

**THE EFFECT OF USING WORD DETECTIVE STRATEGY IN
TEACHING VOCABULARY AT THE EIGHT GRADE
STUDENTS' OF SMPN 11 KERINCI
ACADEMIC YEAR 2019/2020**

THESIS

*Submitted as a partial fulfillment of the requirement to obtain the Strata One (S1) degree of
English Department of Teacher Faculty and Education*

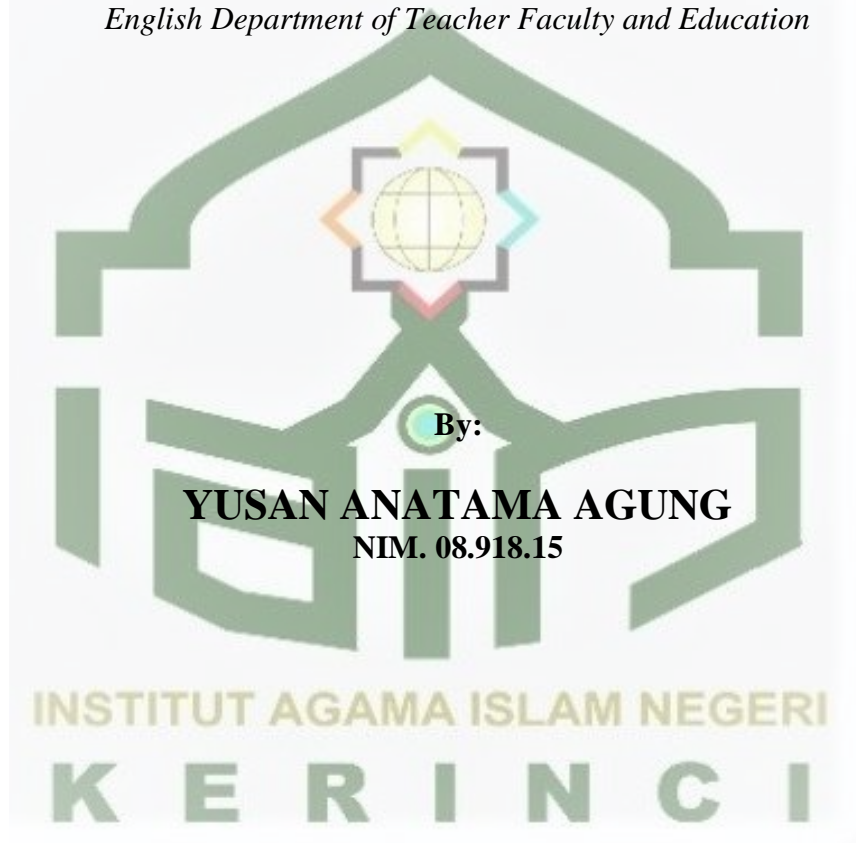


**ENGLISH DEPARTMENT
TEACHER FACULTY AND EDUCATION
STATE ISLAMIC INSTITUTE OF (IAIN) KERINCI
2020M / 1440H**

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TEACHER FACULTY AND EDUCATION
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2020M / 1440H**

CERTIFICATE OF ORIGINALITY

Researcher hereby declare that the thesis entitled, **“The Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students’ of SMPN 11 Kerinci Academic Year 2019/2020”** is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, except where due acknowledgment is made in this thesis. Any contribution made to the researcher by others, with whom researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

This is to certify, that the researcher paper submitted by researcher is an outcome of my independent and original work. Researcher has duly acknowledged all the sources from which the ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

Kerinci, March 7th, 2020

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To
The Rector of IAIN Kerinci
In
Sungai Penuh

OFFICIAL NOTE

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Assalamu'alaikum Warahmatullah Wabarakatuh

After reading and making necessary changes, thus we state that the thesis of: YUSAN ANATAMA AGUNG, NIM : 08.918.15 with the title : **“The Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students’ of SMPN 11 Kerinci Academic Year 2019/2020”** has been able to be examined in order to fulfill the task and requirement to achieve undergraduate degree (S1) in Tarbiyah Faculty of IAIN Kerinci.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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APPROVAL AND ACCEPTION

This thesis which entitled of “**The Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students’ of SMPN 11 Kerinci Academic Year 2019/2020**” by **YUSAN ANATAMA AGUNG** register number 08.918.15 has been examined in the viva voice help by faculty of Education and Teacher Training at IAIN Kerinci on 2020, the thesis is submitted as one of partial fulfillment of the requirements for getting undergraduate degree (S1) at English Education Program in Faculty of Education and Teacher Training at Islamic Institute (IAIN) of Kerinci.

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DEDICATION

I lovingly dedicate this thesis to:

My beloved Father and Mother

Thank you for your endless love, care support, suggestion and who always encourage me and praying for my success in the future

My beloved sister and brother and for prospective priests.

Thank you for your love, care support, motivation and suggestion so that could finish this thesis because there's nobody in the world that knows me better than them.

To all my friends

Thanks for giving spirit and for coloring my live

I can't say anything, because the words will never be enough to express how much I love.

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ
٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Meaning: (1) Proclaim! (or read) in the name of thy Lord and Cherisher, Who Created, (2) Created man, out of a (mere) clot of congealed blood: (3) Proclaim! And thy Lord is Most Bountiful, (4) He Who taught (the use of) the pen, (5) Taught man that which he knew not.

Yusan Anatama Agung, 2020 : “The effect of using word detective strategy in teaching vocabulary at the eight grade

Students' of SMPN 11 kerinci Academic year 2019/2020"

Advisor : **1. Suhaimi, S. Pd., M. Pd**
2. Herayati, M. Pd

ABSTRACT

Vocabulary is one of important basic skill must be taught to the students in teaching and learning English. Vocabulary is essential for effective communication, vocabulary become one of the most important aspects of language skill because people have to master numerous vocabularies in order to improve their language skills. The problems in this research were: first, some students can not understand English well because of lack of vocabularies; second, some students do not active in learning process and third, teacher teaches vocabulary monotonously by asking students to memorize vocabulary. The purpose of this research is to find is there any significant effect of using word detective strategy in teaching vocabulary at the eighth grade Students of SMPN 11 Kerinci Academic year 2019/2020. The population in this research is all students at eight grade of SMP 11 Kerinci (87 students). Samples in this research were class VIII A as control class that taught by using lecturing strategy and class VIII C as experiment class were taught by using Word Detective Strategy. The sample is determined by using random sampling technique. The instrument in this research was vocabulary test. The simple regression model in this research was analyzed by using SPSS program (Statistical Product and Service Solution) 23.00 for window and Ms. Excel 2010. The data is analyzed by using regression linier, the formula was T-test. The result of the research, it was gotten Sig. 0,004 < 0,05 and *t count* 9,847 > 1,699 *t-table*. It can conclude that hypothesis H1 is rejected and H0 is accepted. It means there is significant Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020. Therefore the researcher suggested for English teacher to apply the Word Detective Strategy in teaching vocabulary, The students are suggested to be able to follow the classroom activities that use the Word Detective Strategy in learning vocabulary and next researchers are suggested to use the Word detective Strategy to be researched in different English skills in different place.

Keywords: Word Detective Strategy, Vocabulary

YUSAN ANATAMA AGUNG. 2020. *Efek penggunaan word detective strategy dalam mengajar kosakata pada siswa kelas delapan SMPN 11 kerinci tahun ajaran 2019/2020.* Skripsi. IAIN Kerinci

ABSTRAK

Berdasarkan pengamatan pendahuluan yang dilakukan di SMP Negeri 11 Kerinci, peneliti menemukan beberapa siswa tidak dapat memahami bahasa Inggris dengan baik karena kurangnya kosa kata. Kurangnya kosa kata membuat siswa tidak terlibat aktif dalam proses belajar, mereka hanya diam saja ketika seorang guru mengajukan pertanyaan kepada mereka. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh signifikan penggunaan strategi detektif kata dalam pengajaran kosakata pada siswa kelas VIII SMPN 11 Kerinci tahun akademik 2019/2020. Penelitian ini menggunakan metode kuantitatif dengan model eksperimen Quasy.

Populasi dalam penelitian ini adalah semua siswa kelas delapan SMP 11 Kerinci (87 siswa). Sampel dalam penelitian ini adalah kelas VIII A sebagai kelas kontrol yang diajar dengan menggunakan strategi ceramah dan kelas VIII C sebagai kelas eksperimen diajarkan dengan menggunakan *Word Detective Strategy*. Sampel ditentukan dengan menggunakan teknik random sampling. Instrumen dalam penelitian ini adalah tes, tes yang digunakan dalam penelitian ini adalah tes kosakata. Model regresi sederhana dalam penelitian ini dianalisis dengan menggunakan program SPSS (Statistical Product and Service Solution) 23.00 for window dan Ms. Excel 2010. Data dianalisis dengan menggunakan regresi linier, rumusnya adalah T-test.

Berdasarkan hasil uji-t diketahui bahwa nilai Sig. 0,004 < 0,05 dan t hitung $9,847 > 1,699$ t-tabel. Berdasarkan hasil tersebut dapat disimpulkan bahwa hipotesis H1 ditolak dan H0 diterima. Ini berarti ada Pengaruh yang signifikan dari penggunaan *Word Detective Strategy* dalam Mengajar Kosakata pada Siswa Kelas Delapan di SMPN 11 Kerinci Tahun Akademik 2019/2020. Berdasarkan hasil penelitian dapat disimpulkan bahwa *Word Detective Strategy* lebih baik dari pada model ceramah dalam pengajaran kosakata bahasa Inggris pada Siswa Kelas Delapan di SMPN 11 Kerinci Tahun Akademik 2019/2020, dengan kata lain strategi detektif kata memberikan efek yang baik terhadap pemahaman siswa dalam kosakata bahasa Inggris.

Berdasarkan kesimpulan di atas peneliti ingin memberikan beberapa saran kepada guru Bahasa Inggris disarankan untuk menerapkan Strategi Detektif Kata dalam mengajar kosakata, Para siswa disarankan untuk dapat mengikuti kegiatan kelas yang menggunakan Strategi Detektif Kata dalam belajar kosakata dan peneliti berikutnya disarankan untuk menggunakan Strategi detektif Word untuk diteliti dalam berbagai keterampilan bahasa Inggris di tempat yang berbeda.

Kata kunci: *Word Detective Strategy*, Kosa kata

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah SWT, the Almighty the creator of the world who has gave his guidance and hidayah to the writer. May his peace and solution will be giving to our prophet Muhammad SAW who has guide us from the darkness of jahiliah era to the brightness of Islamic era.

This research thesis submitted as a partial fulfillment for writing thesis. The writer realizes that the writing of this research thesis is not perfect, both methodologically and analytically, So that the writer expect constructive suggestions from readers.

During the process of completing this research thesis, many peoples have contributed directly or indirectly. Therefore, on this occasion the writer gives many thanks and highest appreciation to them. Especially thank for:

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Amin Ya Rabbal'alamin.

Sungai Penuh, January 7th, 2020

Writer,

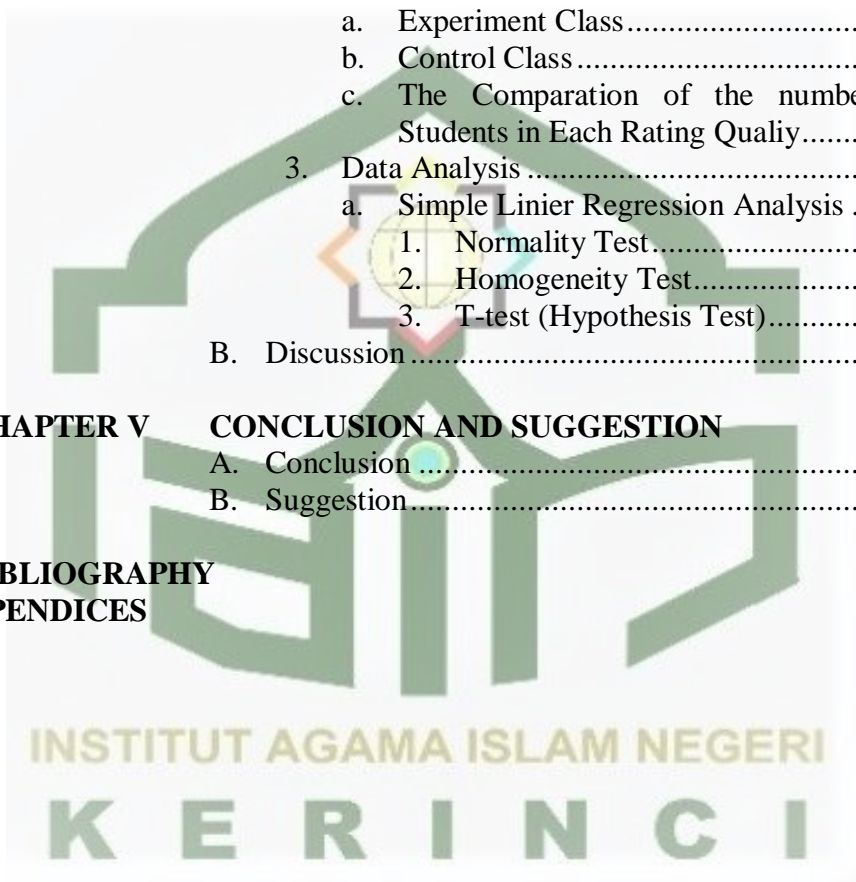


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CHAPTER I

INTRODUCTION

A. Background of the Problem

The English paradigm nowadays attempts to place the importance for everyone of using English in global communication as the international language¹.

Although the paradigm has made a significant contribution to the understanding of international English of current English use, the users have to master the basic English and enrich their vocabulary in order to be able to use it well.

Vocabulary is essential for effective communication. People have to master numerous vocabularies in order to improve language skills. The importance of studying vocabulay of foreign languages for good purpose is also recommended in islam, as hadith of prophet Muhammad SAW states as follow:

عَنْ خَارِجَةَ بِنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ
أَمَرَنِي رَسُولُ اللَّهِ -صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ- أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ
كِتَابِ يَهُودَ. قَالَ « إِيَّيْ وَاللَّهِ مَا آمَنُ يَهُودَ عَلَى كِتَابٍ ». قَالَ
فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ
إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ
كِتَابَهُمْ. قَالَ أَبُو عَيْسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

Meaning: *From Kharijah bin Zaid bin Tsabit, from her father: Zaid bin Tsabit, He Said “ Rasulullah Shalallahu ‘alaihi wassallam ask me to learn - for him – sentences (laguange) from book (his letter) Jew said: “In the*

¹ Sandra Lee Mckay. *Sociolinguistics and Language Education*. New Perspectives on Language & Education. Canada, P. 89

name of Allah, I don't feel safe from (obedience) of Jew from my letter." Then it wasn't until half a month that I was able to master their language, when I mastered it, then if he wrote a letter to the Jew then I wrote it, and when they (jew) wrote a letter for him then I read it to him". (H.R. At Tirmidzi No.2933).²

Based on hadist explanation above, it can be concluded that our prophet muhammad SAW suggests his followers to study foreign language. In studying foreign language, it needs to master the vocabularies to know about information and to get the comprehension.

Vocabulary is one of the important elements that must be mastered by students in learning languages. it plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together, In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.³

Based on preliminary observations conducted at State Junior High School 11 kerinci, researcher found some problems faced by students, they are: firstly it was found that students were lack of vocabulary. This happened when the teacher asked the students in English, but they were more silent than answering the teacher's questions. One of students' of State Junior High School 11, when she was asked what were the obstacles in learning English, she replied that she was lack mastery of vocabulary. So it was difficult for her to answer the teacher's

² Al-Imam Muhammad bin Ismail Al-Bukhary. 2010. *Shahih Al-Bukhari*. (Surabaya: Pustaka Adil). P. 369

³ Dean, Joan. 2006. *Meeting the Learning Needs of All Children*. New York: Routledge. P. 78

questions that teacher conveyed when the learning process took place. Besides the problem also make students did not involve actively in learning process.

There are many ways to learn vocabulary. Some of them are starting from: learning from the roots of the words, prefixes and suffixes, and dictionary.⁴ **Word Detective strategy** (word part clues and context clues) guides students through a series of steps to help uncover the meaning of a word and its word parts.⁵ Word detective contains context clues and word part clues. The advantage of word part knowledge is that it may help learners check whether an unknown word has been successfully guessed from context. In other words, integration of information from context and word parts may make guessing more

Based on the description of the background above, the researcher is interested in conducting the research under the title “**The Effect of Using Word Detective Strategy in Teaching Vocabulary at The Eight Grade Students of SMPN 11 Kerinci Academic Year 2019/2020**”.

B. Identification of the Problems

Based on background of problems it was found that some problems faced by students of SMP 11 Kerinci Academic year 2019/2020, those problems as follow:

1. Students can not understand English well because of lack of vocabularies.

⁴ Jonathan sarwono and YudhyPurwanto, *English for Academic Purposes Reading Writing and Vocabulary*, C. V ANDI OFFSET: Yogyakarta, (2013), P. 192.

⁵ Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*, Hawaii: Pacific Resources for Education and Learning, (2011), P. 24.

2. Lack of vocabularies make students do not involve actively in learning process, they just keep silent when a teacher ask them a question.
3. Most of students inactive in learning activity, especially in learning vocabulary, because of learning environment not support them to be active in learning process, for example while the teaching process the other class make a noise.

C. Limitation of Problem

In order to narrow down this research, so it will not deviate from what is intended to be investigated, it needs to be limited to the effects of using detective strategy in teaching vocabulary focus on major classes of vocabulary that consist of noun, verb, and adjective at the eight grade students of SMP 11 Kerinci.

D. Research Question

Based on the background of the problem above, the problem of this research can be formulated: Is there any significant effect of using word detective strategy in teaching vocabulary at the eight grade students of SMPN 11 kerinci academic year 2019/2020?

E. Purpose of the Research

Based on the research questions, the purposes of this research is to know significant effect of using word detective strategy in teaching vocabulary at the eight grade students of SMPN 11 kerinci academic year 2019/2020.

F. Significances of Research

This result of the research is expected giving advantages, both theoretically and practically:

1. Theoretical significance of the research

The result of research is expected to give contribution to education knowledge about word detective strategy and teaching vocabulary.

2. Practical significance of the research

a. For the teacher

This research can be used as a means to know the effect of using word detective strategy in teaching vocabulary and learning process. Teachers will be more aware of students' vocabulary. Besides, teachers will be easy to motivate students in understanding the meaning of the word.

b. For the students

This research will facilitate students for a better knowledge about vocabulary. Through text and sentence, the students will learn to understand the meaning of the word by using word detective.

G. Definition of Key Terms

Effect : is a change that something a process in something else or a result.⁶

Using : to do something with a machine, a method, an object etc, for a particular purpose.⁷

⁶ Hornby. 2003. *Oxford Dictionary*. Oxford: Oxford university press. P. 422

Word Detective Strategy: guides students through a series of steps to help uncover the meaning of a word and its word parts.⁸

Teaching : to give lesson to students in a school.⁹

Vocabulary : all the words in particular language. ¹⁰

SMPN 11 Kerinci: the location of the research.

H. Hypothesis

1. H0 : There is no significant effect of using word detective strategy in teaching vocabulary at the eight grade students of SMPN 11 kerinci academic year 2019/2020.
2. H1 : There is significant effect of using word detective strategy in teaching vocabulary at the eight grade students of SMPN 11 kerinci academic year 2019/2020.



