

**THE EFFECTIVENESS OF VOCABULARY NOTEBOOK ON
STUDENTS' VOCABULARY MASTERY IN TEACHING RECOUNT
TEXT AT THE EIGHTH GRADE OF SMPN 2 KERJO ACADEMIC YEAR
2022/2023**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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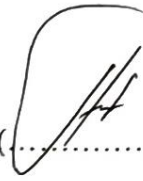


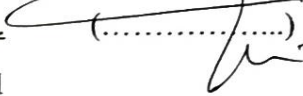
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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved father and mother (Mr. Harno Prasetyo and Mrs. Susiyani) who always give me support, spirit, and motivation.
2. My beloved brother and sister (Satria Ramadhan and Niffa Ayu Arita).
3. My precious friends that always give support (Nurul, Dinda, Wanda, Zuama, Jiddan, Miyo).
4. My Almamater Raden Mas Said State Islamic University of Surakarta.

MOTTO

“Be yourself, you’re blooming.”

-Ra-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “THE EFFECTIVENESS OF VOCABULARY NOTEBOOK ON STUDENTS’ VOCABULARY MASTERY IN TEACHING RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 2 KERJO ACADEMIC YEAR OF 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.

Surakarta, June 8th 2023

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled THE EFFECTIVENESS OF VOCABULARY NOTEBOOK ON STUDENTS' VOCABULARY MASTERY IN TEACHING RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 2 KERJO ACADEMIC YEAR 2022/2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of the Raden Mas Said State Islamic University of Surakarta.
3. Wildam Mahir Muttaqin, MA TESL. as the Coordinator of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta.
4. Muh. Husin AL. Fatah, M.Pd., as the advisor of the thesis. Thanks for the guidance, precious advices, corrections, and help to revise the mistake during the entire process of writing this thesis.
5. All of the lectures in English Language Education of Cultures and Languages Faculty Raden Mas Said State Islamic University of Surakarta for the precious knowledge.
6. Aris Supasito, S.Pd., M.Pd. as the Headmaster of the SMPN 2 Kerjo. Thanks for giving permission to the researcher in conducting the research.
7. Paryanto, S.Pd. and Sugeng Santoso, S.Pd. as the English teacher of SMPN 2 Kerjo who support the researcher in doing this research.

The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, June 8th 2023

The Researcher



Mayla Listya Afifah

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ABSTRACT

Mayla Listya Afifah. 2023. *The Effectiveness of Vocabulary Notebook on Students' Vocabulary Mastery in Teaching Recount Text at The Eighth Grade of SMPN 2 Kerjo in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Muh. Husin AL. Fatah, M.Pd.

Keyword : Vocabulary Mastery, Vocabulary Notebook, Recount Text

This research study aims to examine the effectiveness of a Vocabulary Notebook on students' Vocabulary Mastery in Teaching Recount Text at The Eighth Grade of SMPN 2 Kerjo in the Academic Year 2022/2023. The problem statement of this research is: Is there any significant difference in the effectiveness of teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique?

The research involved two classes, VIII A and VIII B, with a total of 64 students. The focus of the research is the effectiveness of using a vocabulary notebook on students' vocabulary mastery in teaching recount text in the experimental class, and without using a vocabulary notebook in the control class. The researcher used a quantitative approach with a pre-test and post-test for the experimental class. To analyze the data, the researcher used a normality test, a homogeneity test, and a t-test for hypothesis testing using SPSS V 26.

The results of this study indicate that students who used a vocabulary notebook in the experimental class showed significant improvement. This can be seen from the calculated mean for the experimental class, which is 75.44, compared to the control class, which is 66.06. It means that the score of the experimental class, which was taught using the Vocabulary Notebook, is higher than the score of the control class, which was taught using lecturing. The results of the hypothesis test indicated that the Sig. (2-tailed) value was 0.000, which is less than the significance level of 0.05. Therefore, it can be concluded that the use of the Vocabulary Notebook technique effectively improves students' vocabulary mastery in teaching recount text at the eighth grade of SMPN 2 Kerjo in the Academic Year 2022/2023.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important thing people use to communicate with others. Language is the method of human communication (Patel & Jain, 2017: 27). It means that in every interaction with everyone, people need language to communicate. Collins Cobuld Essential English Dictionaries defines language as a system of communication consisting of a set of sounds and written symbols that the people of a particular country use for talking or writing. It is the same with Edward Sapir's quotes; he said that language is a purely human and non-instinctive method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols (Patel & Jain, 2017: 23). In other words, without language, we can still communicate but only limited; with language we can communicate more widely due to the very abundant vocabulary.

As foreign language for Indonesian, learning English is like constructing a traditional building (Susanto, 2017). Many people still ignore the importance of learning English because they think it is unimportant. Meanwhile, English is the official language in more than 54 countries and is spoken by over a billion people worldwide. It makes English is the most popular language spoken across the globe. English language has many differences from Indonesia language. To teach English, a teacher should use appropriate technique of teaching that help students master English easily,

so the students are able to learn English more effectively. In English, many skills are to be taught, such as speaking, reading, listening, and writing. Lewis (1993) claims that the essence of language is vocabulary.

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, and ideas without which people cannot convey the intended meaning (Ghazal, 1997). The existence of vocabulary is essential, the mastery of a person's language is seen from how much vocabulary is mastered. The importance of vocabulary and vocabulary mastery, however, is not sufficient to trigger the practice of ELT or English Language Teaching to give a greater emphasis on vocabulary teaching and vocabulary learning since it was found that vocabulary teaching and learning seems to be neglected in learning English in Indonesian context (Cahyono & Widiati, 2015). There are several things that need to be considered in mastering the vocabulary itself that need to be considered by learners.

Zhang & Annual (2008) studied the correlation of vocabulary knowledge in foreign language learning. The result showed a significant strong relationship between foreign language learning and vocabulary knowledge. In this sense, to do anything related to assignments and grammatical practices, vocabulary is something that students need to use as a starting point for communicative activities (Wood, 1988). Vocabulary learning is one of the most important factors that foreign language learners encounter during the process of learning a foreign language (Ahmadi,

2012). Vocabulary knowledge, in both breadth and depth aspects, is critically important in language learning, the depth, or quality, of vocabulary knowledge, refers to how well one knows a word (Meara, 2009). Vocabulary is one of the most important skills in a language (Schmitt, 1997: 40) because vocabulary is the first stage to building communication and interaction with others from any language in the world.

Accordingly, Hatch & Brown (1995), numerous types of approaches, techniques, exercises, and practice have been introduced into the field to teach vocabulary. Brown (2011) clarifies vocabulary as follows: 1) Read vocabulary, a person's reading vocabulary is all words that can be recognized when reading; 2) Listening vocabulary, someone who listens to vocabulary is all words that can be recognized when listening to the conversation. This is a vocabulary that is assisted in size based on context and tone sound; 3) Write vocabulary, someone who writes vocabulary are all words that can be used in writing. In this point, learners must design the course or plan of study, it is useful to be able to set the learning goals. Because if the learners do not make planning, it will make it difficult for learners to master a large number of vocabulary.

Further (Hornby, 1995), defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc; and c) a list of words with the meaning. Everyone has various ways to understand something, including understanding vocabulary effectively. (Graves, 2006),

mentions four strategies for effective vocabulary mastery: 1) Extensive independent reading to expand word knowledge, 2) In specific words to increase understanding of the text containing those words, 3) Instruction in independent word learning strategies, and 4) Awareness activities and word games to motivate and improve learning. The selection of the right strategy will greatly affect the level of understanding of a person, therefore it is necessary to match the strategy. Finding strategies in vocabulary mastery is quite difficult, in this case, a teacher must be smart in determining the right strategy for his students.

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word, and word frequency, Thornbury (2002). English is a second or foreign language. So the teaching material and instructional material play important role in teaching learning process. In other words, the use and selection of teaching aids must be very careful. Teacher uses teaching aids to make his teaching effective and alive, use of aids prevents monotony and indiscipline of student because it creates interest in student to know something (Patel & Jain, 2017).

Without an extensive vocabulary, students will be unable to use structure and functions they have learned for communication. According to Thornbury (2002: 12) by having an adequate vocabulary, one will be able to communicate with others and express ideas clearly and easily. As a result,

vocabulary has an important role in language, because students who have a lot of vocabulary will be able to use words that match or are appropriate in sentences for each situation in making communication with each other.

When students concentrate solely in the meaning of a single word and do not focus on the contextual meaning of the world, they would not be able to understand and recognize the whole text even if they might know the meaning of every single word (Ahmadi, Ismail & Abdullah, 2012). Learning vocabulary is not only about how it is pronounced or spelling but also its application in writing. Therefore, if learners read more, they will enhance their vocabulary knowledge. However, sometimes students need to pay more attention to it. In this stage, one of the most crucial problems that comes up is students still lacking vocabulary.

Thornbury (2002: 76-77) categorizes several strategies in teaching vocabulary based on the means of presentation. The strategies include translation, tangible things, picture, definition, example situation, sentence, synonyms and opposites. In teaching vocabulary, the teacher needs good knowledge on their teaching materials. Teacher should prepare materials before the teaching and learning process. Especially for teaching vocabulary, the teacher can use a book to introduce new vocabulary. Students may be encouraged to maintain a vocabulary notebook, but instead of listing all of the words acquired, they may be taught to arrange them into groups or themes (Musa, Destari, Pramesworo, Asfar & Irmayani, 2022).

There are several previous studies that discussed about vocabulary mastery for students, in the title "The Effectiveness of Using Vocabulary Notebook in Teaching and Learning English of the Seventh Grade at MTsN 9 Hulu Sungai Selatan Academic Year 2016/2017". Ahadiyah, M. (2017) states that the students still faced the problems or difficulties in vocabulary learning. She said that the kinds of difficulties faced by students in vocabulary learning were various, making students still lack vocabulary. Nggolaon, D., & Mombilia, H. (2021) have the same results on his research in the title "The Effectiveness of Vocabulary Notebook on Students' Vocabulary Mastery", she states that there was a difficulties that faced by the students, it makes them have a lack vocabulary. From both previous studies, the researchers explained about the effectiveness of a vocabulary notebook. The researchers used a vocabulary notebook to enhance students' vocabulary mastery because the research analysis results indicated that using a vocabulary notebook is effective in improving vocabulary mastery.

Based on this phenomenon also happened to SMPN 2 Kerjo. From the observation and interview by the researcher with the English teacher of SMPN 2 Kerjo was found there are some evidence of difficulties in learning vocabulary: 1) Many students find it difficult to learn new vocabulary, there are some students who can easily learn new vocabulary and apply it in writing and speaking. 2) Many of the students find it difficult to memorize and remember the new vocabulary they get, the memory of each student is different in memorizing something, in this case it is a new vocabulary that

they get, it will take more time for them to accept a new vocabulary. To solve the problem above, the teacher should help the students by using appropriate techniques. The researcher tends to know about the implementation of a vocabulary notebook.

According to Fowle (2002: 380), vocabulary notebooks in the English language program in a secondary school act as a tool to empower learners to become more independent in their learning. From the vocabulary notebook, students can write new vocabulary that has just been encountered along with its meaning. However, vocabulary notebooks can encourage learners to use 'discovery strategies' such as dictionaries, inferring meaning from context, and asking for clarification from teachers and other students (Fowle, 2002). Vocabulary notebooks also provide opportunities for developing self-management strategies. Students are involved in planning their own learning from the beginning, when they are involved in making choices about the organization of their notebook, and the way entries are made.

The researcher will take this topic because there are still many students who need help understanding vocabulary. A lack of vocabulary still becomes a problem when learning English; learners will have difficulty mastering the four skills in learning English due to a lack of vocabulary. The researcher is taking research at SMPN 2 Kerjo, especially for the eighth grade students because the researcher found that the students have problems in learning English, especially their vocabulary mastery.

Based on the explanation above, the researcher would like to conduct a research to the eighth grade students at SMPN 2 Kerjo entitled “The Effectiveness of Vocabulary Notebook on Students’ Vocabulary Mastery in Teaching Recount Text of The Eighth Grade at SMPN 2 Kerjo Academic Year 2022/2023.”

B. Identification of the Problems

The identification of the problems in this study were:

1. The students need more vocabulary.
2. The students don’t like to memorize the vocabulary.
3. The students feel bored during the English class and not paying attention.
4. The large number of words that students must learn.

C. Limitation of the Problems

This research has broader scope, and the researcher cannot handle all problems. In order to focus on the topic, the researcher makes limitations to both the vocabulary notebook and the students of this research. The researcher limited the object into two variables, vocabulary notebook as the independent variable and vocabulary mastery as the dependent variable. The researcher tries to find out the students' techniques that improve students' vocabulary mastery. The students as, the subject of this study from SMPN 2 Kerjo at the eighth grade in the Academic Year of 2022/2023.

D. Formulation of the Problems

Based on the background above, the research problem is “Is there any significant different effectiveness in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique?”.

E. Objectives of the Study

In relating to the research questions above objective of the study of the research are to know whether it has significant difference or not in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique at the eighth grade of SMPN 2 Kerjo in the academic year 2022/2023.

F. Benefits of the Study

The researcher really hopes that this research has some benefits. The benefit can distinguish into two benefits:

1. Theoretical Benefits

The researcher expects that the result of this study can give a contribution to the education field. Expected give a clear explanation about the students' techniques to improve vocabulary mastery used vocabulary notebook, and support the theory that has been there before about it.

2. Practical Benefits

a. Teacher

The researcher hopes that the results of this research can be used by the teachers, especially those who studied the same problem in this research, so that their students' vocabulary problem can be effectively solved.

b. Students

This research is expected to help and become references the students to improve their vocabulary mastery, and to motivate students in learning vocabulary.

c. Other Researcher

The result of this research can be used as an input by those who want to conduct related research about teaching vocabulary using vocabulary notebook technique as reference.

G. Definition of Key Terms

1. Vocabulary

According to Richard (2002) vocabulary is one of the most obvious components of language and one of the first things applied linguist turned their attention to. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. Based on Oxford Learner Dictionary, "Vocabulary is list of word that used in teaching

English" (Hornby, 1989: 1425) it means that all words can be identified into vocabulary.

2. Teaching Vocabulary

Vocabulary is central to English language teaching. Vocabulary is the first step to be known before studying English because students will find it more difficult in English so introducing vocabulary is very important. Hopefully with introducing vocabulary students can increase their capability in learning English. The important thing is that how to make the students know the meaning of word without getting bored. Teacher, as a good facilitator and coordinator, should make the students learning process easy.

3. Vocabulary Notebook

According to Fowle (2015), Vocabulary notebooks utilize the vast majority of cognitive strategies outlined, including deduction, defining, resourcing (expanding on meaning), elaboration, contextualization, grouping, note-taking, translation, imagery, key word (recognition by association), repetition (silent/verbal), recombination (of language into meaningful sentences), inferencing, and transfer (of knowledge to other linguistic tasks).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Vocabulary

Vocabulary is an important thing in learning foreign language as limited vocabulary in a second language. Vocabulary is found in all aspects be it listening, speaking, reading, and writing. Vocabulary is the total number of words that make up a language, Hornby, A. (1988). Thornbury says that “without grammar is little can be conveyed without vocabulary nothing can be conveyed.” (Thornbury, 2002). It has to be realized that the student’s ability to read, to write, to listen, and to speak is conditioned by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary.

According to (Fries, 1975: 38) vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun, adjective, verb, and adverb which will make language meaningful. Learners’ foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies. Vocabulary is more than lists of target language words, Nunan, D. (1999: 101). In this case it means that vocabulary is an important thing in the language. According to Hibert and Michael, vocabulary is the set of

words which we know the meanings when we speak or read orally and set of words also that an individual can use when writing.

