#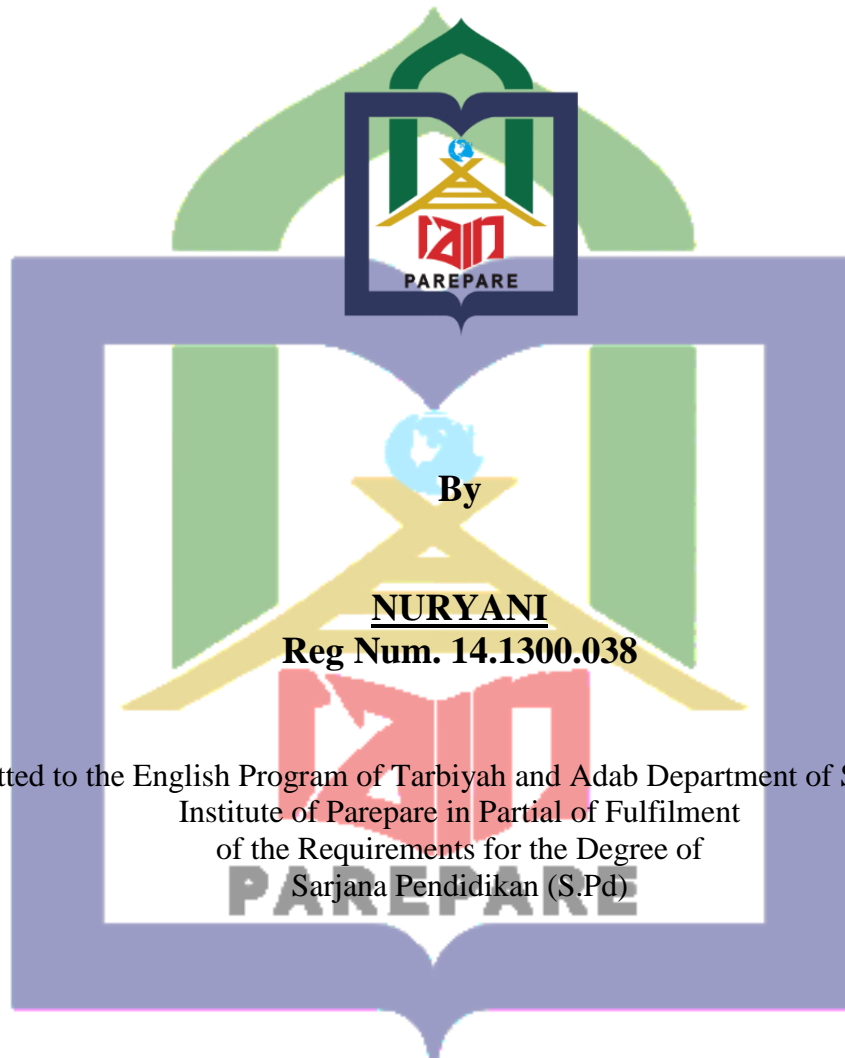 IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING DRILL METHOD AT THE SECOND GRADE OF MTs IZZATUL MA'ARIF TAPPINA KAB. POLMAN

By

NURYANI
Reg Num. 14.1300.038

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING DRILL METHOD AT THE SECOND GRADE OF MTs IZZATUL MA'ARIF TAPPINA KAB. POLMAN

By

<u>NURYANI</u>
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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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SKRIPSI

As Partial Fulfillment of the Requirements for the Degree
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To

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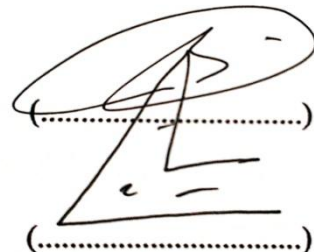**2018**

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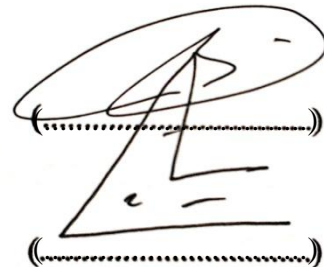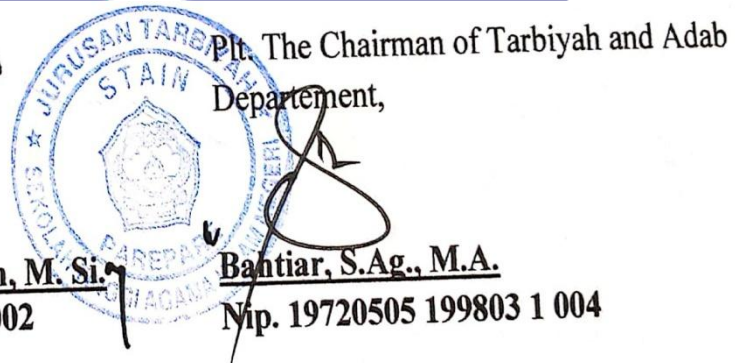
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil 'Alamin, Praise is merely to the Almighty Allah swt. give thanks for God's love and grace for us, the most Gracious, the most Merciful, the Lord of the universe, the Master of the judgment day, the king of the kings, who has given his bless to the writer for finishing this skripsi entitled : Improving the Students' Vocabulary by Using Drill Method at the Second Grade of MTs Izzatul Ma'arif Tappina Kab. Polman.

Shalawat and Salam always be given to our prophet Muhammad saw (peace be upon him) a person that becomes a great leader, the best example for us, who has been guided us from jahiliah era to Islamiah, from the darkness, and from uneducated person to be educated person.

The writer wants to thank a lot to all people who always support and help her. She realized that without their support and help, she could not be able to finish this skripsi. So in this opportunity, the writer would like to express especially thanks to her beloved parents and family who have giving endless love, advice, support and pray to God for writer's success.

Her high appreciation and profusely sincere thanks are due to Drs. Anwar, M.Pd as the first consultant and Dra.Hj. Nanning, M.Pd as the second consultant who has patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skipsi.

1. Dr. Ahmad Sultra Rustam, M.Si as the head of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Bahtiar, S.Ag. MA as the chairman of Tarbiyah Departement of IAIN Parepare. Who has arranged a positive education for the students in the Departement of Tarbiyah.

3. Mujahidah, M.Pd as the chairman of the English Education Program for fabulous serving to the students.

4. All the lecture of the English Education Program who have already thaugh the writer during her study in IAIN Parepare.

5. The head of Library IAIN Parepare and all staffs who have provided services to the author during the study in IAIN Parepare.

6. The writer brother and sister they are Anwar, S.Ip and Niar, SST who always accompany and gather the writer and always together in any conditions. Pray for the writer so I can finish this well.

7. Lukman, S.Ag, as the headmaster of MTs Izzatul Ma'arif Tappina who has allowed the researcher to conduct and observe the research at the school.

8. Her best friends in English Program of Tarbiyah Department: Nul Ilmi, Mariana, Damiati, Sri Rahmayanti, and Kamriati Eka Safitri who always give their support and courage as well as their helping for finish the research.

9. Her other best friends: Syahrul, Risnah, Nur Fitri, Hajirah, Karmila,Nasrah and Mutmainnah . Who always support the writer, share knowledge and always give advice to the writer.

10. All people who have given their help in writing this skripsi that the writer could not mention it one by one.

Finally, the writer realizes that this skripsi always need correction in order to be perfect from any mistakes. Therefore, the criticism and suggestions will be highly appreciated.

The writer can only pray to Allah SWT that the good deeds that are given get the rewards of His reward and blessings.
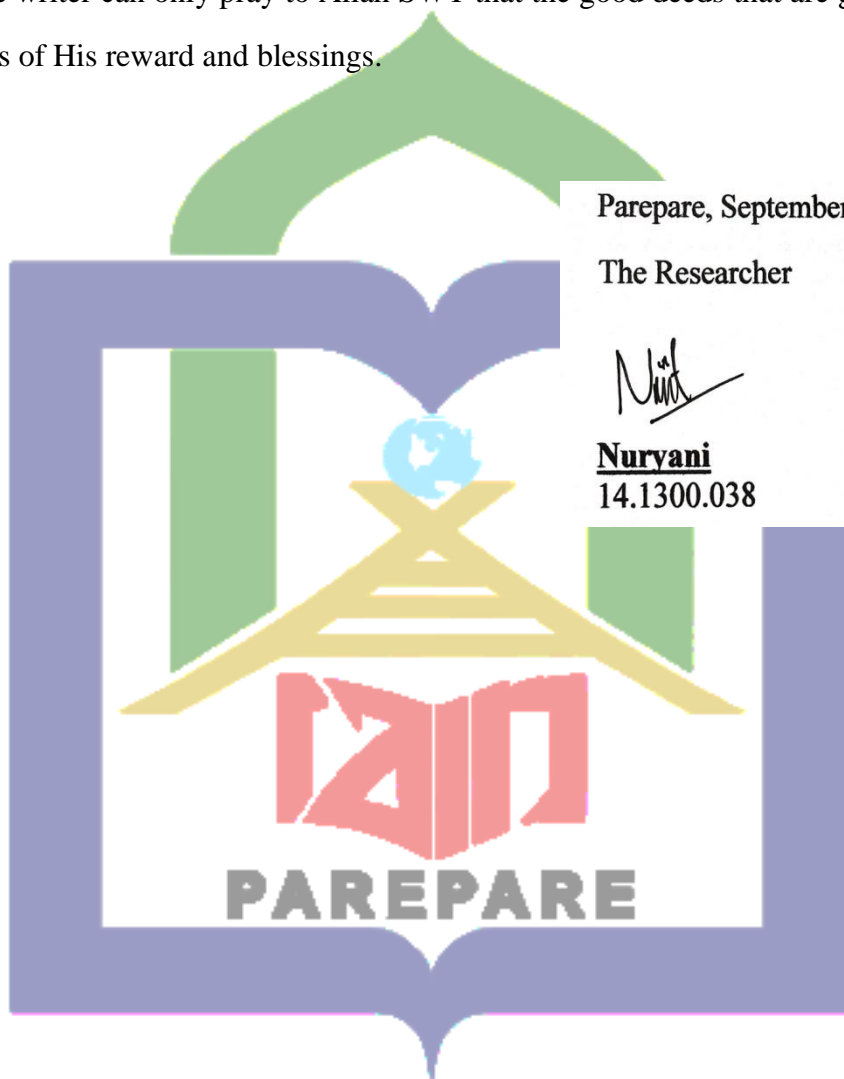
Parepare, September, 08th 2018

The Researcher

Nuryani
14.1300.038

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Study Program : English Education

Department : Tarbiyah and Adab

Tittle of Skripsi : Improving the Students' Vocabulary Mastery by Using Drill Method at the Second Grade Of MTs Izzatul Ma'arif Tappina Kab. Polman.

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

Parepare, September, 08th 2018

The Researcher

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ABSTRACT

Nuryani. *Improving Students' Vocabulary by Using Drill Method at the Second Grade of MTs Izzatul Ma'arif Tappina Kab.Polman* (Supervised by Anwar and Hj. Nanning)

Vocabulary is one of important factor in order to increase the mastery of English by students' in learning English. Vocabulary is a really importan aspect, especially for understanding the English text, without understanding vocabulary, the students will find some difficulties. To improve students' vocabulay, the teacher need the suitable method to conduct in the classroom. Drill method is one of the method that can improve students' vocabulary is done continuously and repetedly.

This study was aimed to find out the implementation of drill method can to improving the students' vocabulary at the second grade of MTs Izzatul Ma'arif Tappina Kab. Polman. The subject of this research was the class of VIIIB grade which consist of 16 students. The design of this research was quantitative method using pre-experimental design. The data was collected through pre-test and post test. It aimed to know whether the drill method can improve the students vocabulary mastery.
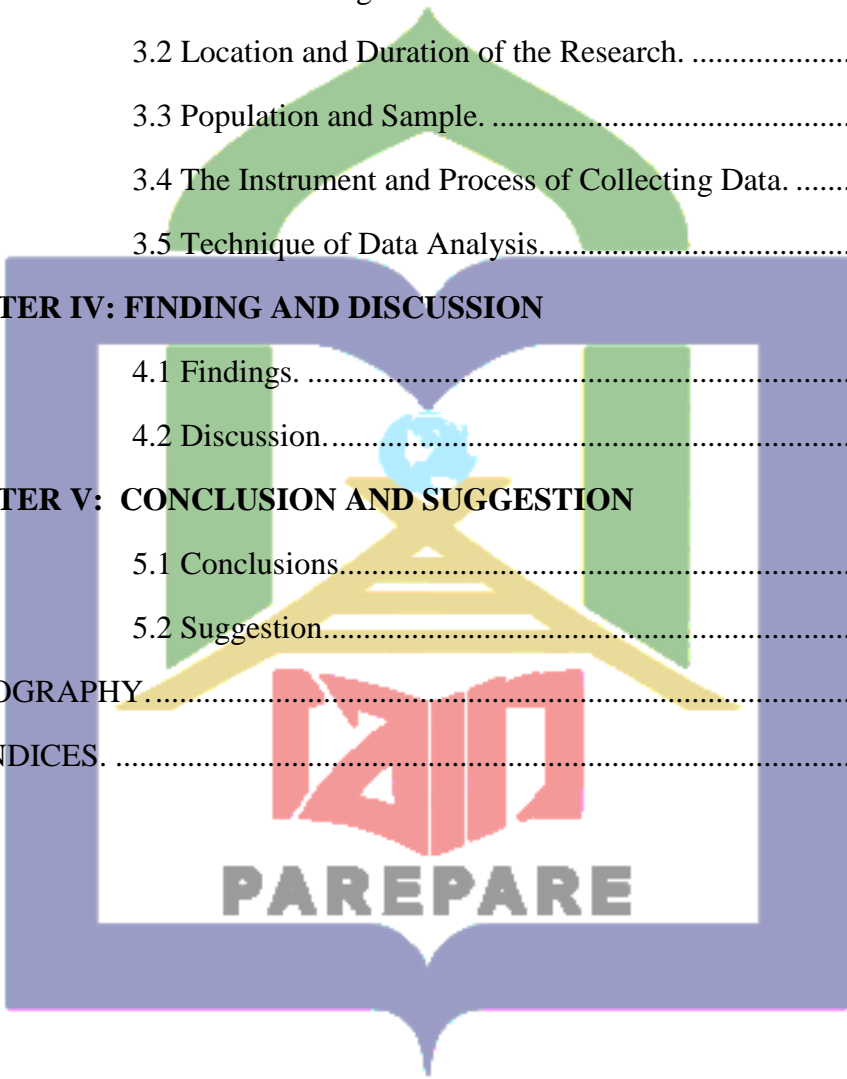
The result in this research was indicated that there was the improvement of the students' vocabulary mastery. it was indicated that the students' mean score of post-test (3,09) was greater than pre-test (2,14). Even, for the level significant (p) 5% and df = 15, and the value of table is 1,753, while the value of t-test is 5,59. It means that, the t-test value is greater than t-table (5,59 ≥ 1,753). Thus, it can be concluded that the students'vocabulary mastery improved after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Vocabulary Mastery, and Drill Method.

