whenever.
2. The members should repeat to memorize vocabulry English in daily life because, practice makes perfect.
3. The members should be intensified and accustomedto sharing their idea with their friends.

#### 5.2.3 For the next researcher

1. There were still much more media,technique,method,strategy and game in teaching English and course review horayis one of the methods of teaching. So the next researcher should be more creative to find another technique of teaching.
2. It is necessary to another researcher conduct a further research, in order to validate the result of this study.

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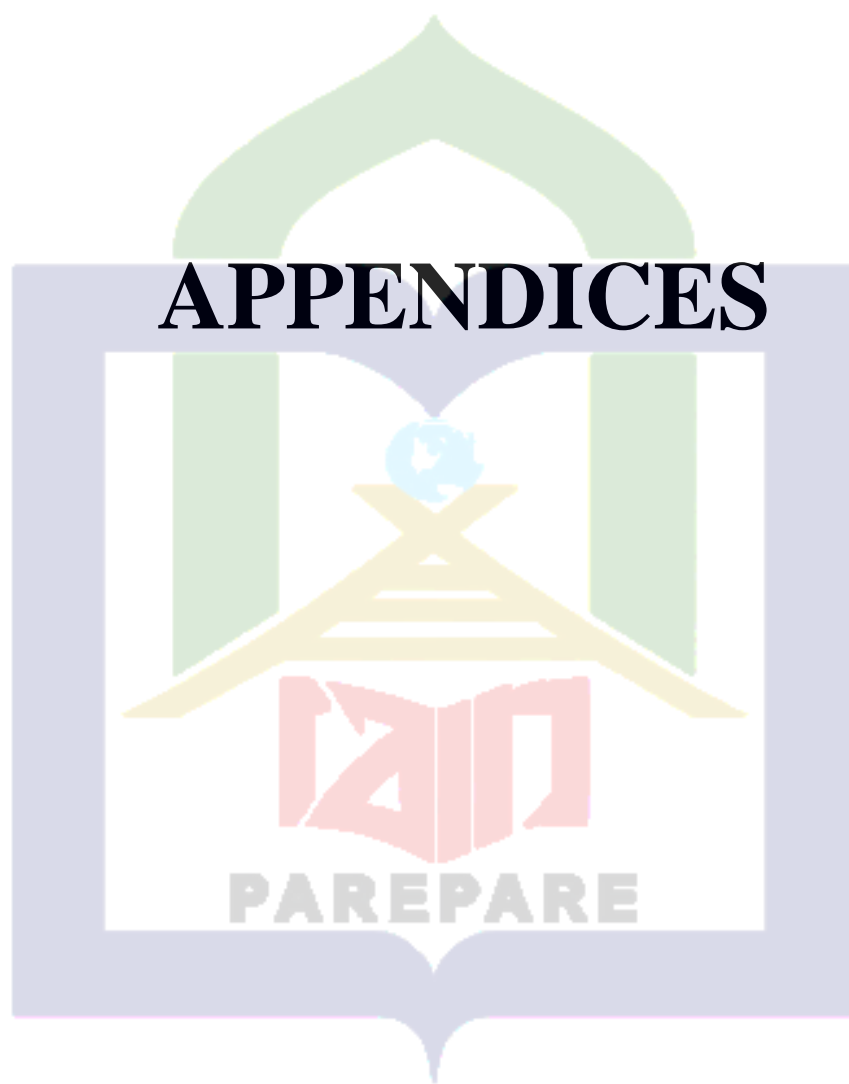
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# APPENDICES

## Appendix 1. Research Instrument

**Instrument**

## Pre-test, Post-test and Questionnaire

**1. Pre-Test**

1.1 Find and pair the meaning and definition of the words the below!

- |               |                    |
|---------------|--------------------|
| a. Assemble : | f. Saran :         |
| b. Brief :    | g. Menilai :       |
| c. Conclude : | h. Pendapat :      |
| d. Relevant : | i. Sebab :         |
| e. Event :    | j. Membandingkan : |

