

**THE EFFECT OF CONTEXTUAL REDEFINITION STRATEGY
(CRS) ON STUDENTS' VOCABULARY IN READING
COMPREHENSION AT THE 10th GRADE
OF SMK NEGERI 2 SELAYAR**



*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Education Department*

LILIH INSYIRAH

105351102918

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2022



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Lilih Insyirah NIM 105351102918**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulqa'idah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 23 Juli 2022**.

24 Dzulhijjah 1443 H
Makassar, 23 Juli 2022 M

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharudin, M.Pd.
4. Dosen Penguji : 1. Dr. Syamsiarna Nappu, M.Pd.
2. Firman, S.Pd., M.Pd.
3. Ika Sastrawati, S.Pd., M.Hum.
4. Dr. Nur Qalby, S.S., M.Hum.

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NIM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : The Effect of Contextual Redenfinition Strategy (CRS) on
Students' Vocabulary in Reading Comprehension at the
10th Grade of SMKN 2 Selayar

Name : Lilih Insyirah

Reg. Number : 105351102918

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 23 Juli 2022

Approved By,

Consultant I

Consultant II

Firman, S.Pd., M.Pd.
NIDN. 0927087606

Ariana, S.Pd., M.Pd.
NIDN. 0918078801

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

Erawin Akib, M.Pd., Ph.D.
NBM. 860 934

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



COUNSELING SHEET FOR THESIS CONSULTATION

Name : Lilih Insyirah
NIM : 105351102918
Department : English Education Department
Title : The Effect of Contextual Redefinition Strategy (CRS) on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMKN 2 Selayar
Consultant I : Firmansyah, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Saturday/ 6 August 2022	II	- Add theory about CRS more details - Add Advantages about CRS	
Monday/ 8 August 2022	III	- Add the theory of the data analysis Explain how to collect and calculate the data clearly	
Wednesday/ 10 August 2022	IV	- Give more explanation about your findings	
Friday/ 12 August 2022	V	- Revise the discussion and emphasize your conclusion & suggestion as well	
Saturday/ 13 August 2022		- Add more theory into discussion Understand more clearly about findings	
Monday/ 15 August 2022		ACCs	

Makassar, 15 August 2022

Approved by
Head of English Education Department

[Signature]

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





COUNSELING SHEET FOR THESIS CONSULTATION

Name : Lilih Insyirah
NIM : 105351102918
Department : English Education Department
Title : The Effect of Contextual Redefinition Strategy (CRS) on
Students' Vocabulary in Reading Comprehension at the
10th Grade of SMKN 2 Selayar
Consultant II : Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
12/8/2022	Chapter I - -	Findings Discussion Conclusion	
13/8/2022		Abstract	
15/8/2022		Findings and Discussion Data Collection Data Analysis	
16/8/2022		Instrument of the Research	
18/8/2022		Appendices	
19/8/2022		ACC	

Makassar

Aug 20 22

Approved by:
Head of English Education Department

Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERNYATAAN

Nama : Lilih Insyirah
NIM : 105351102918
Program : English Education Department
TITLE : The Effect of Contextual Redefinition Strategy on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil pljakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Agustus 2022

Yang membuat pernyataan,


Lilih Insyirah



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERJANJIAN

Nama : Lilih Insyirah
NIM : 105351102918
Program : English Education Department
TITLE : The Effect of Contextual Redefinition Strategy on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Agustus 2022

Yang membuat perjanjian,


Lilih Insyirah

MOTTO AND DEDICATION

MOTTO

"Being the Best is Hard, but by Practicing in the Distress, Will Make Us

Better"

DEDICATION

A Thesis for My Beloved Family

Especially for My Parents

ALSO,

For My Dearest Self

I'm Always Proud of and Love

ABSTRACT

LILIH INSYIRAH. 2022. "The Effect of Contextual Redefinition Strategy (CRS) on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar". A thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Firman and Ariana.

The main objective of this research was to find out whether or not Contextual Redefinition Strategy (CRS) was effective to enhance vocabulary at the 10th grade of SMK Negeri 2 Selayar.

This research used quasi experimental design. The population of this research was the tenth-grade students of SMK Negeri 2 Selayar which consisted of 60 students. The sample of this research was 40 students taken by purposive sampling technique. The researcher used vocabulary test as the instrument.

Based on the research findings, the result showed that using Contextual Redefinition Strategy (CRS) was effective to enhance students' vocabulary. It is proved by the means score of post – test between experimental group and control group. The means score in experimental group before and after treatment (47.15 became 89.50) and in control group before and after treatment (44.05 became 59.40). Moreover, the findings revealed that *p-value* of post-test score was 0.000 with the level significance 5% (0.05). It can be concluded that $p\text{-value} (0.000) < sig \alpha = (0.05, 5\%)$. Then, the effect size gained was 2.8. Thus, it proved that Contextual Redefinition Strategy (CRS) was effective at a strong level on students' vocabulary in reading comprehension.

Keywords: *Effect, Contextual Redefinition Strategy (CRS), Vocabulary, Reading Comprehension*

ABSTRAK

LILIH INSYIRAH. 2022. "Efek Strategi Redefinisi Kontekstual (CRS) pada Kosakata Siswa dalam Pemahaman Bacaan di Kelas 10 SMK Negeri 2 Selayar". Skripsi jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Firman dan Ariana.

Penelitian ini bertujuan untuk mengetahui apakah Strategi Redefinisi Kontekstual efektif untuk meningkatkan kosakata siswa di kelas 10 SMK Negeri 2 Selayar.

Penelitian ini adalah penelitian eksperimen semu. Populasi dari penelitian ini adalah siswa kelas 10 SMK Negeri 2 Selayar yang terdiri dari 60 siswa. Sampel dari penelitian ini adalah 40 siswa yang dipilih menggunakan teknik *purposive sampling*. Instrumen yang digunakan adalah tes kosakata.

Berdasarkan temuan penelitian, hasilnya menunjukkan bahwa menggunakan Strategi Redefinisi Kontekstual (CRS) efektif dalam meningkatkan kosakata siswa. Hal ini dibuktikan dengan skor rata-rata post-test antara kelompok eksperimen dan kelompok kontrol. Skor rata-rata pada kelompok eksperimen sebelum dan sesudah treatment (47,15 menjadi 89,50) dan pada kelompok kontrol sebelum dan setelah treatment (44,05 menjadi 59,40). Selain itu, hasil penelitian mengungkapkan bahwa nilai p dari skor post-test adalah 0,000 dengan tingkat signifikansi 5% (0,05). Dapat disimpulkan bahwa $p\text{-value}$ (0,000) < sig α = (0,05, 5%). Kemudian, hasil besar efek yang didapat adalah 2,8. Secara kesimpulan, hal tersebut membuktikan bahwa strategi *Contextual Redefinition Strategy* (CRS) sangat efektif pada penguasaan kosakata siswa dalam pemahaman bacaan.

Kata Kunci: Efek, Strategi Redefinisi Kontekstual (CRS), Kosakata, Pemahaman Bacaan

ACKNOWLEDGEMENT



In the name of Allah, the Most Gracious the Most Merciful

First of all, the researcher offers praise and gratitude for the presence of Allah SWT Rabbil 'alamin who always bestows grace, guidance and innumerable teachings so that the researcher can complete this final project entitled "The Effect of Contextual Redefinition Strategy (CRS) on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar". Peace and greetings are also always devoted to the Prophet Muhammad SAW. (Peace be upon him), the true revolutionary, the Prophet who has rolled up the mats of crime and spread the Islamic rug.

The researcher would be very grateful to many people who have given their valuable suggestions, guidance, assistance, and sacrifice for the completion of this thesis. Therefore, the researcher wishes to express her deepest appreciation and gratitude to:

1. Prof. Dr. H. Ambo Asse, M.Ag., the Rector of Universitas Muhammadiyah Makassar for his academic advisor to the researcher during the researcher's study.
2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of Teacher Training and Education Faculty, Universitas Muhammadiyah Makassar for his motivation and academic advisor to the researcher during the researcher's study.

3. Dr. Umami Khaerati Syam, S.Pd., M.Pd., the Head of English Education Department for her academic advisor, also for all lectures and staffs of English Education Department for giving the knowledge and guidance also helps during the researcher's study.
4. The researcher high appreciation and great thankful are due to consultants Firman, S.Pd., M.Pd., and Ariana, S.Pd., M.Pd., for their guidance as well as motivations and their patience from the beginning until the end of writing this thesis.
5. The researcher great thankful to Sitti Maryam Hamid, S.Pd., M.Pd., as my third consultant for her guidance and helps so the researcher can analyze the data well.
6. The researcher also gives thank the Principal of SMK Negeri 2 Selayar, Ahluddin, S.Pd., M.Si., the English Teacher, Sitti Nuralailah, S.Pd., and also the students for allowing me to conduct the research at their institution and for giving their contribution while the researcher carrying out the study there.
7. The researcher's beloved family, especially the special angels, Sitti Salmah, S.Pd., and Tasri, S.P., for the prays, motivation, patience, morale and material supports. Love them to the moon and back.
8. Pure thanks for all the researcher's friends at English Education Department 2018 and her classmates in Blade Class.
9. Thank you to the researcher's best friends Honesty Squad; Nahdaniar, Husnul Khatimah Haris, Nurhidayat and Nuralim for giving the support to

finish this thesis and also the best one Nurismi who always there when the researcher need help to take in every place.

Hopefully, their good deeds get a reply from Allah SWT. with multiple replies.

Finally, the researcher is aware that with all the limitations, this thesis is far from perfect. Therefore, the researcher hopes for constructive criticism and input for the perfection of this thesis in the future. Last but not least, hopefully this thesis can be useful for the improvement all interested parties.

