

A THESIS

**THE IMPLEMENTATION OF EXPANSION DRILL TECHNIQUE
TO ENHANCE STUDENTS' VOCABULARY MASTERY AT THE
SECOND GRADE OF SMAN 7 KAB. PINRANG**



By

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

2023

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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.)

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Thesis

As Partial Fulfillment of the Requirement for the Attainment of the Degree

“Sarjana Pendidikan”

English Education Program

Submitted by:

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Reg. Num. 15.1300.082

to

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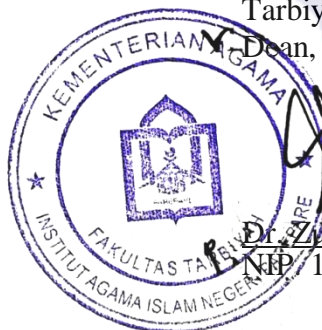
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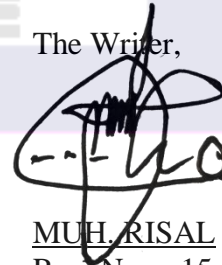
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Parepare, August 21th 2023
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

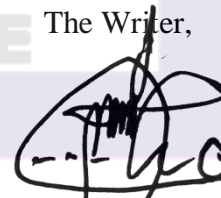
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State that this thesis is his own writing and if can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Muh. Risal. *The Implementation of Expansion Drill Technique to Enhance Students' Vocabulary at The Second Grade of SMAN 7 Pinrang, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by Mujahidah and Hj. Nanning).

The purpose of this research to find out whether the use of Expansion Drill Technique to enhance Students' vocabulary at the Second Grade of SMAN 7 Pinrang. The results of this research was very useful for the teacher and the students in class. The researcher concluded expansion drill technique was suitable in teaching English vocabulary because it is an activity made students resolve their self-confidence. The students more comfortable and enjoyable to adopt the lesson so they can be easier to active in the class and also confidence to speak. This research was aim to find out the enhancement students' vocabulary mastery using expansion drill technique at the second grade of SMAN 7 Pinrang

The subject of this research is XI IPS I which is consisted of 29 students. The sample was taken by using purposive sampling. In this research, the writer used a pre experimental design pre test and post test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used instrument test that consist of pre-test and post-test.

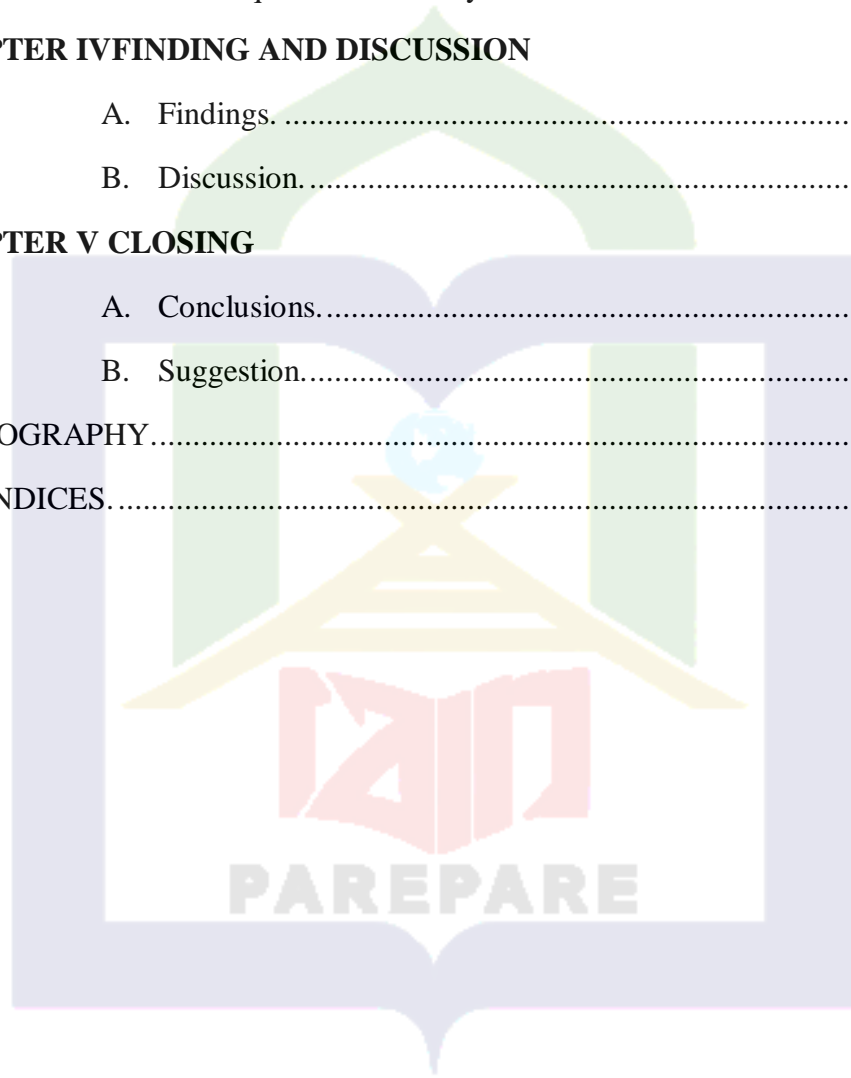
Based on the analysis, the researcher found the result in this research was indicated that the enhancement of the students' vocabulary mastery. It was indicated by the students' mean score of post-test (85.6) was greater than pre-test (55.51). Even, for the level significant (p) 5% and $df = N-1, = 29-1=28$, and the value of table is 1.701, while the value of t-test is 8.74. It means that, the t-test value is greater than t-table ($8,74 \geq 1.701$). Thus, it can be concluded that the students' vocabulary mastery is enhancement better after getting the treatment by using expansion drill technique. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Vocabulary mastery, Expansion Drill Technique.

TABLE OF CONTENTS

PAGE OF TITTLE	
SUBMITTED PAGE.	ii
ENDORSEMENT OF CONSULTANT COMMISIONS.....	Iv
ENDORSEMENT OF EXAMINER COMMISIONS.....	Iv
ACKNOWLEDGEMENTS.	vi
DECLARATIONOF THE AUTHENTICITY OF THE THESIS.....	viii
ABSTRACT.	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER IINTRODUCTION	
A. Background	1
B. Research Problem.	4
C. The Objective of the Research.	4
D. Significance of the Research.	4
CHAPTER IIREVIEW OF RELATED LITERATURE	
A. Some Patient Ideas.....	6
B. The Previous Related Finding.	19
C. Conceptual Framework.....	21
D. Hypothesis.....	21
E. Variables and Operational Definition	22
CHAPTER III THE RESEARCH METHOD	
A. Research Design.....	23

B. Location and Duration of The Research.....	23
C. Population and Sample.....	24
D. The Instrument and Procedure of Collecting Data.....	25
E. Technique of Data Analysis.....	28
CHAPTER IV FINDING AND DISCUSSION	
A. Findings.....	31
B. Discussion.....	41
CHAPTER V CLOSING	
A. Conclusions.....	46
B. Suggestion.....	47
BIBLIOGRAPHY.....	I
APPENDICES.....	III



LIST OF TABLES

Number of Tables	Title of Tables	Pages
3.1	The total students of SMAN 7 Pinrang	24
3.2	The Classification Students' Score	29
4.1	The students' score in Pre-test	32
4.2	Frequency and Percentage of Pre-test	33
4.3	The students' score in Post-test	35
4.4	Frequency and Percentage of Post-test	36
4.5	The mean score and standard deviation of pre-test and post-test	37
4.6	The worksheet of calculation of the score on pre-test and post-test on the students' vocabulary mastery.	38
4.7	The Test of Significance	40

LIST OF APPENDICES

Number of Appendices	Title of Appendices
1	Research Permit
2	Lesson Plan
3	Instrument of the Pre-Test and Post-Test
4	Students pre-test
5	Students post test
6	List of Vocabulary in Each Meeting
7	Distribution of T-Table
8	Documentation
9	Curriculum Vitae

CHAPTER I INTRODUCTION

A. Background

Vocabulary represents one of the most important skills necessary for teaching and learning English. It is the basic for the development of all the four skills: reading, listening, speaking, and writing. Vocabulary is the set of words writing a language that are familiar to that person.¹ Based on the definition, it is the main tool for the students in learning English effectively. Indeed, students need to know more words as English learning acquisition. In fact, Students find difficult to express their idea wether in speaking or writing because of lag of vocabulary.

According to oxford, language is system of communication in speak and writing used by people a particular.² Therefore, mastering English can help people ready to face global competition in this world. In Indonesia, English language has been taught as one of the compulsory subjects for students from elementary school, junior high school up to the senior high school and it may be the necessary in daily activity. Vocabulary is very basic element to learn other skills there are various skills to mastering of language such as: listening, reading, speaking and writing to support of the four language skills, the students have to learn vocabulary first before understanding the other skills.

Some students don't know how important the vocabulary in language, According to students, learning English is difficult especially in remembering vocabulary. So that, the students are difficult to speak up in English because the lack

¹Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Longman, 2002), p.13.

²Victoria Bull, *Oxford Learners's Pocket Dictionary* (Inggris : Oxford University Press, 2008),p.247.

of vocabulary and more teachers provide material vocabulary simply by having students look for vocabulary in the dictionary then ask students to memorize.

Teaching vocabulary in senior high school is considered by many teachers to be the most challenging because in this level the students fall into intermediate category but some students can not make basic sentences and speak up in the class so the teacher teach the students monotonously. Actually, vocabulary is not only should be memorized, student should understand the meaning of the word so easily to understand the vocabulary if the teacher have many technique to teach in English for student, the factor which make learning difficult is the participants of students.

Based on observation in SMAN 7 Pinrang about the implementation of English learning process, the researcher find that several students cannot reach the standard score in English subject, in 2004 curriculum it was explained that vocabulary standard that need to mastered by the students in junior high school level is around 1500-3000 vocabularies. But the students at second grade of SMAN 7 Pinrang is still low in vocabulary mastery they have under one thousand vocabulary, the students often have difficulty to understanding the meaning of the word, vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.³

Moreover, to solve the problems above, there are many techniques that can be used by the teachers and the students, One of them is an expansion drill technique. The importance Expansion drill (backward build-up) technique is the technique to

³Joseph Mukoroli, *Effective Vocabulary Teaching Strategies for the English for Academic Purposes ESL Classroom* (2011) MATESOL Collection, p.1.

language learner build up a statement by adding a word or phrase. Richard states that expansion drill is when a word is added it takes a certain place in the sequence. So, it should be used to learning process and teaching English in Vocabulary.

The researcher concludes that knowledge about English vocabulary can give positive benefit. Learning English vocabulary is very important for students.

Based on the problem above, this research will apply expansion drill technique to help the students in generating and developing their ideas and to enhance their vocabularies. Expansion drill (backward build-up) technique is the technique to language learners build up a statement by adding word or phrase. Expansion drill is when a word is added it takes a certain place in the sequence. In other word, expansion drill technique is very easy and practice to be use in vocabulary. So, the students can solve problem their skill. The students will be able to say or product the words they have learnt well, and the students will have better learning experience.

Regarding to all the explanation above, the researcher would like to a research to know wheather there is any impact of using expansion drill technique. Thus, the writer would like to conduct a research with the tittle “The implementation of expansion drill technique to enhance students’ vocabulary mastery at the second grade of SMAN 7 Pinrang”

B. Research Questions

The research problems of this research is expansion drill technique able to enhance students' vocabulary at the second grade of SMAN 7 Pinrang?

C. Objectives of the Research

The objectives of this study is to find out whether Expansion drill technique able to Enhance students' vocabulary at second grade of SMAN 7 Pinrang.