1.2 Choose the letter of the word which is the synonym to the word in italics !

- Vocabulary is one of the *important* elements in a language. (**invariably / origin / essential**)
- You look *perfect* today ( **ideal / beautiful / nice**)
- Technological *development* greatly facilitate human activity . (**decrease/ progress/ useless**)
- Labaco continued to *explore* other ideas about the new product. (**inquire / unbelievable/ cangle**)
- I must *prepare* for dinner.( **place/ price/ provide**)

1.3 Draw lines connecting the pairs of opposites below!

A	B
Observe	Baseless

Indirect	Invalid
Support	Infract
Valid	Disclaim
Claim	Direct

1.4 Arrangethese random words below!

1. Alamat	a. A-S-R-S-D-E-D
2. Kategori	b. Y-C-T-A-E-R-G-O
3. Lengkap	c. E-M-C-P-L-E-T-O
4. Menemukan	d. V-R-E-D-S-I-C-O
5. Contoh	e. P-L-E-X-M-A-E

## 2. Post-Test

2.1 Draw lines connecting the pairs of opposites below !

A	B
Always	Derelict
Consist	Rumors
Crucial	Infract
Fact	Invalid
Observe	Never
Indirect	Fade
Support	Unimportant
Valid	Infract
Claim	Disclaim
Occur	Direct

2.2 Find the meanings and the definition of the words below !

- |                 |                     |
|-----------------|---------------------|
| a. Evidence :   | f. Pendapat :       |
| b. Appropriate: | g. Menilai :        |
| c. Conclude :   | h. Sangat penting : |
| d. Brief :      | i. Sebab :          |
| e. Event :      | j. Membandingkan :  |

2.3 Choose the letter of the word which is the synonym to the word in italics !

- Technological *development* greatly facilitate human activity . (**decrease/ progress/ useless**)
- Vocabulary is one of the *important* elements in a language. ( **invariably / origin / essential**)
- I must *prepare* for dinner.( **place/ price/ provide**)
- Labaco continued to *explore* other ideas about the new product. (**inquire / unbelievable/ cancel**)
- You look *perfect* today ( **ideal / beautiful / nice**)

2.4 Arrange these random words below !

1. Petunjuk	a. L-U-E-C
2. Menggambarkan	b. D-S-E-R-C-B-I-E
3. Menjelaskan	c. N-X-E-L-P-A-I
4. Mengukur	d. U-R-E-M-E-A-S
5. Partisipasi	e. I-O-N-R-P-A-T-T-I-I-I-P-A-C
6. Meramalkan	f. P-E-R-I-C-D-T

7. Kategori	g. Y-C-T-A-E-R-G-O
8. Lengkap	h. E-M-C-P-L-E-T-O
9. Menemukan	i. V-R-E-D-S-I-C-O
10. Garisbesar	j. L-N-E-I-O-T-U

### 3. Questionnaire

NAMA :

Kelas :

No	PERTANYAAN	JAWABAN	
		Y A	TIDA K
1	Apakah Anda menyukai mata pelajaran Bahasa Inggris?		
2	Apakah Anda pernah menggunakan teknik <i>course review</i> horaysebelumnya untuk membantu Anda menguasai kosakata dalam Bahasa Inggris?		
3	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>course review horay</i> menarik?		
4	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>course review horay</i> membantu Anda dalam menghafal kosa kata Bahasa Inggris?		
5	Apakah cara guru dalam mengajarkan kosakata menggunakan <i>course review horay</i> membantu Anda dalam mengetahui sinonim dalam kosa kata ?		
6	Apakah cara guru dalam mengajarkan kosakata menggunakan <i>course</i>		

	<i>review</i> <i>horay</i> membantu Anda dalam mengetahui antonim dalam kosakata ?		
7	Apakah Anda pernah menggunakan teknik <i>Course review</i> <i>horay</i> sebelumnya untuk membantu Anda menguasai daftar vocabulary?		
8	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>course review</i> <i>horay</i> membantu Anda dalam mengetahui fungsi setiap kosakata ?		
9	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>course review</i> <i>horay</i> membantu Anda dalam mengetahui penggunaan kosakata dalam kalimat ?		
10	Apakah cara guru dalam mengajarkan kosakata menggunakan teknik <i>course review</i> <i>horay</i> meningkatkan kosakata Anda dalam Bahasa Inggris?		