Vocabulary has tended to focus on reading, but vocabulary is obviously necessary for the other three skills as well (Schmitt, 2002). At this point the vocabulary obviously necessary for writing, listening and reading. Among the language properties mentioned above, “vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign”, Decarrico (2001: 285). In other words vocabulary is used by the students to understand the sentences of English, in making sentences, and to speak English.

Moreover, vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing, it is expected that learners have to increase their vocabulary by around 1000 words a year (Notion, 1990: 22). As vocabulary is very important thing because it can listing of the words used in some enterprise, a language uses knowledge of words and the system of techniques or symbols serving as a means of expression.

Schmitt, N. (2006: 5) states that vocabulary is a basis of a language, and it is important to master first. In other words, we can only speak well if we mastery the vocabulary. Learning vocabulary is one of the first steps of learning a second language, yet one never reaches the last step of vocabulary acquisition. Whether in one

native or a second language, acquiring new vocabulary is a continuous process. From the definitions above, it can be concluded that vocabulary is an element or component of language that can be used in communication or take an important part, it also helps students to use language to communicate well.

2. Vocabulary Mastery

Vocabulary mastery is defined as students' complete knowledge of the meaning and form of words in context appropriately. Having mastered a large number of words, someone will likely be able to express ideas in language. Hornby (1995: 721) defines mastery as complete knowledge or skill. Vocabulary mastery is a competence to know words and meanings. The students are hoping to know the words and their meanings.

Shamrock, J. (1991: 298) states that understanding the utterances of others requires us to make meaningful a string of sounds that strikes our ears requires us to make inferences, using our knowledge of the situation and of language itself, its sound, syntax, and semantics. Mastering vocabulary is very important to build an understanding of meaningful references. We use vocabulary in the form of language to express our feelings, idea, etc. Gains and Redman (1986: 49) talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing.

Increasing vocabulary knowledge is a fundamental part of the education process, both as a means and an end (William & Price, 2003). It means that in learning, whether in the classroom or not, increasing vocabulary knowledge is very necessary in order to be able to understand what is said by others.

3. Kinds of Vocabulary

There are various opinions regarding the kinds of vocabulary in English language learning. According to Scrivener (1994, : 74) an important consideration for teacher planning vocabulary work is the distinction between active and passive vocabulary.

a. Active Vocabulary

It is the words that are in speaking and listening skills. Active vocabulary is more difficult to be learning than passive vocabulary. The learner must be able to choose the appropriate word for the situation. Therefore, the learner must be extra effort to learn active or passive vocabulary.

b. Passive Vocabulary

It is the word which is used in reading and writing skill. Passive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Scrivener, 1994: 75). Learner's receptive vocabulary is useful in understanding what the learners have heard and what they have read. If the learner

has much passive vocabulary, they will understand what the text talking about.

From the explanation above, there is similarity in classifying the types of vocabulary by the expert. It can be concluding that there are vocabularies which reader knows, but it does not use and sometimes not only know use it, and usually used in writing and speaking.

In additionally Thornbury (2002: 3) states, there are two kinds of vocabulary. They are function words and content words

a. Function Words (Grammatical Words)

Function words are words that have little lexical meaning or have ambiguous meaning but instead serve to express grammatical relationships with other words within a sentence or indicate the speaker's attitude or mood.

- 1) Prepositions: Prepositions are words or group of words that are used to show the way in which bother words are connected. Example: for, of, in, etc.
- 2) Conjunctions: Conjunctions are words that connect sentences phrases or clauses. Example: and, so, but, etc.
- 3) Determiners: Determiners are word that comes before a noun and points it out without describing it the way that an adjective does. Example: her, she, they, etc.

- 4) Pronoun: Pronoun are word that used in place of noun or noun phrases. Example: her, she, they, etc.

b. Content Words (Lexical Words)

Content words or lexical words, are words that carry the lexical content and contribute to the overall content or message of a sentence.

- 1) Noun: A noun is a word that represents a person, place, thing, or idea. Example: cat, house, book, etc.
- 2) Adverb: An adverb is a word that modifies or describes a verb, adjective, or other adverb. It provides information about how, when, where, or to what extent an action is performed. Example: quickly, often, there, etc.
- 3) Verb: A verb is a word that express an action, occurrence, or state of being. Example: run, eat, talk. Etc.
- 4) Adjective: An adjective is a word that describes or modifies a noun by providing additional information about its qualities or characteristics. Example: beautiful, tall, happy, etc.

Considering the definition of each kind of vocabulary, this study was conducted to focus on the adjective, noun and verb in order to make the students easier to learn vocabulary.

4. Teaching Vocabulary

Vocabulary is basic for communication and crucial in developing competence in a second or foreign language. In teaching the teacher is expected to have some techniques in order to make students familiar with the vocabulary so that they understand new words easily. The main function is not to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid boredom.

Brown states, "Teaching is showing or helping to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand" (Brown, 2000: 7). From the definition stated by Brown, it can be concluded that a teacher is a person who helps learners and gives instructions if how to do that or gives them guidance on how the material they are studying. A person who teaches is referred to as a teacher, those who are taught are also called learners. A teacher is required to teach his students a lesson until they know or understand it.

Teaching vocabulary is a part of language teaching. Harmer (1991: 159) states that "teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place, but there are other issues too." It means that when a teacher teaches vocabulary to the students, the teacher must know the student's characteristics, so the class will make the students more enjoy and understand easily in

learning vocabulary in the classroom. When dealing with vocabulary, the teacher should create a need for new words if they want to be learnt (Allen, 1983: 9-10).

To learn a foreign language more easily, a teacher should teach vocabulary. Teaching vocabulary has assumed its rightful place as a fundamentally important aspect of language development (Nunan, 1999: 101). Because of the importance of vocabulary in learning a foreign language, the teacher needs to teach students the major lesson. Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and teaching viewed as driven by teachers' attempts to integrate theory and practice (Richards & Renandya, 2002: 6).

According to Harmer (1998: 1-2) there are some characteristics of a good teacher:

1. A teacher should make her/his lesson interesting.
2. A teacher should have lots of knowledge.
3. A teacher must love her/his job.
4. A teacher is an entertainer in a positive sense not in negative sense.

A good teacher is a major element in the teaching-learning process. Good teachers bring sensitivity and a spirit of reflective inquiry to their teaching (Vacca, 1999: 4). In teaching English, a

method is needed that is easy for students to understand and makes lessons interesting so students can follow them well. In learning a second language which means having to learn vocabulary, in the vocabulary itself, four skills must be taught, such as: listening, reading, speaking, and writing. To make teaching vocabulary effective, Schmitt (2000: 146-147) gives eight considerations of some key principles in teaching vocabulary:

1. Build an extensive sight of vocabulary.
2. Integrate new words with old ones.
3. Provide several encounters with a word.
4. Promote a deep level of processing.
5. Facilitating imaging.
6. Make new words “real” by somehow connecting them to the students’ word.
7. Using a variety of techniques.
8. Encouraging independent learning strategies.

In this study, the researcher uses one of the teaching techniques to teach vocabulary to make it pleasing and interesting to the students, and the technique used is Vocabulary Notebook.

5. Notebook to Teach Vocabulary

Teaching media is important in teaching learning process not only determined by teacher and students’ competence but also with in appropriate media. Vocabulary notebook technique is a way of

develop student vocabulary in a personalized way. When student have bigger vocabulary list, they will mastery the vocabulary itself.

Vocabulary notebooks also provide opportunities for developing self-management strategies. Students are involved in the planning of their own learning from the very beginning, when they are involved in making choice about organization of their notebook, and the way entries are made. To apply this technique, students write their own difficult vocabulary in their notebook. Students kept systematic records of their vocabulary learning by using notebooks and list (Nation, 2001: 228). Learners can easily organize their new word to the vocabulary, so they can study it. All students have their vocabulary notebook based on their ability. They write a new vocabulary with meaning, pronunciation, and etc, based on their understanding. This is also made possible by keeping vocabulary notebooks because the vocabulary they meet active (Lewis, 2000). In fact, vocabulary notebooks are claimed to be helpful for vocabulary especially by many students.

According to Fowle (2002: 380-381), Vocabulary notebook refers to a notebook kept by each learner specifically for the purpose of recording new and useful lexical items. Vocabulary notebook can best regard as a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other aspects of the word deemed important, such as part of speech, other

word forms, collocates, synonyms, antonyms, and perhaps a context sentence (Walters and Bozkurt, 2009: 404).

Fowle (2002) also claims that vocabulary notebooks enable the learner to use the majority of vocabulary learning strategies. Some of these strategies which can be applied to the vocabulary notebooks are using bilingual and monolingual dictionaries, asking the teacher for an L1 translation and L2 synonyms, finding the suitable meaning using the context, grouping words to study them, and using words in sentences.

Besides encouraging the use of a variety of vocabulary learning strategies, vocabulary notebooks are beneficial for teachers as they can check their student's progress with the help of these tools (Natio, 1990). In this research, the notebook is used to help the students learn vocabulary easily in the learning teaching process.

6. Teaching Recount Text Using Vocabulary Notebook

The researcher implemented a technique to teaching recount texts by incorporating a vocabulary notebook as a valuable resource. By using a student handbook, the researcher instructed the students to categorize which elements in the given reading material are nouns, adjectives, and verbs.

a. The Procedures of Using Vocabulary Notebook

Vocabulary Notebook can be used to teach vocabulary in classroom especially in teaching recount text. According to

Fowle (2002: 382) there are several ways to applied Vocabulary Notebook.

- 1) The teacher introduction the notebook vocabulary to the students involved: explaining the concept of vocabulary notebooks as a 'personal dictionary'.
- 2) The teacher using a model vocabulary notebook to introduce the concept; assisting the learners in initial organization of their notebooks, the A-Z lettering of pages, and an example lexical set activity for the back section.
- 3) In the early stages new lexical items were made very explicit by teachers, and students were guided in selecting and recording words.
- 4) Teachers periodically took in notebooks to check and comment on, and some even introduced reward schemes to encourage their learners to take more pride in their vocabulary notebooks. Providing charts with various stickers for different kinds of achievement in the vocabulary notebooks seemed to increase motivation levels.

Based on the procedure above of Vocabulary Notebook technique, researcher wants to modify the procedure. There are procedure of modified Vocabulary Notebook in teaching recount text by the researcher:

- 1) Introduce to the students about purpose and how to using a vocabulary notebook to enhance vocabulary master.
- 2) Instruct the students to read the recount text and write the vocabulary into the sections, such as adjective, verb, and noun.

Table 2.1. The Recount Text

We won the Classroom Competition because we worked hard. The principal announced the Classroom Competition on Monday in the Flag ceremony. When we were back to the classroom, we realised that many desks and chairs were old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs.

- Adjective: old, dirty, loose, new
 - Noun: Classroom, Competition, Monday, Flag ceremony, desks, chairs, soap, cloth, broom, mop, nails, hammer, duster
 - Verb: won, worked, announced, were, realised, talked, agreed, come, fix, brought, washed, furnished, fixed
- 3) Following the classification of adjectives, nouns, and verbs, the students are subsequently instructed to write them in a vocabulary notebook or a specially prepared book for the purpose of recording newly encountered or acquired vocabulary. Provide clear guidelines on how to organize and maintain the notebook.

- 4) Encourage students to actively engage with the words in their vocabulary notebooks. Have them write down the word, its part of the vocabulary, meaning, and example sentences.

Table 2.2. Vocabulary Notebook

Vocabulary	Meaning	Sentence
Old	Tua	The car is old
Broom	Sapu	The broom is used for sweeping.
Work	Kerja	I work every day.

- 5) Encourage students to use their vocabulary notebooks to write a recount text.

7. Advantages of Vocabulary Notebook

Schmitt, N., & Schmitt, D. (1995) provide a description of several principles derived from memory and language research that have relevance to learning through the use of vocabulary notebooks, which can become advantageous for vocabulary notebook acquisition, there are:

- 1) Notebook assist learners in integrating new words into their existing language knowledge
- 2) Notebooks facilitate easier learning by organizing materials effectively, systematically presenting target words on the page along with features like derivative lists, mnemonic cues, and stylistic information.
- 3) To avoid confusion, it is advisable not to learn words that look similar but have different meanings (e.g., color and colour)

simultaneously. Teachers can assist students in organizing their notebooks accordingly.

- 4) Understanding a word encompasses more than just its meaning, it involves knowledge of spelling, derivatives, pronunciation. Notebooks can be designed to facilitate comprehensive understanding of these aspects.
- 5) Notebooks provide an opportunity for learners to delve deeply into word meanings by engaging in activities like inferencing and semantic mapping, aiding in quick word recall.
- 6) Recalling a word enhances the likelihood of future recall. Notebooks can be easily organized for practice sessions such as listing words on one side and their definitions on the other.

8. Disadvantages of Vocabulary Notebook

According to Schmitt, N., & Schmitt, D. (1995) One potential disadvantage of using a vocabulary notebook is that it can become overly reliant on rote memorization without deep understanding or context. It may focus primarily on isolated word meanings and fail to capture the nuances of language usage. Another drawback is that relying solely on a vocabulary notebook may limit exposure to authentic language input and real-life communication.

9. Testing of Vocabulary

Knowledge of vocabulary is very important for everyone who studies the second language which is English. After students

learn vocabulary, they need to be tested for how far they can learn it. According to Madsen (1983: 14) there are four kinds of vocabulary tests that can be used, there are:

1) Limited response

Limited response is for beginner. The test items require either a simple physical action like pointing at something or a very simple verbal answer such as “YES” or “NO”.

2) Multiple-choice completion

Multiple-choice completion is a test in which sentence with a missing word is presented, students choose one or four vocabulary items to complete the sentence.

3) Multiple-choice paraphrase

Multiple-choice paraphrase is a test in which sentence with one word underline given. Students choose which four words is the closest in meaning to the underline item.

4) Simple completion (word)

Simple completion (word) is having students write in the missing part of words that appear in sentences.

Madsen (1983) indicates that multiple choice completions are an adequate type of vocabulary test for students who have already developed reading abilities. It makes the student depend on context clues and sentence meaning. Such item may be constructed by deleting a word from a sentence, for instance: ([x] indicates the

correct answer). From the statement above, the researcher chose multiple-choice completions to score the students in both the pre-test and post-test.

10. Lecturing Technique

Lecturing techniques refer to various strategies, methods, and approaches used by instructors or Lecturing's in the delivery of educational content to students. these techniques aim to enhance student engagement, understanding, and learning outcomes. This technique is the oldest teaching technique applied in educational institution. According to Verner, C., & Dickinson, G. (1997) a lecture is an instructional technique through which an agent presents an oral discourse on a particular subject.

Lecturing technique is the most popular technique and widely used by teachers, besides being easy to present, it also doesn't require a lot of media (Sumantri, M et al., 2000: 136). This indicates a tendency to perceive the lecture technique as easy to use in classroom learning activities. Due to its popularity and widespread use among teachers, the tendency to consider it easily applicable in the classroom is increasing.

Teachers need to have adequate skills to employ the lecture technique during classroom learning. According to Sumantri, M. (2000: 136), the lecture method is defined as the delivery of lessons by the teacher through oral explanations to the learners. The term

“Lecture Technique” refers to a teaching approach that emphasizes one-way communication from the teacher to the students, with the teacher actively delivering the content and the students taking a more passive role in the learning process. There are advantages and disadvantages to using the lecture technique, including:

a. Advantages of Lecturing Technique

- 1) The classroom atmosphere remains calm as students engage in the same activity, allowing for comprehensive mentoring
- 2) Lessons can be conducted quickly, as a substantial amount of content can be covered within a short timeframe.
- 3) It provides flexibility in terms of time and teaching materials. If there is a limited amount of time available or a large amount of content to cover, teachers can focus on discussing the main points, while more detailed explanations can be provided if there is sufficient time.

b. Disadvantages of Lecturing Technique

- 1) The interaction tends to revolve around the teacher, with limited opportunities for student participation.
- 2) The teacher may have difficulty assessing the students' understanding of lecture material accurately.