Selayar, August 22th 2022

Lilih Insyirah

TABLE OF CONTENTS

	Page
PAGE OF TITLE.....	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN.....	vi
SURAT PERJANJIAN.....	vii
MOTTO AND DEDICATION.....	viii
ABSTRACT.....	ix
ACKNOWLEDGEMENT.....	xi
TABLE OF CONTENTS.....	xiv
LIST OF TABLES.....	xvii
LIST OF FIGURES.....	xviii
LIST OF APPENDICES.....	xix
CHAPTER I INTRODUCTION.....	1
A. Background of the Research.....	1
B. Problem Formulation.....	5
C. Objectives of the Research.....	6
D. Significances of the Research.....	6
E. Scope of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	7
A. Previous Related Findings.....	7
B. Some Pertinent Ideas.....	8
1. The Concept of Reading.....	8

2. The Concept of Reading Comprehension	10
3. The Concept of Vocabulary	13
4. Word Classes in Vocabulary	15
5. The Concept of Contextual Redefinition Strategy (CRS)	23
6. The Advantages and Disadvantages of Contextual Redefinition Strategy (CRS)	25
7. Procedures of Implementing Contextual Redefinition Strategy (CRS)	27
8. The Concept of Lecture Method	29
9. The Procedures of Implementing Lecture Method	31
C. Conceptual Framework	34
D. Research Hypothesis	35
CHAPTER III RESEARCH METHODOLOGY	37
A. Research Design	37
B. Research Variable and Indicators	38
C. Population and Sample	38
D. Research Instrument	39
E. Procedures of Collecting Data	40
F. Data Analysis	42
CHAPTER IV FINDINGS AND DISCUSSION	47
A. Findings	47
B. Discussion	58
CHAPTER V CONCLUSION AND SUGGESTION	63
A. Conclusion	63
B. Suggestion	64

BIBLIOGRAPHY	65
--------------------	----

APPENDICES	70
------------------	----

CURRICULUM VITAE	
------------------	--



LIST OF TABLES

	Page
Table 3.1 Design of the Research	37
Table 3.2 Population	38
Table 3.3 Sample	39
Table 3.4 Table Score Classification	45
Table 4.1 Descriptive Statistics of Pre-Test and Post-Test of Experimental Class	47
Table 4.2 The Improvement Percentage of Students' Score in Experimental Class	48
Table 4.3 The Rate Percentage of Pre-Test and Post-Test Score in Experimental Class	49
Table 4.4 Descriptive Statistics of Pre-Test and Post-Test in Controlled Class	50
Table 4.5 The Improvement Percentage of Students' Score in Controlled Class	50
Table 4.6 Normality Test in Experimental and Controlled Class	52
Table 4.7 Paired Sample Statistics of Experimental and Controlled Class	53
Table 4.8 Paired Sample Statistics of Experimental and Controlled Class	53
Table 4.9 Test of Homogeneity of Variances Post-Test in Experimental and Controlled Class	55
Table 4.10 One-Way ANOVA T-Test of Post-Test in Experimental and Controlled Class	55
Table 4.11 Group Statistics of Post-Test in Experimental and Controlled Class	56
Table 4.12 Independent Sample Test of Post-Test of Both Classes	56

LIST OF FIGURES

	Page
Figure 2.1 Conceptual Framework	34
Figure 4.1 The Means Score and Improvement Percentage of Pre-Test and Post-Test in Controlled and Experimental Class	51



LIST OF APPENDICES

	Page
Appendix I Lesson Plan (RPP)	71
Appendix II Learning Material	92
Appendix III Instrument (Pre-Test and Post-Test)	103
Appendix IV Answer Key	108
Appendix V Teachings' Schedule	110
Appendix VI Data Result of Controlled Class and Experimental Class	111
Appendix VII SPSS Data Result	115
Appendix VIII The Rate Percentage of Controlled and Experimental Class	119
Appendix IX Supporting Documents	130
Appendix X Documentation	136

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a vital system that allows humans to communicate utilizing arbitrary signals such as sounds, signs, and written symbols that are frequently encountered in daily life. Language as a means of communication is the main foundation of society in living life because with language everyone can create ideas, creativity, and desires or emotions by using symbols that are produced accidentally. In this case, language has an important role so that everyone, especially the educational community, can share information both on a national scale and understand all events that occur around the world. Thus, the main language is English, so they can establish good and fluent communication, especially communication at the international level.

English is currently widely used in various fields, especially in the field of education, not only as an international language. This is because English is almost used and is needed in every requirement to continue in higher education. By using English, people exchange information to be spoken and written. This is also expressed by Clement and Murugavel (2018) that English language proficiency is not only useful for career development. It is, however, critical in globally recognized communication. Thus, everyone mainly engaged in education, including students, must

master English so that later their career or relationship with the outside world can develop rapidly.

There are several abilities and features that students must learn to grasp English. These are Listening, Reading, Writing, and Speaking. Additionally, there are a few other equally crucial areas that English language learners should study and develop. These aspects are vocabulary increase, proper grammar, and proper pronunciation. These aspects are interrelated to the four skills in learning English. Therefore, to be able to master English, students must be able to learn these things well.

In mastering English, an aspect that is no less important is vocabulary. The ability to communicate in English is significantly impacted by vocabulary proficiency. Because a limited vocabulary can impair communication, vocabulary knowledge is viewed as a crucial skill for foreign language learners (Rafikova, 2021). With adequate vocabulary, of course, everyone will not be awkward interacting with strangers and becomes a benchmark for successful communication. In addition, adequate vocabulary is not only important in communicating but is also closely related to other skills in English, such as in the aspect of reading.

Reading comprehension and vocabulary are inextricably linked. Masrai (2019) states that vocabulary becomes a valid predictor of reading ability when there is a consistent level of association between vocabulary knowledge and reading comprehension. Mastery of vocabulary in a language by a person is also the key to understanding various information contained in written and spoken language. Meanwhile, according to

Butterfuss and Kendeou (2018:5) in the learning process, the challenging thing for students is reading comprehension.

Nation (in Noprianto and Purnawarman, 2019) discovered that understanding written texts may require a vocabulary of 8,000-9,000 words, meanwhile vocal comprehension requires only a 5,000-6,000 word vocabulary. In addition, students must acquire adequate vocabulary knowledge to understand the text (Al-Jarrah and Ismail, 2018:32). In order to create conceptual knowledge from a text, reading comprehension requires a sufficient level of language awareness.

Vocabulary learning with traditional strategies as above becomes unattractive. In addition, learning with traditional strategies does not make students more cooperative, students are apathetic, and bored so it does not have much effect on increasing students' vocabulary mastery. Irwandy, et al. (2018) stated that the problem of vocabulary mastery arises because the teacher's teaching techniques do not vary and are not in following students' learning objectives. Basically, teachers usually ask students to memorize vocabulary using flashcards or word lists. As a result, students can only know the meaning of the vocabulary without knowing the use of each word in the text that they will encounter.

A common problem that is still often encountered mainly among students in learning English is the lack of adequate vocabulary. Based on my teaching experience and free observation I made in the Microteaching course for vocational high school students which is in SMKN 2 Selayar, it was found that there were still many students who did not master the use of

basic vocabulary in English or in the other words, their vocabulary mastery level was still low especially for X class students.

In addition, from the results of initial observations made directly with English teachers at school, it was found that the main students which are new students, namely X grade, had poor vocabulary. This resulted in the teacher having to be slower in explaining the material and using Indonesian in providing learning material. This case causes students to usually find it difficult to communicate and tend to ignore the use of English in their lives. Students will usually find it difficult to understand various information conveyed orally or in writing. Therefore, mastery of English vocabulary needs to be continuously improved so that students can interact and better understand the information contained in the written or read text.

Mastery of vocabulary is something that can be mastered without the application of effective learning strategies. One of the effective strategies that can be used by educators in teaching vocabulary to students, especially in reading comprehension is the contextual redefinition strategy. Contextual Redefinition Strategy (CRS) can be used as an alternative in vocabulary learning and has a significant influence on the level of vocabulary mastery. Contextual Redefinition is a teaching strategy that teaches students the value of contextual information in interpreting a concept or word's meaning (Sari, 2020). The same thing was expressed by Alashry, et al. (2018) in their research that the Contextual Redefinition Strategy (CRS) provides an effective way of introducing new vocabulary to students by providing opportunities for them to use various contextual clues so that they can

predict and verify the meaning of the words given in reading comprehension activities.

Therefore, it can conclude that teachers can use a contextual redefinition strategy as one of the strategies in teaching vocabulary. Contextual redefinition strategy has the advantage of being able to help students focus on important parts of the text content which are skills needed for reading comprehension. Furthermore, the contextual redefinition technique is predicted to drive students to increase their scores in their primary vocabulary, which will have a positive impact on reading comprehension. For the reasons stated above, the researcher is considering conducting research titled:

"The Effect of Contextual Redefinition Strategy on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMKN 2 Selayar"

B. Problem Statements

Based on the background above, the researcher would like to seek information and research on the effect of the Contextual Redefinition Strategy (CRS) on the given problems as follows:

1. How is the students' vocabulary through Contextual Redefinition Strategy (CRS)?
2. How is the students' vocabulary in through Lecture Method?
3. Is there any differences between students' vocabulary through Contextual Redefinition Strategy (CRS) and Lecture Method?

C. The Objectives of the Research

Relating to the problem statements above, the objectives of this research is to find out the effect of applying Contextual Redefinition Strategy (CRS) on the students' vocabulary in reading comprehension.

D. Significances of the Research

This research can provide a more interesting and effective way of teaching vocabulary skills through contextual redefinition strategies and will be able to contribute directly to the success of teaching high school students English. In addition, the results of this research are aimed at scholars in related subjects and also provide input to teachers in teaching vocabulary for students in understanding reading texts. Moreover, this research can help the students to improve their English skills and increase their excitement for learning the language, particularly in vocabulary, and also to be more comfortable and understand reading texts for their reading comprehension.

E. Scope of the Research

The scope of this research is focused on vocabulary and is limited to the effect of Contextual Redefinition Strategy (CRS) on students' vocabulary, especially in terms of noun (countable noun) and verb (action verb) at the 10th of SMKN 2 Selayar for the academic year 2021/2022.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

In the learning process, every teacher is required to be able to apply interesting strategies and methods so that their students can learn effectively and efficiently. One of the strategies that teachers can use in teaching vocabulary to students is to apply a contextual redefinition strategy. Through this strategy, students are directed to be able to get to know new vocabulary not by memorizing the meaning of each word, but they make relevant estimates of unfamiliar words found according to the context of the text they read. With this strategy, of course, students will not be forced to memorize a lot of vocabulary, but are directed to interpret the vocabulary so that it will be easier to remember.

Simanjuntak (2019:31) reveals that the contextual redefinition strategy has the advantage that it can help students focus on unfamiliar words that are included in the most important part of the text, where this is required for reading comprehension. Moreover, Novitasari et al. (2020:154) investigated that in the Contextual Redefinition Strategy students will think critically by suggesting the meaning of the words they encounter so that with this strategy, students will learn new vocabulary that will aid in their comprehension of the material they are reading.

a preposition. Moreover, nouns sometimes modify other nouns to form compound nouns. Nouns are classified into 7 types, namely:

1) Countable Noun

These nouns are nouns that can be counted easily. For example; book, car, phone, bottle. Example in a sentence:

- a. The novel has 300 pages in it.
- b. She also has three pens.
- a. He had a rabbit when he was young.

