

**THE EFFECTIVENESS OF USING CROSSWORD LABS TO TEACH
VOCABULARY MASTERY AT THE ELEVENTH GRADE STUDENTS
OF SMA N 1 WERU IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana*



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DEDICATION

Alhamdulillahirabbil'alamin, Thank you to Allah, who has bestowed a blessings. I would dedicate this thesis to:

1. My beloved father and mother; Sudiyono and Wahyuni who always give support, love, and all prayers.
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a soul beyond that it can bear”

(Q.S Al-Baqarah 2:286)

“The obstacle in the path becomes the path. Never forget, within every obstacle is an opportunity to improve our condition”

(Ryan Holiday)

“Forget all your regrets, just move on and be fearless”

(Doh Kyungsoo)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at The Eleventh Grade Students of SMA N 1 Weru in the Academic Year 2022/2023.”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Surakarta, October 20th, 2022

The Researcher

Umi Istiqomah

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ABSTRACT

Umi Istiqomah, 2022. *The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at The Eleventh Grade Students of SMA N 1 Weru in the Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Language Faculty.

The formulation of the research problem were: (1) Is there any significant differences between the students' vocabulary mastery who are taught by using Crossword Labs and those who are taught using WhatsApp application at the eleventh grade students of SMA N 1 Weru in the academic year 2022/2023? (2) How do the teacher implement Crossword Labs to teach vocabulary mastery at the eleventh grade students of SMA N 1 Weru in the academic year 2022/2023? Based on the research problem stated above, the research's objectives were as follows: (1) to find out whether Crossword Labs is effective to teach vocabulary mastery and (2) to describe the implementation of Crossword Labs to teach vocabulary mastery.

The research was conducted using a quasi experimental method. The research was carried out in SMA N 1 Weru. The population of this study was eleventh grade in SMA N 1 Weru which consisted of 8 classes. The sample for the research was divided into two groups. The experimental class, XI MIPA 1, used Crossword Labs and Whatsapp to teach, whereas the control class, XI MIPA 2, used Whatsapp media to teach. Cluster random sampling was used in this research. The research included 70 students: 35 in the experimental class and 35 in the control class. Pre-test and post-tests were employed by the researcher to get the data. The researcher used the t-test with SPSS to analyse the data.

The result of the research shows that: 1) The students who were taught using Crossword Labs have higher score in vocabulary test than the students who were taught by using Whatsapp. The result of t-test showed that Sig.(2-tailed) 0.03 which is lower than 0.05. Furthermore, the research showed the mean of students' pre-test for experimental class is 43.74 and for control class is 48.51. After the treatment, the mean score experimental class is 69.23 and the mean score of control class is 61.46. It shows that there was a significant difference between the students who were taught by using Crossword Labs and those were taught by using Whatsapp. 2) The procedures of Crossword Labs in teaching vocabulary as follows: First, the teacher opening teaching activity. Second, the teacher explained using Crossword Labs and explained the material. Third, the teacher divided students into small groups to work on Crossword Labs. Fourth, the teacher discusses the answers together with the students. Based on the explanation above, the researcher concludes that Crossword Labs can be used as an alternative media to teach writing especially in vocabulary. Then, Crossword Labs can increase vocabulary mastery at the eleventh grade students of SMA N 1 Weru.

Key Words : Crossword Labs, Whatsapp, Vocabulary, Media, Experimental Research.

CHAPTER I

INTRODUCTION

A. Background of Study

English language plays an important position as an international language in the global world. English is currently widely used over the global, with approximately 380 million people speaking it as an international language and over a billion people using it as a second (or additional) language (Clyne, 2018). Considering English is one of the world's most widely spoken languages, in the field of education, students must be able to develop their communicative skills in four areas: listening, speaking, reading, and writing. The language components, which include structure, pronunciation, and vocabulary, must also be mastered by students. All of them play important roles that must be taught, but vocabulary plays a major aspect in assisting students in becoming successful English learners.

One of the most crucial aspects of learning English is vocabulary. According to David and Valette's book, "Vocabulary is a crucial aspect of all language teaching, and students must learn words as they learning grammar and practicing pronunciation" (Valette, 1997). Students who have a good vocabulary find it simpler to grasp what their teachers are saying and it also helps them develop four language skills. Scott Thornbury cites Wilkins (2002) affirmed that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Alqahtani said (2015) since a limited mastery of a second language's vocabulary can obstruct effective communication, knowledge of vocabulary is

frequently regarded as a crucial asset for students learning a second language. This indicates that vocabulary is extremely important in their field of study.

In the teaching-learning process, teachers play a key role in improving student achievement. Seventy-six percent of teachers reported to being confused about how to present the material to the students (Bhuana, 2021), and still confused on which media to use as learning media. They only use the same learning media over and over, which makes the learning process boring. So, in order for a student to stay focused and interested in the course of the lesson while participating in learning process, teachers must take extra care in choosing methods and media that are effective for improving students' abilities. There are a variety of techniques and media that can help students become more willing to follow the lesson, especially in learning new vocabulary, for example by the use of games, illustration, etc. Students will be more active and excited to participate in English class if they are connected to appealing methods, techniques and media.

Sorta (2018) stated there are three vocabulary teaching techniques: techniques of presentation, technique of practice, and technique of training. Vocabulary games are one of the techniques in the technique of practice that have a variety of benefits for teaching students' vocabulary. Based on Thornburry (2002) word game is a type of game that encourages students to memorize words quickly. The use of games in English teaching and learning can effectively achieve the fundamental idea of the communicative language teaching approach (Zhu, 2012). As a result, using games is one of the aspect of Communicative

Language Teaching that effective for teaching students about vocabulary. One of the vocabulary game is crossword puzzle.

According to Rusmawan (2018), crossword puzzle is a word game that has both vertical and horizontal clues and is performed in a square puzzle where clues are given for each different word that is required for complex grids. Crossword puzzle was a more effective technique for teaching learning activities, particularly vocabulary (Yuliandari, 2015). According to Rabi'ah (2018), the use of a crossword puzzle game in teaching vocabulary is one of the alternative techniques for helping students to more recognize and to remember the words. Moreover, this technique can help them to construct and to improve their vocabulary mastery. Based on the foregoing statements, it was concluded that using crossword puzzle in teaching-learning process can stimulate students' interest and enthusiasm in learning English language and improve their vocabulary.

The use of crossword puzzles as a learning media encourages students' direct involvement and participation in learning. The application of crossword puzzles can help students memorize vocabulary from the subject matter they are studying. Crossword puzzle is a game that giving students many opportunities to practice and repeat sentence patterns and vocabulary (Njoroge, 2013). Words that are interrelated from one box to the next assist children to repeat the previous word and remembering what they have filled in the box. As a result, crossword puzzles can have an effect on students' vocabulary mastering since they will repeat and remembering the words they did on the crossword. Then, because Crossword Labs is a website that makes crossword puzzles, this will have a significant effect on the success of vocabulary teaching.

Crossword Labs is a website that creates crossword puzzles that can be used as an online and offline medium for teaching and learning vocabulary. There are lots of benefits when using crossword Labs to teach vocabulary. One of them is to avoid monotonous teaching so that students are not bored when studying English. Several authors provide arguments for employing crossword puzzles in second language teaching. According to (Rabi'ah, 2018), there are three advantages of employing crossword puzzles in language classes: the use of a crossword puzzle game in teaching vocabulary allows students to construct and to improve their vocabulary mastery, to help students become recognize and memorize the word, and to avoid monotonous teaching so that students are not bored when studying language in the classroom.

According to pre-research conducted by researcher at SMA N 1 Weru, the main problem faced by students is the difficulty of following the lesson because students find it difficult to know the context of the subject matter if it is only explained by the teacher from the module book. Teacher rarely used new media which cause students to become bored in learning English. So, the researcher created crossword puzzles using website that students and teachers can access through the internet as a new learning media. The researcher created it with Crossword Labs. Crossword Labs is a crossword maker that offers the simplest and quickest way to create, print, share, and solve crossword puzzles online (Crosswordlabs, 2014). Students will be entertained if crossword puzzle games are used in the teaching and learning of vocabulary, and it will add excitement to the teaching-learning process than before.

Researcher looked into the similarities and differences in research from a previous study titled "*The Effectiveness of Using Crossword Puzzles to Increase the English Vocabulary Mastery of the Second Grade Students of MTsN 3 Boyolali in the Academic Year 2018/2019*" (Hilmi, 2019). The purpose of each research is different, the researcher wanted to know the effectiveness of the crossword puzzle for teaching vocabulary, but the previous study wants to find out the effectiveness of the crossword puzzle in increasing students' vocabulary. The researcher using the same media as the previous researcher. The difference between this study and earlier research is that a different type of media, online crossword puzzles was used in this research.

All of the previous explanations inspired the researcher in conducting an experiment research to determine the extent to which Crossword Labs puzzles are beneficial in teaching vocabulary mastery. Two classes used in this study. The control group was taught using the Whatsapp media application, which the teacher has previously used to teach, while the experimental group was taught using Crossword Labs. The same materials and tasks were given to both groups. The researcher was interested in conducting a study entitled "**THE EFFECTIVENESS OF USING CROSSWORD LABS TO TEACH VOCABULARY MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA N 1 WERU IN THE ACADEMIC YEAR 2022/2023**".

B. Identification of Problem

The researcher identifies the following problems based on the research's background:

1. The words in students' material are difficult for them to understand, so they have difficulty to understand the material and answering the questions.
2. Students are difficulty to memorize English vocabulary.
3. Teachers rarely use interesting media in teaching and learning, so students are sometimes less motivated and interested in learning English.

C. Limitation of the Problem

The scope of this study is broad and the researcher will not be capable of addressing all of the problems. As a result, the researcher in this research focused on "The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at The Eleventh Grade Students of SMA N 1 Weru in The Academic Year 2022/2023". The following are some of the research's limits for this project:

1. The researcher focuses this research on student's vocabulary mastery.
2. The researcher uses Crossword Labs and Whatsapp as learning media in mastering vocabulary
3. The researcher chose four word classes, namely verb, noun, adverb and adjective in scoring vocabulary mastery.

D. Formulation of the Problem

Based on the research background, the problems identified by the researcher are formulated as:

1. Is there any significant difference between the students' vocabulary mastery who are taught by using Crossword Labs and those who are taught using WhatsApp application at the eleventh grade students of SMA N 1 Weru in the academic year 2022/2023?

2. How does the teacher implement Crossword Labs to teach vocabulary mastery at the eleventh grade students of SMA N 1 Weru in the academic year 2022/2023?

E. Objective of the Study

Based on the formulation of the problem above, the research objectives are arranged as follows:

1. To find out whether Crossword Labs is effective to teach vocabulary mastery on the eleventh grade student of SMA N 1 Weru in the academic year 2022/2023.
2. To describe the implementation of Crossword Labs to teach vocabulary mastery at the eleventh grade of SMA N 1 Weru in the academic year 2022/2023.

F. Benefits of the Study

1. Theoretical

In theory, the following are the advantages of this research:

- a. This study giving the description about the effectiveness of English Crossword Labs in teaching vocabulary mastery.
- b. The results of the study may be useful in teaching English, especially in teaching vocabulary mastery.
- c. The advantage of this research is that it can be used as a reference by other writers in their writings.

2. Practical

- a. For the headmaster, the findings of this research are expected to provide information to headmaster on teaching techniques that can be used to

improve the teaching-learning process especially in the teaching of students' English vocabulary mastery, hence it can improve school's learning progress.

- b. For the other researcher, this research is necessary to help researcher who will educate in the future. Hopefully, the researcher will be able to create a learning model as well as the media to employ in order to improve the quality of education in Indonesia. Furthermore, people who are interested in this study can discover more about vocabulary learning and Crossword Labs.
- c. For the teacher, it is expected that by implementing the media, the teachers will expand their understanding of how to vary and raise their capacity to conduct classroom teaching and learning. As a result, it improves teaching learning quality while helping students in learning English.
- d. For the students, the students' vocabulary mastery is predicted to improve as a result of the different techniques used. As a result, they learn English more easily and will be more motivated in class.

G. Definition of Key Terms

1. Vocabulary

Vocabulary is one of three components of language that must be learned when learning English as a foreign language. Vocabulary can be described as a language's words, including single items, phrases, or chunks of many words that represent a certain meaning in the same way that individual words do. So,

vocabulary is an important part of learning a foreign language since it helps students to understand and acquire new words (Asyiah, 2017).

2. Crossword puzzle

A crossword puzzle is a type of vocabulary game where the squares or rectangles of the grid are filled with letters. Square-shaped crossword puzzle game that requires players to fill in the letters in the squares to create words that can be read across and down while also deciphering the clues that lead to the words (Sukirman, 2016). Each answer in the box is marked with a number to make it easier for players to fill in letters or words.

3. Crossword Labs

Crossword Labs is one of the website used to create crossword puzzles. Crowssword Labs can be used for free on the official website. The result of Crossword Labs is a blank puzzle with written hints.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Vocabulary Mastery

a. Definition of Vocabulary

Hatch and Brown (1995) state that vocabulary is defined as a list or group of words for a certain language or a list or set of words that an individual speaker of a language might use. Vocabulary is all regarding words, the words in a language or a specific set of words that someone is learning. Vocabulary plays a significant role in determining the success of each skill (Alqahtani, 2015) , in addition to grammar and pronunciation. Vocabulary is needed for daily communication. Listening, speaking, reading, and writing are the four language skills that always contain vocabulary in their activities. With a rich vocabulary, people will find it easier to express their ideas, create compositions, and engage in a variety of other language-related activities. In other words, people will be able to master the four English language skills by truly understanding the vocabulary.

Vocabulary is a set of words used by individuals, groups, or professions while learning a foreign language and expressing meaning or ideas in order to form sentences for communication. Vocabulary is interconnected to language; it is a crucial component of the language. Since there is a perception that learning a foreign language is similar to studying its vocabulary, it is better to understand why vocabulary is so important and essential in language learning, it's best to start with the meaning of the word. According to Harmer (2001) vocabulary is one of

the most obvious aspects of language, and it's one of the first fields of study for applied linguists. This statement shows that there are several aspects to totally learning linguistics, but vocabulary is the most important aspect to master before starting to learn about linguistics, which has the goal of making it simpler to understand and application of language.

The understanding of the meanings of words is referred to as vocabulary (Hiebert, 2005). It indicates that vocabulary is all about words, whether they are words in a language or a specific set of words that people are trying to master. Meanwhile, according to Hackman (2008) vocabulary is more than a list of words, although the quantity of one's vocabulary is important, it is knowing how to use it that is most important. This means that vocabulary is really crucial. It not only delivers the meaning of the words, but also the meaning in context. Neuman (2009) could be as defines vocabulary refers to the words we have to know in order to communicate effectively: words when speaking (expressive vocabulary) and words when listening (receptive vocabulary).

Based on the previous definitions, vocabulary refers to all of the words in a language that a person knows and uses, as well as their meanings. This definition provides the researcher with a complete meaning. It has been found that learning vocabulary, in fact, is not a simple process. Students frequently find it difficult with memorizing the word and applying it in a phrase. As a result, teachers should try to encourage themselves to be creative and innovative while choosing techniques and method of teaching English in order to make learning a new vocabulary easier and more enjoyable. Furthermore, knowledge or competence to understand the meaning of words is referred to as vocabulary

mastery, which involves the definition, form, and use in speaking, writing, listening, reading, and so on.

b. Type of Vocabulary

Vocabulary is an important component in language learning because it connects the four abilities of listening, speaking, reading, and writing. Many clarifications were provided by language experts about the various types of vocabulary. Marianne Celce and Murcia Elite Olshtain provide their opinion (2000) “Vocabulary is divided into two types: function words and content words.”

1) The function words.

Items from the closed word class in the vocabulary. (i.e. classes of words that are hard to absorb new words or lose old ones: pronouns, auxiliary verbs, prepositions, and determiners).

2) The content words

Items in the vocabulary that belong to open word classes (classifications of words that readily receive new words while discarding old ones)

The content words could be classified into three broad categories:

- a) Words that refer to a person, place, or object are referred to as nouns.
- b) Words used to describe an action, an event, or a state are referred to as verbs
- c) Words are utilized to describe the qualities of a thing or an action are known as adjectives and adverbs.

Another type of vocabulary from Jo Ann Aebersold, He distinguishes between active and passive vocabulary. The following is a simplified explanation of active and passive vocabulary.

1) Passive Vocabulary

Language items that may be identified and understood in the context of reading and listening are referred to as passive vocabulary. Passive vocabulary is also known as receptive vocabulary, it is a word that a person understands but does not use in his own speech when he hears or reads it (Nasr, 1972). According to Martin Manser, a passive vocabulary consists of words with meanings people are familiar enough with that they do not need to look them up in a dictionary, but which they would not necessarily use in daily speech or writing.

The learner's receptive vocabulary is important in understanding what they have heard and read. If the student has a large amount of passive vocabulary, they will be able to comprehend what's being tell in the text..

2) Active Vocabulary

Active vocabulary is defined as items that students can use correctly in speaking or writing. Active vocabulary is also known as productive vocabulary. It actually implies that the student must know how to pronounce it correctly, as well as understand and use the grammar of the target language. In order to have productive vocabulary, the learner must understand collocation and the connotation meaning of the words. (Aebersold, 1997)

Based on the descriptions above, it can be argued that receptive vocabulary has the same meaning as passive vocabulary, which people only know but do not use while communicating or writing. Productive vocabulary is similar with active vocabulary, and it is commonly used to speak or write anything.

According to Martin Manser, an active vocabulary includes of words that people use often and confidently. They can make up a sentence including a word if someone asks them to do so for conversation or writing. Active vocabularies are more harder to learn than passive vocabularies. The student must be able to select the right word for the context.

Regardless of how many experts classify vocabulary, words are a component of people's way of life or words are language's instruments for communicating that a person uses to express and share their thoughts and ideas.

c. Word Classes

Kennedy, G. affirms that Linguists commonly use the term "word class" to refer to what was previously known as "parts of speech." According to experts, there are various kinds of words that should be studied in vocabulary, one of which is Thornbury (2002). Words are divided into eight classes.

1) Nouns

A noun is a word that describes a person, a place, an animal, a thing, or an idea. Nouns can be singular or plural, and they can be the subject or object of a verb. As an example:

- a) I like **burger**
- b) Dio buys **a television**
- c) Rudi borrowed **my bike**.

2) Verbs

Verb is the most basic form of sentence; to create a clause, we need a subject and a verb. Verb is a single word or set of words that describes an action or situation. Salmiah (2017) said that a verb is a word that expresses an action, an occurrence, is a state of being, and is frequently one of the most major components of a sentence..

- a) Suho **ate** rendang for lunch.
- b) Dyo **cooks** ramyeon at camp
- c) He **bought** a kpop album

3) Determines

A determiner is a word that goes before a noun to specify quantity. Determiners are grammatical features that characterize nouns by modifying or referring to specific objects or actions (Parisse, 2017). In English, for e.g.:

- a) He has **a** laptop. “a” is a determiner which goes with the word “laptop”
They combine to make a noun phrase.
- b) **This** doctor is my mother. “This” is a determiner that is used in
connection with “doctor” They combine to form a noun phrase. "This"
is a word which is used before singular countable nouns.

- c) Only **a few** students fail in math. “a few” is a determiner that is used in connection with “students”. It is also used before plural countable nouns to indicate something but in a smaller number.

4) Preposition

Based on (Essberger, 2016) The word "preposition" (pre+position) signifies "place before". Prepositions are typically used before another word, most commonly a noun or noun phrase. A preposition is a word or set of words that connects nouns, pronouns, and phrases to other words in a sentence. For example: before, into, on, according to, but for, in spite of, etc.

- a) I will study English **at** your house. In the statement beside, "at" is a preposition, whereas "home" is a noun.
- b) Lisa worshiped **at** the church.
- c) I've been taking showers **since** this morning.

5) Adjective

Adjectives are words that describe nouns' characteristics or states of being. An adjective provides descriptive or specific detail to a noun or pronoun.

- a) Zoa wears a **sturdy** helmet when driving to ensure her safety.
- b) Kai received a **new** motorcycle for his birthday.
- c) Today the weather is very **cold**

6) Pronouns

A word that takes the place of a noun or noun phrase known as pronoun. Correct use of pronouns minimizes the need for unnecessary noun repetition. Evans (1980) said that pronouns used to refer to an object or things in the

shared perceptual context that are highlighted in some way. For example: He, She, herself, It, they, etc.

- a) Lay is a dancer, **he** is a member of the boyband EXO. “He” refers to “Lay”
- b) **He** asked Jihan to accompany him to buy a book.
- c) Doy is cheering **himself** up for the exam tomorrow morning.
“Himself” refers to Doy.

7) Conjunction

Conjunction is a word that is used to link clauses or phrases together, or to coordinate words within the same clause. According to Unubi (2016) in both speech and writing, a conjunction is a word that serves as a link or connecting link between two words, phrases, clauses, or sentences. For example: and, but, if, etc.

- a) I have five novels **and** two dictionaries.
- b) You can only choose between two dresses: black **or** pink.
- c) I want to buy Olivia's album **but** don't have enough money

8) Adverbs

In the creation of phrases or clauses, adverb is a category of words that typically follow nouns, verbs, and adjective. It explains when, where, and how an action is carried out, as well as the quality or degree of the action.

- a) He plays swing **happily**.
- b) Jennie is **exceptionally** pretty.
- c) Chen will be here **soon**

d. Definition of Vocabulary Mastery

As we become grow older, our knowledge of new words and meanings grows, and we are often fully aware of this growth and change. As we all know, vocabulary is essential for expanding our understanding. Then, in this case, mastery of vocabulary is crucial in learning a language. Mastery is the capacity to direct person's knowledge. Guskey (2014) defined mastery is a phrase that all educators use and think they understand well. When asked to define what it means to "master" an idea, skill, or topic, everyone has a varied definition. Mastery is defined as the ability to combine knowledge and skills in a certain field.

Vocabulary mastery is the ability to use a collection of words to build a language (Helmanda, 2018). Vocabulary mastery is one aspect of studying English as a second or foreign language at any educational level. Vocabulary mastering in classroom is the process through which teachers teach a list of words and their meanings to students, especially in a book for learning a foreign language. One of the factors in learning English as a foreign language is vocabulary mastery, it indicates that the students are capable of understanding and applying the word and its meaning (Syarifudin, 2014). So, in vocabulary mastery, person's ability to obtain and receive many words, with possess and master it, Knowing the meaning of the vocabulary in that context can also assist in avoiding errors when identifying a language using a dictionary and encouraging someone in developing a second language equal to their mother tongue. The larger the students' vocabulary, the better they do in their language. Students will difficult to master English skills if they have a limited vocabulary. Especially for students, the amount of words that must learn is large; on average, students should add

2,000 to 3,000 new words to their reading vocabularies each year (Beck, 2002). As English teachers, they may provide the students with strategies to increase their interest in mastering new vocabulary. Students do not have much time to spend looking up a difficult word in the dictionary. One aspect of mastering English as a foreign language is vocabulary knowledge.