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⁷ *Ibid.*, P. 1489

⁸ Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. Hawaii: Pacific Resources for Education and Learning. 2011, P. 24.

⁹ *Ibid.*, P. 1386

¹⁰ *Op Cit.*, P. 1506

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Vocabulary

a. Definition of Vocabulary

According to Richards, vocabulary provides much of the basis knowledge for how well learners to use the words in speaking, listening, reading, and writing.¹ Also, Jackson and Amvela say that the terms of vocabulary aslo teach for specific purpose ESP, it may also be necessary to ensure that learners have undestood tecnical language presented by subjec specialist.²

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. First, France states that vocabulary is the collection of words that you hear and read throughout your life.³ In addition, Shiitsu states that vocabulary is a set of lexeme, including single words, compound words, and idioms.⁴ Vocabulary is the total number of words in a language; all the words

¹Richard, J.C.and Renandya, W.A. 2002.*Methodology in Language Teaching an Anthology of Current Practice*, Cambridge University Press. P. 255

² Jackson, Howard and Amvela. 2007. *Words, Meaning and Vocabulary An Introduction to Modern English Lexicology*. London: Atheneum Press, Gateshead, Tyne & Wear. P. 11

³ Evans-Duley, Toni and John. 2008. *Developments in ESP a Mult-Diciplinary Aproach*. (New York: Cambridge University Press). P. 81

⁴ Shiitsu, Toshihiko. *Studies in Language Testing 32 Components of L2 Reading Liguistic and Processing Factors in the Reading Test Performances of Japanese EFL Learners*. University of Cambridge ESOL Examinations Cambridge University Press.

known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook.⁵

Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

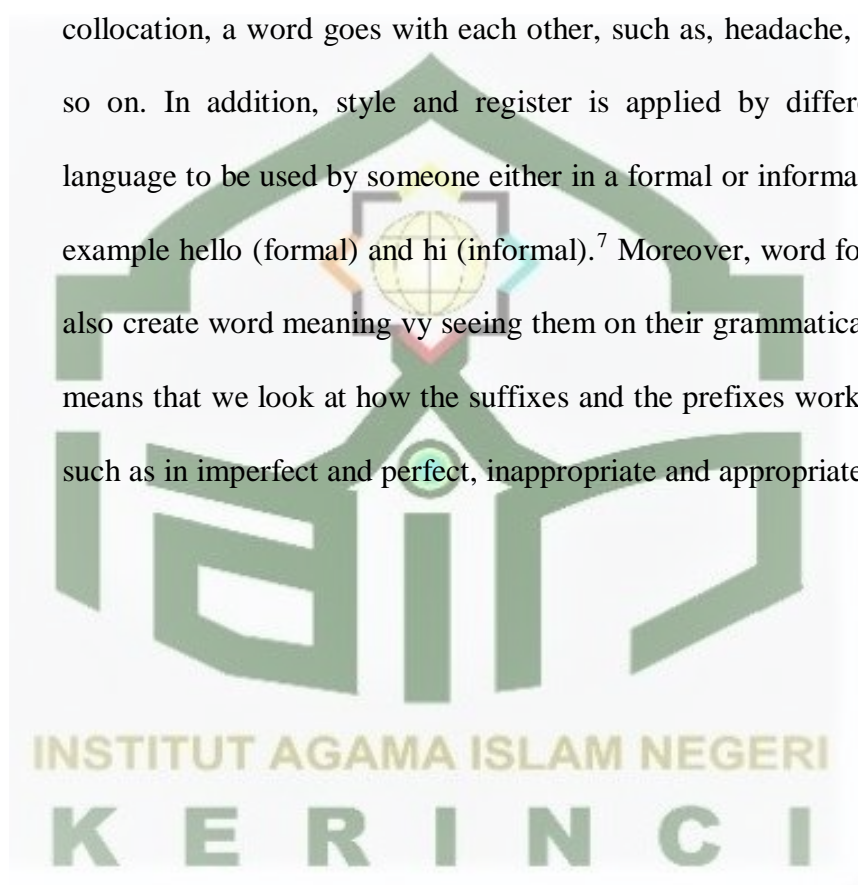
The vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term, "lexis" and "lexicon".

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Talking about vocabulary, Rata define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to "the kind of word

⁵Hornby. 2000. *Oxford Advanced Learner's Dictionary*. Oxford University Press. P. 1506.

that students must know to read increasingly demanding text with comprehension.⁶

Harmer summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Word meaning is also governed by metaphors and idioms, e.g., the word hiss refers to the noise of snake and to someone's threat to others. In collocation, a word goes with each other, such as, headache, earache, and so on. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example hello (formal) and hi (informal).⁷ Moreover, word formation may also create word meaning by seeing them on their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in-) such as in imperfect and perfect, inappropriate and appropriate.



⁶ Rata, George. 2010. *Language Education Today: Between Theory and Practice*. 12 Back Chapman Street, Newcastle Upon Tyne: Cambridge Scholars Publishing. P. 190

⁷ Harmer, J. 2002. *The Practice of English Language Teaching*. Harlow, Essex: Longman.

The chart of Words can be seen in the following figure.

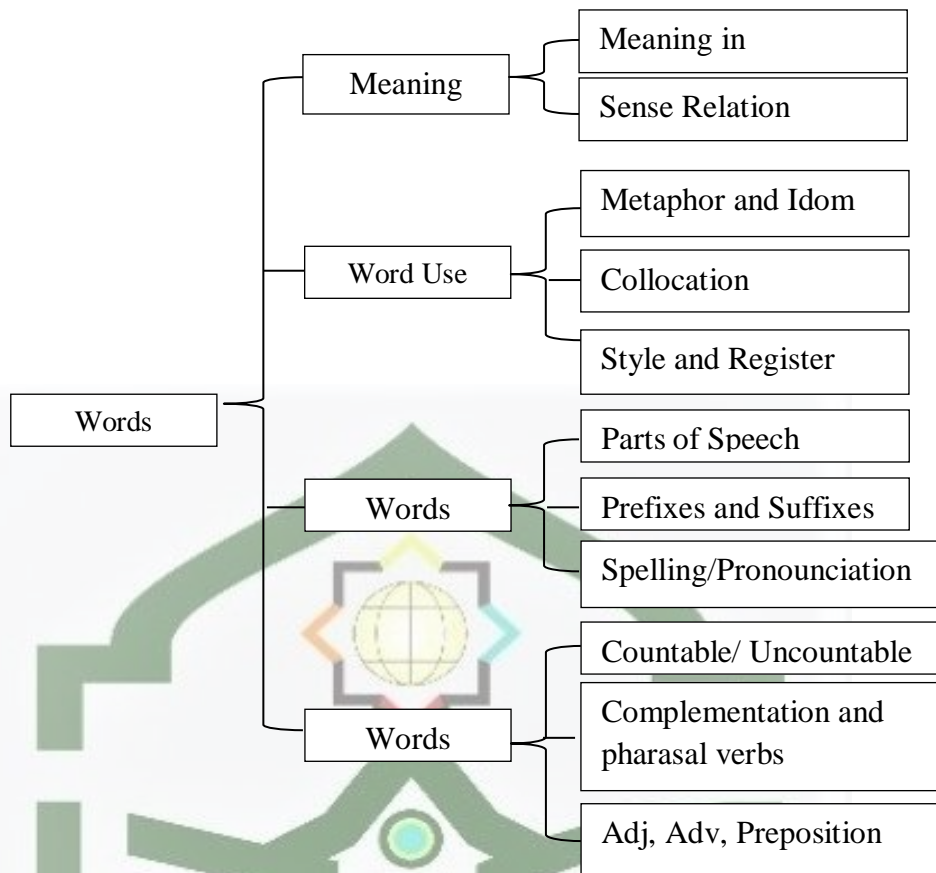


Figure 2.1 Knowing Words

Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words. The word book sometimes means the kind of thing you read from, but it can also mean a number of other things. The example of the second context is vegetables which has general meaning whereas carrot is more specific.

Hammer says that teaching vocabulary is clearly more than just presenting new words.⁸ This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

Vocabulary is the knowledge of meanings of words. Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.⁹

For beginning readers, oral vocabulary far outstrips print vocabulary. This is one of the determining factors in shaping beginning reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed words to speech. If the words are present in the child's oral vocabulary, comprehension should

⁸ Harmer, J. 2002. *The Practice of English Language Teaching*. Harlow, Essex: Longman. P. 151-161

⁹ Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. Hawaii: Pacific Resources for Education and Learning. 2011, P. 5

occur as the child decodes and monitors the oral representations. However, if the print vocabulary is more complex than the child's oral vocabulary, comprehension will *not* occur. That is, the process of decoding a word to speech does nothing more than change its representation from visual print to oral speech. If it is not in the child's vocabulary, it is simply an unusual collection of speech sounds. The details of this "theory" of vocabulary and reading instruction can be summarized in the following way: *Comprehension is a function of oral language and word recognition.* That is, comprehension of print is a result of the ability to decode and recognize words and oral language knowledge. There are two intermediate steps, though. The first is the link between decoding and oral language.¹⁰

The relationship between vocabulary knowledge and reading comprehension is consistently strong and has been recognized as a contributing factor for academic success through studies.¹¹

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

¹⁰ Hiebert, Elfrieda H. and Kamil, Michael L. 2005. *Teaching and learning vocabulary: bringing research to practice*. Library of Congress Cataloging-in-Publication Data: United States of America, P. 29

¹¹ Hayes, D. P., and M. G. Ahrens, 1988. *Vocabulary Simplification for Children: A Special Case of "Motherese"* Journal of Child Language. P. 15

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. While Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests' needs and motivation. Vocabulary

mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.¹²

b. Kinds of Vocabulary

There are some kinds of vocabulary:

1) Nouns

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

2) Verbs

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentence-statements, questions, commands and exclamations. Like the noun, the verb has the grammatical properties of persons and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech.

3) Adjectives

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well

¹² Hatch, Evelyn and Brown, Cheryl. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press, P. 2

4) Adverbs

Adverbs ranges in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings at time and place) to those are used merely for emphasis. They range in function from close to loose modifiers of the verb; from close modifiers of single words, prepositional phrases or clauses, to loose modifiers of the entire sentence.

5) Prepositions

The prepositions is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals syntactic structures that function as one of other parts of speech.¹³

6) Pronouns

A word that takes the place of noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent but to a larger part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.

¹³Marcella, Frank, *Modern English A Practical Reference Guide*, (United States of Amerika: Prentice-Hall, 1972), P. 6

c. Aspect Of Vocabulary

Based on Brown ¹⁴the vocabulary consists of several aspects there are meaning, spelling, pronunciation, word classes, and word use. The students should master all of the aspects of vocabulary in order that they can communicate well in English

1) Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries. Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning. Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms.

¹⁴ *Ibid.*,P.33

3) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

4) Synonym

Synonym is a word or expression having the same or nearly the same meaning as another in the same language.¹⁵

5) Antonym

Antonyms are a word that means the opposite or nearly the opposite of another word.¹⁶ According to Hornby antonym is a word that means the opposite of another word.¹⁷ Base on both of definition can conclude that antonym is apposite of word.

6) Translation

Translation is a process of changing something that is written or spoken into another language.¹⁸

7) Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000: 4). The classification of the

¹⁵ Hornby, AS. 2013. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press. P. 1373

¹⁶ Nanik, Joshi. 2017. *Dictionary of English Antonym; Vocabulary Building*. UK: Stand ford University Press. P. 1

¹⁷ Hornby, AS. 2013. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press. P. 48

¹⁸ *Ibid.*, P. 1348

words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature

8) Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis

d. Words Classification.

Hatch and Brown¹⁹ classify the vocabularies (words) into two in terms of their functional categories. They are: major classes and closed classes. They are explained as follows with examples.

1) Major Classes

a) Noun

It refers to a person, place or thing, i.e. Maria, teacher, book, etc. (a) Proper nouns, like Betsy, Ohio differ from common noun, like woman, state and chair. (b) Abstract nouns, like hope, attention and love differ from concrete nouns (chair, table and bag). (c) Count nouns, like bank, government club, and choir differ from other nouns that refer to people

¹⁹ Brown, H. Douglas. 2010. *Language Assessment Principles And Classroom Practice Second Edition*. USA: Pearson Longman. P. 218

because they refer to the group as a unit (“The choir performs every Sunday” versus “The singer perform every Sunday”)

b) Verbs

It refers to the words that denote action. Hatch & Brown states that verbs are placed into four classes: activities, accomplishment, achievements, and states.

<i>Activities</i>	<i>Accomplishment</i>	<i>Achievements</i>	<i>States</i>
Run	paint a picture	Recognize	Know

c) Adjectives

It refers to the words that give more information about a noun or pronoun. a) Positive quality, such as; good, beautiful, diligent and kind b) Negative quality, such as; bad, wicked and lazy.

d) Adverbs

It refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence

Adverbs typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. For example: here, there, now, quickly and extremely.

2) Closed Classes

a) Pronoun:

it refers to nouns that have already been mentioned,i.e. she, they, her, etc.

b) Preposition:

it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.

b) Conjunction:

it refers to the words that connect sentences, phrases or clause, i.e. and so, but, etc.

c) Pronoun:

it refers to nouns that have already been mentioned, i.e. she, they, her, etc. 2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc. 3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and so, but, etc.

As the conclusion, there are four classifications of word classes, they are; nouns, verbs, adjectives and adverbs which are important to be mastered in learning vocabulary. The choice of the words given will be adjusted with the level of the students; especially the words choices will be appropriate for Junior High School students. This research focuses on major classes: nouns, verbs, and adjectives which are considered to be taught for students because they are appropriate with the material on the syllabus.

2. Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is

unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easier for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to French, vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.²⁰

According to Hornby, “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.²¹

Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics. First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information

²⁰French, Lisa. 2003. *Content-Area Vocabulary Strategies Social Studies*. Portland: J. Weston Walch, Publisher 321 Viley Street. P. 145

²¹Hornby. 2000. *Oxford Advanced Learner’s Dictionary*. Oxford University Press. P. 251

that are relevant with their world. Teaching English vocabulary to teenagers needs an extra work and appropriate teaching method which is adjusted to the students' need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

3. The importance of teaching Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Milton wrote that “. . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed” This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate. went further to argue, “lexis is the core or heart of language”.²² Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt noted, “learners carry around dictionaries and not grammar books”. Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words.” I believe English

²² Milton, James. 2009. *Measuring Second Language Vocabulary Acquisition*. UK: St Nicholas House, 31-34 High Street, Bristol BS1 2 AW, Printed and Bound by Short Run Press Ltd.

language students generally would concur, yet learning vocabulary also helps students master English for their purposes.²³

4. Word Detective Strategy

Word Detective strategy guides students through a series of steps to help uncover the meaning of a word and its word parts.²⁴ This strategy contains context clues and word part clues.²⁵ Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words besides word detective strategy is very good in teaching vocabulary because students have defended all the words of the target topic and can now confidently and independently identify the words that they unsure of.²⁶

According to Baumann, Word detective strategy are important to teach because: 1) The meaning of the word is sometimes stated in the sentence or sentences before or after the unknown word. 2) There may be clues in the sentence or sentences before or after the unknown word. 3) Some texts provide the meaning of the word, but students may overlook it. 4) The most helpful hints are often found in the same sentence, but students do not recognize these hints. 5) Some clues may be misleading. Students

²³Schmitt, Norbert. 2010. *Researching Vocabulary A Vocabulary Research Manual*. Palgrave Macmillan In the UK, St. Martin's Press LLC.

²⁴ Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. Hawai: Pacific Resources for Education and Learning. 2011, P. 24.

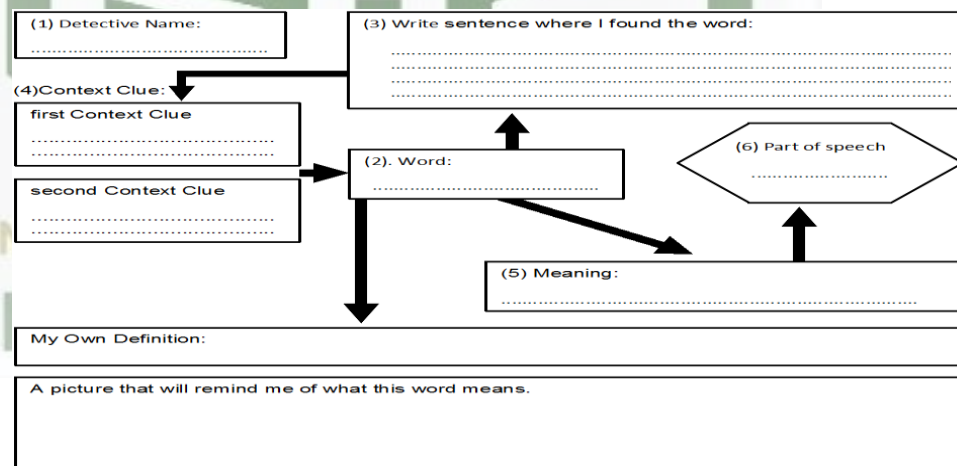
²⁵ Sasao, Y. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*. Wellington: Victoria University of Wellington. 2013, P. 32.

²⁶ Parson, Stephen and Anna Branagan. 2014. *Teaching Vocabulary Across the Day, Across the Curriculum*. London: R-routledge. P.240

need to take the initiative and ask, “Does this meaning make sense in this context?”²⁷

Conversely, Back and Mc Keown point out that in addition to teaching how to use word detective strategy, students also need to be taught that context clues do not always help readers to understand the meaning of unfamiliar words. The context clues will be used in fiction and non-fiction reading. Word detective strategy provide the students with specific steps to use as they attempt to determine meanings. As students become more interes in word detective strategy to enrich their vocabulary in the text, they will gradually develop a more extensive and powerful reading vocabulary.

The steps for teaching vocabulary using the word detective strategy are presented in the figure below:



Source: Pam (2019)²⁸

Figure 2.2
Word Detective Strategy

²⁷ Ibid, Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. P. 30

²⁸ Pam, L Epler. 2019. *Word Detective Strategy*. Retrieved on 23 March 2019, 12:30 from <https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/>

Based on the figure 2.2 above the steps in using word detective strategy are:

- a. Teacher gives texts to students to facilitate students in vocabulary learning activities.
- b. Teacher gives a sheet of paper which will be used in word detective strategy

Direction:

1. Write your name
2. Place the word you do not know from that sentence in the WORD box.
3. Write a sentences where you find the difficult word
4. Find context clues that would help you understand that word in its sentence. Write these in their separate boxes.
5. Guess the meaning of word
6. Write the part of speech this word
7. Write your own definition about the word
8. Draw a picture that will remind you of what that word mean.