D. Significance of the Research

The researcher hope that this research will have some benefits in English teaching learning process, specially in teaching vocabulary.

1. For the Students

By the experiencing implementation of teaching the form of expansion drill technique on students mastering of vocabulary. This research also expected to encourage the students mastering English, the students feel relax and enjoy when they learn English. And solve their problem in understanding the meaning of word in the sentence, because the teachers use the suitable technique in teaching. Therefore, the students can use the vocabulary they have learned in the communication.

2. For the Teacher

Using this research, it is hoped that teachers can make their teaching learning process effective as teaching technique. It is expected also that the teachers become more aware that learning, and the teachers can use everything to facilitate the students to learn.

3. For the Researcher

The researcher is able to get experience and knowledge especially how to teach and learn vocabulary easily and enjoyable, and also able to use this technique in English learning when the research is successfully.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

This part about the concept of vocabulary, and the concept of drill technique in SMAN 7 Pinrang.

1. The Concept of Vocabulary

a. Definition of vocabulary

Talking about language, it is inseparable from vocabulary, learning language means learning its component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of the requirements for people to speak a language and it cannot be denied that without vocabulary, people cannot say anything. That language students need to learn vocabulary. Even though vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important components in developing language.

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.

¹It means that people cannot write a word or make a sentence properly, when they do not master it. Vocabulary is one of the central problems, because to be successful in the implementation of communication the acquisition and learning vocabulary is a fundamental requirement and through vocabulary we can communicate our ideas, emotions and desires, however people must distinguish

¹Virgina French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press, 1983) p.7.

between word and vocabulary. Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before that learners read the passage.²

According to David Wilkins summed up the importance of vocabulary learning that without knowing grammar you will not get progress in mastering English.³ By the definition it can be concluded that people will get many words and expressions. It means that it can improve the learners' vocabulary. In Oxford Learners Pocket Dictionary, vocabularies are all the words that a person knows or uses, all the words in a language, list of words with their meaning especially in a book for learning a foreign language.⁴

Based on the definition above, the researcher concludes that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. It becomes a basic for people to communicate, because it is hard to communicate each other without vocabulary.

b. The Types of Vocabulary

Vocabulary has been classified by some writer in different ways. In the following some classification are given active and passive vocabulary. The first is active vocabulary, refers to items which the learners can use appropriately in speaking or writing and it also called as productive vocabulary, the second is passive vocabulary to language items that can be recognized and understood in the context of reading or listening.

²Nation, I.S.P, *Teaching & Learning Vocabulary* (United States of America: Heinle&Heinle publishers, 1990), p.3.

³Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p.13.

⁴*Oxford Learner's Pocket Dictionary*, (Fourth edition. Oxford University Press, 2008), p. 495.

Harmer stated that differentiates two types of vocabulary, namely active and passive vocabulary they are:

1. Active vocabulary refers to vocabulary that the students have been thought or learned and which they are expected to be able to use by the students.
2. Passive vocabulary refers to the words which the student will recognize when they meet them but which they will probably not able to produce.⁵

Schail also classify three of vocabularie as follow:

1. Active vocabulary is the words that we use in speaking and writing probably runs 5000 up to 10000 words.
2. Reserve vocabulary is the words that we know but rarely used in ordinary speech. We use them in writing letter when we have time to consider, or search for synonym.
3. Productive vocabulary is the words that we recognize vaguely but they are not sure of meaning, however using them in either speaking or writing and we just know that we have seen before.⁶

c. Kinds of Vocabulary

Vocabulary is all the words in a language, all the word used by a group or an individual, and alphabetical list of the word used in a book often includes their translation or definition. There are four kinds of vocabulary, they are as follow:

1. Listening vocabulary

Listening vocabulary is the stock of words to which one respond with meaning and understanding in the speaking of others.

⁵Jeremy Harmer, *The Practice of English Language Teaching*, (London:longman group,1991) p. 159.

⁶Schail*Seven Days Faster Reading*,(New York: Oxford University Press,1967) p. 57.

2. Oral vocabulary

Consisting of words, which are actively used in speech. The significance of character of oral vocabulary is that it is actively used by the speaker and in unrehearsed situation.

3. Reading vocabulary

Reading vocabulary is the stock of words to which one responds with meaning and understanding in writing of others. The largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

4. Writing vocabulary

Consisting of words which are actively used in writing since it is not under constrain of time. It is substantially under range than the vocabulary of unrehearsed. It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.⁷

d. Important of Vocabulary

Vocabulary is one of the components of language that need to be taught and recognized by the students. Vocabulary takes such a vital role in mastering English as a foreign language.”Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This is how the linguist David Wilkins concluded the importance of vocabulary learning⁸. Vocabulary is central to English language because without rich vocabulary student cannot understand the others or express their idea in English. Stahl and Nagy are also revealing “A person who knows more words can speak, and even think, more precisely about the world. A

⁷Rohani. “*Improving the Students’ Vocabulary through Make A Match Method at the Second Year of SMP Negeri 2 MangarabobangKabupatenTakalar*”, (Thesis. Makassar:Tarbiyah and Teaching Science Faculty UIN Alauddin.2011) p.11.

⁸Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p.13

person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. A person who can label someone as pusillanimous or a recreant can better describe a person's cowardly behavior. Words divide the world; the more words we have the more complex ways we can think about the world⁹. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform, in the other hand vocabulary is the key of communication.

According to Michael Lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary, students are not able to understand other or express their own ideas¹⁰.

Rivers in David Nunan has also argued that the acquisition of adequate vocabulary is essential for successful second language use. Because, without an extensive vocabulary we will be unable to use the structures and function we may have learned for aspect of a second language¹¹

Based on the statement above, it is stated the vocabulary is an important factor in all languages teaching. Students need to use words in order to express themselves in English. By having many vocabularies, student easy to understand what they hear and read.

e. How to Teach Vocabulary

According to Thornbury, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you

⁹Sthal, A. Steven and Nagy, E. William, "Teaching Word Meaning" (New Jersey: Lawrence Erlbaum Associates, 2005).

¹⁰Michael Lessad-Clouston, "Teaching Vocabulary", P.2.

¹¹David Nunan, "Language Teaching Methodology: A textbook for teachers" (Sydney: Prentice Hall, 1991), P.117.

learn more words and expression. You can say very little with grammar, but you can say almost anything with words. It means that language is made up words.¹² Vocabulary is very important for second language learner only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. They should have a good idea of how to explain their vocabulary so that they can improve attracted in learning the language. Therefore, should process considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.

English is still considered as one of the most important school subjects and therefore starting teachers can find the responsibility of teaching it both exciting and challenging. So that the teachers have to have a good way to teach English properly especially vocabulary. The main point of problem with vocabulary teaching is that only few words and a small part of what is required to know a word can be dealt with any one time. Procedure in teaching vocabulary teachers can be devised additional frame of word lesson for student who need to increase experience. The procedure of teaching vocabulary can be divided into three stages, they are as follow:

1. Presentation: Presentation is giving someone something. Example the children like if the teacher presentation something for them. Such as presentation about games.
2. Practice: About practice is direct doing. Example if the teacher gives games for children. The children must do it now.
3. Production: Production is output.¹³

¹²Ten NoveMelfin Lase, *the Effect of Word Chain Game on Students' Vocabulary Mastery*, (InstitutPendidiknTapanuli Selatan, Vol 1, No. 3/2018) P. 46.

¹³Misbahuddin, "*Building up Vocabulary Mastery by Using Schema Strategy at the second grade of SMPN BinuangKab. Polman*" (Unpublished Skripsi STAIN Parepare, 2016), P. 11.

While Virginia French Allen also classified the technique in teaching vocabulary for beginner classes as follow:

1. Let's look several words that are introduced in the first-year text book, words representing nouns, verbs, adjectives, and other kinds of words. If the textbook has a picture that shows picture examples, boys and girls we can direct attention to the picture and explain to the student.
2. Using some pictures for showing meaning of words. In a book without translation, the teacher is expected to provide a definition after reading aloud each English word.¹⁴
3. Using real objects for vocabulary teaching for helping students understand the meaning of words, we often find that a picture is useful, it is too big enough to be seen by all members of the class. But real objects are better than pictures whenever we have them in the classroom. When there are real objects like windows, tables, chairs and clocks in the classroom, it is foolish not to use them in our teaching. Some students can quickly catch the lesson when they see the real picture.
4. Definition in simple English, using vocabulary that the students already know.

Learning vocabulary is not a simple matter. Everyone has a special technique. In learning English vocabulary, the students have to memorize them well and use them in a real communication, at least in the classroom. Besides, it also can be presented to deduct students' boredom in learning vocabulary with text.

¹⁴Virginia French Allen. *Teaching Technique in English as A Second Language Techniques in Teaching Vocabulary*. (China: Oxford American English, 1983), P. 13.

2. Concept of Expansion drill technique

a. Definition of Drill

A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. Hornby states that drill is trained or trains somebody thoroughly by means of regularly repeated exercises.¹⁵

Furthermore drill is a method of teaching technique used for practicing sound or sentence patterns concerned with the fixation of specific association for automatic recall. Harmer states that drilling is mechanical ways if getting student to demonstrate and practice their ability to use specific language items in a controlled manner.

From those theories above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner.

b. Types of drill

Richard said that dialogues and drills form are the basis of audio-lingual classroom practices. In addition, Brooks cited by Richard states that the use of drills and pattern practice is a distinctive feature of the audio-lingual method.¹⁶ Various kinds of drills used include the following:

1) Expansion Drill

This drill is used when a long line of a dialogue is giving student trouble. The teacher breaks down the line into several parts. The students repeat a part of the

¹⁵Hornby, A.S.(ed). "*Oxford Advanced Learner's Dictionary of current English*". (Oxford: Oxford University Press, 1995.) P.355.

¹⁶Richard, Jack C. and Theodore S. Rogers. "*Approaches and Methods in Language Teaching*". (New York: Cambridge University Press. 1986). P. 53.

sentence, usually the last phrase of the line, then, following the teacher's cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentences, where new information typically occurs.

2) Repetition Drill

The teacher says models (the word or phrase) and the student repeat it. The student are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.¹⁷

3) Chain Drill

A chain drill gets its name from the chain of conversation that form around the room as students, one by one, ask and answer question of each other. The teacher begins chain by greeting a particular student, or asking him a question. That students respond, then turns to the students sitting next to him. The first students greet or ask a question of the second student and the chain continuous. A chain drill allows some controlled communication, even thought is limited. A chain drill also gives the teacher an opportunity to check each students speech.

4) Transformation Drill

The teacher gives student a certain kind of sentences pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other example of transformation to ask of student is changing a statement

¹⁷Diane Larsen-Freeman, *Teaching and Priciplesin Language Teaching*, (Oxford University Press, 1986). P 46.

into a question, an active sentence into a passive one, or direct speech into reported speech.

5) Question and Answer Drill

This drill gives student practice with answering question. The student should answer the teacher's question very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the student to ask questions as well. This gives students practice with the question pattern.

In teaching learners, the teacher should be common with a lot of characteristics of each student in order to get the goal of teaching and learning process. Before teaching the teacher should understand about the infirmity of the student in the class. Specially, in second grade of SMAN 7 Pinrang the researcher will use expansion drill technique to teach vocabulary, in the second grade they had study about how to make a sentence but they still don't understand because the students still lack of vocabulary in this way the rearcher will apply the techique to enhance the students vocabulary.

c. Procedur in Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase or word of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence and works backward from there to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

According to the Siti Eryda L. Pulungan the purpose of expansion drill technique is to give the students opportunity to make more complex sentences. This

technique is especially useful for helping the students learn how to add modifying words, phrases and clauses.