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CHAPTER I
INTRODUCTION

1.1 Background

Language is a tool of human communication, the people recognize that there are many languages on the world and the one of the most important language is English, which is that people can communicate each other with a person who has different country, but the people do not to speak without vocabulary. According to oxford language is system of communication in speak and writing used by people a particular.[1] Nobody ever learns all the words thin any language. We know and use the words that suit our particular purposes; we continue to learn new words as long as we live.[2]

Vocabulary is refers to words the people use to communicate in oral and print language. Receptive vocabulary refers to the words people understand through reading and listening. Productive vocabulary refers to the words people use to communicate through writing and speaking. In order communicate effectively using oral and print language, the people must be able to flexibly use words that people recognize and understand.[3]

Vocabulary is one of important factor in order to increase the mastery of English. It is a really an important aspect, especially for understanding the English text, without understanding vocabulary, the students will find some difficulties. One

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[1] Victora Bull, "*Oxford Leaner's Pocket Dictionary"*, (University Press, 2008), p.247.

[2] Macmillan Company*,"The Key to English Vocabulary",*(United States of America, 1965).p.1.

[3] Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly,* (U.S:Pacific Resources for Education and Learning), p.5.

of cause is the students don't have enough words to arrange the sentence and use them in oral and written communication. The lack of vocabulary mastery makes it difficult for students to learn some English skills well.

Problems experienced by students in vocabulary mastery are highly varied, such as learning process that is not interesting so that students feel lazy to learn English. Lack of school facilities sometimes becomes a problem for students in learning English, especially good vocabulary. To create an effective learning atmosphere also requires adequate facilities, so that students are able to learn well because the fulfillment of adequate facilities in the learning process.

Based on some difficulties experienced by students in learning English, vocabulary is the most important thing that must be mastered by students because, to master the ability in English such as speaking, writing, listening, and grammar all require adequate vocabulary mastery.

The teacher must be able to provide creative and effective solution or ways for students to teach vocabulary. The teachers should have a good technique and preparation in learning, because the students' interest in learning vocabulary. may All the more of the fascinating thing similarly as it might make connected for example, picture, song, diversion ect.

One of suitable teaching methods to improve the student's vocabulary mastery is by using drill method. Drill method is one method that is done continuously and repeatedly. Therefore, the researcher chose to use this method in improving the students' vocabulary, because to exploit the vocabulary well must be repeated many words and automatically the words mentioned repeatedly will be stored in the memories of students.

Based on the survey, the researcher choose the second grade of Mts Izzatul Ma'arif Tappina because one of the factors that greatly affect students is difficult learning English is the lack of vocabulary students. This can be seen during the learning process English language, how students who do not understand or understand the text in the book or a dialogue given by the teacher. This happens because of the lack of vocabulary that students have.

In relation to the issue above, the researcher was interested in conducting a researcher under the title "Improving the students' vocabulary mastery by using drill method at the second grad of MTs Izzatul Ma'arif Tappina.

1.2 Problem Statement

Based on the background above, the researcher formulates a question as follow: Does the using of drill method can improve students' vocabulary mastery at the second of MTs Izzatul Ma'arif Tappina kab. Polman?

1.3 The objective of Research

In relation the problem statements mentioned previously, the objectives of the research are formulated as follow: To improve students' vocabulary mastery by using drill method at the second grade of MTs Izzatul Ma'arif Tappina Kab. Polman.

1.4 Significance of the Research

The outcomes of this research are expected to be useful for both teacher and students.

1.4.1   For the teachers

Through this research, it hoped that teacher can be make her teaching-learning process effective and enterprising by using drill method as teaching method. It expected also that the teacher becomes more aware that learning was so wide, and

the teacher can use everything to facilitate the students to learn. Therefore, the teacher become creative person and he always up-date the information and selects appropriate method to make teaching-learning process effective.

1.4.2   For the students

By experiencing implementation of teaching the form of a drill method as teaching method on student's mastering of vocabulary, the students were expected to be able to master vocabulary, so can communicate thoughts and ideas with clear as he wanted, what's that oral or written.

1.4.3   For the researcher

For the researcher, this research can improve the knowledge and experience in teaching.
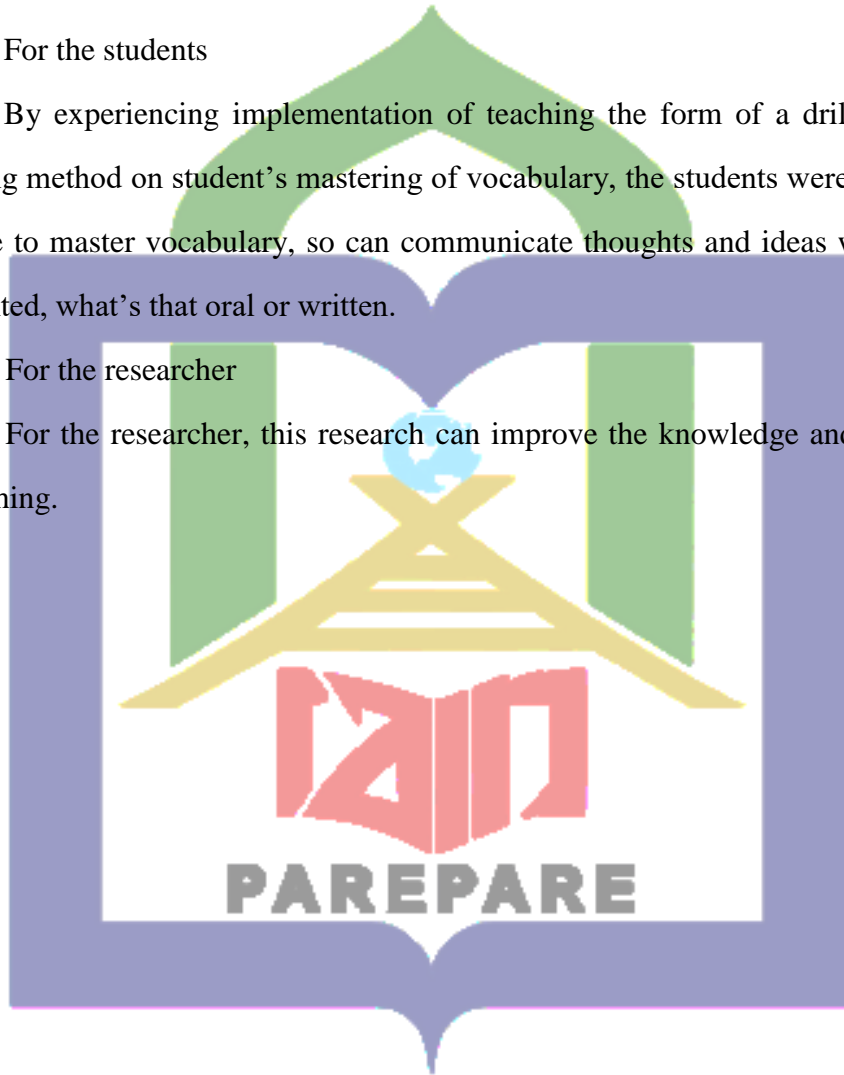
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of vocabulary

Talking about language, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar).[1]

According to Webster, vocabulary is the total number of word which makes up language, range of words to us by a person in a trade and profession, and book containing a list of words with their meaning.[2]

"Vocabulary is a core component of language proficiency and provides much of the basis for how well learners, speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to radio, listening to native speaker, using the language in different contexts, reading and watching television."[3]

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.[4]

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may more than a single word. A

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[1]Qi Pan, "Vocabulary Teaching in English Language Teaching,"(Theory and Practice in Language Studies, Vol.1, No.11, November 2011), p. 1586.

[2]Webster, *The New International Webster's Comprehensive Dictionary of The English Language* (United Stated: Trident Press International, 2003), p.1407.

[3]Jack C. Ricards and Willy A. Renandiya, *Methodogy in Language Teacing,* (Cambridge University Press, 2002), p.255.

[4]https://en.wikipedia.org/wiki/Vocabulary

useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'.[5]

Teaching vocabulary is one of important components of any languages because without vocabulary people can not to speak well and difficult to communicate. David Wilkins summed up the importance of vocabulary learning that without knowing grammar you will not get progress in mastering English.[6]

Based on definition above, the researcher concludes that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So vocabulary items will constantly be added to the general information of the learner.

2.1.1.2 How to Teach Vocabulary

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning.[7] Vocabulary is very important for second language learners. Only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to explain their vocabulary so that they can improve attracted in learning the language. Language teacher, 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 acknowledged one of the most important school subjects and therefore starting teachers can fine the responsibility of teaching it both

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[5]Penny.Ur, *A Course in Language Teaching*: *Practice and Theory* (Cambridge University Press, 1996).p.57.

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

[7]Susan Hanson and Jennifer F.M Padua, *Teaching Vocabulary Explicitly* (U.S:pacific Resources for Education and Learning) p.13.

exciting and challenging. So that, the teacher has to have the good way to teach English well especially vocabulary.

The main point problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. In this instance obtains to incidental learning from listening or reading, but it is easier to arrange for large amounts of independent listening and reading than it is to arrange for language amounts of teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it.[8]

2.1.1.3 Types of Vocabulary

There is an expert said that words and phrases are small elements but can make up language and function to express ideas. Vocabulary can be divided into two types, passive and actives vocabulary. The first is active namely master in theory and able to use in everyday life, for exaple someone who controls a lot of vocabulary and she can use in terms of speaking or write. The second is passive for example there someone who controls a lot of vocabulary but she couldn't use to communicate or write. There are 4 skills of vocabulary, there are listening, speaking, reading, as well as writing.

2.1.1.3.1 Listening Vocabulary

This type of vocabulary refers to the words people can hear and understand. Starting in the content can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various words when they are awake and thus someone grow up listening to different word. Most of people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number

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[8]Paul Nation, " Teaching Vocabulary," (Asean EFL Journal) p.1

of words developed is far less than a normal child's secondary listening vocabulary.

2.1.1.2.2 Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

2.1.1.2.3 Reading vocabulary

This vocabulary refers to the words the people recognize when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

2.1.1.2.4 Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas it not difficult with illustrate the thing that they need to indicate should people for utilizing express their self., but using the same words for communicating the same concept or thought through writing. It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.[9]

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[9]"Types of Vocabulary" *Wikipedia the Free Encylopedia*. http://en.wikipedia.org/wiki/vocabulary.honday(4 may 2009).

According to Nation , vocabulary can be divided into two kinds, which are high frequency vocabulary and low frequency vocabulary.[10]

2.1.1.3 Important of Vocabulary

The acquisition of decoding skills leads to rapid expansion of literate vocabularies by allowing children to transcode their meaning vocabularies. This is so much the case that for older students and for adults their literate vocabularies are probably larger than their meaning vocabularies.

Vocabulary is important because without vocabulary people can not to speak well, to write, to read and to listen well. If people have many vocabularies will make easy to use English well and the listener also will easy understand what the speaker said.

2.1.2   Definition of Drill Method

2.1.2.1 Definition of Method

According to dictionary Inggris Indonesia method is a way.[11] In terms of etymological (language), the method comes from the Greek methods. This word comes from two syllables metha which means passing or through and hodos which means way or way. Then the method has a meaning of a path through which to achieve goals. Where as according to the term method is defined as the path taken by a person to arrive at a certain goal, either in the environment or commerce or in the connection of science and others.[12]

As for other meanings of the method is an overall plan for the orderly presentation of language material, no part of which contradics, and all of which is

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[10]Nation, I.S.P, *Teaching & Learning Vocabulay* (United Stated of America: Heinle & Heinle Publishers, 1990), p.4.

[11]John M. Echols and Hasan Shadily, *Kamus Inggris-Indonesia,*(Jakarta:PT Gramedia Pustaka Utama, 1976), p.379.

[12]https://pinarac.wordpress.com/2012/04/05/definisi-metode-pembelajaran-2/

based upon the selected approach method is procedural.[13] So method is one way or path to do something with a certain purpose.

2.1.2.2 Definition of Drill

Drilling is a method that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a method that is still used by many teachers when introducing new language items to their students.[14]

The drill method is a way of teaching where students carry out training activities, so that students have skills or skills that are higher than what is learned. the drill method is an activity of doing the same thing, repeating it in earnest with the aim of strengthening an association or perfecting a skill to become permanent. A distinctive feature of this method is the activity in the form of repeated repetitions of the same thing.[15]

Based on the definition above, the researcher can conclude that the drill method is used organized imformation in a visual manner. Study drill can make students more easily memorize the vocabulary taught by the teacher. It will be able to help learners to learn actively.

2.1.2.3 Kinds of Drill

According to Haycraft, after presentation and explanation of the new structure, students may use controlled practice in saying useful and correct

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[13]Saepudin, *English Learning and Teaching Methodology,* (Yogyakarta: TrustMedia, 2013), p.6.