To make it clearer and understand how to use the word detective strategy, the researcher gives the following example:

Student finds the difficult vocabulary in text; the vocabulary is **across** and the complete sentence display bellow:

“One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him **across** the other side”

The step in using word detective strategy display bellow:

WORD DETECTIVE STRATEGY

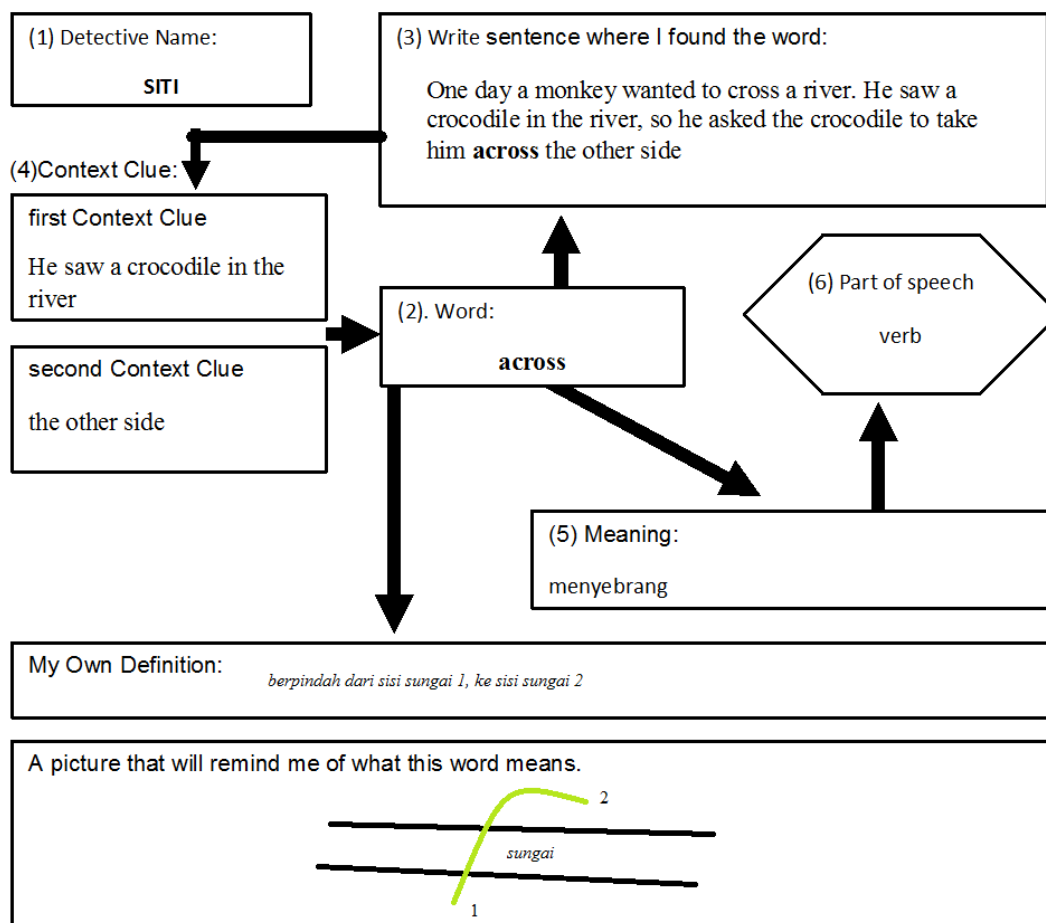


Figure 2.3
Word Detective Strategy

B. Review of Related Studies

In this research, the researcher uses previous studies of research findings to see the importance of word detective strategy in teaching English. The first research was presented by Ermayni Sari Nurdin and Akhmad Multazim with the title "Word Detective As An Effective Strategy for Vocabulary Mastery in

English language Teaching and Learning”²⁹. They found that there is a significant difference in students' vocabulary mastery taught by using Word Detective strategy at Forestry Vocational School.

The second study was conducted by Shabrina Anindya Puteri, Bambang Suharjito, and I Putu Sukmaantara with the title “The Effect of Using Word Detective Strategy on the Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari Jawa Barat in the 2016/2107 Academic Year”.³⁰ They found that, based on the t-test analysis, the statistic value of t-test was 2,824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. It can be concluded that the value of the t-test was higher than t-table (2,824 > 2000). Thus, the researcher concluded that the use of Word Detective Strategy gave the significant effect for the experimental class.

The similarities of the study are in the strategy used (word detective strategy) and the subskill of english subject (vocabulary). Moreover, the difference between the present research with this research is on the school level. The last researchers was conducted the study on the Vocational high school and senior high school but the present research will conduct this research at the junior high school. Besides, the place of the research also different between last research and present. The last research did at Pekanbaru and Jawa Barat and the present research will be done at SMP 11 Kerinci.

²⁹ Ermayni Sari Nurdin and Akhmad Multazim, 2009, *Word Detective As An Effective Strategy for Vocabulary Mastery in English language Teaching and Learning*, Culture, Literature, Linguistics, English Teaching (CLIENT) Journal Vol. 1 No. 01, P. 80-94

³⁰ Shabrina Anindya Puteri, Bambang Suharjito, and I Putu Sukmaantara. 2017, *EFL International Journal (EEJ)* Vol 1 No. 01, P. 48-53

C. Conceptual Framework

This research aims to know the effect of using word detective strategy in teaching vocabulary to ward students vocabulary mastery at SMP 11 Kerinci. The effect can be seen in teaching and learning process, where the students will conduct the research by dividing into two classes according to the sample of the research. First is experiment class and the second is control class. Both of class will receive pretest from researcher in order to know their prior knowledge about vocabulary mastery.

Next step, both of class will get a different treatment from researcher. Experiment class will teach by using word detective strategy for 3 meeting and control class will teach by using conventional method for 3 meeting. So that after both of class get different treatment the next step, both of class will get post from researcher to know their vocabulary mastery. Meanwhile, before the instrument will be given to experiment class and control class, firstly the instrument will be tested to see the validity and reliability test as a partial fulfillment for regression analysis.

After that, the result of the test form experiment class and control class will be counted and tabulated. Next, both of scores from experiment and control class will be analyzed by using SPSS 23.00 program. Finally, researcher will interpret the result of the test and will make the conclusion of the research.

Based on the explanation above, the research framework can be arranged as follow:

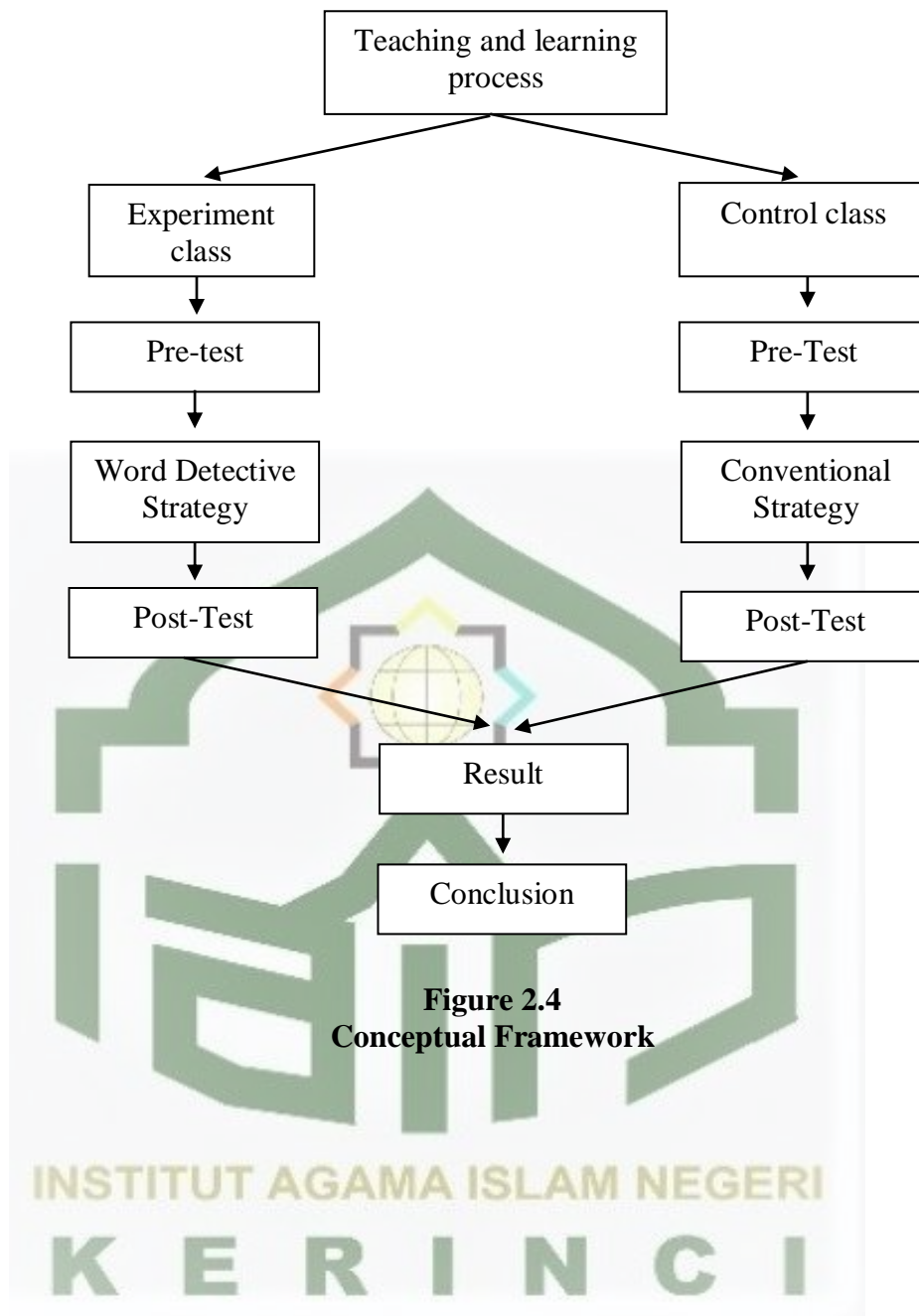


Figure 2.4
Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was experimental research. This is because the researcher only wants to look the effect on an outcome of a word detective strategy¹. Furthermore, Gay State that the experiment research is the only type of research that can test hypotheses to establish cause-effect relation.²

This design, therefore, was described and interpreted the condition as the way it is found without searching for variable correlation, testing for hypothesis, or giving the prediction. This research was investigated the effect of using word detective strategy in teaching english at grade eight SMP Negeri 11 Kerinci.

Experimental group received treatment, and a control group not received to treatment. Experimental method is the only method of research that can truly test hypothesis concerning cause and effect relationship. The first, researcher chose on eight grade students in SMP Negeri 11 Kerinci on academic year 2019/2020 as a experimental and control class. The design of this research is as follow:

¹Creswell, John W, 2012, *Education Research: Planning, conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition,)* Boston: Pearson. P. 295

² Gay, Lorraine R at all. 2011. *Educational Research Tenth Edition.* US: Pearson. P. 250

E _e	O ₁ Pre-Test	X ₁	O ₂ Post-Test
C _c		X ₂	

Figure 3.1
Design of the Research

Note:

E_e: Experimental class

C_c: Control class

O₁: Pre-Test was used to know the students' prior knowledge.

X₁: Detective Strategy

X₂: Non Detective Strategy

O₂: Post Test

B. Population and Sample

1. Population

According to Gay.et al, population is any size and may cover almost all the geographical area.³ Therefore, the population of the research was all the students of grade eight SMP Negeri 11 Kerinci academic year 2019/2020. There are three classes of grade eight of the students (class VIII A, class VIII B, and class VIII C) with the number of the grade eight students are about 87 students. The distribution of population can be seen in the following table.

³ Gay, Lorraine R. et al, 2009. *Educational Research; Competencies for Analysis and Applications*. New Jersey : Pearson education, Inc. P. 124

Tabel 3.1
Distribution of Population

No	Class	Gender		Total
		Male	Female	
1.	VIII A	18	11	29
2.	VIII B	18	11	29
3.	VIII C	16	13	29

Source: *Document of SMPN 11 Kerinci, 2019.*

2. Sample

The sample in this research was taken by using Cluster Random Sampling technique from eight grade students in SMP Negeri 11 Kerinci. Gay et. al say that that in random sampling, the researcher was intact the group, not individuals, that are randomly selected.⁴

a. Sample Determination Techniques

In determining experimental class and a control class the researcher determines it based on the average score of the class. The class that has the highest average score was selected as the control class and the class that has the lowest average score was selected as the experimental class. Based on mid test score (*Looked Appendix 1*) of each class it is known that the average score of class VIII A 71,89, class VIII B 75,52 and class VIII C 70,97. Base on that score class VIII C was selected as experiment class and class VIII A was selected as control class.

⁴ *Ibid.*, Gay et al, P. 129

b. Normality of Sample

Midterm test scores for each class are tested for normality. The purpose of the normality test is to determine whether the selected sample comes from data that is normally distributed or not. In determining the normality of the sample the researcher used the *Shapiro Wilk* formula by using computer program SPSS 23.00 by following criteria: If Significance $> 0,05$ = Data Normal and If Significance $< 0,05$ = Data Not Normal. The result can be seen as follow:

Table 3.2
Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mid VIII A	.220	29	.601	.882	29	.204
Score VIII C	.197	29	.095	.917	29	.085

a. Lilliefors Significance Correction

Source: Output SPSS, 23.00.

Based on the table 3.2 above it is known that experiment class Sig. $0,204 > 0,05$ its mean that the data of experiment class is normal. It is know that control class Sig. $0,085 > 0,05$ its mean that the data of control class is normal.

c. Homogeneity Variance of Sample

Homogeneity test is done to find out whether the sample has the same variant. Homogeneity test was also applied by using SPSS program with *Classify Determinant*. It is *MANOVA prints Bartlett-Box F Test Statistic Analysis* or abbreviated with "Box's M". which the criteria as

follow If Sig. *deviation from homogeneity* > 0.05= Homogeny. The result of the test displayed as follow.

Table 3.3
Test Results

Box's M		12,077
F	Approx	11,875
	.	
	df1	1
	df2	9067,003
	Sig.	,601

Tests null hypothesis of equal population covariance matrices.

Source: Output SPSS 23.00

Based on the table above it is known that Sig. 0,601 > 0,05 it means that variance of sample is homogeny.

C. Instrumentation of the Research

Instrument is very important in the research. John W Creswell defines that Instrument are tools for measuring, observing, or documenting quantitative data.⁵ Based on definition above, the researcher was used multiple choice test in collecting the data in this reseearch. The item score of each question if the students can answer correctly is 5 the test consist of 20 item of question. If the students can answer all of question correctly they got score 100. The multiple choice is used as a test to determine students' English vocabulary mastery. The indicator of the test and the number of the test can be seen in the following table:

⁵ *Ibid*, Arikunto, P. 78

Table 3.4
The indicator of the test and the number of the test

Major Class of Word (Hatch and Brown) ⁶	Indicator of Vocabulary	Number of Test Items	
		Pre-test	Pos-test
Noun	Meaning	4, 12, 18, 22, 27	4, 12, 18, 22, 27
	Translation	6, 9, 16, 24, 28	6, 9, 16, 24, 28
Verb	Meaning	3, 7, 14, 23, 29	3, 7, 14, 23, 29
	Translation	2, 10, 15, 20, 30	2, 10, 15, 20, 30
Adjective	Antonym	1, 11, 17, 19, 25	1, 11, 17, 19, 25
	Synonym	2, 10, 15, 20, 30	2, 10, 15, 20, 30

Before the instrument is used as a data collection tool in research, first it was tested the validity and reliability of the research instrument. If the instrument is declared valid and reliable, then the instrument was used as a data collection tool.

1. Index of Difficulties

Index of difficulty of each item of questions was determined by using the following formula proposed by Arikunto (2010:208):

$$TK = \frac{B}{N}$$

Note:

TK: *Tingkat Kesukaran* (level of difficulty)

B : total students that answer the question correctly

N : total of the students

After that, the interpretation of the counting by using the formula above was classified by using the following table:

⁶ Brown, H. Douglas. 2010. *Language Assessment Principles And Classroom Practice Second Edition*. USA: Pearson Longman. P. 218

Table 3.5
Index of difficulty

The index of difficulty	Interpretation
$0.00 \leq TK \leq 0.30$	Difficult
$0.30 \leq TK \leq 0.70$	Moderate
$0.70 \leq TK \leq 1.00$	Easy

Source: Adopted from Arikunto, 2010⁷

2. Discrimination Index of Item Question

Discrimination index was done to figure out the quality of the question items was given to the students. There are three steps must be done for the discrimination index for each item of the question, as explained follow:

1. Listing the score got by the students, from the highest score to the lowest score
2. 30% of the highest scores (upper class) and 30 % of the lowest scores (lower class) were taken.
3. Converting the data by using the following formula:

$$DI = \frac{JB_A - JB_B}{JB_A}$$

Note:

DI: Discrimination Index

JB_A : total students from upper class who answer correctly

JB_B : total students from lower class who answer correctly

4. The discrimination index was classified by using the following table:

⁷ Arikunto, Suharsimi. 2010. *Prosedur Penelitian: suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. P. 210

Table 3.6
Interpretation of discrimination Index

Score of discrimination Index	Interpretation
$0.00 < DP \leq 0.20$	Very bad
$0.20 < DP \leq 0.40$	Moderate
$0.40 < DP \leq 0.70$	Good
$0.70 < DP \leq 1.00$	Very good

Source: Adopted from Arikunto, 2010⁸

3. Validity

Gay et al state that validity has been linked to numerically-based quantitative research. content validity was used in this research. Validity means to evaluate whether the test was measured what is needed to be tested. Brown states that validity is a process to make a test became appropriate, meaningful and useful in term of purpose of the assessment.⁹ Therefore, the validity of the present research was determined by using *r-productmoment* by Arikunto¹⁰. It can be seen as follow:

$$R_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

R_{xy} = the correlation score of person product momen

N = total sample

X = Item's score

Y = Total Score

⁸ Arikunto, Suharsimi. 2010. *Prosedur Penelitian: suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. P. 210

⁹ *Ibid.*, P.3

¹⁰ Arikunto, Suharsimi. 2010. *Prosedur Penelitian: suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. P. 170

To interpret the score of (coefficient of correlation) according to Arikunto ¹¹ can be classified by using the following table:

Table 3.7
Classification of Coefficient Score of Correlation

The Coefficient Score of Correlation	Interpretation
$0.80 < R_{xy} \leq 1.00$	Very High
$0.60 < R_{xy} \leq 0.80$	High
$0.40 < R_{xy} \leq 0.60$	Moderate
$0.2 < R_{xy} \leq 0.40$	Low
$0.01 < R_{xy} \leq 0.01$	Very Low

Source: Adopted from Arikunto, 2010 ¹²

To help the researcher in measure the validity of the test researcher use SPSS Statistics 23.00 program for Windows, with criteria:

If $t_{count} > t_{table}$ **item is valid**

If $t_{count} < t_{table}$ **item is invalid**

From the 20 items of question of the try out test, there were some questions are not valid. Therefore, the items that are not valid was not used as the instrument of the research.

4. Reliability test

Reliability means the same thing when describing measurement.

Reliability is the degree to which a test consistently measure whatever it is measuring¹³. Moreover, reliability of a research results is checked if there

are similarities in data at different times¹⁴. Based on the definition above, it

can be concluded that reliability test aims to determine the extent to which

¹¹ *Ibid.*, P175

¹² *Ibid.*, P175

¹³ Gay, Lorraine R. et al, 2009. *Educational Research: Competencies for Analysis and Applications*. New Jersey : Pearson education, Inc. P. 154

¹⁴ Sugiyono. *Statistika Untuk Penelitian*. Bandung: Alfabeta. P. 172

the measurement results remain consistent, if measurements are taken twice or more for the same symptoms using the same measurement tool, this measuring instrument can be done internally or externally.

Reliability testing in this research was carried out by using computer program SPSS 23.00 with technique of *Alpa Cronbach*¹⁵ as follow:

$$r_i = \frac{K}{(K-1)} \left(1 - \frac{M(K-M)}{K \cdot St^2} \right)$$

Note:

R_{xy} = the correlation score of person product momen

K = total item of instrument

M = Mean of Total Score

St^2 = Total of Variance

The criteria of reliability of instrument, If *Cronbach Alpa* > 0.6 = Data is **Reliable** and If *Cronbach Alpa* < 0.6 = Data is **Not Reliable**. To interpret the reliability index was consulted to the following table.