## Appendix 2. Lesson Plan

**LESSON PLAN ONE****Study Program : English****Topic : Introducing Course review horay****Meeting : First Meeting****Duration : 2 x 40 minutes**

1. The researcher greeted the students.
2. The researcher introduced course review horay and how to do it
3. The researcher gave some examples.
4. The researcher explained all the difficult words and the important information.
5. The students made a group consists 5-7 students
6. The teacher applied course review horay method. first Teacher explained the material, second students discussed the material in group, third teacher distributed understanding card, fourth groups immediately answer the question, the last groups should shout “Hoore” if the answer is correct
7. The researcher concluded the given material.
8. The researcher gave the students motivation to practice their English.
9. The researcher closed the class

## LESSON PLAN TWO

**Study Program** : English  
**Topic** : Academic Vocabulary  
**Meeting** : Second Meeting  
**Duration** : 2 x 40 minutes

1. The researcher greeted the students.
2. The researcher explained Academic Vocabulary.
3. The researcher gave some examples.
4. The researcher explained all the difficult words and the important information.
5. The students made a group consists 5-7 students
6. The teacher applied course review horay method as the previous session.
7. The researcher concluded the given material.
8. The researcher gave the students motivation to practice their English.
9. The researcher closes the class.

### LESSON PLAN THREE

**Study Program** : English years)

**Topic** : Synonym of vocabulary

**Meeting** : Third Meeting

**Duration** : 2 x 40 minutes

1. The researcher greeted the students.
2. The researcher repeated the last material.
3. The researcher explained list of vocabulary about synonyms.
4. The researcher gave some examples.
5. The researcher explained all the difficult words and the important information.
6. The students made a group consists 5-7 students
7. The teacher applied course review horay method as the previous session.
8. The researcher concluded the given material.
9. The researcher gave the students motivation to practice their English.
10. The researcher closed the class

## LESSON PLAN FOUR

**Study Program** : English (years)  
**Topic** : antonym of vocabulary  
**Meeting** : Fourth Meeting  
**Duration** : 2 x 40 minutes

1. The researcher greeted the students.
2. The researcher repeated the last material.
3. The researcher explained list of vocabulary about antonyms.
4. The researcher gave some examples.
5. The researcher explained all the difficult words and the important information.
6. The students made a group consists 5-7 students
7. The teacher applied course review horay method as the previous session.
8. The researcher concluded the given material.
9. The researcher gave the students motivation to practice their English.
10. The researcher closed the class

## LESSON PLAN FIVE

**Study Program** : English years)

**Topic** : how to use vocabulary in sentence

**Meeting** : Fifth Meeting

**Duration** : 2 x 40 minutes

1. The researcher greeted the students.
2. The researcher repeated the last material
3. The researcher explained how to use vocabulary in sentence
4. The researcher gave some examples.
5. The researcher explained all the difficult words and the important information.
6. The students made a group consists 5-7 students
7. The teacher applied course review horay method as the previous session.
8. The researcher concluded the given material.
9. The researcher gave the students motivation to practice their English.
10. The researcher closed the class.

## LESSON PLAN SIX

**Study Program** : English (years)  
**Topic** : Repeat all material and Practicing  
**Meeting** : Sixth Meeting  
**Duration** : 2 x 40 minutes

1. The researcher greeted the students.
2. The researcher repeated all the material and practicing
3. The researcher gave some examples.
4. The researcher explained all the difficult words and the important information.
5. The students made a group consists 5-7 students
6. The teacher applied course review horay method as the previous session.
7. The researcher concluded the given material.
8. The researcher gave the students motivation to practice their English.
9. The researcher closed the class.