[14]https://teffl.wordpress.com/2010/06/13/drilling/

[15]http://www.sarjanaku.com/2012/04/metode-drill-pengertian-prinsip-tujuan.html

sentence patterns in combination with appropriate vocabulary. These examples need aid known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

2.1.2.3.1 The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.[16] The students 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]

2.1.2.3.2 The Chain Drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begin chain by greeting a particular students, or asking him a question. The students respond, then turns to the students sitting next to him. The first, student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

2.1.2.3.3 The Transformation Drill

The teacher gives students a certain kind of sentence, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformation to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

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[16]https://teffl.wordpress.com/2010/06/13/drilling/

[17]Diane larsen-Freeman, "*Teaching and Priciples in Language Teaching*",(Oxford University Press, 1986).p. 46.

2.1.2.3.4 Question and Answer Drill

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

So drill method is one method that is done continuosly and repetedly. Based on the explanation above the drill method can make students more easily memorize the vocabulary taught by the teacher. Drill method that is still used by many teachers when introducing new language items to their students.

2.2 The Previous Related Finding

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

2.2.1 Mutmainnah "Improving vocabulary ability of the students at eight grade of Smp Neg.1 Dua pitue Sidrap through hangoro games" concluded that teaching vocabulary mastery by using hangoro game is able to improve the vocabulary mastery of the eight grade students of SMP Neg.1 Dua Pitue Sidrap.[18]

2.2.2 Fauziah "Improving the vocabulary mastery by using outburst game at the seventh year students of MTs Negeri Parepare" concludes it could be stated that the use of outburst was effective to improve the vocabulary mastery of the seventh year students of MTs Negeri Parepare.[19]

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[18]Mutmainnah, "Improving Vocabulary Ability of the Students at Eight Grade of SMP Neg.1 Dua Pitue Sidrap Through Hangoro Games" (unpublished Skripsi STAIN Parepare, 2013), p.46.

[19]Fauziah, "Improving the Vocabulary Mastery by Using Outburst Game at the Seventh Year students of MTs Negeri Parepare" (Unpublished Skripsi STAIN Parepare, 2013),p.39.

2.2.3 Abd. Azis "Improving the students' vocabulary mastery through bo-peep at the second year students of MTs Negeri Luyo" concludes that using of bo-peep is able to improve significantly and effectively the students' interest in learning English vocabulary of MTs Negeri Luyo.[20]

Based on the research finding above, the researcher conclude that there are many ways in teaching vocabulary and they said that it could improve the students' vocabulary. so the researcher use drill method in teaching vocabulary to improve vocabulary the students in learning vocabulary mastery.

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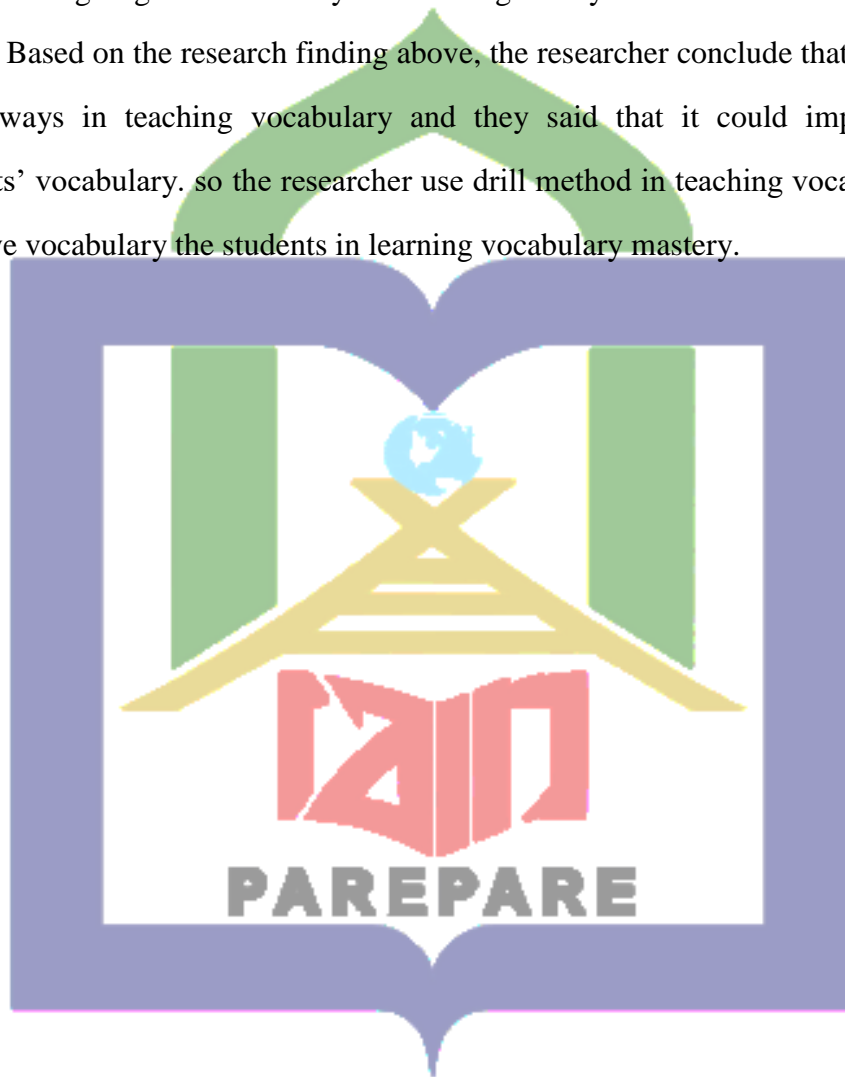
[20] Abd. Azis, "Improving the Students Vocabulary Mastery Through Play Bo-peep at the Second Year Students of MTs Negeri Luyo" (Unpublished Skripsi STAIN Parepare, 2011), p.43.

2.3 Conceptual Framework

The conceptual framework of this research is pretended as following diagram:

Input	→	Process	→	Output

Study Vocabulary	Using Drill Method	Mastery of Vocabulary

-Material topics 1. Animals 2. Things 3. Fruits 4. Transportations 5. Prophesy	-Types of drill methods 1. The repetition Drill 2. The chain Drill 3. The Transportations Drill 4. Question and Answer Drill	The result of vocabulary mastery increases
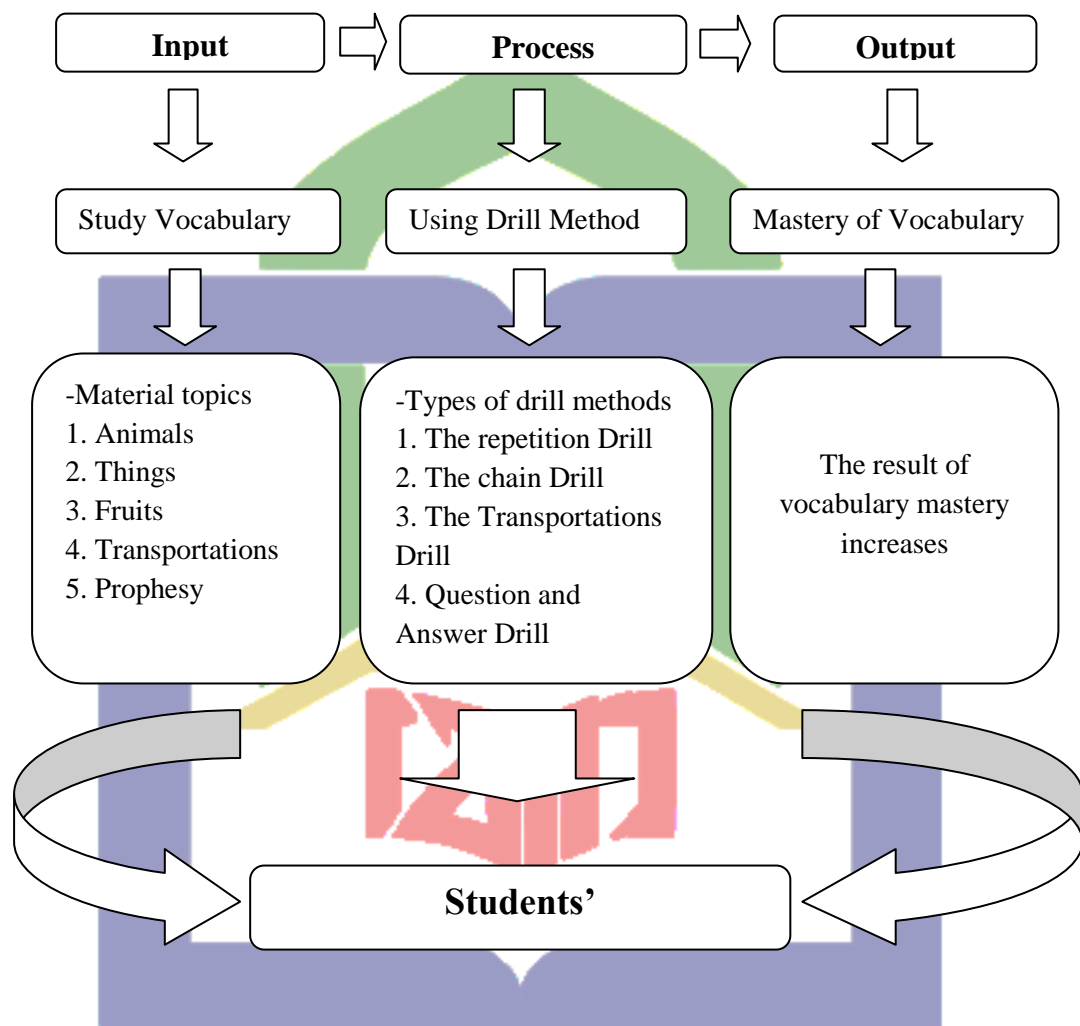
Students'

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

1. Input refers to the material that is applied.

2. It refers to the implementation of the input variable in the classroom in this case the students are studying by using the input variable.

3. It refers to find out the students' vocabulary mastery and find out the students' interest.

2.4 Hypothesis

The research formulates the hypothesis as follow:

H_0: The use of drill method is not able to improve the student's vocabulary at the second grade of MTs Izzatul Ma'arif Tappina.

H_1: The use of drill method able to improve the student's vocabulary at the second grade of MTs Izzatul Ma'arif Tappina.

2.5   Variable and Operational Definition

2.5.1 Variable

There are two variables that involves in this research, dependent variable and independent variable which independent variable is the drill method and the dependent variable is the student's vocabulary.

2.5.2 Operational Definition of Variable

2.5.2.1 Drill method is emphasis on repeating structural patterns through oral practice. Drill method one method that is done continuously and repetedly can be used the teacher in correction the students' mastery. It is able to improve the students' vocabulary.

2.5.2.2 The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in English in MTs Izzatul Ma'arif.

CHAPTER III
RESEARCH METHOD

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

3.1 Research Design

The method of the research was a quantitative research which uses objective measurement to gather numeric data that are used to answer question or test predetermined hypotheses. It generally requires a well-controlled setting.[1] This research used pre-experimental design with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It is purposed to know whether using drill method can improve the students' vocabulary. The design of this study can be illustrated as follow:

$$O_1 \qquad X \qquad O_2$$

Where:

O_1: Pre-Test

X : Treatment

O_2: Post-Test[2]

3.2 Location and Duration of Research

The location of the research took a place at Mts Izzatul Ma'arif Tappina kabupaten Polewali Mandar. The researcher used the quantitative research that has

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[1] Donald Ary, et.al., eds., *Introduction to Research in Education – 8th Edition,* (USA: Wadsworth Cengage Learning, 2006), p.22.

[2] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

several times to collect and analyze data. So, the researcher use more than one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

Population is an area of generalization consisting of object/subject that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.[3] The population of the research is the second grade students of MTs Izzatul Ma'arif Tappina academic year 2017/2018. VIII A, VIII B, and VIII C. The total numbers of population are 53 students.

Table 3.1 The total students of MTs Izzatul Ma'arif Tappina

No.	Class	Sex		Total
		Male	Female	
1.	VIII. A	10	8	18
2.	VIII. B	5	11	16
3.	VIII. C	13	6	19
Total				53

(*Source; Administration of MTs Izzatul Ma'arif Tappina*)

3.3.2 Sample

The sample took by random sampling. The researcher took the class VIII B which is consisted of 16 students as the sample of this research.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

In collecting the data, the researcher used a vocabulary test as the instrument. The test applied in pre-test and post-test. The pre-test intend to know

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[3] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta:2015), p.117.

the student's prior of vocabulary before giving the treatment, while the post-test will intend to know the students' vocabulary after giving the treatment visually.

3.4.2 Procedure of Collecting Data

The procedures of collecting data as follows:

3.4.2.1 Pre-Test

Before giving the treatment, pre-test administrate the students by giving them some vocabulary test. After giving the pre-test the next time the researcher gave the students treatment.

3.4.2.2 Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment that researcher presented and introduced the materials to the class and explained what the students have to do. After that the researcher gave the student and activity through visual method.

1. The first Meeting

In the first meeting the researcher gave motivation about the importance of English to the students before giving material. After that researcher gave material about animals and fruits, the reseacher write the some list of vocabulary in whiteboardand and showed some the picture to the students. After that the researcher teaches students how to say words, after that the researcher gives ten minutes to memorize the vocabulary that has been taught, then calls one by one to come in front of the class to memorize the vocabulary.

2. The second meeting

In the second meeting the researcher gave material about thing, transportations and prophesy after that the researcher write some list of vocabulary in whiteboard and showed some the picture to the students. After that the researcher teaches students how to say words, after that the researcher gives

ten minutes to memorize the vocabulary that has been taught, then calls one by one to come in front of the class to memorize the vocabulary. After that the researcher showed the picture to the students and the researcher ask to the students what is the English of the picture.

3. The third meeting

In this meeting, researcher gave motivation to the students in order that the students have to know the important of English. The researcher repeated the material given at the first and second meeting, the researcher gives twenty minutes to memorize the vocabulary that has been taught. After that the researcher invited one by one to maention the vocaulary in accordance with what was asked by the researcher, and then researcher will close the meeting.