2) Uncountable Noun

This noun is the opposite of countable. Nouns of this type cannot be counted in number, or objects that are so numerous that they cannot be counted. Examples are sand, rice, milk, and snow. Example in a sentence:

- a. I need a lot of money for my business.
- b. We need some rice, sauce, chili, and oil.
- c. Bring me a cup of coffee.

3) Proper Noun

This is a noun in the form of a name or nickname, so the first letter is capitalized. Proper nouns can also be referred to as specific nouns referring to the naming of an object, nickname, or name. For example, Indonesia, England, Everest, Sahara, Simone, and so on. Example in a sentence:

- a. I live in Selayar.
- b. She was born in Malaysia.

- c. He goes for a walk every Sunday.

4) Common Noun

This is the opposite of a proper noun. Common nouns are common nouns, so the first letters of common nouns are not capitalized. For example, country, city, mount, month. The four nouns do not specifically mention the names of the country, city, mount and month referred to in a sentence.

Example in a sentence:

- a. Najwa Shihab is her mentor.
- b. She has a bike across the lake.
- c. I am a fan of Harry Potter.

5) Abstract Noun

As the name implies, this noun expresses abstract things such as ideas, concepts, circumstances, feelings, and so on. For example, time, idea, and imagination. Example in a sentence:

- a. Maturity is the best time to build it.
- b. Different people may have different thoughts, characters, and beliefs.
- c. Honesty depends mostly on truthfulness and integrity.

6) Concrete nouns.

This noun is something tangible and the word is material. For example, cheese, chocolate, table, and hat.

Example in a sentence:

- a. My brother has a new mobile phone.
- b. There is also a note and a pen on it.
- c. The glass is on the table.

7) Collective noun

It is a collective noun or group or group name or refers to a group of animals, people, or things. For example; couples, staff, government, utilities, and family. Example in a sentence:

- a. This year's football team includes three players who are over six feet tall.
- b. Indonesian army was finally defeated at Waterloo.
- c. The town council has approved plans to create a new building.

b. Pronoun

Pronouns are words that are used in place of certain nouns mentioned earlier in a sentence so you don't have to keep saying/writing the noun. Pronouns include words that replace nouns, noun phrases, or noun clauses. Pronouns are one part of the parts of speech, they can function as a subject, object, or complement in a sentence. Examples of pronoun sentences are:

- 1) Dony begged her to live with him.
- 2) I told them the truth.
- 3) Which do you like the most?

c. Verb

A verb is used to express the action, action, or state of the subject to indicate events or circumstances. A verb is the part of a sentence that tells us what the subject is doing. Verbs are the heart of English sentences. Verbs relate to many other factors such as subject, person, number, tense, mood, voice, and others.

Verbs are divided into several types, including:

1) Finite Verb

Finite verbs are forms of verbs that refer to the subject and use one of the tenses along with the changes according to the number of subject. Example:

- a. Though he hurts my feelings, I feel sorry for him.
- b. Call me if you don't see me here.
- c. The sound level is rising day by day and it is alarming.

2) Non-finite Verb

This term is used to describe verbs that do not show tense. In other words, it's a verb form that doesn't act like a verb (or, at least, the kind of verb you need to form a sentence). Therefore, non-finite verbs are never the main verb in a sentence. Example:

- a. They are ready to match now.
- b. I felt it difficult to understand.
- c. I do not eat that boiled soup because of its weird taste.

3) Action verbs

This verb shows what the subject does in a sentence.

Action verbs can make listeners or readers feel emotions, and imagine what is expressed more clearly and accurately.

Action verbs can be transitive or intransitive verbs. If it is transitive verbs must have a direct object because transitive verbs require something or someone to act on. If it is an intransitive verb, it doesn't act on anything but is usually followed by an adjective, adverb, preposition, or some other part of speech. Example:

- a. The dog chased the salmon in the shallow rapids.
- b. He is reading the novel.
- c. She wakes up at 3 AM.

4) Linking Verbs

Linking verbs are verbs that describe the subject of a sentence. In its simplest form, it connects the subject and the complement. Usually, linking verbs are called 'be verbs', namely being, is, are, was, and were. Example:

- a. Rani is an emotional person.
- b. My friends were present.
- c. I am nervous.

5) Auxiliary Verb

This is also called helping verbs which function to expand the main verb by helping to show time, tense, and possibility.

Auxiliary verbs are, do, have, will, shall, would, should, can, could, may, might, must, ought, and others. Example:

- a. He thinks should study harder to master English.
- b. We must wear a hat to school.
- c. Do you come from Malaysia?

d. Adjective

Adjectives have the function of describing or explaining nouns and pronouns in sentences. Basically, adjectives show the quality, size, shape, duration, feeling, content, and more about the noun or pronoun. Example:

- 1) The colorful balloon floated over the treetop.
- 2) The big cat chased the car.
- 3) A yellow butterfly is sitting on the white rose.

e. Adverb

An adverb is a word or group of words that modifies a verb, adjective, or another adverb. Adverbs tell when, where, and how an action is performed or indicate the quality or degree of action.

Most adverbs end in -ly but some words end -ly instead of adverbs, such as "friendly". Example:

- 1) So far, I have found 14 grammar mistakes.
- 2) I haven't been going to the office lately.
- 3) She recently bought a new motorcycle.

f. Preposition

Prepositions are words that are placed in front of nouns or pronouns to express their relationship with other nouns used in sentence structures. The most common way of using prepositions is to indicate the time, direction, or location of an object, or to introduce it. Example:

- 1) She will meet you in the 3rd week of September.
- 2) He will meet you at night.
- 3) She will have her birthday on the 11th of April.

g. Conjunction

Conjunctions are words that connect words, phrases, clauses, or sentences, the most commonly used conjunctions are but, and, or, yet and so. All those words have different meanings and connotations but they all have huge meanings and functions in a sentence. Example:

- 1) This is a useful pattern, but difficult to understand.
- 2) I would eat cake and meal for lunch.
- 3) Lily fell asleep, so Rendy just went home.

h. Determiner

Determiners are words that come before nouns and function to modify nouns. Determiners modify nouns by giving context and specificity to the noun. Example:

- 1) That cat is very fat.
- 2) A dog ate the mouse's cheese.

3) The rabbits become smart day by day.

The word '*A, that, and the*' is determiners. The determiner determines exactly which elephant the speaker is referring to.

5. The Concept of Contextual Redefinition Strategy (CRS)

In teaching and learning process, sometimes a teacher finds so much difficulty to improve students' vocabulary so that many English teachers try to using various teaching strategies (Hamid, 2015). Moreover, Saiful, et. al (2019) stated that teaching vocabulary to students is certainly not easy, so alternative sources are needed so that students can enjoy learning the vocabulary. In that case, applying learning strategies will help students do not get bored with the material being taught can also make students understand the material more quickly. The contextual redefinition strategy is one of the strategies that teachers can employ in the learning process, especially when teaching English vocabulary. Brassel (in Simanjuntak, 2019:30), Contextual Redefinition Strategy (CRS) is a learning strategy that involves analyzing the structure of words to them with other important elements of words. Thus, this strategy directs students to be able to recognize unfamiliar words by using the existing instructions so that the meaning in the reading can be connected and understood.

In addition, Tierney, et al (in Monny et al., 2021) state that contextual redefinition is a strategy that emphasizes an important part of the reading context in predicting and verifying the meaning of

words. In this case, when students are faced with the new vocabulary they have encountered, they are required to look for clues and predict the meaning of the words in the reads to produce a harmonious and understandable meal. That way, students will get used to concocting the meaning of unfamiliar words in reading texts.

Additionally, the Contextual Redefinition strategy can be utilized to teach students a new vocabulary. This is expressed by Asri (2013:49), that Contextual Redefinition is a strategy that employs contextual signals to activate prior information, particularly word knowledge, and to extend vocabulary. Students will not be forced to memorize a significant number of words from dictionaries or lists. In this case, instead, they will be instructed to read the text directly and analyze which words are difficult, as well as determine their meanings from prior text sentence references. As a result, students will find it simple to comprehend the reading content using the terminology they predicted ahead of time.

Furthermore, Sari (2020:111) defines Contextual Redefinition is defined as a teaching method that encourages students to recognize the importance of contextual clues in comprehending the meaning of an idea or phrase. In this case, with Contextual Redefinition students will be introduced to new vocabulary by giving them the chance to use various context clues to verify the meaning of the words. Thus, with this strategy, students will be able to better understand the concept of words in their use in a sentence.

In the contextual redefinition strategy, educators help students learn to predict and verify the meaning of words from unfamiliar words or familiar words that have new/unusual meanings in a reading (Alashry et al., 2018). With this strategy, students will look for clues in the closest words, sentences, and even paragraphs of a given text. As a result of their use, students will be able to forecast the meaning of new words they come across. As a result of their use, students will be able to forecast the meaning of new words they come across.

Based on the statements of several experts above, the researcher can conclude that the contextual redefinition strategy is the strategy used to help students predict and understand the meaning of new words by instructing students to choose unfamiliar vocabulary from the text and then define it with their arguments.

6. The Advantages and Disadvantages of Contextual Redefinition Strategy (CRS)

The contextual redefinition strategy has been widely studied and has a significant effect on students' vocabulary and reading comprehension skills. Novitasari et al. (2020: 154) revealed that with this strategy, students will get new vocabulary items to increase their reading comprehension, and they predict the meaning of terms in the context of the phrase. Thus, this strategy is considered suitable to be applied and taught to students in an effective way.

In addition, Brassel (in Simanjuntak, 2019) this strategy will make students active because it can encourage students to focus on

reading choices, and explore their ideas to help interpret terms and ideas that are not clear in a known context. Hence, Readance, et al. (in Simanjuntak, 2019) stated 8 benefits of using Contextual Redefinition Strategy (CRS), they are:

- a. Establish a framework for teaching students how to decode and comprehend difficult texts using context cues.
- b. Provide the teacher with the flexibility and freedom to differentiate instruction based on the words assigned to each group.
- c. Helps students have a deeper knowledge of the material.
- d. Encourage students to play an active role in arguing and expressing opinions.
- e. Stimulate students' participation to prepare them for independent reading.
- f. Establish a foundation for civil and courteous debate.
- g. The teacher's preliminary preparation is required.

Furthermore, Asri (2013) suggests that the contextual redefinition strategy can activate students' prior knowledge, especially word knowledge, and increase vocabulary. In this case, students use their ideas according to the given context to improve their vocabulary mastery by looking for the meaning of words in context by using sentences made by students themselves.

