

*THE EFFECTIVENESS OF USING WORD EXPERT STRATEGY IN
TEACHING VOCABULARY TO THE FIRST GRADE STUDENTS OF SMKN
2 BUNGORO PANGKEP REGENCY*



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar

By:

ARSYIL AZIM SYAH

Reg. Number: 20400112146

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHING SCIENCE FACULTY
ALAUDDIN STATE ISLAMIC UNIVERSITY
MAKASSAR

2016

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : **Arsyil Azim Syah**
NIM : 20400112146
Tempat/Tgl. Lahir : Bulukumba, 06 November 1994
Jur/Prodi/Konsentrasi : Pendidikan Bahasa Inggris
Fakultas/Program : Tarbiyah dan Keguruan
Alamat : Jl. Abdul Mutalib Pao-Pao
Judul : *“The Effectiveness of Using Word Expert Strategy in Teaching Vocabulary To The First Grade Students of SMKN 2 Bungoro Pangkep Regency”*.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini adalah benar hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Makassar, 2016

Penyusun ,

Arsyil Azim Syah
NIM: 20400112146

PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara **Arsyil Azim Syah**, NIM: **20400112146** mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah meneliti dan mengoreksi secara seksama skripsi yang bersangkutan dengan judul “ *The Effectiveness of Using Word Expert Strategy in Teaching Vocabulary to First Grade Students of SMKN 2 Bungoro Pangkep Regency*” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui ke sidang munaqasah.

Makassar, 2016

Pembimbng 1

Pembimbing II

Dra. Hj. St. Azisah, M.Ed.St., Ph.D.
NIP. 19671231 199303 2 016

Indah Fadhilah Rahman, S.Pd.I, M.Hum.
NUPN. 9920100165

PENGESAHAN SKRIPSI

Skripsi yang berjudul “*The Effectiveness of Using Word Expert Strategy in Teaching Vocabulary to The First Grade Students of SMKN 2 Bungoro Pangkep Regency*” yang disusun oleh saudara Arsyil Azim Syah, Nim: 20400112146, Mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari **Senin, 28 November 2016** bertepatan dengan **28 Shafar 1438 H** dan dinyatakan dapat diterima sebagai salah satu syarat untuk mendapatkan gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris dengan beberapa perbaikan.

Samata, 28 November 2016 M

28 Shafar 1438 H

DEWAN PENGUJI

(SK Dekan No.3541 Tertanggal 29 November 2016)

Ketua : Dr. Kamsinah, M. Pd. I. (.....)

Sekretaris : Sitti Nurpahmi, S. Pd., M. Pd. (.....)

Munaqisy I : Dr. H. Nur Asik, M.Hum. (.....)

Munaqisy II : Dr. Hj. Djuwairiah Ahmad, M.Pd., M.TESOL. (.....)

Pembimbing I : Dra. Hj. St Azisah, M.Ed.St., Ph.D (.....)

Pembimbing II : Indah Fadhilah Rahman, S. Pd. I., M. Hum. (.....)

Diketahui oleh:

Dekan Fakultas Tarbiyah dan Keguruan
UIN Alauddin Makassar,

Dr. H. Muhammad Amri, Lc., M, Ag.
NIP. 19730120 2003121 001

ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, the researcher would like to express his deepest gratitude to the Almighty Allah SWT, the only provider, the most merciful who gives His guidance, inspiration and good health for all time to conduct the writing of this thesis. Also shalawat and salam are always delivered to our great Prophet Muhammad SAW who had brought us from the darkness to the lightness.

During the writing of this thesis, the researcher received many helps from a number of people, guidance, correction, suggestion, advice and support. Without them, the writing of this thesis would never been possibly completed. Therefore, the researcher would like to express the greatest thanks and appreciation for those people, especially to:

1. The researcher's consultants, **Dra. Hj. St. Azisah, M.Ed.St, Ph.D.**, and **Indah Fadhilah Rahman, S.Pd.I, M.Hum.**, who have helped, guided, and supported the researcher during the writing of his thesis.
2. **Dr. Kamsinah, M.Pd.I.** and **Sitti Nurpahmi, S.Pd. M.Pd.** The Head and Secretary of English Education Department, Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar and all of the staffs of his.

3. **Dr. H. Muhammad Amri, Lc., M.Ag.** The Dean and all of the staffs of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar.
4. **Prof. Dr. Musafir Pababbari, M.Si.** The Rector of State Islamic University Alauddin Makassar.
5. All of the lecturers of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar for their guidance during his study.
6. **Drs. Suyatman, M.Si.** The Headmaster of SMKN 2 Bungoro Pangkep Regency, thank you for your good respond to this research.
7. The First Grade Students, Academic Year 2016-2017 of SMKN 2 Bungoro Pangkep Regency thanks for your participation as the respondents in this research.
8. The researcher's beloved parents who always pray, encourage, educate and provide countless material supports, so that, he could finish this thesis writing and his study in UIN Alauddin Makassar.
9. The researcher's classmates in English Education Department **PBI 7 and 8** (Academic Year 2012), Thank for your friendship.
10. **Nur Insani J, Alm. Wawan Wirawan and Anita**, who always accompanies, supports, helps and Motivates the researcher's writing this thesis.
11. His best friends; **Abhas Khan, Ranty, Uge, Cururu, Cacha** for their sincere friendship and assistance during the writing of this thesis.

12. All of the people around the researcher's life who could not mention one by one by the researcher that have given a big inspiration, motivation, spirit and pray to his.

The researcher realizes that the writing of this thesis is far from perfect. Remaining errors are the researcher's own; therefore, constructive criticisms and suggestions will be highly appreciated. May all our/the efforts are blessed by Allah SWT. Amin.

Makassar, 2016
The researcher,

Arsyil Azim Syah
NIM. 20400112146

TABLE OF CONTENTS

	Pages
COVER PAGE	i
PERNYATAAN KEASLIAN SKRIPSI	ii
PERSETUJUAN PEMBIMBING.....	iii
LEMBAR PENGESAHAN	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDIX.....	xi
ABSTRACT.....	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Problem	3
C. Research Objective	3
D. Research Significance.....	3
E. Research Scope	4
F. Operational Definition of Terms	5
CHAPTER II REVIEW OF RELATED LITERATURES	6
A. Literature Review	6
B. Some Pertinent Ideas	7
1. The Concept Of Vocabulary.....	7
2. The Concept Of Word Expert	19
C. Theoretical Framework	21
D. Hypothesis	22
CHAPTER III RESEARCH METHOD	23
A. Research Design	23

B. Research Variable	24
C. Population and Sample	24
1. Population	24
2. Sample	24
D. Research Instrument	25
1. Test	25
E. Data Collection Procedure	25
F. Data Analysis Technique	27
CHAPTER IV FINDINGS AND DISCUSSION	31
A. Findings.....	31
1. The Classification of Students' Pre-test Scores in Experimental and Control Class	31
2. The Classifications of Students' Post-test Scores in Experimental and Control Class	33
3. The Mean Score and Standard Deviation of Experimental Class and Control Class in Pre-test and Post-test	35
B. Discussion	37
CHAPTER V CONCLUSIONS AND SUGGESTIONS	40
A. Conclusions	40
B. Suggestions	41
BIBLIOGRAPHY	42
APPENDICES	46
CURRICULUM VITAE.....	74

LIST OF TABLES

		Page
Table 1	The Distribution of Frequency and Percentage of Experimental Class Score in Pre-test	32
Table 2	The Distribution of Frequency and Percentage Score of Control Class Score in Pre-test	32
Table 3	The Distribution of Frequency and Percentage of Score Experimental Class Score in Post-test	33
Table 4	The Distribution of Frequency Percentage of Control Class Score in Post-test	34
Table 5	The Mean Score and Standard Deviation of Experimental Class and Control Class in Post-test	35
Table 6	Distribution The Value of t-test and t-table.....	36

LIST OF APPENDIX

- Appendix A : The Raw Score of the Students' Pre-test and Post-test
in Experimental Class.
- Appendix B : The Raw Score of the Students' Pre-test and Post-test
in Control Class
- Appendix C : The Mean Score of Experimental Class and Control Class
- Appendix D : Standard Deviation of Experimental Class and Control
Class
- Appendix E : The Significance Different
- Appendix F : Distribution of T –Table
- Appendix G : Lesson Plan
- Appendix H : Research Instrument
- Appendix I : Answer Key Pre-Test and Post-Test
- Appendix J : Documentation

ABSTRACT

Name : Arsyil Azim Syah
Reg. Number : 20400112146
Department/faculty : English Education/Tarbiyah and Teaching Science
Title : The Effectiveness of Using Word Expert Strategy in Teaching Vocabulary to The First Grade Students of SMKN 2 Bungoro Pangkep Regency
Consultant I : Dra. Hj. St Azisah, M.Ed.St., Ph.D
Consultant II : Indah Fadhilah Rahman, S.Pd.I., M.Hum.