Multi-component vocabulary strategies have been proved to be a key part of that process (Graham, 2015). There are several strategies that might help learners memorize vocabulary more easily. According to Graves (2006), agree on follow effective ways to teach and make it easier to remember for students and mastery new vocabulary:

- 1) Delivering a varied range of language experiences. Use a definition of the word and have students use it in context.
- 2) Individual words to be taught. Encourage students to actively compare and contrast a new word's similarities and differences to words and concepts they are familiar with, and to practice using the word in a variety of situations.
- 3) Teaching strategies for word learning. Multiple exposures to a new word should be taught using games, definitions, and using it vocally and/or in writing.
- 4) Fostering word awareness. Remind students of the word as it appears in other situations over time.

e. Vocabulary Teaching Strategy

Teachers are supposed to have strategies in order to make students familiar with the vocabulary so that new words are easily understood and be interested (Susanto, 2017). The strategies serve not only to encourage students in quickly understanding the meaning of new words, but also to change the educational activity in order to limit student boredom. In the teaching-learning process, instructional methods are crucial, which is affected not only by teachers' and students' ability, but also by wrong technique. Teaching strategies are extremely beneficial to the teacher. It is the responsibility of the teachers to select an effective vocabulary teaching strategies. Many explanations regarding various vocabulary teaching strategies may be found from some experts, but the researcher only selects a few that are significant to explain. Based on Meliana (2018), Some teacher strategies for teaching vocabulary have been found, and they are as follows: (1) studying vocabulary in Detail.; (2) memorizing vocabulary; (3) dictionary use; and (4) teaching vocabulary by using games.

1) Studying Vocabulary in Detail.

Understanding vocabulary by reading and translating the text is one technique for teaching vocabulary. According to (Salam, 2021) The implications of new terms were barely discovered by students. They stated that unfamiliar words made it hard for them to translate and understand the meaning of words. The importance of vocabulary in reading comprehension cannot be overstated. Readers will not be able to comprehend what they are reading unless they are familiar with the majority of the vocabulary. It appears

that acquiring vocabulary by reading and translating is a useful and appear to be key tools for their vocabulary improvement.

In addition to these strategies, vocabulary in integrating skills requires a thorough understanding of vocabulary. The integrated skills method is founded on the idea that oral and written languages are not kept separate and isolated from one another in natural, day-to-day experience (Sevy, 2018). Using these strategies, teachers can teach vocabulary while also integrating skills such as listening, speaking, reading, and writing. After the teacher gives an explanation, he gives students vocabulary exercises that usually include listening, speaking, reading, and writing problems.

2) Memorizing Vocabulary

Memorization is an old but efficient approach of learning. Students become mindful and motivated to learn English when they use the remembering approach. Teachers can have students repeat every word taught to them or practice memorizing vocabulary using actions. According to Hoque (2018). The type of memorization exercise strengthens our brain, allowing it to store more knowledge. According to the statement, If students practice their memorized vocabulary on a regular basis, it will be retained in long-term memory. In other words, studying and memorizing vocabulary might make it easier for students to strengthen their language skills if they have a vocabulary stock. Furthermore, memory methods such as repetitive repetition will be more likely to improve learning.

3) Dictionary Use

One of the most effective teaching strategies and media for assisting students in acquiring new vocabulary is the use of a media dictionary. Using a dictionary is a traditional method that is still usually utilized in education since learning vocabulary, particularly English vocabulary, is impossible unless students use a dictionary to look up the definitions of new words in the English language. Hamilton (2012) dictionary is a common tool for providing vocabulary support and facilitating word learning and reading comprehension among L2 readers. Currently, dictionaries come in a variety of types, the most common of which are electronic dictionaries. E-dictionaries are accessible online, and dictionary apps are ready for most handheld devices and mobile phones. Dictionaries, whether manuals or online, play a vital part in language learning, assisting students in the learning of a language. As a result, it is crucial that they select the right dictionary.

4) Using Games

One method for making the process of teaching English enjoyable and interesting is using games. Many learners might benefit from and be encouraged by games to learn the target language more easily. Games help teachers in creating contexts for useful and relevant vocabulary and making it interesting for children, allowing them to learn and keep new terms more quickly. Teaching and learning through games can encourage specific psychological intellectual elements that can improve communication, self-efficacy, learning, and confidence. Games are considered to have a significant

role in the teaching and learning of languages since they can significantly reduce excessive levels of stress and anxiety (Diane Larsen Freeman, 2000). To summarize, among the numerous teaching tactics used by teachers, the most powerful strategy for engaging students in learning, particularly vocabulary learning, is the use of games.

f. Technique of Language Teaching

The techniques of teaching the language to students are referred to as techniques for teaching English. To fulfill the teaching-learning objectives, teaching procedure is necessary, because teaching will be successful if the instructor employs the proper approach in the classroom. The following are some of the techniques described by Freeman (2011):

1) Grammar Translation Method

Grammar Translation Method is a technique used to assist students in reading and comprehending foreign language literature. According to Elmayantie (2015) Grammar Translation Method is a strategy that asks students translate entire texts word by word while also memorizing various grammatical rules and exceptions as well as huge vocabulary lists. It can be conclude that by studying the grammar and vocabulary of the target language, students will become more familiar, enable them speak and write in their target language more effectively.

2) Direct Method

The direct method is not a new technique. For many years, language teachers have followed this principle. The direct technique of teaching a foreign language, particularly a modern language, by conversation, discussion, and reading in the language itself, without the use of translation or the study of formal grammar (Sinaga, 2018). As a conclusion, when using the Direct Method to teach vocabulary, the emphasis is mainly on the presentation of spoken language, as well as listening skills as the main ability.

3) Silent Way

Caleb Gattegno created the Silent Way technique of language teaching. In a summary, the learning hypotheses underpinning Gattegno's work are as follows (Gattegno, 1972):

- a) Learning is aided when the learner finds or creates something rather than remembering and repeating what is to be learned.
- b) Physical things that accompany (mediate) learning aid in the learning process.
- c) Problem solving using the material to be studied aids learning.

So, the concept of the Silent Way technique is that the teacher should be as silent as possible in the classroom and the learner should be encouraged to produce as much words as possible.

4) Communicative Language Teaching

Communicative Language Teaching (CLT) strives to make communicative competence the main objective of language teaching. The following are some of the aspects of this communicative perspective of language according to Richards (1986):

- a) Language is a system for conveying meaning.
- b) Language's structure reflects its functional and communicative purposes.
- c) Language's main units are not just its grammatical and structural properties, but also functional and communicative meaning categories as shown in speech.

Teachers should use the possibilities of various techniques and approaches at the proper time, for appropriate activities, and for students whose learning styles match the students' needs.

g. Teaching English Vocabulary Using Communicative Language Teaching

There are various ways to learn vocabulary, therefore making a good choice in selecting a teaching technique is essential for good results. One of them is Communicative Language Teaching. Firdady (2018) states that CLT activities should encourage students to interact with one another and apply the language forms they have learned for meaningful communicative purposes. CLT underlines the need of students performing a language more frequently, and it generates an improvisatory performance of language without the intervention of teachers in correcting grammatical errors.

CLT contains a variety of teaching and learning vocabulary activities. Activities that would be used in a CLT vocabulary classroom include: information gap activities, jigsaw activities, picture series, storytelling, and information transfer activities debates and group discussions, roleplaying or mini-dramas (Richard, 1999) picture strip stories, scrambled sentences, and language games (Diane Larsen Freeman, 2000). Teachers, especially in foundation classes, require engaging strategies to teach students. According to Aprillia (2019) the use of CLT in teaching vocabulary influences students' motivation to learn English through cooperation and interaction with the teacher or other students. Communicative Language Teaching strategies will assist students memorize the vocabulary they have studied while also making the teaching and learning process more exciting and enjoyable.

h. Type of Vocabulary Test

A test is a method for assessing a person's ability, knowledge, or performance in a certain domain (Brown, 2000). Brown aims to show in this definition that testing can be used to evaluate people's knowledge. As a result, the test can be used to determine if students are developing or comprehending the subject that will be studied or has already been studied. To find out students' vocabulary mastery, the teacher needs to use the classroom test. The classroom test is designed and delivered by teachers, and it is used to assess students' progress in certain topics. The following are some vocabulary tests for students based on Pavlů (2009):

1. Multiple Choice

The most popular type of test for vocabulary assessments is multiple choice. Multiple Choice is a type of objective test in which respondents are asked to choose only the correct answers from a list of options. For Example:

The test was too....for him. He received a failing grade.

- | | |
|--------------|-----------|
| a) Easy | c) Simple |
| b) Difficult | d) Low |

2. Matching test

A matching test is a type of objective test that consists of two sets of items that must be matched for a specific attribute. People frequently use matching to assess the meaning of words, usually opposite-meaning terms. Students do not create vocabulary; instead, they match words that are given to them. For example:

Match the following fruit and the taste of the fruit.

- | | |
|---------------|--------------|
| 1. Lemon | a. Tasteless |
| 2. Watermelon | b. bitter |
| 3. Olive | c. Sour |
| 4. Cucumber | d. Sweet |

3. Definition test

The teacher gives a definition of a word to the students. However, not every word can be clearly defined, and there may be lots of possibilities.

Furthermore, definitions should be clear so that students can understand it and come up with the correct response. For example:

Animals with the ability to live both on land and in water (Frog).

2. Games

a. Definition of Games

A game is a type of recreation that consists of a set of rules that describe an object to be attained and the acceptable means of attaining it (Stenros, 2016). Games is activities that are interesting and engaging, frequently challenging (Wright, 2006). Games are typically designed to be as creative and entertaining as possible, with the goal of providing players with both born and inner satisfaction. From that statement, game is an interesting and challenging activity that typically involves person's talent, knowledge, or luck, in which the player must follow rules in order to win against a rival or solve a problem.

Ulicsak (2010) states that games are enjoyable, engaging activities that are typically used for amusement, but they can also expose people to a certain set of tools, actions, or ideas. Games could be used for a variety of purposes, most commonly for entertainment or fun, but they can also be utilized as an instructional tool. To conclude, games are activities that have the value of pleasure, challenge, and enjoyment inside of that.

b. The Kind of Puzzle Games

There are various types of puzzles games that can be used to teach students vocabulary. The author attempts to describe puzzle as one of several games to

2) Jumbled Letters Puzzle

Jumbled is a type of word puzzle in which a player is given a set of letters that, when arranged correctly, form the un-jumbled word (Wahyuni, 2019). This is a type of puzzle in which players should rearrange jumbled letters based on hints. This puzzle is great for someone who wants to learn vocabulary by writing the correct spelling of words. For examples:

You can get the objects in the bathroom by unjumbling the letters. Set up these letters together to form the correct word.

e.g. P-A-S-O = SOAP

1. O-W-L-T-E =
2. E-T-O-A-P-T-O-S-T-H =
3. P-S-A-H-M-O-P =
4. R-O-R-M-I-R =
5. B-O-T-R-S-T-H-O-U-S-H =

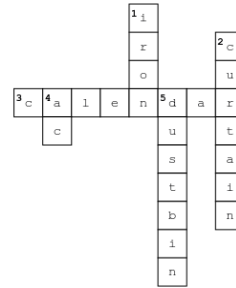
Hints:

1. an absorbent cloth or paper for wiping down and drying wet areas
2. a paste for having to clean the teeth.
3. a liquid hair-washing preparation containing detergent or soap
4. a polished or smooth surface (such as glass) that reflects images
5. a small brush for brushing your teeth

3) Crossword Puzzle

In this puzzle model, students must fill in the box with vocabulary that corresponds to the questions or hints given. People must fill in each box

vertically and horizontally based on the number listed. This type of puzzle is great for units with a large vocabulary. For example:



Across

3. used to indicate the date, month, and day

Down

1. objects that can give off heat and make clothes neat
2. generally used to cover glass windows
4. objects that can make the room cool
5. a place to throw trash

c. The Understanding of Crossword Puzzle

Crossword puzzles have been recommended as a teaching-learning activity. Crossword puzzles, according to Dhand (2014), are puzzles with a set of boxes to be filled with words or numbers, one letter/number for each box. Synonyms and the words of the intended terms are rearranged to fit the available box numbers. Numbered square pattern filled with letters or words that correspond to the instructions. Crossword is a popular game that aims to solve a mentally difficult problem. Crossword is a game that tests a player's knowledge by presenting them with bits of information, spelling, or short definitions that they must remember (Moursund, 2006). According to this statement, Crossword is a game that trains the player's brain. Players must learn how to solve crossword puzzles and develop strategies for it.

As mentioned previously, Crossword is a popular game with a set of grids where players are instructed to fill in the boxes with words or letters. Crossword is a growing game that is one of the most popular tools for learning, including

language learning. This game is rated as challenging. Students are expected to answer crossword puzzles correctly and accurately because the truth of one answer affects every other answer.

Students will be entertained by using crossword puzzles to learn vocabulary. Crossword puzzles will stimulate students' thinking because they will have to guess which words will be used to fill in the empty boxes. Students' psychology increases as an outcome of these games, and learning becomes more enjoyable, entertaining, and challenging. Crossword puzzle is a great way for students to learn new vocabulary. To increase students' motivation and interest in learning English and make students enjoy learning, crossword puzzles are one of the tools to be used in the learning process.

d. The Advantages and Disadvantages of Crossword Puzzle

The following are the advantages and disadvantages of using a crossword puzzle as a learning medium:

1) Advantages

According to Wahyuningsih (2009) crossword puzzles have many advantages, such as:

1. Crossword puzzles help students gain interest and avoid boredom in studying.
2. Because they are actively involved in their own learning, learners enjoy learning the target language.

3. The crossword puzzle provides a challenge that will encourage students to try to complete the puzzle, so, students can practice and repeat the sentence pattern and vocabulary.
4. The students have fun, relaxing, and like participating in the learning activity; they memorize the vocabulary in many ways, like rewriting them.

2) Disadvantages

According to Njoroge (2013), the following are some disadvantages of using crossword puzzles in the learning process:

1. Preparing the crossword puzzle takes a significant amount of time. The teacher who wants to use this game to teach must prepare the game and materials before going to class.
2. If the clues are unclear, students will struggle and become confused when answering the question.

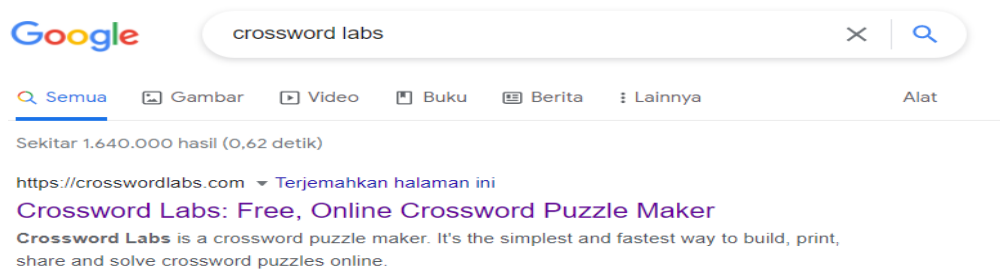
According to the explanation above, the benefits of crossword puzzle outweigh the disadvantages. The researcher concludes that using crossword puzzles might not only enhance students' vocabulary, but also make them more active in expressing their ideas. Crossword puzzles also encourage students to learn reading and form the habit of exercising through the use of a game. This practice has a positive impact on students' English learning outcomes.

e. Crossword Labs

Matt Johnson founded Crossword Labs in 2011 while a student at Washington State University in Vancouver (Crosswordlabs, 2014). Crossword Labs is a simple and effective tool for creating various types of crossword puzzles. There are no advertising, watermarks, or registration requirements when using Crossword Labs. It's great for students to practice their vocabulary or grammar. Crossword Labs is a website where you can create free puzzles. It's will provide you with a title for your puzzle, as well as instructions on how to solve it. The following screen gives you the option to modify, regenerate, or save. Crossword Labs puzzles can be shared online in addition to being created. Students can finish the puzzles online by click in a cell and typing their answers. Students can receive fast feedback by pressing enter after filling in a word; correct answers will appear in green font, while incorrect responses will appear in red. Crossword Labs also offers a Print/export your crossword puzzle to PDF or Microsoft Word feature.

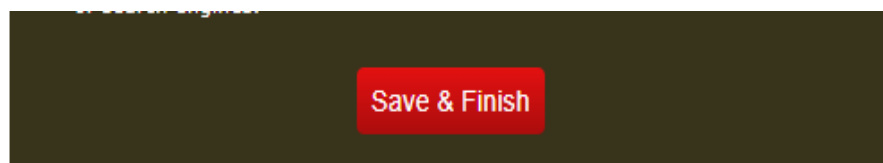
How to create a crossword puzzle on Crossword Labs:

- 1) Search Crossword Labs in the internet, and click on the crosswordlabs.com website



- 2) Once clicked, a screen will display with the title, a field to fill in the answers and clues that are paired with each other, and a passcode to lock the crossword puzzle answer key.

- 3) Click save and finish



- 4) Crossword Labs is ready to use and includes features such as edit to re-edit the crossword, share menu to share it online by copying the URL, Focus Mode, and Print.

f. Vocabulary Teaching Procedures

One of the most effective vocabulary teaching media is through word games. One word game that can be used is Crossword Labs. According to Hadfield statement in Puspita's journal (2017) that crossword puzzle is an effective terminology, definition, spelling teaching tool and pairing key concepts with related names, resulting in retention and fact memory. Crossword puzzles are effective because they require students to spell words correctly because the answer is a word that is connected to other words and adjusted to match the clue. The following are the steps in teaching-learning vocabulary using Crossword Labs as media:

- 1) The teacher enters and begins the class by greeting the students.
- 2) The teacher explained how the process and the media that would be used for learning vocabulary, the media that will be used are: Crossword Labs and Whatsapp.
- 3) The teacher ask students to make educated guesses about the subject to be studied in the beginning by giving them examples or real life situation..
- 4) The teacher continues the learning process and explains the material to be studied.
- 5) The teacher demonstrates how to use Crossword Labs to answer crossword puzzles.
- 6) The teacher divides the students into groups and gives them different links to enter the crossword labs via Whatsapp group.

- 7) After being divided into groups, students collaborate by discussing and assisting one another in figuring out how to solve the puzzles given by the Crossword Labs link.
- 8) Students take screenshots when they have completed all of the boxes and send it to the Whatsapp group.
- 9) Students are asked to read and define the vocabulary they have acquired in class using Crossword Labs.
- 10) The teacher evaluates the learning process in each lesson.
- 11) The teacher ends the class.

B. Previous Study

The researcher selects two thesis and three journal articles relevant to this study. In order to carry out this research, the researcher looks into previous studies. They are journals and thesis that are concerned with the effectiveness of using crossword puzzle media to teach student vocabulary mastery.

The first research is thesis from Eka Fitriyani (2016) entitle “The Effectiveness of Using Crossword Puzzle in Learning Vocabulary (A Quasi-Experimental Study at the Seven Grade Students of MTs Muhammadiyah 1 Ciputat)”. The quantitative method was used in this research, and the design was a quasi experimental design. The researcher selected a sample using a sampling technique known as purposive sampling. In this study, the researcher used a test that was conducted twice, as a pre-test and a post-test. The researcher utilized a data analysis technique known as the t-test to analyze the data and used Anatest Software to analyze the data's validity and reliability. Based on the data analysis, it is possible to conclude that Crossword Puzzle was effective and had a

significant effect on students' vocabulary mastery at MTs Muhammadiyah 1 Ciputat's Seventh Grade Students.

The second research is thesis from Charis Zul Hilmi (Hilmi, 2019) entitled “The Effectiveness of Using Crossword Puzzles to Increase the English Vocabulary Mastery of the Second Grade Students of MTsN 3 Boyolali in the Academic Year 2018/2019”. The quantitative method was used in this research, and the design was a quasi experimental design. The researcher selected a sample using cluster random sampling. This research was successful in that it increased student's English vocabulary in MTsN 3 Boyolali's Second Grade in the Academic Year 2018/2019.

The third previous study is a journal written by Winda Riksa Biantara (2019) entitled “The Application Of Crossword Puzzle Game Media In Teaching Vocabulary For 7th Grade Students At Smpn 1 Rawamerta”. She conducted study on the use of crossword puzzles in vocabulary teaching in order to describe activities in the classroom and identify problems faced by teachers and students while utilizing crossword puzzles in learning crossword puzzle games. The researcher used classroom action research as the research method, with participants from 7th Grade Students At Smpn 1 Rawamerta. The study's research showed that crossword puzzles was appropriate for teaching English vocabulary.

The fourth is a journal written by Yayang Taofik Anwar (2018) entitled “Teaching English Vocabulary Using Crossword Puzzle Game at The Seventh Grade Students”. The researcher conducted study on the use of crossword puzzles in vocabulary teaching to determine whether or not the crossword puzzle game is effective in improving students' vocabulary. The research method is quantitative,

and the pre-experimental study design was carried out in a one class. According to the results of the study's analysis that crossword puzzle was an effective way of teaching vocabulary.

The fifth previous study is a journal conducted by Rahmawati (2020) entitle “The Effectiveness of Using Crossword Puzzles to Increase the English Vocabulary Mastery of the Second Grade Students of MTsN 3 Boyolali in the Academic Year 2018/2019”. The researcher did a study on the use of crossword puzzles in vocabulary teaching to determine whether or not there is vocabulary mastery. The Action Research method was used by the researcher. According to the results of a study, this technique adds insight to the student's mastery of the English vocabulary.

Previous studies are used as a reference for the researcher in this study. The researcher use a crossword puzzle, which is Crossword Labs, to teach vocabulary mastery based on the findings of the five studies. This is a quantitative study that use the cluster random sampling technique. In this study, it has an update compared to previous studies. Compared to previous studies that conducted research using the media of manual crossword puzzle, while this research conducted online puzzle media that can be accessed online, namely Crossword Labs. With this, the researcher made a research entitled "The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at the Eleventh Grade Students of SMA N 1 Weru in the Academic Year 2022/2023”

C. Rationale

Language learning can be more meaningful and useful if the teacher applies games in it. Students will be more motivated to study English if the

teacher adds one of the learning tools, such as games into the class. Teachers must be competent in selecting media in order to attract students' interest and encourage them to interact in English learning process. Teachers must be aware of their students' situations and apply suitable techniques in order for them to enjoy studying and gain new vocabulary quickly.

A crossword puzzle consists of a series of numbered boxes that must be completed with words, with a letter assigned to each box so that a letter appears horizontally in a word is generally also part of a word placed vertically, and numbered synonyms and definitions are provided as hints for the words (Puspita, 2017). Students are expected to be able to fill in the correct answer and be able to find a solution to an existing problem.

There may be some problems in learning vocabulary when using Crossword Labs in teaching-learning process. 1) The implementation of this learning strategy is sometimes difficult to plan due to students' habits in learning language, 2) It's a little difficult to condition students in groups when using Crossword Labs in teaching-learning process. Learning English vocabulary has been shown to offer a variety of benefits and efficacy in learning vocabulary 1) Students will be more active and interest during the teaching-learning process, 2) Students will be more helpful and answer questions more fast, 3) Crossword Labs Puzzle will make students understand English better.

Crossword puzzles are a great way for students to learn vocabulary effectively by allowing them to memorize as much as possible. When students are taught vocabulary through crossword puzzles, they build and improve their

vocabulary mastery by practicing with answers and questions given by the teacher to figure out the correct hints (Anwar, 2018). This shows that students' brains may be trained to memorize new words by playing crossword puzzles. Using Crossword Labs to help students improve their vocabulary: 1) The class is divided into several groups by the teacher, 2) For each group, the teachers share same links to the Crossword Labs website, 3) The teacher gives directions to work by looking at the hints that have been given, 4) Teachers and students evaluate to find out the correct answer together, 5) The teacher asks students to say the word that has been found with the correct pronunciation.

Techniques for teaching vocabulary should be used by English teachers. Techniques in vocabulary learning create a more engaging learning environment and motivate students to master vocabulary faster. With previous statement, the teacher can utilize a media game to help students learn English, such as a crossword puzzle. Crossword Labs puzzle is a type of vocabulary learning tool that can be used for both face-to-face and online learning.