On the other hand, the main disadvantage of this strategy is that students feel frustrated when trying to identify an unfamiliar word by

simply focusing on the word as an isolated element. Moreover, they may probably make a haphazard and inaccurate guessing. It should be 98% the words surrounded in the sentence are familiar with the students (Hirsh and Nation, 1992 as cited in Asri, 2013), so that the teacher should notice the words' selection which is appropriate for the students' level.

Based on the statement above, it can be concluded that the benefit of the contextual redefinition strategy is that this strategy will make it easier for students to add vocabulary or terms used in English, in such a way that students can use what they understand to communicate both inside and outside the classroom.

7. Procedures of Implementing Contextual Redefinition Strategy (CRS)

The teacher sets several processes for students to follow to memorize new vocabulary and increase their reading comprehension when using the contextual redefinition technique. According to Simanjuntak (2019:30) the procedures that teachers can use in implementing a contextual redefinition strategy are:

First, the words that will be searched for meaning with this strategy are words that are identified in the existing reading material, so they are not randomly selected words. Teachers should read and evaluate the readings before employing this method in the classroom to identify (a) significant terms in the text that students must

comprehend, and (b) terms that students may find difficult to comprehend while reading a text.

Second, the teacher provides at least one sentence, so that students have the right clues to find the meaning of the word, and if the sentence has the right context, then the sentence can be used, and if there is no context, the teacher makes a context sentence that can be used as a clue by students to find the meaning of the word. If the sentence has been provided, then the teacher can use various kinds of clues such as definition, synonym, antonym, comparison, and others. The aforementioned technique can be used by students to learn the definition of a phrase. In addition, contextual clues can help students learn to predict and verify the meaning of unfamiliar words that have new or unusual meanings that students encounter. In this case, students can look for clues in the closest words, sentences, and paragraphs of a text.

Third, placing the words individually, using the blackboard or other learning tools, the teacher asks students to make a definition of each word. When providing an estimate of the meaning of a word, students must have an argument that can be used as a basis for why that meaning is intended. This method can be done in groups, by discussing students will find the meaning of the relevant word. In this process, there may be some meanings of the words put forward by students that are not relevant, but this learning process must be appreciated.

Fourth, put words in context. At this stage, students are faced with sentences containing words that will be searched for meaning in certain contexts. Students are asked to make predictions about the meaning of a particular word and provide a reason for providing a definition. At this stage, students have gone through the process of thinking in finding the meaning of words, or students have been able to act as models of the right reading attitude between one another. However, individual students must participate in searching for predicting the meaning of existing words. At this stage, students must also know that context requires a lot of information about the meaning of words and predicts which meanings are appropriate and most relevant.

Fifth, use a dictionary for verification. This stage trains students to open and look for the meaning of words according to the dictionary. This is done to ensure the official definition of the word. This step is done at the end of the lesson. This stage is also a place to discuss the approximate meaning of words when they are put in (a) a special place, or (b) in context. The role of the teacher at this stage is only to be a facilitator when students try to find differences in the meaning of words when redefining contextually.

8. The Concept of Lecture Method

In delivering the subject matter, the teacher can convey it by way of oral narrative to students. Explaining the material with a direct method is called the lecture method. According to Macaranas (2022),

the lecture method is a method in which discourse is read or delivered by the teacher in front of an audience or class, especially for instruction. Meanwhile, according to Taat et al. (2020) what is meant by the lecture method is a commonly used teaching message delivery technique where students are passive recipients of knowledge. Lecture is defined as a way of delivering material orally by the teacher when needed.

In addition, according to Mae and Castro (2020), the lecture method is a method in which the teacher gives assignments and traditional tests as a teaching and learning method. The lecture method tries to convey information and knowledge orally to a number of students who generally follow passively. In this case, the teacher usually gives a description of a certain topic or subject in a certain place and with a certain time allocation.

Students' activities in teaching using this method are only listening while occasionally taking notes. Even so, teachers who are open sometimes give a chance to ask a few of their students. The lecture method can be considered the most cost-effective mode of knowledge delivery. According to Hafeez (2021), the lecture method includes a traditional teaching technique which is stated as a teacher-centered learning technique in which the teacher transfers information to students passively.

In explaining learning material, an educator needs to pay attention to the style of delivering material to students. This will have

an impact on how well the students comprehend the topic. As stated by Vlachopoulos and Jan (2020) that the quality of learning will be more efficient if the delivery style is more focused and how the design of the resources used in lectures and the time at which lectures are offered is more considered by educators. Thus, in the learning process, every educator needs to pay attention to how the style of material is delivered so that everything can be channeled properly.

From some of the opinions above, it can be concluded that the lecture method is one of the most frequently used teaching methods by educators in delivering learning material, namely by explaining orally and directly in front of students so that their role is passive in accepting what is conveyed by the educator.

9. The Procedure of Implementing Lecture Method

In applying the lecture method, the thing that needs to be balanced is the question and answer. The lecture technique is used by the teacher when delivering the material. However, once the subject matter is concluded, teachers need to conduct question and answer sessions with students. This allows students to ask questions if they don't grasp something and for the teacher to see how engaged and responsive the students are to the learning materials he or she has provided. But even so, if there are students who ask questions when the teacher delivers the material, the teacher should still respond and answer the question.

According to Aras and Arhas (2022), the procedures for applying the lecture method include:

a. Preparation stage. There are various steps that must be completed at this point, including:

1. The teacher explains or determines what things are the goals of the learning process to be carried out.
2. The teacher determines the main points of the material to be delivered in the learning process, namely by delivering directly using the lecture method.
3. The teacher then prepares learning tools that will be used in the learning process such as PowerPoint and a projector (LCD).

b. Implementation stage. The teacher in this stage will take the following two steps:

1. Opening step. This step is a step that can determine the success of the lecture method. In this step, the teacher is required to ensure that the objectives of the material being taught can be understood and mastered by students. So, before the teacher enters the core of learning, the teacher is expected to first relate the lessons that have been delivered previously with the lessons that will be delivered by the teacher at that time.
2. Presentation steps. This is the point at which the teacher hands over the subject to the students. So that the initial goal is that

the material presented by the teacher can be well received by students, the teacher is expected to be able to keep students'

attention by maintaining eye contact with students. In addition, teachers are also required to use good language so that students do not feel disturbed or bored with the explanations given so that students can receive the material presented by the teacher properly.

c. Closing stage. For this stage, the teacher will complete three steps:

1. After the teacher has delivered all of the subject material, the last thing to do before finishing the lesson is to direct students to finish the content that has been delivered. This is done so that students can recall or evaluate their understanding in previous lessons.
2. Teachers must also be able to stimulate students in order to provide effective instruction or submit their own reviews of the main learning materials that have been delivered previously.
3. The last step is the teacher needs to measure the extent to which students understand the material presented by providing evaluations to students, either by direct questions or in the form of quizzes or tests.

C. Conceptual Framework

The conceptual framework of this research is shown below:

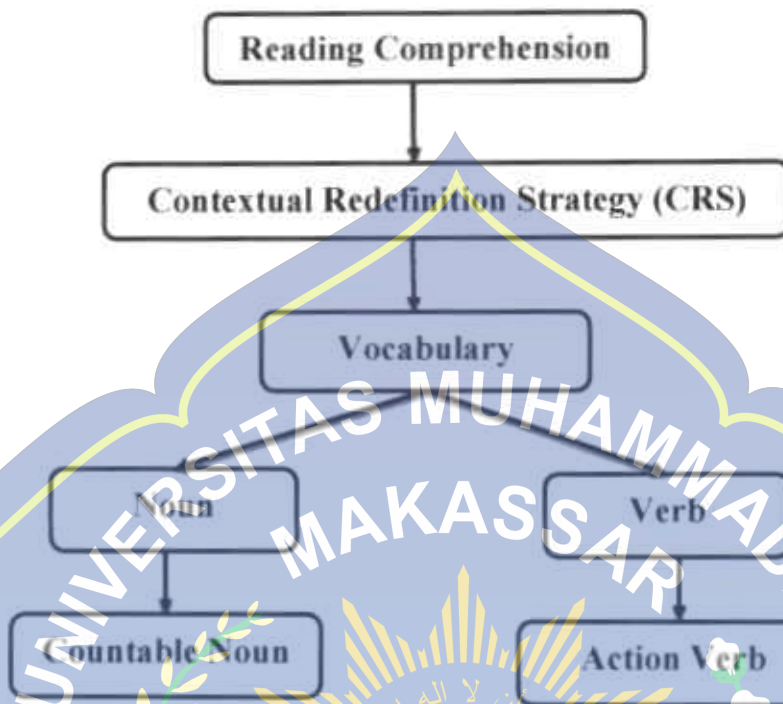


Figure 2.1 Conceptual Framework

This research is planned to investigate the application of the Contextual Redefinition Strategy on students' achievement in increasing vocabulary especially related to reading comprehension. In conducting this research, theories are certainly needed to explain some of the concepts or terms applied in the research concerned.

The theoretical framework for this research will be presented and investigated below:

In the learning process, every teacher is required to be able to apply interesting strategies and methods so that their students can learn

effectively and efficiently. One of the strategies that teachers can use in teaching vocabulary to students is to apply a contextual redefinition strategy. Through this strategy, students are directed to be able to get to know new vocabulary not by memorizing the meaning of each word, but they make relevant estimates of unfamiliar words found according to the context of the text they read. With this strategy, of course, students will not be forced to memorize a lot of vocabulary, but are directed to interpret the vocabulary so that it will be easier to remember.

1. Input: To test the level of students' vocabulary and reading comprehension skills, the teacher creates instructional materials in the form of reading texts, in this case, the teacher picks descriptive texts.
2. Process: In the classroom, the teacher employs a Contextual Redefinition Strategy (CRS).
3. Output: The use of Contextual Redefinition Strategy (CRS) has an effect (significant or not-significant) on a student's vocabulary and reading comprehension.

D. Research Hypothesis

The hypothesis could be as follows, based on several theories and prior studies:

1. Null Hypothesis (H_0): There is no significant effect of the use of Contextual Redefinition Strategy on students' Vocabulary in Reading Comprehension.

2. Alternative Hypothesis (H_1): There is a significant effect of the use of Contextual Redefinition Strategy on students' Vocabulary in Reading Comprehension.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research method for this research is experimental research. The researcher used quasi-experimental with a non-equivalent control group design. This is a research study that involves two groups: an experimental group and a control group. The experimental group was taught by applying CR Strategy while the control group with Lecture Method.

