

**THE EFFECT OF FRAYER MODEL TOWARD THE
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH
GRADE OF MTSN 7 KERINCI**

A THESIS



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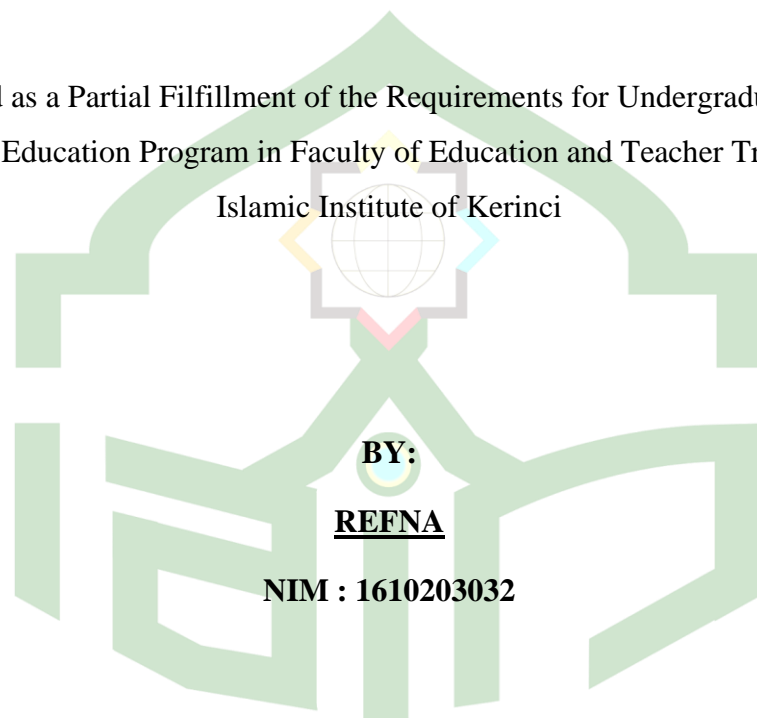
**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2019/2020**

**THE EFFECT OF FRAYER MODEL TOWARD THE STUDENTS'
VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTSN 7
KERINCI**

A THESIS

Submitted as a Partial Filfillment of the Requirements for Undergraduate Degree
at English Education Program in Faculty of Education and Teacher Training State

Islamic Institute of Kerinci



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
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Assalamualaikum Wr. Wb.

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APPROVAL AND ACCEPTANCE

This thesis which is entitled: **THE EFFECT OF PRAYER MODEL TOWARD THE STUDENT'S VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTSN 7 KERINCI IN ACADEMIC YEAR 2019/2020** by REFNA Register Number 1610203032 has been examined in the board of examiner help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 13rd August 2020, this thesis is submitted as one of partial fulfillment of requirements for getting undergraduate degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the thesis entitled **“THE EFFECT OF FRAYER MODEL TOWARD THE STUDENTS’ VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTSN 7 KERINCI”** is my own work and that, to the best my knowledge and belief, it contains no material previously published or written by another person, nor material which to substantial extent has been accepted for the award of any another educational institution, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declare that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.

Pulau Tengah,

The Researcher



DEDICATION AND MOTTO

Dedication

I dedicated this thesis for,

My beloved mother (Yusmarni) and father (Hakimin)

who give me true love, affection, and everiting for my life,

Also motivation, effort and support for me

And praying for my success in the future,

My Grandmather (Yulinar ibrahim) and

my Grandfather (Mat.Atar zien) who always give me support.

My beloved brother (M. teguh Al fayet)

Who always motivated, give me inspiration

And spirit to finish this thesis.

Special to My best friends that always still with me and

Who always give their helping and suggestion for me.

For your contribution upon the

succes of writing this thesis

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MOTTO:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Artinya : Sesungguhnya dibalik kesulitan ada
kemudahan.

(QS. Asy-Syarh 5)

Meaning : For indeed! with hardship goeth ease,

ABSTRACT

REFNA : THE EFFECT OF FRAYER MODEL TOWARD THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTSN 7 KERINCI

**Advisors : 1. Rodi Hartono M.Pd
2. Musdzal, M.Pd**

The objective of this research was to know if there is any significant effect of using frayer model toward students' vocabulary mastery at the eighth grade of MTsN 7 Kerinci. The type of the reseach was quasi experimental research. The population of the research was the eighth grade students of MTsN 7 Kerinci, it was 75 students. Sample of this research consisted of 50 students from two classes. There were experiment class and control class. The analysis data used t-test. The result of the research showed that there was significance effect of using frayer model toward students' vocabulary mastery at the eighth grade of MTsN 7 Kerinci. It could be seen of hypothesis was gotten the mean of control class was 60 and the standard deviation was 102 while the experimental class was 67,8 and standard deviation was 118,16. And after doing t-test, it was found that $t_{\text{observe}} = 3,2 > t_{\text{table}} = 1,68$. It can be summarized that there was the significant effect of using frayer model toward students' vocabulary mastery at the eighth grade of MTsN 7 Kerinci.

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ABSTRAK

REFNA : THE EFFECT OF FRAYER MODEL TOWARD THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTSN 7 KERINCI

**Advisors : 1. Rodi Hartono, M.Pd
2. Musdizal M.Pd**

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan frayer model terhadap penguasaan kosakata siswa kelas delapan MTsN 7 Kerinci. Model penelitian yang digunakan adalah kuasi eksperimental. Populasi dari penelitian ini adalah semua siswa kelas delapan MTsN 7 Kerinci, yang berjumlah 75 siswa. Adapun sampel dalam penelitian ini berjumlah 50 siswa yang terdiri dari dua kelas, yaitu kelas eksperimen dan kelas kontrol. Data analisis yang digunakan adalah uji-t. Hasil dari penelitian ini dapat disimpulkan bahwa terdapat peningkatan yang signifikan dari penggunaan frayer model terhadap penguasaan kosakata siswa di MTsN 7 Kerinci. Hal ini dapat dibuktikan dari pengujian hipotesis dengan nilai tengah dari kelas kontrol yaitu 60 dan standar deviasinya adalah 102. Sedangkan untuk kelas eksperimen adalah 67,8 dan standar deviasinya adalah 118,16. Setelah melakukan uji-t, peneliti menemukan bahwa $t_{hitung} = 3,2 > t_{tabel} = 1,68$. Temuan ini menunjukkan bahwa kosakata siswa yang telah diajarkan dengan menggunakan frayer model memiliki dampak yang positif dan peningkatan yang signifikan.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

Alhamdulillah rabbil'alamin first and foremost, the researcher would like to give high thankfulness to the one and the only Allah SWT for the mercy and opportunity given to the researcher to finish this thesis. Peace is upon prophet Muhammad SAW the idol of all Moeslem all over the world that has shown use the right way of Islam for happiness on the world and the here after.

The title of the thesis is “The effect of Frayer Model Toward Students’ Vocabulary Mastery at the eighth grade of MTsN 7 Kerinci”.

This thesis is made to fulfill the requirements to get undergraduate degree in English Teaching at English Education Program the State Islamic Institute Kerinci.

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INSTITUT AGAMA ISLAM NEGERI

K E R I N C I Pulau Tengah,

The Researcher

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CHAPTER I INTRODUCTION

A. Background of the Study

Vocabulary is one of the language components that must be mastered by students. Vocabulary is very important element in language learning since it supports the four language skills. because if they not have much vocabulary, students can not speak or write easily. Moreover, Vocabulary should be interest into teaching the four skills: listening, speaking, reading, and writing. Learners need to acquire vocabulary learning strategies in order to discover the meaning of new word.¹

Commandment of God in the Holy Qur'an surah Al-baqarah 31, vocabulary is the first revelation and the first word that Allah teach to Adam.as:



31. and Allah taught Adam all the names, the showed them to the angels, saying: inform Me of the name of these, if you are truthful".²

¹Caroline T. Lines, *Practical English Language Teaching: Young Learners*, (Americas New York: McGraw-Hiil Companies,2005),p.121

² Departmen Agama Republik Indonesia, *Al-Qur'an Mushaf dan Terjemahan Khodijah*.p,7

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins state that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's, speech, class discussion, and other speeches. The words that they choose in speaking effect how well they deliver a message. In reading, a student's vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influence how clear they convey their thought to the reader.³ In conclusion, vocabulary takes an important role for the students to be able to communicate. Moreover, with the mastery of the vocabulary the students will understand and mastery the four skills of English easily.

For the learners MTSN 7 kerinci, vocabulary mastery is not easy. So, that many students ignore the importance of vocabulary mastery. According to Thornbury there are some factors that cause difficulty in vocabulary mastery, they are as follows: Pronunciation, Spelling, Length and Complexity, Grammar, Meaning, Range, connotation and idiomatically.⁴ Furthermore, English vocabulary is different from Indonesia

³ Zeni safirah. *Improving Vocabulary Mstery Through Vocabulary Card of Grade VII students at SMP Institute Indonesia*, Thesis.(Yogyakarta state University 2016).p,2

⁴ Scoot Thornbury, *How to teach vocabulary*.Pearson Education Limited(2002).p,28

viewed of form, including pronunciation and spelling, meaning and the word use. In addition, the way of how pronunciation the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary.

Further, the researcher concluded that vocabulary is difficult because in teaching English vocabulary in the foreign language and students' must be serious to add new vocabulary, and learners need to acquire vocabulary learning strategies in order to discover the meaning of new words.

Besides, the researcher did observation in pre-research at the class A of eighth grade students of MTSN 7 Kerinci, the researcher found some problems that faced by the students in vocabulary class. There were many students at the eighth grade who did not have sufficient vocabulary, they were lazy to memorize all the unfamiliar words, because the technique and the method which used monotone and less of variation, it makes students feel bored in vocabulary class, teacher just gave list of vocabulary and instruct to the students for memorize it, but they just remember the vocabulary that day, not for long term. Moreover, many students felt that English vocabulary is the most difficult lesson to be learned. Based on the researcher interview with an English teacher at the eighth grade, the teacher said that the students difficult in understanding the lesson, they tended to open their dictionary, so that the students forgot the meaning easily.

Based on the problems above, the researcher interested to do research at the eighth grade of MTSN 7 Kerinci, and the researcher conclude that the solution of the problem of teaching vocabulary was by making an activity that students can involve to use the new vocabulary in the class, and efficient because it relates to the learning time students in the class, and the alternative strategy is Frayer Model. The researcher interested to know how the Frayer Model can be applied in teaching vocabulary in the classroom, and how the effect of Frayer Model to the students' vocabulary mastery. The researcher applied this strategy and would like to conduct an experimental research in MTsN 7 Kerinci, that study about **The Effect Of Frayer Model Toward The Students' Vocabulary Mastery at The Eighth Grade Of MTSN 7 Kerinci.**

B. Identification of the problem

1. The students lack of vocabulary.
2. Students feel lazy to memorize new vocabulary.
3. The students fell bored in learning vocabulary activity.
4. The students feel English vocabulary is difficult and make them uninterested in learning vocabulary.

C. Research question

Based on the background of the study above the question is: Is there any significant effect of Frayer Model to the students' vocabulary mastery?

D. Purpose of the research

The purpose of this research was to know the effect of Frayer Model to the students' vocabulary mastery in eighth grade of MTSN 7 Kerinci.

E. Limitations of Research

Therefore, on the identification of the problem above, in this research the researcher limited the problem and focused on the aspect of meaning relationship (synonyms, antonyms, hiponyms and translation) by using Frayer Model to the students' vocabulary at eighth grade of MTSN 7 Kerinci.

F. Significance of the Research

The significance of this research expected to provide some advantages for English teaching and learning process. The significance of this research are :

1. For teacher

The result of the study to help the teacher get new method in learning process. So, this method can facilitate the teacher teaching process.

2. For students

This Research can help students more excited in teaching English and can improve students' vocabulary and students can more understanding and comprehension.

3. For Researcher

The researcher will be able to apply the Frayer Model in teaching and learning English especially vocabulary.

4. For Next Research

This research can as reference or to give alternative way in teaching and learning vocabulary, and as information for conducting research in the same topic.

G. Definition of key terms

1. Vocabulary

Vocabulary is all the words knows or uses, all the words in a language, list of words with their meaning, especially in a book for learning a foreign language.⁵

2. Frayer Model

The Frayer Model is an instructional strategy teachers would use for helping students learn new concepts through the use of attributes and nonattributes. The Frayer Model has several steps where the teacher is helping students learn a concept by giving examples and nonexamples of the concept.⁶

3. MTSN 7 Kerinci

⁵ Victoria bull, Oxford, *learner,s pocket dictionary fourth edition*, (New York, Oxford University Press,2011)P.495.

⁶ Janet Allen.*Inside Word:Tools for Teaching Academic Vocabulary, Grades 4-12*.Copyright 2007. Stenhouse Publishers.P,43

MTSN 7 Kerinci is one of Junior High School, which is managed by the Department of Religion Kerinci, that is located in Pulau Tengah Village, Keliling Danau Subdistrict

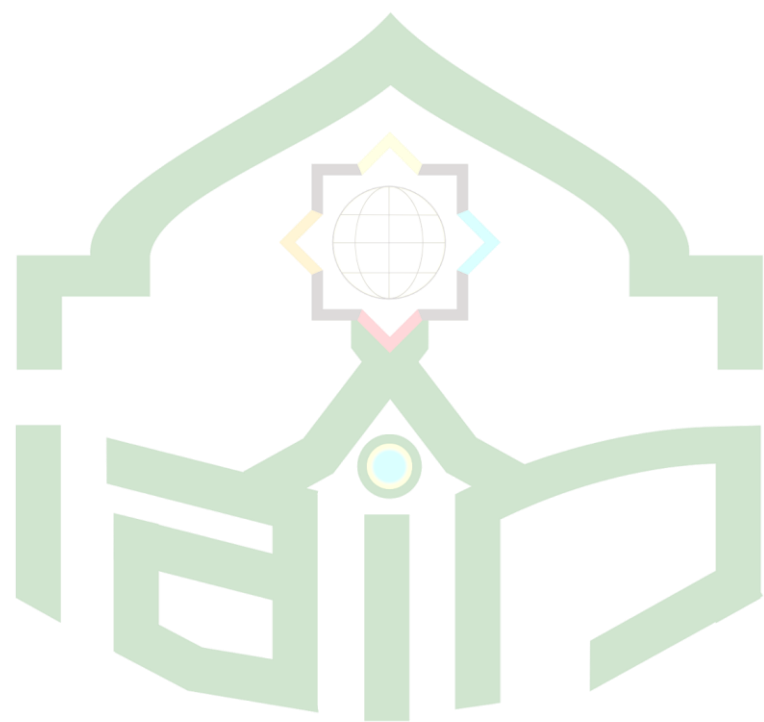
H. Hypothesis

There were two hypotheses in this research they are null hypothesis (H_0) and researcher hypothesis (H_1)

1. Null hypothesis (H_0): Prayer Model does not give significant effect in students' vocabulary mastery.
2. Alternative hypothesis (H_1): Prayer Model give significant effect students vocabulary mastery.



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CHAPTER II

REVIEW OF LITERATURE

A. Review of related theories

1. Nature of vocabulary

a. Definition of vocabulary

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.⁷

Vocabulary can be defined as "words we must know to communicate effectively words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". according to Neuman ,defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". According to While Ur, Vocabulary can be define, roughly, as the words teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example post office and mother in law, which are made up of two or three but express a single idea. There are also multi word idioms such as call it a day, where the meaning of the phrase cannot be deduce from

⁷Webster, *definition of vocabulary*, <http://en.m.wikipedia.org/wiki/Vocabulary> , retrieved on 21 oktober 2019

an analysis of the component words. A useful convention is to cover all cases by talking about vocabulary items rather than words.⁸

b. Types of vocabulary

A vocabulary means both a list of words and the range of words known by any one person. There are four main types of vocabulary:

1) Reading vocabulary

A literature person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

2) Listening vocabulary

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

3) Speaking vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused.

⁸ Penny Ur. *A Course in Language Teaching: practice and theory*. Cambridge University, 1998), P.60

This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.

4) Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.⁹For example, if there are a number of synonyms, a writer may have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in which they no knowledge or interest.

c. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by hatch and brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

⁹Webster, *types of vocabulary*, <http://en.m.wikipedia.org/wiki/Vocabulary> , retrieved on 16 september 2019

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.

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.¹⁰

d. Indicator of vocabulary

There are some aspects that learner be mastering and the teacher should be teach in order to help the learners in mastering vocabulary.

And that aspect as follow:

1) Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first

¹⁰Mofareh alqathani, Op.Cit.,p.25

time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

When teaching a new verb, for example, we might give also its past form, if this is irregular (*think, thought*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*mouse, mice*), or draw learners' attention to the fact that it has no plural at all (*advice, information*). We may present verbs such as *want* and *enjoy* together with the verb form that follows them (*want to, enjoy-ing*), or adjectives or verbs together with their following prepositions (*responsible*), or adjectives or verbs

together with their following prepositions (*responsible for, remind someone of*).¹¹

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching.

When introducing words like *decision* and *conclusion*, for example, we may note that you *take* or *make* the one, but usually *come* to the other; similarly, you *throw* a *ball* but *toss* a *coin*; you may talk about someone being *dead tired* but it sounds odd to say *dead fatigued*.

4) Aspects of the meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary, for example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

¹¹Penny Ur.Op.cit, P.60

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the negative associations of dirt and inferiority. Within the English language, *moist* has favourable connotations while *dank* has unfavourable; so that you could describe something as ‘pleasantly moist’ where ‘pleasantly dank’ would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.¹²

5) Aspects of meaning (2): meaning relationships

¹²Ibid,P.61

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

a) Synonyms: items that mean the same, or nearly the same; for example, *bright*. *Cleaver*, *smart* may serve as synonyms of *intelligent*.

b) Antonyms: items that mean the opposite; *rich* is an antonym of *poor*.

c) Hyponyms : items that serve as specific examples of a general concept; *dog*, *lion*, *mouse* are hyponyms of *animal*.

d) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; *red*, *blue*, *green*, and *brown* are co-ordinates.

e) Superordinates: general concepts that 'cover' specific items; *animal* is the superordinate of *dog*, *lion*, *mouse*.

f) Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between *arm* and *body*); or associate items that are part of the same real-world context (*tractor*, *farmer*, *milking* and *irrigate* are all associated with *agriculture*).

6) Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits' exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un- and –able, this will help them guess the meanings of words like *substandard*, *ungrateful* and *untranslatable*. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, *subject*, *comfortable*). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (*ultra-modern*, *super-hero*).