4. The four meeting

In this meeting the researcher gave some tests about vocabulary that has been taught the firts meeting until the last meeting the using concept drill method can improve student's vocabulary mastery at the second grade students of MTs Izzatul Ma'arif Tappina.

3.4.2.3 Post-Test

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students' vocabulary through concept drill method. The researcher gave some test vocabularies.

3.5 Technique of Data Analysis

The data would be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

3.5.1 The Classification Students' Score

Table 3.2: Classification Students' Score

Attitude		Knowledge		Skills	
Modus	Predicate	Average Skor	Alfabet	Optimum Performance	Alfabet
4,00	SB (Exellent)	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	B (Good)	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	C (Enough)	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	K (Poor)	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

(Data Source: the assessment of the 2013 curriculum based on permendikbud 104 years 2014 p 2)

The rating scale as referred to in paragraph (1) for the competence of knowledge and skills competence use the range of numbers and letters

1.00 (A) - 1.00 (D) with the following details:

3 , 85 - 4.00 with the letter A

3.51 - 3.83 with the letter A-

3.18 - 3.50 with the letter B +

2.85 - 3.17 with the letter B

2.51 - 2.84 with the letter B –

2,18 - 2,50 with letter C +

1,85 - 2,17 with letter C

 1,51 - 1,84 with letter C –

 1,18 - 1,50 with letter D +, and

1.0   - 1, 17 with letter D

3.5.2   Scoring the students' writing of pre-test and post-test

$$score = \frac{student's\,correct}{the\,total\,item} x\,100$$

$$Score = \frac{N}{100}\; ẋ4$$

Finding out the mean score by using the following formula:

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

In which:

X = Mean score

∑ = Total Score

N = The total number of students[4]

Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

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[4] Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

N = total of 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:

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

Where:

T　　　　= test of significance

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

∑D　　　= the sum of the total score

∑D2　　 = the square of the sum score of difference

N　　　　= the total sample[6]

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[5]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

[6]Gay L.R Education *Research, competencies for analysis and aplication secon edition*, p.331

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the 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, while post-test was given after treatment through drill method and the result of the post-test of this research can answer the question of this research that aims to find out wether or using drill method can be able to improve the students' vocabulary mastery of MTs Izzatul Ma'arif Tappina Kab. Polman.

4.1.1 The Students' vocabulary mastery through drill method

This part presents the result of data analysis about the vocabulary mastery through drill method at the second grade of MTs Izzatul Ma'arif Tappina.

4.1.1.1 Pre test Score

The pre-test had done before giving treatment by using drill method. It was conducted on Friday, July 27th, 2018. The students were given a pre-test. The researcher found out the result of the students pre-test based on the scoring of vocabulary before giving a treatment through drill method which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-Test

No	Students	Pre-Test			
		Correct Answer	Score	Integrity	Value
1	S1	10	50	2	C
2	S2	11	55	2,2	C+
3	S3	9	45	1,8	C-
4	S4	11	55	2,2	C+
5	S5	10	50	2	C
6	S6	9	45	1,8	C-
7	S7	15	75	3	B
8	S8	7	35	1,4	D+
9	S9	11	55	2,2	C+
10	S10	8	40	1,6	C-
11	S11	7	35	1,4	D+
12	S12	16	80	3,2	B+
13	S13	9	45	1,8	C-
14	S14	10	50	2	C
15	S15	16	80	3,2	B+
16	S16	12	60	2,4	C+
	Total		$\sum x = 855$	$\sum x = 34,2$	

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

After knowing the students' score in pre-test, the researcher following table are students' score to find out the mean score.

Table 4.2 The Classification Students' Score in Pre-Test

No	Students	Post-Test		$X_1{}^2$	Classification
		Max Score	Score X_1		
1	S1	4	2	4	Enough
2	S2	4	2,2	4,84	Enough
3	S3	4	1,8	3,24	Enough

4	S4	4	2,2	4,84	Enough
5	S5	4	2	4	Enough
6	S6	4	1,8	3,24	Enough
7	S7	4	3	9	Good
8	S8	4	1,4	1,96	Poor
9	S9	4	2,2	4,84	Enough
10	S10	4	1,6	2,56	Enough
11	S11	4	1,4	1,96	Poor
12	S12	4	3,2	10,24	Good
13	S13	4	1,8	3,24	Enough
14	S14	4	2	4	Enough
15	S15	4	3,2	10,24	Good
16	S16	4	2,4	5,76	Enough
	Total		$\sum x = 34,2$	$\sum x = 77,96$	

(Data' Source: The Students Classification Students' Score in the pre-test)

Based on the table above, showing the result of students' vocabulary score before implementhing a treatment by using drill method there is no student who achieves excellent score and the highest score achieved by the students only reaches enough score. Total score in pre-test was 34,2. It could be seen that almost the students' skill in pre-test was low because most of the students got a poor score and very poor score. To know more detail about the percentage of the pre-test based on the classification score, the percentage cab be at the table below:

Table 4.3 The Rate Percentage of the Frequency of the Pre-Test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	3,85-4,00	0	0%
		3,51-3,83		
2	Good	3,18-3,50	3	18,75%
		2,85-3,17		
		2,51-2,84		
3	Enough	2,18-2,50	11	68,75%
		1,85-2,17		
		1,51-1,84		
4	Poor	1,18-1,50	2	12,5%
		1,00-1,17		

(Data' Source: The Rate Percentage of the Frequency of the pre-test)

The table above showed that the rate percentage of pre-test the students' vocabulary mastery score before applying the drill method. There were three students (18,75%) got good score and elevan students (68,75%) got enough score and two students (12,5%) got poor. The total score in pre-test was 34,2. It had shown that, the students' mastery in vocabulary pre –test was low, because most of the students got enough and poor score. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$X = \frac{34,2}{16}$$

$$X = 2,14$$

Thus, the mean score (X_1) of pre-test is 2,14.

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 2,14. From that analyzing, it could be seen that almost of the 16 students' ability in vocabulary was still low because most of the students got enough and poor score.

The standard deviation of the pre-test

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

$$SD = \sqrt{\frac{77,96 - \frac{(34,2)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{77,96 - \frac{1169,64}{16}}{15}}$$

$$SD = \sqrt{\frac{77,96 - 73,1}{15}}$$

$$SD = \sqrt{\frac{4,86}{15}}$$

$$SD = \sqrt{0,324}$$

$$SD = \mathbf{0,57}$$

Thus, the standard deviation of the pre-test is 0,57

After determining the mean score (X_1) of pre-test was 2,14 and standard deviation of the pre-test was 0,57. It could be seen that the students' vocabulary mastery were in low category.

4.1.1.2 Post-Test Score

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

Table 4.4 The Students' Score in Post-Test

No	Students	Post-Test			
		Correct Answer	Score	Integrity	Value
1	S1	19	95	3,8	A-
2	S2	18	90	3,6	A-
3	S3	14	70	2,8	B-
4	S4	17	85	3,4	B+
5	S5	18	90	3,6	A-
6	S6	17	85	3,4	B+
7	S7	17	85	3,4	B+
8	S8	13	65	2,6	B-
9	S9	8	40	1,6	C-
10	S10	17	85	3,4	B+
11	S11	13	65	2,6	B-
12	S12	18	90	3,6	A-
13	S13	7	35	1,4	D+
14	S14	16	80	3,2	B+
15	S15	19	95	3,8	A-
16	S16	16	80	3,2	B+
Total			$\sum x = 1235$	$\sum x = 49,4$	

(Data' Source: The Students Score in Post-Test)

Table 4.4 is students' score in post-test. The following are students score to find out the mean score and the standard deviation.

Table 4.5 The Classification Students' Score in Post-Test

No	Students	Post-Test		$X_2{}^2$	Classification
		Max Score	Score X_2		
1	S1	4	3,8	14,44	Excellent
2	S2	4	3,6	12,96	Excellent
3	S3	4	2,8	7,84	Good
4	S4	4	3,4	11,56	Good
5	S5	4	3,6	12,96	Excellent
6	S6	4	3,4	11,56	Good
7	S7	4	3,4	11,56	Good
8	S8	4	2,6	6,76	Good
9	S9	4	1,6	2,56	Enoungh
10	S10	4	3,4	11,56	Good
11	S11	4	2,6	6,76	Good
12	S12	4	3,6	12,96	Excellent
13	S13	4	1,4	1,96	Poor
14	S14	4	3,2	10,24	Good
15	S15	4	3,8	14,44	Excellent
16	S16	4	3,2	10,24	Good
Total			$\sum x = 49{,}4$	$\sum x^2 = 160{,}36$	

(Data Source: The Students Classification Students' Score in the Post-Test)

Based on the table above, showing the result of students' vocabulary score after implementing a treatment by using drill method. Total score in post-test 49,4 is higher than the score in pre-test. It means that the students' vocabulary ability has improved by implementing drill method. To know more detail about the percentage of the post-test based on the classication score, the percentage can be seen at the table below.

Table 4.5 The Rate Percentage of the Frequency of the Post-Test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	3,85-4,00	5	31,35%
		3,51-3,83		
2	Good	3,18-3,50	9	56,25%
		2,85-3,17		
		2,51-2,84		
3	Enough	2,18-2,50	1	6,25%
		1,85-2,17		
		1,51-1,84		
4	Poor	1,18-1,50	1	6,25%
		1,00-1,17		

(Data' source: The Rate Percentage of the Frequency of the post test)

The table above showed that the rate percentage of post-test there was an improving of students' score after giving treatment through drill method. There were five students (31,35%) got excellent score, nine students (56,25%) got good score, one student (6,25%) got enough score, and one student (6,25%) got poor score. It means that the students' vocabulary mastery had improved by using drill method. The total score in post test was 49,4. It proved that there was improvement of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in using drill method in vocabulary mastery.

Mean score of the post-score

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

$$x = \frac{49,4}{16}$$

$$x = 3,09$$

Thus, the mean score (X_2) of post-test is 3,09.

Based on the result of the post-test, the data showed that the mean score of the post-test was 3,09. From that analyzing, it could be seen that almost of the 16 students' vocabulary was excellent and good score.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{160,36 - \frac{(49,4)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{160,36 - \frac{2440,36}{16}}{15}}$$

$$SD = \sqrt{\frac{160,36 - 152,52}{15}}$$

$$SD = \sqrt{\frac{7,84}{15}}$$

$$SD = \sqrt{0,52}$$

$$SD = \mathbf{0,72}$$

Thus, the standard deviation (SD) of the post-test is 0,72.

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

Table 4.6 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	2,14	0,57
Post-test	3,09	0,72

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

The data of the table above indicated that rate percentage of the pre-test three (18,75%) students got good score, eleven (68,75%) students got enough score, and two (12,5%) students got poor score while the rate percentage of the post-test, five (31,35%) students got excellent score, nine (56,25%) students got good score, and one (6,25%) student got enough score and one (6,25%) student got poor score. The percentage in post-test that students got excellent score was higher than percentage in pre-test. It showed that drill method was able to improve the students' vocabulary mastery after treatment.

4.1.2 The implementation of drill method to improve students' vocabulary mastery

This part presented the result of data analysis about implementation of drill method to improve students' vocabulary mastery.

4.1.2.1 t-test value

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

Table 4.7 The Worksheet of the 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	2	3,8	4	14,44	1,8	3,24
2	2,2	3,6	4,84	12,96	1,4	1,96
3	1,8	2,8	3,24	7,84	1	1
4	2,2	3,4	4,84	11,56	1,2	1,44

5	2	3,6	4	12,96	1,6	2,56
6	1,8	3,4	3,24	11,56	1,6	2,56
7	3	3,4	9	11,56	0,4	0,16
8	1,4	2,6	1,96	6,76	1,2	1,44
9	2,2	1,6	4,84	2,56	-0,6	0,36
10	1,6	3,4	2,56	11,56	1,8	3,24
11	1,4	2,6	1,96	6,76	1,2	1,44
12	3,2	3,6	10,24	12,96	0,4	0,16
13	1,8	1,4	3,24	1,96	-0,4	0,16
14	2	3,2	4	10,24	1,2	1,44
15	3,2	3,8	10,24	14,44	0,6	0,36
16	2,4	3,2	5,76	10,24	0,8	0,64
Total	**34,2**	**49,4**	**77,96**	**160,36**	**15,2**	**22,16**

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:

$$D = \frac{\sum D}{N} = \frac{15,2}{16} = 0,95$$

The calculation the t-test value

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

$$t = \frac{0,95}{\sqrt{\frac{22,16 - \frac{(15,2)^2}{16}}{16(16-1)}}}$$

$$t = \frac{0,95}{\sqrt{\frac{22,16 - \frac{231,04}{16}}{16(15)}}}$$

$$t = \frac{0,95}{\sqrt{\frac{22,16 - 14,44}{240}}}$$

$$t = \frac{0,95}{\sqrt{\frac{7,72}{240}}}$$

$$t = \frac{0,95}{\sqrt{0,03}}$$

$$t = \frac{0,95}{0,17}$$

$$t = \mathbf{5,59}$$

Thus, the t-test value is 5,59.

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

Df = *N-1*

= 16-1

=15

After obtaining the degrees of freedom, looking at t-tble at the degree of freedom 15 in significant degrees of 0,05 (5%), the t-table is 1,753. This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post test.

Table 4.8 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	5,59	1,753

4.1.2.2 Hypothesis Testing

For the level, significant (α) 5% and df = 15, and the value of the table is 1,753, while the value of t-test 5,59. It means that the t-test value is greater than t-table (5,59 > 1,753). Thus, it can be concluded the students' vocabulary mastery by using drill method is significant better after getting the treatment. So, the null hypothesis (H$_0$) is rejected and the alternative hypothesis (H$_a$) is accepted.