Furthermore, the researcher conducted a pre-test, treatment, and post-test. Both classes' either pre-test and post-test data results were compared and calculated to determine whether the CR strategy affects students' vocabulary, especially in terms of reading comprehension. The table below provides more information.

Table 3.1 Design of the Research

E	O ₁	X	O ₂
C	O ₁	X	O ₂

Where:

E: Experimental Group

C: Control Group

O₁: Pre-Test

X: Treatment

O₂: Post-Test

(Basri, 2015)

B. Research Variable and Indicators

Two kinds of variables in this research are independent and dependent variables. Contextual Redefinition Strategy (CRS) was the independent variable (X), whereas the dependent variable (Y) was students' Vocabulary in Reading Comprehension.

The indicators of this research consisted of two parts, those were: noun (countable noun) and verb (action verb).

C. Population and Sample

1. Population

The population in this research was from the X grade students of SMKN 2 Selayar academic year 2021/2022 which consists of 3 parallel classes. There are X TKJ, X ATPH and X TKR. Class X TKJ consists of 26 students, class X ATPH (Agribusiness) consists of 20 students, and X TKR consists of 14 students, with total of 60 students. It can be seen in the following table:

Table 3.2 Population

No.	Class	Population
1.	X TKJ	26
2.	X ATPH	20
3.	X TKR	14
Total		60 students

2. Sample

In this research, the purposive sampling technique was used and class X ATPH and X TKJ were taken as samples. The researcher selected those samples because both classes still have poor vocabulary compared with another class seen when the free observation was made in both classes. In addition, the English teacher recommended researching two classes due to being orderly and disciplined if the research was carried out especially the 20 recommended students from X TKJ. The sample is shown in the table below:

Table 3.3 Sample

No.	Class	Sample
1.	X TKJ	20
2.	X ATPH	20
Total		40 students

D. Research Instrument

The instrument that employed in this research is a vocabulary test. Both the experimental class and the control class are given the tests, especially pre-test and post-test, to collect comparative data. The students were asked to read a text, after which students asked to see the vocabulary test and predict the meaning of the words based on the context clues that given by the researcher.

E. Procedures of Collecting Data

Technique of data collection procedure in this research used pre-test and post-test. It consisted of 10 meetings those are; 1 meeting for pre-test in the experimental group and 1 meeting for control group, the treatment itself took 6 meetings. 3 meetings for experimental and 3 meetings for control group. In post-test took 1 meeting in the experimental group and 1 meeting for control group.

1. Pre-Test

The researcher gave pre-test for both classes in the first meeting of the experiment. One class was as the experimental group and the other class as the control group. It was done to know the English Vocabulary of the students before they got the treatment.

2. Treatment

Apperception

- a. For the first time. The researcher explained to the students what about Contextual Redefinition Strategy (CRS)
- b. After the students got that point, the researcher gave some motivation to the students.

Opening

- a. The researcher led the students to pray together
- b. The researcher explained about the objective of the research
- c. The researcher explained about the material
- d. Then, the researcher gave pre-test.

Steps of learning

- a. The researcher gave descriptive text to the students and ordered them to read the text carefully and required to find unfamiliar word from the text.
- b. The researcher provides one sentence as the right clues to find the meaning of the unfamiliar word they found. After the sentence was provided, then the teacher used various kinds of clues such as synonyms, comparisons, definitions, and others.
- c. The researcher required the students to placing the words individually using the paper list that gave to them. Then, the teacher asks students to make a definition of each word.
- d. The researcher required the students to put words in context. Students were faced with sentences containing words that searched for meaning in certain contexts. Students were asked to make predictions about the meaning of a particular word and provide a reason for providing a definition.
- e. The researcher required the students used a dictionary for verification.

Closing

- a. Summary
- b. Evaluation
- c. The researcher explained to the students about the next material
- d. The researcher led the students to pray together.

3. Post-Test

This test done after giving the treatments to the students or at the end of the experiment. It was done to know the English Vocabulary of the students after they got the treatment.

The post-test was administered based on the schedule of the English lesson before the treatment given to the subjects of the research. The post-test was given after the subject has the treatment.

F. Data Analysis

The techniques of data analysis that used in this research are ANOVA test and Nonparametric Test. According to Konsultan Data Penelitian & ArcGIS (2020), ANOVA test is a hypothesis test used in parametric statistics, this test is carried out on the interaction of two factors by comparing the average of two or more samples. According to Ohlyver (2018), the nonparametric test is a distribution-free for statistical test. This term states that in data used in nonparametric there is no need to follow a certain distribution. The steps for calculating and evaluating the findings are as follows:

1. Descriptive Analysis

Descriptive analysis is a statistical analysis method that aims to provide a description or description of the research subject based on variable data obtained from a certain group of subjects (Khasanah, 2021).

2. Normality Test

The normality test is used to determine if the population of a data collection is evenly distributed. This test is frequently used to examine ordinal, interval, or ratio data. If the approach is parametric, the normality criteria must be met, and the data must originate from a normal distribution. Normality test is carried out with reference to the rules:

- a. If p-value is lower than 0.05 (sig. <0.05) then the data is not normally distributed.
- b. If p-value is higher than 0.05 (sig. >0.05) then the data is normally distributed.

3. Paired Sample T-Test

Following the normality and homogeneity tests, the researcher will do a paired sample t-test. The paired sample t-test is used to assess whether there would be a significant difference between the control group and the experimental group. The test is also used to determine whether or not the Contextual Redefinition Strategy (CRS) is effective in improving students' vocabulary competence.

4. Homogeneity Test

The homogeneity test is used to see if the data on variables X and Y will homogeneous or not. When utilizing parametric test statistics like the t-test and f-test, data homogeneity is one of the recommended conditions for statistical testing. The value of sig. of homogeneity test will be determined by reference to:

- a. If the p-value is lower than 0.05 ($\text{sig.} < 0.05$) then it is said that the variants of two or more groups of the data population are not the same.
- b. If the p-value is higher than 0.05 ($\text{sig.} > 0.05$) then it is said that the variants of two or more groups of data population are the same.

5. Hypothesis Testing

Hypothesis test according to Husein (2021), hypothesis testing is a process of evaluating the strength of evidence from a sample and providing a basis for making decisions related to its population. The purpose of the hypothesis test is to decide whether the hypothesis being tested is rejected or accepted. Basis for decision making:

1. H_a : If the p-value $< \text{sig. } \alpha = 0.05\%$, there is a significant effect of employing Contextual Redefinition Strategy on students' vocabulary in reading comprehension. The null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.
2. H_0 : If the p-value $> \text{sig. } \alpha = 0.05\%$, there is no significant effect of utilizing Contextual Redefinition Strategy on students' vocabulary in reading comprehension. This means the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

6. Effect size formulation

This stage is completed to determine the study's level of importance and the extent to which the data has an impact. Cohen's concept and the impact size formula are employed in this inquiry. The following is the formula to remember:

$$d = \frac{\text{Mean Score of Group A} + \text{Mean Score of Group B}}{\sigma \text{ pooled standard deviation}}$$

$$\sigma \text{ pooled standard deviation} = \frac{\text{Standard Deviation 1} + \text{Standard Deviation 2}}{2}$$

The effect size level criteria proposed by Cohen are thus interpreted as follows:

0 – 0.20 = weak effect

0.21 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect

To calculate the percentage of the students' score the formula used as follows:

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

Where

P : Rate percentage

F : Frequency of the correct answer

N : The total number of students

(Nurjannah, 2016)

The classification of the students' score:

Table 3- Table Score Classification

No.	Classification	Score
1.	Excellent	95-100
2.	Very good	85-90
3.	Good	75-80
4.	Fairly good	65-70

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the findings and discussion of the research. The findings consisted of the data obtained through completion test to see the students' performance after being taught the materials of vocabulary through Contextual Redefinition Strategy (CRS).

A. Findings

In this section, the researcher analyzed the data collected from pre-test and post-test in both classes. In analyzing the data, t-test was used and all the data were performed in statistical form. Before calculating t-test, the researcher has to conduct the normality test and the homogeneity test in order to know whether the data from both classes have been normally distributed or not and whether the samples were homogeneous or not. Additionally, the data were analyzed and calculated by using IBM SPSS 22 version, except the improvement percentages and the rate percentages and effect size which calculated manually.

The findings of this research can be seen as follows:

- 1. The Students' Vocabulary Test Result in Experimental Class through CRS
 - a. Descriptive Analysis

Table 4.1 Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Means	Std. Deviation
Pre-Test Experimental Class	20	18	88	47.15	23.313
Post-Test Experimental Class	20	83	100	89.50	5.206
Valid N (listwise)	20				

From the table 4.1, it is known that N Valid (number of samples) of class X TKJ (experimental class) is 20 respondents. Valid N is 20, it shows that no data is missing during the process of collection data.

The table above also shows in experimental class (X TKJ) using CR Strategy, the result of pre-test was found that the means value was 47.15, which minimum score 18 and maximum score 88. Meanwhile, the means value of the post-test result is 89.50, with minimum score 83 and maximum score 100. Because all these numbers are large numbers, it is concluded that the distribution of data from the pre-test and post-test results of both classes is varied.

In order to see the improvement percentage in experimental class clearly, the researcher provides the table below.

Table 4.2 The Improvement Percentage of Students' Score

Indicator	Means Score	
	Pre-test	Post-test
Noun (Countable Noun)	25.13	46.35
Verb (Action Verb)	22.02	43.05
Vocabulary	47.15	89.5
Improvement		89.81%

From the table 4.2, it is known that the improvement percentage of students' score in experimental class is 89.81%. It means that the students' vocabulary through CR Strategy has significant improvement.

b. The Rate Percentage of Students' Score in Pre-Test and Post-Test

The rate percentages of the students' pre-test and post-test scores were presented in the following table:

Table 4.3 The Rate Percentage of Pre-test and Post-test Score

No.	Classification	Score	Experimental Class			
			Pre-test		Post-test	
			F	%	F	%
1.	Excellent	95-100	0	0%	3	15%
2.	Very good	85-90	1	5%	14	70%
3.	Good	75-80	3	15%	3	15%
4.	Fairly Good	65-70	1	5%	0	0%
5.	Fair	55-60	2	10%	0	0%
6.	Poor	45-50	2	10%	0	0%
7.	Very poor	0-40	11	55%	0	0%
Σ			20	100%	20	100%

The table 4.3 showed that in experimental class, in pre-test which was done before the treatment, from 20 students, there was 1 student (5%) who belonged to 'very good' category, 3 students (15%) who belonged to 'good' category, 1 student (5%) belonged to 'fairly good' category, 2 students (10%) who belonged to 'fair' category, 2 students (10%) who belonged to 'poor' category and 11 students (55%) who belonged to 'very poor' category. In other side, in post-test that done after the treatment (CRS), from 20 students, there was 3 students (15%) who belonged to 'excellent' category, 14 students (70%) belonged to 'very good' category and 3 students (15%) who belonged to 'good' category. Based on the result, it can be concluded that the rate percentage in the post-test experimental class was higher than the rate percentage of post-test in controlled class.