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (*bookcase*, *follow-up*, *swimming pool*). Again, new coinages using this kind of combination are very common.¹³

¹³ Ibid,p.62

e. Teaching vocabulary

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher have to know the characteristics of his or her learners. They more over need to prepare good techniques and suitable material in order to gain target of language teaching.¹⁴

2. Frayer model

a. Definition of Frayer Model

The Frayer Model is an instructional strategy teachers would use for helping students learn new concepts through the use of attributes and nonattributes. The Frayer Model has several steps

¹⁴Mofareh alqathani, Op.Cit,p.24

where the teacher is helping students learn a concept by giving examples and nonexamples of the concept. Steps (originally seven) include the following:

1. Define the concept giving attributes of the concept.
2. Show students how this concept differs from other similar concepts (by highlighting noncritical attributes).
3. Provide examples and explain what makes these examples.
4. Provide nonexamples and explain what makes these nonexamples.
5. Provide students with examples and nonexamples and ask them to determine whether they are examples or nonexamples.¹⁵

"This strategy stresses understanding words within the large context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples."¹⁶

The Frayer model helps students go beyond definitions to examine a concept by graphically organizing their prior knowledge into different areas. The model requires students to define a target

¹⁵Jannet Allen.Opcit,p,43-44

¹⁶Octavian Muning Sayekti, *Model Frayer untuk Penguasaan Kosa Kata*. Trihayu: Jurnal Pendidikan Ke-SD-an, Vol. 1, Nomor 3, mei 2015,hlm.209-214,p.213

vocabulary word or concept, identify characteristics and facts for the word, and apply this information by generating synonyms (examples) and antonyms (nonexamples). This information is placed on a graphic organizer that is divided into four sections to provide a visual representation for students. This instructional strategy is designed to support concept mastery, promote critical thinking, and assist students with identifying and understanding unfamiliar vocabulary in content areas. Students are not simply memorizing a word and its definition; rather, they are doing more with that word to help them truly understand the term.¹⁷

The graphic in the Frayer model help students to think and describe the meaning about of a word or concept with :

1. Defining the term.
2. Describing its essential characteristics.
3. Providing synonyms or examples of the idea.
4. Offering antonyms or non- examples of the idea.

b. Implementation of Frayer Model

Before we implementing the vocabulary learning using frayer model will be effectively, we have to implement the steps of:

1. Select a word from a self-contained passage of text.
2. Establish the purpose of the strategy.

¹⁷Angela Falter Thomas, "Implementation of Vocabulary Strategies to Improve Scientific Literacy," National Science Teachers Association, Vol.39 (2016): 45-52.

3. Provide students with a Frayer Model and use a think-aloud as you model the process of using the Frayer Model to analyze the word and determine its meaning.

a) Write the selected word.

b) Write the characteristics of the selected word.

Scaffold as needed.

c) Write examples or synonyms of the selected word.

Scaffold as needed.

d) Write non-examples or antonym of the selected word. Scaffold as needed.

e) Write a definition for the selected word in your own words. Scaffold as needed.

f) Check the meaning of the word with the dictionary definition.

4. Have students use the Frayer Model to determine the meaning of words.

c. Purpose of Frayer Model

The purpose of the Frayer Model is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual

representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyze the concept/word (definition and characteristics) and then synthesis or apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections.¹⁸

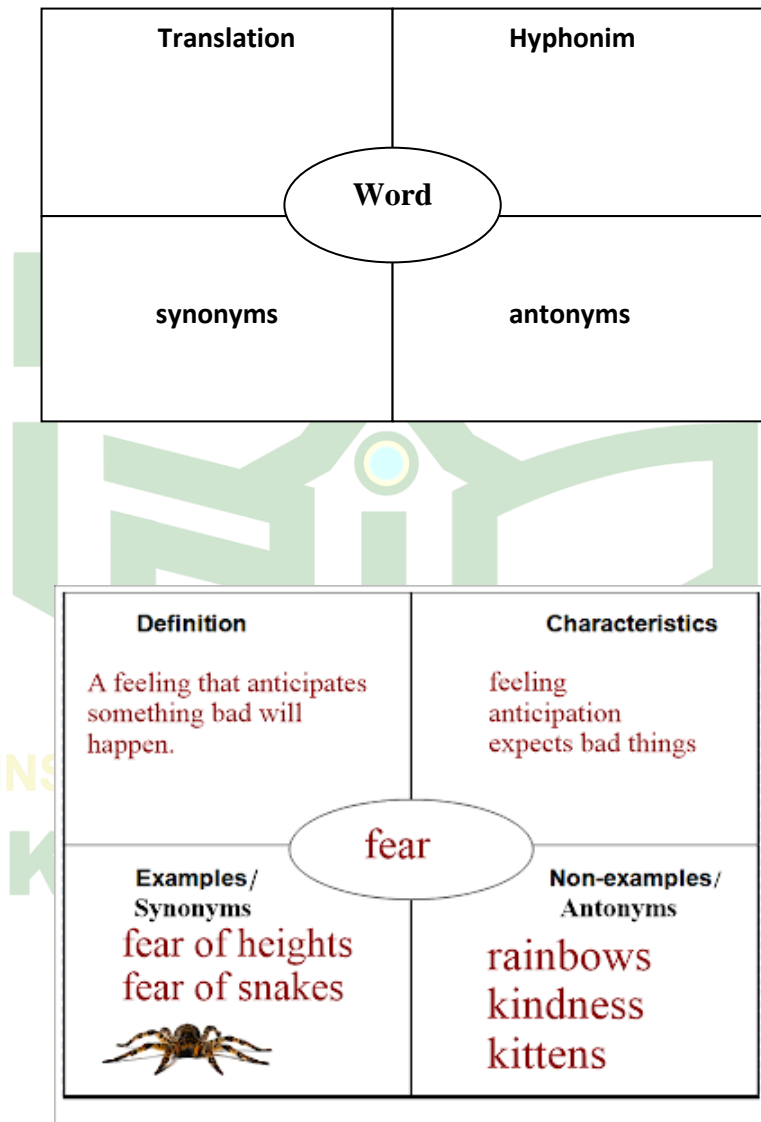
d. Explicitly Teaching the Frayer Model

- 1) Step 1 Explain the Frayer model chart to the class by using a common word to demonstrate the various components. Model the type and quality of desired answers when giving the examples. Think out loud as you try to come up with examples and non examples, etc. Pictures/symbols can also be used.
- 2) Step 2 Then review a pre selected list of key concept words with the class before reading about the topic in the textbook. Read the text selection.
- 3) Step 3 Choose a key concept word from the topic read and have students help you complete the Frayer chart.
- 4) Step 4 Pass out blank copies of the Frayer Model or have students create a chart in their copies.
- 5) Step 5 Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

¹⁸Cikita Rahmadani.Opcit,p.20-21.

6) Step 6 The groups share their completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are substantially represented.¹⁹

e. Frayer Model Example



f. The Advantages of Frayer Model

¹⁹ Ibid.21-22

- 1) This strategy is excellent for revising vocabulary.
- 2) Making the active students because every student have to define a concept or word or term.
- 3) Giving the oppurtunity for all of students to decribe the characteristics, provide examples of the idea and suggest non examples of the idea.
- 4) Use critical thinking skills as they ask thoughtful questions to narrow down a large list of words to one "secret word."
- 5) This strategy is a good activity for reviewing important vocabulary at the end of a lesson.
- 6) Make the team work cohesively and build up the confidence of students.

g. The Disadvantages of Frayer Model

- 1) Some of the students will be passive because they have lack of vocabulary.
- 2) Some of the students missing the vocabularies because they do not focus just some active students who can focus on this stratergy.
- 3) More confident students tend to dominate when defining the secret word.
- 4) This strategy will need more time.²⁰

²⁰ Ibid,p.23

B. Review Related Findings

In this part the researcher describes some previous researches which are relevant to this thesis, and some of the researcher's findings are stated concisely below:

The first, Cikita Rahmadani in "The effect of using prayer model on the students' vocabulary mastery (2018). The researcher did an experimental research. The population was the eighth grade students of SMP IT al ihya Tanjung Gading in academic year 2017/2018. The sample consisted of 52 students which is the experimental class (VIII B) was 26 students and control class (VIII C) was 26 students. The researcher gave multiple choice to collect the data. There were two tests; pretest and post-test. The formula that used to analyze the data was t-test. The researcher found that the mean of pre-test in experimental class was 70.15 and control class was 35.85. Mean of post-test in experimental class was 87.88 and control class was 64.46.²¹

The second research was done by Mika Yuslin Aryanti (2017) entitled Improving Students' understanding new words in descriptive text by using Prayer Model to the eighth grade students of SMP Kristen immanuel

²¹Cikita Rahmadani, "The Effect Of Using Prayer Model On The students' Vocabulary Mastery At SMP IT AL Ihya Tanjung gading.2018. Thesis,(UIN-SU Medan)."

II kubu raya in the academic years 2016/2017. This research was Classroom action research. The population of this research was the eight grade students of SMP Kristen immanuel II kubu raya. The sample of this research was class VIII A. The data was collected through observation checklist and field note from the students' activity in the teaching learning process, and the students' answer sheets from the individual test which was to measure the students' understanding a new word on the text. And the Frayer Model technique could improve students' understanding new word from the first cycle to the third cycle, especially aspects of vocabulary in meaning, synonyms, and antonyms.²²

The third research was done by Masnidar (2012) "Penerapan Teknik Pembelajaran The Frayer Model untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial di Kelas IV Sekolah Dasar negeri 004 Bangkinang Kecamatan Bangkinang Kabupaten Kampar". This research was Classroom action research. The population of this research was fourth year students at school year 2012-2013 numbering 33 students and the sample was frayer model learning technique and learning results of fourth year students. The data was collected through observation, test, and documentation. Students' learning results had increased at prior action was 57.58% or 19 students succeed, at the first cycle it was 69,70% or 23

²²Mika Yuslin Aryanti. *Improving Students Understanding New Words in Descriptive text by Using Frayer Model*. thesis. 2017. thesis, (University Pontianak)

students succeed, and at the second cycle it was 87,88% or 39 students succeed.²³

From all the research, the researcher found that there were several differences found in each study, which will present as follows: the first research is *“The effect of using frayer model on the students' vocabulary mastery”* and the population was eight grade students of SMP IT al ihya Tanjung Gading. The second research is *“Improving Students' understanding new words in descriptive text by using Frayer Model”*. and the population was at eight grade students of SMP Kristen immanuel II Kubu Raya. The subject was conduct on new words in descriptive text. While the last, the title of the research is *“Penerapan Teknik Pembelajaran The Frayer Model untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial”*. This study is not in English subject.

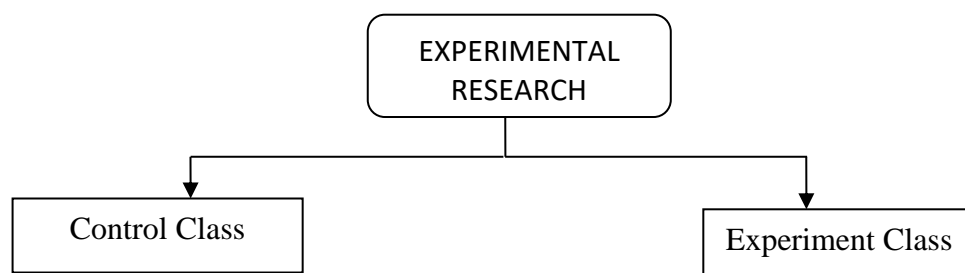
Meanwhile, the researcher conducted research about the effect of frayer model toward the students' vocabulary mastery at the eighth grade of MTSN 7 Kerinci. Although this research use the same strategy, but in some point is different from the previous study. researcher conducted limit the problem and will focus on Aspect of Meaning Relationship (synonyms, antonyms, hyponyms and translation), and this subject focused on their vocabulary mastery.

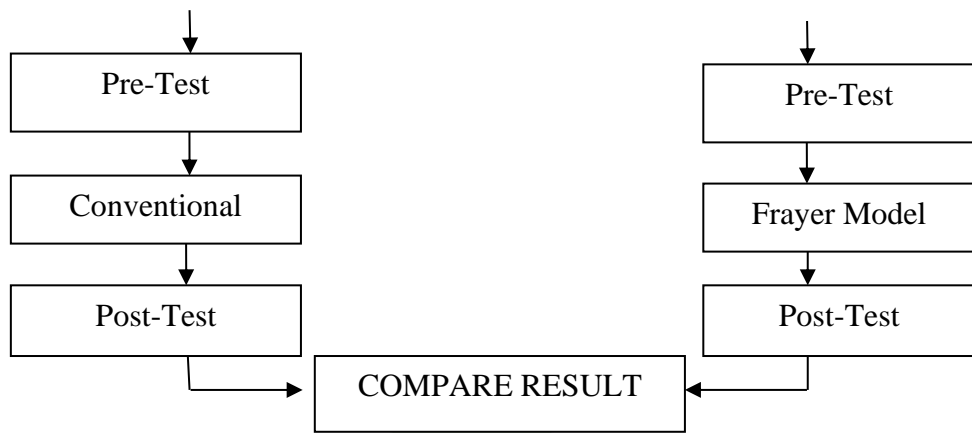
C. Conceptual framework

²³ Masnidar. *“Penerapan Teknik Pembelajaran The Frayer Model untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial di Kelas IV Sekolah Dasar negeri 004 Bangkinang Kecamatan Bangkinang Kabupaten Kampar”*.2012.thesis.(UIN-Sultan Syarif Kasi-Riau)

In English teaching process, vocabulary is an essential task and an important part for learners. It is supposed to be a very effective as a tool of communication. In addition, the teacher must know the strategy and method that can motivate students to learn vocabulary and the researcher try to improve students' motivation and vocabulary mastery using frayer model strategy.

Frayer Model is used to categorize students' understanding of a vocabulary word or concept they are studying. Students can make a list of the definition, characteristics, examples, and non-examples on a chart with four quadrants. This model helps the students to develop a conceptual understanding of new vocabulary or creativity concept. Using the particular graphic organizer helps students to think about this term in a variety of ways. It allows them to visually demonstrate what they categorize based on their new knowledge. This can also serve as a great tool for review or as a study aid. The atmosphere classroom is more enjoyable and productive for learners. It is also good for revising and pronouncing vocabulary. This strategy can create positive energy to review important vocabulary at the end of a lesson. Their mind will be refreshed to get the secret words from every moment. The conceptual framework of this research can be described as follow:





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CHAPTER III

RESEARCH METHODOLOGY

A. Research design

The design of the research used quantitative research, especially used quasi-experimental research. Experimental is aims to investigate the possibility of cause due to a person to wear or more treatment conditions and compare the results with a single or control group.²⁴

This research used the experimental class and control class. The experimental class used Frayer Model as a strategy in teaching vocabulary at eighth grade students of MTSN 7 Kerinci, and the control class used conventional method.

Table 1: Research Design

Ec	O ₁	X ₁	O ₂
Cc	O ₁	X ₂	O ₂

Note :

Ec = Eperiment class

Cc = Control class

O₁ = Pre- Test

X₁ = Using Frayer Model

X₂ = Conventional

O₂ = Post- Test

B. Population and Sample

1. Population

²⁴ Suryana. *Metoodologi penelitian Model Praktis Penelitan kuantitatif dan kualitatif*. Universitas Pendidikan Indonesia. 2010, p.1

The population is the generalization region consisting of objects/ subjects that have certain quantity and characteristics set by the researcher to be studied and then drawn in conclusion. The population is the generalization region of the result of the study,²⁵ and the population for this research was all of the eighth year students of MTSN 7 Kerinci. The population such as:

Table 2: The Population of the eighth grade students of MTSN 7 Kerinci

No	Class	Number of Students
1	VIII A	25
2	VIII B	25
3	VIII C	25
Total of students		75

Source: English teacher of MTsN 7 Kerinci.

2. Sample

A sample is part of a respondent or representative of the population that will be investigated.²⁶ In this research, the researcher needed two classes where one class as experiment class and one as control class. The sample of this research was the eighth grade of MTsN 7 Kerinci in academic year 2019/2020 that consist of 3 classes. The sample of this research used cluster random sampling. They were class B as experiment class and class C as control class. The total sample consists of 50 students.

²⁵Indra jaya.*Statistik Penelitian untuk pendidikan.*(citapustaka Media Printis. 2010)p.17

²⁶*Ibid.*, P.174

Table 3: The total of a sample of the research

No	Class	Class	Female	Male	Total
1	Experiment class	VIII B	14	11	25
2	Control class	VIII C	15	10	25
Total of sample					50

Source: English teacher of MTsN 7 Kerinci.

The sampling was conducted using the following steps:

- a. The researcher collected the score of the first English language score of english semester tests of all students in eighth grade students of MTsN 7 Kerinci. Then mean and standard deviation calculate to know homogeneity.
- b. Normality test. It used to know where the sample on the population have normal distribution or not. Saphiro Wilk is used here.

Table 4: Normality of Population

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Class VIIIA	.121	25	.200*	.961	25	.442
Class VIIIB	.123	25	.200*	.953	25	.293
Class VIIIC	.141	25	.200*	.959	25	.385

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The table show the score of Class VIII A was 0,442, it means that was higher than alpa (0,05). The score of Class VIII B was

0,293 that was higher than α (0,05). And the score of Class VIII C was 0.385 that was higher than α (0,05). It means that, the data was distributed normally.

c. Test the population homogeneity

Homogeneity test was done to test whether the population has the same variance or not.

Table 5: Homogeneity of Population

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score of English Semester test	Based on Mean	.070	2	72	.933
	Based on Median	.050	2	72	.952
	Based on Median and with adjusted df	.050	2	71.601	.952
	Based on trimmed mean	.060	2	72	.942

Based on the table above, the result of homogeneity testing show that the homogeneity was 0,933, that was higher than α (0,05). It means that, the data variance was homogeneity.

d. Similarity test on average

e. After the normal population was found to be the same, then randomly taking two classes as a sample using *cluster random sampling* technique.²⁷

B. Technique of Collecting Data

²⁷ Sudjana, *Metode Statistika*, (Bandung, Tarsito,2002),.h.261-262

The techniques of collecting data that the researcher used in this research were:

1. Observation

The researcher did observation in pre-research at the class of eight grade students to know the problems in vocabulary class.

2. Pre-test

The researcher gave a pre-test to the class. It was test to the students. The Pre-test was intended to know the prior knowledge of the students on vocabulary mastery before giving the treatment.

3. Treatment

The researcher gave treatment using Frayer Model in experimental class after pre-test, but in control class researcher used different matter.

Table 6: Research Procedure

Experimental Class (Frayer Model)		Control Class (Conventional)	
Teacher's Activity	Students' Activity	Teacher's Activity	Students' Activity

Step 1

Teacher opens the class by greeting to the students and explains in brief what they are going to do in the meeting.

Students paid attention to the teacher's explanation and introduction, give comment or questions.

Step 2

Teacher explain the frayer model chart and give the example how to using frayer model to study vocabulary

Step 3

Teacher dividing the students in several groups and teacher discuss with students to select the new vocabulary from a topic (making a list of key Vocabulary concept).

Students with the teacher will select the key concept from the list and then follow the teachers' clue.

Step 4**Step 1**

Teacher opens the class by greeting to the students and explains in brief what they are going to do in the meeting.

Students paid attention to the teacher's explanation and introduction, give comment or questions.

Step 2

Teacher open the text book and asks them to read the text book.

Students do what the teacher asks and then underline the unfamiliar words (making a list of new vocabulary).

Step 3

Teacher with the students select the new vocabulary by using a dictionary and then the students answer the meaning it.

<p>Teacher ask each student's group to search the 4 aspect of frayer model chart or make their own</p>	<p>Students translate the new vocabulary.</p>
<p>Step 5</p>	<p>Step 4</p>
<p>Teacher asks each group students to discuss together in a whiteboard. Students share their own with other the group. And their result will be different.</p>	<p>Teacher will share their work with the other group.</p> <p>Students discuss their work with other group.</p>

4. Post-test

The last step was given post-test. The researcher gave after the treatment was finished. The purpose of post-test was to know the result of students' achievement after being taught by using Frayer Model.

5. Documentation

The last technique of collection data is documentation. The documentation used in this study is the data of English score in

semester test and photo during the study in experiment class and control class.