Table 3.8
Criteria of Reliability *Guilford*

The Coefficient Score of Correlation	Interpretation
0,00 – 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,70	Moderate
0,70 – 0,90	High
0,90 – 1,00	Very High

Source: Adopted from Supriadi, 2010¹⁶

¹⁵ Arikunto, Suharsimi. 2010. *Prosedur Penelitian: suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. P. 170

¹⁶ Supriadi. 2017. *Statistika Deskriptif Untuk Penelitian Pendidikan*. Serang: PGSD UPI Kampus Serang.

D. Procedure of The Research

Generally research procedures are illustrated in the teaching activity, teaching activities in each class consist of Pre-Activity, Whilst Activity, and Post-Activity. Teaching activities was used by teachers are different in each class. In the experimental class the researcher used word Detective strategy and in the control class used the lecturing model. An explanation of learning activities in each class is explained as follows:

1. Teaching Activity In Experiment Class

a. Pre-Activity

- a. Greetings: teacher says “Asslamu’alukum Wr Wb”
- b. Teacher asks student condition, “How are you today?” etc.
- c. Teacher checks attendant of students.

b. Whilst Activity

- 1) Teacher explains the learning objectives and learning material
- 2) The teacher gives a text that has been prepared before to students, the text provided has been designed before, the words that used in the implementation of the word detective strategy are bolded with the aim to facilitate the implementation of the word detective strategy so that learning and research are more focused and directed.
- 3) The teacher explains the strategies that used in the teaching and learning process
- 4) The teacher explains the steps in using a word detective strategy

- (a) Write your name
 - (b) Place the word you do not know from that sentence in the WORD box.
 - (c) Write a sentences where you find the difficult word
 - (d) The teacher gives context clue so students easily find the meaning of vocabulary. If in the sentence there is no context clue then students may ask other students to find out the meaning, and if they do not know too teacher may give it.
 - (e) Gues the meaning of word, find the synonym, antonym,
 - (f) Write the part of speech this word
 - (g) Write your own definition about the word
 - (h) Draw a picture that reminded you of what that word mean.
- 5) Teacher give exercise to student

c. Post-Activity

- 1) The teacher and students make together to make a summary of the material that has been learned
- 2) Teacher close the lesson by reciting “hamdalah”

2. Teaching Activity in Control Class

a. Pre-Activity

- 1) Greetings: teacher says “Asslamu’alakum Wr Wb”
- 2) Teacher asks student condition, “How are you today?” etc.
- 3) Teacher checks attendant of students.

b. Whilst Activity

- 1) Teacher explains the learning objectives and learning material
 - 2) The teacher gives a text that has been prepared before to students
 - 3) The teacher asks students to read text that has been given
 - 4) Teacher give exercise to student
- c. Post-Activity
- 3) The teacher and students make together to make a summary
 - 4) Teacher close the lesson by reciting “hamdalah”

The learning activities in the experimental class and the control class can be described as presented in the table below.

Table 3.9
Teaching Activity

Experiment Class	Control Class
1. Pre-Activity a. Greetings: teacher says “Asslamu’alukum Wr Wb” b. Teacher asks student condition, “How are you today?” etc. c. Teacher checks attendant of students.	1. Pre-Activity a. Greetings: teacher says “Asslamu’alukum Wr Wb” b. Teacher asks student condition, “How are you today?” etc. c. Teacher checks attendant of students.
2. Whilst Activity a. Teacher explains the learning objectives and learning material b. The teacher gives a text that has been prepared before to students c. The teacher explains the strategies that was used in the teaching and learning process d. The teacher explains the steps in using a word detective strategy e. Teacher give exercise to student	2. Whilst Activity a. Teacher explains the learning objectives and learning material b. The teacher gives a text that has been prepared before to students c. The teacher asks students to read and translate the text that has been given d. Teacher give exercise to student
3. Post-Activity a. Closing	3. Post-Activity a. Closing

In teaching vocabulary to students of experimental class and control class, the researcher was used monologue texts. Monologue texts are used in

this study to facilitate students in learning vocabulary. The following is the learning material used by researchers.

Table 3.10
Teaching Material

Meeting	Material
1. First Meeting	Monkey and Crocodile
2. Second Meeting	Snow White
3. Third Meeting	Timun Emas
4. Fourth Meeting	Two Brothers
5. Fifth Meeting	The Ant and the Dove
6. Sixth Meeting	The Legend of Surabaya

Both classes was received the same subject matter. the materials above was used in accordance with their respective meetings.

E. Tecnique of Data Collection

Data collection techniques in this research are:

1. Documentation

Documentation is looking for data on variable matters in the form of notes, transcripts, books, newspapers, magazines, agendas, and preferably.¹⁷ Documentation in this research is photos were taken during teaching activity in control class and experiment class.

2. Test

This method is using to get data about score of the pre-test and post-test that given to the experiment class and control class. The score was measured based on the rating.

¹⁷*Ibid.*, Arikunto, P. 109

a. Pre- test

Before the teacher teaches new material by using the word detective strategy, the teacher gave a test to the students. Pre- test was given to the experiment class and the control class. Pre-Test was used to know the students' prior knowledge for both classes.

b. Post- test

Post- test was held to the experiment class and the control class after receiving treatment. The experiment class was taught by using detective strategy, and the control class was taught by using Lecturing Strategy. The test was given in order to know the students' comprehension in vocabulary mastery.

F. Technique of Data Analysis

In data analyzing, this research was analyzed by using statistical procedure through some steps. The steps are:

1. Scorer of the Test

Descriptive statistic refers to data transformation to a model of data, that make the reader easier to understand dan interpret the meaning of display data or value. To know average of score, can sum all of value of the respondents and divide it with total number of respondent. This is the formulation¹⁸:

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

Note:

M = Mean

¹⁸*Ibid.* Arikunto, P. 79

X = Sum Score

N = Sum of Respondent

Table. 3.11
Criteria of Students' Score

No	Score	Criteria	Rating Quality
1	80- 100	A	Excellent
2	70 - 79	B	Good
3	60 - 69	C	Moderate
4	50 - 59	D	Not good
5	0 - 49	E	Very bad

Source: Depdiknas (2004)

G. Hypothesis Test

Hypothesis testing is carried out to prove the hypothesis that has been proposed. The method of regression and correlation method are methods was used to measure the relationship degree among the variables.¹⁹ The data was analyzed by using SPSS program (*Statistical Product and Service Solution*) 23.00 for Windows. In analyzing the regression linier, the formula could be seen as follow:

1. T-Test

T-Test was used to measure the significance influence of independent variabel toward the dependent variable by using criteria:

- a. If Score Sig. < 0.05 and $t_{count} > t_{tabel}$, it means there is significance effect of variabel X to variable Y.
- b. If Score Sig. > 0.05 and $t_{count} < t_{tabel}$, it means there is no significance effect of variabel X to variable Y.²⁰

¹⁹ Robert Kurniawan, Budiyo, *Analisis Regresi Dasar dan Penerapannya Dengan R*, (Jakarta: Kencana, 2016), P. 48

²⁰*Ibid*, Arikunto, P. 27

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Validity, Reliability, Index of Difficulty and Discrimination Index of Pre-test and Post-test Instruments

The instruments of tests that used in this research are questions that have been proven valid, reliable, have index of difficulties with moderate criteria, and have moderate or good discrimination index.

On pre-test the result of validity and reliability test of pre-test items (*Look at Appendix 7, 8 and 9*). Next, index of difficulties test result for pre-test can be seen on (*Appendix 11 and 12*) and the test result of discrimination index for pre-test can be seen on (*Appendix 13 and 14*). Based on the result of the test it is known form 30 items of pre-test which tested for validity, there are 20 valid items, with the index of difficulties and discrimination index having moderate criteria, the items are 1, 2, 5, 6, 7, 9, 11, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24, 27, 28, 30. The rest are in valid questions, have index of difficulties with difficult or easy criteria and have discrimination index with not good criteria that invalid question was not used as instruments of pre-test.

On post-test the result of validity and reliability test of post-test items questions (*Look at Appendix 15, 16 and 17*). Next, index of difficulties test result for post-test can be seen on (*Appendix 18 and 19*) and the test result of discrimination index for post-test can be seen on (*Appendix 20 and 21*).

Based on the result of the test it is known from 30 items of post-test which tested for validity, there are 20 valid items, with the index of difficulties and discrimination index having moderate criteria, the items are 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 15, 18, 19, 20, 22, 23, 24, 25, 27 and 28. The rest are in valid questions, have index of difficulties with difficult or easy criteria and have discrimination index with not good criteria those invalid questions were not used as instruments of post-test.

After the instruments of pre-test and post-test are declared valid and reliable it is given to both of class, Experiment class (VIII C) and Control class (VIII A) to know students' mastery on vocabulary.

2. Test Result

a. Experiment Class

The Pre-test and post-test results of experimental class (VIII C) before and after being taught with the word detective strategy can be seen on (*Appendix 30*) to interpret the students' score on appendix 30 base on students' criteria score on page 49.

Table 4.1 Pre-test of experimental class (VIII C)

Pre_tes_Eks						
		Criteria	Rating Quality	Frequency	Percent	Valid Percent
Valid	30.00	E	Very Bad	1	3.4	3.4
	35.00	E	Very Bad	1	3.4	3.4
	45.00	E	Very Bad	1	3.4	3.4
	50.00	D	Not Good	5	17.2	17.2
	55.00	D	Not Good	2	6.9	6.9
	60.00	C	Moderate	6	20.7	20.7
	65.00	C	Moderate	4	13.8	13.8
	75.00	B	Good	1	3.4	3.4
	80.00	A	Excellent	3	10.3	10.3
	85.00	A	Excellent	1	3.4	3.4
	90.00	A	Excellent	4	13.8	13.8
	Total				29	100.0	100.0

Source: Output SPSS 23.00.

Based on descriptive analysis above it is known the total number of students from experiment class who get criteria score E on pre-test are three students with rating quality is very bad they are one student who get score 30 the student's code is E.28 with criteria very bad, one student get score 35 the student's code is E.28 with criteria very bad, one student get score 45 the student's code is E.23 with criteria very bad. Total number of students from experiment class who get criteria score D on pre-test are seventh students with rating quality is not good they are five students get score 35 the students' code are E.2, E.4, E.7, E.20 and E.22 with criteria not good, two students get score 55 the students' code are E.15 and E.27 with criteria not good. Total number of students from experiment class who get criteria score C on pre-test are ten students with rating quality is moderate they are six students get score 60 the students' code are E.11, E.14, E.18, E.19, E.25 and E.29 with criteria Moderate, four students get score 65 the students' code are E.1, E.8, E.13 and E.21 with criteria moderate.

Total number of students from experiment class who get criteria score B on pre-test is one student with rating quality is moderate, one student get score 75 the student's code is E.17 with criteria good. Total number of students from experiment class who get criteria score A on pre-test are five students with rating quality is Excellent they are three students get score 80 the students' code are E.5, E.6, and E.10 with criteria excellent, one student get score 85 the student's code is E.3 with criteria excellent, and there are

four students get score 90 the students' code are E.9, E.16, E.24 and E.26 with criteria excellent.

The result of post test score of experiment class can be seen on (*Appendix 30*) to interpret the students' score on appendix 30 based on students' criteria score on page 49.

Table 4.2 Post-test of experimental class (VIII C)

Post_test_Eks						
		Criteria	Rating Quality	Frequency	Percent	Valid Percent
Valid	75.00	B	Good	2	6.9	6.9
	80.00	A	Excellent	6	20.7	20.7
	85.00	A	Excellent	8	27.6	27.6
	90.00	A	Excellent	2	6.9	6.9
	95.00	A	Excellent	3	10.3	10.3
	100.00	A	Excellent	8	27.6	27.6
	Total			29	100.0	100.0

Source: Output SPSS 23.00.

Based on descriptive analysis on table 4.2 it is known there is no students form experiment class on post-test that get criteria score E with rating quality is very bad, D with rating criteria not good, and C with rating criteria moderate. But there are two students get score 75 with students' code is E.7 and E.11 the criteria of their score is B and rating quality is good. There are twenty seventh students get criteria score B and rating quality is excellent, they consist of six students get score 80 with students' code is E.3, E.9, E.13, E.17, E.18, and E.25, eight students get score 85 with students' code is E.8, E.10, E.15, E.20, E.21, E.24, E.26 and E.27, two students get score 90 with students' code is E.1, and E.5, three students get score 95 with students' code

is E.2, E.16, E.29 and eight students get score 100 with students' code is E.4, E.6, E.12, E.14, E.19, E.22, E.23 and E.28.

Based on students' core of pre-test and post-test of experiment class on (*Appendix 30*) it is known that the pre-test score of experiment class students (VIII C), the highest score was 90 which was achieved by three students with codes E.9, E.16, and E.24. The lowest score is 30 achieved by one student with students' code E.28. While the average score of pre-test for experiment class is 63.79, if the average score of pre-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 63.79 is included in moderate category, it meant that students' vocabulary of experiment class before being taught by using word detective strategy have moderate criteria.

Students' post-test score of experiment class (VIII C) on *Appendix 30*, the highest score of students form experiment class in post-test is 100 which was achieved by eight students with students' codes is E.4, E.6, E.12, E.14, E.19, E.22, E.23 and E.28. The lowest score is 75 achieved by two students with students' code is E.7 and E.11. While the average score of post-test for experiment class is 88,79, if the average score of post-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 88.79 is included in Excellent category. It means that student's mastery in vocabulary after being taught by using word detective strategy is increased to excellent criteria.

b. Control Class

The Pre-test and post-test results of Control class (VIII A) without being taught by using word detective strategy are can be seen on (*Appendix 29*) to interpret the students' score on appendix 29 base on students' criteria score on page 49.

Table 4.3 Pre-test of control class (VIII A)

Pre_tes_Eks							
		Criteria	Rating Quality	Frequency	Percent	Valid Percent	
Valid	20.00	E	Very Bad	1	3.4	3.4	
	30.00	E	Very Bad	1	3.4	3.4	
	35.00	E	Very Bad	4	13.8	13.8	
	40.00	E	Very Bad	2	6.9	6.9	
	45.00	E	Very Bad	1	3.4	3.4	
	50.00	D	Not Good	4	13.8	13.8	
	55.00	D	Not Good	2	6.9	6.9	
	60.00	C	Moderate	1	3.4	3.4	
	65.00	C	Moderate	5	17.2	17.2	
	70.00	B	Good	4	13.8	13.8	
	75.00	B	Good	1	3.4	3.4	
	80.00	A	Excellent	1	3.4	3.4	
	85.00	A	Excellent	2	6.9	6.9	
	Total				29	100.0	100.0

Source: Output SPSS 23.00.

Based on descriptive analysis on table 4.3 it is known the number of students from control class who get criteria score E on pre-test are nine students with rating quality is very bad, they consist of one student who get score 20 the student's code is K.16, one student get score 30 with student's code is K.5, four students get score 35 with students' codes are K.13, K.18, K.23 and K.27, two students get score 40 with students' codes are K.4 and K.12, and one student get score 45 with student's score is K.15.

The number of students form control class who get criteria score D on pre-test are six students with rating quality is not good, they consist of four students who get score 50 the student's codes are K.6, K.21, K.25, and K.28, two students get score 55 the student's codes are K.10 and K.19. The number of students form control class who get criteria score C on pre-test are six students with rating quality is Moderate, they consist of one student who get score 60 the student's code is K.20, and five students get score 65 the student's codes are K.1, K.17, K.24, K.26, and K.29.

The number of students form control class who get criteria score B on pre-test are five students with rating quality is good, they consist of four students who get score 70 the student's codes are K.3, K.8, K.11, and K.14, one student get score 75 the student's code is K.9. The number of students form control class who get criteria score A on pre-test are three students with rating quality is excellent, they consist of one student who get score 80 the student's code is K.2, and two students student get score 85 the student's codes are K.7 and K.2.

Based on pre-test score of students from control class (VIII A) on (*Appendix 29*), the highest score is 85 which was achieved by one student with students code is K.7. The lowest score is 20 achieved by one student with students' code K.16. While the average score of pre-test for control class is 55.69, if the average score of pre-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 55,69 is included

in poor or not good category, it meant that students' vocabulary of control class on pre-test have poor or not good in mastering vocabulary.

Table 4.4 Post-test of control class (VIII A)

Post_tes_Kon								
		Criteria	Rating Quality	Frequen cy	Percent	Valid Percent	Cumulative Percent	
Valid	25	E	Very Bad	2	6.9	6.9	6.9	
	30	E	Very Bad	1	3.4	3.4	10.3	
	35	E	Very Bad	1	3.4	3.4	13.8	
	40	E	Very Bad	4	13.8	13.8	27.6	
	45	E	Very Bad	4	13.8	13.8	41.4	
	55	D	Not Good	2	6.9	6.9	48.3	
	60	D	Not Good	2	6.9	6.9	55.2	
	65	C	Moderate	9	31.0	31.0	86.2	
	70	C	Moderate	3	10.3	10.3	96.6	
	75	B	Good	1	3.4	3.4	100.0	
	Total				29	100.0	100.0	

Source: Output SPSS 23.00

Based on descriptive analysis on table 4.4 it is known the number of students form control class who get criteria score E on post-test are twelve students with rating quality is very bad, they consist of two student who get score 25 the student's code is K.16 and K.K27, one student get score 30 with student's code is K.5, one student get score 35 with students' codes is K.8, four students get score 40 with students' codes are K.4 and K.6, K.13, K.23, and four students get score 45 with student's code are K.10, K.12, K.18, K.20.

The number of students form control class who get criteria score D on post-test are four students with rating quality is not good, they consist of two students get score 55 with students' codes are K.15 and K.25, two students

get score 60 with students' codes are K.21 and K.24. The number of students from control class who get criteria score C on post-test are twelve students with rating quality is not moderate, they consist of and nine students get score 65 with student's scores are K.1, K.7, K.14, K.17, K.19, K.2, K.3, K.9, and The number of students from control class who get criteria score B on post-test is one student with rating quality is good, the student get score 75 with student's code is K.11.

Based on pre-test score of students from control class (VIII A) on (*Appendix 29*), the highest score is 85 which was achieved by one student with student's code is K.7. The lowest score is 20 achieved by one student with student's code K.16. While the average score of pre-test for control class is 55.69, if the average score of pre-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 55,69 is included in poor or not good category, it meant that students' vocabulary of control class on pre-test have poor or not good in mastering vocabulary.