- 3) Students may struggle to comprehend the teacher's intentions if the lecture includes unfamiliar terms, which could result in a shallow understanding of the subject matter.
- 4) Students are not given the opportunity to develop problem-solving skills as they are directed to follow the teacher's thoughts and instructions.

c. The Procedures of Lecturing

According to Ornstein & Lasley (2016: 113) there are some procedures of Lecturing.

- 1) Direct students' attention to the lesson before starting. Cases, stories, and current issues are brought to the classroom to build a connection between students and goals.
- 2) Teachers must not read directly from their notes, must deliver the speech fluently, and must also include some informal talks, when necessary.
- 3) The teaching time must be adjusted, at least one activity must be carried out after the 10-minutes presentation.
- 4) The teacher must try to hold students' attention through the use of other methods or materials.

- 5) Students were asked to record the material presented by teacher during learning.

11. Recount Text

a. The Definition of Recount Text

Recount text is a form of written or spoken text that retells past events or experiences. It typically presents a chronological account of real-life incidents, including personal anecdotes, historical events, or even fictional stories. The purpose of a recount text is to inform or entertain the audience by providing a detailed and accurate description of what happened, often using past tense and a clear sequence of events. The stories in recount, as a result, have expressions of attitude and feeling that are usually made by the writer about the events (Knapp, 2005: 224)

b. The Kinds of Recount Text

According to UC High School Kaleen Writing Handbook 2001, there are several kinds of recount texts based on the purpose and content.

- 1) Personal Recount: This type of recount text narrates personal experiences or events that have happened to the writer. It focuses on providing details and reflections on the personal encounter.

- 2) **Factual Recount:** This type of recount text that provides an objective and accurate account of a specific event or experience. It focuses on presenting the facts and details in a clear and concise manner. Factual recounts are commonly used in news reports, scientific papers, or historical narratives.
 - 3) **Imaginative recount:** This type of recount text that involves creating a fictional story or narrative. It allows the writer to use their imagination and creativity to develop a story with interesting characters, settings, and events. Imaginative recounts often aim to entertain the reader and evoke emotions through the use of descriptive language and engaging storytelling techniques. They are commonly found in literature, creative writing, and storytelling activities.
- c. **Generic Structure of Recount Text**

According to Hardy, J., & Klarwein, D. (1990) the recount text has three parts, there are:

- 1) **Orientation:** this section provides the background information and sets the scene for the events being recounted. It typically includes details about time, place, people involved, and any other relevant contextual information.

- 2) **Series of Events:** this section presents a chronological account of the events or experiences being recounted. It includes a clear sequence of actions, incidents, or developments, often using temporal connectives to indicate the order of events.
- 3) **Reorientation:** this section concludes the recount text by summarizing or reflecting upon the events. It may include personal opinions, evaluations, or comments on the significance or impact in the recounted events.

d. Language Features of Recount Text

Gerot & Wignell (1994) identified several language features that are characteristic of recount text, there are:

- 1) **Specific Participants:** recount texts often focus on specific individuals or entities involved in the events being recounted. The text may use proper nouns, pronouns, or other identifying words to refer to these participants.
- 2) **Material Processes:** recount texts employ verbs that describe actions or processes related to the events being recounted. These verbs help convey the sequence of actions and provide a sense of movement or progression.
- 3) **Circumstance of Time and Place:** recount text include information about the time and place provides context for understanding the events being recounted.

- 4) Use of Past Tense: recount texts are typically written in past tense to indicate that the events being recounted have already taken place.
- 5) Temporal Sentences: recount text often use temporal sentences or expressions to establish the chronological order of events.

B. Previous Related Studies

Related to the present study, the writer needs to review previous studies of similar topic in order find out the similarities and differences of the previous studies and this study. There are several previous studies conducted to observe the teaching and learning vocabulary.

Some previous studies proved that Vocabulary Notebook technique for the students to memorize vocabulary and become autonomous learners, there are: (1) Nur Azizah Lubis (2018), entitle “The Effect of Personal Vocabulary Note Technique on the Students’ Vocabulary Mastery at XI Grade of MAS PAB 2 Helvetia.” The research aimed to find the effectiveness of Personal Vocabulary Note Technique on the Students’ Vocabulary Mastery which was observed and analyzed from students of eleventh grade at MAS PAB 2 Helvetia. The method applied in this research was the quantitative method with experimental research design. The population of this study was the students of MAS PAB 2 Helvetia. This study was conducted with two groups namely experimental group (30 students) and control group (30 students). The finding of this research shows

that teaching vocabulary by using Personal Vocabulary Note Technique was effective.

The next previous study was performed by (2) Maulida Ahadiyah (2017), entitled “The Effectiveness of Using Vocabulary Notebook in Teaching and Learning English of the Seventh Grade at MTsN 9 Hulu Sungai Selatan Academic Year 2016/2017”. The result of this research states that the students’ mastery in vocabulary for experiment class which taught by using vocabulary notebook is very effective category and which taught without using vocabulary notebook is effective category, it can be seen from calculating mean for experiment class is 83,09 and control class is 75,19. This research is indicated that alternative hypothesis (H_a) is accepted, because the students’ t test (t_o) = 7,31 is higher than t table (t_t) 5% = 1,99 and 1% = 2,64. The finding of the result in teaching and learning English by using vocabulary notebook is more effective than without using vocabulary notebook.

The next previous study was performed by (3) Desriani Nggolaon and Herliani Mombilia (2021), entitled “The Effectiveness of Vocabulary Notebook on Students’ Vocabulary Mastery”. The purpose of the research was to determine whether the vocabulary notebook is effective in improving students’ vocabulary mastery or not. The study employed a total sampling method, which included two classes: Class A, comprising 24 students as the experimental group, and one student from Class VIII B as the control group. The researchers collected data by administering a test. Upon analyzing the

data, the results indicated a significant difference in the improvement of students' vocabulary mastery between those who used a vocabulary notebook and those who did not. The experimental group showed a substantial increase in scores from a pretest score of 58.6 to a post-test score of 81.3. Conversely, the control group's pretest score only improved from 56.0 to a post-test score of 61.1. Additionally, using a significance level of 0.05 with 43 degrees of freedom, it was observed that the calculated t-value of 14.847 exceeded the critical t-value of 2.016. In conclusion, it can be inferred that the use of vocabulary notebooks is effective in enhancing students' vocabulary skills at SMPN 2 Bulagi.

Table 2.3. Similarities and Differences with Previous Study

No	Title	Similarities	Differences
1	Nur Azizah Lubis (2018) The Effect of Personal Vocabulary Note Technique on the Students' Vocabulary Mastery at XI Grade of MAS PAB 2 Helvetia	The researcher using quasi experimental design with quantitative method	The research instrument use essay question
2	Maulida Ahadiyah (2017) The Effectiveness of Using Vocabulary Notebook in Teaching and Learning English of the Seventh Grade at MTsN 9 Hulu Sungai Selatan Academic Year 2016/2017	The researcher using quasi experimental design with quantitative method	The research instrument use, multiple choice, matching, and essay
3	Desriani Nggolaon and Herliani Mombilia (2021) The Effectiveness of Vocabulary Notebook on Students' Vocabulary Mastery	The study was using quasi experimental research with quantitative method	The researcher using manual method to calculate the data analysis between control class and experimental class

C. Rationale

Vocabulary is one of element in English which is important to learner. If students do not know the meaning of the vocabulary, they will lack of the words meaning. Students have to know the important of learning English specially to mastered vocabulary. This study desires to solve the barriers because of learning factors, due to the fact student activities are influenced by means of the studying media utilized by the teacher.

The researcher will use Vocabulary Notebook as a technique to teach vocabulary. This technique can help students to improve their vocabulary significantly, and students can easily organize their new word to the vocabulary notebook, so they can study it by themselves. This technique has a several advantage, there was vocabulary notebook can best regard as a kind of personal dictionary, also teacher can check their students' progress on vocabulary mastery.

From this study, the application of the Vocabulary Notebook is expected to influence student activity and study results in English learning activities with the indicator of success. Students can use Vocabulary Notebook to improve their vocabulary mastery with score criteria above the score standard of 70 - 100. The use of vocabulary notebook technique as a teaching technique is thought to be effective in improving the vocabulary mastery ability of class eighth at SMPN 2 Kerjo in academic year 2022/2023.

D. Hypothesis

Hypothesis is temporary answer about statement of the problem (Sugiyono, 2007: 84). Based on the theoretical framework and conceptual framework above the writer formulates the hypothesis as follow: vocabulary notebook in teaching recount text at the eighth grade of SMP Negeri 2 Kerjo. Based on the statement above, the hypothesis of this research is proposed as follow:

1. Alternative Hypothesis (Ha) There is significance different on students' vocabulary mastery in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique.
2. Null Hypothesis (Ho) There is no significance different on students' vocabulary mastery in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the way to collect and to analyzing of the data. The design used by researcher is experimental research using quantitative approach. This research would be conducted in quasi-experimental design because experimental design is aimed to find out the cause effect of Vocabulary Notebook. According to Creswell (2012), experimental research aims to test a certain concept or procedure to prove. According to Sugiyono (2006: 107) the experimental research method can be interpreted as the research methods used to find the effect of a particular treatment over another in a runaway condition. The design would be applying in order to investigate the effect of vocabulary notebook on the students' vocabulary mastery in teaching recount test.

The sample in this research would be divided into two classes. One of the classes would be assigned as the experimental group and the other one as the control group. Experimental group will be receiving treatment by Vocabulary Notebook Technique, while the control group in the group that receive treatment by lecture technique.

This research involved one group pre-test and post-test design. The design of the research formula as follows:

$O_1 \times O_2$

Where:

O_1 = Pre-test (before be given treatment)

O_2 = Post-test (after be given treatment)

X = Treatment

Treatment influence of learning achievement = ($O_1 \times O_2$)

B. Research Setting

1. Place of the Research

This research was taken in SMPN 2 Kerjo which is located at Sumberejo, Sumberejo, Kerjo, Karanganyar, Jawa Tengah. The researcher interest to applying Vocabulary notebook Technique in SMPN 2 Kerjo because the students have lack of vocabulary that is affect the process in learning English. Then, the researcher wants to introduce Vocabulary Notebook that will increase the student's vocabulary mastery.

2. Time of the Research

This research was conducted on October 2022 until June 2023. In SMPN 2 Kerjo uses Curriculum 2013 as the basic of teaching and learning process. The following is the planning schedule of the research activity:

Table 3.1. The Research Schedule

Activity	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Pre-research									
Create Proposal									
Seminar Proposal									
Doing Research									
Arrange Thesis									
Examination Thesis									

C. Population, Sampling, and Sample

1. Population

Population is an entire group which some information is required to be ascertained. Arikunto (2013: 173) states that population is whole study. A statistical population is whole sub study. In this research, the researcher should determine the population before the sample collected. According to Ary (2010: 148), a population is defined as all members of any well-defined class of people, events, or objects. The total number population in the eighth grade students at SMPN 2 Kerjo in the academic year 2022/2023 is 192 students which consist of eight classes. Population is all of subject would be thorough by researcher.

2. Sampling

Sampling is the way or technique of taking samples out of population. According to McMillan (2011: 175) there are several probably sampling produces, the most common ones used in educational

research: simple random sampling, systematic sampling, stratified sampling, purposive sampling and cluster random sampling. The researcher was used the cluster random sampling.

3. Sample

Sample is part of amount and characteristics which has by that population (Sugiyono, 2011: 120). The consideration of taking the sample in this study is using purposive sampling technique. According to Sugiyono (2012: 183), purposive sampling is a technique of determining the sample with a certain consideration. The researcher only took two classes. The class chosen was VIII A, VIII B, and VIII E, which consists of 96 students.

Table 3.2. The Sample of Research

Sample	The number of students
Experimental class	32
Control class	32
Try out class	32
Total	96

There are 7 classes of VIII at SMPN 2 Kerjo. That is VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. In this research, the researcher has chosen the subject of the research based on the result of pre-test that will be done to students' class VIII A and VIII B. After knowing the result of pre-test hopefully that the result of the students' ability of the test almost same.

D. Techniques of Collecting the Data

The data of the study were the scores of the students' multiple choice and short essay. These scores were collected through pre-test and post-test in order to know the difference between experimental class and control class that taught using different way of teaching. These were the steps of conducting this study, there are:

1. Pre-test

The students were given a pre-test before the assignment in order to investigate the effectiveness of the use of vocabulary notebook. The purpose of this test is to know whether the students as the sample have the same background knowledge in research variable. The pre-test had been given before doing a treatment. The aim of the pre-test is for detecting how far the students' ability in comprehending the lesson. Pre-test had been given by the researcher in experimental class and control class.

2. Treatment

Treatment is the step that must be conducted well and specific in experimental study. The aim of treatment in this study is to help the students easier to know and understand about vocabulary. There are two classes that would be taught, they are experimental class and control class. Experimental class would be taught by using Vocabulary notebook and control class was taught by using lecturing.

3. Post-test

Post-test also had been given to the students after the treatment. This step is used for measuring students' ability and to know whether there is any improvement after doing treatment. The result of post-test will be used to answer the research question in this research. Post-test had been given by the researcher in experimental class and control class

E. Research Instrument

In quantitative quasi-experimental research, instrument is a measuring tool used by a researcher while collecting the data. According to Arikunto (2010: 262), a research instrument refers to equipment used to collect the data. In this research, the researcher used the test an instrument.

1. Test

Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. In this research, the test given to try out class, control class and experimental class. The researcher used multiple choice forms to assess the students' scores, both in the pre-test and post-test with the blueprint of test bellow.

Table 3.3. The Blueprint of Test

Competence Standard	Construct	Indicators	Instrument
Capturing contextual meanings related to the social function, text structure, and linguistic features of oral and written recount texts, which	Vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun,	Adjective (3, 7, 8, 9, 19, 11, 16, 18, 19, 20, 23, 24) Noun (2, 5, 13, 14, 17)	Multiple-choice 25 question.

are very short and simple, regarding personal experiences in the past (personal recount).	adjective, verb, and adverb which will make language meaningful.	Verb (4, 6, 12, 15, 21, 22, 25)	
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F. Data Validation

The valid instrument means that the measuring instrument that can be used to obtain the data is valid. Valid itself means being able to measure what data is being measured. The instruments used in the study are definitely different, so in the process to test validity and reliability are also different. According to Brock-Utne (1996), validity and reliability are requirements that must be maintained in research using quantitative methods.

1. Validity

Validity is a study that is described as a degree of determination of the research measuring instrument about the content or meaning of the measured intermittent. Producing a high degree is something that must be done in determining the validity of a measurement instrument from the proximity of the data to be obtained to what is believed in a measurement. There are 18 types of validity that exist and can be used in testing data. However, there are 3 main types of validity, namely: (a) construction validity. The aspects in the constructed instrument will be measured using the theory that has been discussed with the expert, after which an instrument trial will be carried out with a sample of about 30 respondents from the population to be used. After the data is tabulated,

the construction validity test is carried out by correlating between instrument item scores.

Then, (b) content validity. Content validity is a type of validity that focuses on whether a predefined instrument includes all variable content. In other words, the validity of the content focuses on what the student has learned in the classroom. In the context of this study is using the 2013 National Curriculum of Indonesia. All the materials that the students have learned will be given to the test later. The test is said to have content validity if its content represents language proficiency is being tested. The third, (c) external validity. External validity is validity that focuses to compare the criteria in the instrument with the empirical facts that occur in the field.

In this study the researcher assumed the role of expert that the best to used is content validity. Content validity, based on the validity of the instrument the researcher used was content validity. Validity tests are carried out to test the data that has been obtained after the study to get results on whether the data is valid or not. Validity testing in this research used SPSS V 26, with the following criteria:

- a. If $r_{\text{count}} > r_{\text{table}}$, so the result is valid.
- b. If $r_{\text{count}} < r_{\text{table}}$, so the result is not valid.