Increasing students' vocabulary using Crossword Labs builds the author's assumption that the technique is effective. Crossword Labs puzzle is type of game that will help students in learning or mastering vocabulary. Students will learn new words by analyzing or looking for grids based on the hints given. For example, students are instructed to fill in the empty boxes according to the number by referring to the hint "synonym smart". Students look for words with "synonyms smart " that match the number of boxes available. After finding the word, the student must write it in the box provided and try to move on to the next question; if the words are not connected, the word typed in the box is incorrect. In

addition, students enter the written word to determine whether it is true or false, and a red indicator appears if it is incorrect, while a green sign indicates that it is correct. Crossword Labs is one of the media that effective for interesting vocabulary learning process to make students more active in class. As a result, the researcher suggested using Crossword Labs puzzles is effective to help students improve their vocabulary.

D. Hypothesis

This study's hypothesis are grouped into two categories. There are two of them: the Alternative hypothesis (H_a) and the Null hypothesis (H_o).

- a. H_o = There is no significant effect of Crossword Labs to teach vocabulary mastery at Eleventh Grade Student of SMA N 1 Weru.
- b. H_a = There is significant effect of Crossword Labs to teach vocabulary mastery of Eleventh Grade Student of SMA N 1 Weru.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a quantitative method. To identify the effectiveness of using Crossword Labs to teach vocabulary mastery, the researcher used a quasi-experimental design. According to Creswell (2012), a quasi-experiment is an experiment that includes assignments but not random assignments. The following are a quasi-experimental design's characteristics: 1. having more than one variable, 2. having a control group, 3. the independent variable is manipulated, 4. the other variables are under control.

In this research, the researcher chose two classes that used two different independent variables: one as an experimental class and another as a control class. The experimental group received treatment using Crossword Labs while the control group received treatment using Whatsapp as a teaching media. The researcher gave a test for each classes selected as the research sample, in which a pre test was given before the implementation of the treatment and after that a post test was given after the treatment was applied.

This research was about the use of Crossword Labs to teach vocabulary at the eleventh grade of SMA N 1 Weru in academic year 2022/2023.

Table 3.1**The Experimental Research Design**

GROUP	PRE TEST	TREATMENT	POST TEST
E	Y_1	X	Y_2
C	Y_1	-	Y_2

In which:

E : Experimental group

C : Control group

Y_1 : The experimental group's pre-test

Y_1 : The Control group's pre-test

X : Experimental Treatment

Y_2 : The experimental group's post-test

Y_2 : The control group's post-test

B. Research Setting

1. Place of The Research

This research was conducted research in SMA N 1 Weru. It is placed on Karang Tengah, Weru, Sukoharjo. The school has three grades: level X for first grade, level XI for second grade, and grade XII for third grade. In each level is divided into 2 groups, namely MIPA and MIPS classes.

The researcher selected SMA N 1 Weru because crossword puzzles had never been used for vocabulary learning before. In specifically, SMA N 1 Weru had never used Crossword Labs to teach vocabulary. Additionally, the research found several students who had difficulties memorizing and learning vocabulary, so SMA N 1 Weru selected as the research takes place. In this research, the researcher used SMA N 1 Weru's eleventh grade, specifically in XI MIPA 1 and XI MIPA 2. The experimental project was intended to succeed and to develop an innovative learning activity for the school.

2. Time of The Research

This research was conducted in the first semester of 11th grade of SMA N 1 Weru in the 2022/2023 academic year. The observations were conducted in four meetings, which conducted in the control and experimental classes from July 14th to August 8th which were adjusted to each class schedule, based on the researcher's observations in the learning process and students' opinions. The action was then carried out four times in a single month. Based on the schedule of the schools, the researcher did the action.

The research activity's planning timetable was as follows:

Table 3.2 Research Timeline

Activities	2021		2022					
	Nov	Des	Jan	Feb	Jul	Aug	Sept	Okt
Pre-Research								
Writing Proposal								
Proposal								

Examination								
Collecting the Data								
Analyzing the Data								
Writing the Research Report (Thesis)								
<i>Munaqasyah</i>								

C. Population, Sampling, and Sample

1. Population

The term "population" refers to the entire object which consist of people, animals, objects, growth, events, and etc, as a source of data with particular characteristics in a research. Eleventh grade students of SMA N 1 Weru in the academic year 2022/2023 are the selected population for this research. SMA N 1 Weru has 239 students in the eleventh grade. Eleventh grade consists of 7 classes where the science class consists of 4 classes and the social studies class consists of 3 classes. These are, MIPA: XI.1, XI.2, XI.3, XI4 and MIPS XI.1, XI.2, XI.3.

2. Sample

According to Sugiyono (2018) the sample is a smaller group of the population's number and characteristics. The sample is a smaller group of the population that has been chosen by the researcher. Based on the teacher's

recommendation and data on average class scores, the researcher selected only two classes as the sample. The study observed two eleventh-grade classes at SMA N 1 Weru, XI.MIPA.1 as experimental class and XI.MIPA.2 as control class, there are 35 students in each class. There were 70 students in total.

3. Sampling

Sampling is described as the process of selecting a sample from an individual or a big group of people for a specific study purpose (Bhardwaj, 2019). In this research, Cluster random sampling was used by the researcher. Cluster random sampling is a type of simple random sampling in which each sampling unit is made up of a collection or group of elements (Supranto, 2007). Cluster random sampling is a sampling technique used to select a sample from a large population. The sample method was selected by the researcher based on the total average value of all 11th grade English subjects at SMA N 1 Weru. There are 7 classes at grade 11, where the average MIPA 1 class was 82.90, MIPA 2 class 81.86, MIPA 3 class 82.91, MIPA 4 class 82.75, MIPS 1 class 81.59, MIPS 2 class 82.37, MIPS 3 class 82.17. According to the data, all 11th students at SMA N 1 Weru have nearly equal averages where the score was at 80.00. The class was chosen as a sample by lottery by the researcher. The researcher assigns numbers 1 through 7 in the papers that match to a total of classes, and random sampling was done using lottery. The researcher used cluster random sampling because the population group was homogeneous. As a result, XI.MIPA.1 as experimental class and XI.MIPA.2 as control class.

D. Techniques of Collecting Data

Quantitative research used by the researcher. The following techniques used to collect data for this study.

1. Observation

The researcher collects data by making observations in the class where the research would be conducted. During the teaching and learning process, the researcher observed the teaching and learning activities in the classroom. Several aspects of the process of teaching and learning were noted by the researcher. In this case, the researcher observed English learning in the classroom to find out the process of activities in all English learning classes that focused on vocabulary, both in the experimental class using Crossword Labs and the control class using Whatsapp. Observing what researcher provide specific data. On November 13 until 15, 2021, researcher conducted pre-observations. Observations were carried out for one month starting on July 14th to August 8th, 2022.

2. Test

Winarno (2013) stated Test is a tool or instrument that is used to collect data about a person's knowledge or abilities. Following the conclusion of the treatment in both the control and experimental classes, the researcher takes a test at the final meeting of the learning process. Crossword Labs is a medium used for the vocabulary learning process. In this study, there are two types of tests for students' vocabulary mastery: pre-test and post-test. Researcher used this test to see how effective Crossword Labs was at teaching students' vocabulary mastery. The researcher used an objective test with multiple choice type.

The multiple-choice test had four options in each item, with one correct answer and three incorrect answers. The test included 30 questions. The results of the two experiments were compared by the researcher. The results of the two tests can show whether there is a difference between students who were taught vocabulary using Crossword Labs and those who used the WhatsApp application..

E. Research Instrument

The researcher used the following tests as the instrument to collect data for this research:

1. Observation Guidelines

The researcher's observation guide for collecting information about anything that occurs during the process of teaching and learning by observing the entire section of the teaching and learning process in the classroom.

2. Test

A test is used to see whether using Crossword Labs to teach vocabulary is effective. This test will be used in both the experimental and control classes to see scores have mastered their vocabulary. The following are the tests that will be used:

a. Pre Test

Before administering treatment, the pre-test is used to determine the beginning level of vocabulary knowledge. In this study, the researcher administer a pre-test to both classes. A pre-test given to students in order to determine their scores. Students were instructed to complete a multiple-

choice test to assess their vocabulary mastery. Pre test has been given on July 14th, 2022 in the control class and on July 18th, 2022 in the experimental class.

b. Treatment

The treatment was carried out by researcher in each class that was selected as a sample. In the experimental class, namely class XI MIPA 1, the researcher gave treatment by carrying out the teaching-learning vocabulary process using Crossword Labs and Whatsapp as learning media. Researcher used Whatsapp to share material and Crossword Labs links that contains vocabulary games for students to work on. The treatment in the experimental class was carried out in 4 meetings starting from July 18th to August 8th which was adjusted to the class schedule. In the Control class, namely class XI MIPA 2, the researcher gave treatment by carrying out the teaching-learning vocabulary process using Whatsapp as learning media. Researcher used Whatsapp to share material and vocabulary assignments in the form of fill in the blank for students to work on. The treatment in the control class was carried out in 4 meetings starting from July 14th to August 4th which was adjusted to the class schedule.

c. Post Test

The post-test given by asking students to complete multiple-choice questions at the same level as the pre-test. Post-tests given to see how the students will performing and how the class of the experiment improved, especially after treatment. Researcher also gave post-tests for both classes in

this study. Researcher used a post-test to determine the effectiveness of Crossword Labs on students' Vocabulary eleventh grade SMA N 1 Weru. A post-test is a test conducted after treatment to evaluate student responses and treatment effectiveness. Post test has been given on August 4th, 2022 in the control class and on August 8th, 2022 in the experimental class.

F. Data Validation

1. Validity

To find out whether a test is valid or not, it is important to carry out one of the crucial evaluation requirements, namely validity. If a test accurately measures what it is supposed to measure, it is said to be valid. Based on McMillan & Schumacher as cited in Gates (2018), instrument validity is a product of the specific situation and subjects in which the instrument is given. The validity of the test instrument will be examined using the r-product moment in this research. The formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

N = The number of students

r_{xy} = The correlation coefficient between the variables X and Y

X = Per-question item score

Y = Question total score

If $r_{\text{obtained}} > r_{\text{table}}$, the question item is valid, and If $r_{\text{obtained}} < r_{\text{table}}$, the question item is invalid.

2. Reability

The term "reliability" refers to whether or not an instrument can consistently measure something. The consistency of scores obtained from a test is referred to as reliability (Donald, 2010). In this study, the researcher will use the Spearman-Brown formula to assess the test instrument's reliability. In the estimation reliability test, the Spearman-Brown formula is one of the most effective ways to use the halves method. There are two types of test items: odd number items and even number items (Vehkalahti, 2000). The formula as follow:

$$r_i = \frac{2r_b}{1 + r_b} \quad r_b = \frac{N \sum XY - \sum X \sum Y}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

r_i = instrument of realibility

r_b = index correlation between instruments

N = the number of students

X = first split

Y = second split

The instrument will be reliable if r_{obtained} is higher than r_{table} , and will be unreliable if r_{obtained} is lower than r_{table} .

G. Technique of Analyzing the Data

The data was calculated using the students' scores in order to find out whether there was a significant difference in the vocabulary mastery of the two classes.

The researcher used SPSS to analyze the data for both the experimental and control groups. The following is the procedure for data analysis:

1. Descriptive analysis

a. Mean

Mean is the sum of all student scores divided by the total of individual.

The steps for calculating the mean score are as follows:

- 1) Click “Analyze”
- 2) After that, click descriptive statistic
- 3) Choose the data for which we want to calculate the mean.
- 4) Select a frequencies option.
- 5) After that, click statistics.
- 6) In the frequency statistic box, click mean.
- 7) Then, click continue.
- 8) In the frequencies charts box, select the type of chart we want to show in the result.
- 9) Then click continue and OK.

b. Median

The median is the point below which 50% of the scores fall and above which 50% of the scores fall. The steps for calculating the median score are as follows:

- 1) Click “Analyze”
- 2) After that, click descriptive statistic
- 3) Choose the data for which we want to calculate the median.

- 4) Select a frequencies option.
- 5) After that, click statistics.
- 6) In the frequency statistic box, click median.
- 7) Then, click continue.
- 8) In the frequencies charts box, select the type of chart we want to show in the result.
- 9) Then click continue and OK.

c. Mode

The most frequent value in a set of data is called the mode. The following are the steps to finding the mode value:

- 1) Click “Analyze”
- 2) After that, click descriptive statistic
- 3) Choose the data for which we want to calculate the mode.
- 4) Select a frequencies option.
- 5) After that, click statistics.
- 6) In the frequency statistic box, click mode.
- 7) Then, click continue.
- 8) In the frequencies charts box, select the type of chart we want to show in the result.
- 9) Then click continue and OK.

d. Standar Deviation

The steps for calculating the standar deviation are as follows:

- 1) Click “Analyze”

- 2) After that, click descriptive statistic
- 3) Choose the data for which we want to calculate standar deviation.
- 4) Select a frequencies option.
- 5) After that, click statistics.
- 6) In the frequency statistic box, click Std. Deviation.
- 7) Then, click continue.
- 8) In the frequencies charts box, select the type of chart we want to show in the result.
- 9) Then click continue and OK.

3. Pre-Requisite Test

a. Normality Test

Normality testing is required to determine whether the data data is normally distributed. The Shapiro-Wilk test is used by the researcher. Based on Shapiro-Wilk cited in Razali (2011), typically, the test was limited to a sample size of less than 50. The test's steps are as follows:

- 1) Click “Analyze”.
- 2) Then, choose descriptive statistic
- 3) Choose explore
- 4) The data then be input into the dependant list and factor list. Select both options on the display.
- 5) After that, click plots
- 6) In the explore plots box, click normality plot with test.
- 7) Then click continue and then click OK.

- 8) If the Sig. Value > 0.05 , the data is normal distribution, and if the Sig. Value < 0.05 , the data is not normal distribution.

b. Homogeneity Test

Homogeneity is a parameter for determining whether or not the data is homogenous. The test's steps are as follows:

- 1) Click “Analyze”
- 2) Click compare means
- 3) Then, choose one-way ANOVA
- 4) In the one-way anova box, input the data.
- 5) Click options
- 6) After that, click homogeneity of variance test
- 7) Click continue and OK
- 8) To determine the homogeneity distribution using the following criteria:
if the Sig. Value is higher than 0.05, the data is homogenous; if the Sig. Value is less than 0.05, the data is not homogeneous

c. T-Test

The method used for analyzing the data is independent sample T-test. The T-Test for independent formula is used to determine the technique's effectiveness. The steps are as follows:

- 1) Click “Analyze”
- 2) Click compare means
- 3) The, choose independent sample T-Test
- 4) After that, transfer the dependent variable into the test variable blank

- 5) Select define groups and enter in the values for the independent variable's two levels.
- 6) Click “continue”
- 7) Select options, then write 95 in the confidence interval percentage box.
- 8) Click continue and OK.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the outcomes of the research. The outcomes are divided as follows: Research Findings and Discussion.

A. Research Findings

This chapter provides an overview of the data the researcher collected during conducting the research. The researcher conducted research in SMA N 1 Weru in the academic year 2022/2023. The objective of this research is to determine whether or not Crossword Labs is an effective vocabulary-teaching medium for SMA N 1 Weru's eleventh grade students in the academic year 2022/2023, as well as to describe how Crossword Labs was implemented in vocabulary teaching. The data were collected from the outcomes of the pre-test and post-tests for both the experimental group and the control group. The researcher took XI MIPA 1 as experimental group which was taught using Crossword Labs and Whatsapp media and XI MIPA 2 as the control group which was taught using Whatsapp media.

The test's results were the data analyzed for this research. The same material, but different media, was employed in this research. Pre-test data were obtained by the researcher before treatment, and post-test results were obtained after the end of treatment. The t-test was used to compare the student scores in order to determine which group had the higher score and to determine whether there was a significant difference between the two groups. The data were then thoroughly explained. It includes the mean, mode, median, and standard deviation. Besides that, the

implementation of observation was carried out to find out how the process is and to find out the advantages and disadvantages of the research that has been done.

1. The effectiveness of Crossword Labs as Vocabulary Teaching Media

a. The Result of Try Out

A test was conducted in class MIPA 4 with 36 students in order to obtain a validity and reliability instrument. The test given is a vocabulary test which consists of 50 items. The try-out test results would be used as the pre-test and post-test instruments in the experimental and control class. The Product Moment Formula is used to calculate the validity.

Table 4.1 Valid Items based on Try Out Test

No.	r_{table}	$r_{obtained}$	
1	0.3202	0.60544	Valid
2	0.3202	0.17297	Invalid
3	0.3202	0.28591	Invalid
4	0.3202	0.10557	Invalid
5	0.3202	0.28591	Invalid
6	0.3202	0.25905	Invalid
7	0.3202	0.36318	Valid
8	0.3202	0.00521	Invalid
9	0.3202	0.64630	Valid
10	0.3202	0.44383	Valid
11	0.3202	0.23201	Invalid
12	0.3202	0.39976	Invalid
13	0.3202	0.48762	Valid
14	0.3202	0.46864	Valid
15	0.3202	0.28591	Invalid
16	0.3202	0.07038	Invalid
17	0.3202	0.15369	Invalid
18	0.3202	0.54179	Valid
19	0.3202	0.38409	Valid
20	0.3202	0.42733	Valid
21	0.3202	0.17297	Invalid
22	0.3202	0.40409	Valid
23	0.3202	0.83358	Valid

No.	r_{table}	$r_{obtained}$	
24	0.3202	0.29382	Invalid
25	0.3202	0.59274	Valid
26	0.3202	0.41621	Valid
27	0.3202	0.54179	Valid
28	0.3202	0.23434	Invalid
29	0.3202	0.70716	Valid
30	0.3202	0.64630	Valid
31	0.3202	0.61335	Valid
32	0.3202	0.59319	Valid
33	0.3202	0.03088	Invalid
34	0.3202	0.37984	Valid
35	0.3202	0.02318	Invalid
36	0.3202	0.23248	Invalid
37	0.3202	0.31990	Invalid
38	0.3202	0.44383	Valid
39	0.3202	0.69630	Valid
40	0.3202	0.28591	Valid
41	0.3202	0.23434	Invalid
42	0.3202	0.49345	Valid
43	0.3202	0.53412	Valid
44	0.3202	0.53614	Valid
45	0.3202	0.13289	Invalid
46	0.3202	0.72517	Valid
47	0.3202	0.40931	Valid
48	0.3202	0.51410	Valid
49	0.3202	0.49625	Valid
50	0.3202	0.54434	Valid
TOTAL			30

According to the above distribution, the instrument try out on 36 students had a r_{table} of 0.3202 and obtained 30 valid items and 20 invalid items. The researcher selected 30 valid items for the test based on the results of the valid items.

Table 4.2 Reliability Statistic

Formula	Result
$r_{hitung} = r_{1/2.1.2} (r_b)$	0.79543
r_{11}	0.88606
$r_{table} (\alpha=0.05)$	0.3202
Conclusion	RELIABLE

The reliability was discovered by using the Spearman-Brown formula that the try out instrument's reliability is 0.88606 with the $\alpha = 0.05$. It can be concluded that the test instrument was reliable and could be utilized as the pre-test dan post-test instrument to collect the required data because r_{obtain} is higher than r_{table} ($r_{11} > r_{\text{table}}$) which is the result of the instrument try out is ($0.88606 > 0.3203$) in the reliability statistic table.

b. Data Description

The research finding is described in the following description. The mean, the median, the sum, and the standard deviation were given in the table description of the data. The researcher used data from the pre-test, which was given to the students before to the treatment, and the post-test, which was given to the students after the treatment. The four classes into which the data description was separated are as follows:

- b. The pre-test data from the class taught by Crossword Labs media (pre-test experimental class)
- c. The post-test data from the class taught by Crossword Labs media (post-test experimental class)
- d. The pre-test data from the class taught by Whatsapp media (pre-test control class)
- e. The post-test data from the class taught by Whatsapp media (post-test control class)

The data for each class was shown as follows:

1) The results of the pre-test given to students in the class taught using Crossword Labs (pre-test experimental class)

The pre-test data was collected before to the Crossword Lab media being used as a teaching media in the experimental class. The experimental class consist of 35 students. The students completed the test that the researcher presented. The table below provides data about the experimental class's pre-test score:

Table 4.3 Pre-Test Score in the Experimental Class

NO.	NAME	PRE TEST SCORE
1	ADK	67
2	APR	27
3	APK	50
4	AR	33
5	ATAD	53
6	BAT	40
7	BIP	40
8	CW	43
9	CT	67
10	DP	53
11	DNH	40
12	DPK	47
13	DGR	27
14	DAA	53
15	EN	50
16	EDA	23
17	ERK	67
18	FIR	33
19	FAS	27
20	FL	37
21	HNN	37
22	HOH	47
23	IED	53
24	KRO	27
25	LAZ	33
26	MLPS	53
27	NSA	20
28	NTS	57
29	NDS	47

NO.	NAME	PRE TEST SCORE
30	NAK	37
31	RFM	33
32	RF	37
33	SDY	63
34	WAM	77
35	YYM	33

The following are the findings of the descriptive statistical analysis of the pre-test in the experimental class.

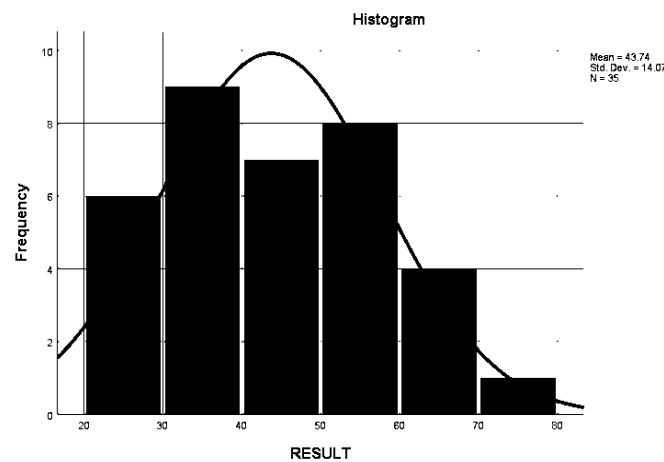
Table 4.3.1 Descriptive Statistic of Pre-Test in the Experimental Class

PRETEST_EXPERIMENTAL		
N	Valid	35
	Missing	0
Mean		43.74
Median		40.00
Mode		33 ^a
Std. Deviation		14.070
Minimum		20
Maximum		77
Sum		1531
a. Multiple modes exist. The smallest value is shown		

According to a descriptive analysis of the pre-test data, the lowest score was 20 and the highest was 77. The mean was 43.74, median 40.00, the mode was 33 and the standart deviation was 14.070.

Meanwhile, the histogram for the experimental group's pre-test data is in the histogram 4.1.

Figure 4.1 Histogram of Pre-Test in Experimental Class



The histogram above shows that the experimental class students' pre-test results. One student got a score of 20. One student got a score of 23. Four students got a score of 27. Five students got a score of 33. Four students got a score of 37. Three students got a score of 40. One student got a score of 43. Three students got a score of 47. Two students got a score of 50. Five students got a score of 53. One student got a score of 51. One student got a score of 63. Three students got a score of 67, while one student had scores of 77.