Based on post-test score of students from control class (VIII A) on (*Appendix 29*), the highest score is 75 which were achieved by one student with student's code is K.11. The lowest score is 25 achieved by two students with student's code are K.16 and K.27. While the average score of pre-test for control class is 53.62, if the average score of pre-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 53,62 is included in poor or not good category, it meant that students' vocabulary of control class on post-test have poor or not good in mastering vocabulary.

c. Comparison of the Number of Students in Each Rating Quality

Table 4.5 Number of Students in Each Rating Quality

Score	Criteria	Rating Quality	Experiment		Control	
			Pre	Post	Pre	Post
80 - 100	A	Excellent	8	27	3	0
70 - 79	B	Good	1	2	5	1
60 - 69	C	Moderate	10	0	6	12
50 - 59	D	Not Good	7	0	6	4
0 - 49	E	Very Bad	3	0	9	12

Source: Analyzed by Using Ms. Excel 2019

When the data above are compared about the rating quality of student score of experiment class and control class, it is known that on pre-test there were 8 (eight) students from experiment class who got “excellent” rating quality. However, on control class there were only 3 (three) students who got “excellent” rating quality. Moreover, on pre-test there was 1 (one) student from experiment class who got “good” rating quality, and on control class there were 5 (five) students who got “good” rating quality. Next, on pre-test there were 10 (ten) students from experiment class who got “moderate” rating quality. However, on control class there were only 6 (six) students who got “moderate” rating quality. Furthermore, on pre-test there were 7 (seven) students from experiment class who got “not good” rating quality. However, on control class there were 6 (six) students who got “not good” rating quality. Last, on pre-test there were 3 (three) students from experiment class who got “very bad” rating quality. However, on control class there were 9 (nine) students who got “very bad” rating quality.

On post-test there were 27 (twenty seven) students from experiment class who got “excellent” rating quality. However, on control class there was no student who got “excellent” rating quality. Next, on pre-test there were 2 (two) students from experiment class who got “good” rating quality. However, on control class there was only 1(one) student who got “good” rating quality. Furthermore, on pre-test there was no student from experiment class who got “moderate” rating quality. However, on control class there were 12 (twelve) students who got “moderate” rating quality. Next, on post-test there was no student from experiment class who got “not good” rating quality. However, on control class there were 4 (four) students who got “not good” rating quality. Last, on pre-test there was no student from experiment class who got “very bad” rating quality. However, on control class there were 12 (twelve) students who got “very bad” rating quality.

3. The Analyze of Data

In conducting data analysis and to answer the research question, there are several steps that must be done. They are normality test and homogeneity test of data as a condition that must be done before the regression test.

1) Normality Test

Normality test is carried out to find out whether the data is normally distributed or not. In this research to test the normality of the data, researchers using the Kolmogorov-Smirnov formula by using computer program SPSS 23. with the criteria: If Sig. > 0.05 = normal data. The calculation of normality test results are presented in table 4.4 below.

Table 4.6 the Result of Normality Test
Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-Test Ex	.161	29	.054	.941	29	.105
Post-Test Ex	.222	29	.081	.870	29	.062
Pre-Test Cont	.154	29	.079	.964	29	.400
Post-Test Cont	.228	29	.070	.897	29	.088

a. Lilliefors Significance Correction

Source: Output SPSS 23.00.

The results of the normality test of the Kolmogorov-Smirnova experimental class in the pre and post sequences, the Sig. 0.054 and 0.081 > 0.05 and Shapiro-Wilk, respectively, the pre and post sequences are known to be Sig. 0.105 and 0.062 > 0.05, it means the pre-test and post-test data of the experimental class have normally distributed. The results of the normality test of the Kolmogorov-Smirnova control class in pre and post sequences are known Sig. 0.079 and 0.070 > 0.05 and Shapiro-Wilk, respectively, the pre and post sequences are known Sig. 0.400 and 0.088 > 0.05 which means the data of control class are normally distributed. The calculation of normality test of data can be seen on (*Appendix 31*).

2) Homogeneity Test

Homogeneity test is part of the classic assumption test in regression analysis, while the purpose of homogeneity test is to find out whether the data is the same (*homogeneous*) or not, in this research researcher used the *Levene* in conducting homogeneity test, by using computer program SPSS 23.00, the criteria in making decision is: If Sig. > 0.05 = homogeneous data. The calculation results are presented in the table below.

**Table 4.7 the Result of Homogeneity Test
Test of Homogeneity of Variances**

Score

<i>Levene</i> Statistic	df1	df2	Sig.
4.647	3	112	.157

Source: Output SPSS 23.00.

Based on table 4.7 above it is known that the value of Sig. $0.157 > 0.05$ which means that the data is homogeneous.

After conducting the normality test and homogeneity test of data as a prerequisite that must be done before conducted simple linear regression test, and the results show that the pre-test and post-test of data are normally distributed and also have homogeneous variances, then the next step is conducting t-test to find out the Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020.

3) T-test (Hypothesis Test)

The result of T-test can be seen on the following table.

Table 4.8 the Result of T-test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	78.061	28.982		2.693	.012
Word Detective Strategy	-.275	.325	-.161	-9.847	.004

a. Dependent Variable: Lecturing

Source: Output SPSS 23.00.

Based on table 4.8 above it is known that the value of Sig. $0,004 < 0,05$ and $t\ count\ 9,847 > 1,699\ t\ table$ which means the hypothesis, says there is no significant effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020 is rejected and H1 which say that there is significant Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020 is accepted.

Based on the result of the research can conclude that word detective strategy is better than lecturing model in teaching English vocabulary at Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020, In other words *word detective strategy* give a good effect on students' understanding in English vocabulary.

B. Discussion

Based on pre-test score of experiment class students (VIII C), the highest score was 90 which was achieved by three students with codes K.9, K.16, and K.24. The lowest score is 30 achieved by one student with students' code K.28. While the average score of pre-test for experiment class is 63.79, if the average score of pre-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 63.79 is included in moderate category, it meant that students' vocabulary of experiment class before being taught by using word detective strategy have moderate criteria. Students' post-test score of experiment class (VIII C), the highest score of students form experiment class in post-test is 100 which was achieved by

eight students with students' codes is K.4, K.6, K.12, K.14, K.19, K.22, K.23 and K.28. The lowest score is 75 achieved by two students with students' code is K.7 and K.11. While the average score of post-test for experiment class is 88,79, if the average score of post-test from experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 88.79 is included in Excellent category. It means that student's mastery in vocabulary after being taught by using word detective strategy is increased to excellent criteria.

The result of the research above related to the theory According to Baumann, Word detective strategy is important to teach because: 1) the meaning of the word is sometimes stated in the sentence or sentences before or after the unknown word. 2) There may be clues in the sentence or sentences before or after the unknown word. 3) Some texts provide the meaning of the word, but students may overlook it. 4) the most helpful hints are often found in the same sentence, but students do not recognize these hints. 5) Some clues may be misleading. Students need to take the initiative and ask, "Does this meaning make sense in this context?"¹

The Pre-test and post-test results of Control class (VIII A) without being taught by using word detective strategy the highest score is 85 which was achieved by one student with students code is K.7. The lowest score is 20 achieved by one student with students' code K.16. While the average score of pre-test for control class is 55.69, if the average score of pre-test from

¹ Ibid, Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. P. 30

experiment class is consulted to the index of criteria score in table 3.10 page 47, the value 55,69 is included in poor or not good category, it meant that students' vocabulary of control class on pre-test have poor or not good in mastering vocabulary. Students' post-test score of control class (VIII A), the highest score of students form control class in post-test is 75 which was achieved by one student with students' codes is K.11. The lowest score is 25 achieved by two students with students' code is K.16 and K.27. While the average score of post-test for control class is 53,62, if the average score of post-test from control class is consulted to the index of criteria score in table 3.10 page 47, the value 53,62 is included in poor or not good category. It means that student's mastery in vocabulary without being taught by using word detective strategy is decreased when compared with post-test score with the criteria remained the same that is poor or not good in mastering vocabulary.

When compared the average score of experiment class and control class it is know that average score on pre-test for experiment class is 63.79 with moderate criteria > 55.69 with poor or not good criteria. Next if the average score of post-test from experiment class 88.79 with excellent criteria > 53.62 with criteria poor or not good for average score of post-test for control class.

Increased the vocabulary mastery of experimental class students after being taught with word detective strategy is also in line with the result of research conducted by Shabrina Anindya Puteri, Bambang Suharjito, and I Putu Sukmaantara with the title "The Effect of Using Word Detective

Strategy on the Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari Jawa Barat in the 2016/2017 Academic Year".² They found that, based on the t-test analysis, the statistic value of t-test was 2,824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. It can be concluded that the value of the t-test was higher than t-table ($2,824 > 2000$). Thus, the researcher concluded that the use of Word Detective Strategy gave the significant effect for the experimental class.

Based on the result of t-test it is known that the value of Sig. $0,004 < 0,05$ and $t_{count} 9,847 > 1,699 t_{table}$, based on that result can be conclude that H1 is rejected and H1 which that state that there is significant Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020 is accepted. The result of the research in line with the result of research conducted by Ermayni Sari Nurdin and Akhmad Multazim with the title "Word Detective As An Effective Strategy for Vocabulary Mastery in English language Teaching and Learning"³. They found that there is a significant difference in students' vocabulary mastery taught by using Word Detective strategy at Forestry Vocational School.

Based on the result of the research can conclude that word detective strategy is better than lecturing model in teaching English vocabulary at Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020, In other

² Shabrina Anindya Puteri, Bambang Suharjito, and I Putu Sukmaantara. 2017, EFL International Journal (EEJ) Vol 1 No. 01, P. 48-53

³ Ermayni Sari Nurdin and Akhmad Multazim, 2009, *Word Detective as an Effective Strategy for Vocabulary Mastery in English language Teaching and Learning*, Culture, Literature, Linguistics, English Teaching (CLIENT) Journal Vol. 1 No. 01, P. 80-94

words *word detective strategy* give a good effect on students' understanding in English vocabulary.

This is similar to what was conveyed by Sasao who stated that Word Detective Strategy contains context clues and word part clues.⁴ Future more parson state that Students can be benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words besides word detective strategy is very good in teaching vocabulary because students have defended all the words of the target topic and can now confidently and independently identify the words that they unsure of.⁵.



⁴ Sasao, Y. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*. Wellington: Victoria University of Wellington. 2013, P. 32.

⁵ Parson, Stephen and Anna Branagan. 2014. *Teaching Vocabulary Across the Day, Across the Curriculum*. London: R-routledge. P.240

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of t-test it is known that the value of Sig. 0,004 < 0,05 and $t_{count} 9,847 > 1,699 t-table$, based on the result can conclude that hypothesis H1 is rejected and H0 is accepted. It means there is significant Effect of Using Word Detective Strategy in Teaching Vocabulary at the Eight Grade Students' of SMPN 11 Kerinci Academic Year 2019/2020. Based on the result of the research can conclude that word detective strategy is better than lecturing model in teaching English vocabulary, In other words word detective strategy give a good to increase student vocabulary.

B. Suggestions

Based on the conclusion above researcher would like to give some suggestions to:

1. The English teachers are suggested to apply the Word Detective Strategy in teaching vocabulary.
2. The students are suggested to be able to follow the classroom activities that use the Word Detective Strategy in learning vocabulary.
3. Other researchers are suggested to use the Word detective Strategy to be researched in different English skills and different place.

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APPENDIX 1

Mid Test Score of Grade VIII A

No	Name	M/F	Score
1	Abil Maulana Putra	M	68
2	Affan Mozaki	M	70
3	Agis Yulwandana	M	68
4	Aksel Saputra	M	71
5	Alam Saputra	M	70
6	Alya Aprildila	F	72
7	Audia Putri Lota	F	66
8	Dian Efandi	M	65
9	Dike Ardila	F	70
10	Dirga Hermawan	M	70
11	Febri Natasha	F	75
12	Jalo Al Ilyas	M	76
13	Lira Cantika	F	70
14	M. Azwan	M	68
15	M. Khaifa Fatihatul	M	69
16	Mahesa Jonatan	M	70
17	MHD. Hazizi	M	71
18	Moh. Afrizal	M	72
19	Nabila Fazrianti	F	80
20	Nindia Permata Sari	F	50
21	Nurya Tasya	F	74
22	Octa Putri Pahera	M	90
23	Ramdan Darmawan	M	97
24	Reva Nur Anisa	F	95
25	Revo Akbar Alahi	M	54
26	Sultan Aldi Putra	M	70
27	Tasya Dwiya Agustin	F	60
28	Zaki Dedi Aprianto	M	70
29	Zeskia Nafisa	F	84
Total Score			2085
Average Score			71,90
Male		18	
Female		11	
Total Students		29	

Source: English Teacher of SMP 11 Kerinci

APPENDIX 2

Mid Test Score of Grade VIII C

No	Name	M/F	Score
1	Adito Agan Saputra	L	56
2	Ahmad Alfarzi	L	72
3	Al-Aziz	L	67
4	Arfa Alfani	L	58
5	Atika Putri	P	70
6	Ayup Ranata	P	68
7	Candra Pratama	L	76
8	Citri Pemata Sari	P	70
9	Dera Permata	L	69
10	Dio Herlangga	L	58
11	Exel Dinata	L	65
12	Farel Alkadeva	P	70
13	Fatira	P	75
14	Felisia Tri Utari	L	67
15	Haikal Okta Ruswanda	P	72
16	Hanis Nurul Fitri	P	74
17	Intan Novita	P	76
18	Jesen	L	68
19	Lilis Media Putri	L	62
20	M. Arifin	L	70
21	M. Fadjar Ilahi	L	67
22	M. Iqwan	L	77
23	M. Peno	P	68
24	M. Zulkifli Fadol	P	69
25	Nesya Marta Apriliani	P	68
26	Nur 'Ain	P	68
27	Olivia Lovenia	P	72
28	Ribi Natalia	L	70
29	Salsabila Fakhira	L	71
Jumlah			1993
Rata-Rata			68.72
MAN		16	
WOMAN		13	
TOTAL		29	

Source: English Teacher of SMP 11 Kerinci

APPENDIX 3

NORMALITY TEST SAMPLE *SHAPIRO WILK* SPSS. 23.0

```
EXAMINE VARIABLES=Nilai BY Kelas  
  /PLOT BOXPLOT STEMLEAF NPLOT  
  /COMPARE GROUPS  
  /STATISTICS DESCRIPTIVES  
  /CINTERVAL 95  
  /MISSING LISTWISE  
  /NOTOTAL.
```

Explore

Kelas

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Mid	VIII A	.220	29	.601	.882	29	.204
Score	VIII C	.197	29	.095	.917	29	.085

a. Lilliefors Significance Correction

APPENDIX 4

HOMOGENEITY TEST *UJI BARLET* SPSS 23.00

DISCRIMINANT

```
/GROUPS=Kelompok(1 5)  
/VARIABLES=Nilai  
/ANALYSIS ALL  
/PRIORS EQUAL  
/STATISTICS=BOXM  
/CLASSIFY=NONMISSING POOLED.
```

Analysis 1

Box's Test of Equality of Covariance Matrices

Kelompok	Rank	Log Determinant
1	1	4,657
2	1	3,288
Pooled within-groups	1	4,179

The ranks and natural logarithms of determinants printed are those of the group covariance matrices.

Box's M	12,077
F	Approx. 11,875
df1	1
df2	9067,003
Sig.	,601

Tests null hypothesis of equal population covariance matrices.

APPENDIX 5



APPENDIX 6



APPENDIX 7

Tabulation of Validity Test for Pre-test by Using Ms. Excel 2010

NO	Student's Code	Items Questions																														JLH
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	VIII B 1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	24
2	VIII B 2	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	0	1	0	7	
3	VIII B 3	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	17	
4	VIII B 4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	6
5	VIII B 5	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	25	
6	VIII B 6	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	24	
7	VIII B 7	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	
8	VIII B 8	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	25	
9	VIII B 9	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	6	
10	VIII B 10	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	19	
11	VIII B 11	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	6	
12	VIII B 12	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	24	
13	VIII B 13	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	24	
14	VIII B 14	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	25	
15	VIII B 15	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	19	
16	VIII B 16	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	24	
17	VIII B 17	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	
18	VIII B 18	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	13	
19	VIII B 19	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4
20	VIII B 20	0	0	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	15	
21	VIII B 21	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	4	
22	VIII B 22	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	24	
23	VIII B 23	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	27	
24	VIII B 24	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3	
25	VIII B 25	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	12
26	VIII B 26	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4
27	VIII B 27	0	0	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	15	
28	VIII B 28	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4
29	VIII B 29	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	23	
		Jumlah																														449
		Rata-rata																														15
		Varian																														79
R- hitung		0.878	0.878	0.104	0.205	0.918	0.858	0.858	0.318	0.858	0.187	0.918	0.742	0.918	0.318	0.291	0.660	0.918	0.918	0.344	0.792	0.918	0.660	0.918	0.652	-0.149	0.076	0.660	0.918	0.342	0.918	
R- tabel (0,05 / 5%)		0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	
Kriteria		VALID	VALID	IN VALID	IN VALID	VALID	VALID	VALID	IN VALID	VALID	IN VALID	VALID	VALID	VALID	IN VALID	IN VALID	VALID	VALID	VALID	IN VALID	VALID	VALID	VALID	VALID	VALID	IN VALID	IN VALID	VALID	VALID	IN VALID	VALID	
Jumlah Valid		20																														
Jumlah Tidak Valid		10																														

APPENDIX 9

Recapitulation of Validity Test for Pre-test

Items' Questions	<i>r-count</i>		<i>r-table</i>	Criteria
1	.878**	>	0.37	Valid
2	.878**	>	0.37	Valid
3	0.104	<	0.37	Invalid
4	0.205	<	0.37	Invalid
5	.918**	>	0.37	Valid
6	.858**	>	0.37	Valid
7	.858**	>	0.37	Valid
8	0.318	<	0.37	Invalid
9	.858**	>	0.37	Valid
10	0.187	<	0.37	Invalid
11	.918**	>	0.37	Valid
12	.742**	>	0.37	Valid
13	.918**	>	0.37	Valid
14	0.318	<	0.37	Invalid
15	0.291	<	0.37	Invalid
16	.660**	>	0.37	Valid
17	.918**	>	0.37	Valid
18	.918**	>	0.37	Valid
19	0.344	<	0.37	Invalid
20	.792**	>	0.37	Valid
21	.918**	>	0.37	Valid
22	.660**	>	0.37	Valid
23	.918**	>	0.37	Valid
24	.652**	>	0.37	Valid
25	-0.149	<	0.37	Invalid
26	0.076	<	0.37	Invalid
27	.660**	>	0.37	Valid
28	.918**	>	0.37	Valid
29	0.342	<	0.37	Invalid
30	.918**	>	0.37	Valid
Valid				20
Invalid				10

APPENDIX 10

Reliability of Pre-Test

```
RELIABILITY
/VARIABLES=Pre_1 Pre_2 Pre_3 Pre_4 Pre_5 Pre_6 Pre_7 Pre_8 Pre_9
Pre_10 Pre_11 Pre_12 Pre_13
Pre_14 Pre_15 Pre_16 Pre_17 Pre_18 Pre_19 Pre_20 Pre_21 Pre_22
Pre_23 Pre_24 Pre_25 Pre_26 Pre_27
Pre_28 Pre_29 Pre_30
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.
```

Reliability

		N	%
Cases	Valid	29	100.0
	Excluded ^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.959	30