2. Reliability

Reliability is the degree of stipulation, accuracy or indicated by the measuring instrument. The test can be done internally, namely by testing

the consistency analysis of existing items. In addition to internal, there are also external reliability, with doing the conducting a test-retest. Reliability is also one of step before instrument used on pre-test and post-test. Reliability is the extent to which a test consistently assesses whatever it is intended to measure (Gay, 1992: 161). It indicates that the dependability, consistency, accuracy of the score obtained after the administration of a specific exam are reliable. A test's reliability had a positive effect on the data researchers were able to gather.

Based on the statement above, it can be concluded that reliability is a stable score. Reliability is influenced by a number of factors, especially among them the adequacy of task sampling. Top scorer reliability refers to situations where reliability must be investigated, such as essay test, and observation instruments. Thus the measurement is expected to be accurate and consistent.

For analyzing and test the reliability, the researcher used SPSS V 26. Meanwhile, the test items were reliable after being calculated by using SPSS V 26. This can be checked using Cronbach Alpha formula. Therefore, the instrument of the research was reliable. This can be checked through the result of try out by using Cronbach Alpha formula with score 0.872 that was higher than the significant level 0.70 ($0.872 > 0.70$). Therefore, the instrument of the research was reliable.

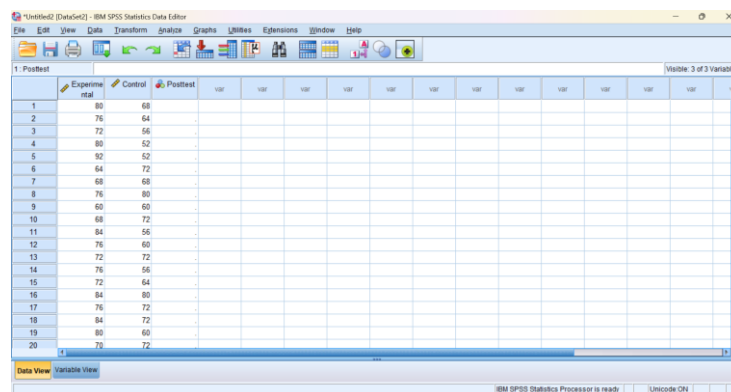
G. Techniques of Analyzing the Data

Analyzing the data was performed after collecting the data from the instrument. This research will apply quantitative data. The quantitative data would be analyzed in score while teacher taught vocabulary by using vocabulary notebook. The score will be taken twice, pre-test before the students' get taught using vocabulary notebook and after the students' get taught using vocabulary notebook.

1. Data Description

Data description is used to analyze the students' vocabulary score from the post-test. The data description consists of the mean, median, mode, standard deviation, maximum and minimum. In this research to measure the normality testing, the researcher used SPSS V 26, with the steps as follow:

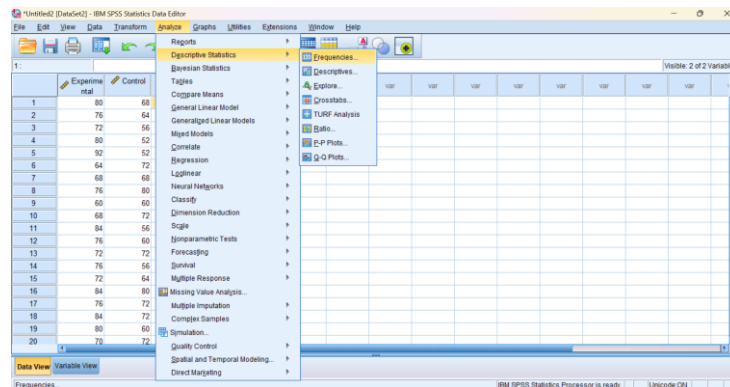
- 1) Open SPSS program.
- 2) Input the data in the "data view"



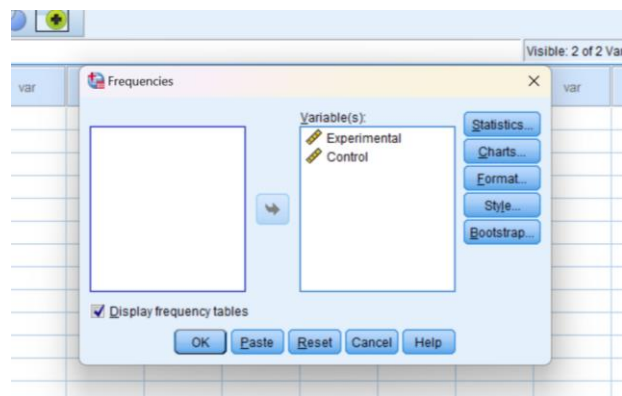
The screenshot shows the IBM SPSS Statistics Data Editor window. The data table has three columns: 'Exprieme', 'Control', and 'Posttest'. The data is as follows:

	Exprieme	Control	Posttest
1	80	68	
2	76	64	
3	72	56	
4	88	52	
5	92	52	
6	64	72	
7	68	68	
8	76	80	
9	68	60	
10	68	72	
11	84	56	
12	76	80	
13	72	72	
14	76	56	
15	72	64	
16	84	80	
17	76	72	
18	84	72	
19	80	60	
20	70	72	

- 3) Click "Analyze" in the top of the menu, the select "Descriptive Statistics," and Choose "Frequencies."



- 4) In the “Frequencies” dialog box, you will see the selected variable listed under “Variable(s).” Click on the arrow button to move it to the “Variable(s)” box.



- 5) Click continue and then click OK.

2. Pre-requisite Test

This test is intended as a tool for instructors to determine if their students have the basic information and skills to be successful in completing the materials from the researcher. The researcher using t-test formula to know the difference of the test success after using vocabulary notebook or not. The use of t-test was preceded by Normality and Homogeneity or not, in order to satisfy the statistical assumptions of using t-test. The test will be tested by using SPSS V 26,

a. Normality Testing

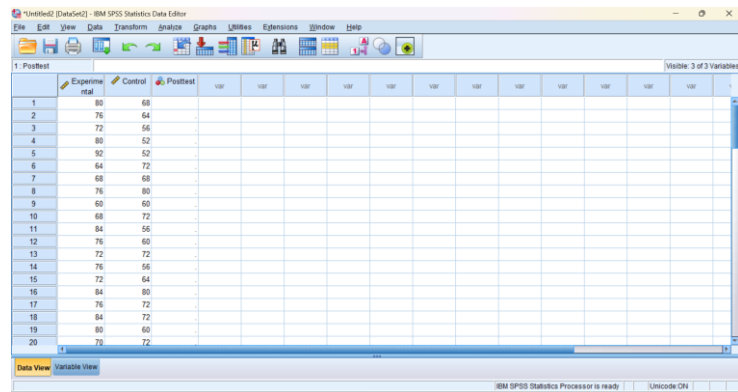
Normality testing is used to test whether a variable is normal or not. Normal in this normality testing means if the data have normal distribution. The main reason of conducting normality testing in research that it is necessary for the researcher to know that the population or data involved in the research in normal distribution.

In this research to measure the normality testing, the researcher used SPSS V 26 and One Sample Kolmogorov Smirnov test method by the value significance (α) = 0.05. Basic decisions in making normality testing were as follows:

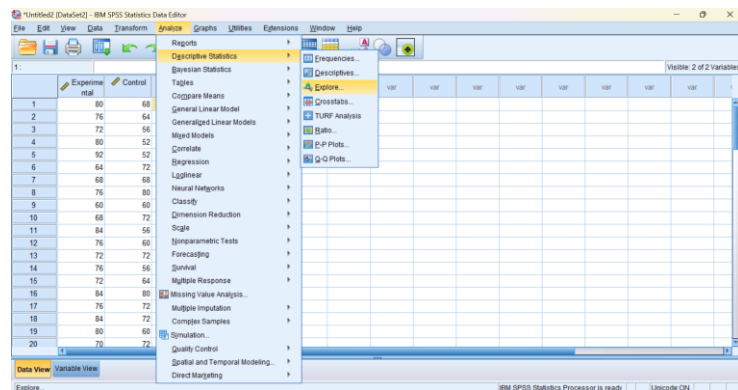
- a) If the significance value > 0.05 , the data have normal distribution.
- b) If the significance value < 0.05 , the data didn't have normal distribution.

To count the normality test, the researcher used SPSS V 26, with the steps as follow:

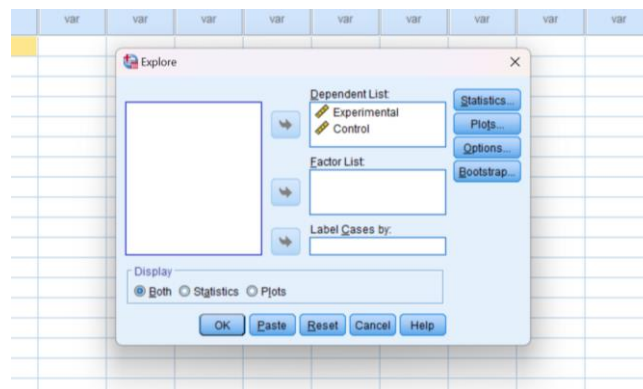
- 1) Open SPSS V 26 program.
- 2) Input all the data on SPSS.



- 3) Click “Analyze” from the top menu, choose “descriptive statistics” and click “explore”.

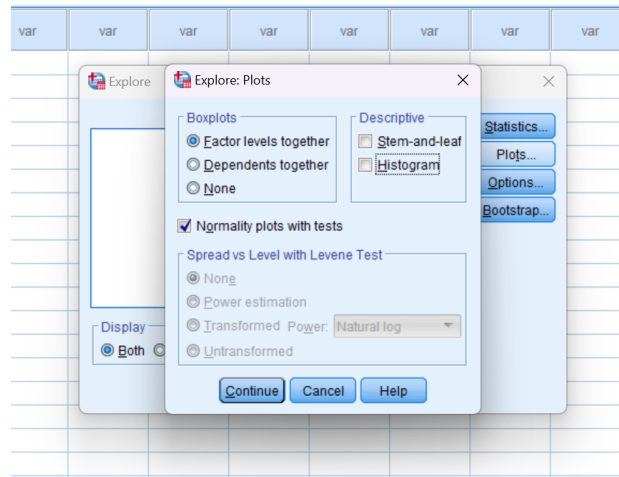


- 4) Move the data from the left box into the box in “Dependent List”.



- 5) Click plot and make sure that under the boxplots choose none, remove any checklists under “descriptive” and tick in

Normality plots with tests, and remove any ticks under “Spread vs Level with Levene Test”.



6) Click continue and OK.

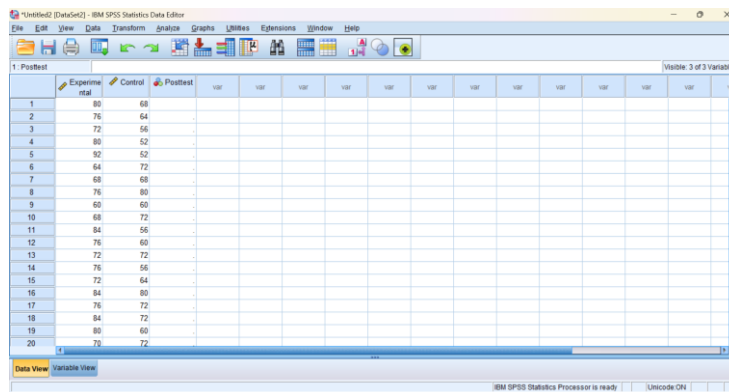
b. Homogeneity Testing

Homogeneity testing is used to test the similarity between two groups. In this research, experimental group and control group. To get the homogenous data, the significant level of the test is more than 0.05. To recognize the homogeneity of variance, this research used a Levene’s Test. The researcher used SPSS V 26 to test the homogeneity. The value of significance (α) = 0.05. The homogeneity testing was as follows:

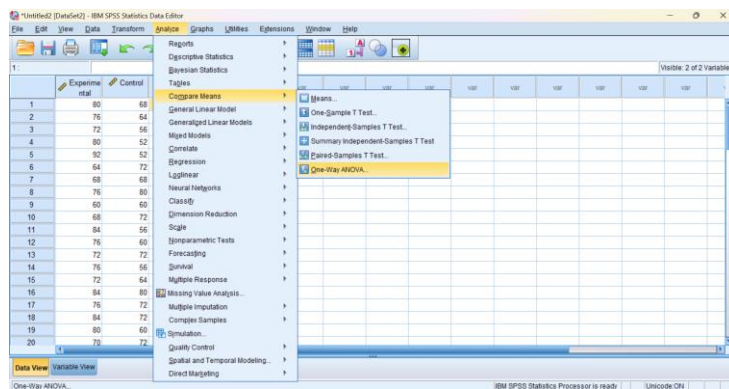
- a) If the significance value > 0.05 , the data distribution was having equal variances (homogeneous).
- b) If the significance value < 0.05 , the data distribution was not equal variances (not homogeneous).

Homogeneity test used in this research were SPSS V 26, with steps as follows:

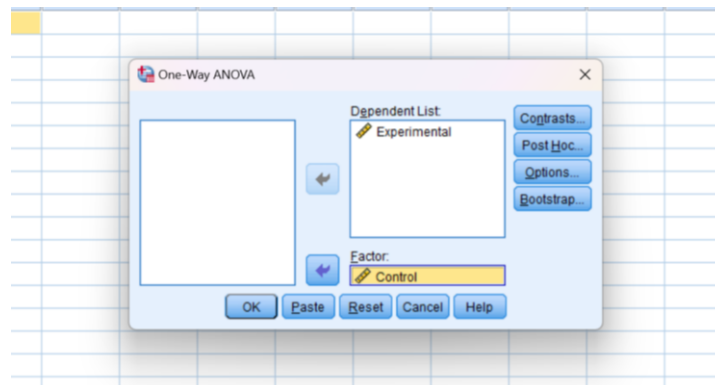
- 1) Open SPSS program.
- 2) Input the data in the “data view”.



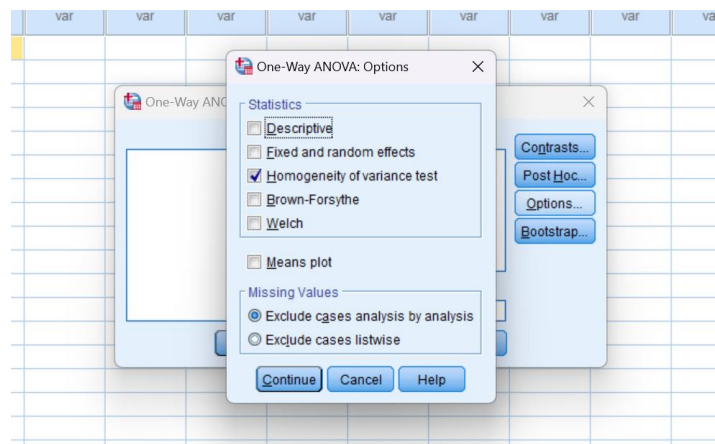
- 3) Click “Analyze” in the top of the menu, choose compare means and click oneway ANOVA.



- 4) Move the data of experimental into “Dependent List”, meanwhile, move the data of controlled group into “Factor”.



- 5) Click the “Options” tab to open the options dialogue box.
- 6) Give a tick in Homogeneity of variance tests.



- 7) Click continue, and then OK.

3. Hypothesis Testing (T-test)

To collect the data, the researcher conducted two times of test, there are pre-test and post-test. Pre-test and post-test used to see the difference of vocabulary retention before and after the students were taught by using Vocabulary Notebook technique. To know the effectiveness of this technique, the researcher used SPSS V 26. Before calculating the results of the t-test, the researcher needs to know the mean of the students.