2) The results of the post-test given to students in the class taught using Crossword Labs (post-test experimental class)

The researcher conducted a post test after the treatment using Crossword Labs and WhatsApp media. The experimental class consist of 35 students. The students completed the test that the researcher presented. The table below provides data about the experimental class's post-test score:

Table 4.4 Post-Test Score in the Experimental Class

NO.	NAME	POST TEST SCORE
1	ADK	93
2	APR	67
3	APK	97
4	AR	63
5	ATAD	73
6	BAT	57
7	BIP	67
8	CW	57
9	CT	77
10	DP	67
11	DNH	63
12	DPK	53
13	DGR	43
14	DAA	70
15	EN	77
16	EDA	50
17	ERK	73
18	FIR	67
19	FAS	50
20	FL	67
21	HNN	93
22	HOH	70
23	IED	83
24	KRO	70
25	LAZ	80
26	MLPS	83
27	NSA	50
28	NTS	70
29	NDS	57
30	NAK	63
31	RFM	57
32	RF	60
33	SDY	93
34	WAM	93
35	YYM	70

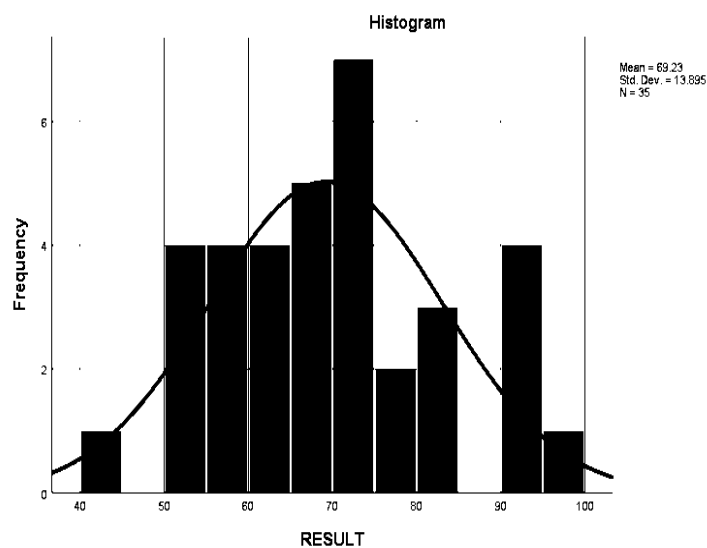
The following are the findings of the descriptive statistical analysis of the post-test in the experimental class.

Table 4.4.1 Descriptive Statistic of Post-Test in the Experimental Class

POSTTEST_EXPERIMENTAL		
N	Valid	35
	Missing	0
Mean		69.23
Median		67.00
Mode		67 ^a
Std. Deviation		13.895
Minimum		43
Maximum		97
Sum		2423
a. Multiple modes exist. The smallest value is shown		

According to the data, the lowest score was 43 and the highest was 97. The mean was 69.23, median 67.00, the mode was 67 and the standart deviation was 13.895.

Meanwhile, the frequency distribution for the experimental group's post-test data is in the histogram 4.2.

Figure 4.2 Histogram of Post-Test in Experimental Class

The histogram above shows the experimental class students' post-test results. One student got a score of 43. Three students got a score of 50. One student got a score of 53. Four students got a score of 57. One student got a score of 60. Three students got a score of 63. Five students got a score of 67. Five students got a score of 70. Two students got a score of 73. Two students got a score of 77. One student got a score of 80. Two students got a score of 83. Four students got a score of 93, while one student had scores of 97.

3) The pre-test data from the class taught by Whatsapp media (pre-test control class)

The pre-test data was collected before to the Whatsapp media being used as a teaching media in the control class. The control class consist of 35 students. The students completed the test that the researcher presented. The table below provides data about the control class's pre-test score:

Table 4.5 Pre-Test Score in the Control Class

NO.	NAME	PRE TEST SCORE
1	ARS	47
2	AKF	23
3	ACS	33
4	AAA	60
5	AZS	30
6	ARCP	77
7	APNC	37
8	AQA	50
9	CIFA	53
10	DRNF	33
11	DAS	53
12	ETR	77
13	FA	47
14	FIL	63
15	FRS	33

NO.	NAME	PRE TEST SCORE
16	GPL	27
17	HT	67
18	IAK	20
19	KPR	57
20	LPKW	53
21	MO	23
22	MSW	77
23	NMP	67
24	NAF	60
25	NFS	57
26	PV	40
27	RFH	47
28	RGM	33
29	RDP	40
30	RW	80
31	RR	60
32	SDR	60
33	SKN	30
34	SI	37
35	TGA	47

The following are the findings of the descriptive statistical analysis of the pre-test in the control class.

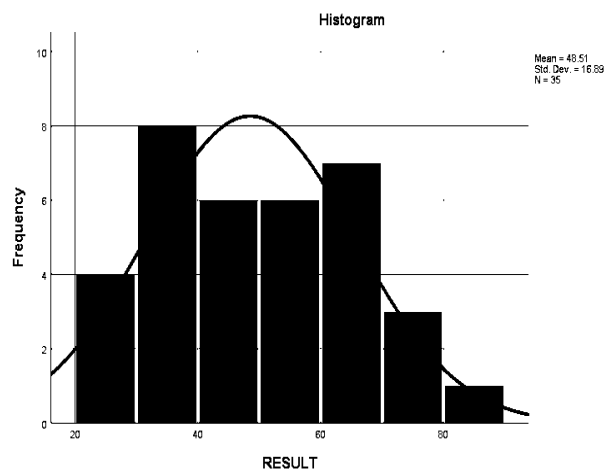
Table 4.5.1 Descriptive Statistic of Pre-Test in the Control Class

PRETEST_CONTROL		
N	Valid	35
	Missing	0
Mean		48.51
Median		47.00
Mode		33 ^a
Std. Deviation		16.890
Minimum		20
Maximum		80
Sum		1698
a. Multiple modes exist. The smallest value is shown		

According to a descriptive analysis of the pre-test data, the lowest score was 20 and the highest was 80. The mean was 48.51, median 47.00, the mode was 33 and the standart deviation was 16.890.

Meanwhile, the histogram for the control group's pre-test data was in the histogram 4.3.

Figure 4.3 Histogram of pre-test in Control Class



The histogram above shows that the control class students' pre-test results. One student got a score of 20. Two students got a score of 23. One student got a score of 27. Two students got a score of 30. Four students got a score of 33. Two students got a score of 37. Two students got a score of 40. Four students got a score of 47. One student got a score of 50. Three students got a score of 53. Two students got a score of 57. Four students got a score of 60. One student got a score of 63. Two students got a score of 67. Three students got a score of 77, while one student had scores of 80.

4) The post-test data from the class taught by Whatsapp media (post-test control class)

The researcher conducted a post test after the treatment using WhatsApp media. The control class consist of 35 students. The students completed the test that the researcher presented. The table below provides data about the control class's post-test score:

Table 4.6 Post-Test score in the Control Class

NO.	NAME	POST TEST SCORE
1	ARS	57
2	AKF	40
3	ACS	80
4	AAA	53
5	AZS	33
6	ARCP	87
7	APNC	40
8	AQA	53
9	CIFA	67
10	DRNF	37
11	DAS	83
12	ETR	80
13	FA	53
14	FIL	67
15	FRS	40
16	GPL	43
17	HT	67
18	IAK	53
19	KPR	70
20	LPKW	60
21	MO	43
22	MSW	83
23	NMP	70
24	NAF	63
25	NFS	80
26	PV	63
27	RFH	73
28	RGM	53
29	RDP	60
30	RW	83
31	RR	87

NO.	NAME	POST TEST SCORE
32	SDR	63
33	SKN	50
34	SI	57
35	TGA	60

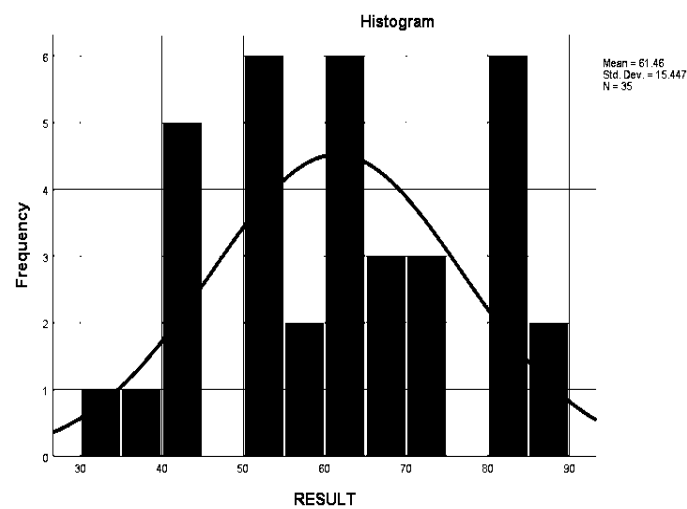
The following are the findings of the descriptive statistical analysis of the post-test in the experimental class.

Table 4.6.1 Descriptive Statistic of Post-Test in the Control Class

POSTTEST_CONTROL		
N	Valid	35
	Missing	0
Mean		61.46
Median		60.00
Mode		53
Std. Deviation		15.447
Minimum		33
Maximum		87
Sum		2151
a. Multiple modes exist. The smallest value is shown		

According to the data, the lowest score was 33 and the highest was 87. The mean was 61.46, median 60.00, the mode was 53 and the standart deviation was 15.447. The frequency distribution for the experimental group's post-test data is in the histogram 4.4.

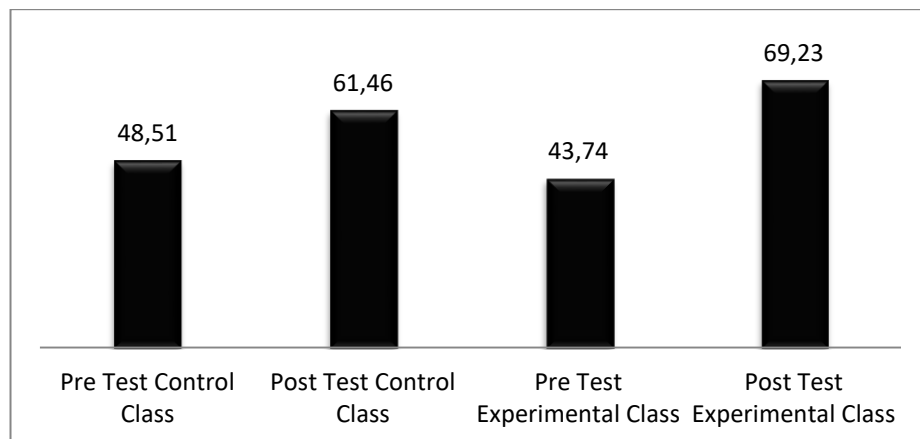
Figure 4.4 Histogram of post-test in Control Class



The tabel above shows that the control class students' post-test results. One student got a score of 33. One student got a score of 37. Three students got a score of 40. Two students got a score of 43. One student got a score of 50. Five students got a score of 53. Two students got a score of 57. Three students got a score of 60. Three students got a score of 63. Three students got a score of 67. Two students got a score of 70. One student got a score of 73. Three students got a score of 80. Three students got a score of 83, while two students got a score of 87.

The histogram below showed the conclusion from the explanation of the four vocabulary test data above:

Figure 4.5 Vocabulary Test Result



The test results showed the average value of the experimental class and the control class. It is known that the average pretest of the experimental class was 43.74, and the average posttest was 69.23. In the control class, the mean pretest score was 48.51, and the posttest mean score was 61.46. In the experimental class there is a difference of 25.49 points in the average value between the pre-test and post-test. While in the control class, there was a difference of 12.95 points in the average value between the pre-test and post-test. This conclusion shows the final result that the final score in the Experiment class was higher than in the control class.

2. The Implemetation of Crossword Labs

a. Planning

The researcher set up the research instruments before beginning the research, which included:

- 1) Lesson plan : Used to guide and control the process of learning.

- 2) Material : The four meetings' materials were taken from the syllabus, and they were as follows: the first meeting's material was about suggestions, the second meeting's was about offers, the third meeting's was about opinions, and the fourth meeting's was about satisfaction.
- 3) Teaching aids : For the application of vocabulary teaching, researcher mainly use Crossword Labs. Students fill in crossword puzzles to increase and master vocabulary.
- 4) Test : Pre-test was administered to the students before to the researcher conducting the Crossword Labs, and post-test was administered to the students after conducting the Crossword Labs.

b. Implementation of Action

The experimental group conducted the teaching-learning using Whatsapp Media and Crossword Labs. Crossword Labs is a media crossword puzzle that can be used as a medium for learning vocabulary. The way it works is by filling in each empty box with the instructions provided. The Whatsapp application is used as a means of sending learning materials and links to access Crossword Labs. The class that was turned into an experiment was XI MIPA 1. The following is how learning and teaching took place in the experimental class:

- 1) The lesson began with a greeting from the researcher. The researcher then checked at the students' attendance list.
- 2) At the first meeting, the researcher explained how the process and the media that would be utilized for learning and mastering students' vocabulary for the following four meetings, namely by using Crossword Labs and Whatsapp media.

- 3) The researcher explained how to use Crossword Labs and Whatsapp Media to the students.
- 4) Researcher ask students to make educated guesses about the subject to be studied in the beginning by giving them examples or real life situations. The researcher then coherently taught the subject and consistently encouraged students to participate in the learning process. The learning materials for the first meeting discussed suggestions which were held on July 18th, 2022; for the second, it dealt with offers which were held on July 25th, 2022; for the third, it dealt with opinions which were held on August 1st, 2022; and for the final meeting, it dealt with satisfaction which were held on August 8th, 2022.
- 5) The researcher divided the students into several small groups. Each group consists of 5-6 students. After grouping, the researcher sent the Crossword Labs link via the Whatsapp group to be worked on and discussed by students by filling in each puzzle box with words according to the clues that had been given. And then, students were required to group the words after they have filled in all the boxes, whether they are nouns, verbs, adverbs, or adjectives.
- 6) The researcher gave 30 minutes for discussion and crossword puzzle solving while also monitoring everything the students are doing and providing assistance when needed.
- 7) After everything is finished, the researcher discusses the answers together with the students.

- 8) The researcher did a brief flashback of the material that had been discussed that day. After that, the researcher closed the class.

After the implementation of learning in the experimental class using Crossword Labs, the researcher found the advantages and disadvantages of using Crossword Labs for teaching and learning. The advantages seen when using Crossword Labs and Whatsapp as learning media are as follows: 1) Students are more enthusiastic in group discussions because they use new media that they have never used before, 2) Students can better know new vocabulary along with how to spell it because they have to fill in the letters of each empty box one by one to build vocabulary, 3) Due to the fact that they must use clue words to determine the right words to enter into the crossword puzzle, students can be assisted in understanding the meaning of words, 4) Crossword Labs make students active and confident because researcher can stimulate students actively and encourage them to speak and read English sentences (clue and answer) in front of their friends, 5) students' critical thinking skills are increasing because they have to guess the clue to get the answer because can't guess the answer randomly. 6) because of the ease of access, Crossword Labs can help students learn vocabulary at any time and from anywhere.

The disadvantages seen when using Crossword Labs and Whatsapp as learning media as follows: 1) it takes time to create questions and answers for Crossword Labs media before using it, 2) Students who don't have internet quota have difficulty or even can't access Crossword Labs and Whatsapp, 3) Grouping of students to work on Crossword Labs creates a noisy classroom atmosphere.

The following is an explanation of the table above:

- 1) If the Sig. Value was higher than 0,05, the normality test result criteria were accepted. The experimental group's data pre-test showed that the Sig. was 0.265. However, the experimental group's post-test result was 0.192. Because Sig. > 0.05, it means that the pre-test and post-test results in the experimental group had a normal distribution.
- 2) If the Sig. Value was higher than 0,05, the normality test result criteria were accepted. The control group's data pre-test showed that the Sig. was 0.244. However, the control group's post-test result was 0.197. Because Sig. > 0.05, it means that the pre-test and post-test results in the experimental group had a normal distribution.

c. Homogeneity Test

According to the normality calculation, the researcher found that all pre-test and post-test data from the experimental group and control group were normally distributed. Finding the data's homogeneity was the next step in the calculation. This calculation was done to determine whether both classes were homogenous or heterogonous.

Table 4.8. Test of Homogeneity of Variance

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean Pre Test	1.457	1	68	0.232
	Based on Mean Post Test	0.846	1	68	0.361

If the Sig. value is higher than 0.05, it is determined that the data has a homogenous distribution. The outcome demonstrated that the Sig. 0.232 for Pre Test and the Sig. 0.361 for Post Test. Because the Sig. Value was higher than 0.05, the outcome was homogeneous.

d. Hypothesis Testing

In this section, the researcher analyzed the data to determine whether there was a significant difference in student vocabulary mastery between the experimental group using WhatsApp and Crossword Labs and the control group not using Crossword Labs. The independent sample T-test formula was used by the researcher to calculate the data. Table 4.12. illustrates it as follows:

Table 4.12. Independent Sample Test

Independent Samples Test									
		t-test for Equality of Means							
		T	df	Sig. (2- tailed)	Mean Diffe rence	Std. Error Diffe rence	F	95% Confidence Interval of the Difference	
								Lower	Upper
TEST RESULT	Equal variances assumed	2.213	68	.030	7.771	3.512	.764	14.779	.846

According to the computation's outcome (t-test), the level of significance is 0.05, with a 2-tailed significance value of 0.030. The findings indicate that $\text{Sig. (2-tailed)} < 0.05$. The null hypothesis (H_0) is therefore rejected, and the alternative hypothesis (H_a) is accepted. It indicates that using Crossword Labs to teach vocabulary mastery at the eleventh-grade students of SMA N 1 Weru in the academic year 2022/2023 is effective.

B. Discussion

The researcher discussed the findings in this section and compares them to several theories related to the research problem.

1. The effectiveness of Crossword Labs as Vocabulary Teaching Media

According to the findings of the research, there was a significant difference between the students who used WhatsApp and Crossword Labs to teach and those who used only Whatsapp media to teach vocabulary mastery. The use of Crossword Labs contributed significantly to the teaching of vocabulary mastery, it can be proved from the result of $\text{Sig. (2tailed)} 0.03 < 0.05$. This indicates that H_0 (Null Hypothesis) in the data is rejected and H_a (Alternative Hypothesis) is accepted.

The test result was obtained from the student's achievement score on the vocabulary mastery tests. The experimental class's and the control class' mean scores were appeared. To determine whether each class was significantly different or not, the mean scores for the two classes were computed. The experimental class's pre-test average was 43,74, and the post-test average was

69,23. In the experimental class, there was 25,49 point difference in the mean score between the pre-test and post-test. In the control class, the average pre-test score was a 48,51, and the average post-test score was 61,46. In the control class, there was 12,95 point difference in the mean score between the pre-test and post-test. The mean of the post-test in the experimental class 69,23 was higher than the mean of the post-test in the control class 61,46.

From the explanation above, it can be concluded that Crossword Labs and Whatsaps media for teaching vocabulary is more effective used for learning compared than just using Whatsapp media. After the Crossword Labs treatment, students could improve their vocabulary mastery and the student's score was higher than it was before the treatment. This indicates that the media from Crossword Labs can help students get better scores. The conclusion also shows that Crossword Labs is effective for teaching students' vocabulary mastery as shown in a previous study conducted by Eka Fitriyani (2016). The use of the same media, which was crossword puzzle game, shows that the research that had been carried out obtained the same result as previous research. The use of this media in the experimental class was the same as a higher score than the control class that did not use crossword puzzle as a learning media.

2. The Implemetation of Crossword Labs

The following were showed by the procedures of teaching vocabulary mastery as follows: The first meeting, researcher conducted a pre-test to determine the students' vocabulary mastery, after that the researcher introduced by explaining the media used, namely Crossword Labs and

instructing how to use it. First until Four meeting, the researcher explained the material according to the syllabus and implemented Crossword Labs with the theme of the material that day in every meeting and then discussing it together. At the fourth meeting, the researcher gave a post-test to determine the development of students' vocabulary mastery after being applied by Crossword Labs for learning media.

The implementation of one of the online puzzle media called Crossword Labs to teach vocabulary mastery is a novelty in this study, which is related to previous research by Winda Riksa Biantara (2019) that using manual crossword puzzles as learning media.

From the discussion above, the research found an outline of advantages of using Crossword Labs. First, Crossword Labs can develop student vocabulary mastery, it can be seen from the test results that have been tested by the researcher. Second, Crossword Labs made students more active and excited because they had never tried crossword puzzles using smartphones as learning media before. Thirdly, group formation to solve problems on crossword puzzles helps improve students' social skills and critical thinking. Students are taught to think critically by completing crossword puzzles in groups or during class discussions (Ningsih, 2016). Based on the study's findings, the use of Crossword Labs was effective to teach vocabulary mastery at the eleventh grade students of SMA N 1 Weru in the academic year 2022/2023.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The objective of this research was to compare the vocabulary mastery of students in SMA N 1 Weru's eleventh grade who were taught using Crossword Labs and those who were taught using WhatsApp and to know how Crossword Labs are implemented to teach vocabulary. The research was conducted in the eleventh grade students of SMA N 1 Weru in the academic year 2022/2023.

After the completion of the research, the researcher obtained the following results:

1. The use of Crossword Labs in teaching vocabulary is effective, according to the findings and analysis discussed in the previous chapter. The results of students' vocabulary tests show that there are significant differences between students who learn vocabulary using Crossword Labs and those who use Whatsapp. The finding showed that the significance level was set at 0.05 and the two-tailed Sig. score was 0.03. Sig. (2-tailed) result appears to be lower than 0.05. this indicate that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

The difference between the experimental group's and the control group's mean post-test scores is another outcome of the data analysis. 69.23 was the average score for the experimental class, and 61.46 was the average for the control class. This indicates that the average value of the experimental group is higher than the average value of the control group. This indicates

that teaching vocabulary using Crossword Labs makes a significant difference and was more successful than using WhatsApp to improve students' vocabulary mastery in the eleventh grade at SMA N 1 Weru.

2. Implementation of Crossword Labs in vocabulary learning, it is shown by the learning procedure using Crossword Labs as follows: The first meeting, the researcher gave pre test on vocabulary mastery and explain how to use Crossword Labs. The second and third meetings, elaboration of material and learning vocabulary using Crossword Labs. The fourth meeting, the researcher gave a post test to find out how much the students' vocabulary mastery improved after using Crossword Labs. Can be proved that the average score of XI MIPA 1 as the experimental class is 43.74 (Pre-test) and 69.23 (Post-test). The mean score of XI MIPA 2 as the control class is 48.51 (Pre-test) and 61.46 (Post-test).

B. Implication

Implication is a draw from the researcher finding. The discussion of the data from research finding point out that teaching and learning vocabulary by using Crossword Labs media is effective toward students vocabulary mastery, It was showed by the students score in vocabulary are performed better than the students who did not have the treatment of Crossword Labs. This can happen because students have to fill in each empty box with letters that match the hints that have been given, from these activities students can understand the meaning of words and how spelling of the words.

C. Suggestion

Based on the researcher findings, the researcher would like to present the following suggestions:

1. For the teacher

According to the research's findings, it is beneficial for teachers to make the teaching and learning process more interesting and enjoyable in order to avoid boredom and help students learn more vocabulary. Crossword Labs is media recommended for vocabulary teaching because it can improve students' vocabulary mastery and actively motivate students.

2. For the students

Students should participate more actively in the teaching and learning process and do more practice in class. Students must improve their vocabulary through various activities, both individually and in groups, because vocabulary is one of the most important aspects of learning and mastering English.

3. For the other researcher

Because this research is not perfect, future reseachers are recommended to conduct research in the same field using Crossword Labs media in teaching vocabulary mastery. The research's findings merely confirm the hypothesis; it does not prove that something is always true. This research is important because it will provides researchers with information and will determine the benefits of using Crossword Labs in teaching vocabulary mastery. Other researcher can refer to this thesis when conducting similar research. Futhermore, as technology advances, so must

the variety of media and techniques. As a result, additional research studies are required to significantly improve the reseach.