4.2 Discussion

4.2.1 The Improvement of Students' Vocabulary Mastery by Using Drill Method

To know the improvement of students' vocabulary through concept mapping strategy, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 0,57 and the mean score of post-test was 0,72 after treatment.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that one three (18,75%) students got good score, eleven (68,75%) students got enough score, and two (12,5%) students got poor score in pre test, while the rate percentage of the post-test, five (31,35%) students got excellent score, nine (56,25%) students got good score, and one (6,25%) student got enough score and one (6,25%) student got poor score. From the result the researcher concluded that the students' vocabulary mastery from poor to excellent classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 5,59 was greater than t-table value 1,753 table (5,59 $\geq$ 1,753) with degree of freedom (df) 15. It means alternative hypothesis (H_a) was concluded that the used drill method was able to improve the students' vocabulary mastery at the second yeard of MTs Izzatul Ma'arif Tappina Kab.Polman. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

In the preface study that the researcher did at MTs Izzatul Ma'arif Tappina it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the students seldom use media,

strategy, and also confirmed by the students that strategy in the class is monotonous so that the students got bored. As consequences the students lack in vocabulary mastery. Sometimes can not understand the meaning of a word from the context.

The researcher concluded that one of the problem which made the students lack in vocabulary mastery caused by strategy of the teacher used in learning process is always monotonous. The teacher rarely used strategy or game in learning process. So, many vocabularies were not familiar to the students because of it.

Based on the findings above, the researcher concluded that there was an improving of using drill method in vocabulary mastery of MTs Izzatul Ma'arif Tappina Kab.Polman.

4.2.2 The Ways of Implementation of Drill Method to improve The Students' Vocabulary

The drill method had impact in improved the students vocabulary. As a fact, based on the finding, most students had an excellent score in post-test. It meant that, the treatment was success in improved the students' vocabulary mastery. The researcher used this method by combined with practiced. Drill method made learning process become interest because the researcher combined with practice and game at the time.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary mastery before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction of the

researcher. The researcher asked some vocabularies to the students before giving test of pre-test. After that, the researcher gave a test. In test the researcher directly used drill method form but without asked the students that the test was their answer was one of method. It purposed to know the students' ability in vocabulary mastery before getting the treatment. In this case, the researcher checked the students' work at home.

In the first meeting on Friday, July 27th, 2018, the first the researcher gave motivation to the students about the easy to study English then the researcher gave back the students' paper that have been any corrections in it. After that researcher gave material about animals and fruits, the researcher write the some list of vocabulary in whiteboardand and showed some the picture to the students. After that the researcher teaches students how to say words, after that the researcher gives ten minutes to memorize the vocabulary that has been taught, then calls one by one to come in front of the class to memorize the vocabulary. After that the researcher closed the first meeting.

On Saturday, August 4th, 2018 was the second meeting, the researcher gave material about thing, transportations and prophesy after that the researcher write some list of vocabulary in whiteboard and showed some the picture to the students. After that the researcher teaches students how to say words, after that the researcher gives ten minutes to memorize the vocabulary that has been taught, then calls one by one to come in front of the class to memorize the vocabulary. After that the researcher showed the picture to the students and the researcher ask to the students what is the English of the picture. After that the researcher closed the second meeting.

Third meeting on Saturday August 11th, 2018, In this meeting, researcher gave motivation to the students in order that the students have to know the

important of English. The researcher repeated the material given at the first and second meeting, the researcher gives twenty minutes to memorize the vocabulary that has been taught. After that the researcher invited one by one to maention the vocaulary in accordance with what was asked by the researcher, and then researcher will close the meeting. After that the researcher closed the third meeting.

In the last, the researcher gave a post-test on Friday, August 17th, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. It purpose to know whether this treatment had improved or not.

From the first meeting until the last meeting, the implementation of drill method changed classroom situation in class and in learning process. The students were more motivated and they enjoyed in class, the students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked to do the task in front of the classroom, and students were pleasant with the situation. As conclusion, the drill method had improved the students' vocabulary mastery.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improving the students' vocabulary by using drill method.

5.1 Conclusions

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 mastery and class situation. Therefore, the researcher concluded that there is a significant difference of the students' vocabulary mastery before and after treatment. The following are the description of the conclusion based on the problem statement of this research: (1) T-test result in which the value of t-test was 5,59. It was greater than t-table was 1,753 at the level significance 0,05 and degree of freedom (df) was 15. (2) The mean score of pre-test (2,14), standard deviation (0,57), and the mean score of post-test (3,09) and the standard deviation (0,72).

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (2,14) is lower than the mean score of post-test (3,09). Then, the t-test (5,59) was greater than t-table (1,753). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

5.2.1 In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.4 The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.

5.2.5 Drill method can be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.
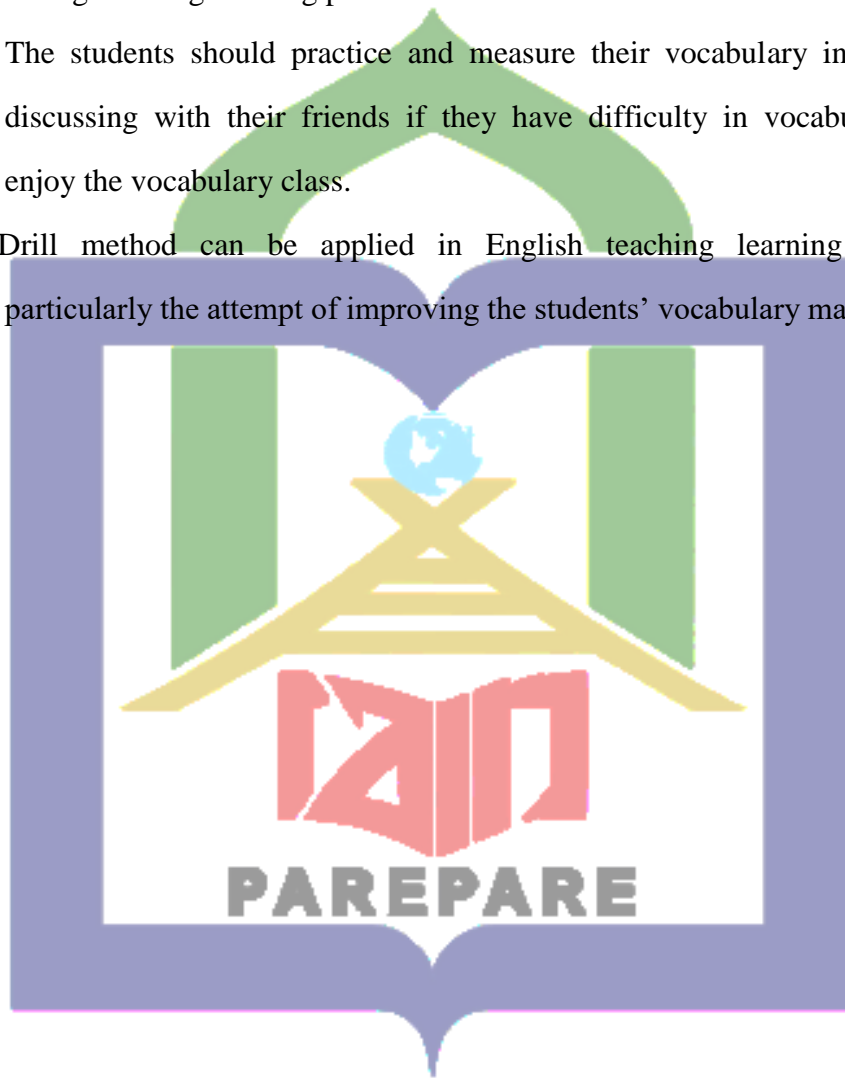
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Appendix I the students' vocabulary score in pre-test

No	Students	Post-Test		X_1^2	Classification
		Max Score	Score X_1		
1	S1	4	2	4	Enough
2	S2	4	2,2	4,84	Enough
3	S3	4	1,8	3,24	Enough
4	S4	4	2,2	4,84	Enough
5	S5	4	2	4	Enough
6	S6	4	1,8	3,24	Enough
7	S7	4	3	9	Good
8	S8	4	1,4	1,96	Poor
9	S9	4	2,2	4,84	Enough
10	S10	4	1,6	2,56	Enough
11	S11	4	1,4	1,96	Poor
12	S12	4	3,2	10,24	Good
13	S13	4	1,8	3,24	Enough
14	S14	4	2	4	Enough
15	S15	4	3,2	10,24	Good
16	S16	4	2,4	5,76	Enough
	Total		$\sum x = 34,2$	$\sum x = 77,96$	

Mean score of the pre-test:

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

$$X = \frac{34,2}{16}$$

$$X = 2,14$$

Thus, the mean score (X_1) of pre-test is 2,14.

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 2,14. From that analyzing. It could be seen that almost of the 16 students' ability in vocabulary was still low because most of the students got enough and poor score.

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

$$SD = \sqrt{\frac{77,96 - \frac{(34,2)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{77,96 - \frac{1169,64}{16}}{15}}$$

$$SD = \sqrt{\frac{77,96 - 73,1}{15}}$$

$$SD = \sqrt{\frac{4,86}{15}}$$

$$SD = \sqrt{0,324}$$

$$SD = \mathbf{0,57}$$

Thus, the standard deviation of the pre-test is 0,57

Appendix 2 the students' score in post-test

No	Students	Post-Test		$X_2{}^2$	Classification
		Max Score	**Score X_2**		
1	S1	4	3,8	14,44	Excellent
2	S2	4	3,6	12,96	Excellent
3	S3	4	2,8	7,84	Good
4	S4	4	3,4	11,56	Good
5	S5	4	3,6	12,96	Excellent
6	S6	4	3,4	11,56	Good
7	S7	4	3,4	11,56	Good
8	S8	4	2,6	6,76	Good
9	S9	4	1,6	2,56	Enoungh
10	S10	4	3,4	11,56	Good
11	S11	4	2,6	6,76	Good
12	S12	4	3,6	12,96	Excellent
13	S13	4	1,4	1,96	Poor
14	S14	4	3,2	10,24	Good
15	S15	4	3,8	14,44	Excellent
16	S16	4	3,2	10,24	Good
	Total		$\sum x = 49,4$	$\sum x^2 = 160,36$	

Mean score of the post-score

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

$$x = \frac{49,4}{16}$$

$$x = 3,09$$

Thus, the mean score (X_2) of post-test is 3,09.

Based on the result of the pre-test, the data showed that the mean score of the post-test is 3,09. From that analyzing. It could be seen that almost of the 16 students' vocabulary was excellent and good score.

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

$$SD = \sqrt{\frac{160,36 - \frac{(49,4)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{160,36 - \frac{2440,36}{16}}{15}}$$

$$SD = \sqrt{\frac{160,36 - 152,52}{15}}$$

$$SD = \sqrt{\frac{7,84}{15}}$$

$$SD = \sqrt{0,52}$$

$$SD = \mathbf{0,72}$$

Thus, the standard deviation (SD) of the post-test is 0,72.

Appendix 3 the t-test value

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	2	3,8	4	14,44	1,8	3,24
2	2,2	3,6	4,84	12,96	1,4	1,96
3	1,8	2,8	3,24	7,84	1	1
4	2,2	3,4	4,84	11,56	1,2	1,44
5	2	3,6	4	12,96	1,6	2,56
6	1,8	3,4	3,24	11,56	1,6	2,56
7	3	3,4	9	11,56	0,4	0,16
8	1,4	2,6	1,96	6,76	1,2	1,44
9	2,2	1,6	4,84	2,56	-0,6	0,36
10	1,6	3,4	2,56	11,56	1,8	3,24
11	1,4	2,6	1,96	6,76	1,2	1,44
12	3,2	3,6	10,24	12,96	0,4	0,16
13	1,8	1,4	3,24	1,96	-0,4	0,16
14	2	3,2	4	10,24	1,2	1,44
15	3,2	3,8	10,24	14,44	0,6	0,36
16	2,4	3,2	5,76	10,24	0,8	0,64
Total	**34,2**	**49,4**	**77,96**	**160,36**	**15,2**	**22,16**

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:

$$D = \frac{\Sigma D}{N} = \frac{15,2}{16} = 0,95$$

The calculation the t-test value

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

$$t = \frac{0,95}{\sqrt{\dfrac{22,16 - \dfrac{(15,2)^2}{16}}{16(16-1)}}}$$

$$t = \frac{0,95}{\sqrt{\dfrac{22,16 - \dfrac{231,04}{16}}{16(15)}}}$$

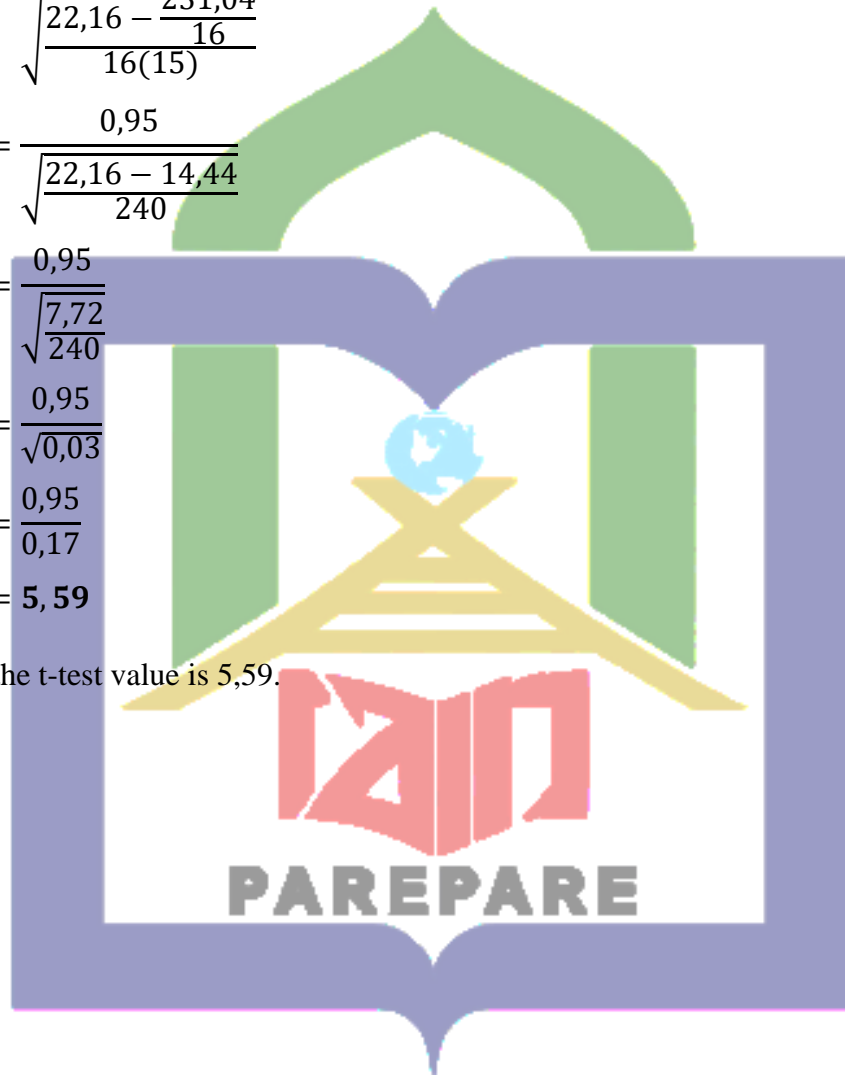$$t = \frac{0,95}{\sqrt{\dfrac{22,16 - 14,44}{240}}}$$

$$t = \frac{0,95}{\sqrt{\dfrac{7,72}{240}}}$$

$$t = \frac{0,95}{\sqrt{0,03}}$$

$$t = \frac{0,95}{0,17}$$

$$t = \mathbf{5,59}$$

Thus, the t-test value is 5,59.