2. The Students' Vocabulary Test Result in Controlled Class through Lecture

Method

a. Descriptive Analysis

Table 4.4 Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Means	Std. Deviation
Pre-Test Controlled Class	20	5	75	44.05	19.473
Post-Test Controlled Class	20	15	80	59.40	16.298
Valid N (listwise)	20				

From the table 4.4, it is known that N Valid (number of samples) of X ATPH (controlled class) is 20 respondents. Valid N is 20, it shows that no data is missing during the process of collection data.

The table above also shows that the means score of pre-test score from controlled class (X ATPH) with using lecture method is 44.05. With minimum score 5 and maximum score 75. Meanwhile, the means score of post-tests is 59.40, with minimum score 15 and maximum score 80.

In order to see the improvement percentage in controlled class clearly, the researcher provides the table below:

Table 4.5 The Improvement Percentage of Students' Score

Indicator	Means Score	
	Controlled Class	
	Pre-test	Post-test
Noun (Countable Noun)	24.04	31.24
Verb (Action Verb)	20.01	28.16
Vocabulary	44.05	59.4
Improvement	34.84%	

From the table 4.5, it is known that the improvement percentage of students' score in experimental class is 34.84%. It means that the students' vocabulary through Lecture Method has a less improvement.

3. The Difference between students' vocabulary through Contextual Redefinition Strategy (CRS) and Lecture Method

a. The Improvement of Students' Score in Both Classes

The improvement of the students' vocabulary both in pre-test and post-test in experimental and controlled class can be seen at the chart below:

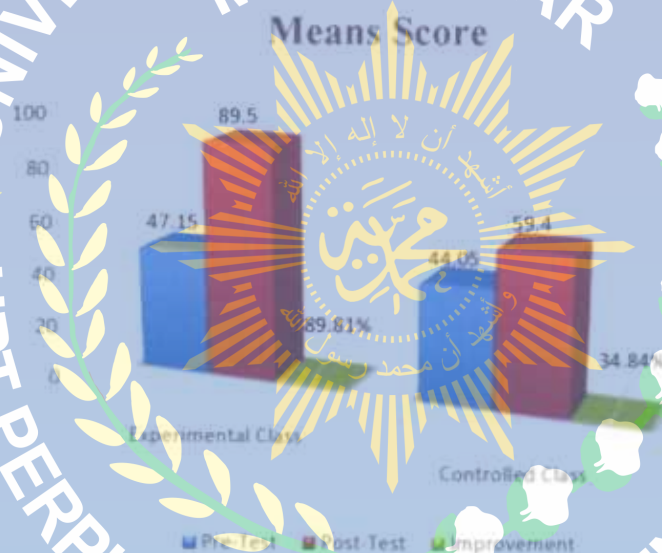


Figure 4.1 The Means Score and Improvement Percentage of Pre-test and Post-test in Experimental and Controlled Class

From the chart above it is known that the students' vocabulary means score of pre-test and post-test in experimental and controlled class has significant improvement from vocabulary. The students' vocabulary means

score of pre-tests in experimental class was 47.15 and post-test was 89.5. The improvement of pre-test to the post-test was 89.81%. It means that the target to improve students' vocabulary with CR Strategy has been reached.

Meanwhile, the chart above also shows that the means score of pre-tests in controlled class was 44.05 and post-test was 59.4. The improvement of pre-test to the post-test was 34.84%. It means that the target to improve students' vocabulary without using CRS or using lecture method has been reached.

b. Normality Test

Normality test was conducted to determine if a sample or any group of data fits a standard normal distribution. It is a kind of statistical process. In this study, the researcher calculated the test by using *Kolmogorov-Smirnov* in IBM SPSS 22 version. The results of normality test are presented below:

Table 4.6 Normality Test of Pre-Test and Post-Test in Both Classes

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Students' Vocabulary Competence	Pre-Test Experimental Class	.199	20	.037	.899	20	.039
	Post-Test Experimental Class	.156	20	.200 [*]	.917	20	.088
	Pre-Test Controlled Class	.130	20	.200 [*]	.962	20	.577
	Post-Test Controlled Class	.137	20	.200 [*]	.918	20	.090

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

a. Lilliefors Significance Correction

Based on the table 4.6, it is known that the normality significance of pre-test in experimental class is 0.037. Meanwhile, in controlled class gained 0.200 significance in pre-test. It means that the data in both classes

are normally distributed because the significance showed is higher than $\alpha = 0.05$ ($0.037 > 0.05$; $0.200 > 0.05$)

Moreover, the result of post-test reveals that the normality significance for both classes is same (0.200). The results indicate that the data are also normally distributed because both classes have significance more than $\alpha = 0.05$ ($0.200 > 0.05$; $0.200 > 0.05$).

c. Paired Sample T-Test

After conducting Normality test, the next step is conducting paired sample T-test. A t-test is used to determine if a significant difference exists between two groups. Moreover, the test is used to prove whether Contextual Redefinition Strategy (CRS) is effective to improve students vocabulary mastery or not. Below is the description of paired sample T-Test:

Table 4.7 Paired Sample Statistics of Controlled and Experimental Class

Paired Samples Statistics				
	Means	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test Experimental Class	47.15	20	23.313	5.213
Post-Test Experimental Class	89.50	20	5.206	1.164
Pair 2 Pre-Test Controlled Class	44.05	20	19.473	4.354
Post-Test Controlled Class	59.40	20	16.298	3.644

Table 4.8 Paired sample T-Test of Pre and Post-Test in Controlled and Experimental Class

Paired Samples Test						
Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper			
Pair 1	Pre-Test Experimental Class - Post-Test Experimental	-42.350	19.115	4.274	-51.296	33.404	-9.908	19
Pair 2	Pre-Test Control Class - Post-Test Control	-15.350	9.477	2.119	-19.785	-10.915	-7.243	19

Based on the table 4.7 and 4.8, output **Pair 1** obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' vocabularies for the experimental pre-test and experimental class post-test.

Furthermore, based on the output of **Pair 2** obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' vocabularies for the controlled class pre-test and controlled class post-test. In conclusion, based on the result of T-Test above, it means that Contextual Redefinition Strategy is effective to use in improving the students' vocabulary in reading comprehension.

d. Homogeneity Test

After conducting normality and T-Test, the next step that was taken by the researcher is conducting homogeneity test with One-Way ANOVA Test. This test is intended to find out whether the sample of each class is in same variant or not. To conduct this test, the writer refers to *Levene statistic* in SPSS 22.

Below are the descriptions of homogeneity test:

Table 4.9 Test of Homogeneity of Variances Post-Test in Experimental and Controlled Class

Test of Homogeneity of Variances			
Students' Vocabulary Competence			
Levene Statistic	df1	df2	Sig.
12.089	1	38	.001

Table 4.10 One-Way ANOVA T-Test of Post-Test in Experimental and Controlled Class

ANOVA					
Students' Vocabulary Competence					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9069.100	1	9069.100	61.902	.000
Within Groups	5561.800	38	146.363		
Total	14621.900	39			

Based on table 4.9 and 4.10, it shows that the significance post-test score both of controlled and experimental class is 0.001. This indicates that the data in both classes are different or not homogeneous/heterogeneous because the significant value is lower than $\alpha = 0.05$ ($0.001 < 0.05$).

e. Test of Hypothesis

After getting results of normality test and homogeneity test, then the researcher is allowed to calculate the hypothesis (hypothesis testing). This test was used to determine if there is significant different between the means of two groups, experimental and control group. This is line with the objective of the study that has been stated. In addition, all data obtained in this test was calculated by using SPSS version 22. The data needed to be

compared are the means score of students' post-tests in both classes. Then, the significant value or alpha was determined from formula is 0.05 or 5%.

The result of the calculation can be viewed in the table below:

Table 4.11 Group Statistics of Post-Test in Experimental and Controlled Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Vocabulary Competence	Post-Test Experimental Class	20	89.50	5.206	1.164
	Post-Test Controlled Class	20	59.40	16.298	3.644

Table 4.11 provides statistical result of post-test in both classes, experimental and controlled class. N means numbers of samples from each class. Experimental and controlled classes consist of 20 students in this research. Based on table above, it is discovered that the means score of students' post-tests in experimental class is 89.50, while the means score of students' post-tests in controlled class is 59.40. Thus, both classes have a difference of 30.1 score after getting the treatment which is the experimental class be the higher.

Table 4.12 Independent Sample Test of Post-Test in Experimental and Controlled Class

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
Post-Test	Equal variances assumed	12.089	.001	7.868	38	.000	30.100	3.826	22.355 37.845

Equal variances not assumed		7.868	22.838	.000	30.100	3.826	22.183	38.017
--------------------------------	--	-------	--------	------	--------	-------	--------	--------

Table 4.12 shows that from the independent sample test of post-test obtained *p-value* or (*2-tailed*) = 0.000. it means that the score is lower than the determined significant value 0.05. From the result, it proved that the null hypothesis is rejected and the alternative hypothesis is accepted because the *p-value* (0.000) is lower than *sig α* = 0.000 < 0.05. In other words, **there is an effect of implementing Contextual Redefinition Strategy (CRS) on students' vocabulary mastery in reading comprehension.**

f. Effect Size Formulation

The last of data analysis, which after getting statistical data, the researcher tried to analyze the effect size of the research. It is aimed to know the level significance of the study and to show precisely how large the effects of the data are. In addition, Cohen's *d* is used to describe the standardized mean difference of an effect. The formula is as follows:

$$\sigma_{\text{pooled}} = \frac{\text{Standard Deviation 1} + \text{Standard Deviation 2}}{2}$$

$$d = \frac{\text{Mean Score of Group A} - \text{Mean Score of Group B}}{\sigma_{\text{pooled standard deviation}}}$$

Means score of group A (Experiment) = 89.50

Means score of group B (Control) = 59.40

Standard Deviation of group A = 5.206

Standard Deviation of group B = 16.298

$$(1) \sigma \text{ pooled} = \frac{5.206 + 16.298}{2} = 10.752$$

$$(2) d = \frac{89.50 - 59.40}{10.752} = 2.8$$

Meanwhile, the criteria of the effect size level suggested by Cohen are interpreted as follows:

0 – 0.20 = weak effect

0.21 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect

From the calculation, it is known that the result of effect size formulation in this research is 2.8. As the criteria that have been presented by Cohen above, 2.8 represents a strong effect size. Thus, it proves that there is a strong effect of using Contextual Redefinition Strategy (CRS) on students' vocabulary in reading comprehension.