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APPENDIX

APPENDIX 1

VALIDITY OF TRY OUT TEST

A sample calculation to determine the validity of the first item on the try out test was provided below:

Respondent	X (Item 1)	Y (Total)	XY	X ²	Y ²
1	1	45	45	1	2025
2	0	38	0	0	1444
3	1	39	39	1	1521
4	0	34	0	0	1156
5	0	39	0	0	1521
6	1	46	46	1	2116
7	1	47	47	1	2209
8	1	32	32	1	1024
9	0	37	0	0	1369
10	0	20	0	0	400
11	0	25	0	0	625
12	0	43	0	0	1849
13	0	39	0	0	1521
14	1	42	42	1	1764
15	1	36	36	1	1296
16	1	41	41	1	1681
17	1	42	42	1	1764
18	1	42	42	1	1764
19	1	38	38	1	1444
20	1	34	34	1	1156
21	1	41	41	1	1681
22	0	22	0	0	484
23	0	27	0	0	729
24	1	36	36	1	1296
25	0	35	0	0	1225
26	1	44	44	1	1936
27	0	33	0	0	1089
28	1	48	48	1	2304
29	0	17	0	0	289
30	1	45	45	1	2025
31	1	39	39	1	1521
32	1	38	38	1	1444
33	1	39	39	1	1521

Respondent	X (Item 1)	Y (Total)	XY	X ²	Y ²
34	1	37	37	1	1369
35	1	42	42	1	1764
36	1	42	42	1	1764
Σ	23	1344	935	23	52090
Σ(X ²)	529				
Σ(Y ²)		1806336			

r-tabel = 0,3202, Significancy = 5%, Respondent = 36 students

1.

$$\begin{array}{lll}
 N & = 36 & \Sigma(XY) = 935 \quad (\Sigma X)^2 = 529 \\
 \Sigma X & = 23 & \Sigma Y = 1344 \quad (\Sigma Y)^2 = 1806336 \\
 \Sigma(X^2) & = 23 & \Sigma(Y^2) = 52090
 \end{array}$$

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2]} \sqrt{[N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{36(935) - (23)(1344)}{\sqrt{[36(23) - 529]} \sqrt{[36(52090) - 1806336]}}$$

$$r_{xy} = \frac{33660 - 30912}{\sqrt{[828 - 529]} \sqrt{[1875240 - 1806336]}}$$

$$r_{xy} = \frac{2748}{\sqrt{[299]} \sqrt{[68904]}}$$

$$r_{xy} = \frac{2748}{[17.291][262.495]}$$

$$r_{xy} = \frac{2748}{4538.801}$$

$$r_{xy} = 0.60544(\text{VALID})$$

VALIDITY OF TRY OUT TEST

1. Validity of Try Out

Df = 36

r_{table} = 0.3202

	Item of Try Out Number :							
	1	2	3	4	5	6	7	8
N	36	36	36	36	36	36	36	36
$\sum X$	23	19	35	9	35	18	15	22
$\sum (X^2)$	23	19	35	9	35	18	15	22
$\sum (XY)$	935	732	1319	348	1319	706	607	822
$\sum Y$	1344	1344	1344	1344	1344	1344	1344	1344
$\sum (Y^2)$	52090	52090	52090	52090	52090	52090	52090	52090
$(\sum X)^2$	529	361	1225	81	1225	324	225	484
$(\sum Y)^2$	1806336	1806336	1806336	1806336	1806336	1806336	1806336	1806336
Result	0.60544	0.17297	0.28591	0.10557	0.28591	0.25905	0.36318	0.00521
	Valid	Invalid	Invalid	Invalid	Invalid	Invalid	valid	Invalid
	Item of Try Out Number :							
	9	10	11	12	13	14	15	16
N	36	36	36	36	36	36	36	36
$\sum X$	31	25	26	33	18	25	35	9
$\sum (X^2)$	31	25	26	33	18	25	35	9
$\sum (XY)$	1216	987	998	1261	736	990	1319	344
$\sum Y$	1344	1344	1344	1344	1344	1344	1344	1344
$\sum (Y^2)$	52090	52090	52090	52090	52090	52090	52090	52090
$(\sum X)^2$	961	625	676	1089	324	625	1225	81
$(\sum Y)^2$	1806336	1806336	1806336	1806336	1806336	1806336	1806336	1806336
Result	0.64630	0.44383	0.23201	0.39976	0.48762	0.46864	0.28591	0.07038
	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Invalid

	Item of Try Out Number :							
	17	18	19	20	21	22	23	24
N	36	36	36	36	36	36	36	36
$\sum X$	22	30	17	33	19	32	31	34
$\sum (X^2)$	22	30	17	33	19	32	31	34
$\sum (XY)$	841	1173	685	1263	732	1228	1233	1287
$\sum Y$	1344	1344	1344	1344	1344	1344	1344	1344
$\sum (Y^2)$	52090	52090	52090	52090	52090	52090	52090	52090
$(\sum X)^2$	484	900	289	1089	361	1024	961	1156
$(\sum Y)^2$	1806336	1806336	1806336	1806336	1806336	1806336	1806336	1806336
Result	0.15369	0.54179	0.38409	0.42733	0.17297	0.40409	0.83358	0.29382
	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid
	Item of Try Out Number :							
	25	26	27	28	29	30	31	32
N	36	36	36	36	36	36	36	36
$\sum X$	33	32	30	33	32	31	30	34
$\sum (X^2)$	33	32	30	33	32	31	30	34
$\sum (XY)$	1275	1229	1173	1249	1253	1216	1180	1305
$\sum Y$	1344	1344	1344	1344	1344	1344	1344	1344
$\sum (Y^2)$	52090	52090	52090	52090	52090	52090	52090	52090
$(\sum X)^2$	1089	1024	900	1089	1024	961	900	1156
$(\sum Y)^2$	1806336	1806336	1806336	1806336	1806336	1806336	1806336	1806336
Result	0.59274	0.41621	0.54179	0.23434	0.70716	0.64630	0.61335	0.59319
	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid

	Item of Try Out Number :							
	33	34	35	36	37	38	39	40
N	36	36	36	36	36	36	36	36
$\sum X$	35	32	15	26	23	25	29	35
$\sum (X^2)$	35	32	15	26	23	25	29	35
$\sum (XY)$	1308	1226	563	998	899	987	1155	1319
$\sum Y$	1344	1344	1344	1344	1344	1344	1344	1344
$\sum (Y^2)$	52090	52090	52090	52090	52090	52090	52090	52090
$(\sum X)^2$	1225	1024	225	676	529	625	841	1225
$(\sum Y^2)$	1806336	1806336	1806336	1806336	1806336	1806336	1806336	1806336
Result	0.03088	0.37984	0.02318	0.23248	0.31990	0.44383	0.69630	0.28591
	Invalid	Valid	Invalid	Invalid	Invalid	Valid	Valid	Invalid
	Item of Try Out Number :							
	41	42	43	44	45	46	47	48
N	36	36	36	36	36	36	36	36
$\sum X$	33	25	16	31	30	29	28	31
$\sum (X^2)$	33	25	16	31	30	29	28	31
$\sum (XY)$	1249	993	667	1206	1133	1158	1090	1204
$\sum Y$	1344	1344	1344	1344	1344	1344	1344	1344
$\sum (Y^2)$	52090	52090	52090	52090	52090	52090	52090	52090
$(\sum X)^2$	1089	625	256	961	900	841	784	961
$(\sum Y^2)$	1806336	1806336	1806336	1806336	1806336	1806336	1806336	1806336
Result	0.23434	0.49345	0.53412	0.53614	0.13289	0.72517	0.40931	0.51410
	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid

Item of Try Out Number :		
	49	50
N	36	36
$\sum X$	33	17
$\sum (X^2)$	33	17
$\sum (XY)$	1268	706
$\sum Y$	1400	1400
$\sum (Y^2)$	52090	52090
$(\sum X)^2$	1089	289
$(\sum Y^2)$	1806336	1806336
Result	0.49625	0.54434
	Valid	Valid

RELIABILITY TEST

NO	NAMA	Item Test												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	AP	1	1	1	0	1	1	1	1	1	1	0	1	1
2	ATM	0	0	1	0	1	0	0	1	1	1	0	1	0
3	AZI	1	0	1	0	1	1	1	0	1	1	0	1	0
4	AP	0	1	1	0	1	1	0	1	1	0	0	1	1
5	AS	0	1	1	0	1	0	0	1	1	1	1	1	0
6	ADF	1	1	1	1	1	1	1	1	1	1	1	1	1
7	AWE	1	1	1	1	1	1	0	1	1	1	1	1	1
8	APS	1	0	1	0	1	0	1	1	1	0	0	1	0
9	AAM	0	1	1	0	1	1	0	1	1	0	1	1	0
10	CPL	0	0	1	1	1	0	0	0	1	0	1	1	0
11	DSH	0	0	0	0	0	0	1	0	0	1	1	1	0
12	DIP	0	1	1	1	1	1	1	0	1	0	1	1	1
13	DSR	0	0	1	1	1	0	0	0	1	0	1	1	1
14	DAY	1	1	1	0	1	1	0	1	1	1	1	1	1
15	EAA	1	0	1	0	1	0	0	1	1	1	0	1	0
16	FAM	1	1	1	0	1	0	0	1	1	1	1	1	0
17	FAA	1	0	1	0	1	0	1	0	1	1	1	1	1
18	FAA	1	1	1	0	1	1	1	0	1	0	1	1	1
19	IAY	1	0	1	0	1	0	0	1	1	1	1	1	1
20	IW	1	0	1	0	1	0	1	1	1	1	0	1	0
21	IFDK	1	0	1	1	1	0	1	0	1	1	1	1	1
22	INF	0	1	1	1	1	1	0	1	0	0	1	1	1
23	IPDA	0	1	1	0	1	0	0	0	0	1	1	0	0
24	IWK	1	1	1	0	1	1	0	1	1	1	1	1	0
25	MEP	0	0	1	0	1	0	0	1	1	1	1	1	0
26	ML	1	1	1	0	1	1	1	0	1	1	1	1	1
27	MKD	0	0	1	0	1	0	0	1	1	0	0	1	0
28	NTP	1	1	1	1	1	1	1	1	1	1	1	1	1
29	NAA	0	1	1	0	1	1	0	1	0	0	0	0	0
30	PM	1	1	1	0	1	1	1	1	1	1	1	1	1
31	RW	1	0	1	0	1	0	1	1	1	1	1	1	1
32	RAA	1	1	1	0	1	1	0	1	1	0	0	1	0
33	SRK	1	1	1	0	1	1	0	0	1	1	1	0	0
34	SA	1	0	1	0	1	0	0	0	0	1	1	1	1
35	VLD	1	0	1	1	1	0	0	0	1	1	1	1	0
36	WA	1	0	1	0	1	1	1	0	1	1	1	1	1

NO	NAMA	Item Test												
		14	15	16	17	18	19	20	21	22	23	24	25	X
1	AP	1	1	1	1	1	1	1	1	1	1	1	1	23
2	ATM	1	1	0	1	1	1	1	0	1	1	1	1	16
3	AZI	1	1	1	1	1	1	1	0	1	1	1	1	19
4	AP	1	1	1	1	0	0	1	1	1	1	1	1	18

NO	NAMA	14	15	16	17	18	19	20	21	22	23	24	25	X
5	AS	0	1	0	0	1	0	1	1	1	1	1	1	16
6	ADF	1	1	0	1	1	0	1	1	1	1	1	1	23
7	AWE	1	1	0	1	1	1	1	1	1	1	1	1	23
8	APS	1	1	1	0	1	0	1	0	1	1	1	1	16
9	AAM	1	1	0	1	0	1	0	1	1	1	1	1	17
10	CPL	0	1	0	0	0	0	1	0	1	0	0	0	9
11	DSH	1	0	0	0	1	1	1	0	1	0	1	1	11
12	DIP	0	1	1	1	1	1	1	1	1	1	1	1	21
13	DSR	1	1	1	0	1	0	1	0	1	1	1	1	16
14	DAY	1	1	0	1	1	0	1	1	1	1	1	1	21
15	EAA	1	1	0	1	1	0	1	0	1	1	1	1	16
16	FAM	0	1	0	1	1	1	1	1	1	1	1	1	19
17	FAA	1	1	0	1	1	1	1	0	1	1	1	1	19
18	FAA	1	1	0	1	1	1	1	1	1	1	1	1	21
19	IAY	0	1	0	1	1	0	1	0	1	1	1	1	17
20	IW	1	1	0	0	1	0	1	0	0	1	1	1	15
21	IFDK	1	1	0	0	0	1	1	0	1	1	1	1	18
22	INF	0	1	0	1	0	0	1	1	0	0	1	0	14
23	IPDA	0	1	0	1	1	0	0	1	0	0	1	0	10
24	IWK	1	1	0	1	1	0	1	1	1	1	1	1	20
25	MEP	0	1	0	0	1	0	1	0	1	1	1	1	14
26	ML	1	1	0	1	1	1	1	1	1	1	1	1	22
27	MKD	0	1	1	0	1	1	1	0	0	1	1	1	13
28	NTP	1	1	0	1	1	0	1	1	1	1	1	1	23
29	NAA	0	1	0	1	0	0	0	1	1	0	1	1	11
30	PM	1	1	0	0	1	1	1	1	1	1	1	1	22
31	RW	0	1	0	1	1	0	1	0	1	1	1	1	18
32	RAA	1	1	0	1	1	0	1	1	1	1	1	1	18
33	SRK	1	1	0	0	1	1	1	1	1	1	1	1	18
34	SA	1	1	1	0	1	0	1	0	1	1	0	1	15
35	VLD	1	1	1	0	1	1	1	0	1	1	1	1	18
36	WA	1	1	0	0	1	1	1	0	1	1	1	1	19

NO	NAMA	Item Test													
		26	27	28	29	30	31	32	33	34	35	36	37	38	39
1	AP	1	1	1	1	1	1	1	1	1	0	0	1	1	1
2	ATM	1	1	1	1	1	1	1	1	1	1	0	1	1	1
3	AZI	1	1	1	1	1	1	1	1	0	0	0	1	1	1
4	AP	1	0	1	1	1	1	1	1	1	0	0	0	0	1
5	AS	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	ADF	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	AWE	1	1	1	1	1	1	1	1	1	0	1	1	1	1
8	APS	1	1	1	1	1	1	1	1	1	0	0	0	0	1
9	AAM	1	0	1	1	1	1	1	1	0	1	1	1	0	1
10	CPL	0	0	0	1	1	0	1	1	1	0	1	0	0	0
11	DSH	0	1	1	0	0	0	1	1	0	0	1	1	1	0

NO	NAMA	26	27	28	29	30	31	32	33	34	35	36	37	38	39
12	DIP	0	1	1	1	1	1	1	1	1	0	1	1	0	1
13	DSR	1	1	1	1	1	1	1	1	1	0	1	1	0	1
14	DAY	1	1	1	1	1	0	1	1	1	1	1	1	1	0
15	EAA	1	1	1	1	1	1	1	1	1	1	0	0	1	1
16	FAM	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	FAA	1	1	1	1	1	1	1	1	1	0	1	0	1	1
18	FAA	1	1	1	1	1	1	1	1	1	0	1	0	0	1
19	IAY	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	IW	1	1	1	1	1	1	1	1	1	1	0	0	1	1
21	IFDK	1	0	1	1	1	1	1	1	1	0	1	1	1	1
22	INF	1	0	1	0	0	0	0	1	1	1	1	0	0	0
23	IPDA	0	1	1	0	0	1	1	1	1	0	1	1	1	0
24	IWK	1	1	0	1	1	1	1	0	1	1	1	1	1	0
25	MEP	1	1	1	1	1	1	1	1	1	1	1	0	1	1
26	ML	1	1	1	1	1	1	1	1	1	0	1	0	1	1
27	MKD	1	1	1	1	1	1	1	1	1	1	0	1	0	1
28	NTP	1	1	1	1	1	1	1	1	1	1	1	1	1	1
29	NAA	1	0	1	0	0	0	0	1	0	0	0	0	0	0
30	PM	1	1	1	1	1	1	1	1	1	0	1	0	1	1
31	RW	1	1	0	1	1	1	1	1	1	0	1	1	1	1
32	RAA	1	1	1	1	1	0	1	1	1	1	0	1	0	1
33	SRK	1	1	1	1	1	1	1	1	1	0	1	1	1	1
34	SA	1	1	1	1	0	1	1	1	1	0	1	1	1	1
35	VLD	1	1	1	1	1	1	1	1	1	0	1	1	1	1
36	WA	1	1	1	1	1	1	1	1	1	0	1	0	1	1

NO	NAMA	40	41	42	43	44	45	46	47	48	49	50	Y
1	AP	1	1	1	0	1	1	1	1	1	1	1	22
2	ATM	1	1	1	0	1	1	1	1	1	1	0	22
3	AZI	1	1	1	0	1	1	1	1	1	1	0	20
4	AP	1	1	0	0	1	1	1	0	1	1	0	16
5	AS	1	1	1	0	1	1	1	1	1	1	0	23
6	ADF	1	1	0	1	1	1	1	0	1	1	1	23
7	AWE	1	1	1	1	1	1	1	1	1	1	1	24
8	APS	1	1	0	0	1	0	1	0	1	1	0	16
9	AAM	1	1	1	1	1	1	1	1	0	0	1	20
10	CPL	1	0	0	0	0	1	0	1	1	1	0	11
11	DSH	0	1	1	0	1	1	0	1	0	1	1	14
12	DIP	1	1	1	1	1	1	1	1	1	1	1	22
13	DSR	1	1	1	1	1	1	1	1	1	1	1	23
14	DAY	1	1	1	0	1	1	1	1	1	1	0	21
15	EAA	1	1	1	0	1	0	1	1	1	1	0	20
16	FAM	1	1	1	0	0	1	1	1	1	1	0	22
17	FAA	1	1	1	1	1	1	1	1	1	1	1	23
18	FAA	1	1	1	1	1	0	1	1	1	1	1	21
19	IAY	1	1	0	0	0	1	1	1	1	1	0	21

NO	NAMA	40	41	42	43	44	45	46	47	48	49	50	Y
20	IW	1	1	0	0	1	1	1	0	1	1	0	19
21	IFDK	1	1	1	1	1	1	1	1	1	1	1	23
22	INF	1	1	0	0	0	0	0	0	0	0	0	8
23	IPDA	1	1	1	0	1	1	0	1	1	1	0	17
24	IWK	1	0	0	0	1	1	0	0	1	1	0	16
25	MEP	1	1	1	0	1	0	1	1	1	1	0	21
26	ML	1	1	1	1	1	0	1	1	1	1	1	22
27	MKD	1	1	0	1	1	1	1	0	1	1	0	20
28	NTP	1	1	1	1	1	1	1	1	1	1	1	25
29	NAA	1	1	0	0	0	1	0	0	0	0	0	6
30	PM	1	1	1	1	1	1	1	1	1	1	1	23
31	RW	1	0	1	1	1	1	1	1	0	1	1	21
32	RAA	1	1	1	0	1	1	1	1	1	1	0	20
33	SRK	1	1	0	0	1	1	0	1	1	1	1	21
34	SA	1	1	1	1	1	1	1	1	1	1	0	22
35	VLD	1	1	1	1	1	1	1	1	1	1	1	24
36	WA	1	1	1	1	1	1	1	1	1	1	1	23

SPEARMAN BROWN					
NO.	TOTAL 1	TOTAL 2	XY	X ²	Y ²
1	23	24	552	529	576
2	18	22	396	324	484
3	19	22	418	361	484
4	19	20	380	361	400
5	17	23	391	289	529
6	23	24	552	529	576
7	23	24	552	529	576
8	19	20	380	361	400
9	15	19	285	225	361
10	13	10	130	169	100
11	12	17	204	144	289
12	21	24	504	441	576
13	19	25	475	361	625
14	21	21	441	441	441

NO.	TOTAL 1	TOTAL 2	XY	X ²	Y ²
15	18	21	378	324	441
16	19	21	399	361	441
17	22	22	484	484	484
18	21	22	462	441	484
19	19	21	399	361	441
20	16	20	320	256	400
21	21	24	504	441	576
22	10	5	50	100	25
23	9	15	135	81	225
24	19	18	342	361	324
25	17	22	374	289	484
26	22	22	484	484	484
27	16	22	352	256	484
28	23	24	552	529	576
29	10	4	40	100	16
30	23	22	506	529	484
31	20	22	440	400	484
32	17	22	374	289	484
33	19	21	399	361	441
34	18	24	432	324	576
35	21	25	525	441	625
36	22	22	484	484	484
SUM	664	736	14095	12760	15880

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2]} \sqrt{[N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{36.14095 - 664.736}{\sqrt{[36.12760 - 664^2]} \sqrt{[36.15880 - 736^2]}}$$

$$r_{xy} = \frac{507420 - 488704}{\sqrt{[18464]} \sqrt{29984}}$$

$$r_{xy} = \frac{18716}{\sqrt{553624576}}$$

$$r_{xy} = \frac{18716}{23529.228}$$

$$r_{xy} = 0.795436$$

$$r'_{11} = \frac{2r_{11}}{1 + r_{11}}$$

$$r_i = \frac{2 \cdot 0.795436}{1 + 0.795436}$$

$$r_i = 0.886064$$

$$\mathbf{Result} = r_{11} > r_{\text{table}}$$

$$= 0.886065 > 0.3202 \text{ (RELIABLE)}$$

APPENDIX 2

SILABUS

Satuan Pendidikan : SMA Negeri 1 Weru
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI / 1 (Ganjil)
 Alokasi Waktu : 3 JP/Minggu
 Tahun Pelajaran : 2022/2023

Standar Kompetensi (KI)

- KI-1 dan KI-2** : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang	• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait	• Religius • Mandiri • Gotong royong • Kejujuran	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan	8 JP	❖ Buku Penunjang Kurikulum	• Lisan • Tertulis • Penugasan • Unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	lain. <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran 	saran dan tawaran <ul style="list-style-type: none"> • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran 	an <ul style="list-style-type: none"> • Kerja keras • Percaya diri • Kerja sama 	ucapan dan tekanan kata yang benar <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya 		2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemen dikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	<ul style="list-style-type: none"> • Portofolio
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan		<ul style="list-style-type: none"> • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI						
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa 	6 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemen dikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>those, my, their, dsb.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas 		<p>situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar 		❖ Pengalaman peserta didik dan guru	

Mengetahui,
Kepala Sekolah

Sukoharjo, 11 Juli 2022

Guru Mata Pelajaran

NIP.

NIP.

APPENDIX 3

EXPERIMENTAL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 1 (ganjil)
Materi Pokok : Vocabulary (Reading)
Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan prosedur pengetahuan pada kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should*).
- 4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan tata bahasa memberi dan meminta informasi terkait saran dan tawaran

- 3.3.2. Siswa dapat mengidentifikasi dan membedakan ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- 3.3.3. Memahami struktur dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran.

(Penerapan)

- 4.4.1. Siswa dapat menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- 4.4.2. Siswa dapat menanggapi saran dan tawaran yang diajukan kepadanya

D. MATERI PEMBELAJARAN

Saran dan tawaran lisan dan tulis sederhana.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan / di luar dugaan).