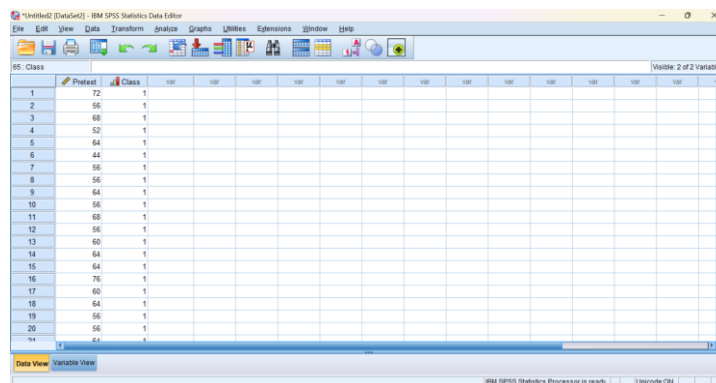
After obtaining the t-test by using SPSS V 26, the testing hypothesis uses criteria with the value significance (α) is 0.05 or 5%. The final step of data analysis is testing the hypothesis. From this, the conclusion of the criteria is:

H_a : is accepted if $t_o > t_n$ or if the Sig. (2-tailed) < 0.05 .

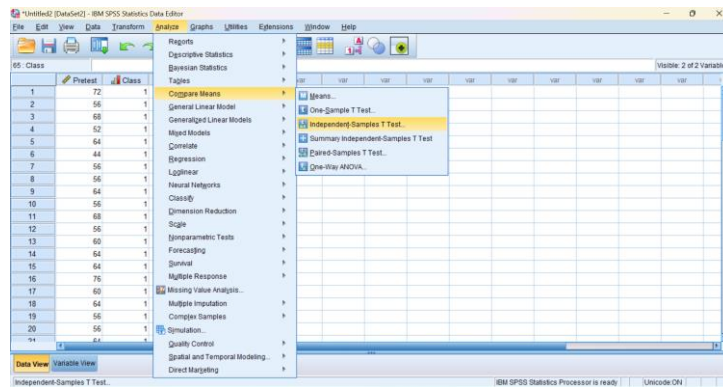
H_o : is accepted if $t_o < t_n$ or if the Sig. (2-tailed) > 0.05 .

T-test was done through independent samples t-test. The steps to analyze the data as follows:

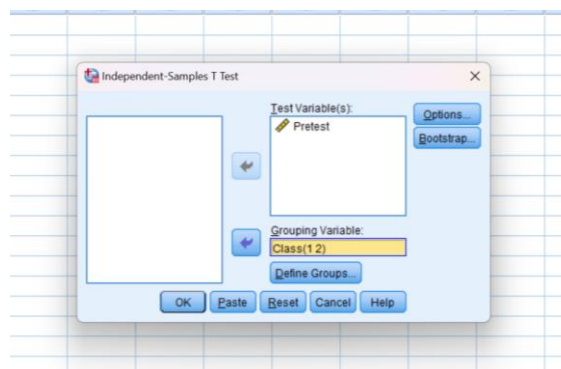
- 1) Open SPSS V 26 program.
- 2) Click “Variable View”, type the name such as class and score, and in the “Values”, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.
- 3) Click “Data View”, and then insert the data.



- 4) Click “Analyze”, choose “Compare Means” and click “Independent-Samples T-test”.



- 5) Move score into the column of Test Variable(s), and move the class into “Grouping Variable”. Define group as the number exactly like the number that has been typed in “Values”.



- 6) Click continue and OK.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

To know how effective the vocabulary notebook technique in teaching recount text, the researcher used quasi experimental design. The results of the data obtained by providing test to the experimental class and control class after giving treatment. The subject of this study is divided into two classes. They are an experimental class (VIII A) consisting 32 students, and a control class (VIII B) consisting of 32 students.

The researcher gave the test as a research instrument. The test is given before the students are given treatment. The researcher then gave treatment to experimental class, and the post-test to the experimental class and control class. Before conducting the post-test, the researcher conducted tryout to validate the instrument with 30 questions of multiple choices, from 30 questions there were 6 questions that did not fit the context of the material, and considered too difficult by the students. Therefore, the researcher made up the instrument to get the better results.

1. Data Description

a. Data Description in Experimental Class

Experimental class was a class that was taught by using vocabulary notebook on students' vocabulary mastery in teaching recount text. Experimental class consists of 32 students. Vocabulary Notebook is applied twice to give a treatment to the class. The data

obtained from pre-test and post-test of experimental class. It concludes the mean, median, mode, standard deviation, minimum, maximum, sum, and frequency distribution. The data will be presented below:

1) The Pre-test Result in Experimental Class

A pre-test is given to students before the treatment is conducted. There are 25 multiple-choice questions that have been answered by the students.

Table 4.1 The Statistics Pre-Test in Experimental Class

Statistics		
pre_experimental		
N	Valid	32
	Missing	0
Mean		60.75
Median		60.00
Mode		64
Std. Deviation		7.565
Minimum		44
Maximum		76
Sum		1944

From the table 4.1 above, the mean score in experimental class is 60.75. After found the mean, the next is median, the median score in experimental class is 60.00. Following that, the researcher proceeded to the next step. The mode in

experimental class is 64. Afterward, the researcher also found the standard deviation for the experimental class is 7.565. The last step, the researcher found the minimum score and minimum score. For the minimum score in experimental class is 44. Meanwhile, for maximum score in experimental class is 76, and the last is sum was 1944. The frequency distribution of the data pre-test experimental class is in the table 4.2 and histogram is presented in figure 4.1 below.

Table 4.2 Frequency Distribution of Students' Pre-test Score in Experimental Class

pre_experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.1	3.1	3.1
	48	1	3.1	3.1	6.3
	52	3	9.4	9.4	15.6
	56	8	25.0	25.0	40.6
	60	4	12.5	12.5	53.1
	64	9	28.1	28.1	81.3
	68	2	6.3	6.3	87.5
	72	2	6.3	6.3	93.8
	76	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The table above explain about the frequency distribution of experimental class before using Vocabulary Notebook in teaching recount text. Based on the table, there is only two students who get below the score of 75.

Therefore, researchers can conclude that there is still a lack of understanding and mastery of vocabulary. Then the frequency distribution data can be seen in the histogram below:

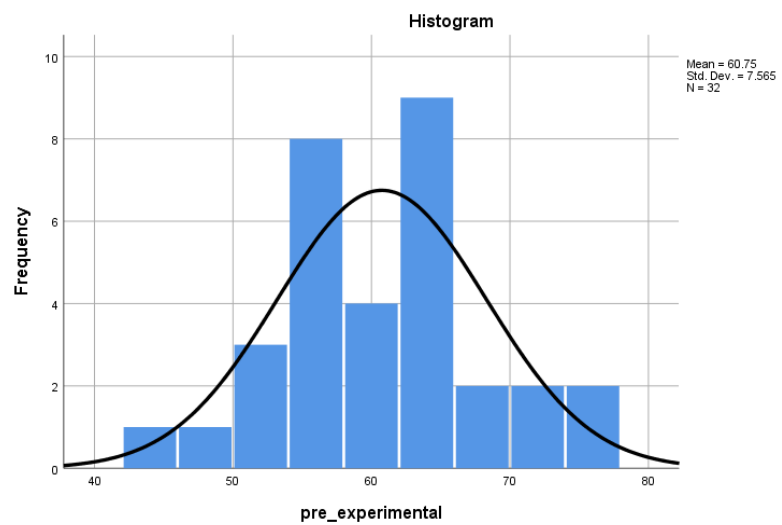


Figure 4.1 Histogram of Pre-test Score in Experimental Class

2) The Post-test Result in Experimental Class

A post-test is given to students after the treatment is conducted. This is done to determine whether the vocabulary notebook is effective in enhancing students' vocabulary mastery or not. There are 25 multiple-choice questions that have been answered by the students, as follows:

Table 4.3 The Statistics Post-Test in Experimental Class

Statistics		
post_experimental		
N	Valid	32
	Missing	0
Mean		75.44
Median		76.00
Mode		76 ^a
Std. Deviation		7.758
Minimum		60
Maximum		92
Sum		2414
a. Multiple modes exist. The smallest value is shown		

The data analysis of statistic showed that the mean score of students' post-tests in Experimental Class was 75.44 with the median was 76.00, the mode was 76^a and standard deviation was 7.758. Afterward, the researcher also found the minimum was 60 and the maximum is 92. The last is sum was 2414. The frequency distribution of the data pre-test experimental class is in the table 4.4 and histogram is presented in figure 4.2 below.

*Table 4.4 Frequency Distribution of Students' Post-test
Score in Experimental Class*

post_experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.3	6.3	6.3
	64	2	6.3	6.3	12.5
	68	3	9.4	9.4	21.9
	70	1	3.1	3.1	25.0
	72	5	15.6	15.6	40.6
	76	7	21.9	21.9	62.5
	80	4	12.5	12.5	75.0
	84	7	21.9	21.9	96.9
	92	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

The table above explain about the frequency distribution of experimental class after using Vocabulary Notebook in teaching recount text. Based on the table, there is thirteen students who get score below the score of 75. And there is nineteen students who get score above 75. Therefore, researchers can conclude that there was an increase in scores between the pre-test and post-test in the experimental class. Then the frequency distribution data can be seen in the histogram

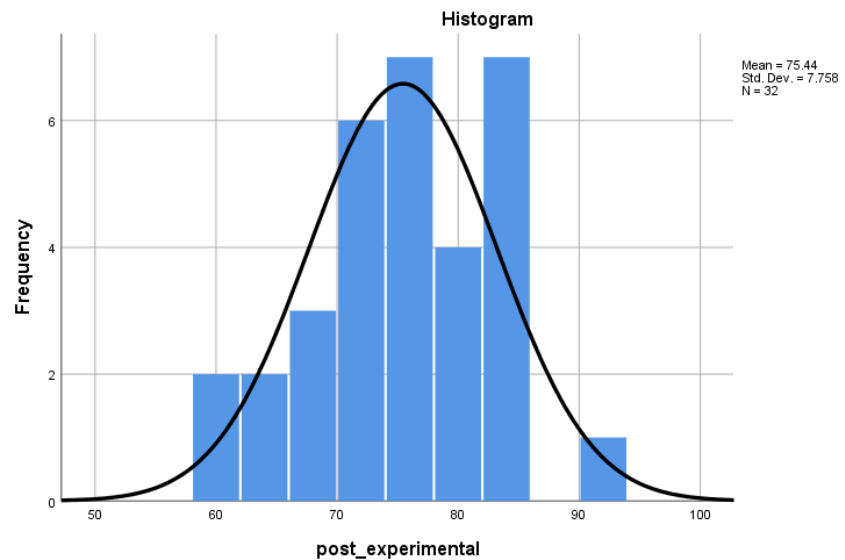


Figure 4.2 Histogram of Post-test Score in Experimental Class

Based on the data above, it shows that there is a difference in scores between the pre-test and post-test in the experimental class. The mean score for the pre-test in the experimental class is 60.75, while the mean score for the post-test is 75.44. It can be concluded that using the vocabulary notebook is effective.

b. Data Description in Control Class

Control class was a class that was taught by using Lecturing technique to teach vocabulary mastery in recount text. This control class was consist of 32 students. The learning process was carried out in second time. The data obtained from pre-test and post-test of experimental class. It concludes the mean, median, mode, standard deviation, minimum, maximum, sum, and frequency distribution. The data will be presented below:

1) The Pre-test Result in Control Class

The pre-test is conducted before the post-test is given to the control class. Unlike the experimental class, the control class does not receive treatment using the vocabulary notebook.

Table 4.5 The Statistics Pre-Test in Control Class

Statistics		
pre_control		
N	Valid	32
	Missing	0
Mean		58.31
Median		56.00
Mode		64
Std. Deviation		8.193
Minimum		44
Maximum		76
Sum		1866

From the table 4.3 above, the researcher found that the total score or sum of pre-test in control class is 1866. The mean was 58.31, the median was 56.00 with the mode 64. The researcher also found the standard deviation was 8.193, the minimum was 44 and the maximum was 76. The frequency distribution of the data pre-test experimental class is in the table 4.6 and histogram is presented in figure 4.3 below.

*Table 4.6 Frequency Distribution of Students' Pre-test
Score in Control Class*

pre_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.1	3.1	3.1
	48	3	9.4	9.4	12.5
	50	1	3.1	3.1	15.6
	52	6	18.8	18.8	34.4
	56	7	21.9	21.9	56.3
	58	1	3.1	3.1	59.4
	60	1	3.1	3.1	62.5
	64	8	25.0	25.0	87.5
	70	1	3.1	3.1	90.6
	72	1	3.1	3.1	93.8
	76	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The table above explain about the frequency distribution of control class without using Vocabulary Notebook technique in teaching recount text. Based on the table, there is two students who get score above 75. Therefore, researchers can conclude that there is still a lack of understanding and mastery of vocabulary. Then the frequency distribution data can be seen in the histogram.

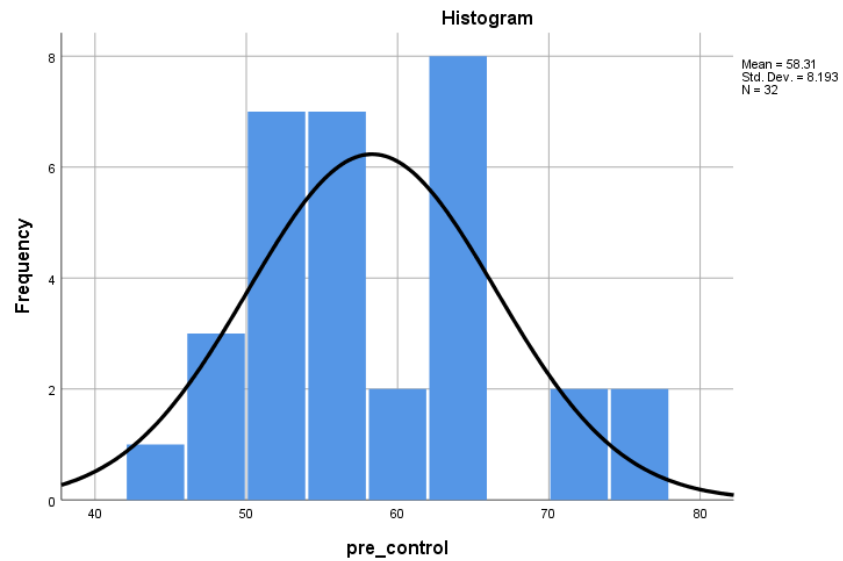


Figure 4.3 Histogram of Pre-test Score in Control Class

2) The Post-test Result in Control Class

The post-test in the control class is conducted after the pre-test to evaluate students' progress in terms of vocabulary mastery without using the vocabulary notebook. There are 25 multiple-choice questions that have been answered by the students, as follows

Table 4.7 The Statistics Post-Test in Control Class

Statistics		
post_control		
N	Valid	32
	Missing	0
Mean		66.06
Median		68.00
Mode		72
Std. Deviation		7.353
Minimum		52
Maximum		80
Sum		2114

Based on the table 4.5 showed that the mean of the post-test in control class was 66.06, the median was 68.00, the mode was 72. The researcher also found that the standard deviation was 7.353 with the minimum score was 53 and the maximum was 80. The last step is the sum of post-test score was 2114. The frequency distribution of the data pre-test experimental class is in the table 4.8 and histogram is presented in figure 4.4 below.

Table 4.8 Frequency Distribution of Students' Post-test Score in Control Class

post_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	6.3	6.3	6.3
	56	3	9.4	9.4	15.6
	60	5	15.6	15.6	31.3
	64	5	15.6	15.6	46.9
	68	4	12.5	12.5	59.4
	70	1	3.1	3.1	62.5
	72	10	31.3	31.3	93.8
	80	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The table above explain about the frequency distribution of control class was using Lecturing in teaching recount text. Based on the table, there is two students who get score 75. Therefore, researchers can conclude that the scores of the control class is

various. Then the frequency distribution data can be seen in the histogram.