The objectives of this research were to find out the effectiveness of using Word Expert Strategy in teaching vocabulary to the first grade students' of SMKN 2 Bungoro Pangkep Regency.

This research employed quasi-experimental design with two group pre-test and post-test design. There were two variables in this research; they were independent variable (The Effectiveness of Using Word Expert Strategy) and dependent variable (Students Vocabulary).

The population of this research was the first Grade Students' of SMKN 2 Bungoro Pangkep Regency academic year 2016/2017 which consisted of 225 students. The sample of the research consisted of 50 students which were taken by using Purposive Sampling, 25 students from X TKR 1 as the experimental class and 25 students from X TKR 5 as the control class.

There was kind of instrument in this research, that was test. Test was used in pre-test and post-test. The data indicated that there was a significant difference between the students' post-test in experimental class and that in control class. The mean score of post-test (80.48) in experimental class was greater than the mean score of post-test (61.44) in control class. The standard deviation of post-test (7.33) in experimental class and the standard deviation of post-test in control class (11.42). From t-test, the researcher found that the value of t-test (6.28) was greater than t-table (2.021) at the level of significance 0.05 with degree of freedom (df) = 48.

Based on the finding and discussion of the research, the researcher suggested that word expert strategy could be used in teaching students' vocabulary. So, the researcher concluded that using word expert strategy was effective in teaching vocabulary.

CHAPTER I

INTRODUCTION

This chapter presents the background, research problem, research objective, research significance, research scope and operational definition of terms.

A. Background

Vocabulary is a component of language material in learning English. Vocabulary is the main focus of language, due to without sufficient vocabulary students could not understand others or express their own ideas. Think about English vocabulary and teaching of it to students learning English as a second or foreign language. To teach vocabulary not just about words but, students learn about meaning and how to use words. To know word, students need to see the context and learn how its meaning relates to the words around it. An approach that includes definitions as well as context can generate a full and flexible knowledge of word meanings.

According to Nilawati in Syahril (2014) Vocabulary is central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his or her ideas in both oral and written form. Therefore the students should have to obtain vocabulary mastery.

Vocabulary is supposed as the important element in learning Language to support the four English skills itself. By having enough vocabulary, the ability to communicate and to convey our social need can be established. If learner has

enough vocabulary, they will be able to understand the utterance which they listens, they will be able to speak fluently, and they can understand the content of the text easily. Fallue (2004) said that in order to progress in a foreign language, learners do not understand a usable portion of the vocabulary in the language that they read or hear, then this language is not comprehensible and therefore cannot be useful for acquisition.

Based on the researcher preliminary observation was done by interviewe in SMKN 2 Bungoro, the researcher found some problems that often happen in students' vocabulary. The *first*, students did not have many vocabularies, and the *second*, the students still had difficulties in memorizing words, due to the strategy was not interesting for the students.

Based on the problems above, the researcher decided to test the word expert strategy. Researcher wants to see whether this strategy could give significant influence toward students' vocabulary or not. Therefore the researcher decides to carry out "Word Expert Strategy" due to either amount of problems related to the students' vocabulary mastery are detected has been become the most significant role in learning English. Moreover, the teachers are so required to help their students in achieving their vocabulary mastery in order to make them convey excellent in English.

To specify, the researcher's concerned to choose this word expert strategy due to this is an interesting as well as an active learning strategy and this strategy was an easy going way interesting with learning by looking word in the paper. In addition, the students would learn and increase their vocabulary

through by looking the word in the paper. The students could increase their vocabulary from what they had been looked in the paper.

To solve the problem, the researcher did research on using word expert in improve the vocabulary.

B. Research Problems

Based on the previous background, the problem statement of this study was:

“How is the of effectiveness using Word Expert in teaching students’ vocabulary at the first grade of SMKN 2 Bungoro, Pangkep?”

C. Research Objectives

Based on the problem statement above, the objectives of this research was:

“To find out the effectiveness of using word expert in teaching vocabulary at first grade of SMKN 2 Bungoro”.

D. Research Significance

This research concerned on using Word Expert as a strategy to improve the students’ vocabulary. This researcher expected to indicate significant theoretical and practical information on the importance of using Word Expert in teaching vocabulary. Related to the target of this research, the researcher had two significant, they were

1. Theoretical Significance

This study can be used to give us evidence about the implementation of word expert strategy in teaching vocabulary. Furthermore, the results of this study are expected to enrich theories and can be a reference for future

studies related to Word Expert to improve the students' vocabulary at the first grade students.

2. Practical Significance

a. For students

The result of research the students interesting and enjoy studying English by using Word Expert Strategy.

b. For teachers

Conducting this research useful to the teachers which could give them a new strategy in teaching vocabulary; they were not be stuck only in some particular teaching strategy. Using word Expert could be a good alternative or variation in teaching vocabulary. Where, it made students enjoy following the lesson.

c. For the next researchers

The researcher intends to bring significance reference to other and next researcher as a reference for further studies on similar topic.

E. Research Scope

This research was focused on the effectiveness of Word Expert Strategy in teaching vocabulary mastery at first grade of SMKN 2 Bungoro Pangkep. Furthermore the researcher limits the scope of word expert strategy. In addition, the researcher focuses on noun (people, things, places) and verb.

F. Operational Definition of Terms

To make clear understanding about the title of this thesis, the researcher explained some definition of terms in the title.

1. Vocabulary

Vocabulary is component of language and the total number of words in a language. Brown (2004) stated that vocabulary is words having meaning. In this study, vocabulary can define list of word (noun and verb) which will be transferred.

2. Word Expert.

Word Expert is a strategy in which students become knowledgeable about specific word and strategy to construct word cards, thus gaining experience in interpreting definitions, and then they teach one another the words.

CHAPTER II

LITERATURE REVIEW

G. Literature Review

Vocabulary as tools of communication, learning and thinking have made many research explore and expose the implementation of various techniques in teaching language. There are some research studies that support this research.

1. Andi Sugiana (2000), conducted research on *Teaching vocabulary through Total Physical Response (TPR) method to the first year students of SLTP Negeri 3 Watampone*. She found that TPR method was effective in teaching English vocabulary. It could increase the students' vocabulary achievement and make the teaching and learning process more enjoyable, interesting and exciting.
2. Satria (2000), conducted research study on *Using Flash Cards In Teaching Vocabulary to the Second Year Students of SLTP 1 Soppeng Riaja*. She found that teaching vocabulary using flash card was effective in assisting the students to master vocabulary.
3. Maslaeni (2002) in her research "*Improving the English Vocabulary of the Sixth Grade Students of SD Negeri IKIP by Using Scrambled Words*" pointed out that the use of scrambled words can improve the vocabulary of the sixth grade students of SD Negeri Kompleks IKIP. The weakness of this research is the ability of the student to follow instruction of researcher was low because they were still young and

hard to be controlled but the researcher worked hard to solve the problems so the scramble word was able to improve the students' vocabulary.

From the cited research findings above, the researcher concludes that in teaching and learning vocabulary process, the teacher has to catch the students' attentions and involve them to learn activity by creating varieties of techniques. The result of creating good technique in learning English can bring the students to memorize and remember vocabulary easily.

H. Some Pertinent Ideas

1. Effectiveness

According to Fachrurrozi and Erta (2010) "effective is learning that is right on target, in which the material is taught in accordance with the wishes, needs of students both for the present and in the future". Fraser in Sukaeni (2012) defines effectiveness as a measure of the match between stated goals and their achievement. From these definitions, the researcher concludes that a method or strategy in learning and teaching process is effective when it can attain the target or the goals that we make before learning and teaching process done.

2. The Concept of Vocabulary

a. Definition of Vocabulary

There are many definitions of vocabulary that have been given by experts, some of them are:

Kamil and Hiebert (2005), Generically vocabulary is the knowledge of meanings of words. Webster (2003), stated that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally, grouchy.

According to Hornby (1986), stated vocabulary is:

1. The total number of words that make up a language.
2. Body words known to person or used in a particular book, subject.
3. List of words with their meanings, especially one, which accompanies a textbook, a foreign language.

According to Kathlen in Marsuni (2005), stated that vocabulary is ability to recognize individual letters that form a word. While Penny Ur in Amiruddin (2004) said that vocabulary can be defined roughly as the words we teach in the foreign language.