Appendix 4 lesson plan

(RPP)

Sekolah : MTs Izzatul Ma'arip Tappina

Matapelajaran : BAHASAINGGRIS

Kelas/Semester : VII/2

MateriPokok : Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkunga sekitar.

AlokasiWaktu : 8 X40MENIT(4 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial danalam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	**Indikator Pencapaian Kompetensi**	
.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan	3.4.1	Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
	3.4.2	• Struktur teks - Memulai

bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.		- Menanggapi (diharapkan/di luar dugaan)
Perhatikan unsur kebahasaan dan kosa kata terkait artikel *a* dan *the*, *plural* dan *singular*)	3.4.3	• Unsur kebahasaan - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan *a*, *the*, bentuk jamak (-*s*) - Penggunaan kata penunjuk *this*, *that*, *these*, *those* ... - Preposisi untuk *in, on, under* untuk men yatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial,	4.4.1	Identifikasi materi tentang drill method.
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang lingkungan sekolah.
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang things.

struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.4	Identifikasi kosa kata secara lisan

Fokus penguatan karakter : Sikap santun, peduli, dan percaya diri

C. **TujuanPembelajaran**
   PertemuanPertama

Melalui serang kaian kegiatan pembelajaran, siswa dapat:

1. Menyanyikan lagu Good morning dan how are you
2. Menyapa ketika bertemu di pagi hari, siang hari, sore hari, dan malam hari.
3. Siswa dapat mengidentifikasi metode pengembangan vocabulary melalui consep drill metode

Pertemuan Kedua

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengungkapkan kosa-kata yang berkaitan dengan lingkungan sekolah
2. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan

Pertemuan Ketiga

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Berterimakasih dan menanggapi ungkapan terimakasih.
2. Mengungkapkan kosa kata yang berkaitan dengan benda
3. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan untuk mengucapkan terimakasih dan menanggapinya.

Pertemuan Keempat

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Meminta maaf dan menanggapinya.
2. Mengetahui seberapa jauh pemahaman siswa mengenai materi konsep drill method.

D. **Materi Pembelajaran**
   Materi Reguler

- Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

- Struktur teks
  1. Memulai
  2. Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan
1. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
2. Penyebutan benda dengan *a*, *the*, bentuk jamak (*-s*)
3. Penggunaan kata penunjuk *this*, *that*, *these*, *those* ...
4. Preposisi untuk *in, on, under* untuk menyatakan tempat
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Materi Remedial

Unsur kebahasaan

- Ungkapan-ungkapan yang lazim digunakan
5. **Metode Pembelajaran**
   Scientific Approch
6. **Media/ Alat dan Bahan**
   Media/Alat: laptop, LCD,realia, gambar
7. **SumberBelajar**
   Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings TheBell*, SMP/MtsKelasVII, edisirevisi dan sumber lain yang sesuai.

8. **Langkah-langkahKegiatanPembelajaran**
   PertemuanPertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** • Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. • Bertanyajawab tentang waktu • Menyebutkan tujuan pembelajaran • menyebutkankegiatanbelajar yang	**10'**

	akandilakukan	
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: **Mengamati** Mengamati powe point. **Menanya** • Bertanya jawab tentang fungs isosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait ungkapan sapaan ketika bertemu dan menanggapinya. **Mengumpulkan Informasi** Mengolah informasi yang didapat power point yang diputarkan. **Mengasosiasi** • Melengkapi consep (classroom) **Mengkomunikasikan** • Menggunakan kosa kata dalam berintekasi. • Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.	**60'**
Kegiatan Penutup	Siswabersama guru: • Membahas manfaat pembelajaran yang baru diselesaikan, • Membahas kesulitan dalam melakukan aktivitas pembelajaran,	**10'**

	• Menyimpul kanhasil pembelajaran,	
	• Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.	

PertemuanKe-dua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** • Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. • Bertanyajawab tentang waktu • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akandilakukan	**10'**
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru: **Mengamati** • Mengamati power point (concept drill method) **Menanya** • Bertanya jawab tentang fungsisosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait dengan vocabulay. **Mengumpulkan Informasi** • Mengolah informasi yang didapat dari power point yang diputarkan. **Mengasosiasi**	**60'**

	• Bermain mengenai continue word (Binatang). **Mengkomunikasikan** • Menggunakan secara aktif vocabulary sehari-hari. • Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.	
Kegiatan Penutup	Siswabersama guru: • Membahas manfaat pembelajaran yang baru diselesaikan, • Membahas kesulitan dalam melakukan aktivitas pembelajaran, • Menyimpulkan hasil pembelajaran, • Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.	**10'**

Pertemuan ke – 3

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** • Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. • Bertanyajawab tentang waktu • Menyebutkan tujuan pembelajaran • menyebutkankegiatanbelajar yang akandilakukan	**10'**
Kegiatan Inti	**Mengamati** • Menonton power point	**60'**

	Menanya	
	• Bertanya jawab tentang fungsi sosial, strukturteks, dan unsur kebahasaan dari teks interaksi transaksional terkai vocabulary.	
	Mengumpulkan Informasi	
	• Mengolah informasi yang didapat dari power point yang diputarkan mengenai ungkapan vocabulary "Things"	
	Mengasosiasi	
	• Melengkapi kata yang tertera dalam konsep.	
	Mengkomunikasikan	
	• Menggunakan secara aktif vocabulary dalam interaksi pembelajaran sehari-hari.	
	• Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.	
Kegiatan Penutup	Siswa bersama guru: • Membahas manfaat pembelajaran yang baru diselesaikan, • Membahas kesulitan dalam melakukan aktivitas pembelajaran, • Menyimpulkan hasil pembelajaran, • Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.	**10'**

Pertemuan ke empat :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** • Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. • Bertanyajawab tentang waktu • Menyebutkan tujuan pembelajaran • menyebutkankegiatanbelajar yang akandilakukan	10'
KegiaStan Inti	**Menanya** • Bertanyajawab tentang fungsisosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait vocabulary. **Mengasosiasi** • Menjawab latihan.	60'
Kegiatan Penutup	Siswabersama guru: • Membahas soal latihan • Membahas kesulitan dalam melakukan aktivitas pembelajaran, • Menyimpulkan hasil pembelajaran,	10'

9. **Penilaian, Pembelajaran Remedial danPengayaan**
   1. Teknik penilaian otentik
      Sikap : Observasi

      Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

   2. Keterampilan: Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis

✓ Praktik   :

Bermain games " continue word " untuk mendapatkan vocabulary baru.

Instrumen penilaian untuk tes tertulis

Indikator	Soal	Teknik/ bentuk Penilaian
Menentukan Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.	Write down 15 vocabularies related to school that you know !: 1..... 2..... 3..... Mention 15 vocabularies related to animals! 1. ..... 2. ..... 3. .... Mention 10 vocabulary related to fruits! 1. .... 2. .... 3. .... Mention 10 vocabularies related to color 1. .... 2. .... 3.	
Menentukan Struktur teks - Memulai - Menanggapi	Translate into English! 1. Kursi =.... 2. Meja =.... 3. Pencil =.... 4. Buku =....	

| Menentukan Unsur kebahasaan

- Ungkapan-ungkapan yang lazim digunakan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | Spelling the word bellow:

1. Cat
2. Mouse
3. Horse
4. Ant | |

1. Rubrik Penilaian dan Pedoman Penskoran
   a. Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Fungsi Sosial	Sangat memahami	3	4	
	Memahami	2		
	Kurang memahami	1		
Struktur Teks	Sangat runtut	3	4	
	Runtut	2		
	Kurang runtut	1		
Unsur Kebahasaan	Sangat tepat	3	4	
	Tepat	2		
	Kurang tepat	1		
Keterangan : Nilai akhir = (Nilai perolehan : Nilai maksimal) x 100				

b.Rubrik penilaian keterampilan (Praktik/ Unjuk Kerja)

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Game "continue word"	kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan penyebutan kurang pas	Lancar mencapai fungsi sosial, kosakata yang lancar dal penyebutannya baik.
Keterangan : **Mahir** mendapat skor 3 **Memuaskan** mendapat skor 2 **Terbatas** mendapat skor 1			

Pembelajaran Remedial :

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa pembelajaran ulang atau penugasan terkait struktur teks dan unsur kebahasaan

Pembelajaran Pengayaan :
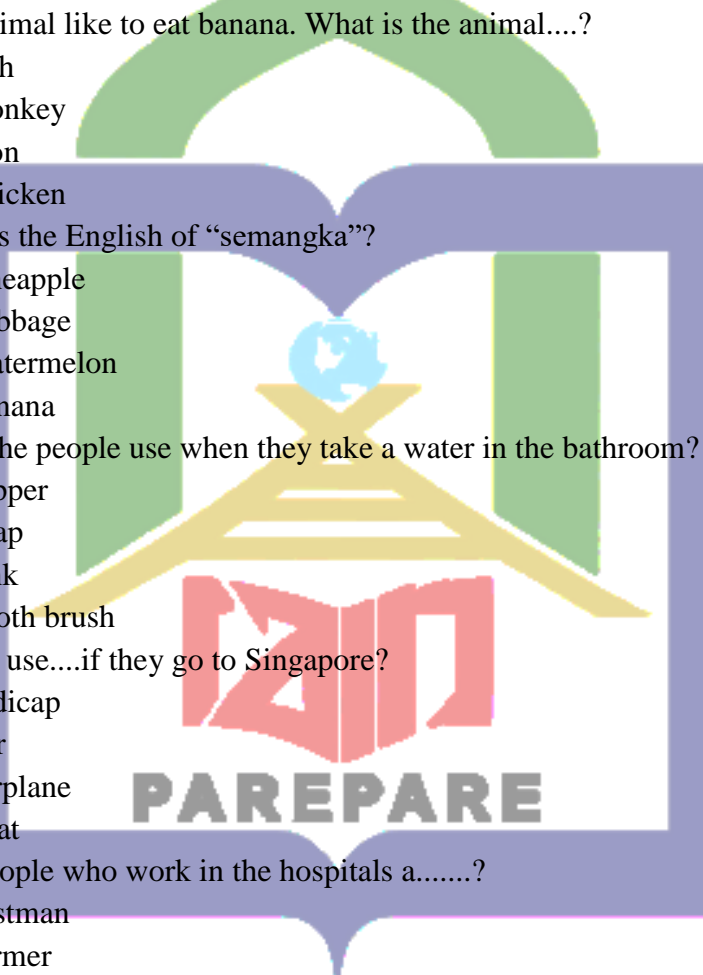
Pembelajaran Remedial diberikan kepada siswa yang telah mencapai KKM berupa penugasan terkait unsur kebahasaan berupaucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Appendix 5 instrument of the Pre-Test and Post-Test

Pre-Test

Name :

Class :

Choose the correct answer !

1. The animal like to eat banana. What is the animal....?
   a. Fish
   b. Monkey
   c. Lion
   d. Chicken
2. What is the English of "semangka"?
   a. Pineapple
   b. Cabbage
   c. Watermelon
   d. Banana
3. What the people use when they take a water in the bathroom?
   a. Dipper
   b. Soap
   c. Sink
   d. Tooth brush
4. People use....if they go to Singapore?
   a. Pedicap
   b. Car
   c. Airplane
   d. Boat
5. The people who work in the hospitals a.......?
   a. Postman
   b. Farmer
   c. Teacher
   d. Doctor
6. What is the English for "Bawang merah"?
   a. Onion
   b. Carrot
   c. Potato
   d. Garlic

7. What the English of "pelukis"?
   a. Paint
   b. Painter
   c. Draw
   d. Drawing
8. What picture is this?

   a. Glass
   b. Fork
   c. Cup
   d. Knife

9. What is the English for "Buaya"?
   a. Tiger
   b. crocodile
   c. Cat
   d. Elephant
10. What the meanig of "Pineapple"?
    a. Semangka
    b. Nangka
    c. Nanas
    d. Pisang
11. "Nelayan" in english is......?
    a. Sailor
    b. Fisherman
    c. Driver
    d. Nurse
12. I need...... to buy food or drink.
    a. Money
    b. Paper
    c. Book
    d. Wallet
13. Sugar is......., but honey is sweeter than sugar.

a. Salty

b. Small

c. Sweet

d. Smooth

14. The teacher's duty is to..... the students in the school.

a. Teach

b. Play

c. Make

d. Work

15. Dimas need..... to drink

a. Glass

b. Spoon

c. Plate

d. Kettle

16. The people who work in the airplane a.....?

a. Pilot

b. Police

c. Teacher

d. Armi

17. What is the English for "bantal"

a. Blanket

b. Pillow

c. Curtain

d. Veil

18. Irma need..... to eat?

a. Glass

b. Kettle

c. Fork

d. Plate

19. The animal like to eat carrot. What is the animal....?

a. cat

b. lion

c. rabbit

d. crocodile

20. What the meaning of "coconut"?

a. Semangka

b. Kelapa

c. Papaya   d. Semangka

Post-Test

Nama :

Class :

Choose the correct answer !