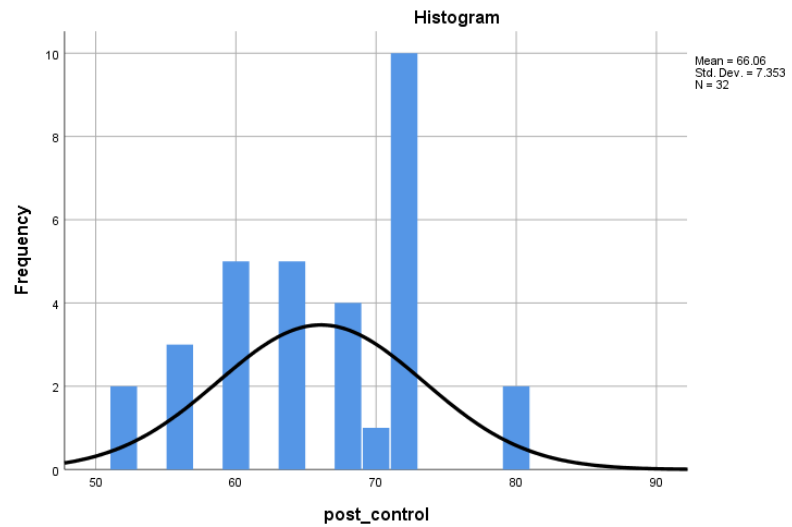


Figure 4.4 Histogram of Post-test Score in Control Class

Based on the information provided in the two tables, it can be observed that the average score of both the experimental and control class has improved. However, the increase in the experimental class's score is more significant compared to the control class. This can be evidenced by comparing the range of points gained by the two groups. The next step is to understand the statistics between the pre-test and post-test in the experimental class and control class in order to clearly determine the difference. Then, the data can be seen in the table below:

Table 4.9 The Statistics Pre-Test of Experimental Class and Control Class

Statistics			
		pre_experimental	pre_control
N	Valid	32	32
	Missing	0	0
Mean		60.75	58.31
Median		60.00	56.00
Mode		64	64
Std. Deviation		7.565	8.193
Minimum		44	44
Maximum		76	76
Sum		1944	1866

From the table 4.9 above, there is a difference between the pre-test scores of the experimental class and the control class. The mean score in the experimental class was 60.75, while the mean score in the control class was 58.31. The researcher concluded that both the experimental class and control class still lack mastery of vocabulary in teaching recount text. The researcher used a Vocabulary Notebook to improve students' vocabulary mastery in teaching recount text in order to determine its effectiveness. The results will be known in the next step, which is the post-test of the experimental class that received the treatment using the Vocabulary Notebook, compared to the control class that used a Lecturing. The statistics can be seen in Table 4.10 below.

Table 4.10 The Statistics Post-Test of Experimental Class and Control Class

Statistics			
		post_experimental	post_control
N	Valid	32	32
	Missing	32	32
Mean		75.44	66.06
Median		76.00	68.00
Mode		76 ^a	72
Std. Deviation		7.758	7.353
Minimum		60	52
Maximum		92	80
Sum		2414	2114
a. Multiple modes exist. The smallest value is shown			

From the table 4.10 above, there is a difference between the post-test scores of the experimental class and the control class. The mean score in the experimental class was 75.44, while the mean score in the control class was 66.06. Both the experimental class and the control class experienced an increase in scores, but the experimental class showed a significant improvement. The researcher concluded that the use of a Vocabulary Notebook in teaching recount text can improve students' vocabulary mastery.

2. Pre-requisite Test

a. Normality Test

Normality test was used to find out whether data of experimental class and control class were in a normal distribution or not. Testing normality in this research used Kolmogorov-Smirnov method in SPSS V26 to count the normality of each test. There are two criteria for determining the normality of data:

- 1) If the significance value (Sig.) > 0.05 , then the data have normal distribution.
- 2) If the significance value (Sig.) < 0.05 , then the data didn't have normal distribution.

To assess normality, the researcher divided the process into two steps. The first step involved conducting a normality test for the pre-test scores of both the experimental class and the control class. The second step focused on the normality test for the post-test scores of both the experimental class and the control class.

a) Normality Test of Pre-Test

Table 4.11 Normality of Pre-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
EXPERIMENTAL CLASS	.130	32	.180	.985	32	.927
CONTROL CLASS	.132	32	.171	.935	32	.056

a. Lilliefors Significance Correction

The table above showed the result of normality test. The sample were in normal distribution because the value of significance correlation was higher than 0.05. Pre-test value of significance correlation in experimental class was 0.180 and control class was 0.171. After found the normality test of pre-test both experimental class and control class, then, the researcher conducted a normality test on the post-test data to determine whether the distribution of the values is normal or not.

b) Normality Test of Post-Test

Table 4.12 Normality of Post-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
EXPERIMENTAL CLASS	.143	32	.096	.958	32	.235
CONTROL CLASS	.137	32	.132	.963	32	.324

a. Lilliefors Significance Correction

The one-sample Kolmogorov-Smirnov Test was used to assess the normality of the data mentioned earlier. Based on Table 4.12, it was observed that the absolute differences between the experimental class data were 0.096, which is significantly higher than the absolute differences provided in the Kolmogorov-Smirnov table for the nearest critical points. This indicates that the pre-test data for the experimental class can be considered normal. Similarly, the

absolute difference of the control class data was found to be 0.132, which is also considerably higher than the values in the Kolmogorov-Smirnov table for the closest critical points. Therefore, it can be concluded that the pre-test data for the control class is also normal.

b. Homogeneity Test

After doing a normality test, the researcher proceeded to find a homogeneity test using SPSS V 26. This test aimed to evaluate the homogeneity of the experimental class and control class. The researcher used Levene's statistic test to calculate the homogeneity test. There are two criteria for determining the homogeneity of data:

- 1) If the significance value > 0.05 , the data distribution was having equal variances (homogeneous).
- 2) If the significance value < 0.05 , the data distribution was not equal variance (not homogeneous).

To assess homogeneity test, the researcher divided the process into two steps. The first step involved conducting a homogeneity test for the pre-test scores of both the experimental class and the control class. The second step focused on the homogeneity test for the post-test scores of both the experimental class and the control class.

a) Homogeneity Test of Pre-Test

Table 4.13 Homogeneity of Pre-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
score_2	Based on Mean	.395	1	62	.532
	Based on Median	.121	1	62	.729
	Based on Median and with adjusted df	.121	1	60.000	.729
	Based on trimmed mean	.333	1	62	.566

The Table 4.15 above, shows that the significance of pre-test result between experimental class and control class based on mean are 0.532. It means that significant level $0.532 > 0.05$. Therefore, it can be concluded that the data pre-test was homogeneous because all data of the data result is higher than 0.05.

b) Homogeneity Test of Post-Test

Table 4.14 Homogeneity of Post-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.000	1	62	.988
	Based on Median	.000	1	62	1.000
	Based on Median and with adjusted df	.000	1	61.773	1.000
	Based on trimmed mean	.001	1	62	.974

From the Table 4.15 above, the significance of post-test result between experimental class and control class are 0.988. In

other words, the significance level is homogenous since $0.988 > 0.05$, or the significant level is higher than 0.05.

3. Hypothesis Testing (T-Test)

After found the normality and homogeneity test, then the researcher calculated the data by using t-test is SPSS V 26 to know the significant difference between students' vocabulary mastery in experimental class and control class. In this study, the researcher used the independent sample t-test. The purpose was to determine if there were significant differences in the means of the related data. The researcher used the data from post-test from experimental class and control class. The results of the independent sample t-test are presented in the table below.

Table 4.15 The T-test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.000	.988	4.962	62	.000	9.375	1.890	5.598	13.152
	Equal variances not assumed			4.962	61.822	.000	9.375	1.890	5.598	13.152

The last step is testing the hypothesis. This research was conducted in order to answer the research question: “Is there any significant difference on students’ vocabulary mastery in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique at the eighth grade of SMP Negeri 1 Kerjo?”. The statistical hypothesis of this research can be seen as follows:

1. Alternative Hypothesis (H_a) : There is a significant difference on students’ vocabulary mastery in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique.
2. Null Hypothesis (H_0) : There is no significant difference on students’ vocabulary mastery in teaching recount text before using the vocabulary notebook technique and after using the vocabulary notebook technique.

If the value of Sig. (2-tailed) < 0.05 , then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Meanwhile if the value of Sig. (2-tailed) > 0.05 , then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. From the result of the hypothesis test shows that Sig. (2-tailed) is $0.000 < 0.05$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So, it can be concluded that using Vocabulary Notebook as a technique is effective on students’ vocabulary mastery in teaching recount text.

B. Discussions

In this research, there were two classes involved: the experimental class and the control class. Before receiving any treatment, both classes were administered a pre-test with the same questions. Following this, the experimental class was provided with the Vocabulary Notebook treatment, while the control class received Lecturing technique. After the treatment, both the experimental class and the control class underwent a post-test to examine the disparity in scores between the two groups.

This section presents the discussion of the study. It is concerned about the effectiveness of applying Vocabulary Notebook to know how the effectiveness of Vocabulary Notebook. According to Fowle (2002: 380-381), Vocabulary notebook refers to a notebook kept by each learner specifically for the purpose of recording new and useful lexical items. Using a vocabulary notebook is one way to assess the extent of our vocabulary mastery and gain a deeper understanding of the written vocabulary.

Based on the research, the application of Vocabulary Notebook technique to teach vocabulary in the experimental class is more effective than control class who are not taught using it. Based on the data were obtained from the students' achievement scores of the test. The researcher calculates the mean score between experiment class and control class of the post-test. The mean score in experimental class is 75.44 and mean score in control class is 66.06 After found the mean, the next is median, the median score in experimental class is 76.00 and median score in control class is

68.00. Following that, the researcher proceeded to the next step. Afterward, the researcher also found the standard deviation for the experimental class is 7.758 and the control class is 7.353. While the result of t-test showed that sig. (2-tailed) was lower than the level of significance.

Vocabulary notebook has some benefit for the students, such as help students to understand the vocabulary, and memorize the vocabulary. Fowle (2002: 283) said that the students keeping vocabulary notebook helps teachers learn about their students' progress in learning vocabulary. Because in teaching and learning process, the teacher should do test based on vocabulary in their notebook.

The results of this study are further supported by previous research conducted by Nggolaon, D., & Mombilia, H. (2021), which specifically demonstrated the effectiveness of vocabulary notebooks in improving students' vocabulary mastery. The findings support the claim that the use of vocabulary notebooks is an effective strategy for improving students' acquisition and proficiency in vocabulary.

The implementation of vocabulary notebooks proved to be a successful technique for improving the students' memory of vocabulary items, both in the short-term and long-term. By using vocabulary notebooks, students have the opportunity to engage with various strategies for learning vocabulary, thereby expanding their exposure to a wide range of effective vocabulary learning techniques.

The researcher gives the interpretation that using vocabulary notebook can affect in teaching and learning English. Therefore, based on the result of the research in teaching and learning English by using vocabulary notebook got the better result than without using vocabulary notebook. Finally, findings revealed that using vocabulary notebook made more effective in teaching recount text and it can be used in improving students' mastery in vocabulary especially in teaching recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

The conclusions of this research deals with the answer of the research problems based on the research finds and discussion in the chapter VI. In this section, the researcher draws the answer about the researcher problem related Vocabulary Notebook as the technique in teaching. That was used Vocabulary Notebook on Vocabulary Mastery in Teaching Recount Text at The Eighth Grade of SMPN 2 Kerjo Academic Year 2022/2023. The student in experimental class who were taught by using Vocabulary Notebook technique have better achievement in English vocabulary notebook mastery then the student in control class who were taught by using lecturing technique. It can be seen from the mean scores of post-tests in experimental class that was 75.44 while the mean score of post-tests in control class that was 66.06. So, it can be concluded that the vocabulary notebook is an effective technique that can be used in teaching and learning vocabulary mastery especially for recount text. Teaching vocabulary, particularly in the context of recount texts, using a vocabulary notebook is one alternative that can be employed to educate students.

B. Suggestions

1. For Teachers

Teachers should strive to find more effective and engaging ways to capture students' interest in English language learning. Also, focus on

exploring innovative teaching methods and technologies that can enhance English language outcomes. Additionally, teachers should provide motivation to encourage students to actively participate in their studies.

2. For Students

Vocabulary notebook is one of technique that can be used in teaching learning vocabulary. By organizing and regularly updating a vocabulary notebook, students can actively engage with new words and reinforce their understanding of their meaning and usage.

3. For Other Researcher

The researcher hopes that the findings of this study will be used as an additional reference for similar research with different variables or in different research designs. There are many other evaluations that could be studied to determine the effectiveness of the evaluation that can be applied to students in teaching vocabulary.

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APPENDICE

APPENDIX 1

THE LIST OF STUDENTS

STUDENTS' SCORE

EXPERIMENTAL CLASS

NO	THE STUDENTS' NAME	PRE-TEST	POST-TEST	GAIN SCORE
1	AS	72	80	8
2	AGSP	56	76	20
3	AIP	68	72	4
4	AAP	52	80	28
5	AAN	64	92	28
6	AOF	44	64	20
7	AEJ	56	68	12
8	CRSAP	56	76	20
9	DAE	64	60	-4
10	DNAV	56	68	12
11	EDS	68	84	16
12	FNA	56	76	20
13	IMS	60	72	12
14	IAA	64	76	12
15	INA	64	72	8
16	KA	76	84	8
17	KDF	60	76	16
18	MPK	64	84	20
19	NR	56	80	24
20	PAP	56	70	14
21	PTR	64	76	12
22	PBJ	60	84	24
23	RGA	56	76	20
24	RAYP	64	84	20
25	RAP	52	60	8
26	STS	52	80	28
27	SMCN	72	68	-4
28	SADA	48	72	24
29	TDA	64	84	20
30	TAP	64	84	20
31	YFP	76	72	-4
32	ZWA	60	64	4

STUDENTS' SCORE

CONTROL CLASS

NO	THE STUDENTS' NAME	PRE-TEST	POST-TEST	GAIN SCORE
1	AZA	64	68	4
2	APA	52	64	12
3	AHP	56	56	0
4	ANR	58	52	-6
5	AGP	56	52	-4
6	ARP	52	72	20
7	AK	44	68	24
8	ARK	56	80	24
9	BN	48	60	12
10	CFKW	48	72	24
11	DSNA	50	56	6
12	DIA	64	60	-4
13	FRP	64	72	8
14	FR	64	56	-8
15	GDB	72	64	-8
16	HKA	52	80	28
17	IAS	56	72	16
18	KAM	48	72	24
19	KDA	56	60	4
20	LR	76	72	-4
21	MTM	56	72	16
22	MIG	64	68	4
23	MQ	64	70	6
24	NA	70	64	-6
25	NDY	52	72	20
26	PR	64	72	8
27	RBS	60	68	8
28	RA	56	60	4
29	SANS	52	64	12
30	SRAS	64	60	-4
31	SSN	52	64	12
32	TTFVP	76	72	-4

APPENDIX 2

VALIDITY AND RELIABILITY

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	Total	
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	25	
2	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	26	
3	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	24	
4	0	1	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	1	1	0	0	1	1	1	0	1	0	0	1	0	14	
5	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	0	1	0	1	0	0	0	1	1	0	1	0	15	
6	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	0	16	
7	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	24	
8	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	20
9	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	24
10	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	0	0	1	1	0	0	17	
11	1	1	0	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	22	
12	1	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	0	13	
13	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	21	
14	1	0	1	0	0	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	0	1	0	13	
15	1	0	0	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	0	0	1	15	
16	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	26	
17	0	1	1	0	0	0	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	1	0	0	0	1	0	0	0	13	
18	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	21	
19	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	14	
20	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22	
21	0	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	14	
22	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	19	
23	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	9	
24	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	1	0	16	
25	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	1	1	1	0	0	0	1	1	0	17	
26	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	11	
27	1	0	0	1	0	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	0	20	
28	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	22	
29	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0	19	
30	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	12
31	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	21	
32	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	11	

VALIDITY TEST

No	Validity		Explanation
	Rcount	rtable	
1	0.626	0.361	VALID
2	0.525	0.361	VALID
3	0.319	0.361	INVALID
4	0.624	0.361	VALID
5	0.407	0.361	VALID
6	0.504	0.361	VALID
7	0.225	0.361	INVALID
8	0.483	0.361	VALID
9	0.460	0.361	VALID
10	0.521	0.361	VALID
11	0.631	0.361	VALID
12	0.453	0.361	VALID
13	0.215	0.361	INVALID
14	0.276	0.361	INVALID
15	0.425	0.361	VALID
16	0.378	0.361	VALID
17	0.370	0.361	VALID
18	0.489	0.361	VALID
19	0.451	0.361	VALID
20	0.444	0.361	VALID
21	0.411	0.361	VALID
22	0.548	0.361	VALID
23	0.591	0.361	VALID
24	0.433	0.361	VALID
25	0.235	0.361	INVALID
26	0.444	0.361	VALID
27	0.450	0.361	VALID
28	0.215	0.361	INVALID
29	0.420	0.361	VALID
30	0.394	0.361	VALID

RELIABILITY TEST

Case Processing Summary			
		N	%
Cases	Valid	32	97.0
	Excluded ^a	1	3.0
	Total	33	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.872	30

APPENDIX 3

THE BLUEPRINT OF TEST

Competence Standard	Construct	Indicators	Instrument
Capturing contextual meanings related to the social function, text structure, and linguistic features of oral and written recount texts, which are very short and simple, regarding personal experiences in the past (personal recount).	Vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun, adjective, verb, and adverb which will make language meaningful.	Adjective (3, 7, 8, 9, 19, 11, 16, 18, 19, 20, 23, 24) Noun (2, 5, 13, 14, 17) Verb (4, 6, 12, 15, 21, 22, 25)	Multiple-choice 25 question.