Appendix 3. The Result of questionnaire

Respondent	QS 1		QS 2		QS 3		QS 4		QS 5		QS 6		QS 7		QS 8		QS 9		QS 10	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
RS1	1		1		1		1		1		1		1		1		1		1	
RS2	1			1	1		1		1		1		1		1		1		1	
RS3	1			1	1		1			1			1		1			1		
RS4	1			1	1		1		1		1			1		1				1
RS5	1			1	1		1		1		1			1		1			1	
RS6	1			1	1		1		1		1			1		1			1	
RS7	1			1	1		1			1		1		1		1			1	
RS8	1			1	1		1		1		1			1		1			1	
RS9	1			1	1		1		1		1			1		1			1	
RS10	1			1	1		1		1		1			1		1			1	
RS11	1			1	1		1		1		1			1		1			1	
RS12	1			1	1		1		1		1			1		1			1	
RS13	1			1	1		1			1		1		1		1				1
RS14		1			1		1		1		1			1		1			1	
RS15	1			1	1		1		1		1			1		1			1	
RS16	1			1	1		1		1		1			1		1			1	
RS17	1			1	1		1		1		1			1		1			1	
RS18	1			1	1		1		1		1			1		1			1	
RS19	1		1		1		1		1		1			1		1			1	
RS20	1			1	1		1			1		1		1		1			1	
RS21	1		1		1		1		1		1			1		1			1	
RS22	1			1	1		1		1		1			1		1			1	
RS23	1			1	1		1		1		1			1		1			1	
RS24	1			1	1		1		1		1			1		1			1	
RS25	1			1	1		1			1		1		1		1			1	
RS26	1			1	1		1		1		1			1		1			1	
RS27	1			1	1		1		1		1			1		1			1	
RS28	1			1	1		1		1		1			1		1			1	
RS29	1			1	1		1		1		1			1		1			1	
RS30		1			1		1		1		1			1		1			1	
RS31	1			1	1		1		1		1			1		1			1	
RS32	1			1	1		1		1		1			1		1			1	
RS33	1			1	1		1		1		1			1		1			1	
Total	31	2	3	30	33	0	33	0	22	11	21	12	22	11	29	4	29	4	29	4
Percentage	94%	6%	9%	91%	100%	0%	100%	0%	67%	33%	64%	36%	67%	33%	88%	12%	88%	12%	88%	12%

Appendix 4 :Tabel List of vocabulary

No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Conclude	/kən'klōōd/	Verb	Menyimpulkan	Deduce
2	Assemble	/ə'sembəl/	Verb	Menyatukan	Collect
3	Appropriate	/ə'prōprēət/	Adjective	Pantas	Proper
4	Brief	/brēf/	Noun	Singkat	Short
5	Cause	/kôz/	Noun	Sebab	Source
6	Category	/'kadə,gôrē/	Noun	Kategori	Class
7	Compared	/cəm'per/	Verb	Membandingk an	Contrast
8	Complete	/kəm'plēt/	Adjective	Lengkap	absolute
9	Address	/ə'dres,'a,dres/	Noun	Alamat,tempat	Inscription
10	Clue	/klōo/	Noun	Petunjuk	Hint
11	Crucial	/krōoSHəl/	Adjective	Sangat penting	Important
12	Discover	/də'skəvər/	Verb	Menemukan	Find
13	Describe	/də'skrīb/	Verb	Menggambark an	Explain
14	Event	/ə'vent/	Noun	Peristiwa	Incident
15	Evidence	/'əvədəns/	Noun	Bukti	Proof
16	Example	/ig'zamləl/	Noun	Contoh	Sample
17	Explain	/ik'splān/	Verb	Menjelaskan	Describe
18	Judge	/jəj/	Verb	Menilai	Justice
19	Measure	/'meZHər/	Noun	Ukuran	Estimate

20	Opinion	/ə'pinyən/	Noun	Pendapat	Belief
21	Important	/im'pôrtnt/	Adjective	Penting	Essential
22	Perfect	/'pərfikt/	Noun	Sempurna	Ideal
23	Development	/də'veləpmənt/	Noun	Perkembangan	Progress
24	Explore	/ik'splôr/	Verb	Menyelidiki	Inquire
25	Prepare	/prə'per/	Verb	Menyiapkan	Provide
26	Outline	/'out,līn/	Noun	Garis besar	Summary
27	Predict	/prə'dikt/	Verb	Meramalkan	Foretell
28	Suggestion	/sə(g)'jesCH(ə)n/	Noun	Saran	recommandation
29	Relevant	/'reləvənt/	Noun	Berkaitan	Related
30	Participation	/pär,tisə'pāSH(ə)n/	Noun	Ikut serta	Contribution