B. Discussion

1. Students' Vocabulary Through Contextual Redefinition Strategy (CRS)

Before giving the treatment to the experimental class, the researcher first gave a pre-test to determine the students' initial understanding before being given treatment. After being given a pre-test, the researcher can conclude that students' understanding of vocabulary is classified as very poor. This is known through the students' pre-test scores which shows that the highest frequency is in the very poor category, namely 55%.

After giving the pre-test, the researcher then applied the CR Strategy to the experimental class. When implementing the CRS, it makes students

more active in learning. This is because students more excited and interested when they can predict the meaning of unfamiliar vocabulary by their own understanding. This is in line with Sari (2020) Contextual Redefinition Strategy can improve students' vocabulary mastery, same strategy with the result of this research. In the same way implementation of CR Strategy was effective to improve the students' vocabulary because they could generate ideas well which affected the noun (countable noun) and verb (action verb).

In addition, Oktaviani (2020) emphasized that Contextual Redefinition Strategies can also help students predict the meaning of foreign words so that can improve students' reading comprehension. There were two indicators showed to analyze the students' vocabulary in this research such as noun (countable noun) and verb (action verb) while in Sari's research only focused on study of implementation of CR strategy and Oktaviani's research focused in reading comprehension. Therefore, the result of this research shows that the combination of vocabulary and reading comprehension by using CR Strategy can improve the students' vocabulary especially in terms of reading comprehension.

After the researcher gave the treatment, the researcher then gave a post-test to the students in order to find out the result of the treatment, whether the result from the post-test were better than the pre-test or not. After doing the post-test, the researcher can conclude that there is an increase in the students' vocabulary. This can be seen from the post-test score which shows that the highest frequency is in the 'Very Good' category, which is 70%, at

the 'Excellent and Good' level there are 15% and there are no more students classified in the 'Poor' category.

2. Students' Vocabulary Through Lecture Method

Before giving the treatment to the controlled class, the researcher first gave a pre-test to determine the students' initial understanding before being given treatment. After being given a pre-test, the researcher can conclude that students' understanding of vocabulary is classified as very poor. This is known through the students' pre-test scores which shows that the highest frequency is in the very poor category, namely 55%.

After conducting the pre-test, the researcher used lecture method for the control class in the learning process. In the learning process, the researcher mentions words and the students predict the meaning of that words by their own knowledge without given the clues like synonym, etc. This method makes the students not too active because they only predict the meaning of words without any clues, so they predict the words done in any old way and most of them prefer to be silent when the researcher asked them to tell their understanding.

After the researcher gave the treatment, the researcher then gave a post-test to the students in order to find out the result of the treatment, whether the result from the post-test were better than the pre-test or not. After doing the post-test, the researcher can conclude that there is an increase in the students' vocabulary. This can be seen from the post-test score which shows that the highest frequency is in the 'Fairly Good' category, which is 35%.

At the level 'Good' category only 15% and 'Fair' category was 4% but there are still several students classified in the 'Poor' and 'Very Poor' category each of them was 15%.

3. The Difference between students' vocabulary through Contextual Redefinition Strategy (CRS) and Lecture Method

The effect of the strategy was proven by the gap analysis of the means scores on the post-test between the experimental class and the controlled class. The experimental class's average score was 89.50, while the controlled class was 59.40. This indicates there is a 30.1 points difference in the scores between the experimental class and the controlled class. Based on the explanation of the difference between the two classes, the result of the experimental class shows a greater score than the controlled class.

The paired sample T-Test calculation results using SPSS 22 also show that the t-test value was 19.115, with a probability (Sig.) of 0.000, the probability (Sig.) is $0.000 < 0.05$ which indicates that there is a significant difference between the students' vocabulary in terms of noun (countable noun) and verb (action verb) in the experimental class after the implementation of CR Strategy compared to the controlled class using lecture method.

A significance (Sig.) of $0.000 < 0.05$ was obtained by calculating the Independent Sample T-Test using SPSS 22. This indicates that the learning results in the experimental class and the controlled class are significantly different. It is clear from the results obtained that students' that used CR

Strategy has significantly different learning outcomes. In this research, using the CR Strategy to teach students English Vocabulary has greater than using Lecture Method.

CRS Strategy is effective in teaching vocabulary including improving reading comprehension for students who have high and low learning motivation (Rohman and Suwandi, 2021). On the other hand, the use of CR strategy was help students improved their English because this strategy makes students' have motivation to do the teaching and learning activities. Moreover, Tierney, et al (in Mouney et al., 2021) state that contextual redefinition is a strategy that emphasizes an important part of the reading context in predicting and verifying the meaning of words so that can enhance the students' skill in reading. Thus, based on the pervious findings, in this research find the same statement that using CR Strategy make students feel motivated and enjoyable in their learning so that can improve the students' vocabulary.

In conclusion, the used of Contextual Redefinition Strategy (CRS) at the 10th grade students of Senior High School at SMK Negeri 2 Selayar can improved students' vocabulary especially in component like noun (countable noun) and verb (action verb). Then, Contextual Redefinition Strategy (CRS) was effective to be used in teaching vocabulary especially in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two sections, there were conclusion and suggestion. Conclusion presented the findings of this research based on data analysis and discussion in previous chapter, while suggestion deal with the researcher recommends to do.

A. Conclusion

Based on the researcher findings and discussion in the previous chapter and looking at the result of the research, the researcher made a conclusion as follows:

1. After conducting the treatment and obtaining the result, it revealed that Contextual Redefinition Strategy (CRS) was effective to improve students' vocabulary the means score of post-tests 89.50.
2. The result of using Lecture Method was less effective to improve students' vocabulary with the means score of post-tests was 59.40.
3. There are significant differences between using CRS and Lecture method in students' vocabulary. Contextual Redefinition Strategy (CRS) was effective than using Lecture Method on students' vocabulary for the reason in the statistical calculation from independent sample t-test shows that Sig. (2-tailed) (p) is 0.000 while alpha (α) is 0.05 (5%). In short, $p < \alpha$ ($0.000 < 0.05$), it indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the calculation of the effect size which refers to Cohen's d formula which to know the extent of the effectiveness of the strategy, it is found that the effect size of the study was 2.8. It can be

inferred that the level effect ranged is at a strong level. In conclusion, the research had proved that Contextual Redefinition Strategy (CRS) was strongly effective on students' vocabulary in reading comprehension at the 10th grade of SMK Negeri 2 Selayar in academic year 2021/2022.

B. Suggestion

Suggestions are directed to:

1. English Teacher

Teacher should try Contextual Redefinition Strategy (CRS) in teaching English especially vocabulary as the English component. The teacher can be more creative in applying that strategy to the students and use it in teaching vocabulary so that the students are motivated, interested, and not bored in learning English.

2. For students

Students can apply Contextual Redefinition Strategy (CRS) as the strategy to practice individually. They will be able to look for unfamiliar words and learn them deeply. After knowing the words, they should use the words in context and their daily activities.

3. Future Researchers

In this research has not perfect yet, it is suggested for the future researchers to conduct further researcher in the same field, especially on using Contextual Redefinition Strategy (CRS) as strategy on teaching vocabulary. This research was very important because it will give some knowledge to the researcher. In order to know the benefits of using CR Strategy in teaching vocabulary.

BIBLIOGRAPHY

- Al-Jarrah, H., & Ismail, N. S. B. (2018). Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions. *International Journal of English Linguistics*, 8(7), 32. <https://doi.org/10.5539/ijel.v8n7p32>
- Alashry, S. A. A.-N., Qoura, A. A. S., & Gohar, R. H. A.-A. (2018). The Impact of Frayer Model and Contextual Redefinition strategy on Improving Preparatory Stage Pupils' Vocabulary Learning. *Curriculum & Instruction Department*. https://doi.org/https://www.academia.edu/40359366/The_Impact_of_Frayer_Model_and_Contextual_Redefinition_strategy_on_Improving_Preparatory_Stage_Pupils_Vocabulary_Learning
- Apdy, A. P. R., & Asrifan, A. (2018). The Chinese Mime Game in Teaching Vocabulary on EFL Classroom. *Proceeding of the 65th TEFLIN International Conference*, 65(1), 28. https://doi.org/https://ojs.unm.ac.id/teflin65/article/download/6246/pdf_7
- Aras, I., & Arias, S. H. (2022). Lecture Methods During the New Normal Era. *Jurnal Office*, 8(1), 11–18. <https://doi.org/http://ojs.unm.ac.id/jo>
- Asri, N. (2013). The Analysis of Two Pre-Reading Strategies: Contextual Redefinition and Word List. *Journal of English and Education*, 1(1), 47–56. <https://doi.org/https://ejournal.upi.edu/index.php/L-E/article/view/583>
- Basri, D.M. 2015. *Fundamental of Language Research Methodology*. Jakarta Pusat. Gunadarma Ilmu.
- Bocale, P. (2020). Designing Russian Teaching Material for University Students: Rationale and Mock Unit. *Theory and Practice in Language Studies*, 10(7), 713. <https://doi.org/10.17507/tpls.1007.01>
- Butterfuss, R., & Kendeou, K. (2018). The Role of Executive Functions in Reading Comprehension. *Department of Educational Psychology, University of Minnesota*, 8(5). <https://doi.org/https://experts.umn.edu/en/publications/the-role-of-executive-functions-in-reading-comprehension>
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*, 19(1), 5–51. <https://doi.org/10.1177/1529100618772271>
- Clement, A., & Murugavel, T. (2018). English for the Workplace: The Importance of English Language Skills for Effective Performance. *The English Classroom*, 20(1), 41–50. <https://doi.org/https://www.researchgate.net/publication/328353901>
- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *JET (Journal of English Teaching)*, 5(1), 15.