APPENDIX 4

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL CLASS

Satuan Pendidikan : SMPN 2 Kerjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Recount Text
Alokasi Waktu : 4 jam pelajaran (2 pertemuan)

A. Kompetensi Inti

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.
3. KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)
4. KI 4 : Mengolah, menyajikan, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang amat dalam sudut pandang atau teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

	Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di	3.11.1 3.11.2	Menentukan fungsi sosial dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau. Mengidentifikasi struktur teks dari teks recount sederhana lisan

	waktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.	3.11.3 3.11.4 3.11.5	dan tulis terkait pengalaman pribadi di waktu lampau. Mengidentifikasi unsur kebahasaan dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau. Menjodohkan gambar dengan kalimat yang sesuai lisan dan tulis untuk mendeskripsikan kegiatan yang terjadi di masa lampau dalam gambar. Membandingkan fungsi sosial dan unsur kebahasaan beberapa teks personal recount lisan dan tulis
4.11 4.11.1 4.11.2	Teks recount Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount). Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.1.1 4.11.2.1 4.11.2.2	Melengkapi teks rumpang tentang personal recount secara tertulis terkait pengalaman pribadi di waktu lampau. Menyusun Kembali urutan teks personal recount secara tertulis terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya. Menunjukkan hasil diskusi bersama kelompok, mengenai urutan teks personal recount lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana di depan kelas.
	Memahami kata-kata (vocabulary yang terdapat pada suatu recount teks		Memahami secara lisan dan tulis vocabulary dengan ucapan dan dapat

	dan dapat mengaplikasikannya.		mengaplikasikannya dengan baik
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C. Tujuan pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan:

1. Meningkatkan pemahaman tentang teks recount, siswa dapat memahami struktur dan ciri-ciri recount teks. Siswa juga diharapkan bisa mengidentifikasi penggunaan Bahasa dan struktur kalimat yang umum dalam teks recount.
2. Mengembangkan kosa kata atau vocabulary yang relevan dan dapat mengaplikasikannya dalam kehidupan sehari-hari.

D. Materi Pembelajaran

Recount Text dari buku pegangan siswa Chapter XI : Yes, we made it!

E. Metode Pembelajaran

1. Vocabulary Notebook
2. Tanya Jawab

F. Media Pembelajaran

1. Media : Handout
2. Sumber Belajar : Buku paket Bahasa Inggris kelas VIII

G. Langkah Kegiatan Pembelajaran

Pertemuan pertama

1. Kegiatan Pendahuluan (10')

Apersepsi

- Greeting, mengecek kehadiran
- Menanyakan tentang kegiatan apa yang mereka lakukan kemarin secara singkat
- Memperkenalkan Vocabulary Notebook

2. Kegiatan Inti (45')

Mengamati:

- Siswa mengamati materi yang ada di buku modul.
- Siswa mencari vocabulary yang termasuk kedalam verb, adjective, dan noun, kemudian dituliskannya di vocabulary notebook.

Menanya

- Menanyakan kepada siswa tentang apa saja vocabulary baru yang ditemukan.
- Memberikan kesempatan siswa untuk menanyakan vocabulary yang mereka kurang pahami atau baru ditemui.

Mengeksplorasi

- Guru membagi siswa kedalam beberapa kelompok.

- Secara berkelompok membaca percakapan yang ada di buku modul.
- Secara berkelompok, siswa menemukan isi dari recount text yang diceritakan dalam percakapan.

Mengasosiasi

- Guru mengulas kembali materi yang telah diberikan.
- Siswa dan guru mempraktikkan cara menuliskan vocabulary baru ke dalam vocabulary notebook.

Mengkomunikasikan

- Setiap siswa membuat recount text.
- Siswa mengumpulkan hasil pekerjaan mereka.
- Guru membenarkan pekerjaan siswa jika ada yang salah

3. Kegiatan Penutup (15')

- Guru menanyakan vocabulary apa saja yang didapatkan hari ini
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instumen/Soal
1	Memberikan instruksi secara lisan	Tes lisan	Menceritakan kembali kegiatan yang sudah terjadi (personal recount)	Story of personal recount
2	Menulis kata-kata yang ditemukan di recount text yang sudah disediakan kedalam vocabulary notebook	Tertulis	Kosakata dan kalimat pendek	Write down words that you don't know, write the meaning and make a short sentence from those words

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan: 100

b. Rubrik Penilaian

Elemen	Score
Pronunciation	35
Delivery	35
Vocabulary	30

Mengetahui
Kepala SMPN 2 Kerjo

Aris Supasito, S.Pd., M.Pd.
NIP. 19651206 198902 1 002

Karanganyar, Mei 2023
Peneliti

Mayla Listya Afifah
NIM. 196121160

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Satuan Pendidikan : SMPN 2 Kerjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Recount Text
Alokasi Waktu : 4 jam pelajaran (2 pertemuan)

I. Kompetensi Inti

5. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
6. KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.
7. KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)
8. KI 4 : Mengolah, menyajikan, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang amat dalam sudut pandang atau teori.

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

	Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1	Menentukan fungsi sosial dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau.
		3.11.2	Mengidentifikasi struktur teks dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau.
		3.11.3	Mengidentifikasi struktur teks dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau.

		3.11.4	Mengidentifikasi unsur kebahasaan dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau.
		3.11.5	Menjodohkan gambar dengan kalimat yang sesuai lisan dan tulis untuk mendeskripsikan kegiatan yang terjadi di masa lampau dalam gambar. Membandingkan fungsi sosial dan unsur kebahasaan beberapa teks personal recount lisan dan tulis
4.11 4.11.1 4.11.2	Teks recount Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount). Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.1.1 4.11.2.1 4.11.2.2	Melengkapi teks rumpang tentang personal recount secara tertulis terkait pengalaman pribadi di waktu lampau. Menyusun Kembali urutan teks personal recount secara tertulis terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya. Menunjukkan hasil diskusi bersama kelompok, mengenai urutan teks personal recount lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana di depan kelas.
	Memahami kata-kata (vocabulary yang terdapat pada suatu recount teks dan dapat mengaplikasikannya.		Memahami secara lisan dan tulis vocabulary dengan ucapan dan dapat

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2. Mengembangkan kosa kata atau vocabulary yang relevan dan dapat mengaplikasikannya dalam kehidupan sehari-hari.

C. Materi Pembelajaran

Recount Text dari buku pegangan siswa Chapter XI : Yes, we made it!

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1. Media : Handout
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F. Langkah Kegiatan Pembelajaran

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- Secara berkelompok, siswa menemukan isi dari recount text yang diceritakan dalam percakapan.

Mengasosiasi

- Guru mengulas kembali materi yang telah diberikan.
- Siswa dan guru mempraktikkan cara menuliskan vocabulary baru ke dalam vocabulary notebook.

Mengkomunikasikan

- Setiap siswa membuat recount text.
- Siswa mengumpulkan hasil pekerjaan mereka.
- Guru membenarkan pekerjaan siswa jika ada yang salah

3. Kegiatan Penutup (15')

- Guru menanyakan vocabulary apa saja yang didapatkan hari ini
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilakukan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran

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Jumlah skor maksimal keseluruhan: 100

b. Rubrik Penilaian

Elemen	Score
Pronunciation	35
Delivery	35
Vocabulary	30

Mengetahui
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Karanganyar, Mei 2023
Peneliti

Mayla Listya Afifah
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APPENDIX 5

THE INSTRUMENT OF VOCABULARY TEST

PRE-TEST

I only slept for three hours last night. At ten, we heard a cry from Mrs. Wayan's home. She is our next-door neighbour. She's 70 years old and very weak. She lives alone. We went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital. My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then he said Mrs. Wayan had to stay in the hospital. When she was already in the ward, we went home. It was 2 a.m.

1. At what time did the speaker hear a cry from Mrs. Wayan's home? a. 9:00 b. 10:00 c. 11:00 d. 12:00	2. Where did the speaker take Mrs. Wayan after finding her on the floor? a. Supermarket b. School c. Hospital d. Park
3. What condition is Mrs. Wayan in? a. Strong and healthy b. Weak and unable to move c. Energetic and active d. Young and independent	4. What happened to Mrs. Wayan when she fell? a. She broke her arm b. She couldn't move her hands and legs c. She fainted d. She called for help

5. We visited a historical museum last week. The exhibits displayed ancient artifacts such as pottery, coins, and _____.
 - a. Paintings
 - b. Sculptures
 - c. Jewellery
 - d. Books
6. Rearrange the following sentences to create a logical sequence:
 - a) Finally, we went to the gift shop and bought some souvenirs.
 - b) We entered the amusement park and went on thrilling rides.
 - c) After that, we had a delicious lunch at a restaurant.
 - d) First, we lined up and bought our tickets at the entrance.
 - a. D-B-C-A
 - b. D-A-B-C

- c. B-D-C-A
- d. B-C-D-A

<p>7. The movie was <u>captivating</u> and held my attention from beginning to end. (synonym)</p> <ul style="list-style-type: none"> a. Engaging b. Boring c. Confusing d. Frustrating 	<p>8. The athlete exhibited great <u>perseverance</u> during the marathon. (synonym)</p> <ul style="list-style-type: none"> a. Laziness b. Determination c. Weakness d. Indifference
<p>9. The students were required to complete a <u>challenging</u> math assignment. (Synonym)</p> <ul style="list-style-type: none"> a. Difficult b. Easy c. Boring d. Interesting 	<p>10. Sarah and Lisa are twins, but they have completely <u>different</u> personalities. (Antonym)</p> <ul style="list-style-type: none"> a. Similar b. Friendly c. Intelligent d. Opposite
<p>11. The teacher praised Jack for his <u>outstanding</u> performance in the science competition. (Synonym)</p> <ul style="list-style-type: none"> a. Excellent b. Mediocre c. Terrible d. Average 	

12. What the verb in the sentence “My brother and I made the garden benches”?
- a. Brother
 - b. Made
 - c. Garden
 - d. Benches
13. Which noun refers to a male sibling?
- a. Brother
 - b. Rizal
 - c. Sister
 - d. Father

The following text to answer the question number 14 – 15.

My brother, Rizal, and I made the garden benches after my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.

14. What did Edo and Rizal want to create?
 - a. House
 - b. Mango tree
 - c. Garden
 - d. Garden benches
15. What did the father do to the old mango tree?
 - a. Made
 - b. Cut
 - c. Rubbed
 - d. Painted
16. If study hard, you will be in your examination.
 - a. Unsuccess
 - b. Sad
 - c. Success
 - d. Stupid
17. The students write their lesson on the ...
 - a. Chair
 - b. Table
 - c. Cupboard
 - d. Madding
18. The word “amazing” is an example of:
 - a. Adjective
 - b. Noun
 - c. Verb
 - d. Adverb
19. The carpet is I want to clean it.
 - a. Large
 - b. Dirty
 - c. Shiny
 - d. Soft

The following text to answer the question number 20 – 23.

During my summer vacation, I embarked on a(n) _____ (1) journey to explore the ancient ruins. The historical sites were filled with _____ (2) artifacts and fascinating stories from the past. I walked among the crumbling walls and _____ (3) the whispers of history. The warm sun enveloped me, creating a(n) _____ (4) atmosphere that was truly enchanting.

20.
 - a. Thrilling
 - b. Delicious
 - c. Mysterious
 - d. Sparkling

- 21.
- a. Delicious
 - b. Magnificent
 - c. Sleepy
 - d. Intriguing
- 22.
- a. Danced
 - b. Played
 - c. Heard
 - d. Chirped
- 23.
- a. Forgettable
 - b. Incredible
 - c. Scary
 - d. Serene
24. The flowers bloomed beautifully in the spring garden, spreading their delightful fragrance.
- a. Colorful
 - b. Delicious
 - c. Cozy
 - d. Sparkling
25. The artist skillfully painted vibrant strokes on the canvas, bringing the artwork to life.
- a. Danced
 - b. Played
 - c. Sung
 - d. Talented

POST-TEST

We won the Classroom Competition because we worked hard. The principal announced the Classroom Competition on Monday in the Flag ceremony. When we were back to the classroom, we realised that many desks and chairs were old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs.

<p>1. What was the reason for winning the Classroom Competition?</p> <ol style="list-style-type: none"> a. Hard work b. Cleaning the classroom c. Bringing items from home d. Fixing the desks and chairs 	<p>2. When did the principal announce the Classroom Competition?</p> <ol style="list-style-type: none"> a. Monday morning b. Monday afternoon c. Tuesday morning d. Saturday afternoon
<p>3. What did the students bring from home to fix the desks and chairs?</p> <ol style="list-style-type: none"> a. Book b. Food c. Cleaning supplies d. Art materials 	<p>4. How did the students contribute to improving the desks and chairs?</p> <ol style="list-style-type: none"> a. Washing them b. Furnishing them c. Fixing the legs d. All of the above

5. Last summer, my family and I _____ to the beach for a relaxing vacation.
 - a. Swam
 - b. Flew
 - c. Walked
 - d. Travelled
6. Rearrange the following sentences to create a logical sequence:
 - a) When we got there, some farmers were milking the cow.
 - b) On Sunday morning, very early before sunrise, we walked to the farm.
 - c) After we milked the cows, we had breakfast. We had very nice hot milk for breakfast.
 - d) They told us to try it, but it was not easy.
 - a. D-B-C-A
 - b. D-A-B-C

- c. B-D-C-A
- d. B-A-D-C

<p>7. Choose the correct synonym for “<u>delicious</u>”. (synonym)</p> <ul style="list-style-type: none"> a. Boring b. Tasty c. Difficult d. Frustrating 	<p>8. Tina was <u>delighted</u> when she received a new bicycle for her birthday. (synonym)</p> <ul style="list-style-type: none"> a. Happy b. Angry c. Sad d. Tired
<p>9. The little boy was <u>afraid</u> of the dark and always slept with a nightlight. (Synonym)</p> <ul style="list-style-type: none"> a. Scared b. Brave c. Excited d. Sleepy 	<p>10. We realised that many desks and chairs were old and <u>dirty</u>. (Antonym)</p> <ul style="list-style-type: none"> a. Beautiful b. Young c. Clean d. Messy
<p>11. She ran <u>fast</u> to the bathroom. (Antonym)</p> <ul style="list-style-type: none"> a. Quick b. Swift c. Speed d. Slow 	

12. Every morning she always eat, but yesterday she did not event have
- a. Lunch
 - b. Dinner
 - c. Breakfast
 - d. Brunch
13. When Dina noticed that no other one child was going to school, her family and herself..... loudly.
- a. Laugh
 - b. Laughed
 - c. Laughs
 - d. Laughing

The following text to answer the question number 14 – 15.