The teacher provides a set of instructions that tell the students to add a new element to a basic sentence and make all the necessary changes that the new element will cause. The teacher then gives the basic sentence and a student give the response. An optional step (shown as part of the procedure) is to have the entire class echo the correct answer, thus giving everyone the opportunity to say every sentence.

Variations:

Change the kinds of student responses, alternating between choral responses where everyone answers at the same time to individual responses. To correct a mistake, the researcher doesn't give the correct version to the student. Simply signal that the response is incorrect and allow the students the opportunity to correct it. Two or three different items can be used for expanding the sentence. The researcher will put the items on the whiteboard and point to the element to be added to the sentence. The researcher will write some vocabulary or show the Flash cards and oral cues also be used.

The teacher put on the board:

never always usually sometimes

The researcher says : Metha is here. (Point to always).

The student responds : Metha is always here.

Simple expansion drills like the samplework well with choral responses, but more complicated expansions are better done with individual responses. In the give sample, there is very little semantic connection from one basic sentence to the next. This is because the point of the drill is to focus the learner's attention on a

grammatical feature rather than involve the learner in a communicative exchange of information.

Example:

Researcher : My sister is a teacher.

Students : My sister is a teacher

Researcher : She works in the school.

Students : She works in the school.

Researcher :My sister is a teacher. She works in the school.

Students : My sister is a teacher. She works in the school

Teacher : She always cares to the students.

Students : She always care to the students

Researcher : My sister is a teacher. She works in the school.She always care to the students

Students : My sister is a teacher. She works in the school. She always care to the students

d. Teaching vocabulary through Expansion drill

Using drilling technique, the teacher should drill the students to use the target language and make it familiar in order that the students can remember and understand new vocabulary. During the teaching process, the students are dependent on the teacher

By using the objects and picture will give in the class, the learners will remember strongly the new words that they can get additionally direct presentation is also a very effective way to vocabulary teaching. The teacher uses pictures, objects,

to teach some vocabularies because sometimes the students easy to memorize and understand the word when they see the picture or the real object.

e. The steps of using Expansion Drill

1. The researcher give greeting and motivation to the students.
2. The researcher introduce the way to learn english attractively by applying expansion drill technique.
3. The researcher gave explanation about how to use expansion drill technique in the class.
4. The researcher will give the students one topic every meeting, the students will make a simple sentence by the word that the teacher give them in the class, some students in group will get chance.
5. The students will divede into some groups.
6. The researcher mention the word and the students repeat it.
7. The researcher gives time five minutes to the students memorize the new vocabulary. And then reseacher will apply the expansion drill technique

f. Advantages and Weaknesses Drill Technique

1. The Advantages of Drill technique

Drilling help our learner to study English language by the teacher's control. And the teacher can correct any mistake that student make and encourage them to concrete on difficulties at the sometime. Practice and drills give students an opportunity to learn certain concepts quickly and effectively. Teaching students through various methods such as flashcard or repetitive rewriting can help them use this skills in different environments and many different ways can accomodate students who have various leaning styles.

Drills are effective as a way of helping students to memorize and adapt concepts, for instance, when teaching wants to teach students the multiplication table learning, drills are used on each number to help students to memorize. To add on drilling is effective when teaching words that need repetition for improvement. Also with drilling, the more students repeat the words, sentences or numbers the more they can quickly recall the meaning of material.¹⁸

2. The weaknesses of drilling

Although there are advantages, there are also disadvantages to this teaching drill technique some of the disadvantages include the fact this teaching method is not effective when teaching more abstract concepts but it is effective on basic knowledge. Often make the student not creative. In all drills learners have no or very little choice over what is said drill is form of very controlled practice.

B. The previous Related Finding

Some researchers have conducted research by using few techniques in teaching vocabulary a few of which are as follows:

1. Syaharuddin “Implementing direct method to increase students’ vocabulary mastery at the first grade of MTs DDI Lerang-lerangPinrang. In this research showed the positive impact in the students’ vocabulary mastery and class situation, the researcher concluded there is significant difference of the students’ vocabulary mastery before and after treatment. The result of the data analyzed shows that the students’ achievement T-test result in which the value

¹⁸ International tefl and tesol training , “Drilling as a teaching method: Pros and Cons” (article: teflcours.net 2020). <http://www.teflcourse.net> (15 April 2021)

of t-test was 17.07. it was higher than t-table 1.708 at the level significance. This indicate that the hypothesis of the research is accepted.¹⁹

2. SelvyAfrianty “The use of card sort to improve students’ vocabulary at MTsNParepare. By using card sort the researcher looks the increasing students in understanding the material. In the third meeting they can improve their vocabulary, the students more enjoyable and fun to study english. The researcher conducted a post test score showed there significance different before giving treatment and after treatment. The mean score of the pre test 52,31 and post test 65,57 the data analyse result is the test value (2,7) was greater than T-table value (1,708). By this result, it is conducted that there is an improvement between the students vocabulary before and after treatment by using card sort.²⁰
3. Andi Rahmad Arifin reported that using Vocabulary Drill was a good method in English Learning process at the first year of SMP Salimbongan Pinrang. The result analyse shows that the students’ achivement on the pre test was 6,5 and post test was 8,02. By the using t-test formula, the result of the t-test value 6,44 is bigger than t table value 2,093. This indicated that hypothesis of the research is accepted.²¹

Referring to the some previous related finding, the are many ways that have been done based on research finding above, the writer concludes that learning

¹⁹ Syaharuddin, *Implementing direct method to increase students’ vocabulary mastery at the first grade of MTS IUJ DDI Lerang-lerangPinrang* (Unpublished Skripsi Parepare STAIN Parepare,2019), p. 53.

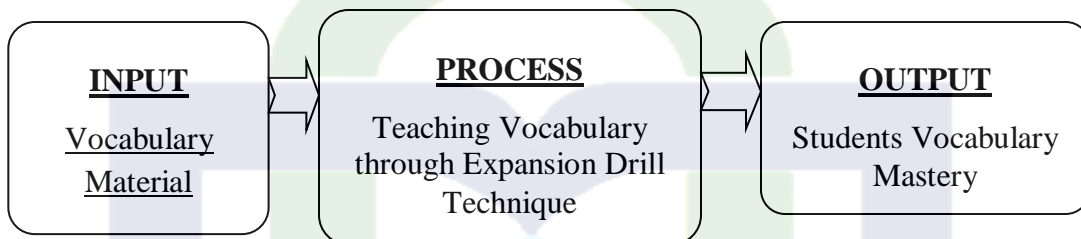
²⁰SelvyAfrianty, *The use of card sort to improve students’ vocabulary at MTsNParepare*. (Unpublished Skripsi Parepare: STAIN Parepare. 2014) , p. 68.

²¹ Andi Rahmad Arifin, *Improving vocabulary mastery by using vocabulary drill for the first year students of SMP Salimbongan*. (Unpublished Skripsi Parepare: STAIN Parepare. 2014) , p. 50.

vocabulary by using many technique can help students in English learning process so can make students to be active and comfortable to study, In this case the researcher will apply expansion drill technique to enhance students' vocabulary mastery.

C. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



In the diagram above, there are three elements, namely:

1. Input refers to the material that will be explained.
2. Process refers to implementing expansion drill technique to enhance students' vocabulary mastery.
3. Output refers to the students' vocabulary mastery.

D. Hypothesis

The writer formulates the hypothesis as follows:

1. H_0 (Null hypothesis) : The use of Expansion Drill Technique is not effective to enhance the students' vocabulary.
2. H_1 (Alternative hypothesis) : The use of Expansion Drill Technique is effective to enhance the students' vocabulary.

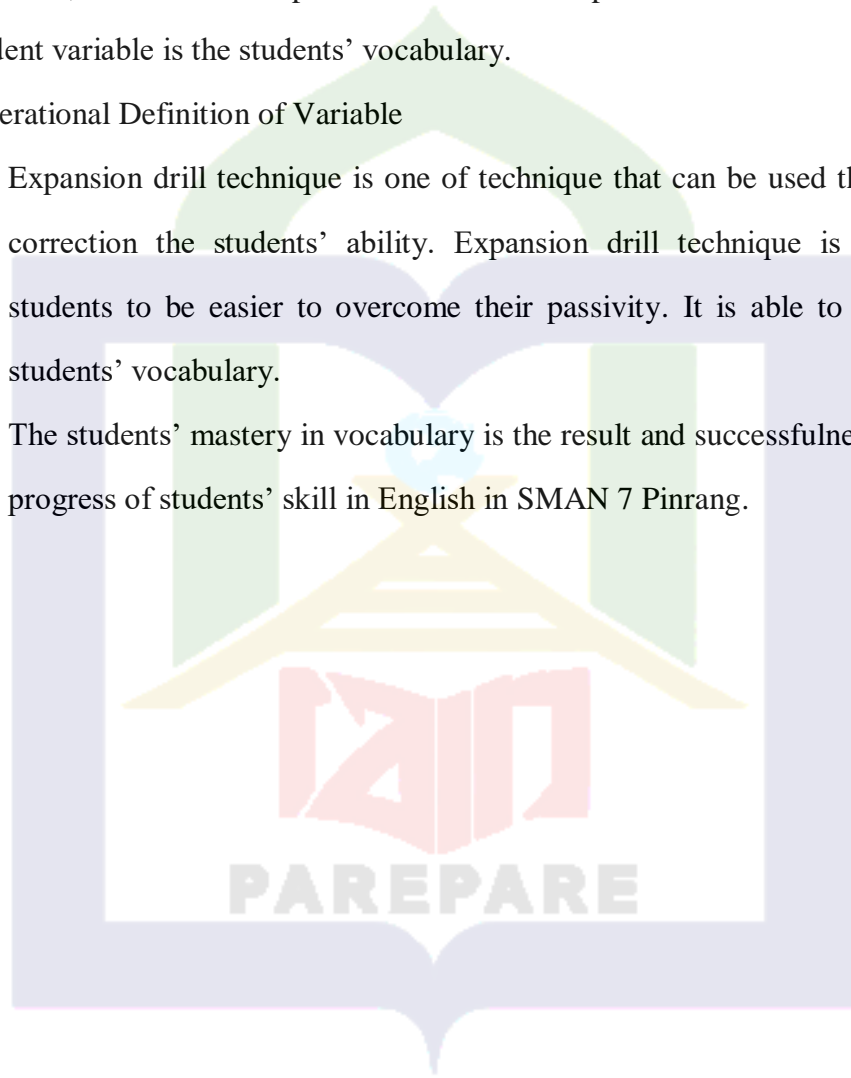
E. Variable and Operational Definition

1. Variable

There are two variables involve in this research, dependent variable and independent, which are independent variable is expansion drill technique and the dependent variable is the students' vocabulary.

2. Operational Definition of Variable

- a. Expansion drill technique is one of technique that can be used the teacher in correction the students' ability. Expansion drill technique is the way of students to be easier to overcome their passivity. It is able to enhance the students' vocabulary.
- b. The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in English in SMAN 7 Pinrang.



CHAPTER III

RESEARCH METHODOLOGY

This part describe about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

A. Research Design

This research used pre-experimental design with pre-test and post-test design. The student gave pre-test, treatment and pre-test. It purpose to know whether using expansion drill technique can enhance students' vocabulary.

The design of this study can be illustrated as follow:



Where: O₁: Pre-Test

X : Treatment

O₂: Post-Test

1

B. Location and Duration of the Research

In the implementation of this study, the research directly goes to obtain data by asking permission to the head master and the location of this research took a place at the second grade of SMAN 7 Pinrang The research uses the quantitative research, the researcher took time more than one month for collecting the data.