1. What is the English of "Nanas"?
   a. Pineapple
   b. Cabbage
   c. Watermelon
   d. Banana
2. What the people use when they take a water in the bathroom?
   a. Dipper
   b. Soap
   c. Sink
   d. Tooth brush
3. People use....if they go to Makassar?
   a. Pedicap
   b. Car
   c. Airplane
   d. Boat
4. The animal like to eat banana. What is the animal....?
   a. Fish
   b. Monkey
   c. Lion
   d. Chicken
5. The people who work in the school a.......?
   a. Postman
   b. Farmer
   c. Teacher
   d. Doctor
6. What is the English for "wortel"?
   a. Onion
   b. Carrot
   c. Potato
   d. Garlic

7. What the English of "Wartawan"?
   a. Paint
   b. Journalist
   c. Draw
   d. Drawing

8. What picture is this?

   a. Glass
   b. Fork
   c. Cup
   d. Knife

9. What is the English for "Gajah"?
   a. Tiger
   b. crocodile
   c. Cat
   d. Elephant

10. What the meanig of "Watermelon"?
    a. Semangka
    b. Nangka
    c. Nanas
    d. Pisang

11. I need...... to buy motorcycle.
    a. Money
    b. Paper
    c. Book
    d. Wallet

12. Dini need..... to drink
    a. Glass
    b. Spoon
    c. Plate
    d. Kettle
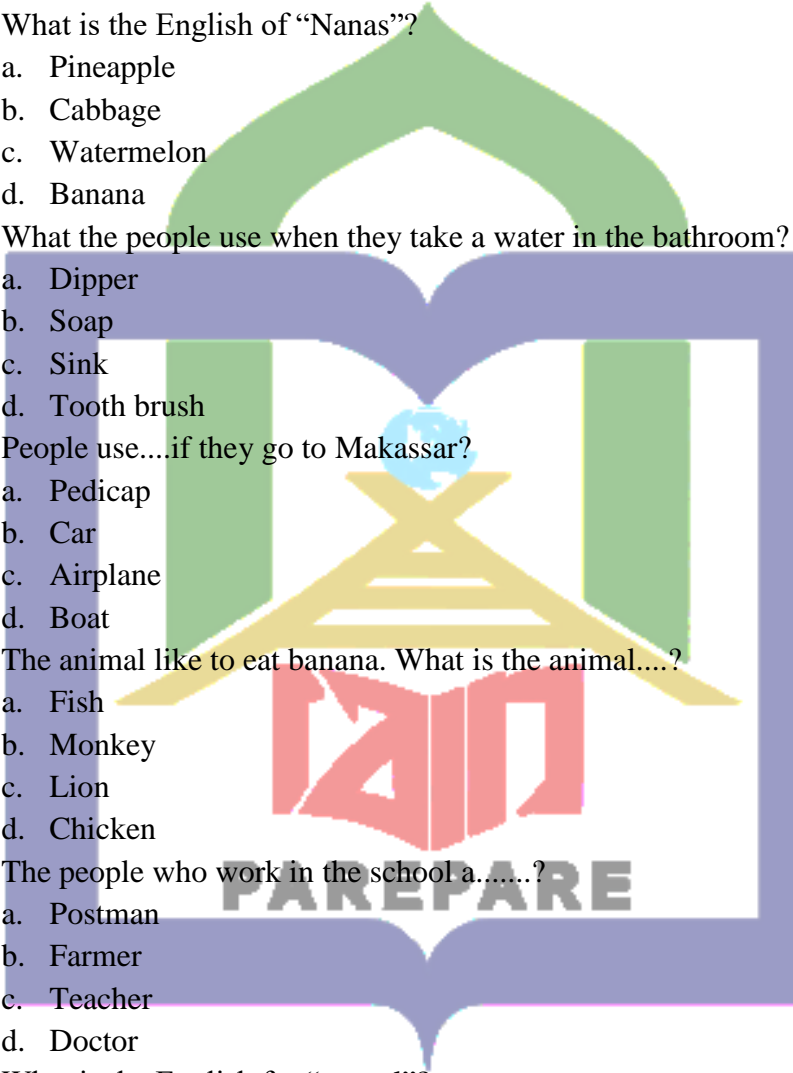
13. Sugar is......., but honey is sweeter than sugar.
    a. Salty

b. Small

c. Sweet

d. Smooth

14. The teacher's duty is to..... the students in the school.

a. Teach

b. Play

c. Make

d. Work

15. "Supir" in english is......?

a. Sailor

b. Fisherman

c. Driver

d. Nourse

16. The people who work in the airplane a.....?

a. Pilot

b. Police

c. Teacher

d. Armi

17. What is the English for "Gorden"

a. Blanket

b. Pillow

c. Curtain

d. Veil

18. Irfan need..... to eat?

a. Glass

b. Kettle

c. Fork

d. Plate

19.The animal like to eat carrot. What is the animal....?

a. cat

b. lion

c. rabbit

d. crocodile

20. What the meaning of "Starfruit"?

a. Semangka

b. Kelapa

c. Papaya

d. Belimbing

Appendix 6 List of Vocabulary

LIST OF VOCABULARY

1. Fruits

1	Apple	Apel
2	Grape	Anggur
3	Starfruit	Belimbing
4	Cherry	Ceri
5	Durian	Durian
6	Orange	Jeruk
7	Guava	Jambu Biji
8	Peanut	Kacang Tanah
9	Coconut	Kelapa
10	Date	Kurma
11	Lychee	Leci
12	Melon	Melon
13	Mango	Mangga
14	Longen	Kelengkeng
15	Mangosteen	Manggis
16	JackFruit	Nangka
17	Pineapple	Nanas
18	Banana	Pisang
19	Rambutan	Rambutan
20	Water Melon	Semangka
21	Soursop	Sirsak
22	Strawberry	Stroberi
23	Breadfruit	Sukun
24	Pear	Buah pir
25	Tomato	Tomat

2. Transportation and Prophesy

1	Ship	Kapal Laut
2	Car	Mobil
3	Boat	Perahu
4	Plane	Pesawat Terbang
5	Bicycle	Sepeda
6	Motorcycle	Sepeda Motor
7	Truck	Truk
8	Taxi	Taksi
9	Businessman	Pengusaha

10	Writer	Penulis
11	Tailor	Penjahit
12	Singer	Penyanyi
13	Reporter	Reporter
14	Journalist	Wartawan
15	Policeman	Polisi
16	Farmer	Petani
17	Fisherman	Nelayan
18	Teacher	Guru
19	Doctor	Dokter
20	Lawyer	Pengacara
21	Musician	Pemusik
22	Nurse	Perawat
23	Officer	Pegawai Kantor
24	Painter	Pelukis
25	Pilot	Pilot

3. Things

1	Blanket	Selimut
2	Dipper	Timbah
3	Curtain	Gorden
4	Plate	Piring
5	Soap	Sabun
6	Tooth brush	Sikat gigi
7	Knife	Pisau
8	Fork	Garpu
9	Cup	Cangkir
10	Kettle	Cerek
11	Spoon	Sendok
12	Pillow	Bantal
13	Veil	Tudung
14	Floorfan	Kipas
15	Pail	Ember
16	Towel	Handuk
17	Dustbin	Tempat sampah
18	Toothpaste	Pasta gigi
19	Bowl	Mangkok
20	Napkin	Serbet
21	Hat	Topi
22	Watch	Jam tangan
23	Suitcase	Koper
24	Refrigerator	Lemari es

25	Toaster	Pemanggang roti

4. Animals

1	Monkey	Monyet
2	Tiger	Harimau
3	Lion	Singa
4	Crocodile	Buaya
5	Cat	Kucing
6	Rabbit	Kelinci
7	Elephant	Gajah
8	Goat	Kambing
9	Deer	Rusa
10	Snake	Ukar
11	Chicken	Ayam
12	Big	Babi
13	Buffalo	Kerbau
14	Lizard	Cicak
15	Camel	Onta
16	Cow	Sapi
17	Giffare	Jerapah
18	Bull	Banteng
19	Donkey	Keledai
20	Rhinoceros	Badak
21	Mouse	Tikus

Appendix 7 Distribution of T-Table

Df	α (level of significance) (*one-tailed test*)					
	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	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
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	2.829
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	2.7798
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 8 Instrument of Pre-Test

Pre-Test

Name : HILDA PUSPITA

Class : VIII B

Choose the correct answer !

1. The animal like to eat banana. What is the animal....?
   a. Fish
   b. Monkey
   c. Lion
   d. Chicken

2. What is the English of "semangka"?
   a. Pineapple
   b. Cabbage
   c. Watermelon
   d. Banana

3. What the people use when they take a water in the bathroom?
   a. Dipper
   b. Soap
   c. Sink
   d. Tooth brush

4. People use....if they go to Singapore?
   a. Pedicap
   b. Car
   c. Airplane
   d. Boat

5. The people who work in the hospitalis a.......?
   a. Postman
   b. Farmer
   c. Teacher
   d. Doctor

6. What is the English for "Bawang merah"?
   a. Onion
   b. Carrot
   ✗ Potato
   d. Garlic

✗ What the English of "pelukis"?
   a. Paint
   b. Painter
   ✗ Draw
   d. Drawing

8. What picture is this?

   a. Glass
   ✗ Fork
   c. Cup
   d. Knife

✗ What is the English for "Buaya"?
   ✗ Tiger
   b. crocodile
   c. Cat
   d. Elephant

10. What the meanig of "Pineapple"?
   ✗ Semangka
   b. Nangka
   c. Nanas
   d. Pisang

11. "Nelayan" in english is......?
   a. Sailor
   ✗ Fisherman
   c. Driver
   d. Nourse

12. I need...... to buy food or drink.
    a. Money
    b. Paper
    c. Book
    d. Wallet

13. Sugar is......., but honey is sweeter than sugar.
    a. Salty
    b. Small
    c. Sweet
    d. Smooth

14. The teacher's duty is to..... the students in the school.
    a. Teach
    b. Play
    c. Make
    d. Work

15. Dimas need..... to drink
    a. Glass
    b. Spoon
    c. Plate
    d. Kettle

16. The people who work in the airplane a.....?
    a. Pilot
    b. Police
    c. Teacher
    d. Armi

17. What is the English for "bantal"
    a. Blanket
    b. Pillow
    c. Curtain
    d. Veil

18. Irma need..... to eat?
    a. Glass
    b. Kettle
    c. Fork
    d. Plate

19. The animal like to eat carrot. What is the animal....?
   a. cat
   b. lion
   c. rabbit
   d. crocodile
20. What the meaning of "coconut"?
   a. Semangka
   b. Kelapa
   c. Papaya
   d. Semangka

9 − B

45

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

Pre-Test

Name : NABILA ARIFUDDIN

Class : VIII B

Choose the correct answer !

1. The animal like to eat banana. What is the animal....?
    a. Fish
    x. Monkey
    c. Lion
    d. Chicken

2. What is the English of "semangka"?
    a. Pineapple
    b. Cabbage
    x. Watermelon
    d. Banana

3. What the people use when they take a water in the bathroom?
    a. Dipper
    b. Soap
    x. Sink
    d. Tooth brush

4. People use....if they go to Singapore?
    a. Pedicap
    b. Car
    x. Airplane
    d. Boat

5. The people who work in the hospitalis a.......?
    a. Postman
    b. Farmer
    c. Teacher
    d. Doctor

6. What is the English for "Bawang merah"?
   a. Onion
   b. Carrot
   c. Potato
   d. Garlic

7. What the English of "pelukis"?
   a. Paint
   b. Painter
   c. Draw
   d. Drawing

8. What picture is this?

   a. Glass
   b. Fork
   c. Cup
   d. Knife

9. What is the English for "Buaya"?
   a. Tiger
   b. crocodile
   c. Cat
   d. Elephant

10. What the meanig of "Pineapple"?
    a. Semangka
    b. Nangka
    c. Nanas
    d. Pisang

11. "Nelayan" in english is......?
    a. Sailor
    b. Fisherman
    c. Driver
    d. Nourse

12. I need...... to buy food or drink.
    a. Money
    b. Paper
    c. Book
    d. Wallet

13. Sugar is......., but honey is sweeter than sugar.
    a. Salty
    b. Small
    c. Sweet
    d. Smooth

14. The teacher's duty is to..... the students in the school.
    a. Teach
    b. Play
    c. Make
    d. Work

15. Dimas need..... to drink
    a. Glass
    b. Spoon
    c. Plate
    d. Kettle

16. The people who work in the airplane a.....?
    a. Pilot
    b. Police
    c. Teacher
    d. Armi

17. What is the English for "bantal"
    a. Blanket
    b. Pillow
    c. Curtain
    d. Veil

18. Irma need..... to eat?
    a. Glass
    b. Kettle
    c. Fork
    d. Plate

19. The animal like to eat carrot. What is the animal....?
   a. cat
   b. lion
   c. rabbit
   d. crocodile
20. What the meaning of "coconut"?
   a. Semangka
   b. Kelapa
   c. Papaya
   d. Semangka

16 - B

80

Pre-Test

Name : Firman

Class : VIII Ⓑ

Choose the correct answer !