In the process of teaching and learning English as a foreign language, teacher should be creative in finding the interesting ways to teach effectively and efficiently in the classroom.

According to G. Whitlan (1999), defined vocabulary as:

1. The stock of words used by unknown to particular person, or group of person.
2. A list of collection of the words of phrases of language, technical field, etc. usually arranged alphabetical order or defined.
3. The words of a language.

4. Any use for less specific group of form characteristic of artist, a style of art, architecture or the like

Based on some definitions above, the researcher concludes that vocabulary was a list of word with their own meaning that make up a language to be used by the people to communicate.

b. Types of Vocabulary

Word in language is a small element, which could make up a language and function to express an idea. Some experts have classified vocabulary in some ways:

1. Passive or recognition vocabulary, which is made up the words, one recognizes in the context or reading material but he does not actually use himself.
2. Active vocabulary, which consists of working words is used daily in writing and speaking.

According to Harmer (1991) also divided vocabulary into two types:

1. Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.
2. Passive vocabulary refers to words, which students will recognized when they met them but they will probably not be able to produce.

According to Elfrieda H. Hiebert and Michael L. Kamil, vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.

2. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

According to Good in Suryaningsih (2005) divided vocabulary into four parts, namely:

1. Oral vocabulary consists of word actively used in speech that comes readily to the tongue of the one's conversation.
2. Writing vocabulary is stock of words that comes readily to one's finger vocabulary. It commonly used in writing.
3. Listening vocabulary is stock of words, which a person can understand when hear it.
4. Reading vocabulary is the words where the people can recognize when they find it in written material.

According to Schall in Amiruddin (2004) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.
2. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.

3. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

According to The linguist Leggett (1982) point out, there are two types of vocabulary:

1. Passive or recognition vocabulary, which is made up the words, one recognizes in the context of reading material but he does not actually use himself.
2. Active vocabulary which consists of working words is used daily in writing and speaking.

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by person for showing and telling their opinion and ideas. And the writrer concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as many as possible in order to increase their ability in using the target language.

c. The Importance of Vocabulary

Mastery vocabulary is must be in our life both in interacting and learning. Without vocabulary we cannot express our idea, it is a tool in our mind to think and solve the problem. More words you have in your mind give you more ways to think and solve the problem. We realized that vocabulary is the most importance think in our life for communication.

Talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for us to catch what someone says if we just know the construction of sentence without knowing the words.

In speaking, vocabulary is used to express our ideas or feelings to the others orally. The words that we have influence how effective the communication runs.

In reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage.

In writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering.

The expansion and elaboration of vocabularies is something that extends across a lifetime (Hibert and Kamil, 2005). Most of teaching program has a major aims as a process for helping the students to gain more vocabulary of

useful word. Vocabulary is exactly important in mastering English, because many vocabularies which are mastered, it means more ideas they can express or many ideas of people. So the students will realize that a word can show many meanings and many words have one meaning. If students has know about that, they will try to make a sentence.

d. Some Techniques in Teaching Vocabulary

Regarding the importance of vocabulary expansion in the students' studies, the English teacher should know some effective ways to teach vocabulary. The students should be active and should participate in every exercise during the class hour.

According to Harmer (1991) described some ways in presenting vocabulary, as follows:

1. Realia

This way, the teacher brings the real object into the classroom and introduced to the students. In this case, the students learn to recognize the words by seeing the reality words like *pen, ruler, ball, etc.*

2. Pictures

Teaching vocabulary through pictures is familiarly focuses on the object. Pictures can be used to explain meaning of vocabulary items: the teacher might draw pens, ruler, etc.

3. Mime, Action and Gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. action, in

particular, are probably better explained by mime (concept like running and smoking are easy to present in this way).

4. Contrast

This way, the teacher shows the students a word and asks the students to find out the contrast of the word. For example: the meaning of *full* by contrasting it.

5. Enumeration

This way requires the teacher to introduce words by enumeration them with their general and specific meaning. A word with a general meaning, for instance “vegetable”, the teacher introduce this word and asks the students to find out some specific words relate to vegetable: such as potato, cabbage, carrot, etc.

6. Explanation

This way, the teacher introduces words by explaining or describing the objects and asks the students to guess what the object is.

7. Translation

This way, the teacher asks the students to translate the given words into their mother tongue (native language). This strategy is very useful for beginners.

e. Problems in learning Vocabulary

Learning vocabulary is not easy for a student, especially foreign learner. Building up a vocabulary is a complicated process, and one that takes a long time. There are a lot of problems that a student face while they are learning

vocabulary. One of the problems is well known. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

b. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

d. Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them.

f. Vocabulary Selection

The selection of vocabulary is very important to do before teaching. The teachers should know which words are useful to be taught, but how do the teachers determine exactly what are useful? Gairns and Redman (1986) stated that in the first place, we have to concede that every teaching situation is different and so essential items in one context may be useless in another. The relative importance you attach to the various criteria described below will therefore depend on teaching situation it self.

1. Frequency

The high frequency of an item is no guarantee of usefulness, but there is obviously a significant correlation between the two so it is worth examining some of the work on frequency word-counts that has been carried out over recent decades.

2. Cultural Factors

One drawback of word-counts we have not mentioned is, that being based on the utterances of native speakers they will obviously reflect the cultural interests of the speakers. Such interests may not, however, be shared by learners, who may wish to express ideas and experiences quite outside those of a native speaker.

3. Need and Level

These criteria, the teacher must know their students' need and level. The students who are required to read technical reports in English in their native country will have different lexical needs to those learners

who want survival English for travel purposes in English-speaking countries. Equally obvious is that elementary students will recognize limitations in their selection of lexis that will not be true of advanced learners. Usually conflict arises, though, when the lexical needs of the learner would seem to be incongruous with his general language level.

4. Expediency

The classroom will often dictate the need of certain vocabulary, without which the students may fail to understand their teacher, fellow students or the activity they are supposedly engaged in. One such are is grammatical terminology, and although many teachers are load to burden their students with too many grammatical labels, a shared understanding of certain items can be asset. A second area of classroom includes those items which frequently appear in language activity instructions.

g. Vocabulary Assessment

In this learning process, assessment is conducted in order to know students' achievement toward the material during teaching vocabulary process. Vocabulary assessment can be carried out through oral or written skills. There are several techniques to assess vocabulary: multiple choice, re-arrange, matching, cloze technique, etc. Brown (1994) stated that the major techniques to assess vocabulary are defining and using them in sentences. The latter is the more authentic, but even that task is constrained by a contrived situation in which the test-taker, usually in a matter of seconds, has to come up with an appropriate sentence.

To measure the students' ability in mastering vocabulary, we should be used a test or assessment. The assessment is very important to measure the effectiveness of teaching learning process. It also helps the English teacher to decide, to move on the next material or just simply repeat or teach again the materials have been given to the students. Brown (2004) state that assessments are ongoing process that encompasses a much wider domain. Whenever the students responds to a question, offer a comment, or tried out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Test may be constructed mostly as strategy to reinforce learning and to motivate the students or mostly as a means of assessing the students' performance in the language. In relation to this study, the researcher will focus on testing the students' performance in spelling a meaning of word. The researcher participates that the test will give objective feedback for both students and the researcher.

Knowledge of vocabulary is often tested because it is important for communication. The test maker should be aware of what he/she doing when testing vocabulary. Nation (2001) explains that there are numerous ways of testing vocabulary ranging from multiple-choice items to open ended question. Although multiple choice items are sometimes the most suitable instrument for testing vocabulary, they should not be over used. Frequently, other item types are far more interesting and useful. The material itself should always determine the types of question, which are constructed. Certain material may lend themselves to multiple choice items, others to ordinary completion

items, other to completion of the information in a table, and yet others to open ended question.

3. The Concept of Word Expert

a. Definition of Word Expert

Word expert Strategy is one of various strategy that can be used in teaching students vocabulary. According to Lansdown (1991), word expert is a vocabulary learning strategy that allows students to understand the meaning of words and memorizing words. In this strategy, students construct cards, gaining experience in interpreting dictionary definitions. Word expert help the students to learn important words and can increase the student's interested and participated in learning English vocabulary.

According to Margaret Richer (2005), word expert is a strategy that makes students to construct cards that they use to teach other students their assigned words. To use the word expert strategy to teach vocabulary, to make it fun and interesting, this strategy allows each student to be a word expert for some of words to be learned during a class. And can make students be creative and critical to define the vocabulary in their own words.

According to Becky Mc Tague (2010), word expert strategy is the teacher makes a list of word and then student is assigned a few words to search the meaning. Finally, each student makes the assigned expert cards and teach words to each other. It's mean that in the word expert strategy, teacher make sure that students be active and interesting in learning vocabulary.