Unsur kebahasaan

- a. Ungkapan yang menunjukkan saran dan tawaran, dengan *How/What about.., Why don't we.., etc*
- b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

- 1) Media
Whatsapp, Crossword Labs
- 2) Alat
Laptop / Komputer, *Smartphone*, Power Point Presentation
- 3) Sumber Pembelajaran
Buku Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016 (Edisi revisi 2016)

Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Mengklasifikasikan konsep belajar menggunakan media Crossword Labs • Memberikan beberapa petunjuk kepada siswa belajar vocabulary menggunakan Crossword Labs • Membagikan link Crossword Labs kepada siswa • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata yang dirasa belum paham • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Memperhatikan konsep pembelajaran yang disampaikan guru • Memperhatikan penjelasan guru mengenai petunjuk belajar menggunakan Crossword Labs • Mencari dan menjawab teka-teki di Crossword Labs • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru

membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama.	• Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru
--	---

c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran
2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

Kelas :

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Semangat					
2.	Serius					
3.	Santun					
4.	Peduli					

Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. **Keterampilan**

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	Pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> Ketepatan dalam pengucapan kata Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

Umi Istiqomah

NIP. 19660224 200604100

NIM. 183221059

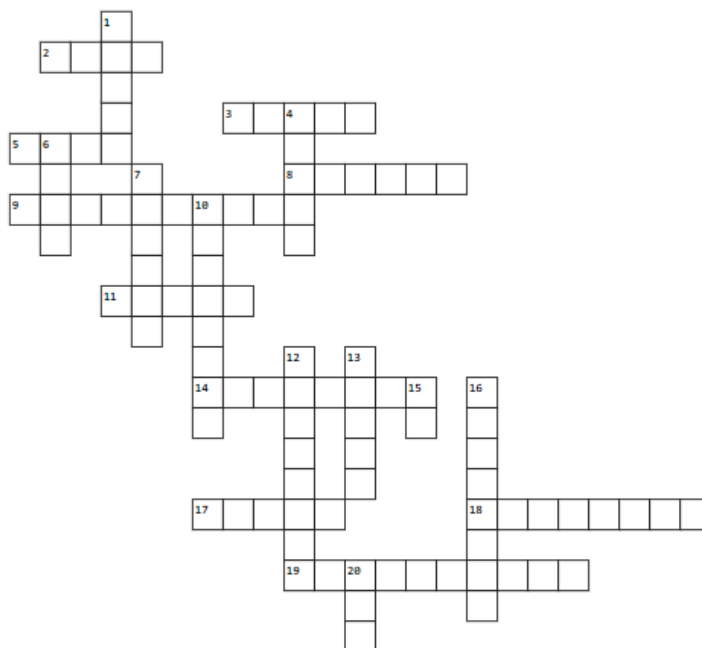
Lampiran 1**SUGGESTION**

- Lia : What are your plans for the upcoming semester vacation?
- Zoa : I haven't made any plans yet. I think I'll just stay at home.
- Lia : Me, too. I don't have any exciting planned. This holiday season, I'll just watch my favorite movie until I'm bored.
- Zoa : Why don't we both go on a vacation together?
- Lia : Wow. That is a great idea. Do you have any suggestions for where we should go on vacation together?
- Zoa : How about we go to my uncle's villa?
- Lia : What are the activities we can do there?
- Zoa : There's so much we can do. Vacation there besides enjoying the scenery, we can also ride the flying fox, soak in a hot springs picking tea leaves, and barbeque party.
- Lia : Did you say fly over? does that mean your uncle's villa is in the highland?
- Zoa : Yes, that is true. You should know that the air there is very cold.
- Lia : Wow, that's really fun. How about we also invite Diyo and Kai?
- Zoa : Yes, come on, it will definitely be more fun.

Task 2: Fill in each box with the correct letter/word according to the previous text and the instructions that have been given.

Link: <https://crosswordlabs.com/view/suggestion-10>

SUGGESTION



Across

- 2. a set of decisions concerning what to do in the future
- 3. to stare at something for an extended period of time
- 5. antonym leave
- 8. to ask or request someone to attend an event
- 9. communication of an idea without directly stating it
- 11. dissatisfied because something is uninteresting
- 14. to create in someone high feelings of happiness and enthusiasm
- 17. very good

Down

- 1. a social gathering at which a group of people gather to talk, eat, drink, dance, and so on
- 4. to use one's self head to plan something, solve a problem, understand a situation, and so on
- 6. correct and not wrong
- 7. a period of year when a specific activity or event happens
- 10. with one another
- 12. of or connected to a mountainous or hilly region
- 13. a small, dark, narrow opening

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

EXPERIMENTAL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan prosedur pengetahuan pada kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should*.)
- 4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta

informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan tata bahasa memberi dan meminta informasi terkait saran dan tawaran
- 3.3.2. Siswa dapat mengidentifikasi dan membedakan ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- 3.3.3. Memahami struktur dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran.

(Penerapan)

- 4.4.1. Siswa dapat menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- 4.4.2. Siswa dapat menanggapi saran dan tawaran yang diajukan kepadanya

D. MATERI PEMBELAJARAN

Saran dan tawaran lisan dan tulis sederhana.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan / di luar dugaan).

Unsur kebahasaan

- a. Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
- b. Nomina singular dan plural dengan atau *tanpa a, the, this, those, my, their*, dsb.

- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

1. Whatsapp, Crossword Labs

2. Alat

Laptop / Komputer, *Smartphone*, Power Point Presentation

3. Sumber Pembelajaran

Buku Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016 (Edisi revisi 2016)

Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Mengklasifikasikan konsep belajar menggunakan media Crossword Labs • Memberikan beberapa petunjuk kepada siswa belajar vocabulary menggunakan Crossword Labs • Membagikan link Crossword Labs kepada siswa • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata yang dirasa belum paham • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Memperhatikan konsep pembelajaran yang disampaikan guru • Memperhatikan penjelasan guru mengenai petunjuk belajar menggunakan Crossword Labs • Mencari dan menjawab teka-teki di Crossword Labs • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru

c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran
2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

Kelas :

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Semangat					
2.	Serius					
3.	Santun					
4.	Peduli					

Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. **Keterampilan**

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> Ketepatan dalam pengucapan kata Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

Umi Istiqomah

NIP. 19660224 200604100

NIM. 183221059

Task 2: Fill in each box with the correct letter/word according to the previous text and the instructions that have been given.

Link: <https://crosswordlabs.com/view/offering-9>

Lampiran 1. Offering

1.

Joy's sister : Joy, why are you crying and not leaving your room?

Joy : My homework is not finished yet and must be submitted tomorrow afternoon, sis.

Joy's sister : What a pity. Can I help you in finishing your assignment so that you can finish yours as soon as possible?

Joy : It's okay if you don't mind. Thank you

Joy's sister : With my pleasure

2.

Doy : Jay, today we will have our first student council meeting outside of school

Jay : Okay, what time?

Doy : Meeting will be held at 02.00 pm. All the members gather first in front of the school gate to go together to the Jasmine Cafe.

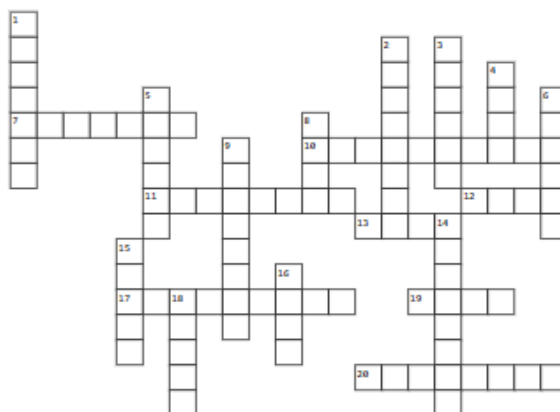
Jay : Oh, I forgot I walked to school and didn't ride my vehicle. Is it okay for me to be absent?

Doy : Don't be absent, I rode my own motorbike to school. Do you want to go ride with me to the meeting?

Jay : Yes, I do. I'll approach you later in your class. Thanks, Doy.

Doy : Okay, see you.

OFFERING



Across

7. a group of persons in charge of making formal decisions about a specific activity or advising people about something
10. a work given to someone
11. to present or propose to another for assessment
12. the part of existence measured in minutes, days, years, and so on
13. to make something possible or easier for someone to do by providing advice, money, or support, and so on.
17. the time period beginning at twelve o'clock and ending around six o'clock
19. a small eatery serving simple food and drinks
20. to get nearer or closer to something

Down

1. a machine that has wheels and an engine
2. it may or may not occur
3. not present
4. sitting on something like a bicycle, motorcycle, horse, and so on
5. to complete something or reach the end of an activity
6. to collect a number of items, often from several locations or persons
8. a part of a fence or outside wall that swings open to allow you to pass through
9. assignment activities that teachers assign to their students
14. synonym happiness

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

EXPERIMENTAL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).
- 4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta

informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi dan memahami fungsi sosial, struktur teks dan unsur kebahasaan dari pernyataan pendapat dan pikiran

(Penerapan)

- 4.4.1. Siswa dapat menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas.

D. MATERI PEMBELAJARAN

Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Memulai, Menanggapi (diharapkan/di luar dugaan).

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan/di luar dugaan).

Unsur kebahasaan

- a. Ungkapan menyatakan pendapat *I think, I suppose, in my opinion*
- b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di K.I

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

1) Media

Whatsapp, Crossword Labs

2) Alat

Laptop / Komputer, *Smartphone*, Power Point Presentation

3) Sumber Pembelajaran

Buku Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016
(Edisi revisi 2016)

Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> Meminta siswa untuk mengamati materi yang ditampilkan Meminta siswa untuk membaca materi yang sedang diajarkan Menanyakan pemahaman siswa mengenai materi yang telah disampaikan 	<ul style="list-style-type: none"> Mengamati materi yang ditampilkan oleh guru Membaca serentak materi yang disampaikan guru Menanyakan arti beberapa kata yang dirasa belum paham Memperhatikan penjelasan dari

<ul style="list-style-type: none"> • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Mengklasifikasikan konsep belajar menggunakan media Crossword Labs • Memberikan beberapa petunjuk kepada siswa belajar vocabulary menggunakan Crossword Labs • Membagikan link Crossword Labs kepada siswa • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<p>guru</p> <ul style="list-style-type: none"> • Berpencar untuk mencari pasangan kelompok • Memperhatikan konsep pembelajaran yang disampaikan guru • Memperhatikan penjelasan guru mengenai petunjuk belajar menggunakan Crossword Labs • Mencari dan menjawab teka-teki di Crossword Labs • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru
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c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran
2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

Kelas :

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Semangat					
2.	Serius					
3.	Santun					
4.	Peduli					

Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> • Ketepatan dalam pengucapan kata • Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> • Ketepatan penekanan kata • Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> • Kekompakan • Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

NIP. 19660224 200604100

Umi Istiqomah

NIM. 183221059

Task 2: Fill in each box with the correct letter/word according to the previous text and the instructions that have been given.

Lampiran 1

Doy : Jay, our club's principal gave a message to me that our traditional musical instrument club will be disbanded if our club consists less than 7 members

Jay : That is something I had guessed though too. How much time are we given to recruit members?

Doy : We were given two months by the head of the club. Do you have any ideas how to keep our club from disbanding?

Jay : Yes, I've been thinking about it since morning. I think we have to promote our club in a new way so that many students are interested in our club.

Doy : Well, I thought that too. What plans do you have?

Jay : I think we should create activities that members of the previous generation have never done before. During the first break, how about we play traditional musical instruments with modern pop songs and broadcast them on the school's public broadcast? I believe with the remaining 4 members it will be enough for our first performance. How about you?

Doy : That is an excellent idea. I personally think that we also have to do a promote our club not only in school. we can use social media. We will try to broadcast our performance on YouTube, Instagram and our personal social media

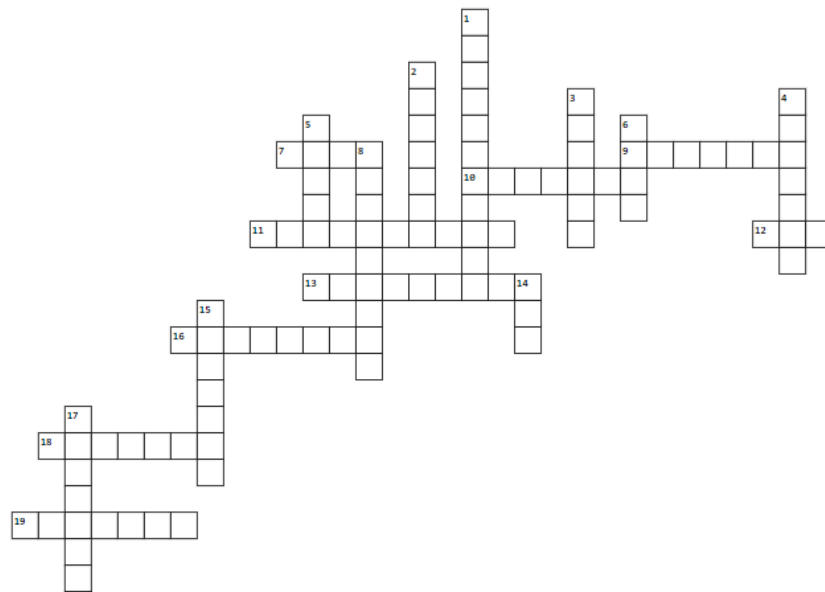
Jay : Brilliant idea. So, what do you think we're going to do first?

Doy : I think we should discuss it with the other members first.

Jay : Okay. Let's go to the club room now.

Link: <https://crosswordlabs.com/view/opinion-73>

OPINION



Across

7. a team
 9. to talk a topic with someone and share your ideas or viewpoints
 10. a brief piece of information sent to someone when you are unable to communicate with them directly
 11. to end being a group
 12. an action that can result in the desired outcome
 13. synonym outstanding
 16. occurring or existing before to anything or someone else

Down

1. the act of amusing others by dancing, singing, acting, or playing music
 2. V3 guess
 3. to make something new
 4. related to or linked to music
 5. a set of decisions concerning what to do in the future
 6. a plan or strategize for doing something
 8. to reach a large number of people with information
 14. to make an attempt at something

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

EXPERIMENTAL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).

4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta

informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi dan memahami fungsi sosial, struktur teks dan unsur kebahasaan dari pernyataan pendapat dan pikiran

(Penerapan)

- 4.4.1. Siswa dapat menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas.

D. MATERI PEMBELAJARAN

Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Memulai, Menanggapi (diharapkan/di luar dugaan).

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan/di luar dugaan).

Unsur kebahasaan

- a. Ungkapan menyatakan puas dan tidak puas *I like, I am satisfied, dissapointed,*
- b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

1. Media

Crossword Labs, Whatsapp

2. Alat

Laptop / Komputer, *Smartphone*, Power Point Presentation

3. Sumber Pembelajaran

Buku Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016
(Edisi revisi 2016)

Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata

<ul style="list-style-type: none"> • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Memberikan aktivitas untuk dikerjakan oleh siswa melalui Whatsapp • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<p>yang dirasa belum paham</p> <ul style="list-style-type: none"> • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Mengerjakan aktivitas yang diperintahkan oleh guru melalui Whatsapp • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru
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c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran
2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

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No.	Aspek Penilaian	Skor				
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2.	Serius					
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4.	Peduli					

Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> Ketepatan dalam pengucapan kata Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

NIP. 19660224 200604100

Umi Istiqomah

NIM. 183221059

Task : Fill in each box with the correct letter/word according to the previous text and the instructions that have been given.

Lampiran 1

I

Rei : Liz said that you had a trip to Jogja last week. How was your holiday there?

Arin : Yes, I went to Jogja with my family last week. My decision to spend my holiday there was great because it was very fun.

Rei : What's fun in Yogyakarta? I also plan to visit Jogja next month.

Arin : Jogja holidays offer a variety of tourist attractions and inexpensive places to eat. There, we can enjoy a wonderful vacation at an affordable cost.

Rei : Which tourist attractions have you visited?

Arin : Prambanan temple, Parangtritis beach, and Yogyakarta Palace

Rei : On a scale of 1-10, how satisfied are you with your holiday at that destination?

Arin : I give it a 9 and strongly recommend you to go there.

Rei : OK, it's now on my wishlist.

II

Lani : Have you ever visited the city library?

Maruf : Yes, I have. Last wednesday I went to the city library

Lani : What are your opinions about the library??

Maruf : In my perspective, it was disappointing. For the size of the city library, more various types of books should be available. In comparison to the others, there are really few novels. Furthermore, only a few of the air conditioners in the room are turned on.

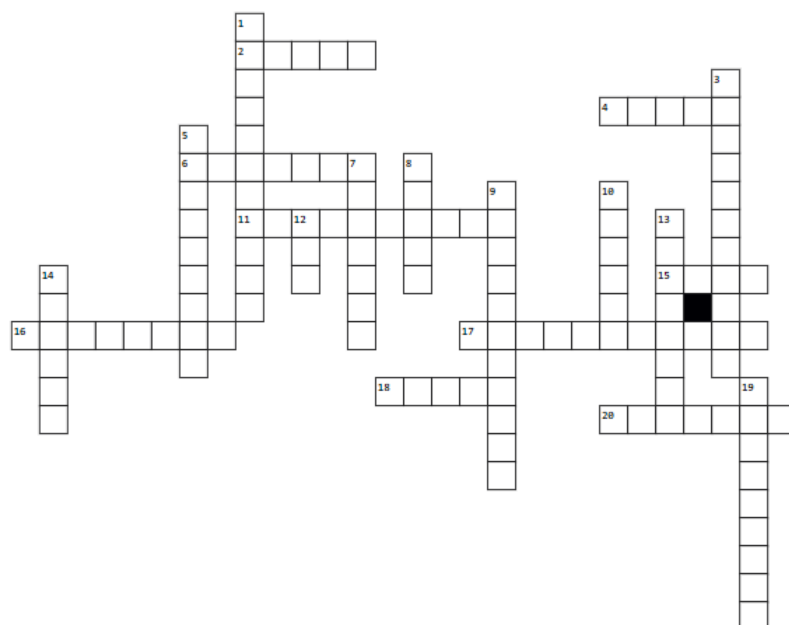
Lani : I went there yesterday too and was extremely dissatisfied. I forgot to return the book that was due two days ago. The staff seems cynical and unfriendly.

Maruf : It's a shame; I hope the service quality can be improved soon, so the readers can be more comfortable and attracts more visitors to come.

Lani : I hope so too.

Link: <https://crosswordlabs.com/view/satisfied-and-dissatisfied>

satisfaction and dissatisfaction



Across

2. to ask whether someone wants something or if they want you to do something
4. a set of numbers used to quantify or compare the amount of something
6. different and numerous
11. not too costly
15. a huge town
16. in a way that shows strong feelings and thoughts
17. not being very pricey

Down

1. not worried about a situation if you are at comfort with it
3. a particular point of view based on one's experience and personality
5. able of being obtained, used, or reached
7. dealing with consumers by accepting their orders, presenting or selling them goods, and so on
8. an unpleasant feeling of guilt
9. the location to which someone is traveling

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

CONTROL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)

- 4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan tata bahasa memberi dan meminta informasi terkait saran dan tawaran
- 3.3.2. Siswa dapat mengidentifikasi dan membedakan ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- 3.3.3. Memahami struktur dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran.

(Penerapan)

- 4.4.1. Siswa dapat menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- 4.4.2. Siswa dapat menanggapi saran dan tawaran yang diajukan kepadanya

D. MATERI PEMBELAJARAN

Saran dan tawaran lisan dan tulis sederhana.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan / di luar dugaan)

Unsur kebahasaan

- a. Ungkapan yang menunjukkan saran dan tawaran, dengan *How/What about.., Why don't we.., etc*
- b. Nomina singular dan plural dengan atau tanpa

a, the, this, those, my, their, dsb.

- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

1) Media

Whatsapp

2) Alat

Laptop / Komputer, *Smartphone*, Power Point Presentation

3) Sumber Pembelajaran

Buku Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016 (Edisi revisi 2016)

Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Memberikan aktivitas untuk dikerjakan oleh siswa melalui Whatsapp • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata yang dirasa belum paham • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Mengerjakan aktivitas yang diperintahkan oleh guru melalui Whatsapp • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru

c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran

2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

Kelas :

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Semangat					
2.	Serius					
3.	Santun					
4.	Peduli					

Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100

Tujuan komunikatif	Memahami tujuan komunikatif	60-100
--------------------	-----------------------------	--------

3. Keterampilan

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	Pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> Ketepatan dalam pengucapan kata Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

NIP. 19660224 200604100

Umi Istiqomah

NIM. 183221059

Lampiran 1

Task 1: Complete the blank sentences correctly with the words that have been provided and translate it.

Stay	Together	Watch	Villa	Vacation
Activities	Great	Invite	Suggestions	Bored
Fun	Highland	Plans	True	Definitely
Think	Party	Exciting	Go	Season

Lia : What are your ... for the upcoming semester ...?

Zoa : I haven't made any plans yet. I ... I'll just ... at home.

Lia : Me, too. I don't have any ... planned. This holiday ..., I'll just ... my favorite movie until I'm

Zoa : Why don't we both go on a vacation ... ?

Lia : Wow. That is a ... idea. Do you have any ... for where we should ... on vacation together?

Zoa : How about we go to my uncle's ... ?

Lia : What are the ... we can do there?

Zoa : There's so much we can do. Vacation there besides enjoying the scenery, we can also ride the flying fox, soak in a hot springs picking tea leaves, and barbeque

Lia : Did you say flying fox? does that mean your uncle's villa is in the ...?

Zoa : Yes, that is You should know that the air there is very cold.

Lia : Wow, that's really How about we also ... Diyo and Kai?

Zoa : Yes, come on, it will ... be more fun

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

CONTROL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

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B. KOMPETENSI DASAR

3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)

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C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan tata bahasa memberi dan meminta informasi terkait saran dan tawaran
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(Penerapan)

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Saran dan tawaran lisan dan tulis sederhana.

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Topik

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- Small Group Discussion

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Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Memberikan aktivitas untuk dikerjakan oleh siswa melalui Whatsapp • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata yang dirasa belum paham • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Mengerjakan aktivitas yang diperintahkan oleh guru melalui Whatsapp • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru

c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran

2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

Kelas :

No.	Aspek Penilaian	Skor				
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1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100

Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	Pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
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Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

NIP. 19660224 200604100

Umi Istiqomah

NIM. 183221059

Lampiran 1

Task 1: Complete the blank sentences correctly with the words that have been provided and translate it.

Submitted	Council	Pleasure	Gather	Homework
Gate	Assignment	Room	Cafe	Time
Absent	Thank	Vehicle	Ride	Today
Afternoon	Approach	Possible	Help	Finish

OFFER

I

Joy's sister : Joy, why are you crying and not leaving your ...?

Joy : My ... is not finished yet and must be ... tomorrow
... , sis.

Joy's sister : What a pity. Can I ... you in finishing your ... so that you can
... yours as soon as ...?

Joy : It's okay if you don't mind. ... you

Joy's sister : With my ...

II

Doy : Jay, ... we will have our first student ... meeting outside of
school

Jay : Okay, what ... ?

Doy : Meeting will be held at 02.00 pm. All the members ... first in front
of the school ... to go together to the Jasmine

Jay : Oh, I forgot I walked to school and didn't ride my Is it okay for
me to be ...?

Doy : Don't be absent, I rode my own motorbike to school. Do you want to
go
... with me to the meeting?

Jay : Yes, I do. I'll ... you later in your class. Thanks, Doy.

Doy : Okay, see you

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

CONTROL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).

- 4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi dan memahami fungsi sosial, struktur teks dan unsur kebahasaan dari pernyataan pendapat dan pikiran

(Penerapan)

- 4.4.1. Siswa dapat menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas.

D. MATERI PEMBELAJARAN

Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Memulai, Menanggapi (diharapkan/di luar dugaan).

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan/di luar dugaan).

Unsur kebahasaan

- a. Ungkapan menyatakan pendapat *I think, I suppose, in my opinion*
- b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

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Whatsapp

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Laptop / Komputer, *Smartphone*, Power Point Presentation

3) Sumber Pembelajaran

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Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

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Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata

<ul style="list-style-type: none"> • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Memberikan aktivitas untuk dikerjakan oleh siswa melalui Whatsapp • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<p>yang dirasa belum paham</p> <ul style="list-style-type: none"> • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Mengerjakan aktivitas yang diperintahkan oleh guru melalui Whatsapp • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru
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c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran
2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
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H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

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		1	2	3	4	5
1.	Semangat					
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Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

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Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

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Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	Pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> Ketepatan dalam pengucapan kata Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

NIP. 19660224 200604100

Umi Istiqomah

NIM. 183221059

Lampiran 1

Task 1: Complete the blank sentences correctly with the words that have been provided and translate it.