C. Instrument of The Research

The determination and the preparation instrument research is part of the research is very important. Instruments are tools for measuring, observation, or documenting quantitative data. The instrument may include a test, a questionnaire, a tally sheet, a log, an observational checklist, an inventory, or an assessment instrument.²⁸

1. Test

In this research, the researcher used the test as the instrument, the test divided into two test, those are pre-test and post-test.

Table 7: Indicator of vocabulary

Indicator of vocabulary		
	Subject	Number of item
Meaning Relationship	a. Synonyms	1-5
	b. Antonyms	6-10
	c. Hyphonims	11-15
	d. Translation	16-20

To determine the student's vocabulary score, the researcher used the formula as follows:

²⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative Research*, (Boston: Pearson, 2002).p.295

$$P = \frac{F}{N} \times 100$$

Where:

P : Scores obtained by the students (Assessment)

F: The obtained score

N: maximum score

2. Validity

Validity is an instrument measurement is said to be valid if the instrument can measure something exact what to do in measuring.²⁹ Content validity was assured by checking all items that was analyzed correspond to the instructional objectives of the course. Then, the researcher used SPSS to calculate the data.

The criteria of validity as follows:

- a. If $r\text{-count} > r\text{-table}$ is valid
- b. If $r\text{-count} < r\text{-table}$ is not valid

Table 8: Criterias of Validity of the Instrument

r value	Criteria
0,800-1,00	High
0,400-0,600	Enough
0,200-0,400	Middle
0,000-0,200	Poor

The result of the validity of vocabulary mastery, there were 20 items got valid and 10 items got not valid, there were number 2, 7, 16,

²⁹ Maman abdurrahman. *Panduan Praktis memahami penelitian* (Bidang sosial – Administrasi-Pendidikan). CV Pustaka Setia. 2011, p.103

17, 21, 22, 25, 26, 27, and 28. Therefore, the researcher removed 10 items test that invalid and only used 20 item that valid in the research. (see appendix 5)

c. Difficulty index of item

The aim of difficulty index was to know the item is easy or difficult. In analyzing every item, the researcher utilizes index in every item calculated by SPSS.

Concerning how to give interpretation on numeral of difficulty index, the researcher used the following scale.

IK = 0,00 : Very difficult

$0,00 < IK \leq 0,30$: Difficult

$0,30 < IK \leq 0,70$: Average

$0,70 < IK \leq 1,00$: Easy

IK 1,00 : Very Easy

There were 30 items that used for try out at Eighth grade SMPN 2 Kerinci. And after the researcher did try out to the students, the result of difficulty index were obtained 4 items got *very easy* levels, 6 items got *very difficult* level and 20 items got *average* levels.

The items that got *very easy* levels were number 5, 9, 24 and 28 with value $> 0,70$. While the items that got *difficult* levels were number 7, 11, 17, 25, 27 and 30, with value $< 0,30$. And the rest was in *average* level.

(see appendix 6). It means that it was suitable with the difficulty index table. And the items can be used for the real test.

d. Discrimination power index

If the test and an item measure the same ability or competence, we would expect that those having a high overall test score would have a high probability of being able to answer the item. We would also expect the opposite, answering the item correctly. Thus, a good item should discriminate between those who score high on the test and those who score low. The higher the discrimination index, the better the item can determine the difference between those with high test scores and those with low ones. If all the persons of BA answer and item correctly, and all the persons of BB answer incorrectly, then $D=1$ (the minimum value of discrimination). Then the discrimination power index was counted using formula:

$$DP = \frac{BA}{JA} - \frac{BB}{JB}$$

NOTE:

BA : Number of up group member who has correct answer

BB : Number of down group member who has correct answer

JA : Numbers of up group members

JB : Numbers of down group members

DP : Discrimination³⁰

The clarification:

³⁰ *Ibid*, p.134

0,00 - 0,20	: Very Bad
0,20 - 0,40	: Enough
0,40 - 0,70	: Good
0,70 - 1,00	: Very good

In this result, there were 4 item got *very good* level, 11 items got *good* levels, 9 items got *enough* levels and 6 item got *very bad* levels. Such as number 7 got *very good* level with value 0,7. (see **appendix 7**). It means that the tests have a good discrimination power index.

3. Reliability

A measurement instrument is reliability if the measurement is consistent and accurate.³¹ Reliability as a conceptualized in quantitative research has two form: repeated measurement and internal concwestency. Repeated measurement has to do with our ability to measure thing at different time. Meanwhile, internal conswastancy refer to how homogeneous the items of a test aare. Then, the researcher used SPSS to calculated the data.

By folloiwng criterias:

$r_{11} \leq 0,20$	low reliability
$0,20 < r_{11} \leq 0,40$	sufficient reliability
$0,40 < r_{11} \leq 0,60$	middle reliability
$0,60 < r_{11} \leq 1,00$	high reliability

³¹*Ibid*,p.110

Table 9: Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.713	31

In this result, the value of reliability were 0,713. It means, the interpretation criteria of the correlation coefficient was *high reability* levels.

(see appendix 8)

D. Technique of Analysis Data

To know significant effect of frayer model toward the students's vocabulary mastery and those taught without using frayer model. The following formulas were used :

1. Test of Normality

A normality test was used to determine whether sample data has been drawn from a normally distributed population (within

some tolerance). In addition, this research used test by Shapiro-

Wilk statistic strategy because the samples has been less than 100. Minimum standard of normality test was 0,05. Moreover,

the researcher used SPSS to calculated the data.

2. Test of Homogeneity

The aims of test homogeneity were to see whether the data group has a homogeneous variance or not.³² Homogeneity test was obtained group of sample data with sources which has the same population variant. In this homogeneity test, the standard of minimum was 0,05. Furthermore, the researcher used SPSS to calculated data.

3. Test of Hypotheses

Hypothesis testing is a procedure that will produce a decision, namely a decision to accept or reject this hypothesis. In this test, decisions made contain uncertainty, meaning that decision can be right or wrong.³³

The researcher was used SPSS to calculated the data to determine that the Frayer Model on students' vocabulary mastery is better than students who don't use it in eighth Grade in MTSN 7 Kerinci.

4. Effect size

Effect size is simply a way of quantifying the size of the difference between two groups. It is easy to calculate, readily understood and can be applied to any measured outcome in education or social. And in this research Effect size is a method used to determine the effectiveness of the learning frayer model

³²Sudjana, *Metode Statistika*, (Bandung : PT Tarsito, 2005), Cet.1,p.249

³³Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: PT Bumi Aksara,2009), Cet.4,p.29.

to improve students' vocabulary mastery at eight Grade. For calculating the effect size researcher used Cohen's *d* formula:

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{\text{pooled}}}$$

Where:

d = Cohen's *d* effect size

\bar{X} = Mean (average of treatment or comparison conditions)

S = standard deviation

Subscripts: *t* refers to the treatment condition and *c* refers to the comparison condition (or control condition).

$$S_{\text{pooled}} = \sqrt{\frac{(n_t - 1)S_t^2 + (n_c - 1)S_c^2}{n_t + n_c}}$$

Where:

S_{pooled} : Standard deviation

n_t : Number of students of experiment class

n_c : Number of students of control class

S_t : Standard deviation of experiment class

S_c : Standard deviation of control class

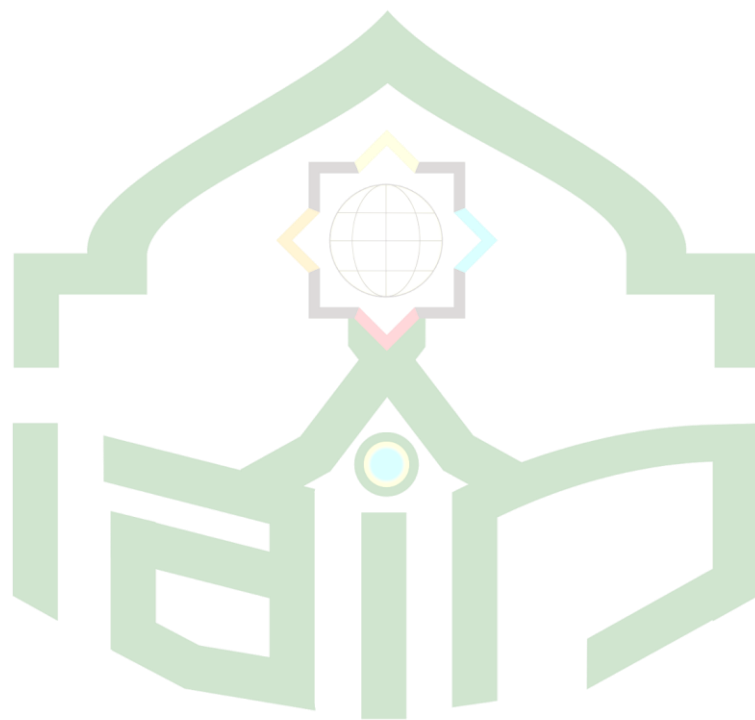
Value of *d* describe how much the influence of the variable on treatment group.³⁴ the criteria of effect size is classified as follows:

Table 10: Classification of Effect Size

If d	Interpretation
$d < 0,2$	Small

³⁴Will Thalheimer. *How to calculate effect sizes from published research: A simplified methodology*. A work- Learning Research Publication (2002).p,4

$0,2 < d < 0,8$	Medium
$d > 0,8$	Big



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1. The Result of Test

This research was done at MTSN 7 Kerinci. The sample of this research was the eighth grade in Academic year 2019/2020. The students consisted of 50. There were two classes that involved in this research; they were experiment class and the control class. The class was chosen by calculating the normality and homogeneity, then the researcher chose the experiment class and the control class of the student's ability in each class of grade eight. After each class normal and homogen, then the researcher chose the experiment class and the control by mixing the name of the classes that were written in a piece of paper. And then, the researcher got VIIB as the experiment class and VIIC as the control class. In the research were 25 students in the experiment class and 25 students in control class.

These following research findings were the answers of research question existed in this research which consisted of one research question that was there any significance improvement of using prayer model in teaching vocabulary of eighth grade students at MTsN 7 Kerinci.

The first was researcher has done the pre-test at the early of the research to know the level of students' vocabulary mastery and the second was post-test in the end of research to know the result of the treatment that was done on the experimental class. The material of the test was the same level for both classes.

a. Pre-Test for Control

The pre-test conducted to ensure that the students have the same background and the same English proficiency. In this result, there were 25 students in the control class. Where 2 students got score 40, 2 students got score 45, 8 students got score 50, 6 students got score 55, 3 students got score 60, 2 students got score 70, 1 students got score 75, and only 1 students got score 80.

Based on the score above, after holding pre-test on the control class for the obtained results were the average score of the control class was 55. However, the average score of control class were still below the minimum completeness when it is compared with the maximum score is 80. **(for more details see appendix 13)**

b. Pre-Test for Experiment

The pre-test for experimental class conducted to ensure that the students have the same background and the same English proficiency.

In this result, there were 25 students in the control class, there were 2 students got score 40, 2 students got score 45, 7 students got score 50, 5 students got score 55, 5 students got score 60, only 1 students got score 65, 2 students got score 75, and only 1 students got score 80. That not much difference from pre-test for control class, where with the lower score was still 40, but different with higher score was 85 that was bit better than the result of pre-test control. And then,

the average score of experimental class was 55,6, that was higher than the average of the control class. (see appendix 11)

c. Post-Test for Control

the post-test of control class was nothing much change for the students score with the pre-test. In this result the students still got score 40 as the lower score and 85 as higher score.

There were 1 students got score 40, 1 students got score 45, 2 students got score 50, 7 students got score 55, 7 students got score 60, 3 students got score 65, 2 students got score 75, only 1 students got score 80, and 1 students got score 85. (see appendix 14)

Based on the score above, after holding pre-test on the control class at the obtained results were the average score of the control class was 60. However, the average score of control class were still below the minimum completeness when it is compared with the maximum score is 85.

d. Post-Test for Experiment

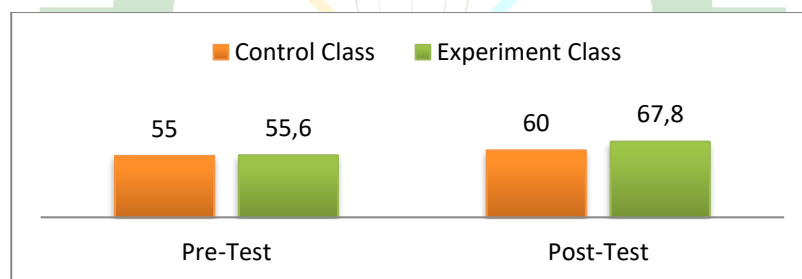
After the researcher gave the treatment, the researcher gave post-test to the students in experimental class to find out the result of the whole treatment.

There were 2 students got score 50, 3 students got score 55, 4 students got score 60, 4 students got score 65, 3 students got score 70, 3 students got score 75, 4 students got score 80, only 1 students got score 85, and 1 students got score 90. (see appendix 12)

In this result, the lower score of students was 50 and the higher score of students was 90. That mean, more improvement than score of post-test in control class with the average score of experimental class was 67,8, that was higher than average value of control class in post-test.

e. The Graphic Result of Students' Control and Experiemental Class

The average score comparison between the experimental class and control class before and after treatment at the eighth grade of MTsN 7 Kerinci. Can be seen in the following graphic:



From the graphic above, after holding pre test on the experimental class and the control class at the obtained results are the average score of the experimental class was 55,6 while the average score of the control class was 55. After holding post test on the experiment class and the control class at the obtained result were the average score of the experiment class was 67,8 while the average score of the control class was 60. It means that, frayer model is better to use than the conventional method in teaching English reading.

2. Hypothesis Testing

Before testing hypothesis by using t-test formula, the researcher had to test the normality and homogeneity first as the requirement of the analysis whether the data were from the normal population or not and homogeneity or not. It was based on the assumption that the data that could be used as the data in t-test was the data that was distributed normally and homogeneity. The data used was the post-test data.

a. Normality Testing

Test normality was a form of testing to know the data distributed normal or not.

Table 11 : Normality Testing Of Data

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PreTest Result of Experiment	.172	25	.054	.916	25	.114
PostTest Result of Experiment	.130	25	.200*	.946	25	.202
PreTest Result of Control	.220	25	.003	.900	25	.119
PostTest Result of Control	.245	25	.000	.907	25	.139
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table above showed that the student score of pre test for experiment class was 0,114 that was higher than Alpha (0,05) and the score of the students of post test for experimental class was 0,202 that

was higher than Alpa (0,05). In addition, the student score of pre test for control class was 0,119 that was higher than alpa (0,05) and post test was 0,139 that was higher than alpa (0,05) it means that the data was distributed normally. (see appendix 15)

b. Homogeneity Testing

Homogeneity test was used to know whether some variants are from the same population or not. To calculate the F value, the researcher used SPSS. The following table was homogeneity test result :

Table 12: Homogeneity of the Data

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Students Score	Based on Mean	.632	3	96	.596
	Based on Median	.628	3	96	.598
	Based on Median and with adjusted df	.628	3	94.862	.598
	Based on trimmed mean	.621	3	96	.603

In this result, the calculation of homogeneity testing show that was higher than alpa (0,05). It means that, the data variance was homogeny.

After found the normality and homogeneity of the data, further analysis was done in order to know wether the research hypothesis was received or rejected. Therefore, the researcher used t-test and calculated using SPSS.

The t-test used in analyzing post-test score is to know the significant improvement of using frayer model to ward students' vocabulary mastery. There were two types of hypothesis, they were:

Ha = There is significant different between students' vocabulary mastery in Experimental class and Control class.

Ho = There is no significant different between students' vocabulary mastery in Experimental class and Control class.

The hypothesis is determined by using the following criteria:

- 1) If t-observed is less than t-table, it means that there is no significant effect of using frayer model in teaching vocabulary on the students' vocabulary mastery of the eighth grade at MTsN 7 Kerinci and the null hypothesis is accepted and the alternative hypothesis is rejected.
- 2) If t-observed is higher than t-table, it means that There is significant effect of using frayer model in teaching vocabulary on the students' vocabulary mastery of the eighth grade at MTsN 7 Kerinci and the null hypothesis is rejected and the alternative hypothesis is accepted.

Based on the result of post test, it was found that the average of the experimental class was higher than the average of the control class. The following table showed the hypothesis test result :

Table 13: T-Test Result

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Score	PreTest Experiment	25	55.60	10.137	2.027
	PostTest Experiment	25	65.60	11.394	2.279

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Score	Equal variances assumed	1.071	0.306	-3.279	48	0.002	-10.000	3.050	-16.133	-3.867
	Equal variances not assumed			-3.279	47.358	0.002	-10.000	3.050	-16.135	-3.865

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{obs} = 3,279$ while for the $t_{table} = 1,68$ in degree of freedom 48 at level of significance 0,05. (see appendix 17) It means that t_{obs} was higher than t_{table} . So, the difference of the two classes of teaching above was significant.

c. Effect Size

Effect Size used to know the greatest effectiveness of the learning model, other terms can be interpreted as a step to measure how much scale the effectiveness of the method/model of the learning we have tested and applied to the students.

The result of effect size was 0,75. That included medium levels. That mean this strategy have enough effect to used in improvement students' vocabulary mastery. (see appendix 18)

B. Discussion

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the result. The researcher did this research in MTsN 7 Kerinci, where the students' the eighth grade as population and the sample of this research was VIIIB as experimental class and VIIC as control class. In this result, the researcher tried to used Frayer Model as a strategy in teaching Vocabulary mastery. Therefore, that strategy would be easy to apply in teaching and learning process.

Before using the frayer model the maximum score of the students in experiemental class was 80 and the minimum score was 40. While after using the frayer model the maximum score was 90 and the minimum score was 50. It's means, the students' score have more improvement. It can conclude that the score in after frayer model was higher than before using frayer model or the learning result of teaching vocabulary by using frayer model was better than the conventional method. In addition, the researcher found the students in

experimental class were more active than the students in the control class that teaching and learning vocabulary without using frayer model.

Then hypothesis with 5% (0,05) of level significant and the value of t_{table} of the level freedom df (48). The value t -count (3,2) was higher than the value of t -table (1,68). It had mention that $t_{observe}$ in this research was higher than the value of the t_{table} . It meant that H_a was accepted and H_o was rejected. In other word, there was significant effect of using frayer model in teaching vocabulary at the eighth grade of MTSN 7 Kerinci.

Moreover, after conducted this research, the researcher found some previous researches that use frayer model: The first, Cikita Rahmadani in "The effect of using frayer model on the students' vocabulary mastery (2018). The researcher did a experimental research. The population was the eighth grade students of SMP IT al ihya Tanjung Gading in academic year 2017/2018. The sample consisted of 52 students which is the experimental class (VIII B) was 26 students and control class (VIII C) was 26 students. The researcher gave multiple choice to collect the data. There were two test; pretest and post-test. The formula that used to analyze the data was t -test. The researcher found that the mean of pre-test in experimental class was 70.15 and control class was 35.85. Mean of post-test in experimental class was 87.88 and control class was 64.46.³⁵

³⁵Cikita Rahmadani, "The Effect Of Using Frayer Model On The students' Vocabulary Mastery At SMP IT AL Ihya Tanjung gading.2018. Thesis,(UIN-SU Medan)."