According to Glasgow and Farrell (2007), word expert strategy is a strategy which the students construct word cards, thus gaining experience in interpreting dictionary definitions, then they teach one another the words. This strategy makes the students be creative and develop the cognitive of the students, because word expert strategy make students in constructing cards and make the definition of the words. And make students fun and interesting when they find the meaning of the word. By applying this strategy, the teacher can gain the three kinds of teaching. It will help the teacher teach vocabulary easily. Then, it will let learners work cooperative with others learners.

According to Haley Rowe (2011), word expert is important strategy for teachers to teach meaning of word. According to Fred Arnold, One useful strategy is called *Word Expert*. As terms come up during a science unit, the teacher can recruit individual students to develop word expert for each specific word. In this approach, the teacher provides the student with a definition of the term or assists the student in creating a definition.

In teaching English vocabulary the researcher tries to apply word expert as a creative strategy in teaching vocabulary in order to make students easy to understand and remember their new vocabulary.

b. Steps of using word expert

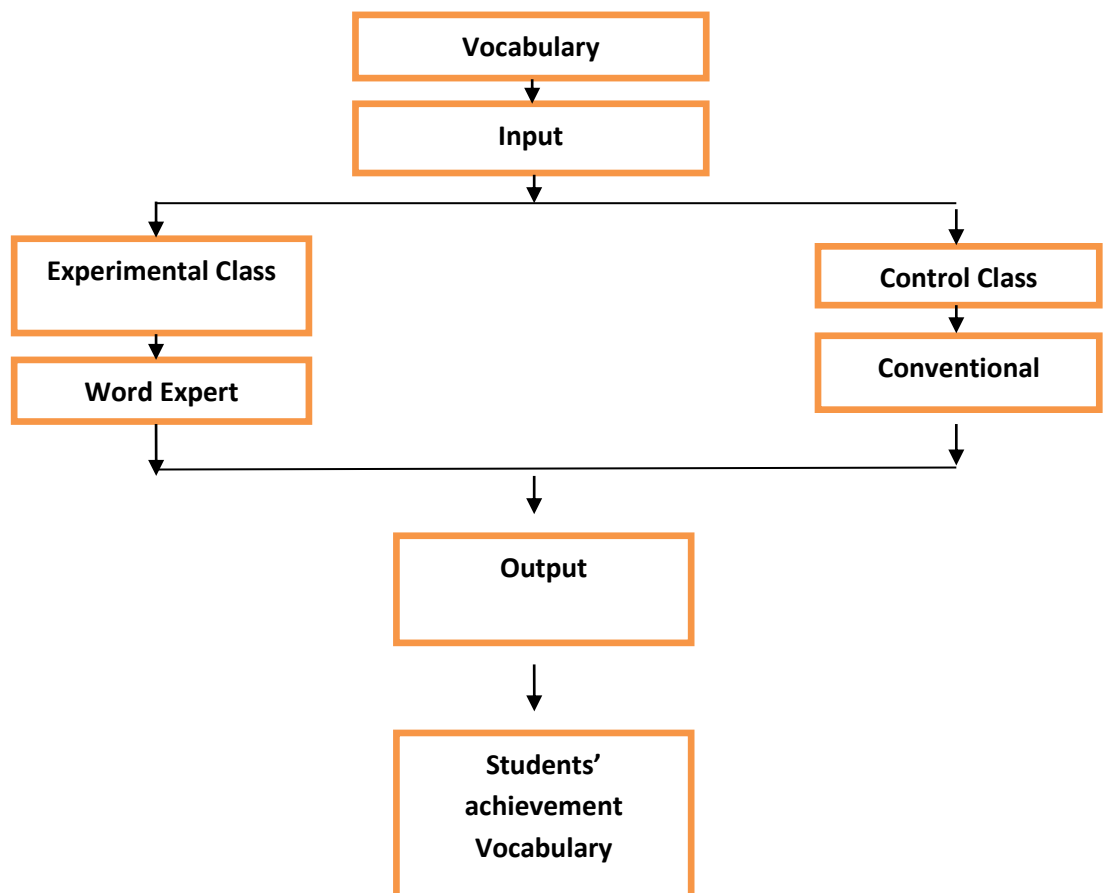
In addition, the researcher had a few steps to use word expert in teaching English vocabulary, they were;

1. The researcher gave motivation before starting materials.
2. The researcher gave some explanation about the learning process.

3. The researcher gave word as the theme of material.
4. The researcher divided the students into five groups.
5. The researcher commanded to each group to develop the vocabulary.
6. The groups randomly to performance in front the class
7. The researcher gave game to the students related with the vocabulary.
8. After the game researcher gave explanation and order the students one by one to mention the vocabulary that they had found.
9. The researcher gave task to write down the vocabulary 15 words as evaluation.

I. Theoretical Framework

The theoretical framework underlying this research will give the Following :



Note:

The three variables above; input, process, and output are briefly classified as follow :

- a. Input refers to method used in both of experimental and control class which consists of vocabulary materials.
- b. Process refers to this process ran through a treatment in teaching vocabulary.
- c. Output refers to student's vocabulary mastery after using Word Expert strategy.

J. Hypothesis

Based on the research focused, the researcher puts forward the hypothesis, namely:

1. Hypothesis :

Ha: There was significant the effectiveness the students' vocabulary of experimental and control group.

H0: There was no significant the effectiveness the students' vocabulary of experimental and control group.

The statistic hypothesis formula was:

$$H_0 = \bar{x}_1 - \bar{x}_2 = 0, \text{ or } \bar{x}_1 = \bar{x}_2$$

CHAPTER III

RESEARCH DESIGN

This chapter presents about the research design, research variable, population and sample, and research instrument, procedures of collecting data, and technique of data analysis.

K. Research Design

The design of this research was quasi-experiment. The design was pre-test post-test control group design except that there is no random assignment into group (Sugiono, 2014: 79). A group of subject who receive a treatment, experimental group, is compare to control group who does not receive a treatment. Therefore, the researcher will have two groups of people as the sample, one is in the control group and another is in the experimental group. Furthermore, they will be chosen without random.

The design as follows:

Experimental Group:	O₁	X	O₂
Control Group:	O₃		O₄

Where:

- X = treatment
- O₁ = pre-test for experimental group
- O₂ = post-test for experimental group
- O₃ = pre-test for control group
- O₄ = post-test for control group

(Sugiyono, 2014: 116)

L. Research Variable

According to Arikunto (2013: 162) the kinds of variable that correlated with the research design consist of two variables: independent and dependent variable. Independent variable is a variable that influenced another variable to achieve what was expected by researcher. Dependent variable is the result that expected through the implementation of the independent variable. In this research, the independent variable was using word expert and the dependent variable that observed in this research was students' vocabulary.

M. Population and Sample

1. Population

Sugiyono (2014) said that population was the generalized composed of the object/subject that had certain qualities and characteristics defined by the researcher to learn and then drawn the conclusion.

The population of this research was the first grade students of SMKN 2 Bungoro Pangkep 2016-2017. The population consisted of nine classes. The total of population was 225 students.

2. Sample

Sample was representative of the population. Sugiyono (2014) stated that sample was the part of the number and characteristic that was possessed by the population.

The researcher used in taking sample, purposive sampling technique. It was the way to determine sample by certain judgment (Sugiyono, 2014:124). In this research, the researcher had chosen two classes and every class had 25 students. So the total numbers of population were 50 students. Which were XA as experimental class and XB as the control class

N. Research Instruments

Test

The instrument of the research was written test which aimed to measure the achievement of students on basic vocabulary. The test gave through pre-test and post-test. Type of the test used in the research only multiple choices. The test consisted of 25 questions.

O. Data Collection Procedure

This research was carried out from 29th August 2016 until 20th September 2016. During the research, the researcher conducted treatment and collected data or information from any subject. The procedures of treatment were chronologically performed as following:

1. Monday, 29th August 2016, the researcher performed pre test to experimental class and Control Class. (*The result, see Appendix A and Appendix B*).
2. Tuesday, 30th August 2016, the researcher did the treatment in experimental class. The material was *House*. In the treatment the

researcher divided the students into five groups. They had to find many vocabularies that correlated with the material. After that the students had to give presentation in front the class. It was as the first meeting in learning teaching process.

3. Monday, 5th September 2016, the researcher continued the research. The material was *School*. The treatment was the same in the first meeting.

For the third meeting on Tuesday, 6th September 2016 the researcher had given material *Hospital*. And then for fifth meeting on Monday, 12th September 2016 the material were some of vocabulary related to *Hotel*. Then for the sixth meeting on Friday, 13th September 2016 material was *Market*. In seventh meeting on Friday, 19th September 2016 the researcher gave treatment for the last in experimental class and the material was *Cafe and Reastaurant*.