¹Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015), P. 111.

C. Population and Sample

1. Population

The population of the research was the second grade student of SMAN 7 Pinrang Academic year 2021/2022. The total of populations are 197 students.

Table 3.1 the total students of SMAN 7 Pinrang

No.	Class	Sex		Total
		Male	Female	
1	XI IPA 1	10	21	31
2	XI IPA 2	9	19	28
3	XI IPA 3	7	18	19
4	XI IPA 4	8	19	27
5	XI IPS 1	12	21	33
6	XI IPS 2	17	11	28
7	XI IPS 3	18	13	31
TOTAL				200

2. Sample

There was 7 Class as population. The researcher take one class as sample is be taken by purposive sampling technique because the researcher was given one class by the teacher consist at second grade because the second grade had ready for receiving use the method, than with the first grade and also the third grade is prepare of mid test. The purpose of this research is enhance students' vocabulary through expansion drill technique, that the students in class XI IPS 1 which is consisted of 28 need the treatment because they are lack of vocabulary and difficult to communicate.

D. The Instrument and Procedure of Collecting Data

1. The Instrument

In collect of the data, the researcher will use a vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test is intend to know the students prior of vocabulary before giving the treatment, while the post-test is aim to find out whether the students vocabulary develop after giving the treatment.

2. Procedure of Collecting Data

In collecting the data, the researcher did the following steps:

a. Pre-Test

Before the writer gave the treatment. The writer give students pre-test the first activity. Pre-test is administrate to the students by giving them some vocabulary test. The vocabulary consist 20 items and the test will give the time 60 minutes. The purposes of pre-test the writer want to know how many vocabularies students have during they study English in the school.

b. Treatment

After did the pre-test, the students will give the treatment by using Expansion Drill Technique. The procedures of treatments are as follows:

1. The First Meeting
 - a. the researcher gave greetings and motivation to the students.
 - b. The researcher introduce the way to learn english attractively by applying expansion drill technique.The researcher gave explanation about how to use expansion drill technique in teaching english.
 - c. The students devide into some groups.
 - d. The researcher gave a topic about “**Verbs**” and some list of vocabulary to the students.The researcher mention the word and the students repeated it.The researcher gives time five minutes to the students memorize the new vocabulary. And then reseacher applied the expansion drill technique.
2. The Second Meeting
 - a. the researcher gave a new topic about “**Adjective**”and some list of vocabulary to the students by using Flash card to make the students have understand how to use the technique.
 - b. The researcher mention the word and the students repeat it.
 - c. the researcher gives time five minutes to the students memorize the new vocabulary. And then reseacher applied the expansion drill technique.
 - d. At the end of the lesson, the researcher gave chance to the students for asking about unclear the material.
- c. The Third Meeting
 - a. the researcher gave a new topic about “**Profession**”and some list of vocabulary to the students.
 - b. The researcher mention the word and the students repeat it.

- c. the researcher gives time five minutes to the students memorize the new vocabulary. And then researcher applied the expansion drill technique.
 - d. At the end of the lesson, the researcher gave chance to the students for asking about unclear the material.
4. The Fourth Meeting
- a. The researcher gave material about **“Public place”** the researcher change their friends in the group for make it sure the students understand using expansion drill technique.
 - b. the researcher gave list of vocabulary and mention the word the students repeat it. The researcher gives time five minutes to the students memorize the new vocabulary.
 - c. And then, the researcher asked all of the groups to make sure that the students have known about the vocabularies.
 - d. At the end of the lesson, the researcher gave chance to the students for asking about unclear the material.
5. The fifth meeting
- a. The researcher gave greeting to the students to open the class.
 - b. The researcher showed the fifth material about **“Things in the classroom”** and gave list of vocabulary.
 - c. The researcher showed the picture related the topic, read aloud the vocabulary and the students repeated.
 - d. the researcher gave time five minutes to the students memorize the new vocabulary. And then researcher applied the expansion drill technique.
 - e. The researcher closed the meeting.

6. The Sixth meeting
 - a. The researcher gave greeting to the students to open the class.
 - b. The researcher showed the fifth material about “**Prepositions**” and gave list of vocabulary.
 - c. The researcher and the students read aloud the vocabulary and the students repeated.
 - d. the researcher gave time five minutes to the students memorize the new vocabulary. And then researcher applied the expansion drill technique.
 - e. At the last meeting the researcher asked some of the the vocabulary that has been given from first meeting.
 - f. The students made simple sentences by the vocabularies.
 - g. The researcher closed the last meeting.
- c. Post-Test

After the treatment the writer is carry out a post-test. It will be intended to know the treatment success or not. The post-test hve a same procedure with the pre-test.

E. Technique of Data Analysis

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

1. Scoring the students’ answer

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

2. Classifying the score five levels classification is as follow:

Table 3.2 The Classification of Students' Score

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39

(Source: Suharsimi Arikunto, 2009:245)

3. Finding out the mean score would use the following formula:

$$X = \frac{\sum Xi}{n}$$

Where:

X : Mean

$\sum Xi$: Total Score

N : The total number of Students²

4. Calculating standard deviation

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

5. Calculating the rate percentage of the students score

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

²Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), P. 298.

Where:

P: The percentage of the student respond

F: The frequency of the student respond

N: The total number of sample

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:

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

Where:

T = 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 difference³

N = the total sample.

³Gay L.R. Educational Research, Competencies for Analysis and Application second Edition.331.

CHAPTER IV FINDING AND DISCUSSION

This chapter consist of two section, the section deals with the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

A. Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery through expansion drill technique before giving them the treatment, while post-test was given after treatment and the result of the post-test of this research can answer the question of this research that aims to find out through expansion drill technique that be able to improve the students' vocabulary mastery at SMAN 7 Pinrang.

1. The vocabulary mastery through expansion drill technique at SMAN 7 Pinrang.

This part covers the result of data analysis about the vocabulary mastery through expansion drill technique at students.

a. The students' score in pre-test

The pre-test had done before implementation expansion drill technique. It was conducted on Monday January 3rd, 2022. The students were given the pre-test. The researcher found out the result of the students' pre-test based on the scoring vocabulary before giving treatment through expansion drill technique which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Result of Pre-Test and Square.

No	Students	Pre-test		
		Correct answer	Score (X_1)	$(X_1)^2$
1	Student 1	9	45	2.025
2	Student 2	6	30	900
3	Student 3	16	80	6.400
4	Student 4	7	35	1.225
5	Student 5	12	60	3.600
6	Student 6	17	85	7.225
7	Student 7	13	65	4.225
8	Student 8	9	45	2.025
9	Student 9	10	50	2.500
10	Student 10	5	25	625
11	Student 11	16	80	6.400
12	Student 12	10	50	2.500
13	Student 13	12	60	3.600
14	Student 14	5	25	625
15	Student 15	15	75	5.625
16	Student 16	13	65	4.225
17	Student 17	17	85	7.225
18	Student 18	8	40	1.600
19	Student 19	12	60	3.600
20	Student 20	11	55	3.025
21	Student 21	10	50	2.500
22	Student 22	11	55	3.025
23	Student 23	12	60	3.600
24	Student 24	3	15	225
25	Student 25	11	55	3.025
26	Student 26	13	65	4.225
27	Student 27	16	80	6.400
28	Student 28	11	55	3.025
29	Student 29	12	60	3.600
Total			$\Sigma X=1.610$	$\Sigma X^2=98.800$

(Data' source: the Students Score in Pre-Test)

Based on the score above, it can be classified into five level classification as follows:

Table 4.2 The Students' Classification Score, Frequency and Percentage of Pre-test

No.	Classification	Score	Frequency	Percentage (%)
1	Very good	80-100	5	17,24%
2	Good	66-79	1	3,44%
3	Fair	56-65	8	27,58%
4	Poor	40-55	10	34,48%
5	Very Poor	≤39	5	17,24%
Total			29	100%

(Data source: the rate percentage of the frequency of pre-test)

Based on the table above, the students' vocabulary mastery score before giving treatment through expansion drill technique, five students in very good classification, one student in good classification, eight students in fair, ten students in poor classification, and five student in very poor classification. Total score in pre-test was 1.610 it could be seen that almost of the second grade IPS 1 students' ability in vocabulary was low. Because most of students gained poor score. The Following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2

Mean score of the pre-test:

$$X = \frac{\sum X}{N} \quad X = \frac{1.610}{20}$$

$$X = 55,51$$

Thus, the mean score (X_1) of pre-test is 55,51.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{98.800 - \frac{(1.610)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{98.800 - \frac{2.592.100}{29}}{28}}$$

$$SD = \sqrt{\frac{98.800 - 89.382,7}{28}}$$

$$SD = \sqrt{\frac{9.417}{28}}$$

$$SD = \sqrt{336,33}$$

$$SD = 18,33$$

Thus, the standard deviation (SD) of the pre-test is 18,33.

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 55,51 and standard deviation of the pre-test was 18,49. From that analyzing, it could be seen that almost of the 29 students' vocabulary mastery was still low because most of students got poor and very poor score.

b. The students' score in post test

Meanwhile, the students score in post-test would be presented in the following table:

Table 4.3 The Result of Post-Test and Square.

No	Students	Post-test		
		Correct answer	Score (X ₂)	(X ₂) ²
1	Student 1	17	85	7.225
2	Student 2	16	80	6.400
3	Student 3	16	80	6.400
4	Student 4	18	90	8.100
5	Student 5	18	90	8.100
6	Student 6	17	85	7.225
7	Student 7	14	70	4.900
8	Student 8	18	90	8.100
9	Student 9	18	90	8.100
10	Student 10	18	90	8.100
11	Student 11	16	80	6.400
12	Student 12	17	85	7.225
13	Student 13	17	85	7.225
14	Student 14	17	85	7.225
15	Student 15	17	85	7.225
16	Student 16	18	90	8.100
17	Student 17	17	85	7.225
18	Student 18	18	90	8.100
19	Student 19	18	90	8.100
20	Student 20	18	90	8.100
21	Student 21	18	90	8.100
22	Student 22	17	85	7.225
23	Student 23	18	90	8.100
24	Student 24	12	60	3.600
25	Student 25	18	90	8.100
26	Student 26	18	90	8.100
27	Student 27	17	85	7.225
28	Student 28	18	90	8.100

29	Student 29	18	90	8.100
Total			$\Sigma X=2.485$	$\Sigma X^2=214.225$

(Data' source: the Students Score in post-Test)

Based on the score above, it can classified in to five level classification as follow:

Table 4.4 The Students' Classification Score, Frequency and Percentage of Pre-test

No.	Classification	Score	Frequency	Percentage (%)
1	Very good	80-100	27	93,10%
2	Good	66-79	2	6,90%
3	Fair	56-65	0	0%
4	Poor	40-55	0	0%
5	Very Poor	≤ 39	0	0%
Total			29	100%

(Data source: the rate percentage of the frequency of post-test)

The table above show that there was an enhancement of students' score after giving treatment there was six meeting through expansion drill technique, twentyseven students in very good classification, and two students in good classification, no one in fair, poor and very poor classification it means that the students vocabulary ability had improved through expansion drill technique. The total score in post-test is 2.485. It proved that there were increased of students' score in post-test.

Mean score of the post-test used formula:

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

$$X = \frac{2485}{29}$$

$$X = 85,6$$

Thus, the mean score (X_2) of post-test is 85,6

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{214.225 - \frac{(2.485)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{214.225 - \frac{6.175.225}{29}}{28}}$$

$$SD = \sqrt{\frac{214.225 - 212.938,7}{28}}$$

$$SD = \sqrt{\frac{1.287}{28}}$$

$$SD = \sqrt{45,96}$$

$$SD = 6,77$$

4.1.1.3 The result of pre-test and post-test presented in the following:

Table 4.5 the mean score and standard deviation of pre-test and post-test

Test	Mean score	Standar Deviation (SD)
Pre-test	55,51	18,33
Post-test	85,6	6,77

(Data source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 55,51 (X_1) while the mean score of the post-test increased 85,6 (X_2). The standard deviation of pre-test was 18,33 While the standard deviation of post-test was 6,77.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary mastery had improvement after doing the learning using expansion drill technique.