INSTITUT AGAMA ISLAM NEGERI
KERINCI

APPENDIX 11

Tabulation Index of Difficulties Pre-test

NO	Nama	Butir Soal																														sum Fx, M _t				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
1	VIII B 1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	24
2	VIII B 2	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	0	7		
3	VIII B 3	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	17		
4	VIII B 4	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	6			
5	VIII B 5	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	25			
6	VIII B 6	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	24			
7	VIII B 7	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	24			
8	VIII B 8	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	25			
9	VIII B 9	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	6			
10	VIII B 10	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	19			
11	VIII B 11	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	6				
12	VIII B 12	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	24			
13	VIII B 13	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	24			
14	VIII B 14	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	25			
15	VIII B 15	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	19			
16	VIII B 16	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	24			
17	VIII B 17	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2			
18	VIII B 18	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	13				
19	VIII B 19	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4				
20	VIII B 20	0	0	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	15				
21	VIII B 21	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4				
22	VIII B 22	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	24			
23	VIII B 23	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	27			
24	VIII B 24	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	3				
25	VIII B 25	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	12				
26	VIII B 26	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4				
27	VIII B 27	0	0	0	1	1	0	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	15				
28	VIII B 28	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4				
29	VIII B 29	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	23			
Student answer corretly (p)		17	17	4	28	17	12	12	3	12	2	17	17	17	3	28	16	17	17	3	21	17	16	17	16	25	1	16	17	27	17	449				
Student answer wrongly (q)		12	12	25	1	12	17	17	26	17	27	12	12	12	26	1	13	12	12	26	8	12	13	12	13	4	28	13	12	2	12					
Sudjana: (1999) P. 137 $P = \frac{B}{N}$		0,59	0,59	0,14	0,97	0,59	0,41	0,41	0,10	0,41	0,07	0,59	0,59	0,59	0,10	0,97	0,55	0,59	0,59	0,10	0,72	0,59	0,55	0,59	0,55	0,86	0,03	0,55	0,59	0,93	0,59					
P = Tingkat Kesukaran Soal		MODERATE	MODERATE	DIFFICULT	EASY	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	DIFFICULT	EASY	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	EASY	DIFFICULT	MODERATE	MODERATE	EASY	MODERATE						
B = Jlh yang menjawab Benar		4																																		
N = Jlh yang Menjawab Salah		20																																		
Kriteria Tingkat Kesukaran Soal:		4																																		
$P = 0,76 - 1,00$		EASY																																		
$P = 0,26 - 0,75$		MODERATE																																		
$P = 0,00 - 0,25$		DIFFICULT																																		

APPENDIX 12

Recapitulation Index of Difficulties for Pre-test

Items of Question	Index of Difficulties		Criteria
1	0.59		Moderate
2	0.59		Moderate
3	0.14		Difficult
4	0.97		Easy
5	0.59		Moderate
6	0.41		Moderate
7	0.41		Moderate
8	0.10		Difficult
9	0.41		Moderate
10	0.07		Difficult
11	0.59		Moderate
12	0.59		Moderate
13	0.59		Moderate
14	0.10		Difficult
15	0.97		Easy
16	0.55		Moderate
17	0.59		Moderate
18	0.59		Moderate
19	0.10		Difficult
20	0.72		Moderate
21	0.59		Moderate
22	0.55		Moderate
23	0.59		Moderate
24	0.55		Moderate
25	0.86		Easy
26	0.03		Difficult
27	0.55		Moderate
28	0.59		Moderate
29	0.93		Easy
30	0.59		Moderate
EASY			4
MODERATE			20
DIFFICULT			6

Scale Score	Criteria
0,00 - 0,25	Difficult
0,26 - 0,75	Moderate
0,76 - 1,00	Easy

APPENDIX 13

Tabulation of Discrimination Index for Pre-test

NO	Students' Code	Items Question																														SUM Fx, M _i			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
1	VIII B 1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24
2	VIII B 2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	0	7	
3	VIII B 3	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	17	
4	VIII B 4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	1	0	6	
5	VIII B 5	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	25	
6	VIII B 6	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	24	
7	VIII B 7	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	24	
8	VIII B 8	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	25	
9	VIII B 9	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	6	
10	VIII B 10	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	19	
11	VIII B 11	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	6	
12	VIII B 12	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	24	
13	VIII B 13	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	24	
14	VIII B 14	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25	
15	VIII B 15	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	19	
16	VIII B 16	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	24	
17	VIII B 17	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
18	VIII B 18	1	1	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	13	
19	VIII B 19	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	4	
20	VIII B 20	0	0	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	15	
21	VIII B 21	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
22	VIII B 22	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	24	
23	VIII B 23	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	27	
24	VIII B 24	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
25	VIII B 25	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	12	
26	VIII B 26	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
27	VIII B 27	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	15	
28	VIII B 28	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
29	VIII B 29	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	23	
Banyak siswa kelas atas		14																														193			
banyak siswa kelas bawah		15																																	
Proporsi kelas atas yang menjawab benar (Pa)		0.71	0.71	0.14	0.93	0.71	0.57	0.57	0.07	0.57	0.14	0.71	0.71	0.71	0.07	1.00	0.71	0.71	0.71	0.14	0.86	0.71	0.71	0.71	0.71	0.71	0.79	0.07	0.71	0.71	0.93	0.71	0.71		
Proporsi kelas bawah yang menjawab benar (Pb)		0.47	0.47	0.13	1.00	0.47	0.27	0.27	0.13	0.27	0.00	0.47	0.47	0.47	0.13	0.93	0.40	0.47	0.47	0.47	0.07	0.60	0.47	0.40	0.47	0.47	0.40	0.93	0.00	0.40	0.47	0.71	0.47		
Banyak siswa kelas atas yang jawab benar (Ba)		10	10	2	13	10	8	8	1	8	2	10	10	10	1	14	10	10	10	2	12	10	10	10	10	10	11	1	10	10	13	10			
Banyak siswa kelas bawah yang jawab benar (Bb)		7	7	2	15	7	4	4	2	4	0	7	7	7	2	14	6	7	7	7	1	6	7	6	6	7	14	0	6	7	14	7			
$D = Pa - Pb = \frac{Ba}{Ja} - \frac{Bb}{Ja}$		0.25	0.25	0.01	-0.07	0.25	0.30	0.30	-0.06	0.30	0.14	0.25	0.25	0.25	-0.06	0.07	0.31	0.25	0.25	0.08	0.26	0.25	0.31	0.25	0.31	0.25	0.31	-0.15	0.07	0.31	0.25	0.00	0.25		
NOTE		Moderate	Moderate	Not Good	Not Good	Moderate	Moderate	Moderate	Not Good	Moderate	Not Good	Moderate	Moderate	Moderate	Not Good	Not Good	Moderate	Moderate	Moderate	Not Good	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Not Good	Not Good	Moderate	Moderate	Not Good	Moderate			
Not Good		10																																	
Moderate		20																																	
Good		0																																	
Very Good		0																																	

APPENDIX 14

Recapitulation of Discrimination Index for Pre-test

Items of Question	Discrimination Index		Criteria
1	0.25		Moderate
2	0.25		Moderate
3	0.01		Not Good
4	-0.07		Not Good
5	0.25		Moderate
6	0.30		Moderate
7	0.30		Moderate
8	-0.06		Not Good
9	0.30		Moderate
10	0.14		Not Good
11	0.25		Moderate
12	0.25		Moderate
13	0.25		Moderate
14	0.25		Moderate
15	-0.06		Not Good
16	0.07		Not Good
17	0.31		Moderate
18	0.25		Moderate
19	0.25		Moderate
20	0.08		Not Good
21	0.26		Moderate
22	0.25		Moderate
23	0.31		Moderate
24	0.25		Moderate
25	0.31		Moderate
26	-0.15		Not Good
27	0.07		Not Good
28	0.31		Moderate
29	0.25		Moderate
30	0.00		Not Good
			Not Good
			Moderate
			Good
			Very Good
			10
			20
			0
			0

Scale Score	Criteria
0,00 - 0,41	Not Good
0,26 - 0,75	Moderate
0,76 - 1,00	Good

APPENDIX 15

Tabulation of Validity Test for Post-test by Using Ms. Excel 2010

NO	Kode Siswa	Butir Soal																														JLH	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	VIII A 1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	24
2	VIII A 2	0	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	10	
3	VIII A 3	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	4
4	VIII A 4	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	0	1	12	
5	VIII A 5	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25
6	VIII A 6	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	26
7	VIII A 7	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	24
8	VIII A 8	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	24
9	VIII A 9	0	1	0	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	8
10	VIII A 10	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	4	
11	VIII A 11	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	0	1	14
12	VIII A 12	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25
13	VIII A 13	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	24
14	VIII A 14	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	24
15	VIII A 15	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1	11
16	VIII A 16	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
17	VIII A 17	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	4
18	VIII A 18	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	0	0	1	14
19	VIII A 19	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	4
20	VIII A 20	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	1	11	
21	VIII A 21	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	21
22	VIII A 22	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	3
23	VIII A 23	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	25
24	VIII A 24	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	5
25	VIII A 25	0	1	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	0	0	0	1	14	
26	VIII A 26	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	
27	VIII A 27	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	1	13	
28	VIII A 28	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	23	
29	VIII A 29	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	4	
		Jumlah																														429	
		Rata-rata																														15	
		Varian																														79	
R- Count		0.918	0.781	0.126	0.781	0.918	0.686	0.918	0.199	0.781	0.918	0.918	0.781	0.103	0.281	0.918	0.318	-0.059	0.686	0.918	0.686	0.277	0.918	0.918	0.781	0.918	0.151	0.918	0.918	0.365	0.277		
R- tabte (0,05 / 5%)		0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367	0.367		
Kriteria		VALID	VALID	IN VALID	VALID	VALID	VALID	IN VALID	VALID	VALID	VALID	VALID	VALID	IN VALID	IN VALID	VALID	IN VALID	IN VALID	VALID	VALID	VALID	IN VALID	VALID	VALID	VALID	VALID	IN VALID	VALID	VALID	IN VALID	IN VALID		
Jumlah Valid																																20	
Jumlah Tidak Valid																																10	

APPENDIX 17

Recapitulation of Validity Test for Post-test

Items' Questions	<i>r-count</i>		<i>r-table</i>	Criteria
1	.918**	>	0.37	Valid
2	.781**	>	0.37	Valid
3	0.126	<	0.37	Invalid
4	.781**	<	0.37	Valid
5	.918**	>	0.37	Valid
6	.686**	>	0.37	Valid
7	.918**	>	0.37	Valid
8	0.199	<	0.37	Invalid
9	.781**	>	0.37	Valid
10	.918**	<	0.37	Valid
11	.918**	>	0.37	Valid
12	.781**	>	0.37	Valid
13	0.103	>	0.37	Invalid
14	0.281	<	0.37	Invalid
15	.918**	<	0.37	Valid
16	0.318	>	0.37	Invalid
17	-0.059	>	0.37	Invalid
18	.686**	>	0.37	Valid
19	.918**	<	0.37	Valid
20	.686**	>	0.37	Valid
21	0.277	>	0.37	Invalid
22	.918**	>	0.37	Valid
23	.918**	>	0.37	Valid
24	.781**	>	0.37	Valid
25	.918**	<	0.37	Valid
26	0.151	<	0.37	Invalid
27	.918**	>	0.37	Valid
28	.918**	>	0.37	Valid
29	0.365	<	0.37	Invalid
30	0.277	>	0.37	Invalid
Valid				20
Invalid				10

APPENDIX 18

Tabulation Index of Difficulties Post-test

NO	Students' Code	Items' Questions																														sum Fx, M _t					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
1	VIII B 1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	24	
2	VIII B 2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	7		
3	VIII B 3	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1	1	1	17		
4	VIII B 4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	6		
5	VIII B 5	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25		
6	VIII B 6	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24		
7	VIII B 7	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	24		
8	VIII B 8	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	25		
9	VIII B 9	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	6		
10	VIII B 10	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	19	
11	VIII B 11	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	0	6	
12	VIII B 12	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	24	
13	VIII B 13	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	24	
14	VIII B 14	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	25	
15	VIII B 15	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	19	
16	VIII B 16	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	24	
17	VIII B 17	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
18	VIII B 18	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	0	1	0	1	0	1	0	13	
19	VIII B 19	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	4
20	VIII B 20	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	15	
21	VIII B 21	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
22	VIII B 22	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	24	
23	VIII B 23	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	27	
24	VIII B 24	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
25	VIII B 25	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	12
26	VIII B 26	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
27	VIII B 27	0	0	0	1	1	0	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	1	1	15	
28	VIII B 28	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
29	VIII B 29	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23	
Student answer corretly (p)		17	17	4	28	17	12	12	3	12	2	17	17	17	3	28	16	17	17	17	3	21	17	16	17	16	25	1	16	17	27	17	449				
Student answer wrongly (q)		12	12	25	1	12	17	17	26	17	27	12	12	12	26	1	13	12	12	26	8	12	13	12	13	4	28	13	12	2	12						
Sudjana: (1999) P. 137		$P = \frac{B}{N}$																																			
P = Tingkat Kesukaran Soal		MODERATE	MODERATE	DIFFICULT	EASY	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	DIFFICULT	MODERATE	MODERATE	DIFFICULT	EASY	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	EASY	DIFFICULT	MODERATE	MODERATE	EASY	MODERATE					
B = Jh yang menjawab Benar																																					
N = Jh yang Menjawab Salah																																					
Kriteria Tingkat Kesukaran Soal:																																					
P = 0,76 - 1, 00		EASY	4																																		
P = 0,26 - 0,75		MODERATE	20																																		
P = 0,00 - 0,25		DIFFICULT	6																																		

APPENDIX 19

Recapitulation Index of Difficulties for Post-test

Items' Questions	Index of Difficulties		Criteria
1	0.41		Moderate
2	0.72		Moderate
3	0.17		Difficult
4	0.72		Moderate
5	0.41		Moderate
6	0.59		Moderate
7	0.41		Moderate
8	0.17		Difficult
9	0.72		Moderate
10	0.41		Moderate
11	0.41		Moderate
12	0.72		Moderate
13	0.93		Easy
14	0.10		Difficult
15	0.41		Moderate
16	0.07		Difficult
17	0.14		Difficult
18	0.59		Moderate
19	0.41		Moderate
20	0.59		Moderate
21	0.97		Easy
22	0.41		Moderate
23	0.41		Moderate
24	0.72		Moderate
25	0.41		Moderate
26	0.86		Easy
27	0.41		Moderate
28	0.41		Moderate
29	0.07		Difficult
30	0.97		Easy
EASY			4
MODERATE			20
DIFFICULT			6

Scale Score	Criteria
0,00 - 0,25	Difficult
0,26 - 0,75	Moderate
0,76 - 1,00	Easy

APPENDIX 20

Tabulation of Discrimination Index for Post-test

NO	Students' Code	Items Question																														SUM Fx. M _i	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	VIII B 1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	24
2	VIII B 2	0	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	10	
3	VIII B 3	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	4	
4	VIII B 4	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	0	1	12	
5	VIII B 5	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	25	
6	VIII B 6	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	26	
7	VIII B 7	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
8	VIII B 8	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	24	
9	VIII B 9	0	1	0	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	8	
10	VIII B 10	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	4	
11	VIII B 11	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	0	1	14	
12	VIII B 12	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	25	
13	VIII B 13	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	24
14	VIII B 14	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	24	
1	VIII B 15	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	1	11	
2	VIII B 16	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	
3	VIII B 17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	4	
4	VIII B 18	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	14
5	VIII B 19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
6	VIII B 20	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0	1	11	
7	VIII B 21	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	21	
8	VIII B 22	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3
9	VIII B 23	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	25
10	VIII B 24	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5
11	VIII B 25	0	1	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	0	0	0	0	1	14
12	VIII B 26	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
13	VIII B 27	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	13
14	VIII B 28	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	23
15	VIII B 29	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
Banyak siswa kelas atas		14																														181	
banyak siswa kelas bawah		15																															
Proporsi kelas atas yang menjawab benar (Pa)		0.57	0.86	0.14	0.86	0.57	0.71	0.57	0.21	0.86	0.57	0.86	0.93	0.07	0.57	0.00	0.14	0.71	0.57	1.00	0.57	0.57	0.86	0.57	0.86	0.57	0.86	0.57	0.57	0.07	1.00		
Proporsi kelas bawah yang menjawab benar (Pb)		0.27	0.60	0.20	0.60	0.27	0.47	0.27	0.13	0.60	0.27	0.60	0.93	0.13	0.27	0.13	0.13	0.47	0.71	0.27	0.93	0.27	0.57	0.60	0.27	0.87	0.86	0.27	0.27	0.07	0.93		
Banyak siswa kelas atas yang jawab benar (Ba)		8	12	2	12	8	10	8	3	12	8	8	12	13	1	8	0	2	10	8	10	14	8	8	12	8	12	8	8	1	14		
Banyak siswa kelas bawah yang jawab benar (Bb)		4	9	3	9	4	7	4	2	9	4	4	9	14	2	4	2	2	7	4	4	14	4	4	9	4	13	4	4	1	14		
$D = Pa - Pb = \frac{Ba}{Ja} - \frac{Bb}{Ja}$		0.30	0.26	-0.06	0.26	0.30	0.25	0.30	0.08	0.26	0.30	0.30	0.26	0.00	-0.06	0.30	-0.13	0.01	0.25	0.30	0.25	0.07	0.30	0.30	0.26	0.30	-0.01	0.30	0.30	0.00	0.07		
NOTE		Moderate	Moderate	Not Good	Moderate	Moderate	Moderate	Moderate	Not Good	Moderate	Moderate	Moderate	Moderate	Not Good	Not Good	Moderate	Not Good	Not Good	Moderate	Moderate	Moderate	Not Good	Moderate	Moderate	Moderate	Moderate	Not Good	Moderate	Moderate	Not Good	Not Good		
Not Good		10																															
Moderate		20																															
Good		0																															
Very Good		0																															

APPENDIX 21

Recapitulation of Discrimination Index for Post-test

Items of Question	Discrimination Index		Criteria
1	0.30		Moderate
2	0.26		Moderate
3	-0.06		Not Good
4	0.26		Moderate
5	0.30		Moderate
6	0.25		Moderate
7	0.30		Moderate
8	0.08		Not Good
9	0.26		Moderate
10	0.30		Moderate
11	0.30		Moderate
12	0.26		Moderate
13	0.00		Not Good
14	-0.06		Not Good
15	0.30		Moderate
16	-0.13		Not Good
17	0.01		Not Good
18	0.25		Moderate
19	0.30		Moderate
20	0.25		Moderate
21	0.07		Not Good
22	0.30		Moderate
23	0.30		Moderate
24	0.26		Moderate
25	0.30		Moderate
26	-0.01		Not Good
27	0.30		Moderate
28	0.30		Moderate
29	0.07		Not Good
30	0.00		Not Good
			Not Good
			10
			Moderate
			20
			Good
			0
			Very Good
			0

Scale Score	Criteria
0,00 - 0,41	Nod Good
0,26 - 0,75	Moderate
0,76 - 1,00	Good

APPENDIX 22



APPENDIX 23
Lesson Plan



CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS KONTROL

Sekolah : SMPN 11 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ I (Control Class)
Materi Inti : Vocabulary In Text Narrative
Alokasi waktu : 6 x pertemuan (2 x 40 menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, dll.
3. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai) dan ranah abstrak (menulis, membaca).

B. Kompetensi Dasar

1. Bersyukur, jujur, disiplin, percaya diri, dan bertanggung jawab.
2. Mengidentifikasi dan menemukan Vocabulary (Adjective, Noun, Verb) dalam teks Narrative.

C. Indikator

1. Siswa mampu mengidentifikasi jenis vocabulary (Verb, Noun, and Adjective) dalam teks Narrative.
2. Siswa mampu menemukan arti, sinonim, dan antonym dari vocabulary (Adjective, Noun, Verb) yang ditemukan.

D. Tujuan pembelajaran

Siswa mampu mengidentifikasi vocabulary jenis (Noun, Verb, Adjective, , Adverb) serta mengetahui artinya, sinonimnya dan antonimnya.