4. Tuesday, 20th September 2016, the researcher was gave post test to the experimental and control class to obtain the result of giving treatment.

In collecting data, the researcher brought 4 (four) activities as follows:

1. Administering the pre test

In administering this pre test, the researcher gave 25 number of objective test. It was carried out on Monday, 29th August 2016 in the experimental class and control class. The time work 60 minutes.

2. Administering the treatment

In administering this treatment, the researcher took six meetings, they were carried out on 30th August 2016, 5th September 2016, 6th September 2016, 12th September 2016, 13th September 2016, 19th September 2016.

3. Administering the post test

In administering the post test, the researcher gave the objective test almost same in the pre test. It was carried out on Tuesday, 20th September 2016 to experimental and control class.

P. Data Analysis Technique

The technique of data analysis used here were descriptive statistic and inferential statistic. Descriptive statistic analysis was used to looking for frequency, mean score and standard deviation, while inferential statistic analysis was used to test the hypothesis. The formula used to test the hypothesis was t-test with the level of significance (α) 0.05 (95%). Before the t-test, there were some steps which had to be done.

1. The formula used to check students' score in both pre-test and post-test was:

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

Where:

P = Rate percentage

F = Frequency of the correct answer

N= the total number of students

(Depdikbud in Nur: 2011)

2. The scale used in classifying the student score was:

Scale	Classification
91-100	Very Good
76-90	Good
61-75	Fair
51-60	Poor
≤ 50	Very Poor

(Departemen pendidikan nasional, 2005)

3. The researcher calculated the mean score both experimental and controlled group using formula as followed:

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

Where:

\bar{X} = Mean Score

$\sum x$ = the sum of all score

N = the total number of subjects

(Gay, Mills, & Airasian, 2006: 320)

4. The researcher calculated the sum of square both experimental and controlled group using formula as followed:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SS = the sum of square

N = total number of the subjects

$\sum X^2$ = the sum of all square; each score is squared and all the squares are added up

(Gay, Mills, & Airasian, 2006: 322)

5. The researcher calculated the significant different between the pre-test and post-test by using formula as followed:

$$SD = \sqrt{\frac{SS}{N-1}}$$

Where:

SD = Standard deviation

N = number of population

(Gay, Mills, & Airasian 2006: 321)

6. The researcher computed the hypothesis significant. It was to know whether the Ho was accepted or not. For the sake of computation, it used t-test formula as followed:

$$t = \frac{\overline{X^1} - \overline{X^2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

$\overline{X^1}$ = Mean score of experiment group

$\overline{X^2}$ = Mean score of control group

SS_1 = Sum of square of experiment group

SS_2 = Standard Deviation of control group

n_1 = Total number of experiment group

n_2 = Total number of control group

(Gay, Mills, & Airasian, 2006: 349)

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research which were presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the reseracher analyzed the data consisting of the result of pre test and post test either in experimental class or control class.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The vocabulary test consisted of pre-test and post-test. The pre-test was given to find out the initial students' vocabulary before presenting word expert, and the post test was given to find out the improvement of the students' vocabulary after giving the treatment.

1. The Classification of Students' Pre-test Scores in Experimental and Control Class

The next page table shows the distribution of frequency and percentage of final score of students' vocabulary at the first grade at SMKN 2 Bungoro Pangkep Regency in pre-test and post-test in experimental class.

Table 1
The distribution of frequency and percentage of
experimental class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	5	20%
3	Fair	61 – 75	4	16%
4.	Poor	51 – 60	5	20%
5.	Very Poor	Less than 50	11	44%
Total			25	100 %

Table 1 shows the rate percentage of score of experimental class in pre test from 25 students, none of the student obtained very good score. There were 5 (20%) students obtained good score, 4 (16%) students obtained fair score, 5 (20%) students obtained poor score, and 11 (44%) students obtained very poor score.

Table 2
The distribution of frequency and percentage score of
control class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	1	4%
3	Fair	61 – 75	2	8%
4.	Poor	51 – 60	8	32%
5.	Very Poor	Less than 50	14	56%
Total			25	100 %

Table 2 above shows the rate percentage of score of control class in pre test from 25 students, none of the student obtained very good score. There were 1 (4%) students obtained good score, 2 (8%) students obtained fair score, 8 (32%) students obtained poor score and 14 (56%) students obtained very poor.

Based on the table 1 and 2, it can be concluded that the rate percentage in pre test for experimental class was higher than the rate percentage for control class.

2. The Classification of Students' Post-test Scores in Experimental and Control Class.

The following table shows the distribution of frequency and percentage of final score of teaching vocabulary at the first grade of SMKN 2 Bungoro Pangkep Regency in post test for experimental and control class.

Table 3
The distribution of frequency and percentage of experimental class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	2	8%
2.	Good	76 – 90	18	72%
3	Fair	61 – 75	5	20%
4.	Poor	51 – 60	0	0%
5.	Very Poor	Less than 50	0	0%
Total			25	100%

The rate percentage of score of experimental class in post test from 25 students as table 2 above shows that there were 2 (8%) students obtained very good score, 18 (72%) students obtained good score, 5 (20%) students obtained fair score, none of students obtained poor and very poor score.

Table 4
The distribution of frequency percentage of control class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	5	20%
3	Fair	61 – 75	4	16%
4.	Poor	51 – 60	10	40%
5.	Very Poor	Less than 50	6	24%
Total			25	100%

While, the rate percentage of score of control class in post test from 25 students as table 4 above shows, none of the students obtained very good score. There were 5 (20%) students obtained good score, 4 (16%) students obtained fair score, 10 (40%) students obtained poor score, and 6 (24%) students obtained very poor score.

Based on the result above, it can be concluded that the rate percentage in post test for experimental class was greater than rate percentage in control class. Although for both of the class improved. But it can be seen in the table 3 and 4. In experimental class none of students

obtained poor and very poor score. While in control class there were 10 (40%) students obtained poor and 6 (24%) students obtained very poor score.

3. The Mean Score and Standard Deviation of Experimental Class and Control Class in Pre-test and Post-test

After calculating the result of the students score, the mean score and standard deviation of both classes can be presented in the following table.

Table 5
The mean score and standard deviation of experimental class and control class in post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	56.64	12.94	80.48	7.33
Controll	49.92	10.33	61.44	11.42

The table above shows that, the mean score of experimental class in pre-test was (56.64) and the standard deviation of experimental class was (12.94), and the mean score of control class in pre-test was (49.92) and its standard deviation was (10.33). While the mean score of experimental class in post-test was (80.48) and the standard deviation of experimental class was (7.33), and the mean score of control class in post-test was (61.44) and its standard deviation was (11.42). It can be concluded from both of the tests; the experimental class obtained the greater mean score in the post test than the control class.

The significant score between experimental and control class can be known by using t-test. The result of t-test can be seen in table 6 as following table:

Table 6
Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Posttest	6.28	2.021

The table above shows that t-test value was greater than t-table. The result of the test shows there was significant difference between t-table and t-test ($6.28 > 2.021$), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis shows that there was significant difference between the experimental class who obtained treatment by using word expert strategy in teaching vocabulary with control class who obtained treatment by conventional method, eventhough different both of them was not high enough. The statement was proved by the t-test value (6.28) which higher than t-table value (2.021), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (25 + 25) - 2 = 48$.

B. Discussion

Word expert strategy helps the learners to learn new word. Students write much vocabulary that related with the theme. They worked together with their friends in group that can make them enjoy the learning process.

In this study, several things have been inferred logically. *First*, for both classes, they were inclined to have similar problems, they had lack of vocabulary. For example, when they were conducting a pre test, most of them could not answer or did not answer the test. *Second*, subjects in Experimental class showed their big desire in learning process. For instance, they were enthusiastic in learning process; they built their creativity to write much vocabulary that related with the theme. *Third*, before applying word expert in experimental class, the students' competence was very difference. Most of the students were in the lowest level; fair, poor, and very poor, the least of them were in Good and Very Good. *Fourth*, after applying word expert, students in Experimental class showed their improvement. Most of them are in Very Good, Good, and fair. On the other hand, none of them was in the very poor.

Analysis of the mean score gap in the post-test between the experimental and controlled ensures if the technique used was effective. The mean score of the experimental class was 80.48 and 61.44 for controlled class. It means the gap of the students' score of the experimental and controlled class is 19.04. The explanation of the gap between the two classes indicated that the experimental class showed high increasing than the control class while the control class scores were decreased.

