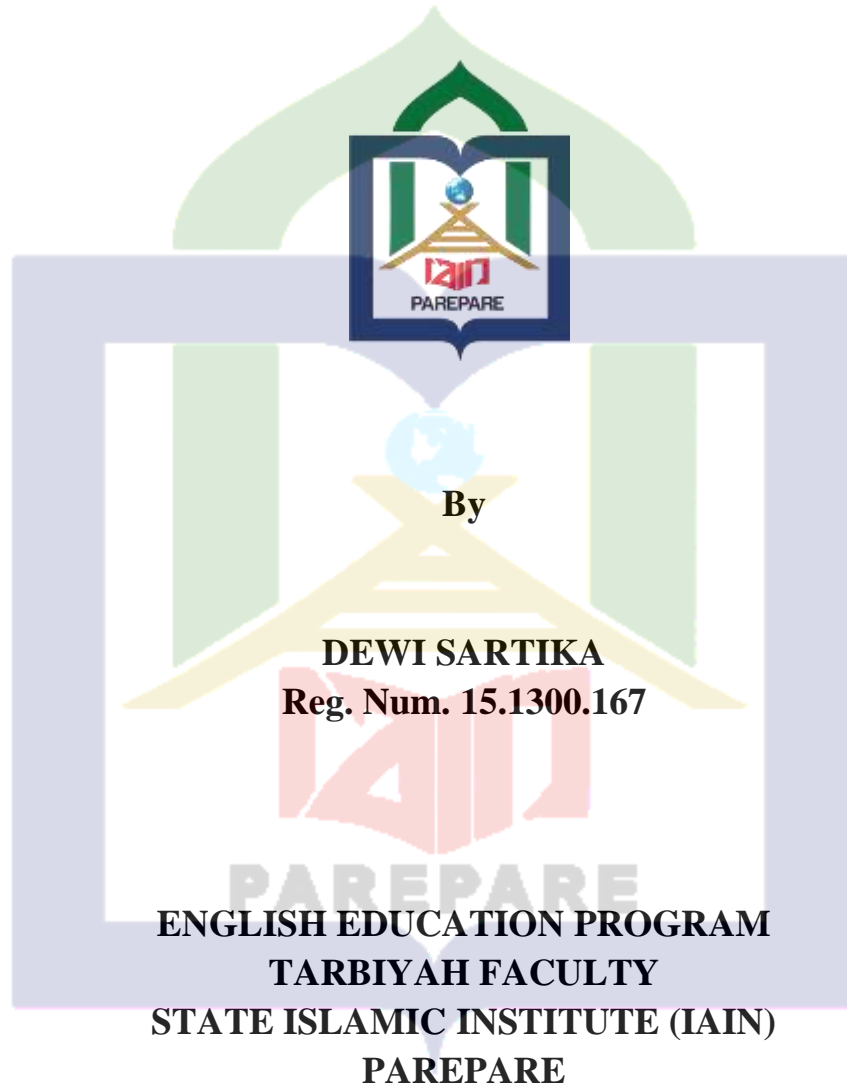


SKRIPSI

**ENCOURAGING STUDENTS' VOCABULARY MASTERY THROUGH
BLOOM TAXONOMIES CONCEPT AT SMPN 11 PAREPARE**



2020

SKRIPSI

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BLOOM TAXONOMIES CONCEPT AT SMPN 11 PAREPARE**



By

DEWI SARTIKA
Reg. Num. 15.1300.167

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

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

2019

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Skripsi

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TARBIYAH FACULTY
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PAREPARE

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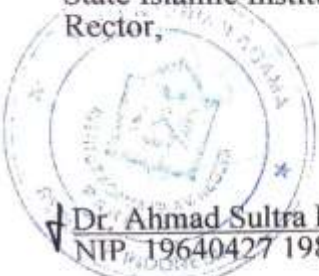
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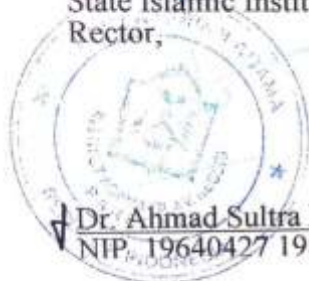
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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Dewi Sartika. *Encouraging Students' Vocabulary Mastery Through Bloom Taxonomies Concept At Smpn 11 Parepare* (Supervised by Amzah and Hj. Nanning).

This study was aimed to see the Encouraging Students' Vocabulary Mastery Through Bloom Taxonomies at SMPN 11 Parepare. In addition, this study is also focoused to find out How is the vocabulary mastery of the students at SMPN 11 Parepare before using Bloom Taxonomies concept and Is Bloom Taxonomies concept able to encourage student's vocabulary mastery at SMPN 11 Parepare. The population of this research consists of 39 students. From the population, there were 20 students taken as sample. The sample was taken using cluster sample.

This research used pre-experimental design. The data was collected through pretest and posttest. It aimed to know students' vocabulary mastery of the students at SMPN 11 Parepare before and after using Bloom Taxonomies concept and to find out whether or not Bloom Taxonomies concept able to encourage students' vocabulary mastery at SMPN 11 Parepare.

Based on the calculation, the result of the data analysis by using t-test showed the value of $t_{\text{test}} (t_o)$ was higher than $t_{\text{table}} (t_t)$, $t_o > t_t = (1.86 > 1.68)$ in significant degree of 0.05% (5%). It means that the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) is rejected. In conclusion, the Bloom Taxonomies Concept was able to encourage students' vocabulary mastery.

Keywords: Encouraging Students' Vocabulary Mastery, Bloom Taxonomies

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