Promote	Musical	Message	Performance	Recruit
Try	Plans	Discuss	Create	Broadcast
Club	Idea	Disbanding	Personally	Believe
Guessed	Excellent	Thought	Previous	Way

Doy : Jay, our club's principal gave a ... to me that our traditional musical instrument club will be disbanded if our club consists less than 7 members

Jay : That is something I had ... though too. How much time are we given to ... members?

Doy : We were given two months by the head of the club. Do you have any ideas how to keep our club from ... ?

Jay : Yes, I've been thinking about it since morning. I think we have to ... our club in a new ... so that many students are interested in our club.

Doy : Well, I ... that too. What ... do you have?

Jay : I think we should ... activities that members of the ... generation have never done before. During the first break, how about we play traditional ... instruments with modern pop songs and broadcast them on the school's public broadcast? I ... with the remaining 4 members it will enough for our first... . How about you?

Doy : That is an ... idea. I ... think that we we also have to do a promote our club not only in school. we can use social media. We will ... to ... our performance on YouTube, Instagram and our personal social media

Jay : Brilliant... . So, what do you think we're going to do first?

Doy : I think we should ... it with the other members first.

Jay : Okay. Let's go to the ... room now.

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

CONTROL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N 1 Weru

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1 (ganjil)

Materi Pokok : Vocabulary (Reading)

Alokasi Waktu : 2 x 2 Jam Pelajaran (180 menit)

A. KOMPETENSI INTI

- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).
- 4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta

informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi dan memahami fungsi sosial, struktur teks dan unsur kebahasaan dari pernyataan pendapat dan pikiran

(Penerapan)

- 4.4.1. Siswa dapat menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas.

D. MATERI PEMBELAJARAN

Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Memulai, Menanggapi (diharapkan/di luar dugaan).

Struktur teks

- a. Memulai
- b. Menanggapi (diharapkan/di luar dugaan).

Unsur kebahasaan

- a. Ungkapan menyatakan puas dan tidak puas *I like, I am satisfied, I am dissapointed,*
- b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN/TEKNIK

- CLT
- Small Group Discussion

F. MEDIA PEMBELAJARAN

1) Media

Whatsapp

2) Alat

Laptop / Komputer, *Smartphone*, Power Point Presentation

3) Sumber Pembelajaran

Buku Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016
(Edisi revisi 2016)

Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan interpersonal dengan benar dan akurat

Teks dan gambar yang relevan

Kamus Indonesia – Inggris

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

1. Guru mengucapkan salam kepada siswa
2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa dan absensi.
3. Guru menyampaikan topik materi sesuai dengan kompetensi yang ingin dicapai
4. Guru mengajukan beberapa pertanyaan untuk meningkatkan pengetahuan awal terkait materi yang akan disampaikan.
5. Guru memberikan semangat kepada siswa

b. Kegiatan Inti

Guru	Siswa
<ul style="list-style-type: none"> • Meminta siswa untuk mengamati materi yang ditampilkan • Meminta siswa untuk membaca materi yang sedang diajarkan 	<ul style="list-style-type: none"> • Mengamati materi yang ditampilkan oleh guru • Membaca serentak materi yang disampaikan guru • Menanyakan arti beberapa kata

<ul style="list-style-type: none"> • Menanyakan pemahaman siswa mengenai materi yang telah disampaikan • Menjawab dan menjelaskan pertanyaan siswa • Membagi siswa menjadi beberapa kelompok • Memberikan aktivitas untuk dikerjakan oleh siswa melalui Whatsapp • Menyuruh siswa untuk berdiskusi dengan pasangan kelompoknya • Memerintahkan siswa untuk membacakan jawabannya satu-persatu • Mendiskusikan jawaban siswa • Meminta siswa untuk mengucapkan kata demi kata jawaban mereka bersama-sama. 	<p>yang dirasa belum paham</p> <ul style="list-style-type: none"> • Memperhatikan penjelasan dari guru • Berpencar untuk mencari pasangan kelompok • Mengerjakan aktivitas yang diperintahkan oleh guru melalui Whatsapp • Berdiskusi dengan pasangan kelompoknya • Membacakan hasil jawaban yang telah dikerjakan • Memperhatikan penjelasan guru • Mempraktikkan dan mengucapkan vocabulary berdasarkan petunjuk yang telah diberikan guru
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c. Kegiatan Penutup

1. Guru memberi panduan siswa untuk menyimpulkan hasil pembelajaran
2. Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
3. Guru menyampaikan rencana kegiatan pertemuan berikutnya
4. Guru mengucapkan salam dan menutup pertemuan

H. PENILAIAN

1. Sikap

Penilaian Sikap

Nama :

No. Absen :

Kelas :

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Semangat					
2.	Serius					
3.	Santun					
4.	Peduli					

Keterangan :

1= Sangat Kurang 2 = Kurang 3 = Cukup 4= Baik 5 = Sangat Baik

2. Pengetahuan

Penilaian Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penilaian

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komunikatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

Rubrik penilaian keterampilan

Kegiatan: Menulis dan berbicara

Nama	Aspek Penilaian			
	Tata bahasa	Pronunciation	Intonation	Rata-rata nilai

Pedoman penilaian

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	<ul style="list-style-type: none"> Ketepatan dalam pengucapan kata Kelancaran pengucapan 	60-100
Intonation	<ul style="list-style-type: none"> Ketepatan penekanan kata Stressing 	60-100
Tata bahasa	<ul style="list-style-type: none"> Kekompakan Menghargai teman 	60-100

Sukoharjo, 11 Juli 2022

Mengetahui,

Guru Bahasa Inggris SMA N 1 Weru

Peneliti

Sumpena S,Pd

NIP. 19660224 200604100

Umi Istiqomah

NIM. 183221059

Lampiran 1

Task 1: Complete the blank sentences correctly with the words that have been provided and translate it.

Visit	Destination	Scale	Perspective	Inexpensive
Comfortable	Shame	Satisfied	Decision	Strongly
Affordable	Fun	Service	Return	Various
Available	Cynical	Palace	City	Offer

I

Rei : Liz said that you had a trip to Jogja last week. How was your holiday there?

Arin : Yes, I went to Jogja with my family last week. My ... to spend my holiday there was great because it was very

Rei : What's fun in Yogyakarta? I also plan to ... Jogja next month.

Arin : Jogja holidays ... a variety of tourist attractions and ... places to eat. There, we can enjoy a wonderful vacation at an ... cost.

Rei : Which tourist attractions have you visited?

Arin : Prambanan temple, Parangtritis beach, and Yogyakarta

Rei : On a ... of 1-10, how ... are you with your holiday at that ...?

Arin : I give it a 9 and ... recommend you to go there.

Rei : OK, it's now on my wishlist.

II

Lani : Have you ever visited the ...library?

Maruf : Yes, I have. Last wednesday I went to the city library

Lani : What are your opinions about the library??

Maruf : In my... , it was disappointing. For the size of the city library, more ... types of books should be... . In comparison to the others, there are really few novels. Furthermore, only a few of the air conditioners in the room are turned on.

Lani : I went there yesterday too and was extremely dissatisfied. I forgot to ... the book that was due two days ago. The staff seems ... and unfriendly.

Maruf : It's a... ; I hope the ... quality can be improved soon, so the readers can be more ... and attracts more visitors to come.

Lani : I hope so too.

List of Vocabulary

Noun	
Verb	
Adverb	
Adjective	

APPENDIX 4

THE BLUEPRINT OF VOCABULARY

(TRY OUT)

Construct	Aspect	Indicator	Test Items	Total
(Alizadeh, 2016) Vocabulary is crucial to language learning and is particularly important for typical language learners.	Curriculum K13 Class 10 based on the syllabus	-	-	-
According to Finegan (2008), a verb is a type of word that determines the structure of a clause syntactically, especially in noun phrases.	Verb	Verb	4, 7, 8, 9, 11, 16, 31, 37, 43, 46, 50	11
According to Finegan (2008), a noun is defined as the name of a person, place, or thing.	Noun	Singular Noun	5, 12, 15, 28, 32, 34, 45, 47	12
		Plural Noun	3, 14, 24, 44	
According to Finegan (2008), Adjectives are a lexical category of words that serve to semantically characterize the attributes of nouns and can be used to represent morphological or syntactically degrees of comparison.	Adjective	Adjective	1, 20, 21, 22, 23, 25, 26, 27, 29, 30, 33, 36, 39, 40, 48	15
According to Finegan (2008), a word that modifies or adds to the meaning of a verb, an adjective, or another adverb is known as an adverb.	Adverb	Adverb of time	10, 19, 49	12
		Adverb of place	2, 6, 35, 38	
		Adverb of manner	13, 17, 18, 41, 42	

THE BLUEPRINT OF VOCABULARY

(PRE TEST)

Construct	Aspect	Indicator	Test Items	Total
(Alizadeh, 2016) Vocabulary is crucial to language learning and is particularly important for typical language learners.	Curriculum K13 Class 10 based on the syllabus	-	-	-
According to Finegan (2008), a verb is a type of word that determines the structure of a clause syntactically, especially in noun phrases.	Verb	Verb	2, 3, 18, 24, 26, 30	6
According to Finegan (2008), a noun is defined as the name of a person, place, or thing.	Noun	Singular Noun	5, 19, 20, 27	6
		Plural Noun	7, 25,	
According to Finegan (2008), Adjectives are a lexical category of words that serve to semantically characterize the attributes of nouns and can be used to represent morphological or syntactically degrees of comparison.	Adjective	Adjective	1, 10, 12, 13, 14, 15, 16, 17, 22, 28	10
According to Finegan (2008), a word that modifies or adds to the meaning of a verb, an adjective, or another adverb is known as an adverb.	Adverb	Adverb of time	4, 7, 29,	8
		Adverb of place	21	
		Adverb of manner	6, 8, 11, 23,	

THE BLUEPRINT OF VOCABULARY

(POST TEST)

Construct	Aspect	Indicator	Test Items	Total
(Alizadeh, 2016) Vocabulary is crucial to language learning and is particularly important for typical language learners.	Curriculum K13 Class 10 based on the syllabus	-	-	-
According to Finegan (2008), a verb is a type of word that determines the structure of a clause syntactically, especially in noun phrases.	Verb	Verb	2, 4, 22, 28	4
According to Finegan (2008), a noun is defined as the name of a person, place, or thing.	Noun	Singular Noun	8, 19, 28, 29, 30	7
		Plural Noun	1, 15,	
According to Finegan (2008), Adjectives are a lexical category of words that serve to semantically characterize the attributes of nouns and can be used to represent morphological or syntactically degrees of comparison.	Adjective	Adjective	12, 13, 14, 16, 17, 21, 24, 25,	7
According to Finegan (2008), a word that modifies or adds to the meaning of a verb, an adjective, or another adverb is known as an adverb.	Adverb	Adverb of time	5, 11,	12
		Adverb of place	3, 20, 23,	
		Adverb of manner	7, 9, 10, 6, 26, 27	

APPENDIX 5

TRY OUT

Choose the most correct answer from options a, b, c, and d

1. I watch tv every day, it makes me ... so i want to find a new atmosphere.
 - a. Happy
 - b. Fun
 - c. Bored
 - d. Excited
2. Lia has ... to fill the holidays by finishing all episodes of the One Piece anime.
 - a. A plan
 - b. A joke
 - c. A liar
 - d. A news
3. The class leader needs ... from the students in order to determine the theme of the class decoration competition.
 - a. Sufficients
 - b. Suggestions
 - c. Summit
 - d. Summarize
4. Lia ... hot water into a coffee cup
 - a. Pour
 - b. Pouring
 - c. Pours
 - d. Pout
5. Hooni needs ... to protect his head from the heat Singu
 - a. A jacket
 - b. A shirt
 - c. A tie
 - d. A hat
6. My family and I stayed ... that has a vintage style last weekend.
 - a. In a gastation
 - b. In a restaurant
 - c. In a villa
 - d. In a café
7. My best friend ... me to his birthday party which will be held the day after tomorrow.
 - a. Invite
 - b. Invited
 - c. Is invited
 - d. Are invites
8. Rina will ... to Bandung this afternoon
The suitable word to complete the sentence is...
 - a. Going
 - b. Go
 - c. Goes
 - d. Went
9. I haven't ... the novel I borrowed from my campus library
 - a. Read
 - b. Is reading
 - c. Reads
 - d. Is reads
10. Cherry blossoms usually bloom when ... arrives
 - a. Summer season
 - b. Rainy season
 - c. Winter season
 - d. Spring season
11. I ... my drawing homework two days before the deadline
 - a. Submitted
 - b. Scurried
 - c. Secludes
 - d. Settled
12. My friends and I rented ... in the study cafe for group study and eating.
 - a. A park
 - b. A recipe
 - c. A room
 - d. A fridge
13. The little boy screamed in fear and then hugged his father ...
 - a. Rapidly
 - c. Rudely

- b. Clearly d. Tightly
14. My school library has ... that are organized by genre.
a. Much books c. A book
b. Many books d. Such a book
15. The security guard closes ... at 7:00 a.m. to prevent late students from entering.
a. The vehicle c. The window
b. The gate d. The bicycle
16. May ... to lullaby before she sleeps
a. Listens c. Is listening
b. Listen d. Listened
17. He can divide his time ... between school and part time work
a. Quickly c. Wisely
b. Slowly d. Loudly
18. He ... rescued the baby who was trapped in the fire.
a. Cleverly c. Bravely
b. Correctly d. Shortly
19. Kai and his friends went to the gym
a. Yesterday c. Everyday
b. Now d. Tomorrow
20. Walking in the dark was ... and gave me goosebumps
a. Relaxing c. Terrifying
b. Interesting d. Boring
21. The school's events to commemorate Kartini's Day are ... and entertaining.
a. Boring c. Dissapointing
b. Sad d. Fun
22. The woman in front of me was talking ..., which was bothering the other visitors.
a. Loudly c. Slowly
b. Beautifully d. Calmly
23. The shirt I bought a week ago is very ... to wear and has become one of my favorites
a. Comfortable c. Horrible
b. Disappointing d. Bad
24. Jogja has ... that must be visited if you are on vacation there
a. Many destinations c. Much destinations
b. Such destinations d. A destiny
25. I'm ... with my today's test because many of the questions are the same as what I studied last night
a. Dissapointed c. Satisfied
b. Unhappy d. Weird
26. My favorite season 3 comic has been released and the price is quite ..., but I will still buy it.
a. Cheap c. Expensive
b. Affordable d. Low-price
27. He was kicked out of school because of his ... and rebellious behavior.
a. Polite c. Friendly
b. Naughty d. Gracious

28. Passenger verifies ... before boarding the plane.
- a. The handphone
 - b. The suitcase
 - c. The ticket
 - d. The wallet
29. My school has a canteen with a variety of food menus and prices that are ... for students, it makes students like to buy there.
- a. Affordable
 - b. Expensive
 - c. Costly
 - d. Valuable
30. Nanami seems ... because she received her favorite thing as a gift.
- a. Sad
 - b. Gloomy
 - c. Excited
 - d. Bitter
31. The fruit seller ... one kilo of avocado at a lower price than the usual.
- a. Threw
 - b. Offered
 - c. Made
 - d. Offended
32. Inumaki joins ... because he likes painting.
- a. The cooking club
 - b. The sport club
 - c. The religious club
 - d. The art club
33. No wonder he is liked by many women, his face is ... and has a charming aura.
- a. Ugly
 - b. Unattractive
 - c. Handsome
 - d. Unsightly
34. The homeroom teacher gave ... to parents of students to always supervise their children so they don't misuse social media .
- a. A message
 - b. A money
 - c. A massage
 - d. A trick
35. My mother got a call from my sister while we were still riding motorbikes ...
- a. In the bulding
 - b. On the way
 - c. In the field
 - d. In the garden
36. He is always focused and ... towards his work, no wonder he was chosen as an exemplary employee
- a. Professional
 - b. Amateur
 - c. Rude
 - d. Evil
37. My favorite YouTuber ... new online game-themed content from last month
- a. Knocked
 - b. Picked
 - c. Created
 - d. Stared
38. The baby was accidentally locked ... with the windows closed
- a. In the box
 - b. On the table
 - c. In the car
 - d. On the bed
39. Even though I'm wearing a sweater in winter, my body still feels ...
- a. Warm
 - b. Cold
 - c. Hot
 - d. Cozy
40. The trash on the beach that is scattered is very ...
- a. Calming
 - b. Sweet
 - c. Charming
 - d. Disgusting
41. Loey almost fell but didn't because he had his hand ... gripped the handle beside him.
- a. Weakly
 - c. Strongly

PRE TEST

Choose the most correct answer from options a, b, c, and d

1. I watch tv every day, it makes me ... so i want to find a new atmosphere.
 - a. Joyful
 - b. Gleeful
 - c. Bored
 - d. Excited
2. My best friend ... me to his birthday party which will be held the day after tomorrow.
 - a. Invite
 - b. Invited
 - c. Is invited
 - d. Inviting
3. I haven't ... the novel I borrowed from my campus library
 - a. Read
 - b. Is reading
 - c. Reads
 - d. Had read
4. Cherry blossoms usually bloom when ... arrives
 - a. Summer season
 - b. Rainy season
 - c. Winter season
 - d. Spring season
5. My friends and I rented ... in the study cafe for group study and eating.
 - a. A park
 - b. A recipe
 - c. A room
 - d. A fridge
6. The little boy screamed in fear and then hugged his father ...
 - a. Rapidly
 - b. Clearly
 - c. Rudely
 - d. Tightly
7. My school library has ... that are organized by genre.
 - a. Much books
 - b. Many books
 - c. A book
 - d. Such a book
8. He ... rescued the baby who was trapped in the fire.
 - a. Wisely
 - b. Dangerously
 - c. Bravely
 - d. Slowly
9. Kai and his friend went to the gym ...
 - a. Yesterday
 - b. Now
 - c. Everyday
 - d. Tomorrow
10. Walking in the dark was ... and gave me goosebumps
 - a. Exhausting
 - b. Embarrassing
 - c. Terrifying
 - d. Boring
11. The woman in front of me was talking ..., which was bothering the other visitors.
 - a. Cautiously
 - b. Loudly
 - c. Mannerly
 - d. Calmly
12. The shirt I bought a week ago is very ... to wear and has become one of my top picks
 - a. Comfortable
 - b. Agonizing
 - c. Horrible
 - d. Painful
13. I'm ... with my test because many of the questions were similar to those I studied for last night.
 - a. Miserable
 - b. Dissapointed
 - c. Satisfied
 - d. Weird

14. My favorite season 3 comic has been released and the price is quite ..., but I will still buy it.
 - a. Cheap
 - b. Affordable
 - c. Expensive
 - d. Low-price
15. He was kicked out of school because of his ... and rebellious behavior.
 - a. Polite
 - b. Naughty
 - c. Friendly
 - d. Gracious
16. My school has a canteen with a variety of food menus and prices that are ... for students, it makes students prefer to buy there.
 - a. Affordable
 - b. Expensive
 - c. Costly
 - d. Valuable
17. Nanami seems ... because he received his favorite thing as a gift.
 - a. Downcast
 - b. Gloomy
 - c. Excited
 - d. Bitter
18. The fruit seller ... one kilo of avocado at a lower price than the usual.
 - a. Threw
 - b. Offered
 - c. Made
 - d. Offended
19. Inumaki joins ... because he likes puppet.
 - a. The cooking club
 - b. The sport club
 - c. The religious club
 - d. The art club
20. The homeroom teacher gave ... to parents of students to always supervise their children so they don't misuse social media.
 - a. A money
 - b. A massage
 - c. A message
 - d. A trick
21. The baby was accidentally locked ... with the windows closed
 - a. In the box
 - b. In the closet
 - c. In the car
 - d. In the crate
22. Even though I'm wearing a sweater in winter, my body still feels ...
 - a. Warm
 - b. Cold
 - c. Hot
 - d. Cozy
23. I ... think that we just have to wait a while for the owner of this wallet to come back here before we hand it over to the security guard
 - a. Barely
 - b. Exactly
 - c. Personally
 - d. Easily
24. The football club will ... a new member to occupy the position of goalkeeper next month
 - a. Is recruiting
 - b. Recruits
 - c. Recruit
 - d. Has recruit
25. The chairman counts ... that have been collected to determine the winner
 - a. The errors
 - b. The formulas
 - c. The donations
 - d. The votes
26. She ... to take the book on the top shelf but her hand didn't reach.
 - a. Throw
 - b. Trial
 - c. Threw
 - d. Tried

27. Gojo rents ... to explore the coast's natural beauty.
- a. A boat
 - b. A bicycle
 - c. A vehicle
 - d. A plane
28. Cia feels ... and trembles when she stands in front of the class to answer questions
- a. Betrayal
 - b. Curious
 - c. Nervous
 - d. Polite
29. River water usually shrinks during ...
- a. The summer season
 - b. The winter season
 - c. The spring season
 - d. The rainy season
30. My group and I ... the questions given by the teacher yesterday
- a. Is discussing
 - b. Discussed
 - c. Discusses
 - d. Have discuss

POST TEST

Choose the most correct answer from options a, b, c, and d

1. My school library has ... that are organized by genre.
 - a. Much books
 - b. Many books
 - c. A book
 - d. Such a book
2. She ... to take the book on the top shelf but her hand didn't reach.
 - a. Throw
 - b. Tired
 - c. Trial
 - d. Tried
3. The baby was accidentally locked ... with the windows closed
 - a. In the box
 - b. In the table
 - c. In the car
 - d. In the crate
4. The fruit seller ... one kilo of avocado at a lower price than the usual.
 - a. Threw
 - b. Offered
 - c. Made
 - d. Offended
5. River water usually shrinks during ...
 - a. The summer season
 - b. The winter season
 - c. The Spring season
 - d. The rainy season
6. The little boy screamed in fear and then hugged his father ...
 - a. Rapidly
 - b. Clearly
 - c. Rudely
 - d. Tightly
7. The woman in front of me was talking ..., which was bothering the other visitors.
 - a. Loudly
 - b. Beautifully
 - c. Slowly
 - d. Calmly
8. Gojo rents ... to explore the coast's natural beauty.
 - a. A boat
 - b. A bicycle
 - c. A vehicle
 - d. A plane
9. I ... think that we just have to wait a while for the owner of this wallet to come back here before we hand it over to the security guard
 - a. Personally
 - b. Exactly
 - c. Easily
 - d. Fully
10. The little boy screamed in fear and then hugged his father ...
 - a. Barely
 - b. Tightly
 - c. Personally
 - d. Easily
11. Cherry blossoms usually bloom when ... arrives
 - a. Spring season
 - b. Rainy season
 - c. Winter season
 - d. Summer season
12. Cia feels ... and trembles when she stands in front of the class to answer questions
 - a. Betrayal
 - b. Curious
 - c. Nervous
 - d. Polite
13. I'm ... with my test because many of the questions were similar to those I studied for last night.
 - a. Miserable
 - b. Dissapointed
 - c. Satisfied
 - d. Weird