To sum up, based on the result of this study, which shows the students' scores were much higher after the treatment in experimental class using word expert, the use of word expert is surely beneficial to increase students' vocabulary mastery.

Some definitions from experts that can support this thesis, they were first, According to Lansdonwn (1991), word expert is a vocabulary learning strategy that allows students to understand the meaning of words and memorizing words. *Second*, Margaret Richer (2005), word expert is a strategy that makes students to construct cards that they use to teach other students their assigned words. To use strategy of word expert to teach vocabulary, to make it have fun for some of words to be learned during a class. *The third*, Becky Mc Tague, word expert strategy is the teacher makes a list of word and then student is assigned a few words to search the meaning. *The fourth*, by Haley Rowe word expert is important strategy for teachers to teach meaning of word. And *the last*, Glasgow and Farrell (2007), word expert strategy is a strategy which the students construct word cards, thus gaining experience in interpreting dictionary definitions, then they teach one another the words.

In summary, the researcher asserted that word expert strategy is one of various strategy that can be used in teaching students vocabulary. It can be seen from result in experimental class was better than control class, and also the interesting students' by using word expert was higher than control class by using conventional method. There were some points that make word expert strategy in teaching vocabulary was effective. They were: the student was able to express

her/his mind to other student widely due to their worked in group. It could increase students' confidence by giving them opportunity to demonstrate their mind in front of the class. It could help the students to understand learning material while playing a game. Margaret (2005) in her research, she said use word expert strategy to teach vocabulary; make it student fun, interesting and helped the students to learn vocabulary effectively and enthusiastically.

In other words, word expert strategy is found the students were easy to overcome their problems in learning because they were able to share and look for solutions in their group. The students were not only enjoying the procedure but also they gave full attention due to they worked in a group make it effectively and enthusiastically.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

The use of word expert strategy is effective in teaching vocabulary of first grade at SMKN 2 Bungro Pangkep Regency. The improvement can be seen through the statistical analysis that t-test value that was 6.28, greater than t-table value 2.021. There were some points that make word expert strategy in teaching vocabulary effective.

B. Suggestions

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. Word expert strategy is suggested to use this strategy for teacher as an alternative strategy in teaching students' vocabulary.
2. Using word expert is suitable for the beginner in English to increase their vocabulary.
3. Word expert strategy is not only can be used for the beginner but also for advance itself.

4. Teaching vocabulary by using word expert strategy was proven effective in teaching students' vocabulary, so it is suggested for further researcher to find out the significance of word expert strategy in other English skills elements of language skills.
5. For the further researcher is suggested to find out much reference about word expert strategy.

BIBLIOGRAPHY

- Amiruddin. *Enriching of the Vocabulary of the Second Year Students at SMUN 1 Walenrang Kab. Luwu by Using Jumble Letters*. Thesis: Faculty of Language and Arts UNM. 2004.
- Arikunto, Suharsimi. *Prosedur Penelitian; Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta. 2013.
- Becky, McTague. *Vocabulary Strategies: Combining and Efficiency.pdf*. Retrieved 2010.
- Brown, H. Douglas. *Language Assessment. Principles and classroom practices*. New York: Pearson Education. 2004.
- Brown, H. Douglas. *Teaching by Principle. An Interactive Approach to Language Pedagogic*. Englewood Cliffs: Prentice Hall Regents. 1994.
- Bull, Victoria. *Oxford Learner Pocket Dictionary; Fouth Edition*. China: Oxford University Press. 2011.
- Carter, Ronald. *Vocabulary, Applies Linguistic Perspectives Second Edition*. London: Routledge, 1998.
- Depdikbud. *Garis-garis Besar Pengajaran Bahasa Inggris*. Jakarta: Departemen Pendidikan dan Kebudayaan. 1985.
- Departement Pendidikan Nasional. *Petunjuk Teknis Pengajaran Bahasa Inggris*. Jakarta : Depdiknas. 2005.
- E. Tomkins Gail and Blanchfield Cathy. *Teaching Vocabulary 50 Creative Strategy. Second Edition*. California State University, Fresno, Emerita. Duncan Polytechnical High School, Fesno. 2008
- Fallue. *The Practice of English Language Teaching*. New York: Longman Group 1991.
- Fachrurrozi, A., & Erta, M. *Pembelajaran Bahasa Asing : Metode Tradisional & Kontemporer*. Jakarta: Bania Publishing. 2010.
- Fred. Arnold. *More on Building Vocabulary. More On Building Vocabulary.htm. From School Word a Blackboard Solution. blog*. Retrieved June 2016.

- Gairns, R., and Redman, S. *Working with Words. A Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge university press. 1986.
- Gay, L.R., Mills, E.G., & Airasian, P. *Education Research: Competence for Analysis and Applications*, Eighth Edition. New Jersey: Pearson Education, Inc, 2006.
- Glasgow, Neal A and Thomas S. C. Farrell. *What Successful Literacy Teachers Do*. California: Corwin Press. 2007.
- Haley, R. *Semantic Impressions and Word Expert. Strategy Demonstration by Haley Rowe on Prezi.htm*. Retrieved 2011.
- Harmer, J. *The Practical of English Language Teaching*. London: Longman Group. 1991.
- Hornby, A.S. *Oxford Advance Learner's Dictionary of Current English*. London: Oxford University Press. 1986.
- Hiebert, Elfrieda H and Kamil, Michael L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. Lawrence Erlbaum Associates Publishers: London.
- Lansdown in Ann Richek. *Word are wonderful: Interactive, Time-Efficient Strategies to Teach Meaning Vocabulary. International Reading Association (pp. 414-423). 2005*.
- Maslaeni. *Improving the English Vocabulary of the Sixth Grade Students of SD Negeri IKIP by Using Scrambled Words*. Thesis: Faculty of Language and Arts UNM. 2002.
- Marsuni. *Improving the Students' Vocabulary by Using Context Clues*. Thesis: Faculty of Language and Arts UNM. 2005.
- Nation, I.S.P. 2001. *Learning Vocabulary in Another Language*. United States: Cambridge University Press.
- Nilawati in Syahril. *The Effectiveness of Grouping words Technique to Enhance Students Basic Vocabulary at The First Years Student of MTS Madani Pao-Pao*. 2014.
- Neal A. Glasgow and Thomas S. C. Farrell. *What Successful Literacy Teachers Do: 70 Reasearch-Based Strategies for Teacher*. Corwin Press. 2007.
- Pusat Kurikulum. *Model Penilaian SMA*. Online. (<http://www.pukur.net>). 2006.

Satria. *Using Flash Cards in Teaching Vocabulary in the Second Year Students' of SLTPN 1 Soppeng Riaja*. Thesis: FBS UNM Makassar. 2000.

Sugiana, Andi. *Teaching Vocabulary through Total Physical Response (TPR) method to the First Year Students of SLTP Negeri 3 Watampone*.A Thesis FBS UNM. 2000.

Sugiyono. *Metode Penelitian Pendidikan. Cet. Ke-20*; Bandung: Alfabeta, 2014.

Suryaningsih. *Improving the Students English Vocabulary by Using Whispering Games*. Thesis: Faculty of Language and Arts UNM. 2005.

Whitlan, G. *The Australian Oxford Dictionary*. Victoria: oxford university press. 1999.

APPENDICES

APPENDIX A
The Row Score of the Students' Pre-test and Post-test
in Experimental Class

No	Respondents	Pre-test		Post-test	
		Score (X)	X_1^2	Score (X)	X_1^2
1	Amirullah	76	5776	84	7056
2	Renaldi	40	1600	76	5776
3	Muh. Farhan	64	4096	76	5776
4	Rustam	40	1600	84	7056
5	Sahrul	64	4096	88	7744
6	Muh. Arifwansa	48	2304	80	6400
7	Dede Putra Ramadan	76	5776	88	7744
8	Syahrul	80	6400	96	9216
9	Syahrul Samad	48	2304	64	4096
10	Muh. Syamsul Bahri	76	5776	80	6400
11	Jefri	64	4096	72	5184
12	Abd. Wahid	60	3600	72	5184
13	Putra Aliyardi M.	40	1600	80	6400
14	Adnan Priandana	56	3136	84	7056
15	Muh. Yusuf HL	48	2304	80	6400
16	M. Risaldi Saputra	48	2304	84	7056
17	Muh. Amar	52	2704	72	5184
18	Muh. Arif	48	2304	76	5776
19	Aril Haerul	40	1600	72	5184
20	Muh. Fitrah	76	5776	80	6400
21	Akbar Tanjung	56	3136	80	6400
22	Muh. Nur Alif	48	2304	84	7056
23	Awaluddin	44	1936	80	6400
24	Rahman	64	4096	84	7056
25	Audy Firgiawan A.	60	3600	96	51849216
Total		1416	84222	2012	163216