2. The implementation of expansion drill technique to enhance students' vocabulary at the second grade of SMAN 7 Pinrang.

This part presented the result of data analysis about implementing expansion drill technique to stimulate students' vocabulary mastery at the second grade of SMAN 7 Pinrang.

a. T-test value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 the worksheet of calculation of the score on pre-test and post-test on the students' vocabulary mastery.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D (X_2-X_1)	$(X_2-X_1)^2$
1	45	85	2.025	7.225	40	1600
2	30	80	900	6.4	50	2500
3	80	80	6.4	6.4	0	0
4	35	90	1.225	8.1	55	3025
5	60	90	3.6	8.1	30	900
6	85	85	7.225	7.225	0	0
7	65	70	4.225	4.9	5	25
8	45	90	2.025	8.1	45	2025
9	50	90	2.5	8.1	40	1600
10	25	90	625	8.1	65	4225
11	80	80	6.4	6.4	0	0

12	50	85	2.5	7.225	35	1225
13	60	85	3.6	7.225	25	625
14	25	85	625	7.225	60	3600
15	75	85	5.625	7.225	10	100
16	65	90	4.225	8.1	25	625
17	85	85	7.225	7.225	0	0
18	40	90	1.6	8.1	50	2500
19	60	90	3.6	8.1	30	900
20	55	90	3.025	8.1	35	1225
21	50	90	2.5	8.1	40	1600
22	55	85	3.025	7.225	30	900
23	60	90	3.6	8.1	30	900
24	15	60	225	3.6	45	2025
25	55	90	3.025	8.1	35	1225
26	65	90	4.225	8.1	25	625
27	80	85	6.4	7.225	5	25
28	55	90	3.025	8.1	35	1225
29	60	90	3.6	8.1	30	900
Total	$\Sigma X_1=1.610$	$\Sigma X_2=2.485$	$\Sigma X_1^2= 2471.425$	$\Sigma X_2^2= 214.225$	$\Sigma D= 875$	$\Sigma D^2= 36.125$

(Data source: Primary data processing)

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$X = \frac{\Sigma D}{N} = \frac{875}{29} = 30,17$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{36,125 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30,17}{\sqrt{\frac{36,125 - \frac{(875)^2}{29}}{29(29-1)}}$$

$$t = \frac{30,17}{\sqrt{\frac{36,125 - \frac{765,625}{29}}{29(28)}}$$

$$t = \frac{30,17}{\sqrt{\frac{36,125 - 26.400,86}{812}}}$$

$$t = \frac{30,17}{\sqrt{\frac{9.724,14}{812}}}$$

$$t = \frac{30,17}{\sqrt{11,97}}$$

$$t = \frac{30,17}{3,45}$$

$$t = 8,74$$

So the T-test value is 8,74 it was greater than t-table

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In addition that there was a significant difference between the result students' pre-test and post-test.

Table 4.7 the test of significance

Variable	T-test	T-table value
Pre-test – Post-test	8,74	1.701

b. Hypothesis testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N - 1 \\ &= 29 - 1 \\ &= 28 \end{aligned}$$

For the level, significant (p) 5% and $df = 28$, and the value of the table is 1.701, while the value of t-test is 8,74. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' vocabulary mastery through expansion drill technique at the second grade of SMAN 7 Pinrang is significant better after getting the treatment. So the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. Discussion

1. The Improvement of students' vocabulary through expansion drill technique.

To know the enhancement of students' vocabulary through expansion drill technique, the writer calculated the mean score students' vocabulary was indicted from two test namely pre-test and post-test. The mean score in pre-test before gave the students treatment was 55,51 and the mean score of the post-test was 85,6 after gave the student treatment.

By looking at the test finfing, from the data provided in classification table based on the vocabulary, clearly to see that in the pre-test there were 5 (17,24%) students who got very good, one (3,44%) students got good score, eight (27,58%) students got fair score, ten (34,48%) students got poor score and five (17,24%) students got very poor score. Where as in the post-test, twentyseven (93,10%) students got very good score, two (6,90%) students got good score, and no one students got

fair, poor, and very poor score. From the result, the researcher concluded that the students' vocabulary mastery from very poor up to good and very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H₀) and the alternative hypothesis (H_a), the writer used t-test to calculating result showed that on the t-test value was greater than t-table value 1.701 table ($8,74 \geq 1.701$) with a degree of freedom (df) =28 It means the alternative hypothesis (H_a) was concluded that by expansion drill technique was able to enhance the students' vocabulary mastery is significant better after getting the treatment. While the null hypothesis (H₀) was rejected.

Based on the finding above the researcher concluded that where was an enhancement of using expansion drill technique in teaching vocabulary at the second grade of SMAN 7 Pinrang.

2. The ways of implementation expansion drill technique to enhance students' vocabulary

To find out how the implementation expansion drill technique is able to enhance students' vocabulary the researcher got some pieces from the students' activities in learning process. There eight meetings for doing this research. Two meetings for doing test and six meetings for doing the treatment to prove that was the implementation of expansion drill technique can enhance the students' vocabulary.

The first meeting before the writer gave the treatment, the students were given the pre-test to measure their vocabularies. After the writer opened the meeting and introduce himself to the students, he gave some explanation about that research and gave some test to the students' as the pre-test to know the students' vocabularies during they learn English in the school. The type of test is multiple choices, fill in the

blank, and matching word. It purposed to know the students' enhancement before getting treatment.

The second meeting this meeting was a first treatment after gave the pre-test to the students. In this meeting was gave marial about "Verb" some students in the class said english was very difficult we can not understand about english more and the resercher tried to gave motivation for the students and said english was very easy if we have much vocabularies. The researcher asked some of students about their vocabulary but they can not answer well, so the resercher show a new technique that the teacher never used in the class. The researcher explained about expansion drill technique and write some vocabularies on the whiteboard and then the researcher give chance to students for remember and used in daily activity.

The third meeting the students studied about "Adjective" the researcher describe the process of expansion drill technique and give some example before the researcher start to applied the technique the students was devided into some groups and the students repeated some vocabularies on the whiteboard in this meeting the researcher used flasfcard in the class cause the students very easy to understand if they look picture and the real object.

The researcher put on the white board:

Handsome Beautiful Diligent Lazy

The researcher says : Every day she always go to school

The students raise their hand : She is a Diligent

The fourth meeting the students did the same instruction with different material, the students studied about "Profession" all of the students repeated the sentences that the researcher said in the class example:

- The researcher : She is beautiful
- The students : She is beautiful
- The researcher : My mom is a teacher. She is beautiful
- The students : My mom is a teacher. She is beautiful
- The researcher : She works in the school
- The students :She works in the school
- The researcher : My mom is a teacher. She is beautiful,She works in the school
- The students :My mom is a teacher. She is beautiful,She works in the school

The fifth meeting the students did the same instruction with different material, the students studied about “Public Place” after the researcher give time to the students remember the vocabularies, the students divided into some groups, the researcher give some simple dialog every group and the cue is the students must find vocabularies or new word about public place.

The sixth meeting the students studied about “Prepositions” this vocabularies is very easy but some of students can not used well and make but after give some treatment used expansion drill techniques most of them can make a simple sentences example I see the book on the table, My mom is beautiful, I see my cat at the mosque.

The Seventh meeting the students studied about “Things in the classroom” the researcher gave some list of vocabularies and the students mention things in the classroom, that the students look at the class example I eat big chicken in the class and the researcher give appreciate to the students who can make a simple dialog used the material starts from the firts meeting until the last meeting.

The last meeting after give treatment to the students, the writer gave post test. The students were given the post-test to find out the achievement and their progres, it was used to know the result treatment it was also aimed to know whether there is an enhancement or not for students. After the writer opened thee meeting, he gave some test to the students the type of test is multiple choices, fill in the blank, and matching picture and they have to answer it based on their knowledge after gave them treatment. After getting all the data, the writer closed the class by greeting to the students.

Based on the first meeting until the last meeting the implementation of expansion drill technique at second grade of SMAN 7 Pinrang can changed classroom situation in learning process was better than the previous meeting, it could be seen from the result of observation that the students who where able to active in the class, Before applying expansion drill technique in teaching vocabulary some of students faced problem to memorize the vocabulary like, the students ware very lazy to study english they thought that english was very difficult, the students lack of motivation and awareness in learning English and the students rarely study english used media or new technique in class sice in vocabulary learning so many vocabularies were not familiar for them.

After applying expansion drill technique in teaching vocabulary in the class gave enhancement to the students, for examplethe students was very easy to memorize and understand the vocabulary, the students more active to study english.

CHAPTER V

CLOSING

This chapter consist of the summary of the research based on the finding and the discussion of this research.

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether using expansion drill technique was able or not to enhance the students' vocabulary mastery. Therefore, the writer concluded that there was a significant difference of the students' vocabulary before and after treatment. The description of the conclusion based on the problem statement of this research.

T-test result in which the value of t-test was 8,74 It was greater than t-table was 1.701 at the level significance 0.05 and degree of freedom (df) was 28. The mean score of pre-test (55,51), standard deviation (18,33) and the mean score of post-test (85,6) and the standard deviation (6,77). So, the enhancement of students' vocabulary is 30,09. The research of data analysis showed that some students able to enhance students' vocabulary mastery by implementing expansion drill technique, it means that the writer can apply expansion drill technique to the students on six meeting in the treatment. Students can do the technique and also students' vocabulary got enhancement.

Based on the description of the result above, it can be proved by looking at the mean score of the students' vocabulary test in pre-test and post-test. The mean score of pre-test (55,51) is lower than the mean score of post-test (85,6). Then, the t-test (8,74) was greater than t-table (1.701). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It proved that the implementation of expansion drill technique in teaching vocabulary able to enhance the students' vocabulary mastery.

B. Suggestion

Based on the research, the writer gives some suggestion as follow:

1. For the English teacher.

The teacher has to know many ways to teach English so that, make the learning process will be running well. The teacher is expected to know the suitable technique in teaching. It is important because technique in teaching and learning process may influence the result of students' achievement on learning. It suggested to the English teacher to use expansion drill technique in teaching because it can help the students to be active in the class.

2. for the students

The students should be more active and not afraid of making mistakes during teaching learning process. The students' should pay attention and listen carefully while the teacher explains about the material. They should practice and measure their vocabulary in English, discussing with their friend if they have difficulty to remember the vocabulary, and don't forget always repeated that vocabulary was given.

3. for the next researcher

This is the suitable technique for teaching English to motivate the students. The next technique can use expansion drill and combined with another method. The writer suggest for the other researcher not only focus in Expansion drill technique in vocabulary mastery but they can implement the method with the other skill such as, listening, writing, speaking and reading.