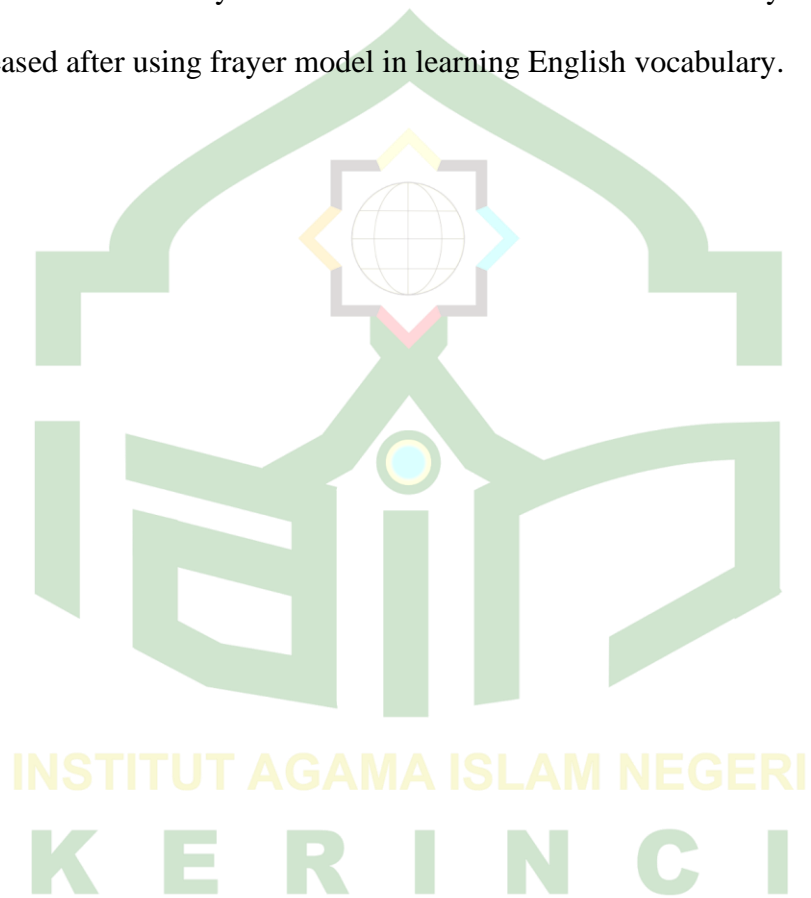
The second research was done by Mika Yuslin Aryanti (2017) entitled *Improving Students' understanding new words in descriptive text by using Frayer Model* to the eight grade students of SMP Kristen immanuel II kubu raya in the academic years 2016/2017. This research was Classroom action research. The population of this research was the eight grade students of SMP Kristen immanuel II kubu raya. The sample of this research was class VIII A. The data was collected through observation checklist and field note from the students' activity in the teaching learning process; and the students' answer sheets from the individual test which was to measure the students' understanding a new word on the text. And the Frayer Model technique could improve students' understanding a new word from the first cycle to the third cycle, especially aspects of vocabulary in meaning, synonyms, and antonyms.³⁶

The third research was done by Masnidar (2012) “Penerapan Teknik Pembelajaran the Frayer Model untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial di Kelas IV Sekolah Dasar negeri 004 Bangkinang Kecamatan Bangkinang Kabupaten Kampar”. This research was Classroom action research. The population of this research was fourth year students at school year 2012-2013 numbering 33 students and the sample was frayer model learning technique and learning results of fourth year students. The data was collected through observation, test, and documentation. Students' learning results had increased at prior action was 57.58% or 19

³⁶Mika Yuslin Aryanti. *Improving Students Understanding New Words in Descriptive text by Using Frayer Model*. thesis. 2017. thesis, (University Pontianak)

students succeed, at the first cycle it was 69,70% or 23 students succeed, and at the second cycle it was 87,88% or 39 students succeed.³⁷

It can be concluded that the frayer model is the strategy that effective in teaching vocabulary. Because of the research that researcher did and the research conducted by other researcher indicates that the ability of students increased after using frayer model in learning English vocabulary.



Masnidar. *“Penerapan Teknik Pembelajaran The Frayer Model untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial di Kelas IV Sekolah Dasar negeri 004 Bangkinang Kecamatan Bangkinang Kabupaten Kampar”*.2012.thesis.(UIN-Sultan Syarif Kasi-Riau)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result in previous chapter, it can be concluded that there was significant effect of using frayer model toward students' vocabulary mastery at the eighth grade of MTSN 7 Kerinci. The success of the research can be proved by the students score in vocabulary test of post-test for both classes, as follows:

The result of post-test showed the differences result achieved by the control class which was taught without using frayer model with the experimental class which was taught by using frayer model. The mean of control class was 60 and the standard deviation was 10,09 while the experimental class was 67,8 and standard deviation was 10,87. And after doing t-test, it was found that $t_{observe} = 3,2 > t_{table} = 1,68$. So there is difference students' vocabulary score of the eighth grade of MTSN 7 Kerinci was taught by using frayer model and without frayer model. The finding showed that there was the significant effect of using frayer model toward students' vocabulary mastery.

B. Suggestion

Based on the conclusion of the study above, there are some suggestions that can be considered in the following:

a. The Teacher

The teacher must pay attention to the students' level, problems in learning English, and Frayer Model strategy used by the teacher in teaching English so that the teachers are able to use the best technique in teaching learning activity. The teachers are also able to be aware with another instructional technique that can be used to teach foreign language to motivate and make the students' interest in learning foreign language.

b. The Students

Frayer model of technique used to develop the students' vocabulary. It could help the students more motivate to remember words, than they have received from the teacher or a textbook (the students could learn it easily). Therefore, the researcher recommended to the students to using frayer model as a technique to increase their ability in English vocabulary.

c. The Other Readers

The result of this study can be used as input by the other readers who want to make a study about teaching vocabulary as reference.

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Mika Yuslin Aryanti.*Improving Students Understanding New Words in Descriptive text by Using Frayer Model*.thesi.2017.thesis,(University Pontianak)



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Appendix 1

Score of English in Semester Test the Eighth Grade Students' at MTsN 7 Kerinci

No	VIII A	VIII B	VIII C
1.	70	75	40
2.	60	70	60
3.	45	45	60
4.	65	60	40
5.	65	65	75
6.	80	40	65
7.	75	55	55
8.	50	65	55
9.	50	70	60
10.	60	75	65
11.	75	50	65
12.	70	55	50
13.	65	60	70
14.	40	40	65
15.	70	40	45
16.	80	80	80
17.	75	55	65
18.	85	70	70
19.	45	45	75
20.	55	55	45
21.	60	60	75
22.	65	60	50
23.	75	70	60
24.	70	60	55
25.	60	55	65
ΣX	1510	1475	1610
Average	60,4	59	64,4
S	11	11,2	11,7
S ²	117,84	126	136,64

Appendix 2

Population Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score of English of semester test	.121	25	.200*	.961	25	.442
Score of English of semester test	.123	25	.200*	.953	25	.293
Score of English of semester test	.141	25	.200*	.959	25	.385

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table show the score of Class VIII A was 0,442, it means that was higher than alpa (0,05). The score of Class VIII B was 0,293 that was higher than alpa (0,05). And the score of Class VIII C was 0.385 that was higher than alpa (0,05). It means that, the data was distributed normally.

Appendix 3

Population Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score of	Based on Mean	.070	2	72	.933
English	Based on Median	.050	2	72	.952
Semester test	Based on Median and with adjusted df	.050	2	71.601	.952
	Based on trimmed mean	.060	2	72	.942

Based on the table above, the result of homogeneity testing show that the homogeneity was 0,933, that was higher than alpa (0,05). It means that, the data variance was homogeny.

Appendix 4

Students score (Try Out)

No.	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	y	y2	
1	1	0	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	0	1	0	0	0	1	0	0	14	196	
2	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	20	400	
3	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	0	0	0	1	0	21	441	
4	0	0	0	0	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	1	0	1	13	169	
5	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	0	1	1	0	0	0	8	64	
6	1	0	1	0	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	12	144	
7	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	1	1	0	8	64
8	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	27	729	
9	0	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	0	0	16	256	
10	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	8	64	
11	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	26	676	
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	1	0	9	81	
13	1	1	0	0	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	0	10	100		
14	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	20	400	
15	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	10	100	
16	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	6	36	
17	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	10	100	
18	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	23	529	
Σ	11	9	9	7	14	6	5	8	13	6	5	10	9	9	11	9	5	6	11	10	9	9	10	14	5	9	4	14	7	3	261	4549	

Appendix 5

Validity Test

NUMBER OF ITEMS	r_{table}	r_{value}	Criteria
1	0,291	0,547	Valid
2	0,291	0,126	Invalid
3	0,291	0,465	Valid
4	0,291	0,585	Valid
5	0,291	0,457	Valid
6	0,291	0,574	Valid
7	0,291	-0,163	invalid
8	0,291	0,774	Valid
9	0,291	0,453	Valid
10	0,291	0,485	Valid
11	0,291	0,416	Valid
12	0,291	0,546	Valid
13	0,291	0,528	Valid
14	0,291	0,540	Valid
15	0,291	0,508	Valid
16	0,291	0,689	invalid
17	0,291	0,107	Invalid
18	0,291	0,513	Valid
19	0,291	0,537	Valid
20	0,291	0,542	Valid
21	0,291	0,171	invalid
22	0,291	0,287	invalid
23	0,291	0,548	Valid
24	0,291	0,457	Valid
25	0,291	0,133	Invalid
26	0,291	0,189	invalid
27	0,291	-0,056	invalid
28	0,291	0,004	invalid
29	0,291	0,608	valid
30	0,291	0,337	Valid

Where :

If $r_{table} < r_{value}$ = Valid

If $r_{table} > r_{value}$ = Invalid

Appendix 6

Difficulty Power Index

$$P = \frac{B}{JS} = \frac{11}{18} = 0,6$$

In the same way above, the results of the item difficulty power index number 2-20 are obtained. Here are the results:

Item Number	B	Difficulty Power Index	Decision
1	11	0,6	Average
2	9	0,5	Average
3	9	0,5	Average
4	7	0,38	Average
5	14	0,77	Easy
6	6	0,33	Average
7	5	0,27	Difficult
8	8	0,44	Average
9	13	0,72	Easy
10	6	0,33	Average
11	5	0,27	Difficult
12	10	0,55	Average
13	9	0,5	Average
14	9	0,5	Average
15	11	0,61	Average

16	9	0,5	Average
17	5	0,27	Difficult
18	6	0,33	Average
19	11	0,61	Average
20	10	0,55	Average
21	9	0,5	Average
22	9	0,5	Average
23	10	0,55	Average
24	14	0,77	Easy
25	5	0,27	Difficult
26	9	0,5	Average
27	4	0,22	Difficult
28	13	0,72	Easy
29	7	0,38	Average
30	3	0,16	Difficult

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Appendix 7

Item Duscriminations

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

No.	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	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0
2	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0
3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	0
4	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0	0
5	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0
6	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0
7	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0
8	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
9	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0
10	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	0
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0
13	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	1
15	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0
16	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0
17	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1

Up Group

No.	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
8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0
3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1
2	1	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0
9	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0
1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	1
4	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0
BA	7	9	7	5	6	5	8	7	9	7	4	8	6	7	8	7	2	5	7	8	6	6	6	5	3	5	4	5	

Down Group

No	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	
6	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0	0	
13	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	
15	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	
17	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	
5	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	
7	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	
10	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	
16	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0
BB	4	5	2	2	3	1	1	1	3	3	1	3	3	2	3	2	3	1	4	5	3	3	4	4	4	2	4	3	4	2



Appendix 8

Reliability Test

Case Processing Summary

		N	%
Cases	Valid	18	100.0
	Excluded ^a	0	.0
	Total	18	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.713	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	28.5556	160.144	.573	.700
X02	28.6667	161.294	.468	.702
X03	28.6667	160.471	.533	.701
X04	28.7778	161.477	.467	.703
X05	28.3889	162.134	.492	.704
X06	28.8333	160.853	.535	.701
X07	28.8889	168.928	-.122	.717
X08	28.7222	157.036	.810	.693
X09	28.4444	161.673	.494	.703
X10	28.6111	161.428	.461	.703
X11	28.8889	162.458	.426	.705
X12	28.5556	160.379	.555	.701
X13	28.6667	160.353	.542	.701
X14	28.6667	160.706	.514	.701
X15	28.5556	160.614	.536	.701

X16	28.6667	158.588	.681	.697
X17	28.8889	167.399	.005	.714
X18	28.8333	161.912	.448	.704
X19	28.5556	160.614	.536	.701
X20	28.5000	160.500	.565	.701
X21	28.6667	166.353	.080	.713
X22	28.6667	163.529	.295	.707
X23	28.6111	160.487	.535	.701
X24	28.3889	162.134	.492	.704
X25	28.8889	166.340	.095	.712
X26	28.6667	164.941	.187	.710
X27	28.9444	169.350	-.167	.718
X28	28.3889	167.781	-.026	.715
X29	28.7778	160.771	.523	.701
X30	29.0000	164.471	.311	.708
X31	14.6667	39.529	.986	.850

In this result, the value of reliability were 0,713. It means, the interpretation criteria of the correlation coefficient was *high reability* levels.

Appendix 10

Reliability of The Instrument

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Item Statistics

	Mean	Std. Deviation	N
test1	.1500	.36635	20
test2	.5500	.51042	20
test3	.6000	.50262	20
test4	.5000	.51299	20
test5	.3500	.48936	20
test6	.5500	.51042	20
test7	.4500	.51042	20
test8	.5500	.51042	20
test9	.4000	.50262	20
test10	.5000	.51299	20
test11	.4500	.51042	20
test12	.4500	.51042	20
test13	.5000	.51299	20
test14	.6000	.50262	20
test15	.4500	.51042	20
test16	.6000	.50262	20
test17	.5000	.51299	20
test18	.5000	.51299	20
test19	.4000	.50262	20
test20	.5000	.51299	20
test21	.5500	.51042	20
test22	.5000	.51299	20
test23	.4500	.51042	20

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test24	.5000	.51299	20
test25	.4500	.51042	20
test26	.6000	.50262	20
test27	.6500	.48936	20
test28	.6000	.50262	20
test29	.6000	.50262	20
test30	.5000	.51299	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
test1	14.8000	37.853	-.079	.831
test2	14.4000	34.358	.503	.814
test3	14.3500	34.029	.571	.812
test4	14.4500	34.471	.481	.815
test5	14.6000	37.726	-.056	.833
test6	14.4000	33.726	.614	.810
test7	14.5000	37.632	-.042	.833
test8	14.4000	33.832	.596	.811
test9	14.5500	34.787	.437	.817
test10	14.4500	34.471	.481	.815
test11	14.5000	35.105	.374	.819
test12	14.5000	34.158	.538	.813
test13	14.4500	34.050	.554	.812
test14	14.3500	34.871	.422	.817
test15	14.5000	35.000	.392	.818
test16	14.3500	36.450	.153	.827
test17	14.4500	34.682	.444	.816
test18	14.4500	37.103	.042	.831
test19	14.5500	37.524	-.024	.833
test20	14.4500	34.155	.535	.813
test21	14.4000	36.779	.095	.829
test22	14.4500	33.524	.647	.809
test23	14.5000	37.947	-.092	.835
test24	14.4500	37.734	-.058	.834
test25	14.5000	34.263	.520	.814
test26	14.3500	34.134	.552	.813

test27	14.3000	34.432	.515	.814
test28	14.3500	33.608	.647	.809
test29	14.3500	34.871	.422	.817
test30	14.4500	37.945	-.092	.835

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.9500	37.629	6.13424	30

Reliability Statistics

Cronbach's Alpha	N of Items
.825	30

Based on the calculating above obtained $r_{11} = 0,825$ means the reliability of learning outcomes tests that are used as research instrument has a high test reliability

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Appendix 9

VALIDITY OF THE INSTRUMENT
(POST-TEST)

NUMBER OF ITEMS	r_{table}	r_{value}	Criteria
1	0,423	-0,020	Invalid
2	0,423	0,564	Valid
3	0,423	0,652	Valid
4	0,423	0,544	Valid
5	0,423	0,024	Invalid
6	0,423	0,665	Valid
7	0,423	0,041	Invalid
8	0,423	0,648	Valid
9	0,423	0,502	Valid
10	0,423	0,544	Valid
11	0,423	0,445	Valid
12	0,423	0,596	Valid
13	0,423	0,610	Valid
14	0,423	0,488	Valid
15	0,423	0,461	Valid
16	0,423	0,232	Invalid
17	0,423	0,510	Valid
18	0,423	0,125	Invalid
19	0,423	0,058	Invalid
20	0,423	0,594	Valid
21	0,423	0,177	Invalid
22	0,423	0,694	Valid
23	0,423	-0,009	Invalid
24	0,423	-0,025	Invalid
25	0,423	0,579	Valid
26	0,423	0,608	Valid
27	0,423	0,572	Valid
28	0,423	0,693	Valid
29	0,423	0,488	Valid
30	0,423	-0,008	Invalid

Where :

If $r_{table} < r_{value}$ = Valid

If $r_{table} > r_{value}$ = Invalid

Appendix 10

Reliability of The Instrument

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Item Statistics

	Mean	Std. Deviation	N
test1	.1500	.36635	20
test2	.5500	.51042	20
test3	.6000	.50262	20
test4	.5000	.51299	20
test5	.3500	.48936	20
test6	.5500	.51042	20
test7	.4500	.51042	20
test8	.5500	.51042	20
test9	.4000	.50262	20
test10	.5000	.51299	20
test11	.4500	.51042	20
test12	.4500	.51042	20
test13	.5000	.51299	20
test14	.6000	.50262	20
test15	.4500	.51042	20
test16	.6000	.50262	20
test17	.5000	.51299	20
test18	.5000	.51299	20
test19	.4000	.50262	20
test20	.5000	.51299	20
test21	.5500	.51042	20
test22	.5000	.51299	20
test23	.4500	.51042	20

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test24	.5000	.51299	20
test25	.4500	.51042	20
test26	.6000	.50262	20
test27	.6500	.48936	20
test28	.6000	.50262	20
test29	.6000	.50262	20
test30	.5000	.51299	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
test1	14.8000	37.853	-.079	.831
test2	14.4000	34.358	.503	.814
test3	14.3500	34.029	.571	.812
test4	14.4500	34.471	.481	.815
test5	14.6000	37.726	-.056	.833
test6	14.4000	33.726	.614	.810
test7	14.5000	37.632	-.042	.833
test8	14.4000	33.832	.596	.811
test9	14.5500	34.787	.437	.817
test10	14.4500	34.471	.481	.815
test11	14.5000	35.105	.374	.819
test12	14.5000	34.158	.538	.813
test13	14.4500	34.050	.554	.812
test14	14.3500	34.871	.422	.817
test15	14.5000	35.000	.392	.818
test16	14.3500	36.450	.153	.827
test17	14.4500	34.682	.444	.816
test18	14.4500	37.103	.042	.831
test19	14.5500	37.524	-.024	.833
test20	14.4500	34.155	.535	.813
test21	14.4000	36.779	.095	.829
test22	14.4500	33.524	.647	.809
test23	14.5000	37.947	-.092	.835
test24	14.4500	37.734	-.058	.834
test25	14.5000	34.263	.520	.814
test26	14.3500	34.134	.552	.813

test27	14.3000	34.432	.515	.814
test28	14.3500	33.608	.647	.809
test29	14.3500	34.871	.422	.817
test30	14.4500	37.945	-.092	.835