PERTEMUAN 1

A. Materi Pembelajaran

Teks Narrative “Monkey And Crocodile”

MONKEY AND CROCODILE

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him **across** the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the **middle** of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again." The monkey **thought** for a while. Then he **told** the crocodile to swim back to the river bank. "What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts." So, the crocodile **turned around** and swam back to the bank of the river. As soon as they **reached** the river bank, the monkey **jumped** off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are **foolish**," the monkey said to the crocodile. "Now I am free and you have nothing." The monkey told the crocodile not to try to **fool** him again. The crocodile swam away, hungry.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris "Rings Bell" Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti 1. Memberikan teks Narrative 2. Meminta siswa membaca teks yang telah diberikan dengan seksama	60 menit

Kegiatan Penutup	
1. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank with the word bellow, based on the criteria of the table and if the word does not have criteria according to the table then just leave it blank.

Example:

Words	Antonym	Synonym	Meaning
Hungry			
Near			
Across			
Strong			
River			
Crocodile			

A. Rubrik

5x20 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 2

A. Materi Pembelajaran

Teks Narrative "Snow White"

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both **wanted** to go to America and they did not have enough money to take Snow White.

Snow White did not want to live in the **castle**. Therefore, in the next morning, she ran away into the woods.

She was very tired and hungry.

Then she saw a little cottage. She **knocked** but no one answered so she went inside and fell asleep.

Meanwhile, the seven **dwarfs** were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White **woke up**. She saw the dwarfs. The dwarfs said, "What is your name?". Snow White said, "My name is Snow White".

Dwarfs said, "If you **wish**, you may live here with us". Snow White said, "Oh, could I? Thank you". Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris "Rings Bell" Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti 1. Memberikan teks Narrative 2. Meminta siswa membaca teks yang telah diberikan dengan seksama	60 menit
Kegiatan Penutup 4. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 5. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 6. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
Castle	..... (1)	..... (2)	Istana
Happily	..... (3)	Jubilantly	..... (4)
Dwarf	..... (5)	Pygmy	..... (6)
See	..... (7)	..... (8)	Melihat
tired	..... (9)	Weary	..... (10)

A. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 3

A. Materi Pembelajaran

Teks Narrative "TIMUN MAS"

TIMUN MAS

Long time ago in the **island** of Java, Indonesia, lived a **couple** of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

Buta Ijo was a **ferocious** and **powerful** monster. He granted their wish on one condition. When their children had grown up, they had to **sacrifice** them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a **teenager** Buta Ijo came to their house. Timun Mas was **frightened** so she ran away to hide. The farmers then told Buta Ijo that Timun Mas was still a child. They asked him to **postpone**. Buta Ijo agreed. He **promised** to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

'Timun, take these things' 'What are these things?'

'These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Mas was **scared** so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly **spread** the seeds of cucumber. In seconds they turned into many vines of cucumber. The **exhausted** Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Mas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into **dense** bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buta Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could **overcome** it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Mas was thankful to god and came back to her home.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti 3. Memberikan teks Narrative 4. Meminta siswa membaca teks yang telah diberikan dengan seksama	60 menit
Kegiatan Penutup	

7. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 8. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 9. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	10 menit
--	----------

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
Castle	..... (1)	..... (2)	Istana
Happily	..... (3)	Jubilantly	..... (4)
Dwarf	..... (5)	Pygmy	..... (6)
See	..... (7)	..... (8)	Melihat
tired	..... (9)	Weary	..... (10)

A. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 4

A. Materi Pembelajaran

Teks Narrative “Two Brother”

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were **ambitious** and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your **ministers**. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows **everything**. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the **opposite**, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing." King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? **Guards!** Throw him into the river of crocodiles, too!"

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris "Rings Bell" Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tetang materi sebelumnya 	10 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 5. Memberikan teks Narrative 6. Meminta siswa membaca teks yang telah diberikan dengan seksama 	60 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 10. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 11. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 12. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah

Words	Antonym	Synonym	Meaning
Castle	..... (1)	..... (2)	Istana
Happily	..... (3)	Jubilantly	..... (4)
Dwarf	..... (5)	Pygmy	..... (6)
See	..... (7)	..... (8)	Melihat
tired	..... (9)	Weary	..... (10)

A. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 5

A. Materi Pembelajaran

Text Narrative “The Ant and the Dove”

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a **spring**. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell **unintentionally** into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in **trouble**, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the **struggling** ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after at that, there was a hunter nearby who was **throwing** out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
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<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya 	10 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 7. Memberikan teks Narrative 8. Meminta siswa membaca teks yang telah diberikan dengan seksama 	60 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 13. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 14. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 15. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
Blade	..... (1)	..... (2)	Pedang
sunk	..... (3)	Submerged	..... (4)
quick	..... (5)	Fast	..... (6)
trap	Unhitch	..... (7)	..... (8)
climb	..... (9)	..... (10)	memanjat

A. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 6

A. Materi Pembelajaran

Teks Narrative “The Legend of Surabaya”

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are **greedy**” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of **fighting**; they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very **angry** when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and **went** back to the sea. Baya was happy.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan 1. Membuka pelajaran dengan salam, berdo’a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti 4. Memberikan teks Narrative 5. Meminta siswa membaca teks yang telah diberikan dengan seksama	60 menit
Kegiatan Penutup 16. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 17. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 18. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	10 menit

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E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah

Words	Antonym	Synonym	Meaning
Blade	..... (1)	..... (2)	Pedang
sunk	..... (3)	Submerged	..... (4)
quick	..... (5)	Fast	..... (6)
trap	Unhitch	..... (7)	..... (8)
climb	..... (9)	..... (10)	memanjat

F. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

Mengetahui, Guru Bahasa Inggris Peneliti
Kepala SMPN 11 Kerinci

Herlina, A. Ma. Pd
9361762665200003

Icuk Rahman

Yusan Anatama Agung
NIM. 08.918.15



APPENDIX 24
Lesson Plan



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EXPERIMENT

Sekolah : SMPN 11 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ I (experiment class)
Materi Inti : Vocabulary In Narative Text
Alokasi waktu : 6 x pertemuan (2 x 40 menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, dll.
3. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai) dan ranah abstrak (menulis, membaca).

B. Kompetensi Dasar

1. Bersyukur, jujur, disiplin, percaya diri, dan bertanggung jawab.
2. Mengidentifikasi dan menemukan Vocabulary (Adjective, Noun, Verb) dalam Narative Text.

C. Indikator

1. Siswa mampu mengidentifikasi jenis vocabulary (Verb, Noun, and Adjective) dalam Narative Text.
2. Siswa mampu menemukan arti, sinonim, dan antonym dari vocabulary (Adjective, Noun, Verb yang ditemukan).

D. Tujuan pembelajaran

Siswa mampu mengidentifikasi vocabulary jenis (Noun, Verb, Adjective, , Adverb) serta mengetahui artinya, sinonimnya dan antonimnya.

PERTEMUAN 1

A. Materi Pembelajaran

Text narrative “Monkey And Crocodile”

MONKEY AND CROCODILE

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him **across** the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the **middle** of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again." The monkey **thought** for a while. Then he **told** the crocodile to swim back to the river bank. "What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts." So, the crocodile **turned around** and swam back to the bank of the river. As soon as they **reached** the river bank, the monkey **jumped** off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are **foolish**," the monkey said to the crocodile. "Now I am free and you have nothing." The monkey told the crocodile not to try to **fool** him again. The crocodile swam away, hungry.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris "Rings Bell" Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan 4. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 5. Memberikan motivasi 6. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti 3. Memberikan teks narrative 4. Meminta siswa membaca teks yang telah diberikan dengan seksama	

<p>Word detective strategy:</p> <ol style="list-style-type: none"> Place the word you do not know from that sentence in the WORD box. Write a sentences where you find the difficult word Find context clues that would help you understand that word in its sentence. Write these in their separate boxes. Gues the meaning of word (antonym, synonym, translation) Write the part of speech this word Write your own definition about the word Draw a picture that will remind you of what that word mean. 	60 menit
<p style="text-align: center;">Kegiatan Penutup</p> <ol style="list-style-type: none"> Peneliti dan siswa membuat rangkuman/simpulan pembelajaran Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
Hungry	..... (1)	..... (2)	Lapar
Jump	..... (3)	boggle	..... (4)
Strong	Weak	..... (5)	..... (6)
Near	..... (7)	..... (8)	..... (9)
across	Distant	..... (10)	Seberang

F. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 2

A. Materi Pembelajaran

Text narrative “Snow White”

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both **wanted** to go to America and they did not have enough money to take Snow White.

Snow White did not want to live in the **castle**. Therefore, in the next morning, she ran away into the woods.

She was very tired and hungry.

Then she saw a little cottage. She **knocked** but no one answered so she went inside and fell asleep.

Meanwhile, the seven **dwarfs** were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White **woke up**. She saw the dwarfs. The dwarfs said, “What is your name?”. Snow White said, “My name is Snow White”.

Dwarfs said, “If you **wish**, you may live here with us”. Snow White said, “Oh, could I? Thank you”. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
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<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya 	10 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Memberikan teks narrative 2. Meminta siswa membaca teks yang telah diberikan dengan seksama <p>Word detective strategy:</p> <ol style="list-style-type: none"> a) Place the word you do not know from that sentence in the WORD box. b) Write a sentences where you find the difficult word c) Find context clues that would help you understand that word in its sentence. Write these in their separate boxes. d) Gues the meaning of word (antonym, synonym, translation) e) Write the part of speech this word f) Write your own definition about the word g) Draw a picture that will remind you of what that word mean. 	60 menit
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
Castle	..... (1)	..... (2)	Istana
Happily	..... (3)	Jubilantly	..... (4)

Dwarf	..... (5)	Pygmy	..... (6)
See	..... (7)	..... (8)	Melihat
tired	..... (9)	Weary	..... (10)

F. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 3

F. Materi Pembelajaran

Teks narrative "TIMUN MAS"

TIMUN MAS

Long time ago in the **island** of Java, Indonesia, lived a **couple** of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

Buta Ijo was a **ferocious** and **powerful** monster. He granted their wish on one condition. When their children had grown up, they had to **sacrifice** them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a **teenager** Buta Ijo came to their house. Timun Mas was **frightened** so she ran away to hide. The farmers then told Buta Ijo that Timun Mas was still a child. They asked him to **postpone**. Buta Ijo agreed. He **promised** to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

'Timun, take these things' 'What are these things?'

'These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Mas was **scared** so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly **spread** the seeds of cucumber. In seconds they turned into many vines of cucumber. The

exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into **dense** bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buta Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could **overcome** it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Mas was thankful to god and came back to her home.

G. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

H. Metode Pembelajaran

Words Detective Strategy

I. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tetang materi sebelumnya 	10 menit
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Memberikan teks narrative 2. Meminta siswa membaca teks yang telah diberikan dengan seksama <p>Word detective strategy:</p> <ol style="list-style-type: none"> a) Place the word you do not know from that sentence in the WORD box. b) Write a senteces where you find the difficult word c) Find context clues that would help you understand that word in its sentence. Write these in their separate boxes. d) Gues the meaning of word (antonym, synonym, 	60 menit

translation) e) Write the part of speech this word f) Write your own definition about the word g) Draw a picture that will remind you of what that word mean.	
<p style="text-align: center;">Kegiatan Penutup</p> 1. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	10 menit

J. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
ferocious	..... (1)	..... (2)	Ganas
Powerful	..... (3)	Strong	..... (4)
frightened	..... (5)	Afraid	..... (6)
postpone	..... (7)	suspend	..... (8)
dense	..... (9)	thick	..... (10)

K. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 4

A. Materi Pembelajaran

Teks narrative “Two Brothers”

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were **ambitious** and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your **ministers**. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows **everything**. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the **opposite**, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? **Guards!** Throw him into the river of crocodiles, too!"

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris "Rings Bell" Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan 1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa 2. Memberikan motivasi 3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti 3. Memberikan teks narrative 4. Meminta siswa membaca teks yang telah diberikan dengan seksama	

<p>Word detective strategy:</p> <ol style="list-style-type: none"> Place the word you do not know from that sentence in the WORD box. Write a sentences where you find the difficult word Find context clues that would help you understand that word in its sentence. Write these in their separate boxes. Gues the meaning of word(antonym, synonym, translation) Write the part of speech this word Write your own definition about the word Draw a picture that will remind you of what that word mean. 	60 menit
<p style="text-align: center;">Kegiatan Penutup</p> <ol style="list-style-type: none"> Peneliti dan siswa membuat rangkuman/simpulan pembelajaran Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
ambitious	..... (1)	..... (2)	ambisius
King	..... (3)	Majesty	..... (4)
Liar	Undercharge	..... (5)	..... (6)
trembled	..... (7)	..... (8)	Bergetar
wise	..... (9)	Prudent	..... (10)

F. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 5

F. Materi Pembelajaran

Text narrative “The Ant and the Dove”

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a **spring**. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell **unintentionally** into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in **trouble**, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the **struggling** ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was **throwing** out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

G. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

H. Metode Pembelajaran

Words Detective Strategy

I. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan <ol style="list-style-type: none">1. Membuka pelajaran dengan salam, berdo'a dan mengabsen siswa2. Memberikan motivasi3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti <ol style="list-style-type: none">1. Memberikan teks narrative2. Meminta siswa membaca teks yang telah diberikan dengan seksama Word detective strategy: <ol style="list-style-type: none">a) Place the word you do not know from that sentence	

<p>in the WORD box.</p> <p>b) Write a sentences where you find the difficult word</p> <p>c) Find context clues that would help you understand that word in its sentence. Write these in their separate boxes.</p> <p>d) Guess the meaning of word</p> <p>e) Write the part of speech this word (antonym, synonym, translation)</p> <p>f) Write your own definition about the word</p> <p>g) Draw a picture that will remind you of what that word mean.</p>	60 menit
<p style="text-align: center;">Kegiatan Penutup</p> <p>1. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran</p> <p>2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan</p> <p>3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</p>	10 menit

J. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
Blade	..... (1)	..... (2)	Pedang
sunk	..... (3)	Submerged	..... (4)
quick	..... (5)	Fast	..... (6)
trap	Unhitch	..... (7)	..... (8)
climb	..... (9)	..... (10)	memanjat

K. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

PERTEMUAN 6

A. Materi Pembelajaran

Teks narrative “The Legend of Surabaya”

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are **greedy**” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of **fighting**; they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very **angry** when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and **went** back to the sea. Baya was happy.

B. Media dan Alat Pembelajaran

Buku, spidol, pena, text, Buku Bahasa Inggris “Rings Bell” Kelas VIII

C. Metode Pembelajaran

Words Detective Strategy

D. Langkah-langkah Pembelajaran

Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan <ol style="list-style-type: none">1. Membuka pelajaran dengan salam, berdo’a dan mengabsen siswa2. Memberikan motivasi3. Menanyakan sekilas tentang materi sebelumnya	10 menit
Kegiatan Inti <ol style="list-style-type: none">1. Memberikan teks narrative2. Meminta siswa membaca teks yang telah diberikan dengan seksama Word detective strategy: <ol style="list-style-type: none">1. Menemukan kata sulit didalam kalimat.2. Mecari arti kata yang sulit tersebut dengan cara:<ol style="list-style-type: none">a) Place the word you do not know from that sentence in the WORD box.b) Write a senteces where you find the difficult wordc) Find context clues that would help you understand that word in its sentence. Write these in their separate boxes.d) Gues the meaning of word	60 menit

e) Write the part of speech this word (antonym, synonym, translation) f) Write your own definition about the word g) Draw a picture that will remind you of what that word mean. 3. Mencari sinonim dan antonim vocabulary yang di telah di kelompokkan	
<p style="text-align: center;">Kegiatan Penutup</p> 1. Peneliti dan siswa membuat rangkuman/simpulan pembelajaran 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan 3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	10 menit

E. Penilaian Hasil Belajar

Look at the following table:

Fill in the blank based on the criteria of the table.

Example:

Words	Antonym	Synonym	Meaning
Under	On	Bellow	dibawah
Words	Antonym	Synonym	Meaning
greedy	..... (1)	..... (2)	serakah
different	..... (3)	distinct	..... (4)
Much	..... (5)	Many	..... (6)
trap	Unhitch	..... (7)	..... (8)
happy	..... (9)	..... (10)	senang

F. Rubrik

10x10 poin = 100 point

Maximal skor = 100 point

Mengetahui,

Guru Bahasa Inggris

Peneliti

Kepala SMPN 11 Kerinci

Herlina, A. Ma. Pd
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Icuk Rahman

Yusan Anatama Agung
NIM. 08.918.15



APPENDIX 25

Tabulation of Pre-test Control Class

No	Name	M/ F	Items' Questions																				Total	Ideal Score	Score		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
1	Abil Maulana Putra	M	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	13	5	65.00
2	Affan Mozaki	M	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	16	5	80.00
3	Agis Yulwandana	M	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	14	5	70.00
4	Aksel Saputra	M	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	0	0	0	8	5	40.00	
5	Alam Saputra	M	0	0	0	1	0	0	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	6	5	30.00	
6	Alya Aprilila	F	0	0	1	0	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	0	10	5	50.00	
7	Audia Putri Lota	F	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	17	5	85.00	
8	Dian Efandi	M	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	14	5	70.00	
9	Dike Ardila	F	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	15	5	75.00	
10	Dirga Hermawan	M	0	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	11	5	55.00
11	Febri Natasha	F	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	14	5	70.00	
12	Jalo Al Ilyas	M	0	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	8	5	40.00	
13	Lira Cantika	F	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	7	5	35.00	
14	M. Azwan	M	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	14	5	70.00	
15	M. Khaifa Fatihatul	M	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	1	1	1	0	0	9	5	45.00		
16	Mahesa Jonatan	M	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	4	5	20.00		
17	MHD. Hazizi	M	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	13	5	65.00
18	Moh. Afrizal	M	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	7	5	35.00	
19	Nabila Fazrianti	F	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	11	5	55.00	
20	Nindia Permata Sari	F	1	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	12	5	60.00	
21	Nurya Tasya	F	0	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	10	5	50.00		
22	Octa Putri Pahera	M	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	17	5	85.00	
23	Ramdan Darmawan	M	0	1	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	7	5	35.00		
24	Reva Nur Anisa	F	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	13	5	65.00	
25	Revo Akbar Alahi	M	1	1	1	1	1	0	0	1	0	1	0	0	0	0	1	1	1	0	0	0	10	5	50.00		
26	Sultan Aldi Putra	M	1	1	1	1	0	0	1	1	1	1	0	0	0	0	1	1	1	1	1	0	13	5	65.00		
27	Tasya Dwiya Agustin	F	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	1	0	1	7	5	35.00	
28	Zaki Dedi Aprianto	M	0	0	1	0	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	10	5	50.00	
29	Zeskia Nafisa	F	0	0	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	13	5	65.00	
	Male		18																								
	Famale		11																								
	Highest Score																									85.00	
	Lowest Score																									20.00	
	Average																									55.69	