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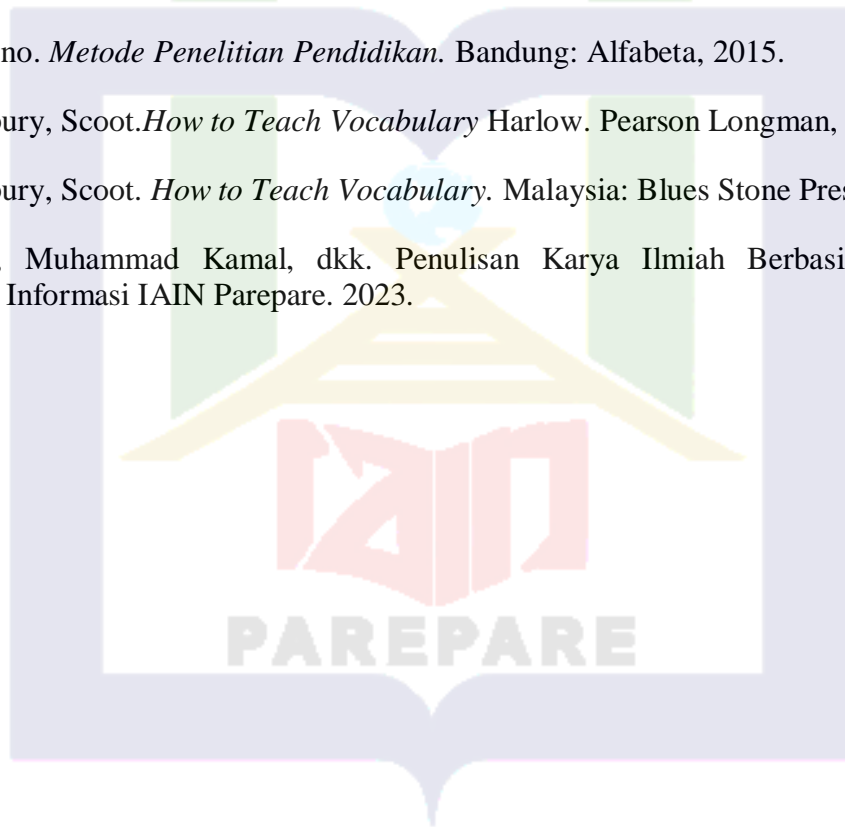
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APPENDIX



Appendix 1. Research permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
JURUSAN TARBİYAH DAN ADAB

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, email: mail@iainpare.ac.id

Nomor : B.915/In.39/FT/5/2019

20 Mei 2019

Lamp. : -

Hal : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Dra. Hj. Nanning, M.Pd.
2. Mujahidah, M.Pd.

di-

Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan surat permohonan mahasiswa:

Nama : MUH. RIZAL
Nim : 151300082
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Pada tanggal 20 Mei 2019 tentang pengusulan judul penelitian *Teaching English Vocabulary By Using Drilling Technique At SMA Negeri 7 Pinrang*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Dekan

H. Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ 0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.193/In.39.5.1/PP.00.9/01/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Risal
Tempat/Tgl. Lahir : Paero, 21 Juli 1996
NIM : 15.1300.082
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XIII (Tiga Belas)
Alamat : Paero, Desa Padaelo, Kec. Mattiro Bulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "**The Implementation Of Expansion Drill Technique To Enhance Students' Vocabulary Mastery At The Second Grade Of SMAN 7 Kab. Pinrang**". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 13 Januari 2022

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 25484/S.01/PTSP/2022
Lampiran : -
Perihal : **Izin Penelitian**

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.193/In.39.5.1/PP.00.9/01/2022 tanggal 13 Januari 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **MUH. RISAL**
Nomor Pokok : **15.1300.082**
Program Studi : **Pend. Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa(S1)**
Alamat : **Jl. Amal Bakti No. 8, Soreang Kota Parepare**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE IMPLEMENTATION OF EXPANSION DRILL TECHNIQUE TO ENHANCE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF SMAN 7 KAB. PINRANG "

Yang akan dilaksanakan dari : Tgl. **14 Januari s/d 14 Februari 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan *barcode*.

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 14 Januari 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Ir. H. DENNY IRAWAN SAARDI, M.Si
Pangkat : Pembina Utama Madya
Nip : 19620624 199303 1 003

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. Peringgal.

SIMAP PTSP 14-01-2022



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG**

Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang.
Kode Pos: 91271, Email: sman7pinrang@gmail.com, Website: sman7pinrang.sch.id, NPSN:40314430

SURAT KETERANGAN PENELITIAN
No: 421.3 / 043- UPT SMA.7/ PRG/ DISDIK

Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

Nama : **MUH. RISAL**
NIM : 151300082
Jenis Kelamin : Laki-laki
Nama Lembaga : IAIN Parepare
Program Studi : Pendidikan Bahasa Inggris (S-1)

Benar telah melakukan penelitian dengan judul : "*The Implementation Of Expansion Drill Technique to Enhance Student's Vocabulary Mastery At The Second Grade Of SMAN 7 Kab. Pinrang*" yang pelaksanaannya dari tanggal 14 Januari s/d 14 Februari 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 16 Maret 2022

Kepala Sekolah,



Appendix 2. Instrument of Pre-test And Post-test

	<p style="text-align: center;">KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421)2404</p>
	<p style="text-align: center;">VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</p>

Appendix 1. Instrument of Pre-test And Post-test

NAMA MAHASISWA : MUH. RISAL
 NIM/ PRODI : 15.1300.082/PBI
 FAKULTAS : TARBIYAH
 JUDUL : THE IMPLEMENTATION OF EXPANSION DRILL
 TECHNIQUE TO ENHANCE STUDENTS'
 VOCABULARY AT THE SECOND GRADE OF SMAN
 7 KAB. PINRANG

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-tes dan post-test pada kelas penelitian serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

Pre test

Name :

Class :

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. He..... A exercise in his book.
 - a. Writes
 - b. Reads
 - c. Draws
 - d. Listens
2. My Brother is a doctor He works in hospital. He Every patient there.
 - a. Sees
 - b. Thinks
 - c. Ignores
 - d. Helps
3. She/he like reading book of recipe, watching TV programme of culinary and interesting all about food, not only traditional food but also modern food. And she/he want try to make it. What is her/his hobby?
 - a. Reading
 - b. Eating
 - c. Cooking
 - d. Watching
4. Jane is, so she takes fried rice
 - a. Angry
 - b. Sleepy
 - c. Hungry
 - d. Thirsty
5. Frieda feels, so she goes to bed.
 - a. Angry
 - b. Sleepy
 - c. Hungry
 - d. Thirsty
6. What is the meaning of “dig”?
 - a. Menggali
 - b. Memancing
 - c. Membuang
 - d. Menanam

B. Match the word in column A with the appropriate meanings in column B!

Column A	Column B	Answer
1. Parents	a. keponakan perempuan	
2. Son	b. Ibu	
3. Grandmother	c. Anak laki-laki	
4. Granddaughter	d. Keponakan laki-laki	
5. Mother	e. Nenek	
6. Niece	f. Orangtua	
7. Nephew	g. Cucu perempuan	
8. Aunt	h. Bibi	

C. Fill in the blank!

1.



2.



3.



4.



5.



6.



.....

.....

.....

Post test

Name :

Class :

Choose the correct answer by crossing (X) a, b, c, or d!

1. My father a newspaper every weekend.
 - a. Draws
 - b. Reads
 - c. Writes
 - d. Buys
2. My mother is..... Fried rice in the kitchen.
 - a. Cooking
 - b. washing
 - c. Cleaning
 - d. Singing
3. Today, they to American to buy clothes and lipstick.
 - a. Go
 - b. Goes
 - c. Going
 - d. Went
4. This exercise is too for me. I get score 100.
 - a. Difficult
 - b. Easy
 - c. Expensive
 - d. High
5. Selvi's doll is broken. Selvi is very now.
 - a. Confuse
 - b. Sad
 - c. Happy
 - d. Charm
6. The clown is so He makes all kids laugh and happy.
 - a. Funny
 - b. Quiet
 - c. Noisy
 - d. Disgusting

B. Match the word in column A with the appropriate meanings in column B!

Column A	Column B	Answer
7. Clean	a. Menangis	
8. Throw	b. Memotong	
9. Catch	c. Membersihkan	
10. Run	d. Melempar	
11. Cook	e. Melompat	
12. Cry	f. Memasak	
13. Jump	g. Berlari	
14. Cut	h. Menangkap	

C. Fill in the blank!



Appendix 3. Lesson Plan**LESSON PLAN (I)**

Sekolah	: SMAN 7 Pinrang
Mata Pelajaran	: Bahasa Inggris
Materi	: Vocabulary of Daily Activities
Alokasi Waktu	: 2 x 45 minutes
Pertemuan	: Pertama

I. STANDAR KOMPETENSI

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

II. KOMPETENSI DASAR

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. INDIKATOR

1. Mengetahui dan memahami kosakata tentang kegiatan sehari-hari
2. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
3. Siswa dapat memahami kosakata yang telah diberikan

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Siswa dan mengetahui dan memahami kosakata tentang kosa kata kegiatan sehari-hari
2. Mengulang kosakata yang didengarnya dengan suara lantang
3. Memahami kosakata yang diberikan

V. MATERI PEMBELAJARAN

1. Vocabulary of Daily Activities

- | | |
|-----------|----------------|
| a) Draw | : Menggambar |
| b) Write | : Menulis |
| c) Read | : Membaca |
| d) Swim | : Berenang |
| e) Jump | : Melompat |
| f) Eat | : Makan |
| g) Get up | : Bangun |
| h) Walk | : Berjalan |
| i) Cry | : Menangis |
| j) Sleep | : Tidur |
| k) Clean | : Membersihkan |
| l) Cut | : Memotong |
| m) Throw | : Melempar |
| n) Catch | : Menangkap |
| o) Wash | : Mencuci |
| p) Cook | : Memasak |
| q) Run | : Berlari |
| r) Drink | : Minum |
| s) Count | : Menghitung |
| t) Push | : Mendorong |

2. Structure :

- “Could you mention the vocabulary of Daily Activities?”
- “Could you spell it the word?”
- What do you do?
- “I count my money”
- Repeat after me

VI. TEKNIK PEMBELAJARAN

Expansion Drill Technique

VII. LANGKAH-LANGKAH KEGIATAN

1. Kegiatan Pendahuluan

- Greetings
- Memberi motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas.

2. Kegiatan Inti

- Peneliti membagi siswa menjadi beberapa kelompok.
- Peneliti menuliskan dipapan tulis 20 kosakata tentang kegiatan sehari-hari yang umum digunakan.
- Siswa di beri kesempatan 5 menit untuk menghafalkan dan mengulang kosakata yang telah diberikan.
- Peneliti memperlihatkan flash card dengan kosa kata yang sesuai topik dan menyebutkannya, siswa membuat kalimat simple sesuai kosa kata yang diperlihatkan atau yang ditunjukkan.
- Setiap anggota kelompok berkesempatan untuk menjawab yang paling tepat berhasil menjawab dengan benar akan mendapatkan poin tambahan, dan kelompok yang mendapatkan banyak poin akan menjadi pemenangnya.

3. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung
- Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
- Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

VIII. SUMBER BELAJAR

- Gambar aktivitas kegiatan sehari-hari
- Buku Bahasa Inggris
- Kamus

IX. PENILAIAN

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39

LESSON PLAN (II)

Sekolah : SMAN 7 Pinrang
 Mata Pelajaran : Bahasa Inggris
 Materi : Vocabulary of Adjective
 Alokasi Waktu : 2 x 45 minutes
 Pertemuan : Kedua

I. STANDAR KOMPETENSI

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

II. KOMPETENSI DASAR

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. INDIKATOR

1. Mengetahui dan memahami kosakata tentang kata sifat
2. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
3. Siswa dapat memahami kosakata yang telah diberikan

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Siswa dan mengetahui dan memahami kosakata tentang kata Sifat
2. Mengulang kosakata yang didengarnya dengan suara lantang
3. Memahami kosakata yang diberikan

V. MATERI PEMBELAJARAN

1. Vocabulary of Adjective

a) Fat	: Gemuk	k) Boring	: Bosan
b) Thin	: Kurus	l) Angry	: Marah
c) Big	: Besar	m) Smart	: Pintar
d) Small	: Kecil	n) Stupid	: Bodoh

- | | | | |
|--------------|--------------|-------------|-----------|
| e) Tall | : Tinggi | o) Diligent | : Rajin |
| f) Short | : Pendek | p) Busy | : Sibuk |
| g) Beautiful | : Cantik | q) Naughty | : Nakal |
| h) Handsome | : Ganteng | r) Polite | : Sopan |
| i) Delicious | : Lezat/Enak | s) Jealous | : Cemburu |
| j) Lazy | : Malas | t) sad | : sedih |

2. Structure :

- “Could you mention the vocabulary?”
- “Could you spell it the word?”
- Repeat after me

VI. TEKNIK PEMBELAJARAN

Expansion Drill Technique

VII. LANGKAH-LANGKAH KEGIATAN

1. Kegiatan Pendahuluan

- Greetings
- Memberi motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas.

2. Kegiatan Inti

- Peneliti membagi siswa menjadi beberapa kelompok.
- Peneliti menuliskan dipapan tulis 20 kosakata tentang kegiatan sehari-hari yang umum digunakan.
- Siswa di beri kesempatan 5 menit untuk menghafalkan dan mengulang kosakata yang telah diberikan.
- Peneliti memperlihatkan flash card dengan kosa kata yang sesuai topik dan menyebutkannya, siswa membuat kalimat simple sesuai kosa kata yang diperlihatkan atau yang ditunjukkan.

- Setiap anggota kelompok berkesempatan untuk menjawab yang paling tepat berhasil menjawab dengan benar akan mendapatkan poin tambahan, dan kelompok yang mendapatkan banyak poin akan menjadi pemenangnya.

3. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung
- Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
- Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

VIII. SUMBER BELAJAR

- Buku Bahasa Inggris
- Kamus

IX. PENILAIAN

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39

LESSON PLAN (III)

Sekolah : SMAN 7 Pinrang
 Mata Pelajaran : Bahasa Inggris
 Materi : Vocabulary of Profession
 Alokasi Waktu : 2 x 45 minutes
 Pertemuan : Ketiga

I. STANDAR KOMPETENSI

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

II. KOMPETENSI DASAR

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. INDIKATOR

1. Mengetahui dan memahami kosakata tentang profesi
2. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
3. Siswa dapat memahami kosakata yang telah diberikan

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Siswa dan mengetahui dan memahami kosakata tentang profesi.
2. Mengulang kosakata yang didengarnya dengan suara lantang
3. Memahami kosakata yang diberikan

V. MATERI PEMBELAJARAN

1. Vocabulary of Profession

- | | | | |
|--------------|---------------|------------|-----------|
| a) Actor | : Aktor | k) Police | : Polisi |
| b) Carpenter | : Tukang kayu | l) Pilot | : Pilot |
| c) Doctor | : Dokter | m) Teacher | : Guru |
| d) Dentist | : Dokter Gigi | n) Nurse | : Perawat |

- | | |
|------------------------------|--------------------------------|
| e) Fisherman : Nelayan | o) Driver : Sopir |
| f) Chef : Juru Masak | p) Singer : Penyanyi |
| g) Farmer : Petani | q) Headmaster : Kepala Sekolah |
| h) Gardener : Tukang Kebun | r) Postman : Tukang Pos |
| i) Waiter : Pelayan Restoran | s) Architect : Arsitek |
| j) Soldier : Tentara | t) Mechanic : Montir |

2. Structure :

- “Could you mention the vocabulary of profession?”
- “Could you spell it the word?”
- “What is your ambition?”/ “I want to be”

VI. TEKNIK PEMBELAJARAN

Expansion Drill Technique

VII. LANGKAH-LANGKAH KEGIATAN

1. Kegiatan Pendahuluan
 - Greetings
 - Memberi motivasi kepada siswa
 - Penjelasan tentang topic yang akan dibahas.
2. Kegiatan Inti
 - Peneliti membagi siswa menjadi beberapa kelompok.
 - Peneliti menuliskan dipapan tulis 20 kosakata tentang profesi yang umum digunakan.
 - Siswa di beri kesempatan 5 menit untuk menghafalkan dan mengulang kosakata yang telah diberikan.
 - Peneliti memperlihatkan flash card dengan kosa kata yang sesuai topik dan menyebutkannya, siswa membuat kalimat simple sesuai kosa kata yang diperlihatkan atau yang ditunjukkan.

- Setiap anggota kelompok berkesempatan untuk menjawab yang paling tepat berhasil menjawab dengan benar akan mendapatkan poin tambahan, dan kelompok yang mendapatkan banyak poin akan menjadi pemenangnya.

3. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung
- Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
- Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

VIII. SUMBER BELAJAR

- Buku Bahasa Inggris
- Kamus

IX. PENILAIAN

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39

LESSON PLAN (IV)

Sekolah	: SMAN 7 Pinrang
Mata Pelajaran	: Bahasa Inggris
Materi	: Vocabulary of Public Place
Alokasi Waktu	: 2 x 45 minutes
Pertemuan	: Keempat

I. STANDAR KOMPETENSI

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

II. KOMPETENSI DASAR

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. INDIKATOR

1. Mengetahui dan memahami kosakata Tempat umum
2. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
3. Siswa dapat memahami kosakata yang telah diberikan

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Siswa dan mengetahui dan memahami kosakata tentang tempat umum.
2. Mengulang kosakata yang didengarnya dengan suara lantang
3. Memahami kosakata yang diberikan

V. MATERI PEMBELAJARAN

1. Vocabulary of Public Place
 - a. Airport : Bandara
 - b. Backyard : Halaman belakang
 - c. Beach : Pantai
 - d. bus stop : Halte bus
 - e. farm : sawah

- f. Street : jalan
- g. cinema : bioskop
- h. Port : Pelabuhan
- i. city : kota
- j. forest : hutan
- k. pool : kolam
- l. Zoo : Kebun binatang
- m. island : pulau
- n. mountain : gunung
- o. park : taman
- p. playground : taman bermain
- q. school : sekolah
- r. ocean : lautan/samudra
- s. sidewalk : trotoar/jalan pinggir
- t. Office : kantor

2. Structure :

“What is this?”

“Could you mention the name of Public Place?”

“Could you spell it?”

“This is an/a . . .”

VI. TEKNIK PEMBELAJARAN

Expansion Drill Technique

VII. LANGKAH-LANGKAH KEGIATAN

1. Kegiatan Pendahuluan

- Greetings
- Memberi motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas.

2. Kegiatan Inti

- Peneliti membagi siswa menjadi beberapa kelompok.
- Peneliti menuliskan dipapan tulis 20 kosakata tentang tempat umum yang sering dijumpai.
- Siswa di beri kesempatan 5 menit untuk menghafalkan dan mengulang kosakata yang telah diberikan.

- Peneliti memperlihatkan flash card dengan kosa kata yang sesuai topik dan menyebutkannya, siswa membuat kalimat simple sesuai kosa kata yang diperlihatkan atau yang ditunjukkan.
- Setiap anggota kelompok berkesempatan untuk menjawab yang paling tepat berhasil menjawab dengan benar akan mendapatkan poin tambahan, dan kelompok yang mendapatkan banyak poin akan menjadi pemenangnya.

3. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung
- Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
- Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

VIII. SUMBER BELAJAR

- Gambar tempat umum
- Buku Bahasa Inggris
- Kamus

IX. PENILAIAN

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39

LESSON PLAN (V)

Sekolah	: SMAN 7 Pinrang
Mata Pelajaran	: Bahasa Inggris
Materi	: Vocabulary of things in the classroom
Alokasi Waktu	: 2 x 45 minutes
Pertemuan	: Kelima

I. STANDAR KOMPETENSI

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

II. KOMPETENSI DASAR

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. INDIKATOR

1. Mengetahui dan memahami kosakata tentang benda-benda didalam kelas
2. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
3. Siswa dapat memahami kosakata yang telah diberikan

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Siswa dan mengetahui dan memahami kosakata tentang benda-benda didalam kelas.
2. Mengulang kosakata yang didengarnya dengan suara lantang
3. Memahami kosakata yang diberikan

V. MATERI PEMBELAJARAN

1. Vocabulary of Things in the classroom

- a. Notebook : Buku Catatan
- b. Pencil : Pensil
- c. Pencilcase : Tempatpensil
- d. Pen : Pulpen
- e. Ruler : Penggaris
- f. Broom : Sapu
- g. Duster : Penghapus papan tulis
- h. Bin : Tempat Sampah
- i. Globe : Bola dunia
- j. Sharpener : Peraut Pensil
- k. Table : Meja
- l. Feather Duster : Kemucing
- m. Whiteboard : Papan Tulis
- n. Chair : Kursi
- o. Window : Jendela
- p. Book : Buku
- q. Bag : Tas
- r. Clock : Jam
- s. Scissors : Gunting
- t. Door : Pintu

2. Structure : “What is this?”

“Could you mention the things in the classroom?”

“Could you spell it the word?”

“This/That is an/a . . .”

VI. TEKNIK PEMBELAJARAN

Expansion Drill Technique

VII. LANGKAH-LANGKAH KEGIATAN

1. Kegiatan Pendahuluan
 - Greetings
 - Memberi motivasi kepada siswa
 - Penjelasan tentang topic yang akan dibahas.

2. Kegiatan Inti

- Peneliti membagi siswa menjadi beberapa kelompok.
- Peneliti menuliskan dipapan tulis 20 kosakata tentang benda-benda didalam kelas yang umum digunakan.
- Siswa di beri kesempatan 5 menit untuk menghafalkan dan mengulang kosakata yang telah diberikan.
- Peneliti memperlihatkan flash card dengan kosa kata yang sesuai topik dan menyebutkannya, siswa membuat kalimat simple sesuai kosa kata yang diperlihatkan atau yang ditunjukkan.
- Setiap anggota kelompok berkesempatan untuk menjawab yang paling tepat berhasil menjawab dengan benar akan mendapatkan poin tambahan, dan kelompok yang mendapatkan banyak poin akan menjadi pemenangnya.

3. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung
- Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
- Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

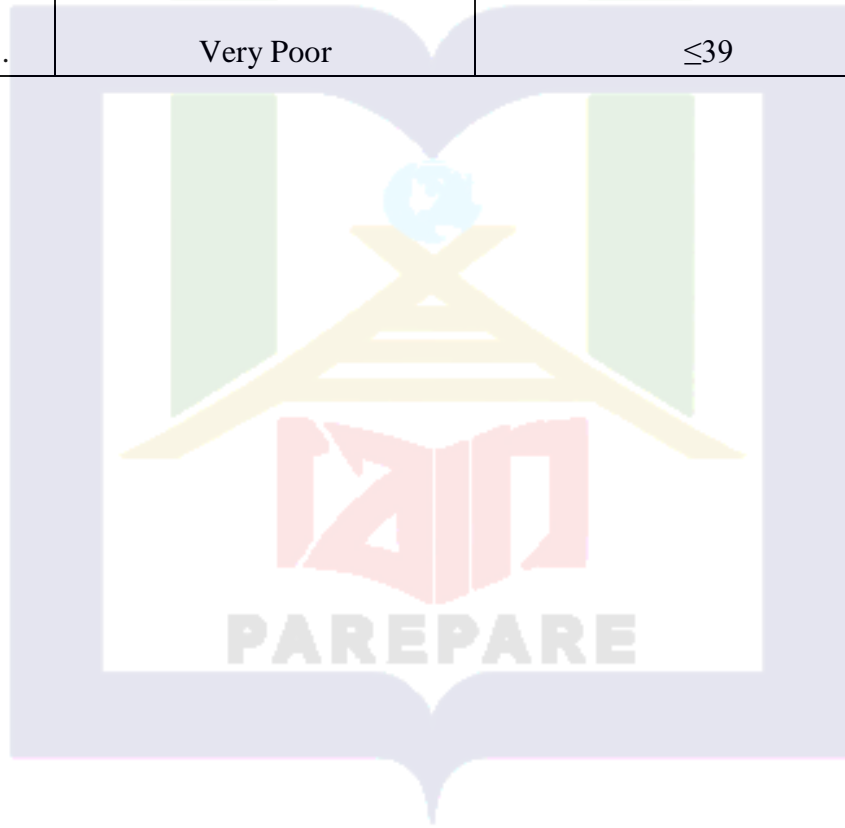
VIII. SUMBER BELAJAR

- Gambar benda-benda didalam kelas
- Buku Bahasa Inggris
- Kamus

IX. PENILAIAN

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39



LESSON PLAN (VI)

Sekolah	: SMAN 7 Pinrang
Mata Pelajaran	: Bahasa Inggris
Materi	: Vocabulary of Prepositions
Alokasi Waktu	: 2 x 45 minutes
Pertemuan	: Keenam

I. STANDAR KOMPETENSI

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

II. KOMPETENSI DASAR

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. INDIKATOR

1. Mengetahui dan memahami kosakata tentang benda-benda didalam kelas
2. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
3. Siswa dapat memahami kosakata yang telah diberikan

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Siswa dan mengetahui dan memahami kosakata tentang benda-benda didalam kelas.
2. Mengulang kosakata yang didengarnya dengan suara lantang
3. Memahami kosakata yang diberikan

V. MATERI PEMBELAJARAN

1. Vocabulary of Prepositions

- | | |
|----------------|---------------------|
| a. On | :Diatas |
| b. Above | :Diatas(Menyentuh) |
| c. Below | :Dibawah |
| d. Under | :Dibawah(Menyentuh) |
| e. Beside | :Disamping |
| f. Behind | :Dibelakang |
| g. In front of | :Didepan |
| h. Between | :Diantara |
| i. Around | :Dikeliling |
| j. In | :Didalam |
| k. Near | :Dekat |
| l. Far | :Jauh |
| m. Corner | :Ujung |
| n. Before | :Sebelum |
| o. After | :Setelah |
| p. Out | :Diluar |
| q. Among | :Diantara(Banyak) |
| r. Through | :Melalui |

2. Structure : “What is this?”

“Where is the Noteboo?”

“How to get airport”

VI. TEKNIK PEMBELAJARAN

Expansion Drill Technique

VII. LANGKAH-LANGKAH KEGIATAN

2. Kegiatan Pendahuluan
 - Greetings
 - Memberi motivasi kepada siswa
 - Penjelasan tentang topic yang akan dibahas.
3. Kegiatan Inti
 - Peneliti membagi siswa menjadi beberapa kelompok.
 - Peneliti menuliskan dipapan tulis 20 kosakata tentang preposisi yang umum digunakan.
 - Siswa di beri kesempatan 5 menit untuk menghafalkan dan mengulang kosakata yang telah diberikan.
 - Peneliti memperlihatkan kosa kata yang sesuai topik dan menyebutkannya, siswa membuat kalimat simple sesuai kosa kata yang diperlihatkan atau yang ditunjukkan. Siswa mampu merangkai kalimat sesuai dengan kosa kata yang telah diberikan selama enam kali pertemuan.
4. Setiap siswa berkesempatan untuk menjawab yang paling tepat berhasil menjawab dengan benar akan mendapatkan poin tambahan.
5. Kegiatan Penutup
 - Menyimpulkan materi pembelajaran
 - Menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung
 - Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
 - Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

VIII. SUMBER BELAJAR

- Buku Bahasa Inggris
- Kamus

IX. PENILAIAN

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤39

Appendix 4. The Result of students pre-test

Pre test

Name : *Desynta Andarisma*

Class :

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. He..... A exercise in his book.
 - a. Writes
 - b. Reads
 - c. Draws
 - d. Listens
2. My Brother is a doctor He works in hospital. He Every patient there.
 - a. Sees
 - b. Thinks
 - c. Ignores
 - d. Helps
3. She/he like reading book of recipe, watching TV programme of culinary and interesting all about food, not only traditional food but also modern food. And she/he want try to make it. What is her/his hobby?
 - a. Reading
 - b. Eating
 - c. Cooking
 - d. Watching
4. Jane is, so she takes fried rice
 - a. Angry
 - b. Sleepy
 - c. Hungry
 - d. Thirsty
5. Frieda feels, so she goes to bed.
 - a. Angry
 - b. Sleepy
 - c. Hungry
 - d. Thirsty
6. What is the meaning of "dig"?
 - a. Menggali
 - b. Memancing
 - c. Membuang
 - d. Menanam

$$\frac{9}{20} \times 100 = 45$$

B. Match the word in column A with the appropriate meanings in column B!

Column A	Column B	Answer
1. Parents	a. keponakan perempuan	1 - d X
2. Son	b. Ibu	2 - c ✓
3. Grandmother	c. Anak laki-laki	3 - e ✓
4. Granddaughter	d. Keponakan laki-laki	4 - b g ✓
5. Mother	e. Nenek	5 - b ✓
6. Niece	f. Orangtua	6 - f X
7. Nephew	g. Cucu perempuan	7 - a X
8. Aunt	h. Bibi	8 - h ✓

C. Fill in the blank!

1. 

Toong Ball X
2. 

Hair X
3. 

Kleaning Klining X
4. 

Broken Book X
5. 

tebang kleaning X
6. 

kid/Balon kids and balon X

Pre test

Name : AHMAD DAYAT

Class :

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. He..... A exercise in his book.
 - a. Writes
 - b. Reads
 - c. Draws
 - d. Listens
2. My Brother is a doctor He works in hospital. He Every patient there.
 - a. Sees
 - b. Thinks
 - c. Ignores
 - d. Helps
3. She/he like reading book of recipe, watching TV programme of culinary and interesting all about food, not only traditional food but also modern food. And she/he want try to make it. What is her/his hobby?
 - a. Reading
 - b. Eating
 - c. Cooking
 - d. Watching
4. Jane is, so she takes fried rice
 - a. Angry
 - b. Sleepy
 - c. Hungry
 - d. Thirsty
5. Frieda feels, so she goes to bed.
 - a. Angry
 - b. Sleepy
 - c. Hungry
 - d. Thirsty
6. What is the meaning of "dig"?
 - a. Menggali
 - b. Memancing
 - c. Membuang
 - d. Menanam

$$\frac{6}{20} \times 100 = 30$$

B. Match the word in column A with the appropriate meanings in column B!

Column A	Column B	Answer
1. Parents	a. - keponakan perempuan	1.F. ✓
2. Son	b. Ibu	2.C ✓
3. Grandmother	c. Anak laki-laki	3.E ✓
4. Granddaugther	d. Keponakan laki-laki	4.G ✓
5. Mother	e. Nenek	5.B ✓
6. Niece	f. - Orangtua	6.D X
7. Nephew	g. Cucu perempuan	7.A X
8. Aunt	h. Bibi	8.H ✓

C. Fill in the blank!

1. 

Throw ✓
2. 

hair X
3. 

cleaning X
4. 

the thepaper X
5. 

sweep X
6. 

blow ✓

Appendix 5. The Result of students post-test

Post test

Name : MUH. AZHRAF

Class : XI. IPS 1

Choose the correct answer by crossing (X) a, b, c, or d!

1. My father a newspaper every weekend.
 - a. Draws ✓
 - ~~b. Reads~~
 - c. Writes
 - d. Buys
2. My mother is..... Fried rice in the kitchen.
 - ~~a. Cooking~~
 - b. washing ✓
 - c. Cleaning
 - d. Singing
3. Today, they to American to buy clothes and lipstick.
 - a. Go
 - ~~b. Goes~~
 - c. Going X
 - d. Went
4. This exercise is too for me. I get score 100.
 - ~~a. Difficult~~
 - b. Easy X
 - c. Expensive
 - d. High
5. Selvi's doll is broken. Selvi is very now.
 - a. Confuse
 - ~~b. Sad~~
 - c. Happy ✓
 - d. Charm
6. The clown is so He makes all kids laugh and happy.
 - ~~a. Funny~~
 - b. Quiet ✓
 - c. Noisy
 - d. Disgusting

$$\frac{17}{20} \times 100 = 85$$

B. Match the word in column A with the appropriate meanings in column B!

Column A	Column B	Answer
7. Clean	a. Menangis	12 - a ✓
8. Throw	b. Memotong	14 - b ✓
9. Catch	c. Membersihkan	7 - c ✓
10. Run	d. Melempar	8 - d ✓
11. Cook	e. Melompat	13 - e ✓
12. Cry	f. Memasak	11 - f ✓
13. Jump	g. Berlari	10 - g ✓
14. Cut	h. Menangkap	9 - h ✓

C. Fill in the blank!



Post test

Name : Desynta Andarisma

Class : XI IPS 1

Choose the correct answer by crossing (X) a, b, c, or d!

1. My father a newspaper every weekend.
 - a. Draws
 - b. Reads
 - c. Writes
 - d. Buys
2. My mother is..... Fried rice in the kitchen.
 - a. Cooking
 - b. washing
 - c. Cleaning
 - d. Singing
3. Today, they to American to buy clothes and lipstick.
 - a. Go
 - b. Goes
 - c. Going
 - d. Went
4. This exercise is too for me. I get score 100.
 - a. Difficult
 - b. Easy
 - c. Expensive
 - d. High
5. Selvi's doll is broken. Selvi is very now.
 - a. Confuse
 - b. Sad
 - c. Happy
 - d. Charm
6. The clown is so He makes all kids laugh and happy.
 - a. Funny
 - b. Quiet
 - c. Noisy
 - d. Disgusting

$\frac{18}{20} \times 100 = 90$

B. Match the word in column A with the appropriate meanings in column B!

Column A	Column B	Answer
7. Clean	a. Menangis	clean = membersihkan
8. Throw	b. Memotong	Run = berlari
9. Catch	c. Membersihkan	cook = memasak
10. Run	d. Melempar	Jump = melompat
11. Cook	e. Melompat	cut = memotong
12. Cry	f. Memasak	
13. Jump	g. Berlari	
14. Cut	h. Menangkap	

C. Fill in the blank!

15.



Fast ✓

16.



slow ✗

17.



Jump Happy ✓

18.



strong ✓

19.



weak ✓

20.



dirty ✓

Appendix 6. T-table

Df	α (level of significance) (<i>one-tailed test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.947
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.900
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.820
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.779
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 6. Documentation

DOCUMENTATION







Appendix 6. Curriculum Vitae

CURRICULUM VITAE



The writer was born on July 21th, 1996 in Paero. He is the Fifth child from five siblings he has two sisters and two brothers. His father name is Lakanduand his mother name is Hasnawati. He began his study 2002 in SDN 83 Paero and graduate on 2007. He continue his study in the same year on 2007 in SMPN 1Mattiro Bulu Kab. Pinrang and graduated on 2010. He continued his study at SMAN7 Kab. Pinrang and graduated on 2014. He continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah as his major. While he study in IAIN Parepare, he actives in Lintasan Imajinasi Bahasa Mahasiswa(LIBAM) IAIN Parepare 2014-2020. Finally, on 2022 He Complete hisThesis with the title **“The Implementation of Expansion Drill Technique to Enhance Students’ Vocabulary at The Second Grade of SMAN 7 Kab. Pinrang”**.