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.9500	37.629	6.13424	30

Reliability Statistics

Cronbach's Alpha	N of Items
.825	30

Based on the calculating above obtained $r_{11} = 0,825$ means the reliability of learning outcomes tests that are used as research instrument has a high test reliability

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Appendix 11

Scoring Test Multiple Choice For Pre-Test (Experiment Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	8	40
2	B	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	10	50
3	C	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	10	50
4	D	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	15	75
5	E	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	13	65
6	F	1	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	10	50
7	G	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	10	50
8	H	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	8	40
9	I	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	1	11	55
10	J	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	12	60
11	K	1	1	0	0	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	9	45
12	L	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	12	60
13	M	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	11	55
14	N	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	11	55
15	O	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	16	80
16	P	1	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	11	55
17	Q	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	10	50
18	R	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	12	60
19	S	1	1	0	1	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	10	50
20	T	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	0	12	60
21	U	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	0	1	9	45
22	V	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	12	60
23	W	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	15	75
24	X	1	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	0	1	1	0	11	55
25	Y	1	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	0	0	10	50

Appendix 12

Scoring Test Multiple Choice For Post-Test (Experiment Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	14	70
2	B	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	10	50
3	C	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	15	75
4	D	1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	0	11	55
5	E	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	11	55
6	F	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	15	70
7	G	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60
8	H	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	11	55
9	I	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	13	65
10	J	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	17	85
11	K	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	12	60
12	L	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	14	70
13	M	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	10	50
14	N	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	14	70
15	O	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60
16	P	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
17	Q	1	1	0	1	1	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0	10	50
18	R	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	18	90
19	S	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	10	50
20	T	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	15	75
21	U	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	13	65
22	V	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	14	70
23	W	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	16	80
24	X	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	14	70
25	Y	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60

Appendix 13: Scoring Test Multiple Choice For Pre-Test (Control Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	14	70
2	B	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	8	40
3	C	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	12	60
4	D	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	14	70
5	E	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	10	50
6	F	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	11	55
7	G	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	11	55
8	H	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	15	75
9	I	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	10	50
10	J	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	12	60
11	K	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	10	50
12	L	0	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	9	45
13	M	0	1	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	1	0	11	55
14	N	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	10	50
15	O	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	0	0	0	11	55
16	P	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	12	60
17	Q	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	8	40
18	R	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	10	50
19	S	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
20	T	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	11	55
21	U	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	0	10	50
22	V	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	0	1	9	45
23	W	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	10	50
24	X	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	0	11	55
25	Y	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	10	50

Appendix 14: Scoring Test Multiple Choice For Post-Test (Control Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	11	55
2	B	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	12	60
3	C	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	13	65
4	D	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	15	75
5	E	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	12	60
6	F	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	12	60
7	G	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	0	11	55
8	H	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	0	0	8	40
9	I	1	0	1	0	0	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	11	55
10	J	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60
11	K	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	11	55
12	L	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	11	55
13	M	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16	80
14	N	0	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	0	1	13	65
15	O	1	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	0	0	0	10	50
16	P	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	12	60
17	Q	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	1	12	60
18	R	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	11	55
19	S	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	15	75
20	T	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	10	50
21	U	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	17	85
22	V	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	11	55
23	W	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	12	60
24	X	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	9	45
25	Y	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	0	1	0	11	55

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Appendix 15

Normality of The Data

Case Processing Summary

Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
25	100.0%	0	0.0%	25	100.0%
25	100.0%	0	0.0%	25	100.0%
25	100.0%	0	0.0%	25	100.0%
25	100.0%	0	0.0%	25	100.0%

Descriptives

		Statistic	Std. Error	
PreTest Result of Experiment	Mean	55.60	2.027	
	95% Confidence Interval for Mean	Lower Bound	51.42	
		Upper Bound	59.78	
	5% Trimmed Mean	55.17		
	Median	55.00		
	Variance	102.750		
	Std. Deviation	10.137		
	Minimum	40		
	Maximum	80		
	Range	40		
	Interquartile Range	10		
	Skewness	.834	.464	
	Kurtosis	.631	.902	
PostTest Result of Experiment	Mean	65.60	2.279	
	95% Confidence Interval for Mean	Lower Bound	60.90	
		Upper Bound	70.30	
	5% Trimmed Mean	65.17		
	Median	65.00		
	Variance	129.833		
	Std. Deviation	11.394		
	Minimum	50		
	Maximum	90		
	Range	40		

	Interquartile Range		18	
	Skewness		.322	.464
	Kurtosis		-.625	.902
PreTest Result of Control	Mean		55.00	2.000
	95% Confidence Interval for Mean	Lower Bound	50.87	
		Upper Bound	59.13	
	5% Trimmed Mean		54.50	
	Median		55.00	
	Variance		100.000	
	Std. Deviation		10.000	
	Minimum		40	
	Maximum		80	
	Range		40	
	Interquartile Range		10	
	Skewness		.951	.464
	Kurtosis		.760	.902
	PostTest Result of Control	Mean		59.60
95% Confidence Interval for Mean		Lower Bound	55.35	
		Upper Bound	63.85	
5% Trimmed Mean			59.28	
Median			60.00	
Variance			106.083	
Std. Deviation			10.300	
Minimum			40	
Maximum			85	
Range			45	
Interquartile Range			8	
Skewness			.800	.464
Kurtosis			.947	.902

Appendix 16

Homogeneity Variants Testing

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Result of Experiment	.172	25	.054	.916	25	.041
PostTest Result of Experiment	.130	25	.200*	.946	25	.202
PreTest Result of Control	.220	25	.003	.900	25	.019
PostTest Result of Control	.245	25	.000	.907	25	.026

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students Score	Based on Mean	.632	3	96	.596
	Based on Median	.628	3	96	.598
	Based on Median and with adjusted df	.628	3	94.862	.598
	Based on trimmed mean	.621	3	96	.603

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Appendix 17

Hypothesis Testing

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Score	PreTest Experiment	25	55.60	10.137	2.027
	PostTest Experiment	25	65.60	11.394	2.279

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
									Students Score	Equal variances assumed	1.071
	Equal variances not assumed			-3.279	47.358	0.002	-10.000	3.050	-16.135	-3.865	

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Appendix 18

Effect size (Cohen's d)

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

$$= \frac{67,8 - 60}{10,27992}$$

$$= 0,758761$$

With:

$$S_{pooled} = \frac{\sqrt{(nt-1)St^2 + (nc-1)Sc^2}}{nt+nc}$$

$$= \sqrt{\frac{(25-1)118,16 + (25-1)102}{25+25}}$$

$$= \sqrt{\frac{2835,84 + 2448}{50}}$$

$$= \sqrt{\frac{5283,84}{50}} = \sqrt{105,6768} = 10,27992$$

(the effect size is **Medium**)

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CONTROL CLASS



EXPERIMENT CLASS





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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Sekolah	: MTSN 7 Kerinci
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/Genap
Materi Pokok	: Writing (My Uncle is Zookeeper)
Focus	: Vocabulary (describe the animals in the zoo)
Alokasi Waktu	: 2x40 menit
Pertemuan Ke	: 1

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

- Memahami teks khusus dalam bentuk teks *My Uncle is Zookeeper*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

- Menulis kata dengan topic *My Uncle is Zookeeper*
- Mengidentifikasi kata dengan topic *My Uncle is Zookeeper*
- Memahami kata dengan topic *My Uncle is Zookeeper*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *My Uncle is Zookeeper* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
- Siswa dapat Menyebutkan kata dari teks *My Uncle is Zookeeper* terkait dengan kehidupan sehari-hari.
- Siswa mampu mengungkapkan kata dari topic *My Uncle is Zookeeper* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
- Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
- Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

My Uncle is Zookeeper

describe Animals in the zoo

Animals in the zoo

- Elephants*
- Tigers*
- Bears*
- Mongkey*

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syno nims	Non-example /Antonyms
1.	Heavy	Berat	Elephants	Hard	Light
2.	Big	Besar	Tigers	Large	Small
3.	Powerfull	Kuat	Horse	Strong	Weak
4.	Clever	Pintar	Mongkey	Smart	Stupid
5.	Cute	Imut	Panda	Adorable	Bad

F. Metode Pembelajaran

Conventional Method

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>My Uncle is Zookeeper</i> • Peserta didik diminta mengamati gambar /foto yang terdapat pada buku atau peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain. • Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan; <i>My Uncle is Zookeeper</i> • Mengajukan pertanyaan tentang <i>My Uncle is Zookeeper</i>, yang tidak dipahami dari apa yang di jelaskan atau pertanyaan untuk mendapatkan informasi tambahan tentang topic <i>My Uncle is Zookeeper</i>. • Peneliti meminta peserta didik untuk mencatat apa yang telah peneliti jelaskan • Peneliti akan memberikan latihan kepada peserta didik • Menuliskan kosa kata baru yang didapatkan dari topic pelajaran. 	60 menit

3.	Kegiatan Penutup: Peserta didik : <ul style="list-style-type: none">• Membuat kesimpulan dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.• Memberikan pekerjaan rumah.• Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya	10 menit
----	---	----------



I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *My Uncle is Zookeeper* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topic *My Uncle is Zookeeper*.
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Ingggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

MAHERTILS.Pd

REFNA

NIP.197310072007012021

NIM. 1610203032

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**Mengetahui,
Kepala MTsN 7 Kerinci**

Dra. HJ. NISWARTI. M.PdI
NIP. 196901181991032001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Sekolah	: MTSN 7 Kerinci
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/Genap
Materi Pokok	: Speaking (What are you doing?)
Focus	: Vocabulary
Alokasi Waktu	: 2x40 menit
Pertemuan Ke	: 2

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

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2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

- Memahami teks khusus dalam bentuk *What are you doing?*, sangat pendek dan sederhana, untuk mengkomunikasikan keadaan dan kejadian yang sedang berlangsung untuk berbagi informasi dengan orang lain, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

- Menulis kata dengan topic *What are you doing?*
- Mengidentifikasi kata dengan topic *What are you doing?*
- Memahami kata dengan topic *What are you doing?*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *What are you doing?* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
- Siswa dapat Menyebutkan kata dari teks *What are you doing?* terkait dengan kehidupan sehari-hari.
- Siswa mampu mengungkapkan kata dari topic *What are you doing?* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
- Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
- Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

What are you doing?

Dialogue:

A : What are you doing siti?

B: I'm reading a book.

No	Words	Definition/ translations	Characteristic/ hyponims	Example/synonyms	Non-example /Antonyms
1.	Read	Membaca	Novel	Book	Write
2.	Write	Menulis	Story	Poetry	Read
3.	Clean	Bersih	Comfortable	Beautiful	Dirty
4.	Spirit	Semangat	Mood	Powerful	Bored
5.	Happy	Bahagia	Feeling	Cheerful	Sad

F. Metode Pembelajaran

Conventional Method

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ol style="list-style-type: none"> a. Salam dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran peserta didik sebagai sikap disiplin. c. Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> d. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>What are you doing?</i> • Peserta didik diminta mengamati gambar /foto yang terdapat pada buku atau peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain. • Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan; <i>What are you doing?</i> • Mengajukan pertanyaan tentang <i>What are you doing?</i>, yang tidak dipahami dari apa yang di jelaskan atau pertanyaan untuk mendapatkan informasi tambahan tentang topic <i>What are you doing?</i>. • Peneliti meminta peserta didik untuk mencatat apa yang telah peneliti jelaskan • Peneliti akan memberikan latihan kepada peserta didik • Menuliskan kosa kata baru yang didapatkan dari topic pelajaran. 	60 menit
3.	<p>Kegiatan Penutup: Peserta didik :</p>	10 menit

	<ul style="list-style-type: none"> • Membuat kesimpulan dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Memberikan pekerjaan rumah. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya 	
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I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *What are you doing?* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topic *What are you doing?*.
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Ingggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

INSTITUT AGAMA ISLAM NEGERI

MAHERTILS.Pd

NIP.197310072007012021

REFNA

NIM. 1610203032

Mengetahui,
Kepala MTsN 7 Kerinci

Dra. HJ. NISWARTI. M.PdI
NIP. 196901181991032001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Sekolah : MTSN 7 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Materi Pokok : Bigger is Not Always Better
Focus : Vocabulary
Alokasi Waktu : 2x40 menit
Pertemuan Ke : 3

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

- Memahami fungsi sosial, struktur teks dan unsur kebahasaan pada teks untuk menyatakan dan menayakan macam-macam kata *Bigger is not always better* yang dekat dengan kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi (IPK)

- Menulis kata dengan topic *Bigger is not always better*
- Mengidentifikasi kata dengan topic *Bigger is not always better*
- Memahami kata dengan topic *Bigger is not always better*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *Bigger is not always better* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
- Siswa dapat Menyebutkan kata dari teks *Bigger is not always better* terkait dengan kehidupan sehari-hari.
- Siswa mampu mengungkapkan kata dari topic *Bigger is not always better* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
- Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
- Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

Bigger is not always better

The sentences:

-The donkey is *smaller* than the horse.

-The mountain is *higher* than the hill.

- Hasan is *older* than me.

-My ruler is *shorter* than Dina's

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syn onims	Non-example /Antonyms
1.	Big	Besar	Weigth	Large	Small
2.	Beautiful	Indah	Feel	Pretty	Ugly
3.	Walk	berjalan	Slow	Marathon	Run

4.	Short	Pendek	Small	Low	Tall
5.	Old	Tua	Age	Adult	Young

F. Metode Pembelajaran

Conventional Method

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ol style="list-style-type: none"> a. Salam dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran peserta didik sebagai sikap disiplin. c. Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> d. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>Bigger is not always better</i>. • Peserta didik diminta mengamati gambar /foto yang terdapat pada buku atau peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain. • Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan; <i>Bigger is not always better</i> • Mengajukan pertanyaan tentang <i>Bigger is not always better</i>, yang tidak dipahami dari apa yang di jelaskan atau pertanyaan untuk mendapatkan informasi tambahan tentang topic <i>Bigger is not always better</i>. • Peneliti meminta peserta didik untuk mencatat apa yang telah peneliti jelaskan 	60 menit

	<ul style="list-style-type: none"> • Peneliti akan memberikan latihan kepada peserta didik • Menuliskan kosa kata baru yang didapatkan dari topic pelajaran. 	
3.	<p>Kegiatan Penutup:</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat kesimpulan dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Memberikan pekerjaan rumah. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya 	



I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *Bigger is not always better* yang disusun dalam betuk vocabulary
- Tepat dalam meggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Megidentifikasi kata-kata yag ada di topic *Bigger is not always better* Murid serius dalam kegiatan belajar disetiap tahap pemelajaran.
- Menunjukan tanggung jawab, peduli, kerjasama dan damai dalam megerjaka fugsi komuikasi.

Guru Mapel B.Inggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

MAHERTL.S.Pd

REFNA

NIP.197310072007012021

NIM. 1610203032

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**Mengetahui,
Kepala MTsN 7 Kerinci**

Dra. HJ. NISWARTI. M.PdI

NIP. 196901181991032001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Sekolah	: MTSN 7 Kerinci
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/Genap
Materi Pokok	: Writing (Yes, we made it!)
Focus	: Vocabulary
Alokasi Waktu	: 2x40 menit
Pertemuan Ke	: 4

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

- Memahami teks khusus dalam bentuk teks *Yes, We made it!*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

- Menulis kata dengan topic *Yes, We made it!*
- Mengidentifikasi kata dengan topic *Yes, We made it!*
- Memahami kata dengan topic *Yes, We made it!*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *Yes, We made it!* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
- Siswa dapat Menyebutkan kata dari teks *Yes, We made it!* terkait dengan kehidupan sehari-hari.
- Siswa mampu mengungkapkan kata dari topic *Yes, We made it!* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
- Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
- Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

Yes, We made it!

-Mempresentasikan teks recount

-Membuat teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

K E R I N C I

A trip to the zoo

“Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only out at night.

When we returned home we were tired but happy because we had so much fun.”

No	Words	Definition/ translations	Characteristic / hyponims	Example/synon ims	Non-example /Antonyms
1.	Cut	Memotong	Share	Slice	connect
2.	Pick	Mengambil	Displace	Choose	Put
3.	Planting	Menanam	Farm	Install	Hervesting
4.	Repair	Memperbaiki	Better	Improve	Blame
5.	Close	Tutup	Door	Shut	Open

F. Metode Pembelajaran

Conventional Method

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ol style="list-style-type: none"> a. Salam dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran peserta didik sebagai sikap disiplin. c. Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> d. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>Yes, We made it!</i> • Peserta didik diminta mengamati gambar /foto yang terdapat pada buku atau peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain. • Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan; <i>Yes, We made it!</i> 	60 menit

	<ul style="list-style-type: none"> • Mengajukan pertanyaan tentang <i>Yes, We made it!</i>, yang tidak dipahami dari apa yang di jelaskan atau pertanyaan untuk mendapatkan informasi tambahan tentang topic <i>Yes, We made it!</i> • Peneliti meminta peserta didik untuk mencatat apa yang telah peneliti jelaskan • Peneliti akan memberikan latihan kepada peserta didik • Menuliskan kosa kata baru yang didapatkan dari topic pelajaran. 	
3.	<p>Kegiatan Penutup: Peserta didik :</p> <ul style="list-style-type: none"> • Membuat kesimpulan dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Memberikan pekerjaan rumah. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya 	10 menit

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *Yes, We made it!* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topic *Yes, We made it!*.
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Ingggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

MAHERTI,S.Pd

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NIM. 1610203032

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

Mengetahui,

Kepala MTsN 7 Kerinci

Dra. HJ. NISWARTI. M.PdI

NIP. 196901181991032001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Sekolah	: MTSN 7 Kerinci
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/Genap
Materi Pokok	: Speaking (<i>Don't Forget it, Please!</i>)
Focus	: Vocabulary
Alokasi Waktu	: 2x40 menit
Pertemuan Ke	: 5

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

- Memahami teks khusus dalam bentuk teks *Don't Forget it, Please!*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

- Menulis kata dengan topic *Don't Forget it, Please!*.
- Mengidentifikasi kata dengan topic *Don't Forget it, Please!*.
- Memahami kata dengan topic *Don't Forget it, Please!*.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *Don't Forget it, Please!*, dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
- Siswa dapat Menyebutkan kata dari teks *Don't Forget it, Please!*, terkait dengan kehidupan sehari-hari.
- Siswa mampu mengungkapkan kata dari topic *Don't Forget it, Please!*, dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
- Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
- Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

Don't forget it, Please!