Last Saturday, my little sister, Dina, did something funny. She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her bag, and ran off to school. She did not even have breakfast. After walking for five minutes, she noticed that no other children were going to school. Soon she realized it was Saturday! So, she walked back home. We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed! My naughty sister!

14. What did Dina realize after walking for five minutes?
 - a. She was lost
 - b. She forgot her bat
 - c. It was Saturday
 - d. She had missed the bus
15. What word describes Dina's behavior in the story?
 - a. Naughty
 - b. Intelligent
 - c. Serious
 - d. Careful

The following text to answer the question number 16 – 19.

Last weekend, I went on a(n) _____ (1) adventure to the beautiful mountains. The breathtaking views of the snow-capped peaks were absolutely _____ (2). I hiked along the winding trails and witnessed the stunning wildlife. The sound of birds _____ (3) and the gentle breeze against my face made me feel alive. It was truly a(n) _____ (4) experience that I will cherish forever.

16.
 - a. Thrilling
 - b. Delicious
 - c. Cozy
 - d. Sparkling
17.
 - a. Delicious
 - b. Magnificent
 - c. Sleepy
 - d. Peaceful
18.
 - a. Danced
 - b. Played
 - c. Sung
 - d. Chirped
19.
 - a. Forgettable
 - b. Incredible
 - c. Scary
 - d. Dull
20. The sunny day at beach was perfect for building sandcastles. Which word is an adjective in this sentence?
 - a. Day
 - b. Beach
 - c. Sunny
 - d. Sandcastles
21. Sarah brought her colorful to the picnic.

- a. Blanket
 - b. Flower
 - c. Bed
 - d. Tree
22. We make the delicious homemade cookies. Which word is a verb in this sentence?
- a. Delicious
 - b. Homemade
 - c. Cookies
 - d. Enjoyed
23. She looks so her dress is very good. The suitable word to fill the blank is?
- a. Small
 - b. Tin
 - c. Large
 - d. Little
24. The car is very beautiful. The synonym of the underlined word is.....
- a. Precious
 - b. Bad
 - c. Awkward
 - d. Ugly
25. Sarah held the delicate in her hands, marveling at its vibrant colors.
- a. Flower
 - b. Car
 - c. Cat
 - d. Butterfly

APPENDIX 6

KEYWORD ANSWER

PRE-TEST	POST-TEST
1. b	1. a
2. c	2. a
3. b	3. c
4. b	4. d
5. c	5. d
6. d	6. b
7. a	7. b
8. b	8. a
9. a	9. a
10. d	10. c
11. a	11. d
12. b	12. c
13. a	13. b
14. d	14. c
15. b	15. a
16. c	16. a
17. b	17. b
18. a	18. d
19. b	19. b
20. c	20. c
21. b	21. a
22. c	22. d
23. b	23. c
24. a	24. a
25. d	25. a

APPENDIX 7

THE EXAMPLE OF STUDENTS ANSWER

Ma = Satna Kishad A.S
 Class = VIII B
 No = 30

(64) : 9

PRE TEST

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1. At what time did the speaker hear a cry from Mrs. Wayan's home? a. 9.00 <input checked="" type="checkbox"/> b. 10.00 c. 11.00 d. 12.00	2. Where did the speaker take Mrs. Wayan after finding her on the floor? a. Supermarket b. School <input checked="" type="checkbox"/> c. Hospital d. Park
3. What condition is Mrs. Wayan in? a. Strong and healthy <input checked="" type="checkbox"/> b. Weak and unable to move c. Energetic and active <input checked="" type="checkbox"/> d. Young and independent	4. What happened to Mrs. Wayan when she fell? a. She broke her arm <input checked="" type="checkbox"/> b. She couldn't move her hands and legs c. She fainted d. She called for help

5. We visited a historical museum last week. The exhibits displayed ancient artifacts such as pottery, coins, and _____.

- Paintings
- Sculptures
- Jewelry
- Books

6. Rearrange the following sentences to create a logical sequence:

- Finally, we went to the gift shop and bought some souvenirs.
- We entered the amusement park and went on thrilling rides.
- After that, we had a delicious lunch at a restaurant.
- First, we lined up and bought our tickets at the entrance.

- D-B-C-A
- D-A-B-C
- B-D-C-A
- B-C-D-A

7. The movie was <u>captivating</u> and held my attention from beginning to end. (synonym) a. Engaging <input checked="" type="checkbox"/> b. Boring c. Confusing d. Frustrating	8. The athlete exhibited great <u>perseverance</u> during the marathon. (synonym) a. Laziness <input checked="" type="checkbox"/> b. Determination c. Weakness d. Indifference
--	--

<p>9. The students were required to complete a <u>challenging</u> math assignment. (Synonym)</p> <p>a. Difficult X b. Easy c. Boring d. Interesting</p>	<p>10. Sarah and Lisa are twins, but they have completely <u>different</u> personalities. (Antonym)</p> <p>X a. Similar b. Friendly c. Intelligent d. Opposite</p>
<p>11. The teacher praised Jack for his <u>outstanding</u> performance in the science competition. (Synonym)</p> <p>X a. Excellent b. Mediocre c. Terrible d. Average</p>	

12. What the verb in the sentence "My brother and I made the garden benches"?

- a. Brother
- ~~X~~ b. Made
- c. Garden
- d. Benches

13. Which noun refers to a male sibling?

- ~~X~~ a. Brother
- b. Rizal
- c. Sister
- d. Father

The following text to answer the question number 14 – 15.

My brother, Rizal, and I made the garden benches after my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.

14. What did Edo and Rizal want to create?

- a. House
- b. Mango tree
- c. Garden
- ~~X~~ d. Garden benches

15. What did the father do to the old mango tree?

- a. Made
- b. Cut
- c. Rubbed
- ~~X~~ d. Painted

16. If study hard, you will be in your examination.

- a. Unsuccess
- b. Sad
- ~~X~~ c. Success
- d. Stupid

17. The students write their lesson on the ...
- a. Chair
 - b. Table
 - c. Cupboard
 - d. Madding
18. The word "amazing" is an example of:
- a. Adjective
 - b. Noun
 - c. Verb
 - d. Adverb
19. The carpet is I want to clean it.
- a. Large
 - b. Dirty
 - c. Shiny
 - d. Soft

The following text to answer the question number 20 – 23.

During my summer vacation, I embarked on a(n) _____ (1) journey to explore the ancient ruins. The historical sites were filled with _____ (2) artifacts and fascinating stories from the past. I walked among the crumbling walls and _____ (3) the whispers of history. The warm sun enveloped me, creating a(n) _____ (4) atmosphere that was truly enchanting.

- 20.
- a. Thrilling
 - b. Delicious
 - c. Mysterious
 - d. Sparkling
- 21.
- a. Delicious
 - b. Magnificent
 - c. Sleepy
 - d. Intriguing
- 22.
- a. Danced
 - b. Played
 - c. Heard
 - d. Chirped
- 23.
- a. Forgettable
 - b. Incredible
 - c. Scary
 - d. Serene
24. The flowers bloomed beautifully in the spring garden, spreading their delightful fragrance.
- a. Colorful
 - b. Delicious
 - c. Cozy

- d. Sparkling
25. The artist skillfully painted vibrant strokes on the canvas, bringing the artwork to life.
- a. Danced
 - b. Played
 - c. Sung
 - d. Talented

Nama : Alif Ikhsan . P
No : 03
Kelas : VMA (8A)

PRE TEST

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- D-B-C-A
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25. The artist skillfully painted vibrant strokes on the canvas, bringing the artwork to life.
- a. Danced
 - b. Played
 - c. Sung
 - d. Talented

<p>9. The little boy was <u>afraid</u> of the dark and always slept with a nightlight. (Synonym)</p> <p>a. Scared <input checked="" type="checkbox"/> b. Brave c. Excited d. Sleepy</p>	<p>10. We realised that many desks and chairs were old and <u>dirty</u>. (Antonym)</p> <p>a. Beautiful b. Young c. Clean <input checked="" type="checkbox"/> d. Messy</p>
<p>11. She ran <u>fast</u> to the bathroom. (Antonym)</p> <p>a. Quick b. Swift <input checked="" type="checkbox"/> c. Speed d. Slow</p>	

12. Every morning she always eat, but yesterday she did not event have
- a. Lunch
b. Dinner
 c. Breakfast
d. Brunch
13. When Dina noticed that no other one child was going to school, her family and herself..... loudly.
- a. Laugh
b. Laughed
 c. Laughs
d. Laughing

The following text to answer the question number 14 – 15.

Last Saturday, my little sister, Dina, did something funny. She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her bag, and ran off to school. She did not even have breakfast. After walking for five minutes, she noticed that no other children were going to school. Soon she realized it was Saturday! So, she walked back home. We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed! My naughty sister!

14. What did Dina realize after walking for five minutes?
- a. She was lost
b. She forgot her bat
 c. It was Saturday
d. She had missed the bus
15. What world describes Dina's behavior in the story?
- a. Naughty
b. Intelligent
c. Serious
d. Careful

The following text to answer the question number 16 – 19.

Last weekend, I went on a(n) _____ (1) adventure to the beautiful mountains. The breathtaking views of the snow-capped peaks were absolutely _____ (2). I hiked along the winding trails and witnessed the stunning wildlife. The sound of birds (3) and the gentle

breeze against my face made me feel alive. It was truly a(n) _____ (4) experience that I will cherish forever.

16.

- a. Thrilling
- b. Delicious
- c. Cozy
- d. Sparkling

17.

- a. Delicious
- b. Magnificent
- c. Sleepy
- d. Peaceful

18.

- a. Danced
- b. Played
- c. Sung
- d. Chirped

19.

- a. Forgettable
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20. The sunny day at beach was perfect for building sandcastles. Which word is an adjective in this sentence?

- a. Day
- b. Beach
- c. Sunny
- d. Sandcastles

21. Sarah brought her colorful to the picnic.

- a. Blanket
- b. Flower
- c. Bed
- d. Tree

22. We make the delicious homemade cookies. Which word is a verb in this sentence?

- a. Delicious
- b. Homemade
- c. Cookies
- d. Enjoyed

23. She looks so her dress is very good. The suitable word to fill the blank is?

- a. Small
- b. Tin
- c. Large
- d. Little

24. The car is very beautiful. The synonym of the underlined word is.....

- a. Precious
- b. Bad

- Awkward
 - d. Ugly
25. Sarah held the delicate in her hands, marveling at its vibrant colors.
- a. Flower
 - Car
 - c. Cat
 - d. Butterfly

Nama: Enwi Dimas S
 No : 11
 Kelas : 8-A

POST TEST

(84) 3 24

We won the Classroom Competition because we worked hard. The principal announced the Classroom Competition on Monday in the Flag ceremony. When we were back to the classroom, we realised that many desks and chairs were old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs.

<p>1. What was the reason for winning the Classroom Competition?</p> <p>a. Hard work X b. Cleaning the classroom c. Bringing items from home d. Fixing the desks and chairs</p>	<p>2. When did the principal announce the Classroom Competition?</p> <p>X a. Monday morning b. Monday afternoon c. Tuesday morning d. Saturday afternoon</p>
<p>3. What did the students bring from home to fix the desks and chairs?</p> <p>a. Book b. Food X c. Cleaning supplies d. Art materials</p>	<p>4. How did the students contribute to improving the desks and chairs?</p> <p>X a. Washing them b. Furnishing them c. Fixing the legs d. All of the above</p>

5. Last summer, my family and I _____ to the beach for a relacing vacation.
- a. Swam
 b. Flew
 c. Walked
~~X~~ d. Travelled
6. Rearrange the following sentences to create a logical sequence:
- a) When we got there, some farmers were milking the cow.
 b) On Sunday morning, very early before sunrise, we walked to the farm.
 c) After we milked the cows, we had breakfast. We had very nice hot milk for breakfast.
 d) They told us to try it, but it was not easy.
- a. D-B-C-A
 b. D-A-B-C
 c. B-D-C-A
~~X~~ d. B-A-D-C

<p>7. Choose the correct synonym for "delicious". (synonym)</p> <p>a. Boring X b. Tasty c. Difficult d. Frustrating</p>	<p>8. Tina was <u>delighted</u> when she received a new bicycle for her birthday. (synonym)</p> <p>X a. Happy b. Angry c. Sad d. Tired</p>
<p>9. The little boy was <u>afraid</u> of the dark</p>	<p>10. We realised that many desks and</p>

<p>9. The little boy was <u>afraid</u> of the dark and always slept with a nightlight. (Synonym)</p> <p><input checked="" type="checkbox"/> a. Scared</p> <p>b. Brave</p> <p>c. Excited</p> <p>d. Sleepy</p>	<p>10. We realised that many desks and chairs were old and <u>dirty</u>. (Antonym)</p> <p>a. Beautiful</p> <p>b. Young</p> <p><input checked="" type="checkbox"/> c. Clean</p> <p>d. Messy</p>
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- a. Flower
 - b. Car
 - c. Cat
 - d. Butterfly

APPENDIX 8

LETTER OF PERMISSION



PEMERINTAH KABUPATEN KARANGANYAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 KERJO

Alamat Ds Sumberejo, Kec Kerjo, Kab. Karanganyar ☎ (0271) 6493004 ☎ 64957753
email smpn2kerjo@yahoo.com website www.smpn2kerjo.sch.id

SURAT KETERANGAN

NOMOR : 421.3/ 110 / 2023

Yang bertanda tangan dibawah ini kepala SMP Negeri 2 Kerjo, Kecamatan Kerjo Kabupaten Karanganyar, Provinsi Jawa Tengah :

Nama : Aris Suparsito, S.Pd., M.Pd.
NIP : 19651206 198902 1 002
Pangkat Golongan : Pembina IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 2 Kerjo

Menerangkan dengan sebenarnya :

Nama : Mayla Listya Afifah
NIM : 196121160
Tempat , Tgl Lahir : Karanganyar , 13 Mei 2001
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Adab dan Bahasa
Universitas : Universitas Islam Negeri Raden Mas Said Surakarta

Benar – benar telah mengadakan *Penelitian/Observasi/Try Out* untuk menyusun Skripsi/ Karya Ilmiah/ Karya Tulis/ Tesis guna melengkapi tugas – tugas Studi Tingkat Sarjana (S1) dengan judul :

" The Effectiveness Of Vocabulary Notebook In Teaching Recount Text At Eighth Grade Of Smp N 2 Kerjo Academic Year 2022/2023 "

Penelitian/Observasi/ Try Out soal dilaksanakan pada 8 Mei 2023 s.d 24 Mei 2023 dengan objek/ subjek di SMP Negeri 2 Kerjo.

Demikian surat keterangan ini kami dbuat kepada yang bersangkutan harap menjadikan periksa, dan dapat digunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terima kasih.

Kerjo, 24 Mei 2023

Kepala SMP Negeri 2 Kerjo



Aris Suparsito, S.Pd., M.Pd.
Pembina

NIP. 19651206 198902 1 002

APPENDIX 9

THE DOCUMENTATION DURING THE RESEARCH



The students do pre-test



The students do post-test



The students doing a treatment using vocabulary notebook