APPENDIX 26

Tabulation of Post-test Control Class

No	Name	M/ F	Items' Questions																				Total	Ideal Score	Score
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	Abil Maulana Putra	M	1	0	0	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	13	5	65.00
2	Affan Mozaki	M	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	14	5	70.00
3	Agis Yulwandana	M	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	14	5	70.00
4	Aksel Saputra	M	0	0	1	1	1	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	8	5	40.00
5	Alam Saputra	M	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	6	5	30.00
6	Alya Aprilila	F	1	1	1	0	1	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	8	5	40.00
7	Audia Putri Lota	F	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	1	13	5	65.00
8	Dian Efandi	M	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	7	5	35.00
9	Dike Ardila	F	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	14	5	70.00
10	Dirga Hermawan	M	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	9	5	45.00
11	Febri Natasha	F	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	15	5	75.00
12	Jalo Al Ilyas	M	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	9	5	45.00
13	Lira Cantika	F	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	8	5	40.00	
14	M. Azwan	M	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	13	5	65.00
15	M. Khaifa Fatihatul	M	1	1	0	0	1	0	1	1	1	1	0	0	0	0	1	1	1	1	0	0	11	5	55.00
16	Mahesa Jonatan	M	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	5	5	25.00
17	MHD. Hazizi	M	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	13	5	65.00
18	Moh. Afrizal	M	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	9	5	45.00
19	Nabila Fazrianti	F	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	13	5	65.00
20	Nindia Permata Sari	F	1	1	1	0	0	1	0	1	1	0	0	1	0	0	0	0	0	1	1	0	9	5	45.00
21	Nurya Tasya	F	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	12	5	60.00
22	Octa Putri Pahera	M	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	0	1	1	1	1	13	5	65.00
23	Ramdan Darmawan	M	1	1	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	8	5	40.00
24	Reva Nur Anisa	F	1	1	1	0	0	0	1	1	1	1	0	1	0	0	0	0	1	1	1	1	12	5	60.00
25	Revo Akbar Alahi	M	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	0	11	5	55.00
26	Sultan Aldi Putra	M	1	1	1	0	1	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	13	5	65.00
27	Tasya Dwiya Agustin	F	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	5	5	25.00
28	Zaki Dedi Aprianto	M	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	13	5	65.00
29	Zeskia Nafisa	F	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	1	1	1	1	13	5	65.00
	Male		18																						
	Famale		11																						
	Highest Score																								75.00
	Lowest Score																								25.00
	Average																								53.62

APPENDIX 27

Tabulation of Pre-test Experiment Class

No	Name	M/ F	Items' Questions																				Total	Ideal Score	Score
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	Adito Agan Saputra	M	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	13	5	65.00
2	Ahmad Alfärzi	M	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	10	5	50.00
3	Al-Aziz	M	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17	5	85.00
4	Arfa Alfani	F	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	10	5	50.00
5	Atika Putri	F	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	16	5	80.00
6	Ayup Ranata	M	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	16	5	80.00
7	Candra Pratama	M	1	1	1	0	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	10	5	50.00	
8	Citri Pemata Sari	F	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	0	13	5	65.00
9	Dera Permata	F	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	5	90.00
10	Dio Herlangga	M	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	16	5	80.00
11	Exel Dinata	M	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	12	5	60.00
12	Farel Alkadeva	M	1	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	1	0	7	5	35.00
13	Fatira	F	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	13	5	65.00
14	Felisia Tri Utari	F	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	12	5	60.00
15	Haikal Okta Ruswanda	M	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	0	11	5	55.00
16	Hanis Nurul Fitri	F	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	5	90.00
17	Intan Novita	F	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	15	5	75.00
18	Jesen	M	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	1	0	1	0	12	5	60.00
19	Lilis Media Putri	F	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	12	5	60.00
20	M. Arifin	M	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	10	5	50.00
21	M. Fadjar Ilahi	M	0	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	13	5	65.00
22	M. Iqwan	M	0	1	0	1	1	0	0	1	1	1	0	0	1	1	0	0	0	1	0	1	10	5	50.00
23	M. Peno	M	1	0	0	1	1	0	0	1	0	0	1	1	1	1	0	0	0	0	1	0	9	5	45.00
24	M. Zulkifli Fadol	M	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	5	90.00
25	Nesya Marta Apriliani	F	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	12	5	60.00
26	Nur 'Ain	F	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	5	90.00
27	Olivia Lovenia	F	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	11	5	55.00
28	Ribi Natalia	F	0	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	6	5	30.00
29	Salsabila Fakhira	F	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	12	5	60.00
	Male		15																						
	Famale		14																						
	Highest Score																								90.00
	Lowest Score																								30.00
	Average																								63.79

APPENDIX 28

Tabulation of Post-test Experiment Class

No	Name	M/ F	Items' Questions																		Total	Ideal Score	Score	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				19	20
1	Adito Agan Saputra	M	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	5	90.00
2	Ahmad Alfärzi	M	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	5	95.00
3	Al-Aziz	M	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	16	5	80.00
4	Arfa Alfani	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
5	Atika Putri	F	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	5	95.00
6	Ayup Ranata	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
7	Candra Pratama	M	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	15	5	75.00
8	Citri Pemata Sari	F	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	17	5	85.00
9	Dera Permata	F	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	16	5	80.00
10	Dio Herlangga	M	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	5	85.00
11	Exel Dinata	M	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	15	5	75.00
12	Farel Alkadeva	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
13	Fatira	F	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	16	5	80.00
14	Felisia Tri Utari	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
15	Haikal Okta Ruswanda	M	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	5	85.00
16	Hanis Nurul Fitri	F	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	5	95.00
17	Intan Novita	F	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	16	5	80.00
18	Jesen	M	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	16	5	80.00
19	Lilis Media Putri	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
20	M. Arifin	M	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	17	5	85.00
21	M. Fadjar Ilahi	M	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	17	5	85.00
22	M. Iqwan	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
23	M. Peno	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
24	M. Zulkifli Fadol	M	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	17	5	85.00
25	Nesya Marta Apriliani	F	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	16	5	80.00
26	Nur 'Ain	F	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	17	5	85.00
27	Olivia Lovenia	F	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17	5	85.00
28	Ribi Natalia	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	100.00
29	Salsabila Fakhira	F	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	5	95.00
	Male		15																					
	Famale		14																					
	Highest Score																							100.00
	Lowest Score																							75.00
	Average																							88.97

APPENDIX 29**Recapitulation of Pre-test and Post-test Score Control Class**

No	Student's Code	Score Pre-test	Score Post-test
1	K.1	65	65
2	K.2	80	70
3	K.3	70	70
4	K.4	40	40
5	K.5	30	30
6	K.6	50	40
7	K.7	85	65
8	K.8	70	35
9	K.9	75	70
10	K.10	55	45
11	K.11	70	75
12	K.12	40	45
13	K.13	35	40
14	K.14	70	65
15	K.15	45	55
16	K.16	20	25
17	K.17	65	65
18	K.18	35	45
19	K.19	55	65
20	K.20	60	45
21	K.21	50	60
22	K.22	85	65
23	K.23	35	40
24	K.24	65	60
25	K.25	50	55
26	K.26	65	65
27	K.27	35	25
28	K.28	50	65
29	K.29	65	65
	Total	1615	1555
	Average Score	55.69	53.62
	Highest Score	85	75
	Lowest Score	20	25

APPENDIX 30**Recapitulation of Pre-test and Post-test Score Experiment Class**

No	Student's Code	Score Pre-test	Score Post-test
1	E.1	65	90
2	E.2	50	95
3	E.3	85	80
4	E.4	50	100
5	E.5	80	90
6	E.6	80	100
7	E.7	50	75
8	E.8	65	85
9	E.9	90	80
10	E.10	80	85
11	E.11	60	75
12	E.12	35	100
13	E.13	65	80
14	E.14	60	100
15	E.15	55	85
16	E.16	90	95
17	E.17	75	80
18	E.18	60	80
19	E.19	60	100
20	E.20	50	85
21	E.21	65	85
22	E.22	50	100
23	E.23	45	100
24	E.24	90	85
25	E.25	60	80
26	E.26	90	85
27	E.27	55	85
28	E.28	30	100
29	E.29	60	95
	Total	1850	2575
	Average Score	63.79	88.79
	Highest Score	90	100
	Lowest Score	30	75

APPENDIX 31 Normality Test of Pre-Test and Post-Test

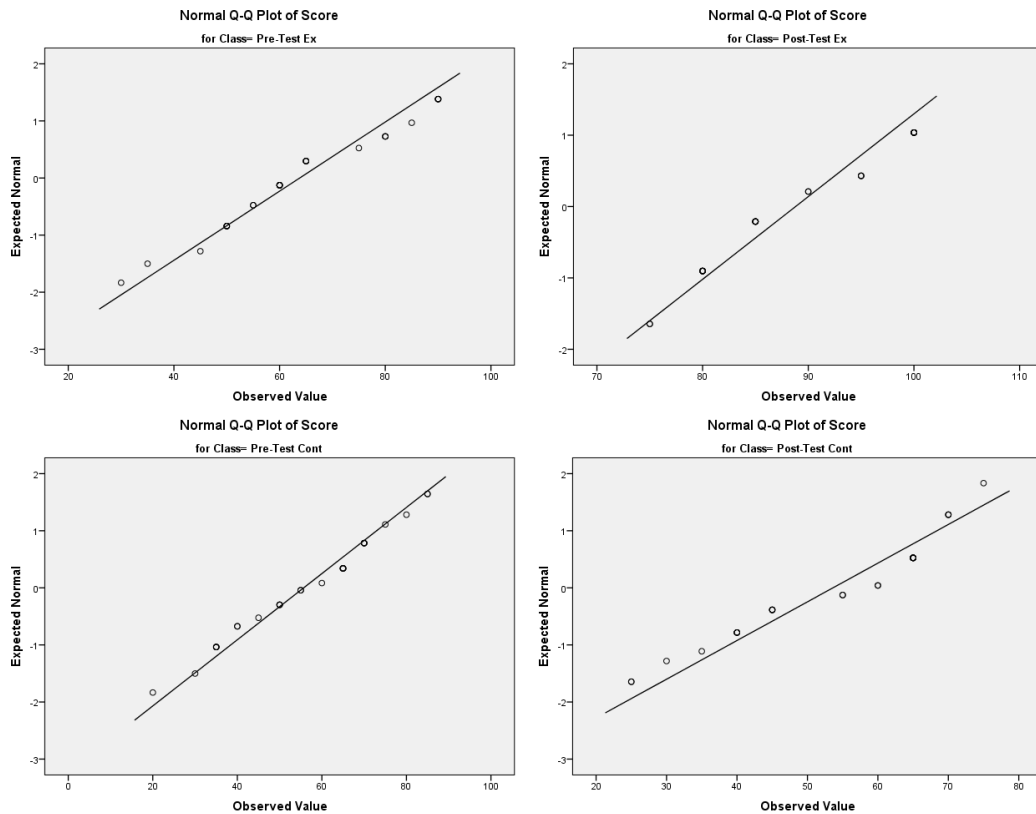
```
EXAMINE VARIABLES=Score BY Class
  /PLOT BOXPLOT STEMLEAF NPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

[DataSet0]

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-Test Ex	.161	29	.054	.941	29	.105
	Post-Test Ex	.222	29	.081	.870	29	.062
	Pre-Test Cont	.154	29	.079	.964	29	.400
	Post-Test Cont	.228	29	.070	.897	29	.088

a. Lilliefors Significance Correction



APPENDIX 32

Homogeneity Test of Pre-Test and Post-Test

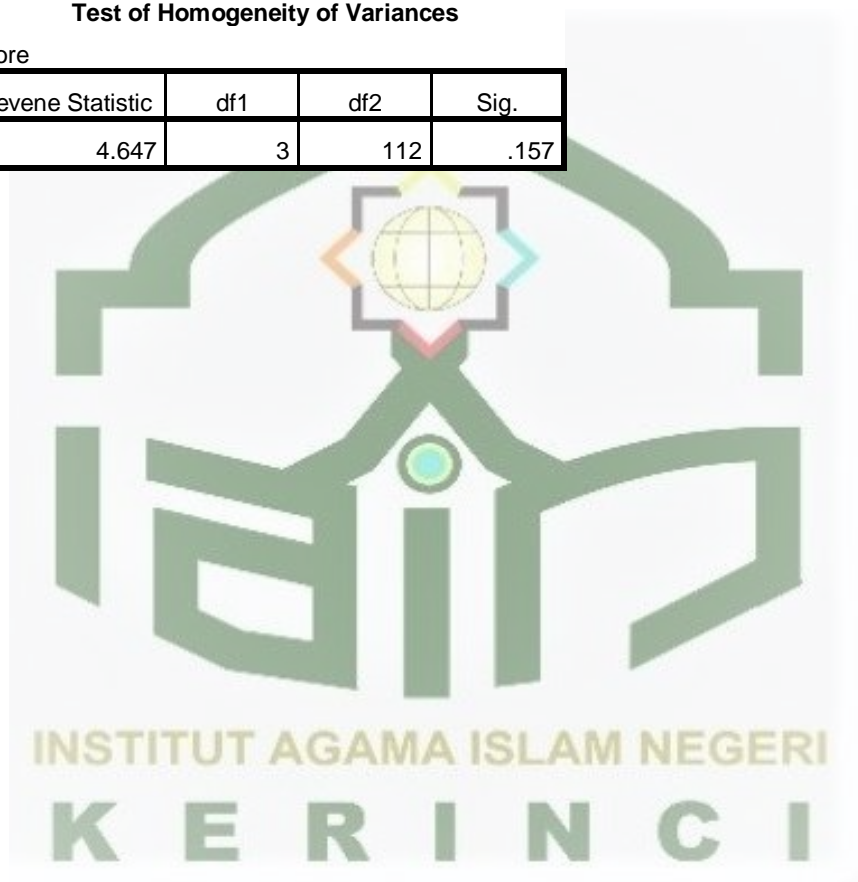
ONEWAY Score BY Class
/STATISTICS HOMOGENEITY
/MISSING ANALYSIS.

Oneway

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
4.647	3	112	.157



APPENDIX 33 Simple Linear Regression / T-test

```
REGRESSION
  /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Control
  /METHOD=ENTER Experimen.
```

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Word Detective Strategy ^b		Enter

a. Dependent Variable: Lecturing

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.161 ^a	.626	-.010	14.82869

a. Predictors: (Constant), Word Detective Strategy

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	157.793	1	157.793	.718	.404 ^b
	Residual	5937.034	27	219.890		
	Total	6094.828	28			

a. Dependent Variable: Lecturing

b. Predictors: (Constant), Word Detective Strategy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78.061	28.982		2.693	.012
	Word Detective Strategy	-.275	.325	-.161	-.847	.004

a. Dependent Variable: Lecturing

APPENDIX 34

R-Table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5424	0.6120	0.6614	0.7800
13	0.4409	0.5440	0.5923	0.6411	0.7604
14	0.4259	0.5324	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3840	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541

Cara Perhitungan r tabel Rahardjo (2019:23) Untuk perhitungan Nilai Uji validitas dengan menggunakan rumus *Pearson* untuk menentukan nilai R-tabel dengan melihat nilai N langsung. Tingkat kepercayaan 5 % (0,05) sehingga diperoleh $r_{\text{tabel}} = 0.3840$

APPENDIX 35

T- Table

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.308
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.3271
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.2145
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX 36





Menyerahkan Surat Izin Penelitian Pada Kepala SMPN 11 Kerinci



Penanda Tangan RPP Penelitian



Uji Validitas dan Reliabilitas Soal Pada Kelas VIII B



Uji Validitas dan Reliabilitas Soal Pada Kelas VIII B



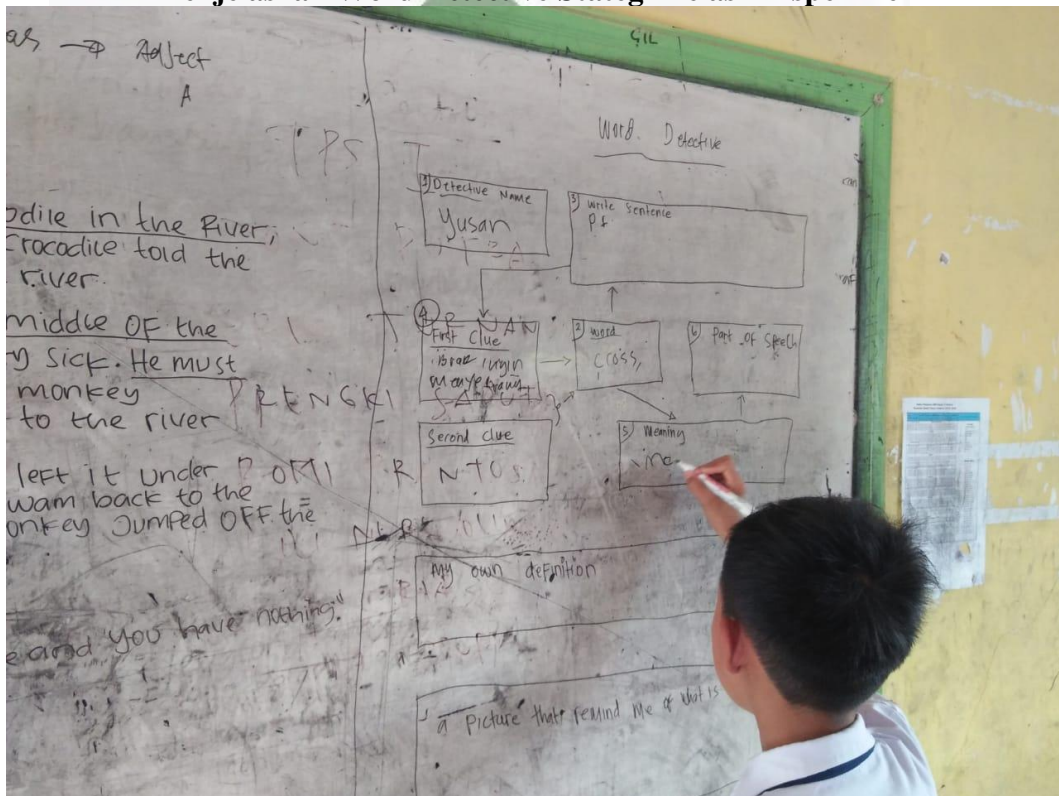
Pre-test Kelas Eksperimen



Pre-test Kelas Kontrol



Menjelaskan Word Detective Strategi Kelas Eksperimen



Siswa Kelas Experimen Mengerjakan Word Detective Strategy di Papan Tulis



Mengajar di Kelas Kontrol dengan Model Lecturing/Ceramah



Memantau siswa Kelas Kontrol Mengerjakan Latihan



Post-tes Kelas Eksperimen



Pos-tes Kelas Kontrol

APPENDIX 37





CURRICULUM VITAE



IDENTITY

NAME : YUSANA ANATAMA AGUNG

DATE OF BIRTH : 3 JULY 1997

ADDRESS : DESA LOLO KECIL KECAMATAN BUKIT KERMAN
KABUPATEN KERINCI – PROVINSI JAMBI

PARENTS IDENTITY

FATHER

Name : Sartono Ali

Occupation : Petani

Address : Desa Lolo Kecil

MOTHER

Name : Erni Yusnita

Occupation : Ibu Rumah Tangga

Address : Desa Lolo Kecil

Contact

Hp

+62 82282800977

Email:

Anatama07@gmail.com

Languages

Indonesia
Bahasa Inggris
Kerinci
Minang

Education

Scholl	Address	Date if Graduation
1. SD	SD Negeri 52/III Lolo Kecil	2009
2. SMP	SMPN 11 Kerinci	2012
3. MAN	MAN 1 Sungai Penuh	2015
4. IAIN	IAIN Kerinci	2015 - Sekarang

Organization Experience

Karang Taruna Depati Parbo 2015 - Sekarang