APPENDIX B

**The Row Score of the Students' Pre-test and Post-test
in Control Class**

No	Respondents	Pre-test		Post-test	
		Score (X)	X_2^2	Score (X)	X_2^2
1	Agus Ali	40	1600	72	5184
2	Akbar	40	1600	48	2304
3	Ardi	40	1600	60	3600
4	Ardiansah	48	2304	56	3136
5	Bagas Dwi	56	3136	60	3600
6	Danial	48	2304	60	3600
7	Edi Sanjaya	52	2704	76	5776
8	Ferdi Bagaskara	60	3600	60	3600
9	Henri Aslan	48	2304	64	4096
10	Herianto	40	1600	60	3600
11	Ince Ruslan	40	1600	76	5776
12	Irfandi	64	4096	72	5184
13	Maslam	40	1600	48	2304
14	Misbahuddin	76	5776	80	6400
15	Mualli Habibi	60	3600	56	3136
16	Muh. Harun	40	1600	40	1600
17	Muh. Iskandar	56	3136	60	3600
18	Muh. Rafli	64	4096	76	5776
19	Muh. Ridwan	56	3136	56	3136
20	Muh. Rijal	44	1936	48	2304
21	Muhammad Hakkar	40	1600	80	6400
22	Muhammad Lutfi	40	1600	48	2304
23	Muhammadong	60	3600	60	3600
24	Satriadi	40	1600	48	2304
25	Zulkifli	56	3136	72	5184
Total		1248	64864	1536	97504

APPENDIX C**The Mean Score of Experimental Class and Control Class****A. Experimental Class**

1. Pre-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$\bar{X}_1 = \frac{1416}{25}$$

$$\bar{X}_1 = 56.64$$

2. Post-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$\bar{X}_1 = \frac{2012}{25}$$

$$\bar{X}_1 = 80.48$$

B. Control Class

1. Pre-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{1248}{25}$$

$$\bar{X}_2 = 49.92$$

2. Post-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{1536}{25}$$

$$\bar{X}_2 = 61.44$$

APPENDIX D

Standard Deviation of Experimental Class and Control Class

A. Experimental Class

1. Pre-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 84222 - \frac{(1416)^2}{25}$$

$$SS_1 = 84222 - \frac{2005056}{25}$$

$$SS_1 = 84222 - 80202.24$$

$$SS_1 = 4019.76$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{4019.76}{25-1}}$$

$$SD = \sqrt{\frac{4019.76}{24}}$$

$$SD = \sqrt{167.49}$$

$$SD = 12.94$$

2. Post-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 16321 - \frac{(2012)^2}{25}$$

$$SS_1 = 163216 - \frac{4048144}{25}$$

$$SS_1 = 163216 - 161925.76$$

$$SS_1 = 1290.24$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{1290.24}{25-1}}$$

$$SD = \sqrt{\frac{1290.24}{24}}$$

$$SD = \sqrt{53.76}$$

$$SD = 7.33$$

B. Control Class

1. Pre-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where: } SS_2 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_2 = 64864 - \frac{(1248)^2}{25}$$

$$SS_2 = 64864 - \frac{1557504}{25}$$

$$SS_2 = 64864 - 62300.16$$

$$SS_2 = 2563.84$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{2563.84}{25-1}}$$

$$SD = \sqrt{\frac{2563.84}{24}}$$

$$SD = \sqrt{106.826}$$

$$SD = 10.33$$

2. Post-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where: } SS_2 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_2 = 97504 - \frac{(1536)^2}{25}$$

$$SS_2 = 97504 - \frac{2359296}{25}$$

$$SS_2 = 97504 - 94371.84$$

$$SS_2 = 3132.16$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{3132.16}{25-1}}$$

$$SD = \sqrt{\frac{3132.16}{24}}$$

$$SD = \sqrt{130.50}$$

$$SD = 11.42$$

APPENDIX E

The Significance Different

$$\bar{X}_1 = 80.48 \quad SS_1 = 1290.24$$

$$\bar{X}_2 = 61.44 \quad SS_2 = 3132.16$$

1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{80.48 - 61.44}{\sqrt{\left(\frac{1290.24 + 3132.16}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{19.04}{\sqrt{\left(\frac{4422.4}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{19.04}{\sqrt{(92.13)(0.1)}}$$

$$t = \frac{19.04}{\sqrt{9.213}}$$

$$t = \frac{19.04}{3.03}$$

$$t_{\text{Hitung}} = 6.28$$

2. t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = (N₁ + N₂) - 2 = (20 + 20) - 2 = 48

t - Table = 2.021

APPENDIX F
Distribution of t –Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120
14	0,692	1,345	1,761	2,143	2,624	2,977
15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX G
LESSON PLAN 1
1st Meeting

Subject	: Vocabulary
Level	: Senior High School (1 st Grade students)
Topic	: Vocabulary (House)
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Technique	: Word Expert Strategy

A. STANDARD COMPETENCE

1. Students are able to know vocabulary that correlated with House which should be known the word class of word.
2. Students are able to memorize the words.

B. BASIC COMPETENCE

1. Students are able to know the vocabulary based on House.
2. Students are able to present in front of the class about the vocabulary related with Housde.

C. PROCEDURE

1. The teacher shows paper that related with material (House).
2. The teacher provides the rules and explains about the material.
3. The teacher divides the students into five groups.
4. Some of students as representative of group have to come forward to mention the vocabulary that they have found.
5. The student will be pointed randomly to mention the new vocabulary that they have know/memorize.
6. The teacher gives exercise related with the material as the evaluation.
7. The teacher gives clear explanation about vocabulary.

D. SOURCE

1. Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

E. ASSESMENT

Write 15 and the meaning New words that have you get today!

LESSON PLAN 2

2nd Meeting

Subject	: Vocabulary
Level	: Senior High School (1 st Grade students)
Topic	: Vocabulary (School)
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Technique	: Word Expert Strategy

A. STANDARD COMPETENCE

1. Students are able to know the kinds *of School* which should be known the word class of word.
2. Students are able to memorize the words.

B. BASIC COMPETENCE

1. Students are able to know the vocabulary based on School.
2. Students are able to present in front of the class about the vocabulary related with School.

C. PROCEDURE

1. The teacher shows paper that related with material (School).
2. The teacher provides the rules and explains about the material.
3. The teacher divides the students into five groups.
4. Some of students as representative of group have to come forward to mention the vocabulary that they have found.
5. The student will be pointed randomly to mention the new vocabulary that they have know/memorize.
6. The teacher gives exercise related with the material as the evaluation.
7. The teacher gives clear explanation about vocabulary.

D. SOURCE

1. Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

E. ASSESMENT

Write 15 and the meaning New words that have you get today!

LESSON PLAN 3

3rd Meeting

Subject	: Vocabulary
Level	: Senior High School (1 st Grade students)
Topic	: Vocabulary (Hospital)
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Technique	: Word Expert Strategy

A. STANDARD COMPETENCE

1. Students are able to know word that correlated with Hospital which should be known the word class of word.
2. Students are able to memorize the words.

B. BASIC COMPETENCE

1. Students are able to know the vocabulary based on Hospital.
2. Students are able to present in front of the class about the vocabulary related with Hospital.

C. PROCEDURE

1. The teacher shows paper that related with material (Hospital).
2. The teacher provides the rules and explains about the material.
3. The teacher divides the students into five groups.
4. Some of students as representative of group have to come forward to mention the vocabulary that they have found.
5. The student will be pointed randomly to mention the new vocabulary that they have know/memorize.
6. The teacher gives exercise related with the material as the evaluation.
7. The teacher gives clear explanation about vocabulary.

D. SOURCE

1. Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

E. ASSESMENT

Write 15 and the meaning new words that have you get today!

LESSON PLAN 4**4th Meeting**

Subject	: Vocabulary
Level	: Senior High School (1 st Grade students)
Topic	: Vocabulary (Hotel)
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Technique	: Word Expert Strategy

A. STANDARD COMPETENCE

1. Students are able to know the vocabulary that related with Hotel and which should be known the word class of word.
2. Students are able to memorize the words.

B. BASIC COMPETENCE

1. Students are able to know the vocabulary based on Hotel.
2. Students are able to present in front of the class about the vocabulary related with Hotel.

C. PROCEDURE

1. The teacher shows paper that related with material (Hotel).
2. The teacher provides the rules and explains about the material.
3. The teacher divides the students into five groups.
4. Some of students as representative of group have to come forward to mention the vocabulary that they have found.
5. The student will be pointed randomly to mention the new vocabulary that they have know/memorize.
6. The teacher gives exercise related with the material as the evaluation.
7. The teacher gives clear explanation about vocabulary.