14. My school has a canteen with a variety of food menus and prices that are ... for students, it makes students prefer to buy there.
 - a. Affordable
 - b. Expensive
 - c. Costly
 - d. Valuable
15. The chairman counts ... that have been collected to determine the winner.
 - a. The errors
 - b. The formulas
 - c. The donations
 - d. The votes
16. Walking in the dark was ... and gave me goosebumps
 - a. Exhausting
 - b. Embarrassing
 - c. Terrifying
 - d. Boring
17. I'm ... with my today's test because many of the questions are the same as what I studied last night
 - a. Miserable
 - b. Dissappointed
 - c. Satisfied
 - d. Weird
18. My friends and I rented ... in the study cafe for group study and eating.
 - a. A park
 - b. A recipe
 - c. A room
 - d. A fridge
19. Inumaki joins ... because he likes puppet.
 - a. The cooking club
 - b. The sport club
 - c. The religious club
 - d. The art club
20. The homeroom teacher gave ... to parents of students to always supervise their children so they don't misuse social media.
 - a. A money
 - b. A massage
 - c. A message
 - d. A trick
21. The shirt I bought a week ago is very ... to wear and has become one of my top picks
 - a. Comfortable
 - b. Agonizing
 - c. Horrible
 - d. Painful
22. Even though I'm wearing a sweater in winter, my body still feels ...
 - a. Warm
 - b. Cold
 - c. Hot
 - d. Cozy
23. I ... think that we just have to wait a while for the owner of this wallet to come back here before we hand it over to the security guard
 - a. Barely
 - b. Exactly
 - c. Personally
 - d. Easily
24. My favorite season 3 comic has been released and the price is quite ..., but I will still buy it.
 - a. Cheap
 - b. Affordable
 - c. Expensive
 - d. Low-price
25. He was kicked out of school because of his ... and rebellious behavior.
 - a. Polite
 - b. Naughty
 - c. Friendly
 - d. Gracious

26. She ... to take the book on the top shelf but her hand didn't reach.
- a. Throw
 - b. Trial
 - c. Threw
 - d. Tried
27. He ... rescued the baby who was trapped in the fire.
- a. Cleverly
 - b. Correctly
 - c. Bravely
 - d. Shortly
28. I haven't ... the novel I borrowed from my campus library
- a. Been read
 - b. Is reading
 - c. Reads
 - d. Read
29. River water usually shrinks during ...
- a. The summer season
 - b. The winter season
 - c. The spring season
 - d. The rainy season
30. My group and I ... the questions given by the teacher yesterday
- a. Is discussing
 - b. Discussed
 - c. Discusses
 - d. Have discuss

APPENDIX 6**ANSWER KEYS TRY OUT TEST**

- | | | |
|-------|-------|-------|
| 1. C | 21. D | 41. C |
| 2. A | 22. A | 42. A |
| 3. B | 23. A | 43. C |
| 4. C | 24. A | 44. D |
| 5. D | 25. C | 45. D |
| 6. C | 26. C | 46. A |
| 7. B | 27. B | 47. A |
| 8. B | 28. C | 48. C |
| 9. A | 29. A | 49. D |
| 10. D | 30. C | 50. A |
| 11. A | 31. B | |
| 12. C | 32. D | |
| 13. D | 33. C | |
| 14. B | 34. A | |
| 15. B | 35. B | |
| 16. A | 36. A | |
| 17. C | 37. C | |
| 18. C | 38. C | |
| 19. A | 39. B | |
| 20. C | 40. D | |

ANSWER KEYS PRE TEST

- | | |
|--------------|--------------|
| 1. C | 16. A |
| 2. B | 17. C |
| 3. A | 18. B |
| 4. D | 19. D |
| 5. C | 20. C |
| 6. D | 21. C |
| 7. B | 22. B |
| 8. C | 23. C |
| 9. A | 24. C |
| 10. C | 25. D |
| 11. B | 26. D |
| 12. A | 27. A |
| 13. C | 28. C |
| 14. C | 29. A |
| 15. B | 30. B |

ANSWER KEYS POST TEST

- | | |
|--------------|--------------|
| 1. B | 16. C |
| 2. D | 17. C |
| 3. C | 18. C |
| 4. B | 19. D |
| 5. A | 20. C |
| 6. D | 21. A |
| 7. B | 22. B |
| 8. A | 23. C |
| 9. C | 24. C |
| 10. D | 25. B |
| 11. A | 26. D |
| 12. C | 27. C |
| 13. C | 28. D |
| 14. A | 29. D |
| 15. D | 30. B |

APPENDIX 7

PEDOMAN PENILAIAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI MIPA 1 dan XI MIPA 2/ I (Ganjil)

Teknik Penilaian : Tes Tertulis

Bentuk Soal/Instrumen : Pilihan Ganda

A. Petunjuk Umum

1. Instrumen penilaian berupa lembar tes pilihan ganda
2. Instrumen ini diisi oleh peserta didik
3. Instrumen memiliki jumlah item 30 dengan soal pilihan ganda yang harus dikerjakan semua

B. Pedoman Penilaian

1. Jika dijawab benar skor 1
2. Jika dijawab salah/ tidak dikerjakan skor 0
3. Jumlah total skor adalah 30

Perhitungan Nilai

$$\text{Nilai} = \frac{\text{Total Skor}}{3} \times 10$$

APPENDIX 8

WORK SHEET

Experimental Class Test

EXPERIMENTAL CLASS

PRE-TEST

Nama : ANINDA RUTRI KAMALA

No. : 13

Kelas : XI IPA 1

Choose the most correct answer from options a, b, c, and d

- I watch TV every day, it makes me ... so I want to find a new atmosphere.
 - Joyful
 - Gleeful
 - Excited
 - Bored
- My best friend ... me to his birthday party which will be held the day ...
 - Invited
 - Invited
 - Is invited
 - Inviting
- I haven't ... the novel I borrowed from my campus library.
 - Read
 - Is reading
 - Reads
 - Had read
- Cherry blossoms usually bloom when ... arrives.
 - Summer season
 - Winter season
 - Rainy season
 - Spring season
- My friends and I rented ... in the study cafe for group study and eat.
 - A park
 - A recipe
 - A room
 - A fridge
- The little boy screamed in fear and then hugged his father.
 - Rapidly
 - Clearly
 - Rudely
 - Tightly
- My school library has ... that are organized by genre.
 - Much books
 - Many books
 - A book
 - Such a book
- He ... rescued the baby who was trapped in the fire.
 - Wisely
 - Dangerously
 - Bravely
 - Slowly
- Kia and his friend went to the gym.
 - Yesterday
 - Now
 - Everyday
 - Tomorrow
- Walking in the dark was ... and gave me goosebumps.
 - Exhausting
 - Embarrassing
 - Terrifying
 - Boring
- The woman in front of me was talking ..., which was bothering the.
 - Cautiously
 - Loudly
 - Mannerly
 - Calmly
- The shirt I bought a week ago is very ... to wear and has become o.
 - Comfortable
 - Agonizing
 - Horrible
 - Painful
- I'm ... with my test because many of the questions were similar to night.
 - Miserable
 - Dissatisfied
 - Satisfied
 - Weird
- My favorite season 3 comic has been released and the price is quite it.
 - Cheap
 - Affordable
 - Expensive
 - Low-price
- He was kicked out of school because of his ... and rebellious behavior.
 - Polite
 - Naughty
 - Friendly
 - Gracious
- My school has a canteen with a variety of food menus and prices that it makes students prefer to buy there.
 - Affordable
 - Expensive
 - Costly
 - Valuable
- Nasani seems ... because he received his favorite thing as a gift.
 - Downcast
 - Gloomy
 - Excited
 - Bitter
- The fruit seller ... one kilo of avocado at a lower price than the usual.
 - Threw
 - Offered
 - Made
 - Offered
- Imutaki joins ... because he likes puppet.
 - The cooking club
 - The sport club
 - The religious club
 - The art club
- The homeroom teacher gave ... to parents of students to always support so they don't misuse social media.
 - A money
 - A message
 - A message
 - A truck
- The baby was accidentally locked ... with the windows closed.
 - In the box
 - In the closet
 - In the car
 - In the crate
- Even though I'm wearing a sweater in winter, my body still feels ...
 - Warm
 - Cold
 - Hot
 - Cory
- I ... think that we just have to wait a while for the owner of this wallet before we hand it over to the security guard.
 - Barely
 - Exactly
 - Personally
 - Easily
- The football club will ... a new member to occupy the position of goal.
 - Is recruiting
 - Recruits
 - Recruit
 - Has recruit
- The chairman counts ... that have been collected to determine the winner.
 - The errors
 - The formulas
 - The donations
 - The votes
- She ... to take the book on the top shelf but her hand didn't reach.
 - Threw
 - Triad
 - Threw
 - Tried
- Goyo rents ... to explore the coast's natural beauty.
 - A boat
 - A bicycle
 - A vehicle
 - A plane
- Cia feels ... and trembles when she stands in front of the class to answer.
 - Betrayal
 - Curious
 - Nervous
 - Polite
- River water usually shrinks during ...
 - The summer season
 - The winter season
 - The rainy season
 - The spring season
- My group and I ... the questions given by the teacher yesterday.
 - Is discussing
 - Discusses
 - Discuss
 - Discuss

EXPERIMENTAL CLASS

POST TEST

NAMA : ANINDA RUTRI KAMALA

NO : 13

KELAS : XI IPA 1

- My school library has ... that are organized by genre.
 - Much books
 - Many books
 - A book
 - Such a book
- She ... to take the book on the top shelf but her hand didn't reach.
 - Threw
 - Triad
 - Threw
 - Tried
- The baby was accidentally locked ... with the windows closed.
 - In the box
 - In the closet
 - In the car
 - In the crate
- The fruit seller ... one kilo of avocado at a lower price than the usual.
 - Threw
 - Offered
 - Made
 - Offered
- River water usually shrinks during ...
 - The summer season
 - The winter season
 - The rainy season
 - The spring season
- My favorite Youtuber ... new online game-themed content from I.
 - Knocked
 - Picked
 - Created
 - Stared
- The woman in front of me was talking ..., which was bothering the.
 - Cautiously
 - Loudly
 - Mannerly
 - Calmly
- Goyo rents ... to explore the coast's natural beauty.
 - A boat
 - A bicycle
 - A vehicle
 - A plane
- I ... think that we just have to wait a while for the owner of this wallet before we hand it over to the security guard.
 - Barely
 - Exactly
 - Personally
 - Easily
- The little boy screamed in fear and then hugged his father ...
 - Rapidly
 - Clearly
 - Rudely
 - Tightly
- Cherry blossoms usually bloom when ... arrives.
 - Spring season
 - Winter season
 - Summer season
 - Winter season
- Cia feels ... and trembles when she stands in front of the class.
 - Betrayal
 - Curious
 - Nervous
 - Polite
- Loey almost fell but didn't because he had his hand ... grips.
 - Weakly
 - Loudly
 - Strongly
 - Lately
- My school has a canteen with a variety of food menus and prices that it makes students prefer to buy there.
 - Affordable
 - Expensive
 - Costly
 - Valuable
- The chairman counts ... that have been collected to determine the winner.
 - The errors
 - The formulas
 - The donations
 - The votes
- Walking in the dark was ... and gave me goosebumps.
 - Exhausting
 - Embarrassing
 - Terrifying
 - Boring
- I'm ... with my today's test because many of the questions were for last night.
 - Miserable
 - Dissatisfied
 - Satisfied
 - Weird
- My friends and I rented ... in the study cafe for group study.
 - A park
 - A recipe
 - A room
 - A fridge
- The security guard closes ... at seven in the morning to prevent entering.
 - The vehicle
 - The gate
 - The window
 - The bicycle
- My family and I stayed ... that has a vintage style last week.
 - In a gastation
 - In a restaurant
 - In a villa
 - In a cafe
- The shirt I bought a week ago is very ... to wear and has become.
 - Comfortable
 - Agonizing
 - Horrible
 - Painful
- Rina will ... to Bandung this afternoon. The suitable word to complete the sentence is ...
 - Going
 - Go
 - Goes
 - Went
- My mother got a call from my sister while we were still riding.
 - On the wall
 - On the way
 - On the page
 - On the desk
- My favorite season 3 comic has been released and the price is it.
 - Cheap
 - Affordable
 - Expensive
 - Low-price
- He was kicked out of school because of his ... and rebellious.
 - Polite
 - Naughty
 - Friendly
 - Gracious
- He can divide his time ... between school and part time work.
 - Quickly
 - Slowly
 - Wisely
 - Loudly
- He ... rescued the baby who was trapped in the fire.
 - Wisely
 - Dangerously
 - Bravely
 - Slowly
- I haven't ... the novel I borrowed from my campus library.
 - Been read
 - Is reading
 - Reads
 - Read
- Imutaki joins ... because he likes puppet.
 - The cooking club
 - The sport club
 - The religious club
 - The art club
- Lia has ... to fill the holidays by finishing all episodes of the.
 - A plan
 - A joke
 - A lie
 - A news

Control Class Test

CONTROL CLASS

NAMA : Annisa Zahra Syifa

NO : 6

KELAS : IV MIPA 2

POST TEST

- My school library has ... that are organized by genre.
 - Much books
 - Many books
 - Throw
 - Trial
- She ... to take the book on the top shelf but her hand didn't.
 - Such a book
 - Threw
 - In the box
 - In the closet
- The baby was accidentally locked ... with the windows closed.
 - Threw
 - In the car
 - In the closet
 - In the crate
- The fruit seller ... one kilo of avocado at a lower price than.
 - Threw
 - Made
 - Offered
 - Offended
- River water usually shrinks during ...
 - The summer season
 - The rainy season
 - The spring season
 - The winter season
- My favorite Youtuber ... new online game-themed content.
 - Knocked
 - Created
 - Picked
 - Stared
- The woman in front of me was talking ... which was both.
 - Cautiously
 - Loudly
 - Mannerly
 - Calmly
- Gojo rents ... to explore the coast's natural beauty.
 - A boat
 - A bicycle
 - A vehicle
 - A plane
- I ... think that we just have to wait a while for the owner of before we hand it over to the security guard.
 - Barely
 - Exactly
 - Personally
 - Easily
- The little boy screamed in fear and then hugged his father.
 - Rapidly
 - Clearly
 - Rudely
 - Tightly

- Cherry blossoms usually bloom when ... arrives.
 - Spring season
 - Rainy season
 - Winter season
 - Summer season

- Cia feels ... and trembles when she stands in front of the class.
 - Betrayal
 - Curious
 - Nervous
 - Polite
- Loey almost fell but didn't because he had his hand ... gripped.
 - Weakly
 - Loudly
 - Strongly
 - Lately
- My school has a canteen with a variety of food menus and price it makes students prefer to buy there.
 - Affordable
 - Expensive
 - Costly
 - Valuable
- The chairman counts ... that have been collected to determine it.
 - The errors
 - The formulas
 - The donations
 - The votes
- Walking in the dark was ... and gave me goosebumps.
 - Exhausting
 - Embarrassing
 - Terrifying
 - Boring
- I'm ... with my today's test because many of the questions were for last night.
 - Miserable
 - Dissatisfied
 - Satisfied
 - Weird
- My friends and I rented ... in the study cafe for group study and.
 - A park
 - A recipe
 - A room
 - A fridge
- The security guard closes ... at seven in the morning to prevent entering.
 - The vehicle
 - The gate
 - The window
 - The bicycle
- My family and I stayed ... that has a vintage style last weekend.
 - In a gastation
 - In a restaurant
 - In a villa
 - In a cafe
- The shirt I bought a week ago is very ... to wear and has become.
 - Comfortable
 - Agonizing
 - Horrible
 - Painful
- Rina will ... to Bandung this afternoon. The suitable word to complete the sentence is...
 - Going
 - Go
 - Goes
 - Went

- My mother got a call from my sister while we were still riding.
 - On the wall
 - On the way
 - On the page
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- My favorite season 3 comic has been released and the price is it.
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 - Expensive
 - Low-price
- He was kicked out of school because of his ... and rebellious I.
 - Polite
 - Naughty
 - Friendly
 - Gracious
- He can divide his time ... between school and part time work.
 - Quickly
 - Slowly
 - Wisely
 - Loudly
- He ... rescued the baby who was trapped in the fire.
 - Wisely
 - Dangerously
 - Bravely
 - Slowly
- I haven't ... the novel I borrowed from my campus library.
 - Been read
 - Is reading
 - Reads
 - Read
- Inumaki joins ... because he likes puppet.
 - The cooking club
 - The sport club
 - The religious club
 - The art club
- Lia has ... to fill the holidays by finishing all episodes of the O.
 - A plan
 - A joke
 - A lie
 - A news

CONTROL CLASS

PRE TEST

Nama : Raka Nuzha Sari

No : 20

Kelas : VI MIPA 2

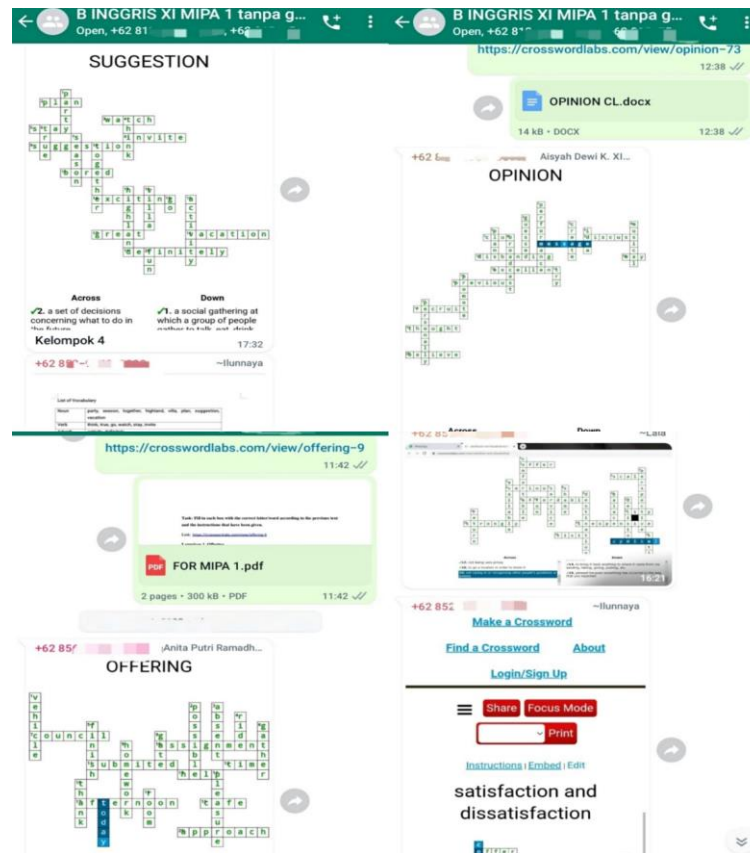
Choose the most correct answer from options a, b, c, and d

- I watch to every day, it makes me ... so I want to find a new atom.
 - Joyful
 - Gleeful
 - Excited
 - Excited
- My best friend ... me to his birthday party which will be held the d.
 - Invited
 - Invited
 - Invited
 - Invited
- I haven't ... the novel I borrowed from my campus library.
 - Read
 - Is reading
 - Reads
 - Had read
- Cherry blossoms usually bloom when ... arrives.
 - Summer season
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- My friends and I rented ... in the study cafe for group study and eat.
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 - A fridge
- The little boy screamed in fear and then hugged his father.
 - Rapidly
 - Clearly
 - Rudely
 - Tightly
- My school library has ... that are organized by genre.
 - Much books
 - Many books
 - Such a book
 - Threw
- He ... rescued the baby who was trapped in the fire.
 - Wisely
 - Dangerously
 - Bravely
 - Slowly
- Kai and his friend went to the gym.
 - Yesterday
 - Now
 - Everyday
 - Tomorrow
- Walking in the dark was ... and gave me goosebumps.
 - Exhausting
 - Embarrassing
 - Terrifying
 - Boring

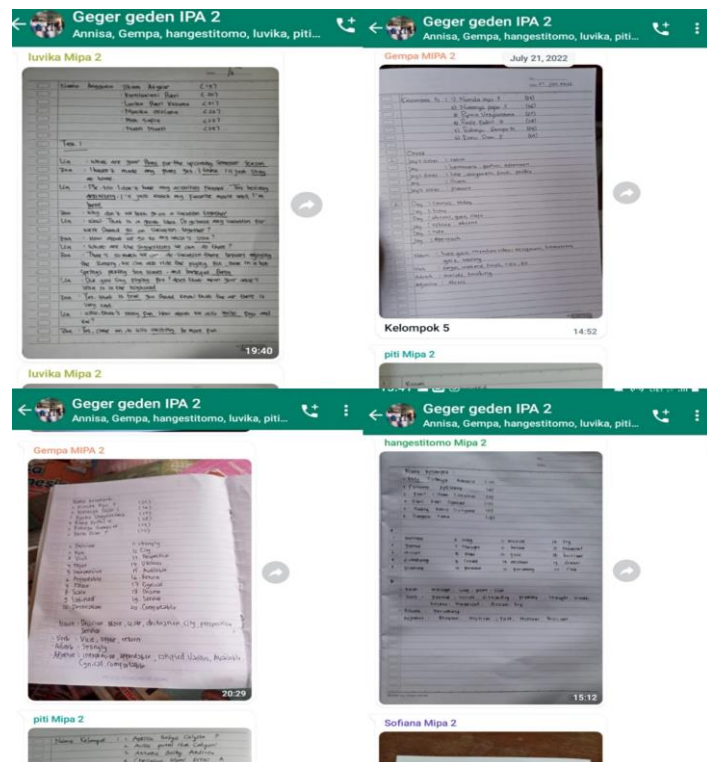
- The woman in front of me was talking ... which was bothering I.
 - Cautiously
 - Loudly
 - Mannerly
 - Calmly
- The shirt I bought a week ago is very ... to wear and has become.
 - Comfortable
 - Agonizing
 - Horrible
 - Painful
- I'm ... with my test because many of the questions were similar I night.
 - Miserable
 - Dissatisfied
 - Satisfied
 - Weird
- My favorite season 3 comic has been released and the price is qui it.
 - Cheap
 - Affordable
 - Expensive
 - Low-price
- He was kicked out of school because of his ... and rebellious beha.
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 - Gracious
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 - Affordable
 - Expensive
 - Costly
 - Valuable
- Nanami seems ... because he received his favorite thing as a gift.
 - Downcast
 - Gloomy
 - Excited
 - Bitter
- The fruit seller ... one kilo of avocado at a lower price than the us.
 - Threw
 - Offered
 - Made
 - Offended
- Inumaki joins ... because he likes puppet.
 - The cooking club
 - The sport club
 - The religious club
 - The art club
- The homeroom tea-her gave ... to parents of students to always sug so they don't misuse social media.
 - A money
 - A massage
 - A message
 - A trick
- The baby was accidentally locked ... with the windows closes.
 - In the box
 - In the closet
 - In the car
 - In the crate

- Even though I'm wearing a sweater in winter, my body still feels ...
 - Warm
 - Cold
 - Hot
 - Cory
- I ... think that we just have to wait a while for the owner of this wallet before we hand it over to the security guard.
 - Barely
 - Exactly
 - Personally
 - Easily
- The football club will ... a new member to occupy the position of goals.
 - It recruiting
 - Recruits
 - Recruit
 - Has recruit
- The chairman counts ... that have been collected to determine the winne.
 - The errors
 - The formulas
 - The donations
 - The votes
- She ... to take the book on the top shelf but her hand didn't reach.
 - Threw
 - Throw
 - Threw
 - Threw
- Gojo rents ... to explore the coast's natural beauty.
 - A boat
 - A bicycle
 - A vehicle
 - A plane
- Cia feels ... and trembles when she stands in front of the class to answer.
 - Betrayal
 - Curious
 - Nervous
 - Polite
- River water usually shrinks during ...
 - The summer season
 - The winter season
 - The spring season
 - The rainy season
- My group and I ... the questions given by the teacher yesterday.
 - Is discussing
 - Discusses
 - Discussing
 - Have discuss

Eksperimental Class Group Chat



Control Class Group Chat



APPENDIX 9

PHOTOGRAPH