N o	Item	Pronunciation	Word Class	Meaning	Synonym
1	Assumption	ə'səm(p)SH(ə)n	Noun	Anggapan	Supposition
2	Analogy	/ə'naləjē/	Noun	Persamaan	Similarity
3	Annotate	/'anə,tāt/	Verb	Menambah ket.	Interpret
4	Anticipate	/an'tisə,pāt/	Verb	Mengharapkan	Expect
5	Cite	/sīt/	Verb	Mengutip	Quote-
6	Compile	/kəm'pīl/	Verb	Menyusun	Collate
7	Concise	/kən'sīs/	Adjective	Ringkas	Short
8	Conduct	/'kän,dəkt/	Noun	Tingkah laku	Behavior
9	Consider	/kən'sidər/	Verb	Mempertimbangka	Examine

				n	
10	Consult	/kən'səlt/	Verb	Berkonsultasi	Talk
11	Diction	/'dikSH(ə)n/	Noun	Gaya bicara	Articulation
12	Depict	/də'pikt/	Verb	Menggambarkan	Illustrate
13	Discuss	/də'skəs/	Verb	Membahas	Argue
14	Equal	/'ēkwəl/	Adjective	Setara	Identical
15	Hypothesize	/hī'pāTHə,sīz/	Verb	Meng-Hipotesa	Conjecture
16	Identify	/ī'den(t)ə,fī/	Verb	Mengenali	Recognize
17	Imitate	/'imə,tāt/	Verb	Meniru	Copy
18	Infer	/in'fər/	Verb	Menyimpulkan	Deduce
19	Notice	/'nōdəs/	Noun	Perhatian	Attention
20	Order	/'ôrdər/	Verb	Memesan	Request
21	Passage	/'pasij/	Noun	lintasan,perjalanan	Transit
22	Plan	/plan/	Noun	Rencana	Scheme
23	Preview	/'prē,vyoo/	Noun	Pratinjau	Research
24	Report	/rə'pôrt/	Verb	Melaporkan	Announce
25	Reveal	/rə'vël/	Verb	Mengungkapkan	Tell
26	Revise	/rə'vīz/	Verb	Merevisi	Edit
27	Set	/set/	Verb	Meletakkan	Put
28	Study	/'stədē/	Verb	Mempelajari	Learn
29	Utilize	/'yoodl,īz/	Verb	Memanfaatkan	Use
30	Verify	/'verə,fī/	Verb	Memeriksa	Check



No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Trace	/trās/	Noun	Jejak	Vestige
2	Alter	/'ôltər/	Verb	Mengubah	Change
3	Suggest	/sə(g)'jest/	Verb	Menyarankan	Recommend
4	Stance	/stans/	Noun	Pendirian	Attitude
5	Solve	/sälv/	Verb	Memecahkn	Answer
6	Skim	/skim/	Verb	Meluncur	Remove
7	Speculate	/'spekyə,lāt/	Verb	Berspekulasi	Conjecture
8	Scan	/skan/	Verb	Pindai	Study
9	Restate	/rē'stāt/	Verb	Mengulangi	Repeat
10	Recall	/rə'kôl/	Verb	Menarik kembali	Cancle
11	Revise	/rə'vīz/	Verb	Merevisi	Amend
12	Presume	/prə'z(y)oom/	Verb	Menganggap	Asssume
13	Plagiarism	/'plājə,rizəm/	Noun	Plagiat	Copying
14	Note	/nôt/	Noun	Catatan	Letter
15	Monitor	/'mänədər/	Noun	Monitor	Detector
16	Main	/mān/	Adjective	Pokok, Utama	Principal
17	Introduce	/,intrə'd(y)oos/	Noun	Memperkenalkan n	Present
18	Imply	/im'plī/	Verb	Menyiratkan	Mean
19	Examine	/ig'zamən/	Verb	Memeriksa	Survey
20	Exclude	/ik'sklood/	Verb	Mengecualikan	Except
21	Edit	/'edət/	Verb	Edit	Revise