Short messages and notice:

Example

Messages:

- Don't forget to water the plant in the afternoon.*
- Always have breakfast before you go to school.*
- Dry the towels on the line after you take a bath.*
- Notice:** *No food or drink in this area.*

No	Words	Definition/ translations	Characteristic/ hyponims	Example/synonyms	Non-example /Antonyms
1.	Dry	Kering	light	Crips	Moist
2.	Lock	Kunci	Key	Bolt	Open
3.	Food	Makanan	Eat	Fruit	Drink
4.	Free	Bebas	Enjoy	Freedom	Busy
5.	Wather	Air	Fresh	Rain	Fire

F. Metode Pembelajaran

Conventional Method

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ol style="list-style-type: none"> a. Salam dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran peserta didik sebagai sikap disiplin. c. Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> d. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>Don't Forget it, Please,</i> • Peserta didik diminta mengamati gambar /foto yang terdapat pada buku atau peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain. • Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan; <i>Don't Forget it, Please!,</i> • Mengajukan pertanyaan tentang <i>Don't Forget it, Please!.,</i> yang tidak dipahami dari apa yang di jelaskan atau pertanyaan untuk mendapatkan informasi tambahan tentang topic <i>Don't Forget it, Please!,</i> • Peneliti meminta peserta didik utuk mencatat apa yang telah peneliti jelaskan • Peneliti akan memberikan latihan kepada peserta didik • Menuliskan kosa kata baru yang didapatkan dari topic pelajaran. 	60 menit

3.	Kegiatan Penutup: Peserta didik : <ul style="list-style-type: none">• Membuat kesimpulan dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.• Memberikan pekerjaan rumah.• Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya	10 menit
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I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *Don't Forget it, Please!*, yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topic *Don't Forget it, Please!*.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Inggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

MAHERTI,S.Pd

REFNA

NIP.197310072007012021

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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Mengetahui,

Kepala MTsN 7 Kerinci

Dra. HJ. NISWARTI. M.PdI

NIP. 196901181991032001

**SRENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS**

Sekolah : MTSN 7 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Materi Pokok : Speaking(*We Got a Lot of Histories*)
Focus : Vocabulary
Alokasi Waktu : 2x40 menit
Pertemuan Ke : 6

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

5. Memahami teks khusus dalam bentuk teks *We Got a Lot of Histories*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *We Got a Lot of Histories*
2. Mengidentifikasi kata dengan topic *We Got a Lot of Histories*
3. Memahami kata dengan topic *We Got a Lot of Histories*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *We Got a Lot of Histories* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
2. Siswa dapat Menyebutkan kata dari teks *We Got a Lot of Histories* terkait dengan kehidupan sehari-hari.
3. Siswa mampu mengungkapkan kata dari topic *We Got a Lot of Histories* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
4. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
5. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

We Got a Lot of Histories

-To get the message of song.

-Read the lyrics of a song.

Let It Go
Idina Menzel

The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation
And it looks like I'm the queen

The wind I howling like this swirling storm inside
Couldn't keep it in, heaven knows I've tried
Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know

Well, now they know

Let it go, let it go

Can't hold it back anymore

Let it go, let it go

Turn away and slam the door.

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syn onims	Non-example /Antonyms
1.	Cold	Dingin	Ice	Cool	Warm
2.	Far	Jauh	Location	Away	Near
3.	Wrong	Salah	Error	Fault	Correct
4.	Fears	Ketakutan	Worry	Afraid	Brave
5.	Back	Kembali	Direction	Return	Next

F. Metode Pembelajaran

Conventional Method

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ol style="list-style-type: none"> a. Salam dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran peserta didik sebagai sikap disiplin. c. Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> d. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p>	60 menit

	<ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>We Got a Lot of Histories</i> • Peserta didik diminta mengamati gambar /foto yang terdapat pada buku atau peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain. • Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan; <i>We Got a Lot of Historie</i>. • Mengajukan pertanyaan tentang <i>We Got a Lot of Histories</i> ,yang tidak dipahami dari apa yang di jelaskan atau pertanyaan untuk mendapatkan informasi tambahan tentang topic <i>We Got a Lot of Histories</i> • Peneliti meminta peserta didik utuk mencatat apa yang telah peneliti jelaskan • Peneliti akan memberikan latihan kepada peserta didik • Menuliskan kosa kata baru yang didapatkan dari topic pelajaran. 	
3.	<p>Kegiatan Penutup: Peserta didik :</p> <ul style="list-style-type: none"> • Membuat kesimpulan dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Memberikan pekerjaan rumah. • Peneliti akan menanyakan setiap siswa tetang vocabulary yang telah mereka pelajari di pertemuan berikutnya 	10 menit

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *We Got a Lot of Histories* yang disusun dalam betuk vocabulary
- Tepat dalam meggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Megidentifikasi kata-kata yag ada di topic *We Got a Lot of Histories*.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukan tanggung jawab, peduli, kerjasama dan damai dalam megerjaka fungsi komuikasi.

Guru Mapel B.Ingggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

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INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**Mengetahui,
Kepala MTsN 7 Kerinci**

Dra. HJ. NISWARTI. M.PdI

NIP. 196901181991032001

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT CLASS**

Sekolah	: MTSN 7 Kerinci
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/Genap
Materi Pokok	: Writing (My Uncle is Zookeeper)
Focus	: Describe the animals in the zoo
Alokasi Waktu	: 2x40 menit
Pertemuan Ke	: 1

J. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

K. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk teks *My Uncle is Zookeeper*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

L. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *My Uncle is Zookeeper*

2. Mengidentifikasi kata dengan topic *My Uncle is Zookeeper*
3. Memahami kata dengan topic *My Uncle is Zookeeper*

M. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *My Uncle is Zookeeper* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
2. Siswa dapat Menyebutkan kata dari topic *My Uncle is Zookeeper* terkait dengan kehidupan sehari-hari.
3. Siswa mampu mengungkapkan kata dari topic *My Uncle is Zookeeper* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
4. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
5. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

N. Materi Pembelajaran

My Uncle is Zookeeper

Describe Animals in the zoo

Animals in the zoo

- *Elephants*
- *Tigers*
- *Bears*
- *Mongkey*
- *Panda*

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syno nims	Non-example /Antonyms
1.	Heavy	Berat	Elephants	Hard	Light
2.	Big	Besar	Tigers	Large	Small
3.	Powerfull	Kuat	Horse	Strong	Weak
4.	Clever	Pintar	Mongkey	Smart	Stupid
5.	Cute	Imut	Panda	Adorable	Bad

O. Metode Pembelajaran

1. Learning strategy :Frayer Model
2. Learning method :Group discussion, Questioning and Answering question

P. Media dan Alat Pembelajaran

1. Buku Paket

2. Lingkungan Sekitar
3. Referensi Lain

Q. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Learn to tell other people about our names, our origins, and our home address</i> • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic atau guru menjelaskan tentang topic yang sedang berlangsung. • Peneliti dan peserta didik mendiskusikan tentang topic <i>My Uncle is Zookeeper</i>. • Memperkenalkan sebuah strategi <i>Frayer Model</i> dan menjelaskan manfaat dan cara mengaplikasikannya di dalam proses meningkatkan vocabulary. • kemudian peneliti dan siswa Mencari kosa kata baru yang berhubungan dengan <i>Animals in the zoo</i>. Yang akan dijadikan kata kunci dan akan ditulis dipapan tulis. • Peneliti membagikan siswa menjadi beberapa kelompok atau siswa berkerjasama dengan teman sebangku. • Peneliti meminta masing-masing kelompok untuk menuliskan empat aspek dalam frayer model dari kata kunci yang telah didapatkan bersama-sama tersebut yaitu, <i>definitions/translation, characteristic/hyponims, example/synonyms, non-example/antonyms</i>. Dari kata yang menurut mereka berhubungan dengan topic pembahasan berdasarkan pendapat mereka sendiri. • Peneliti Membuat desain Frayer Model di papan tulis, dan meminta masing-masing kelompok untuk mengisi list disetiap kolom frayer model sesuai dengan pendapat 	60 menit

	<p>disetiap kelompok. Dan pendapat mereka akan berbeda-beda</p> <ul style="list-style-type: none"> • Peneliti juga menanyakan kembali kepada siswa tentang kata-kata yang siswa dapatkan dari Frayer Model • Setiap siswa harus menjawab pertanyaan dari peneliti 	
3.	<p>Kegiatan Penutup: Peserta didik :</p> <ul style="list-style-type: none"> • Peneliti akan meminta siswa untuk menulis kosa kata baru yang mereka dapatkan dari Frayer Model berdasarkan kata yang mereka ingat. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya dan setiap siswa akan menulis di kata yang berbeda di papan tulis. 	10 menit



R. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *My Uncle is Zookeeper* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topik *My Uncle is Zookeeper*.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.

- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Inggris

Pulau Tengah, 09 Maret 2020

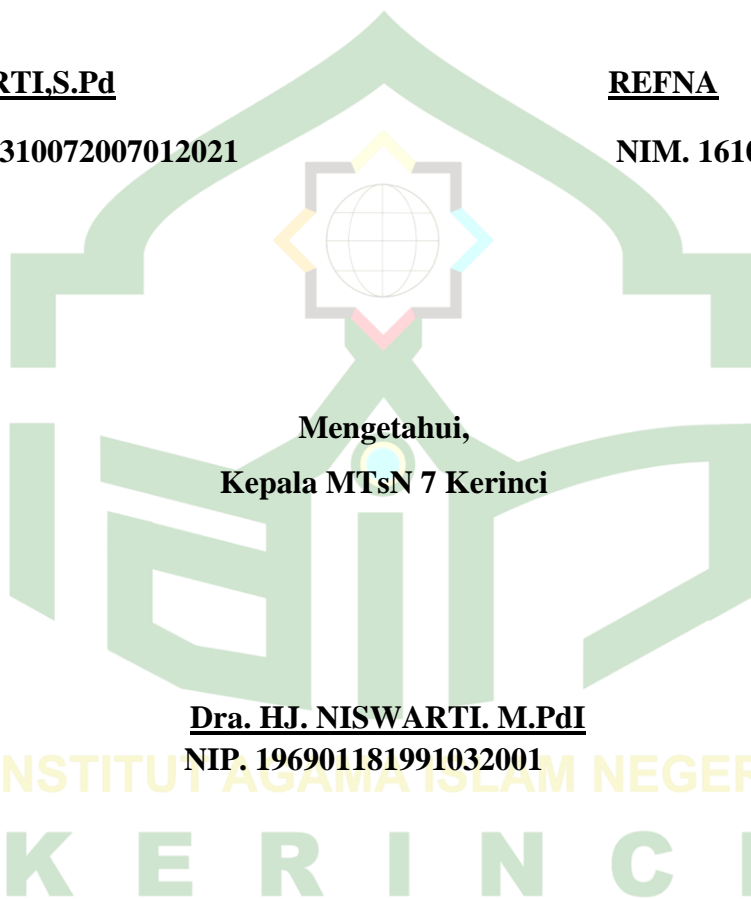
Mahasiswa Peneliti

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**Mengetahui,
Kepala MTsN 7 Kerinci**

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**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT CLASS**

Sekolah : MTSN 7 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Materi Pokok : Speaking (What are you doing?)

Focus : **Vocabulary**
Alokasi Waktu : **2x40 menit**
Pertemuan Ke : **2**

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk *What are you doing?*, sangat pendek dan sederhana, untuk mengkomunikasikan keadaan dan kejadian yang sedang berlangsung untuk berbagi informasi dengan orang lain, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *What are you doing?*
2. Mengidentifikasi kata dengan topic *What are you doing?*
3. Memahami kata dengan topic *What are you doing?*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *What are you doing?* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
2. Siswa mampu mengungkapkan kata dari topic *What are you doing?* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
3. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
4. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama

E. Materi Pembelajaran

What are you doing?

Dialogue:

A : What are you doing siti?

B: I'm reading a book.

No	Words	Definition/ Translations	Characteristic/ hyponims	Example/syno nims	Non-example /Antonyms
1.	Read	Membaca	Novel	Book	Write
2.	Write	Menulis	Story	Poetry	Read
3.	Clean	Bersih	Comfortable	Beautiful	Dirty
4.	Spirit	Semangat	Mood	Powerful	Bored
5.	Happy	Bahagia	Feeling	Cheerful	Sad

F. Metode Pembelajaran

1. Learning strategy :Frayer Model
2. Learning method :Group discussion, Questioning and Answering questions

G. Media dan Alat Pembelajaran

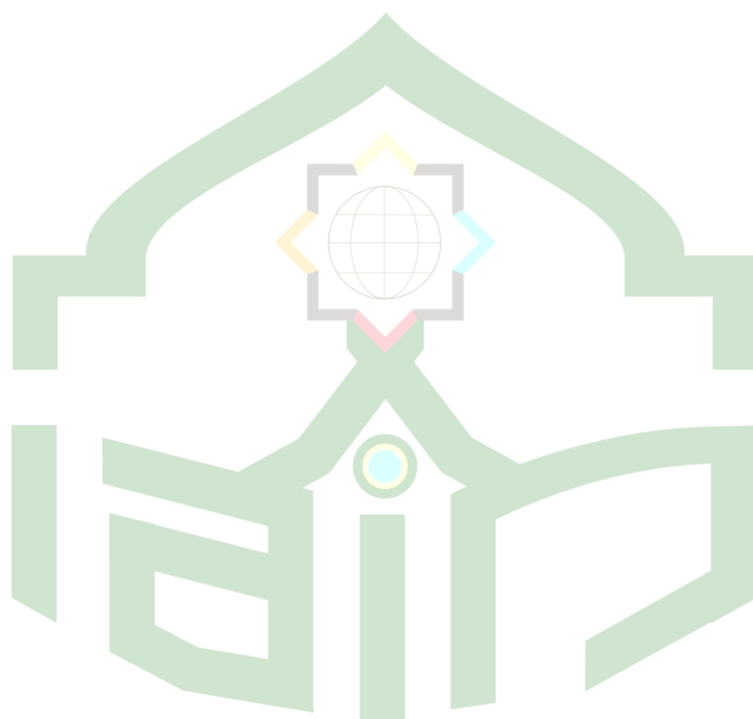
1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. 	10 menit

	<ul style="list-style-type: none"> • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic atau guru menjelaskan tentang topic yang sedang berlangsung. • Peneliti dan peserta didik mendiskusikan tentang topic Topic <i>What are you doing?</i>. • Peneliti menjelaskan dan memberikan contoh bagaimana mencari kata dan yang ada di topic <i>What are you doing?</i>, dan Mengaplikasikannya di Frayer Model • kemudian peneliti dan siswa Mencari kosa kata baru yang berhubungan dengan <i>What are you doing?</i>. Yang akan dijadikan kata kunci dan akan ditulis dipapan tulis. • Peneliti membagikan siswa menjadi beberapa kelompok atau siswa berkerjasama dengan teman sebangku. • Peneliti meminta masing-masing kelompok untuk menuliskan empat aspek dalam frayer model dari kata kunci yang telah didapatkan bersama-sama tersebut yaitu, definitions/translation, characteristic/hyponims, example/synonyms, non-example/antonyms. Dari kata yang menurut mereka berhubungan dengan topic pembahasan berdasarkan pendapat mereka sendiri. • Peneliti Membuat desain Frayer Model di papan tulis, dan meminta masing-masing kelompok untuk mengisi list disetiap kolom frayer model sesuai dengan pendapat disetiap kelompok. Dan pendapat mereka akan berbeda-beda • Peneliti juga menanyakan kembali kepada siswa tentang kata-kata yang siswa dapatkan dari Frayer Model. • Setiap siswa harus menjawab pertanyaan dari peneliti. 	60 menit
3.	<p>Kegiatan Penutup:</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Peneliti akan meminta siswa untuk menulis kosa kata baru yang mereka dapatkan dari <i>Frayer Model</i> berdasarkan kata yang mereka ingat. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya dan 	10 menit

	setiap siswa akan menulis di kata yang berbeda di papan tulis.	
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INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *What are you doing?* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topik *What are you doing?*
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Inggris

Pulau Tengah, 09 Maret 2020

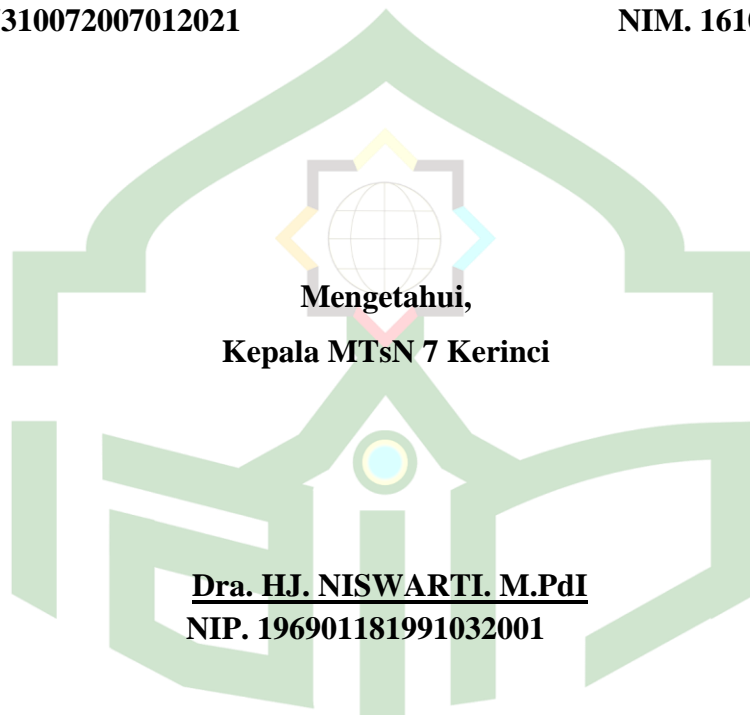
Mahasiswa Peneliti

MAHERTI,S.Pd

REFNA

NIP.197310072007012021

NIM. 1610203032



**Mengetahui,
Kepala MTsN 7 Kerinci**

**Dra. HJ. NISWARTI. M.PdI
NIP. 196901181991032001**

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT CLASS**

Sekolah	: MTSN 7 Kerinci
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/Ganjil
Materi Pokok	: Writing (Bigger is not always better)
Focus	: Vocabulary
Alokasi Waktu	: 2x40 menit
Pertemuan Ke	: 3

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk teks *Bigger Is Not Always Better*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *Bigger Is Not Always Better*
2. Mengidentifikasi kata dengan topic *Bigger Is Not Always Better*
3. Memahami kata dengan topic *Bigger Is Not Always Better*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *Bigger Is Not Always Better* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
2. Siswa mampu mengungkapkan kata dari topic *Bigger Is Not Always Better* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
3. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
4. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama

E. Materi Pembelajaran

Bigger is not always better

The sentences:

-The donkey is *smaller* than the horse.

-The mountain is *higher* than the hill.

- Hasan is *older* than me.