D. SOURCE

1. Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

F. ASSESMENT

Write 15 and the meaning new words that have you get today!

LESSON PLAN 5**5th Meeting**

Subject	: Vocabulary
Level	: Senior High School (1 st Grade students)
Topic	: Vocabulary (Market)
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Technique	: Word Expert Strategy

A. STANDARD COMPETENCE

1. Students are able to know the vocabulary of Market and which should be known the class of word.
2. Students are able to memorize the words.

B. BASIC COMPETENCE

1. Students are able to know the vocabulary based on Market.
2. Students are able to present in front of the class about the vocabulary of Market.

C. PROCEDURE

1. The teacher shows paper that related with material (Market).
2. The teacher provides the rules and explains about the material.
3. The teacher divides the students into Five groups.
4. Some of students as representative of group have to come forward to mention the vocabulary that they have found.
5. The student will be pointed randomly to mention the new vocabulary that they have know/memorize.
6. The teacher gives exercise related with the material as the evaluation.
7. The teacher gives clear explanation about vocabulary.

D. SOURCE

1. Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

E. ASSESMENT

Write 15 and the meaning new words that have you get today!

LESSON PLAN 6

6th Meeting

Subject	: Vocabulary
Level	: Senior High School (1 st Grade students)
Topic	: Vocabulary (Café and Restaurant)
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Technique	: Word Expert Strategy

A. STANDARD COMPETENCE

1. Students are able to know the vocabulary of Café and Restaurant which should be known the class of word.
2. Students are able to memorize the words.

B. BASIC COMPETENCE

1. Students are able to know the vocabulary based on Café and Restaurant.
2. Students are able to present in front of the class about the vocabulary of Café and restaurant.

C. PROCEDURE

1. The teacher shows paper that related with material (Café and Restaurant).
2. The teacher provides the rules and explains about the material.
3. The teacher divides the students into five groups.
4. Some of students as representative of group have to come forward to mention the vocabulary that they have found.
5. The student will be pointed randomly to mention the new vocabulary that they have know/memorize.
6. The teacher gives exercise related with the material as the evaluation.
7. The teacher gives clear explanation about vocabulary.

D. SOURCE

1. Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

E. ASSESSMENT

Write 15 and the meaning new words that have you get today!

APPENDIX H**Research Instrument****Pre test****Name** :**Class** :

1. Every morning I always ___ breakfast before go to school.

- a. Sleep c. Go
b. Take d. Playing

2. I use _____ to count something.

- a. Hp c. Calculator
b. Computer d. Watch

3. I have _____ his name.

- a. Forgot c. Forget
b. Forgotten d. Forgets

4. My _____ teacher is Mrs. Ely

- a. Delicious c. Like
b. Favorite d. Student

5. Rupiah is Indonesian ____

- a. Dollar c. Cash
b. Fund d. Currency

6. _____ he your teacher?

- a. Are c. Be
b. Is d. Am

7. After school, I always back to my _____

- a. Classroom c. Home
b. Toilet d. School

8. _____ these your new cars?

- a. Is c. Are
b. Am d. Have

9. Charlie always sleep in the _____

- a. Bathroom c. Living room
b. Bedroom d. Kitchen

10. We _____ the best friends.

- a. Are
- b. Is
- c. Has
- d. Am

11. I _____ the food

- a. Drunk
- b. Slice
- c. Eat
- d. Ate

12. I have _____ this way.

- a. Remember
- b. Remembered
- c. Remembering
- d. Remembers

13. My uncle will _____ holiday to Europe next month.

- a. Went
- b. Goes
- c. Going
- d. Go

14. They _____ bread everyday.

- a. Eating
- b. Ate
- c. Eat
- d. Eaten

15. The baby _____ milk every morning.

- a. Drink
- b. Drinks
- c. Drinking
- d. Drank

16. That mosque _____ very beautiful.

- a. Been
- b. Are
- c. Am
- d. Is

17. Today _____ the big day, isn't it?

- a. Is
- b. Am
- c. Are
- d. Has

18. To protect your head, you need ...

- a. Sandals
- b. Clothes
- c. Hat
- d. Shoes

19. We are ... at SMA N 10 Jakarta

- a. Students
- b. Artists
- c. Doctors
- d. Farmers

20. Mr. Dedi is a doctor. He works in ...

- a. Hotel
- b. School
- c. Hospital
- d. Office

21. Apple, orange, melon, and mango. They are called ...

- a. Vegetables
- c. Fruits

b. Food

d. Drinks

22. My mother usually slices some meat with a ...

a. Stick

c. Knife

b. Fork

d. Spoon

23. A man who plays guitar is called ...

a. Vocalis

c. Guitarist

b. Pianist

d. Drummer

24. A ... makes some food.

a. Teacher

c. Chef

b. Doctor

d. Lawyer

25. After eating or drinking in the restaurant, you give the bill to the ...

a. Waiter

c. Waitress

b. Cashier

d. Manager

Pos test**Name** :**Class** :

1. Mr. Suyatman is _____ in SMKN 2 Bungoro.
 - a. Teacher
 - b. Security
 - c. Cleaning service
 - d. Headmaster

2. My mother always cooking in the _____.
 - a. Bathroom
 - b. Masque
 - c. Kitchen
 - d. Living room

3. I use _____ to slices
 - a. Ruler
 - b. Knife
 - c. Cup
 - d. Stove

4. I will go to buy fish in the _____.
 - a. Cafe
 - b. Mall
 - c. Market
 - d. House

5. My brother is _____ in the Hotel
 - a. Doctor
 - b. Nurse
 - c. Teacher
 - d. Recepcionist

6. Waiter and Waitress, they work in
 - a. Restaurant
 - b. Hospital
 - c. School
 - d. Masque

7. I always sleep in the _____.
 - a. Room
 - b. Classroom
 - c. Bedroom
 - d. Kitchen

8. I have _____ this way.
 - a. Remember
 - b. Remembered
 - c. Remembering
 - d. Remembers

9. My uncle will _____ holiday to Europe next month.
 - a. Went
 - b. Goes
 - c. Going
 - d. Go

10. They _____ bread everyday.
 - a. Eating
 - b. Ate
 - c. Eat
 - d. Eaten

11. The baby _____ milk every morning.

- a. Drink
- b. Drinks
- c. Drinking
- d. Drank

12. That hotel _____ very beautiful.

- a. Been
- b. Are
- c. Am
- d. Is

13. To protect your head, you need ...

- a. Sandals
- b. Clothes
- c. Hat
- d. Shoes

14. We are ... at SMKN 2 Bungoro

- a. Students
- b. Artists
- c. Doctors
- d. Farmers

15. Mrs. Arifin is a doctor. He works in ...

- a. Hotel
- b. School
- c. Hospital
- d. Office

16. Apple, orange, melon, and mango. They are called ...

- a. Vegetables
- b. Food
- c. Fruits
- d. Drinks

17. I usually slices some watermelon with a ...

- a. Stick
- b. Fork
- c. Knife
- d. Spoon

18. A man who plays guitar is called ...

- a. Vocalis
- b. Pianist
- c. Guitarist
- d. Drummer

19. A ... makes some food.

- a. Teacher
- b. Doctor
- c. Chef
- d. Lawyer

20. After eating or drinking in the restaurant, you give the bill to the ...

- a. Waiter
- b. Cashier
- c. Waitress
- d. Manager

21. My father always reads _____ every morning .

- a. radio
- b. computer
- c. TV
- d. newspaper

22. In Bahasa *Waiter* is

- a. Penjual
- c. Guru

a. kasir d. Pelayan

23. In Bahasa *Cashier* is

a. Penerima tamu c. Kasir
b. Pelayan d. Dokter

24. In English *Pasar* is

a. Mall c. Cafe
b. Masque d. Market

25. We often watch ... in the evening.

a. Newspaper c. Magazine
b. Radio d. Television

APPENDIX I**ANSWER KEY****Pre-Test**

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

Post-Test

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

APPENDIX J
DOCUMENTATION





CURRICULUM VITAE



The researcher, Arsyil Azim Syah, was born on November 6th, 1994 in Bulukumba Regency, South Sulawesi. He has two brothers and one sister. He is the second child of Syahrudin Rahmat and Kamariah.

In 2000, he started his education in SDN 9 Bantimurung and graduated in 2006. He continued his study in SMPN

1 Total Pangkep Regency and graduated in 2009. Then she continued his study in SMAN 1 Total Pangkep Regency and graduated in 2012.

In following years, he continued his study at State Islamic University (UIN) Alauddin Makassar 2012-2016.