22	Diction	/ˈdɪkʃ(ə)n/	Noun	Gaya bicara	Articulation
23	Debate	/dəˈbɑːt/	Noun	Debat, diskusi	Discussion
24	Contend	/kənˈtend/	Verb	Bejuang	Struggle
25	Coherent	/ˌkōˈhɪrənt/	Adjective	Hubungan	Connection
26	Conceive	/kənˈsēv/	Verb	Memahami	Believe
27	Annotate	/ˈanəˌtāt/	Verb	Menambah ket.	Interpret
28	Synthesize	/ˈsɪnTHəˌsīz/	Verb	Mempersatukan	Combine
29	Aspect	/ˈaspekt/	Noun	Aspek	Particular
30	Articulate	/ärˈtɪkyələt/	Adjective	Pandai berbicara	Communicate

No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Always	/ˈôlˌwāz/	Adverb	Selalu	Constantly
2	Consist	/kənˈsɪst/	Verb	Terdiri	Contain
3	Crucial	/ˈkrooSHəl/	Adjective	sangat penting	Essential
4	Fact	/fakt/	Noun	Fakta	Reality
5	Observe	/əbˈzərv	Verb	sebab	Follow
6	Indirect	/ˌɪndəˈrekt/	Adverb	kategori	Devious
7	Support	/səˈpôrt/	Verb	membandingkan	Defend
8	Valid	/ˈvæləd/	Adjective	Sah	Authentic
9	Claim	/klām/	Verb	Menegaskan	Declare
10	Occur	/əˈkær/	Verb	Terjadi	Happen
11	Apply	/əˈplī/	Verb	Menerapkan	Implement
12	Approach	/əˈprōCH/	Verb	Pendekatan	Access

13	Associate	/ə'sōsē, āt, ə'sōSHē, āt	Verb	Menghubungkan	Affiliate
14	Calculate	/'kalkyə, lāt/	Verb	Menghitung	Count
15	Caption	/'kapSH(ə)n/	Noun	Bab, judul halaman	Tittle
16	concrete	/'kän, krēt, kän'krēt/	Noun	Nyata	Real
17	Defend	/də'fend/	Verb	Mempertahankan	Justify
18	Detail	/də'tāl, 'dētāl/	Verb	Perincian	Specify
19	Discipline	/'disəplən/	Noun	Disiplin	Castigate
20	Extract	/ik'strakt/	Verb	Menyadap	Derive
21	Employ	/əm'ploi/	Verb	Mempekerjakan	Engage
22	General	/'jen(ə)rəl/	Adjective	Umum	Common
23	Inform	/in'fōrm/	Verb	Memberitahukan	Apprise
24	Relate	/rə'lāt/	Verb	Menghubungkan	Connect
25	Illustrate	/'ilə, strāt/	Verb	Menjelaskan	Explain
26	Infer	/in'fər/	Verb	Menduga	Assume
27	Irrelevant	/ə'reləvənt/	Adjective	Tidak berhubungan	Unrelated
28	Show	/SHō/	Verb	Menunjukkan	Appear
29	Produce	/prə'd(y)ōos	Verb	Menghasilkan	Create
30	Prove	/prōov/	Verb	Membuktikan	Confirm

## Appendix 5 : Documentation







## Appendix 5. Research Allowance



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

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Nomor : B.585 /In.39.5.1/PP.00.9/02/2020  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI PINRANG  
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Hasriana  
Tempat/Tgl. Lahir : Pinrang, 28 Maret 1997  
NIM : 15.1300.063  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Desa Boki Kec. Tiroang Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Pinrang dalam Rangka penyusunan skripsi yang berjudul :