-My ruler is *shorter* than Dina's

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syn onims	Non-example /Antonyms
1.	Big	Besar	Weigth	Large	Small
2.	Beautiful	Indah	Feel	Pretty	Ugly
3.	Walk	berjalan	Slow	Marathon	Run
4.	Short	Pendek	Small	Low	Tall
5.	Old	Tua	Age	Adult	Young

F. Metode Pembelajaran

1. Learning strategy :Frayer Model
2. Learning method :Group discussion, Questioning and Answering question

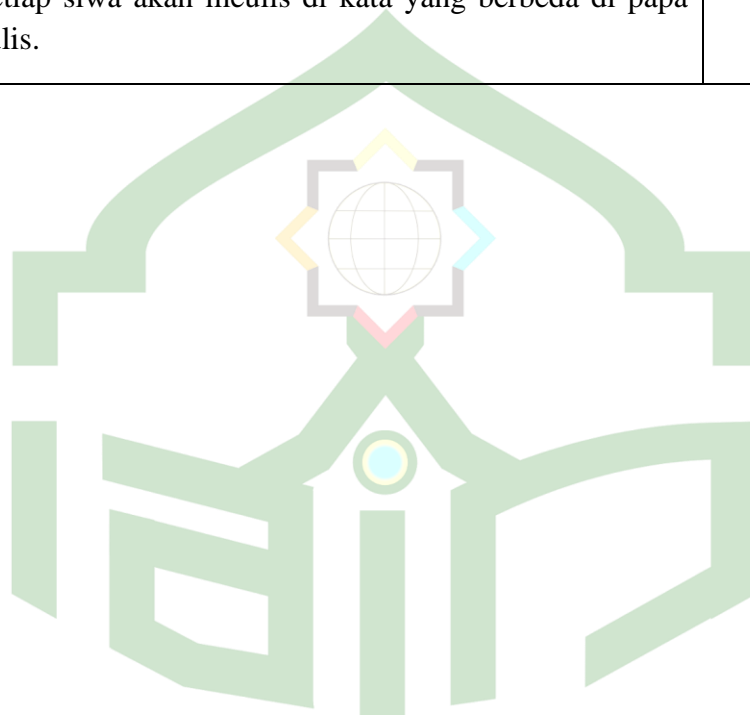
G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic atau guru menjelaskan tentang topic yang sedang berlangsung. • Peneliti dan peserta didik mendiskusikan tentang topic Topic <i>Bigger Is Not Always Better</i> • Peneliti menjelaskan dan memberikan contoh bagaimana mencari kata dan yang ada di topic <i>Bigger Is Not Always Better</i>, dan Mengaplikasikannya di Frayer Model • kemudian peneliti dan siswa Mencari kosa kata baru yang berhubungan dengan <i>Bigger Is Not Always Better</i>, Yang akan dijadikan kata kunci dan akan ditulis dipapan tulis. • Peneliti membagikan siswa menjadi beberapa kelompok atau siswa berkerjasama dengan teman sebangku. • Peneliti meminta masing-masing kelompok untuk menuliskan empat aspek dalam frayer model dari kata kunci yang telah didapatkan bersama-sama tersebut yaitu, definitions/translation, characteristic/hyponims, example/synonyms, non-example/antonyms. Dari kata yang menurut mereka berhubungan dengan topic pembahasan berdasarkan pendapat mereka sendiri. • Peneliti Membuat desain Frayer Model di papan tulis, dan meminta masing-masing kelompok untuk mengisi list disetiap kolom frayer model sesuai dengan pendapat disetiap kelompok. Dan pendapat mereka akan berbeda-beda • Peneliti juga menanyakan kembali kepada siswa tentang kata-kata yang siswa dapatkan dari Frayer Model. 	60 menit

	<ul style="list-style-type: none"> • Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3.	<p>Kegiatan Penutup: Peserta didik :</p> <ul style="list-style-type: none"> • Peneliti akan meminta siswa untuk menulis kosa kata baru yang mereka dapatkan dari <i>Fruiter Model</i> berdasarkan kata yang mereka ingat. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya dan setiap siswa akan menulis di kata yang berbeda di papan tulis. 	10 menit



INSTITUT AGAMA ISLAM NEGERI

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *Bigger Is Not Always Better* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

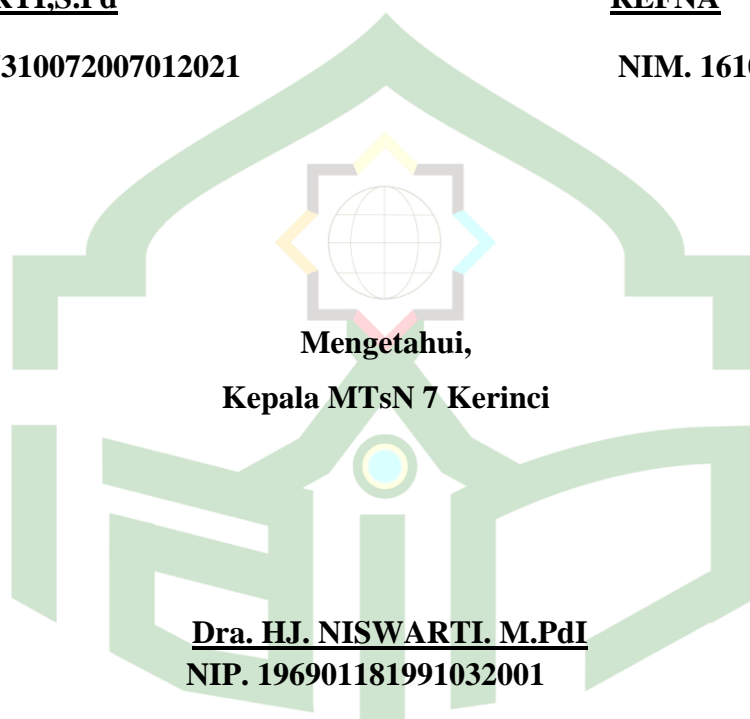
2. Observasi

- Mengidentifikasi kata-kata yang ada di topik *Bigger Is Not Always Better*
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Inggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

MAHERTI,S.Pd**REFNA****NIP.197310072007012021****NIM. 1610203032****Mengetahui,****Kepala MTsN 7 Kerinci****Dra. HJ. NISWARTI. M.PdI****NIP. 196901181991032001****INSTITUT AGAMA ISLAM NEGERI****KERINCI
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT CLASS**

Sekolah : MTSN 7 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Materi Pokok : Writing (Yes, we made it!)
Focus : Vocabulary
Alokasi Waktu : 2x40 menit
Pertemuan Ke : 4

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk teks *Yes, We made it!*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *Yes, We made it!*
2. Mengidentifikasi kata dengan topic *Yes, We made it!*
3. Memahami kata dengan topic *Yes, We made it!*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *Yes, We made it!* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.

2. Siswa dapat Menyebutkan kata dari topic *Yes, We made it!* terkait dengan kehidupan sehari-hari.
3. Siswa mampu mengungkapkan kata dari topic *Yes, We made it!* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
4. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
5. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

Yes, We made it!

-Mempresentasikan teks recount

-Membuat teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

A trip to the zoo

“Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only out at night.

When we returned home we were tired but happy because we had so much fun.”

No	Words	Definition/ translations	Characteristic / hyponims	Example/synonyms	Non-example /Antonyms
1.	Cut	Memotong	Share	Slice	connect
2.	Pick	Mengambil	Displace	Choose	Put
3.	Planting	Menanam	Farm	Install	Hervesting
4.	Repair	Memperbaiki	Better	Improve	Blame
5.	Close	Tutup	Door	Shut	Open

F. Metode Pembelajaran

1. Learning strategy :Frayer Model
2. Learning method :Group discussion, Questioning and Answering question

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic atau guru menjelaskan tentang topic yang sedang berlangsung. • Peneliti dan peserta didik mendiskusikan tentang topic <i>Topic Yes, We made it!</i> • Peneliti menjelaskan dan memberikan contoh bagaimana mencari kata dan yang ada di topic <i>Yes, We made it!</i>, dan Mengaplikasikannya di Frayer Model • kemudian peneliti dan siswa Mencari kosa kata baru yang berhubungan dengan <i>Yes, We made it!</i>, Yang akan dijadikan kata kunci dan akan ditulis dipapan tulis. • Peneliti membagikan siswa menjadi beberapa kelompok atau siswa berkerjasama dengan teman sebangku. • Peneliti meminta masing-masing kelompok untuk menuliskan empat aspek dalam frayer model dari kata kunci yang telah didapatkan bersama-sama tersebut yaitu, <i>definitions/translation, characteristic/hyponims, example/synonyms, non-example/antonyms</i>. Dari kata yang menurut mereka berhubungan dengan topic pembahasan berdasarkan pendapat mereka sendiri. • Peneliti Membuat desain Frayer Model di papan tulis, dan meminta masing-masing kelompok untuk mengisi 	60 menit

	<p>list disetiap kolom frayer model sesuai dengan pendapat disetiap kelompok. Dan pendapat mereka akan berbeda-beda</p> <ul style="list-style-type: none"> • Peneliti juga menanyakan kembali kepada siswa tentang kata-kata yang siswa dapatkan dari Frayer Model. • Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3.	<p>Kegiatan Penutup: Peserta didik :</p> <ul style="list-style-type: none"> • Peneliti akan meminta siswa untuk menulis kosa kata baru yang mereka dapatkan dari Frayer Model berdasarkan kata yang mereka ingat. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya dan setiap siswa akan menulis di kata yang berbeda di papan tulis. 	10 menit

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *Yes, We made it!* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topic *Yes, We made it!*.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Mahasiswa Peneliti

MAHERTI,S.Pd**NIP.197310072007012021****REFNA****NIM. 1610203032**

**Mengetahui,
Kepala MTsN 7 Kerinci**

**Dra. HJ. NISWARTI. M.PdI
NIP. 196901181991032001**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT CLASS**

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

Sekolah : MTSN 7 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Materi Pokok :Speaking (Don't forget it, please!)
Focus : Vocabulary
Alokasi Waktu : 2x40 menit
Pertemuan Ke : 5

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk teks *Don't forget it, Please!*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *Don't forget it, Please!*
2. Mengidentifikasi kata dengan topic *Don't forget it, Please!*
3. Memahami kata dengan topic *Don't forget it, Please!*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *Don't forget it, Please!* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
2. Siswa dapat Menyebutkan kata dari topic *Don't forget it, Please!* terkait dengan kehidupan sehari-hari.
3. Siswa mampu mengungkapkan kata dari topic *Don't forget it, Please!* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
4. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani

5. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

Don't forget it, Please!

Short messages and notice:

Example

Massages:

- *Don't forget to water the plant in the afternoon.*
- *Always have breakfast before you go to school.*
- *Dry the towels on the line after you take a bath.*
- *Notice: No food or drink in this area.*

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syno nims	Non-example /Antonyms
1.	Dry	Kering	light	Crips	Moist
2.	Lock	Kunci	Key	Bolt	Open
3.	Food	Makanan	Eat	Fruit	Drink
4.	Free	Bebas	Enjoy	Freedom	Busy
5.	Wather	Air	Fresh	Rain	Fire

F. Metode Pembelajaran

1. Learning strategy :Frayer Model
2. Learning method :Group discussion, Questioning and Answering question

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. 	10 menit

	<ul style="list-style-type: none"> • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic atau guru menjelaskan tentang topic yang sedang berlangsung. • Peneliti dan peserta didik mendiskusikan tentang topic <i>Don't forget it, Please!</i> • Peneliti menjelaskan dan memberikan contoh bagaimana mencari kata dan yang ada di topic <i>Don't forget it, Please!</i>, dan Mengaplikasikannya di Frayer Model • kemudian peneliti dan siswa Mencari kosa kata baru yang berhubungan dengan <i>Don't forget it, Please!</i>, Yang akan dijadikan kata kunci dan akan ditulis dipapan tulis. • Peneliti membagikan siswa menjadi beberapa kelompok atau siswa berkerjasama dengan teman sebangku. • Peneliti meminta masing-masing kelompok untuk menuliskan empat aspek dalam frayer model dari kata kunci yang telah didapatkan bersama-sama tersebut yaitu, definitions/translation, characteristic/hyponims, example/synonyms, non-example/antonyms. Dari kata yang menurut mereka berhubungan dengan topic pembahasan berdasarkan pendapat mereka sendiri. • Peneliti Membuat desain Frayer Model di papan tulis, dan meminta masing-masing kelompok untuk mengisi list disetiap kolom frayer model sesuai dengan pendapat disetiap kelompok. Dan pendapat mereka akan berbeda-beda • Peneliti juga menanyakan kembali kepada siswa tentang kata-kata yang siswa dapatkan dari Frayer Model. • Setiap siswa harus menjawab pertanyaan dari peneliti. 	60 menit
3.	<p>Kegiatan Penutup:</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Peneliti akan meminta siswa utuk menulis kosa kata baru yang mereka dapatkan dari Frayer Model berdasarkan kata yang mereka ingat. • Peneliti akan menayakan setiap siswa tetang vocabulary yang telah mereka pelajari di pertemuan berikutnya dan 	10menit

	setiap siswa akan menulis di kata yang berbeda di papan tulis.	
--	--	--

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *Don't forget it, Please!* yang disusun dalam bentuk vocabulary
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan

2. Observasi

- Mengidentifikasi kata-kata yang ada di topik *Don't forget it, Please!*
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

MAHERTI,S.Pd**NIP.197310072007012021****REFNA****NIM. 1610203032**

Mengetahui,
Kepala MTsN 7 Kerinci

Dra. HJ. NISWARTI. M.PdI
NIP. 196901181991032001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT CLASS

Sekolah : MTSN 7 Kerinci
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Materi Pokok : Speaking(We got a lot of histories)
Focus : Vocabulary
Alokasi Waktu : 2x40 menit
Pertemuan Ke : 6

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk text *We got a lot of histories*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Menulis kata dengan topic *We got a lot of histories*
2. Mengidentifikasi kata dengan topic *We got a lot of histories*
3. Memahami kata dengan topic *We got a lot of histories*

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari topic *We got a lot of histories* dengan struktur teks yang benar sesuai dengan teknik yang akan diterapkan.
2. Siswa dapat Menyebutkan kata dari topic *We got a lot of histories* terkait dengan kehidupan sehari-hari.

3. Siswa mampu mengungkapkan kata dari topic *We got a lot of histories* dengan menggunakan ragam bahasa lisan sederhana dalam kehidupan sehari-hari.
4. Peserta didik dapat dipercaya, rasa hormat dan perhatian, tekun, tanggung jawab dan berani
5. Para peserta didik dapat memahami dan menebak kata dan saling kerjasama.

E. Materi Pembelajaran

We got a lot of histories

-To get the message of song.

-Read the lyrics of a song.

Let It Go

Idina Menzel

*The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation
And it looks like I'm the queen*

*The wind I howling like this swirling storm inside
Couldn't keep it in, heaven knows I've tried
Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know*

Let it go, let it go
Can't hold it back anymore

Let it go, let it go
Turn away and slam the door.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

No	Words	Definition/ translations	Characteristic/ hyponims	Example/syn onims	Non-example /Antonyms
1.	Cold	Dingin	Ice	Cool	Warm
2.	Far	Jauh	Location	Away	Near
3.	Wrong	Salah	Error	Fault	Correct
4.	Fears	Ketakutan	Worry	Afraid	Brave
5.	Back	Kembali	Direction	Return	Next

F. Metode Pembelajaran

1. Learning strategy :Frayer Model
2. Learning method :Group discussion, Questioning and Answering question

G. Media dan Alat Pembelajaran

1. Buku Paket
2. Lingkungan Sekitar
3. Referensi Lain

H. Langkah-langkah Pembelajaran

No	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Salam dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic atau guru menjelaskan tentang topic yang sedang berlangsung. • Peneliti dan peserta didik mendiskusikan tentang topic <i>Topic We got a lot of histories</i> • Peneliti menjelaskan dan memberikan contoh bagaimana mencari kata dan yang ada di topic <i>We got a lot of histories</i> dan Mengaplikasikannya di Frayer Model. • kemudian peneliti dan siswa Mencari kosa kata baru yang berhubungan dengan <i>We got a lot of histories</i>, Yang akan dijadikan kata kunci dan akan ditulis dipapan tulis. • Peneliti membagikan siswa menjadi beberapa kelompok atau siswa berkerjasama dengan teman sebangku. • Peneliti meminta masing-masing kelompok untuk menuliskan empat aspek dalam frayer model dari kata kunci yang telah didapatkan bersama-sama tersebut yaitu, definitions/translation, characteristic/hyponims, 	60 menit

	<p>example/synonyms, non-example/antonyms. Dari kata yang menurut mereka berhubungan dengan topic pembahasan berdasarkan pendapat mereka sendiri.</p> <ul style="list-style-type: none"> • Peneliti Membuat desain Frayer Model di papan tulis, dan meminta masing-masing kelompok untuk mengisi list disetiap kolom frayer model sesuai dengan pendapat disetiap kelompok. Dan pendapat mereka akan berbeda-beda • Peneliti juga menanyakan kembali kepada siswa tentang kata-kata yang siswa dapatkan dari Frayer Model. • Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3.	<p>Kegiatan Penutup: Peserta didik :</p> <ul style="list-style-type: none"> • Peneliti akan meminta siswa untuk menulis kosa kata baru yang mereka dapatkan dari Frayer Model berdasarkan kata yang mereka ingat. • Peneliti akan menanyakan setiap siswa tentang vocabulary yang telah mereka pelajari di pertemuan berikutnya dan setiap siswa akan menulis di kata yang berbeda di papan tulis. 	10menit

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam kata, *We got a lot of histories* yang disusun dalam bentuk vocabulary
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2. Observasi

- Mengidentifikasi kata-kata yang ada di topic *We got a lot of histories*.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerjasama dan damai dalam mengerjakan tugas komunikasi.

Guru Mapel B.Inggris

Pulau Tengah, 09 Maret 2020

Mahasiswa Peneliti

MAHERTI,S.Pd

NIP.197310072007012021

REFNA

NIM. 1610203032

**Mengetahui,
Kepala MTsN 7 Kerinci**

**Dra. HJ. NISWARTI. M.PdI
NIP. 196901181991032001**

**VOCABULARY TEST
(TRY OUT)**

Name :
Date :
Class :
Subject : English
Time : 45 minutes

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

I. Choose the synonym of the underline word!

1. This tree is big.

- | | |
|----------|----------|
| a. thick | c. Huge |
| b. long | d. large |

2. My cousin is very pretty.
- a. Ugly
b. Strange
c. Beautiful
d. Smart
3. You should come to my place tonight!
- a. Go
b. Arrive
c. See
d. Study
4. This toy is inexpensive.
- a. Cheap
b. Expensive
c. Good
d. Overpriced
5. They start the final exam at 7.30 am.
- a. Run
b. Begin
c. Continue
d. Connect
6. Mr. Adam looks at their students.
- a. Sees
b. Watch
c. Angry
d. Support
7. Meghan brings four books from the library.
- a. Give
b. Share
c. Carry
d. Leave

II. Choose The antonym on the underlined word!

8. They wake up at 5.00 am this morning.
- a. Sleep
b. Study
c. Speak
d. Sing
9. The carpet is dirty. I want to clean it.
- a. Pretty
b. Fun
c. Clean
d. Wonderful
10. He is tall.
- a. Big
b. Huge
c. Long
d. Short

11. Diandra runs so fast this afternoon.

- a. Cry
- b. Jump
- c. step
- d. walk

12. It is hot outside.

- a. Breezy
- b. Cold
- c. Warm
- d. Stormy

13. This seems like a good hotel.

- a. Brilliant
- b. Great
- c. Dirty
- d. Bad

14. Why are you being arrogant?

- a. Humble
- b. Snooty
- c. Stupid
- d. Lazy

15. she likes you so much.