1. The animal like to eat banana. What is the animal....?
   a. Fish
   ⓑ Monkey
   c. Lion
   d. Chicken

2. What is the English of "semangka"?
   a. Pineapple
   b. Cabbage
   ⓒ Watermelon
   d. Banana

3. What the people use when they take a water in the bathroom?
   a. Dipper
   b. Soap
   ⓒ Sink
   d. Tooth brush

4. People use....if they go to Singapore?
   a. Pedicap
   b. Car
   ⓒ Airplane
   d. Boat

5. The people who work in the hospitalis a.......?
   a. Postman
   b. Farmer
   c. Teacher
   ⓓ Doctor

6. What is the English for "Bawang merah"?
   a. Onion
   (b) Carrot
   c. Potato
   d. Garlic

7. What the English of "pelukis"?
   a. Paint
   b. Painter
   c. Draw
   (d) Drawing

8. What picture is this?

   a. Glass
   b. Fork
   c. Cup
   (d) Knife

9. What is the English for "Buaya"?
   a. Tiger
   b. crocodile
   c. Cat
   (d) Elephant

10. What the meanig of "Pineapple"?
   a. Semangka
   (b) Nangka
   c. Nanas
   d. Pisang

11. "Nelayan" in english is......?
   a. Sailor
   (b) Fisherman
   c. Driver
   d. Nourse

12. I need...... to buy food or drink.
a. Money
b. Paper
c. Book
d. Wallet

13. Sugar is......., but honey is sweeter than sugar.
a. Salty
b. Small
c. Sweet
d. Smooth

14. The teacher's duty is to..... the students in the school.
a. Teach
b. Play
c. Make
d. Work

15. Dimas need..... to drink
a. Glass
b. Spoon
c. Plate
d. Kettle

16. The people who work in the airplane a.....?
a. Pilot
b. Police
c. Teacher
d. Armi

17. What is the English for "bantal"
a. Blanket
b. Pillow
c. Curtain
d. Veil

18. Irma need..... to eat?
a. Glass
b. Kettle
c. Fork
d. Plate

19. The animal like to eat carrot. What is the animal....?
   a. cat
   b. lion
   c. rabbit
   d. crocodile

20. What the meaning of "coconut"?
   a. Semangka
   b. Kelapa
   c. Papaya
   d. Semangka

9-B

45

Appendix 9 Instrument of Post-Test

Post-Test

Nama : HILDA PUSPITA

Class : VIII B

Choose the correct answer !

1. What is the English of "Nanas"?
   - a. Pineapple ✗
   - b. Cabbage ✓
   - c. Watermelon
   - d. Banana

2. What the people use when they take a water in the bathroom?
   - a. Dipper ✗
   - b. Soap ✓
   - c. Sink
   - d. Tooth brush

3. People use....if they go to Makassar?
   - a. Pedicap
   - b. Car ✗ ✓
   - c. Airplane
   - d. Boat

4. The animal like to eat banana. What is the animal....?
   - a. Fish
   - b. Monkey ✗ ✓
   - c. Lion
   - d. Chicken

5. The people who work in the school a.......?
   - a. Postman
   - b. Farmer ✓
   - c. Teacher ✗
   - d. Doctor

6. What is the English for "wortel"?
   - a. Onion
   - b. Carrot ✗ ✓
   - c. Potato
   - d. Garlic

7. What the English of "Wartawan"?
    a. Paint
    b. Journalist
    c. Draw
    d. Drawing

8. What picture is this?

    a. Glass
    b. Fork
    c. Cup
    d. Knife

9. What is the English for "Gajah"?
    a. Tiger
    b. crocodile
    c. Cat
    d. Elephant

10. What the meanig of "Watermelon"?
    a. Semangka
    b. Nangka
    c. Nanas
    d. Pisang

11. I need...... to buy motorcycle.
    a. Money
    b. Paper
    c. Book
    d. Wallet

12. Dini need..... to drink
    a. Glass
    b. Spoon
    c. Plate
    d. Kettle

13. Sugar is........, but honey is sweeter than sugar.

a. Salty
b. Small
X Sweet
d. Smooth

14. The teacher's duty is to..... the students in the school.
a. Teach
X Play
c. Make
d. Work

15. "Supir" in english is......?
a. Sailor
b. Fisherman
X Driver
d. Nourse

16. The people who work in the airplane a.....?
X Pilot
b. Police
c. Teacher
d. Armi

17. What is the English for "Gorden"
X Blanket
b. Pillow
c. Curtain
d. Veil

18. Irfan need..... to eat?
a. Glass
b. Kettle
c. Fork
X Plate

19. The animal like to eat carrot. What is the animal....?
a. cat
b. lion
X rabbit
d. crocodile

20. What the meaning of "Starfruit"?
   a. Semangka
   b. Kelapa
   c. Papaya
   d. Belimbing

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

Post-Test

Nama : NABILA ARIFUDDIN

Class : VIII B

Choose the correct answer !

1. What is the English of "Nanas"?
   - a. Pineapple
   - b. Cabbage
   - c. Watermelon
   - d. Banana

2. What the people use when they take a water in the bathroom?
   - a. Dipper
   - b. Soap
   - c. Sink
   - d. Tooth brush

3. People use....if they go to Makassar?
   - a. Pedicap
   - b. Car
   - c. Airplane
   - d. Boat

4. The animal like to eat banana. What is the animal....?
   - a. Fish
   - b. Monkey
   - c. Lion
   - d. Chicken

5. The people who work in the school a.......?
   - a. Postman
   - b. Farmer
   - c. Teacher
   - d. Doctor

6. What is the English for "wortel"?
   - a. Onion
   - b. Carrot
   - c. Potato
   - d. Garlic

7. What the English of "Wartawan"?
   a. Paint
   b. Journalist ✗ ✓
   c. Draw
   d. Drawing
8. What picture is this?

   a. Glass ✗
   b. Fork ✓
   c. Cup
   d. Knife

9. What is the English for "Gajah"?
   a. Tiger
   b. crocodile ✓
   c. Cat
   d. Elephant ✗
10. What the meanig of "Watermelon"?
    a. Semangka ✗
    b. Nangka
    c. Nanas ✓
    d. Pisang
11. I need...... to buy motorcycle.
    a. Money ✗
    b. Paper
    c. Book ✓
    d. Wallet
12. Dini need..... to drink
    a. Glass ✗
    b. Spoon
    c. Plate ✓
    d. Kettle
13. Sugar is......., but honey is sweeter than sugar.

a. Salty

✗ Small   X

c. Sweet

d. Smooth

14. The teacher's duty is to..... the students in the school.

✗ Teach

b. Play

c. Make   ✓

d. Work

15. "Supir" in english is......?

a. Sailor

b. Fisherman   ✓

✗ Driver

d. Nourse

16. The people who work in the airplane a.....?

✗ Pilot

b. Police

c. Teacher   ✓

d. Armi

17. What is the English for "Gorden"

a. Blanket

b. Pillow   ✓

✗ Curtain

d. Veil

18. Irfan need..... to eat?

a. Glass

b. Kettle   ✓

c. Fork

✗ Plate

19. The animal like to eat carrot. What is the animal....?

a. cat

b. lion   ✓

✗ rabbit

d. crocodile

20. What the meaning of "Starfruit"?
a. Semangka
b. Kelapa
c. Papaya
x Belimbing

$$\frac{19}{20} \times 100 = 95$$

Post-Test

Nama : Firman

Class : VIII (B)

Choose the correct answer !

1. What is the English of "Nanas"?
   a. Pineapple
   b. Cabbage
   c. Watermelon
   d. Banana

2. What the people use when they take a water in the bathroom?
   a. Dipper
   b. Soap
   c. Sink
   d. Tooth brush

3. People use....if they go to Makassar?
   a. Pedicap
   b. Car
   c. Airplane
   d. Boat

4. The animal like to eat banana. What is the animal....?
   a. Fish
   b. Monkey
   c. Lion
   d. Chicken

5. The people who work in the school a......?
   a. Postman
   b. Farmer
   c. Teacher
   d. Doctor

6. What is the English for "wortel"?
   a. Onion
   b. Carrot
   c. Potato
   d. Garlic

7. What the English of "Wartawan"?
   a. Paint
   b. Journalist ✗
   c. Draw
   d. Drawing

8. What picture is this?

   a. Glass
   b. Fork ✓
   c. Cup
   d. Knife

9. What is the English for "Gajah"?
   a. Tiger
   b. crocodile ✓
   c. Cat
   d. Elephant

10. What the meanig of "Watermelon"?
    a. Semangka
    b. Nangka ✗
    c. Nanas
    d. Pisang

11. I need....... to buy motorcycle.
    a. Money
    b. Paper ✓
    c. Book
    d. Wallet

12. Dini need..... to drink
    a. Glass
    b. Spoon ✓
    c. Plate
    d. Kettle

13. Sugar is......., but honey is sweeter than sugar.

a. Salty
b. Small ✗
c. Sweet
d. Smooth

14. The teacher's duty is to..... the students in the school.
a. Teach ✓
b. Play
c. Make
d. Work

15. "Supir" in english is......?
a. Sailor
b. Fisherman ✗
c. Driver
d. Nourse

16. The people who work in the airplane a.....?
a. Pilot ✓
b. Police
c. Teacher
d. Armi

17. What is the English for "Gorden"
a. Blanket
b. Pillow
c. Curtain ✓
d. Veil

18. Irfan need..... to eat?
a. Glass
b. Kettle
c. Fork ✓
d. Plate

19. The animal like to eat carrot. What is the animal....?
a. cat
b. lion ✓
c. rabbit
d. crocodile

20. What the meaning of "Starfruit"?
a. Semangka
b. Kelapa
c. Papaya
d. Belimbing

$$\frac{14}{20} \times 100 = 70$$

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 🖷 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

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Nomor   : B 715   /In.39/PP.00.9/07/2018
Lampiran : -
H a l   : Permohonan Rekomendasi Izin Penelitian

Kepada Yth.
Bapak Bupati Polewali Mandar
Cq. Ka. Badan Kesatuan Bangsa dan Politik
di
    KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: NURYANI
Tempat/Tgl. Lahir	: POLMAN, 27 Desember 1994
NIM	: 14.1300.038
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: DESA MIRRING, KEC. BINUANG, KAB. POLMAN

Bermaksud akan mengadakan penelitian di wilayah **KAB. POLEWALI MANDAR** dalam rangka penyusunan skripsi yang berjudul :

" *IMPROVING THE STUDENTS' VOCABULARY BY USING DRILL METHOD AT THE SECOND GRADE OF MTs IZZATUL MA'ARIF TAPPINA KAB. POLMAN*"

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Terima kasih,

Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

Tembusan:
DPMPTSP Kab. Polewali Mandar

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 503/460/IPL/DPMPTSP/VII/2018

Dasar   : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;

2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;

3. Memperhatikan :
   a. Surat Permohonan Sdr (i) NURYANI
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik
      Nomor : B-475/Bakesbangpol/B.I/410.7/VII/2018, Tgl. 19 Juli 2018

MEMBERIKAN IZIN

Kepada   :

Nama	:	NURYANI
NIM/NIDN/NIP	:	14.1300.038
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	TARBIYAH DAN ADAB
Jurusan	:	BAHASA INGGRIS
Alamat	:	DS. MIRRING KEC. BINUANG

Untuk melakukan Penelitian di Kecamatan Binuang Kabupaten Polewali Mandar, terhitung tanggal 23 Juli s/d 23 Agustus 2018 dengan Judul " IMPROVING THE STUDENTS' VOCABULARY BY USING DRILL METHOD AT THE SECOND GRADE OF MTs IZZATUL MA'ARIF TAPPINA KAB. POLMAN ".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :
1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 20 Juli 2018

a.n. **BUPATI POLEWALI MANDAR**
Plt. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Ir.BUDI UTOMO ABDULLAH.MM
Pangkat : Pembina Utama Muda
NIP   : 19660520 199203 1 017

Tembusan:
1. Unsur Forkopinda di tempat;
2. Kepala Kemenag Kabupaten Polewali Mandar di tempat;
3. Camat Binuang di tempat

YAYASAN PEMBERDAYAAN DAN PENGEMBANGAN
FITRAH INSANI (YP2FI) SULBAR
MTs IZZATUL MA'ARIF TAPPINA
Alamat : Jl.Poros Polewali Pinrang KM 11 Tappina Desa Mirring Kec. Binuang, 91351

SURAT KETERANGAN PENELITIAN
No: 020 /MTs.31.03.016/PP.005/7/2018

Yang bertanda tangan di bawah ini:

Nama	:	Lukman, S.Ag
Jabatan	:	Kepala Madrasah MTs Izzatul Ma'arif Tappina
Alamat	:	Jl. Poros Polman-Pinrang KM 11 Dusun Tappina

Dengan ini menerangkan bahwa:

Nama	:	Nuryani
NIM	:	14.1300.038
Fakultas	:	Tarbiyah dan Adab
Jurusan	:	Bahasa Inggris
Universitas	:	IAIN Parepare

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsinya
yang berjudul :

" IMPROVING THE STUDENTS' VOCABULARY BY USING DRILL
METHOD AT THE SECOND GRADE OF MTs IZZATUL MA'ARIF
TAPPINA KAB. POLMAN".

Sejak tanggal 23 Juli sampai dengan 23 Agustus 2018 dan telah pula membahas
materi hasil penelitiannya dengan kami.

Tappina, 24 Agustus 2018
Kepala Madrasah

LUKMAN, S. Ag
Nip: 19700802 201411 1 005

Appendix 10 Documentation

CURRICULUM VITAE

Nuryani was born in Mirring South Sulawesi on Desember 27th 1994 to the a happy couple of Hafid and Kursia. She is the last chaild from three siblings. She has one brother and one sister. Her educational background began 2001 in SDN 031 Mirring, Kec. Binuang, Kab. Polewali Mandar and graduated on 2007. She continued her study at SMPN 2 Polewali, and graduated on 2010. At the same year, she registered in Senior High School SMAN 2 Polewali and graduated on 2013. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the title of her skripsi "Improving The Students' Vocabulary Mastery by Using Drill Method at the Second Grade of MTs Izzatul Ma'arif Tappina Kab. Polman."