**"Enhancing Students Vocabulary Mastery By Using Course Review Horay Method At SMP 4 Tiroang"**

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2020. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, Februari 2020

a.n. Dekan  
Wakil Dekan I,  
  
  
Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
Nomor : 503/0095/PENELITIAN/DPMPPTSP/02/2020

Tentang

**REKOMENDASI PENELITIAN**

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 24-02-2020 atas nama HASRIANA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** :
1. Undang - Undang Nomor 29 Tahun 1959;
  2. Undang - Undang Nomor 18 Tahun 2002;
  3. Undang - Undang Nomor 25 Tahun 2007;
  4. Undang - Undang Nomor 25 Tahun 2009;
  5. Undang - Undang Nomor 23 Tahun 2014;
  6. Peraturan Presiden RI Nomor 97 Tahun 2014;
  7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
  8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
  9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :
1. Rekomendasi Tim Teknis PTSP : 0237/R/T.Teknis/DPMPPTSP/02/2020, Tanggal : 24-02-2020
  2. Berita Acara Pemeriksaan (BAP) Nomor : 0094/BAP/PENELITIAN/DPMPPTSP/02/2020, Tanggal : 24-02-2020

**MEMUTUSKAN**

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
  2. Alamat Lembaga : JL. AMAL BAKTI NO. 8, SOREANG PAREPARE
  3. Nama Peneliti : HASRIANA
  4. Judul Penelitian : ENHANCING STUDENTS VOCABULARY MASTERY BY USING COURSE REVIEW HORAY METHOD AT SMP 4 TIROANG
  5. Jangka waktu Penelitian : 1 Bulan
  6. Sasaran/target Penelitian : SISWA KELAS 2 SMP 4 TIROANG
  7. Lokasi Penelitian : Kecamatan Tiroang
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 24-08-2020.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 24 Februari 2020



Ditandatangani Secara Elektronik Oleh :

**ANDI MIRANI, AP., M.Si**

NIP. 197406031993112001

Kepala Dinas Penanaman Modal dan PTSP  
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Balai  
Sertifikasi  
Elektronik



**ZONA  
HIJAU**



OMBUDSMAN  
REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSR E





PEMERINTAH KABUPATEN PINRANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT SMP NEGERI 4 TIROANG

Alamat : Boki Kelurahan Panmase Kec. Tiroang Kab. Pinrang Kode Pos : 91256



**SURAT KETERANGAN TELAH MENELITI**

Nomor : 422/ 12 /SMP.17/2020

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 4 Tiroang Kabupaten Pinrang menerangkan bahwa :


N a m a	: HASRIANA
N I M	: 15.1300.063
Jurusan / Prodi	: Tarbiyah/Bahasa Inggris
Program	: Strata Satu (S1)

Benar telah mengadakan penelitian di SMP Negeri 4 Tiroang Kab. Pinrang, penelitian tersebut dilaksanakan pada tanggal 21 Februari sampai 6 Maret 2020 dalam rangka penyusunan skripsi dengan judul :

**"ENHANCING STUDENTS' VOCABULARY MASTERY  
BY USING COURSE REVIEW HORAY METHOD  
AT SMP 4 TIROANG"**

Surat keterangan ini kami buat dengan sesungguhnya dipergunakan sebagaimana mestinya.

Pinrang, 07 Maret 2020  
Kepala Sekolah,

  
**Drs. SULTAN, M.Pd**  
NIP. 196403221995121001

**PAREPARE**

## CURRICULUM VITAE



**HASRIANA**, the writer was born on June 28<sup>th</sup>1997 in Lewong. She is from the couple ABD. Razak and HJ. Nahira. She is the third child from four children in her family. She has two sisters and one brother, they are Asrianti, Hasriani and Muh. Reski.

She began her study in Elementary School at SD 470Lewong and graduated on 2009. In the same year, she continued her study in Junior High School and finished her study there on 2012. After that she enrolled in SMAN 1 Luwuand graduated on 2015. In the same year, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare. During her study in IAIN Parepare. She completed her skripsi with the tittle “ Enhancing Students’ Vocabulary Mastery By Using Course Review Horay At SMP 4 Tiroang” on 2020.