- a. dislikes
- b. Nice
- c. Good
- d. Clean

III. Translate the underline word in following question.

16. Mr.budi is very poor man..

- a. Kaya
- b. Miskin
- c. bahagia
- d. Sedih

17. So Noisy I can't.

- a. Tenang
- b. diam
- c. gaduh
- d. Nyaring

18. We must keep calm.

- a. Tenang
- c. gaduh

- b. Bird d. Snake

26. Rini usually cleaned bed clothes every morning.

- a. Blankets c. mirror
b. Glass d. Make up

27. My feeling is bad now.

- a. Flower c. Happy
b. Travelling d. Together

28. I like spring weather.

- a. Hot c. Happy
b. Sad d. Cheerful

29. My father enjoy to drink coffee.

- a. Glass c. Spoon
b. Juice d. Fruit

30. My mather love all Flower.

- a. Petals c. Red
b. Beautifull d. Cute



Instrument of Pre-Test (Experimental Class and Control Class)

Name :

Class : VIII...MTSN 7 Kerinci

Name :
Date :
Class :
Subject : English
Time : 45 minutes

III. Choose the synonym of the underline word!

8. My cousin is very pretty.
- a. Ugly
 - b. Strange
 - c. Beautiful
 - d. Smart
9. You should come to my place tonight!

- a. Go
b. Arrive
c. See
d. Study
10. This toy is inexpensive.
a. Cheap
b. Expensive
c. Good
d. Overpriced
11. They start the final exam at 7.30 am.
a. Run
b. Begin
c. Continue
d. Connect
12. Mr. Adam looks at their students.
a. Sees
b. Watch
c. Angry
d. Support

IV. Choose The antonym on the underlined word!

6. The carpet is dirty. I want to clean it.
a. Pretty
b. Fun
c. Clean
d. Wonderful
7. It is hot outside.
a. Breezy
b. Cold
c. Warm
d. Stormy
8. This seems like a good hotel.
a. Brilliant
b. Great
c. Dirty
d. Bad
9. Why are you being arrogant?
a. Humble
b. Snooty
c. Stupid
d. Lazy
10. she likes you so much.

- a. dislikes
- b. Nice
- c. Good
- d. Clean

III. Translate the underline word in following question.

11. Mr.budi is very poor man.

- a. Kaya
- b. Miskin
- c. bahagia
- d. Sedih

12. We must keep calm.

- a. Tenang
- b. diam
- c. gaduh
- d. Nyaring

13. This movie is so Interesting

- a. Benci
- b. Menarik
- c. Senang
- d. Menyenangkan

14. Deni is clever student.

- a. bodoh
- b. lucu
- c. Pandai
- d. Menarik

15. you must wear large jacket.

- a. kecil
- b. luas
- c. panjang
- d. Sempit

V. Choose Hyponim of the underline word!

16. My father enjoy to drink coffee.

- c. Glass
- d. Juice
- c. Spoon
- d. Fruit

17. My feeling is bad now.

- | | |
|---------------|-------------|
| c. Flower | c. Happy |
| d. Travelling | d. Together |

18. I like spring weather.

- | | |
|--------|-------------|
| c. Hot | c. Happy |
| d. Sad | d. Cheerful |

31. Rini usually cleaned bed clothes every morning.

- | | |
|-------------|------------|
| c. Blankets | c. mirror |
| d. Glass | d. Make up |

32. You must eat healthy Food.

- | | |
|-------------|-----------|
| c. Juice | c. Tea |
| d. Meatball | d. Coffee |

Instrument of Post-Test (experimental Class and Control Class)

Name :

Class :VIII MTSN 7 Kerinci

V. Choose the synonym of the underline word!

1. My sister is fat.

- | | |
|----------|------------|
| a. Thin | c. Healthy |
| b. Obese | d. Sick |

2. My father is strong.

- | | |
|-------------|-------------|
| a. Weak | c. handsome |
| b. Powerful | d. High |

3. You pick a really nice dress.

- | | |
|-----------|---------|
| a. Choose | c. Make |
|-----------|---------|

- b. Buy d. Use
4. My mother cut a fish.
- a. Slice c. Cook
b. Connect d. Eat
5. I want to move to Australia with my parents.
- a. Change c. Play
b. Still d. Holiday

VI. Choose The antonym on the underlined word!

6. I'm so happy today.
- a. Glad c. Powerful
b. Sad d. Dream
7. He's slow at walking.
- a. Late c. Careful
b. Fast d. Lazy
8. She quit teaching after five years.
- a. Stop c. Start
b. Finish d. leave
9. The problem is easy to solve.
- a. Difficult c. Little
b. Simple d. Soft
10. It is hot outside.
- a. Breezy c. Warm
b. Cold d. Stormy

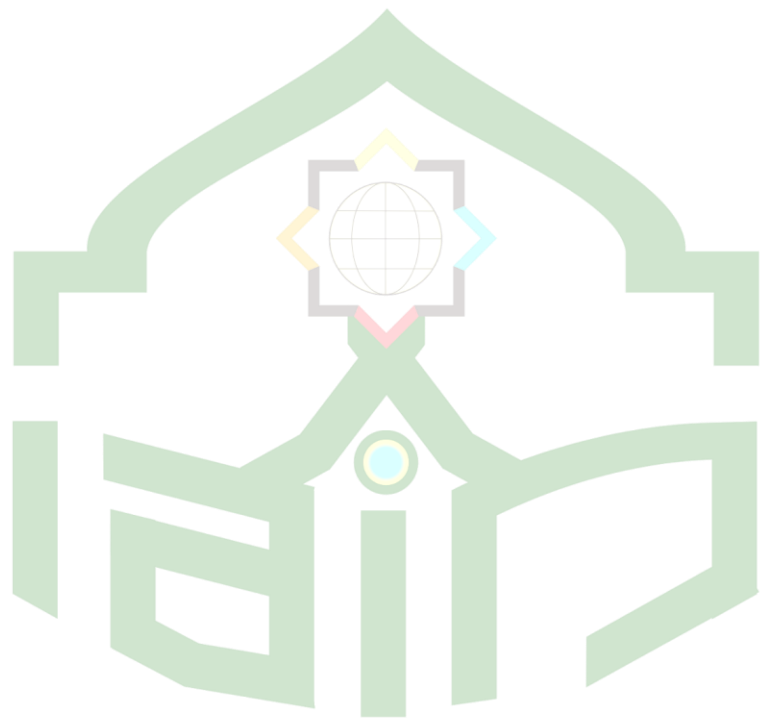
VII. Translate the underline word in following question.

11. This question is easy to answer.
- a. Keras c. Lembut
b. Sulit d. Mudah
12. It's hard for me to understand.
- a. Keras c. Lembut

- b. Sulit d. Mudah
13. My bag is so heavy.
- a. Kuat c. Besar
- b. Berat d. Lemah
14. My Father run in the yard.
- a. Berjalan c. Lompat
- b. Lari d. Lemah
15. He carries her books everyday.
- a. Meminjam c. Memindah
- b. Membawa d. Membuka

VIII. Choose The Hyponym on the underlined word!

16. My favorite Fruit is Orange.
- c. Fish c. Aple
- d. Juice d. Tea
17. My brother doesn't likes Vegetable.
- e. Wortel c. Juice
- f. Aple d. Grape
18. Let's feed the Fish.
- e. Shark c. Cat
- f. Snake d. Bird
19. She loves Herbivore Animals.
- e. Cow c. Shark
- f. Cat d. Tiger
20. Everyone have a daily activity
- e. sleeping c. meeting
- f. travelling d. buying



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I



INSTITUT AGAMA ISLAM NEGERI
KERINCI

Jalan Kapten Muradi Desa Sumur Jauh Telp. 0748-21065 Faks: 0748-22114 Kode Pos 37112

KEMENTERIAN AGAMA ISLAM

INSTITUT AGAMA ISLAM NEGERI

(IAIN KERINCI)

SURAT KETERANGAN PENASEHAT AKADEMIK (PA)

MAHASISWA :

Nama : REFNA
 NIM : 1610203032
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris
 Perguruan Tinggi : Institut Agama Islam Negeri (Iain) Kerinci

Telah memiliki dan Lulus :

1. SKS = 114
2. SKK = 50
3. Memenuhi syarat untuk mengajukan judul skripsi

Pulau Tengah, April 2019

Dosen Pembimbing Akademik (PA)

Toni Indrayadi, S.Pd. M.Pd

NIP. 19770513 200901 1 018



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 - 21065 Faks : 0748 - 22114
KodePos . 37112. Website: www.stainkerinci.ac.id e-mail : info@stainkerinci.ac.id

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**

Nomor : 110 Tahun 2019

**TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2018/2019**

- Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.1 IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.
- 2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Meningat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
- 2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
- 3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Perhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
- 2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor.In.31/J5.1/PP.00.9/049/2019 Tanggal, 24-Jun-19

MEMUTUSKAN

- Menetapkan : Menunjuk dan menugaskan kepada :
 - 1. Nama : Rodi Hartono, M.Pd Sebagai Pembimbing I
 - 2. Nama : Musdzilal, M.Pd Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : Refna
 NIM : 1610203032
 Jurusan : Tadris Bahasa Inggris
 Judul Skripsi

**IMPROVING STUDENTS' MOTIVATION AND
VOCABULARY MASTERY THROUGH FRAYER MODEL
STRATEGY AT THE EIGHTH GRADE OF MTSN 7 KERINCI**

DEKAN : Keputusan ini mulai berlaku sejak tanggal ditetapkan.



DITETAPKAN DI
PADA TANGGAL : SUNGAI PENUH
: 26-Jun-19

Dekan,
Wakil Dekan I

(Signature)
Drs. SAADUDDIN, M.Pd

Dekan :
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Ketua Jurusan
Dosen Pembimbing
Penerangan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIVAH DAN ILMU KEGURUAN
 JURUSAN TADRIS BAHASA INGGRIS
 Jln. Kapten Muradi Sungai Penuh Telp. (0748) 22114
 Kode Pos. 37112 Web : www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

BERITA ACARA SEMINAR PROPOSAL THESIS

Pada hari ini ..Kamis..... Tanggal ..21.... Bulan ..November Tahun ..2019....telah dilaksanakan seminar proposal:

Nama : REFNA
 NIM : 1610203032
 Jurusan : Tadris Bahasa Inggris
 Judul Proposal : The Effect of Prayer Model toward the students' Vocabulary
 : Mastery at eighth grade MTsN 7 Kerinci
 :
 :
 :
 Tim Penguji :

NO	NAMA	JABATAN	TANDA TANGAN
1	ELIZA TRIMADONA	PENGUJI I	1.
2	YOKI IRAWAN, M.Pd.	PENGUJI II	2.
3	Rodi Harbano, M.Pd.	PENGUJI III	3.
4	Musdzial, M.Pd.	PENGUJI IV	4.

Berdasarkan nilai dari Penguji dan rapat tim penguji, maka saudara yang namanya diatas dinyatakan : **Lulus dengan perbaikan/Lulus tanpa perbaikan/tidak lulus***).

Untuk itu kepada saudara diharapkan dapat berkonsultasi kepada pihak terkait untuk menyempurnakan proposal dan segala sesuatu yang berkenaan dengan ujian ini.

Sungai Penuh, ..21....November.....2019

Ketua

ELIZA TRIMADONA, S.S., M.Pd.
 NIP. 19820619 200604 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 JURUSAN TADRIS BAHASA INGGRIS

Jl. Kapten Muradi Gunung Penuh, Telp. (0748) 21065, Fax: (0748) 22114, Email: info@iainkerinci.ac.id

DAFTAR HADIR SEMINAR PROPOSAL

Hari : Kamis
 Tanggal : 21. November - 2019.
 Jam : 10.00 - Selesai
 Tempat : Labor

NO	NAMA MAHASISWA	JUDUL PROPOSAL	TANDA TANGAN
1.	Windari Wulanda	AN ANALYSIS of text Readability of English text book At Seventh grade Students of junior Islamic High School (Mtsn) 3 kerinci.	
2.	Alif Firmanda	The effect of using calla strategy Toward Students Speaking Ability At grade eleventh of Man 2 kerinci.	
3.	Essy Filzaty	The effect of using paired Reading Strategy toward Students' Achievement of Recout text of the elephenth grade of man 1 kerinci.	
4.	Amalia yasifa	The effect of using the-Steep interview Method toward Students' Ae speaking Skill in Analytical exposition text At the elephenth grade students of sman 3 kerinci.	
5.	Refna	The effect of Prager Model Toward the students' Vocabulary Mastery at the eight grade of Mtsn 7 kerinci	
6.	Permita sari	The effect of kick me technique toward students' Vocabulary mastery At the eighth grade of smpn 27 kerinci.	

Sungai Penuh,
 Ketua Jurusan TBI

RODI HARTONO, S.Pd., M.Pd
 NIP. 19730122 200003 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Kode Pos. 37112 Web www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/126/2020
 Lampiran : 1 Berkas
 Perihal : Permohonan Izin Penelitian

06 Maret 2020

Kepada Yth.
 Kepala Badan Kesatuan Bangsa
 Politik dan Perlindungan Masyarakat
 Kabupaten Kerinci

Di _____
 Tempat

Assalamualaikum w.w,

Dalam rangka pelaksanaan penelitian mahasiswa semester akhir Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, dalam Wilayah Kabupaten Kerinci, maka dengan ini Kami mohon kepada Bapak/Ibu untuk mengeluarkan surat izin kepada mahasiswa yang namanya terlampir dibawah ini. Waktu yang diberikan mulai pada tanggal 09 Maret 2020 s.d 09 Mei 2020.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Dekan,
 Wakil Dekan Bidang Akademik dan
 Pengembangan Lembaga



Tembusan:
 1. Rektor IAIN Kerinci (sebagai laporan)
 2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
 3. Peringgal

Lampiran : Izin Penelitian Mahasiswa
 Nomor : In.31/D.1.1/PP.00.9/2020
 Tanggal : 06 Maret 2020
 Tentang : Nama-nama mahasiswa/i IAIN Kerinci yang akan melaksanakan penelitian tahun 2020

NO	NAMA /NIM	FAKULTAS	JURUSAN	TEMPAT PENELITIAN
1	Silvia Yeni 1610205039	Tarbiyah Dan Ilmu Keguruan	Tadris Matematika	SMP Athayyibah
2	Yeni Wildayanti 1610203046	Tarbiyah Dan Ilmu Keguruan	Tadris bahasa inggris	SMPN 27 KERINCI
3	sabri 06.206.14	Tarbiyah Dan Ilmu Keguruan	BKPI	MAS NURUL HAQ SEMURUP
4	Refna 1610203032	Tarbiyah Dan Ilmu Keguruan	Tadris Bahasa Inggris	MTSN 7 Kerinci
5	Amalia Yassifa 1610203031	Tarbiyah Dan Ilmu Keguruan	Tadris Bahasa Inggris	SMAN 3 Kerinci

a.n. Dekan,

Wakil Dekan Bidang Akademik dan
Pengembangan Lembaga



Drs. SAADUDDIN, MPd.I



KEMENTERIAN AGAMA REPBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
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Jl. Kapten Muaradik, Kecamatan Sungai Penuh, Telp. (0746) 21065 Fax. (0746) 22114
 Kode Pos. 37112 Web: www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/174/2020
 Lampiran : -
 Perihal : **Mohon Izin Penelitian**

09 Maret 2020

Kepada
 Yth Kepala MTSN 7 Kerinci
 Di
 Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : Refna
 NIM : 1610203032
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
The Effect Of Frayer Model Toward The Students' Vocabulary Mastery At Eight Grade Of MTSN 7 Kerinci. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal 09 Maret 2020 s.d 09 Mei 2020.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.
 Wassalamualaikum w.w

a.n. Dekan,
 Wakil Dekan Bidang Akademik dan
 Pengembangan Lembaga



Drs SAADUDDIN, MPd.I

- Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
 2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI
MADRASAH TSANAWIYAH 7 KABUPATEN KERINCI

Jln. Raya TelagoPulau Tengah Kcc. KetilingDanau, KodePos 37173

JENJANG AKREDITASI A

SK NOMOR : 536/BAP-SMIXII/JBI/2015 Tanggal 08 Desember 2015

Email : mtsnkotadian@kemenag.go.id dan mtsnkotadian_krci@kemenag.go.id

Website: <http://mtsn7kerinci.mdrsh.id/>

Nomor : B- 95 /MTs.05.01.07/PP.00.5/03/2020 Koto Dian, 10 Maret 2020
 Lampiran : -
 Perihal : **Persetujuan Tempat Penelitian**

Kepada
 Yth, Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN KERINCI
 Kabupaten Kerinci

Assalamu'alaikum w.w.

Dengan Hormat,

Bedasarkan Surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN KERINCI Nomor : In.31/DPs/PP.00.9/174/2020, tanggal 09 Maret 2020, perihal Mohon Izin Penelitian. Maka dengan ini Kepala MTsN 7 Kab. Kerinci Menyetujui Saudara :

Nama : REFNA
 NIM : 1610203032
 Jurusan : Tadris Bahasa Inggris
 Alamat : Desa Limok Manaih Kabupaten Kerinci

Untuk mengadakan Penelitian dalam rangka penyelesaian Skripsi Mahasiswa tersebut yang berjudul : **"The Effect Of Flayer Model Toward The Student' Vocabulary Mastery At Eight Grade Of MTsN 7 Kerinci"**

Demikianlah Surat Persetujuan ini Untuk Diketahui dan dimaklumi terimakasih.
 Wassalamu'alaikum w.w.

Kepala Madrasah,



Dra. HJ. NISWARTI, M.PdI
 NIP. 196901181991032001

Tembusan:
 Kepala Kantor Kementerian Kabupaten Kerinci



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI
MADRASAH TSANAWIYAH 7 KABUPATEN KERINCI

Jln. Raya TelagoPulau Tengah Kec. KelilingDanau, KodePos 37173

JENJANG AKREDITASI A

SK NOMOR : 536/BAP-SMTKR/781/2015 Tanggal 08 Desember 2015

Email : mtskotadiah@kemenag.go.id dan mtskotadiah_krc@kemenag.go.id

Website <http://mtsn7kerinci.mdrsh.id/>

SURAT KETERANGAN

Nomor : B- 103 /MTs.05.01.04/PP.01.2/06/2020

Berdasarkan Surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN KERINCI Nomor : In.31/DPs/PP.00.9/174/2020, tanggal 09 Maret 2020 Perihal Mohon Izin Penelitian dan Surat Kepala MTsN 7 Kerinci Nomor : B- 95 /MTs.05.01.07/PP.00.5/03/2020 Tanggal 10 Maret 2020 Perihal Persetujuan Tempat Penelitian, dengan ini Kepala MTsN 7 Kabupaten Kerinci, menerangkan bahwa :

Nama	: REFNA
NIM	: 1610203032
Jurusan	: Tadris Bahasa Inggris
Alamat	: Desa Limok Manaih Kabupaten Kerinci

Bahwa Mahasiswa yang tersebut diatas telah selesai melaksanakan penelitian dalam rangka menyelesaikan Skripsi yang berjudul : **"The Effect Of Flayer Model Toward The Student' Vocabulary Mastery At Eight Grade Of MTsN 7 Kerinci"** di MTsN 7 Kerinci sesuai jadwal yang telah ditentukan.

Demikianlah surat keterangan ini kami sampaikan untuk dapat di maklumi dan kami ucapkan terima kasih

DIKELUARKAN : KOTO DIAN
TANGGAL : 09 Mei 2020



Kepala Madrasah

Dra. HJ. NISWARTI, M.Pd
NIP. 196901181991032001

Tembusan:
Kepala Kantor Kementerian Agama Kabupaten Kerinci

CURRICULUM VITAE

Name : REFNA
 Place/Date of Birth : Telago/ April 22nd 1999
 Gender : Female
 Religion : Islam
 Address : Limok Manaih Pulau Tengah
 Job : Student of English Department
 Job : Yusmarni
 Father's Name : Hakimin
 Mother's Name :



Education :

No	School Name	Place	Graduates
1	SDN 127/V	Parit Antara	2010
2	MTSN 7 Kerinci	Telago	2013
3	SMA Negeri 3 Kerinci	Limok Manaih	2016
4	IAIN Kerinci	Sungai Liuk	2016-Now

Sungai Penuh, 25 September 2020

Researcher,

REFNA

NIM.16102030332



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I