<https://doi.org/10.33541/jet.v5i1.956>

Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. <https://doi.org/10.1177/2372732218816339>

Fadillah, N. 2020. *The Effectiveness of Outdoor Activities to Improve Students' Vocabulary (A Quasi Experimental Research at the Seventh Grade Students of SMP Muhammadiyah 6 Makassar)*. Tidak Diterbitkan. Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

Firman, F., Hermawan, H., Hafid, H., & Walhidayah, W. (2021). VAKT Method in EFL Teaching Process: Does it improve the Students' Reading Comprehension? *Ethical Lingua Vol.8, No. 2, 2021*, 449–454. <https://doi.org/10.30605/25409190.318>

Hafeez, M. (2021). A Critical Review on Blended Learning Versus Traditional Lecture Method. *International Journal of Learning and Teaching*, 13(2), 62–76. <https://doi.org/10.18844/ijlt.v13i2.5668>

Hamid, S. M. (2015). Enriching Vocabulary Through Social Interaction Model. *Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 4(1), 40. <https://doi.org/10.26618/ejpb.v4i1.921>

Haslam, M. (2019). Parts of Speech. *The TESOL Encyclopedia of English Language Teaching*. <https://doi.org/10.1002/9781118784235.ch0088>

Husein, S. (2021). *Uji Hipotesis*. Retrieved June 29, 2022, from Geospasialis: <https://geospasialis.com/uji-hipotesis/>

Irwandy, Quaidy, G. M., & Albert. (2018). Teaching Vocabulary in Contextualization for Young Learners. *Teaching Vocabulary in Contextualization for Young Learners*, 41–44. <https://doi.org/http://ejournal.unp.ac.id/index.php/self/article/viewFile/100142/100058>

Jensen, B. (2021). Advancing the Science of Teaching Reading Equitably. *Reading Research Quarterly*, 56(S1), S69–S84. <https://doi.org/10.1002/rrq.409>

Khasanah, L. U. (2021). *Analisis Data Kuantitatif, Kenali Analisis Deskriptif*. (A. W. Davita, Editor). Retrieved July 18, 2022, from DQLab: <https://www.dqlab.id/analisis-data-kuantitatif-kenali-analisis-deskriptif>

Kočiský, T., Schwarz, J., Blunsom, P., Dyer, C., Hermann, K. M., Melis, G., & Grefenstette, E. (2018). The Narrative Reading Comprehension Challenge. *Transactions of the Association for Computational Linguistics*, 6, 317–328. https://doi.org/10.1162/tacl_a_00023

Konsultan Data Penelitian & ArcGIS. (2020). *Analisis Variansi Satu Arah, Pengertian, Syarat, dan Langkah Pengujian*. Retrieved July 18, 2022, from Partastatistika: <https://patrastatistika.com/analisis-variansi-satu-arah/>

- Kovbasko, Y. (2020). On the Problem of Parts of Speech Identification in the English Language: A Historical Overview. *Kalbos dalių identifikavimo problema anglų kalboje: istorinė apžvalga. Research Journal Studies about Languages*, 36, 30–45.
- Larasati, B. D. (2022). *Algoritma*. Retrieved July 18, 2022, from Inferential Analysis: Pengertian, Jenis, dan Contohnya: <https://blog.algoritma.inferential-analysis/>
- Macaranas, J. R. G. (2022). Appreciating the Lecture Method. *Philosophia (Philippines)*, 23(1), 218–224. <https://doi.org/10.46992/PIJP.23.1.C.1>
- Mae, A., & Castro, S. (2020). Simulation Games Techniques and Lecture Method in Teaching Araling Panlipunan. *Asian Journal of Multidisciplinary Studies*, 3(2). <https://doi.org/https://asianjournal.org/online/index.php/ajms/article/view/309>
- Mannong, A. B. M. (2018). The Implementation of Reciprocal Teaching Method (RTM) in Developing Reading Comprehension of the Second Grade Students of SMAN 2 Bantaeng. *INTERACTION: Jurnal Pendidikan Bahasa*, 5(2), 1–12. <https://doi.org/10.36231/jurnalpendidikanbahasa.v5i2.177>
- Masrai, A. (2019). Vocabulary and Reading Comprehension Revisited: Evidence for High-, Mid-, and Low-Frequency Vocabulary Knowledge. *SAGE Open*, 9(2). <https://doi.org/10.1177/2158244019845182>
- McLean, S., Stewart, J., & Batty, A. O. (2020). Predicting L2 reading proficiency with modalities of vocabulary knowledge: A bootstrapping approach. *Language Testing*, 37(3), 389–411. <https://doi.org/10.1177/0265532219898380>
- Moats, L. C. (2020). Teaching Reading Is Rocket Science. *Encyclopedia of Earth Sciences Series*, 2, 1–28. https://doi.org/10.1007/978-90-481-2639-2_234
- Monny, M. O. E., Ni Putu Dian Indra Pratiwi, & Ni Putu Dian Indra Pratiwi. (2021). The Implemetation of Contextual Redefinition Strategy for the Improvement of Reading Skill of STMIK STIKOM Indonesia's Students. *RETORIKA: Jurnal Ilmu Bahasa*, 7(1), 69–74. <https://doi.org/10.22225/jr.7.1.2880.69-74>
- Noprianto, E., & Purnawarman, P. (2019). EFL students' vocabulary learning strategies and their affixes knowledge. *Journal of Language and Linguistic Studies*, 4(1), 262–275. <https://doi.org/https://www.jlls.org/index.php/jlls/article/view/868>
- Novitasari, D., Mulyati, T., & Lestari, S. D. (2020). The Effectiveness of Contextual Redefinition Strategy on Reading Comprehension of Descriptive Text of The Tenth Grade Students of MAU Darul Hidayah Benelant.or in the Academic Year 2019/2020. 4(2), 152–157. <https://doi.org/https://ejournal.unibabwi.ac.id/index.php/lunar/article/view/1456/974>

Nurjannah. 2016. *The Use of Direct Method to Improve Students' Pronunciation at the Second Semester Muhammadiyah University of Makassar*. The Thesis is not Published. Makassar: Unismuh.

Nurwanti, Asrifan, A., & Haedar. (2019). The application of cooperative learning: jigsaw ii technique in improving students 'reading comprehension of expository text. *Journal of Advanced* ... 2(1), 31–40. <https://doi.org/http://sastra.unifa.ac.id/journal/index.php/jes/article/view/52>

Ochilova, V. R. (2020). The concept of vocabulary teaching and studying. *International Journal on Integrated Education*, 3(10), 184–187. <https://doi.org/10.31149/ijie.v3i10.723>

Ohyver, M. (2018). *Uji Nonparametrik-School of Computer Science*. Retrieved July 19, 2022, from School of Computer Science, Binus University: <https://socs.binus.ac.id/2018/12/08/uji-nonparametrik/>

Oktaviani, M. (2020). Improving Students' Reading Comprehension by using Contextual Redefinition Strategy of the Tenth graders at SMA Muhammadiyah 1 Metro. In *Angewandte Chemie International Edition*, 6(11), 951–952. <https://doi.org/https://repository.metrouniv.ac.id/eprint/3774/1/SKRIPSI%20MIA%20OKTAVIANI%201501070193.pdf>

Özdemir, E. C., & Akyol, H. (2019). The development of a reading comprehension test. *Universal Journal of Educational Research*, 7(2), 563–570. <https://doi.org/10.13189/ujer.2019.070229>

Pearson, D. P. (2020). Reaping the Understanding National Academy of Education Reaping the Rewards. 1–301. <https://www.wested.org/resources/reaping-the-rewards/>

Prasetyo, D. D., Syam, U. K., Saiful, S., & Sangkala, J. (2018). The Influence of Top-Down Strategy (Tds) on Students' Reading Comprehension. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 7(1), 34. <https://doi.org/10.26618/exposure.v7i1.1346>

Rafikovna, U. S. (2021). The Importance of Vocabulary Learning Strategies. *International Journal of Development and Public Policy*, 1(6), 20–25. <https://doi.org/http://openaccessjournals.eu/index.php/ijdpp/article/view/241>

Rohman, I. A., & Suwandi, S. (2021). *The Effectiveness of Listen-Read-Discuss and Contextual Redefinition Strategies in Teaching Reading Comprehension to EFL Learners with Different Levels of Motivation*, 11(3), 444–451. <https://doi.org/https://journal.unnes.ac.id/sju/index.php/eej/article/download/47311/19426>

Saiful, Abdullah, H. I., & Bakri, R. A. (2019). The Correlation Between Frequency of Watching English Movies and Vocabulary Mastery. *Exposure Journal*, 8(1), 26–38. <https://doi.org/https://journal.unismuh.ac.id/index.php/exposure/article/view/1989>

- Sari, D. M. M. (2020). Contextual Redefinition : a Teaching Strategy for Enhancing Beginner Level of Reading Achievement. *Journal of English Educational Study (JEES)*, 3(2), 110–118. <https://doi.org/10.31932/jees.v3i2.720>
- Sasalia, O. A., & Sari, F. M. (2020). Utilizing Novel in the Reading Class To Explore Students' Viewpoint of Its Effectiveness. *Journal of English Language Teaching and Learning*, 1(2), 56–61. <https://doi.org/10.33365/jeltl.v1i2.606>
- Simanjuntak, Y. M. (2019). The Effect of Using Contextual Redefinition Strategy on Students ' Reading Narrative Text of Eleventh Grade at SMA N 8 Medan. 1, 28–32. <https://doi.org/https://www.researchgate.net/publication/337997949> THE EFFECT OF USING CONTEXTUAL REDEFINITION STRATEGY ON STUDENTS READING NARRATIVE TEXT OF ELEVENTH GRADE AT SMA N 8 MEDAN
- Syatriana, E., & Syam, U. K. (2018). Increasing Reading Comprehension of Elementary Students. *Proceeding of Nasional Conference on English Language Teaching, the 4th Nasional Meeting of English Language Education Program*, Makassar: 10-11 August 2018. Hal 69–74
- Taat, M. S., Abdalbaki, K., & Al-Saqqaf, A. (2020). The Impact of Lecture and Interactive Methods on Student's English Competency. *International Journal of Emerging Technologies in Learning*, 15(20), 255–266. <https://doi.org/10.3991/ijet.v15i20.16683>
- Vlachopoulos, P., & Jan, S. (2020). Exploring modes of lecturing as a teaching method in higher education: Student attendance, preference and motivation. *Journal of University Teaching and Learning Practice*, 17(5), 1–20. <https://doi.org/10.53761/1.17.5.15>

A

P

P

E

N

D

I

C

E

S



APPENDIX I. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (For Experiment Class)

Satuan Pendidikan : SMK Negeri 2 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Materi Pokok : Descriptive Text (Place)
Alokasi Waktu : 4 X 3JP (4 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI 4 : Keterampilan : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	<p>3.4.1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskriptif.</p> <p>3.4.2. Menyimpulkan fungsi sosial teks deskriptif.</p> <p>3.4.3. Menemukan informasi rinci tersirat dan atau tersurat dari teks deskriptif lisan dan tulisan</p> <p>3.4.4. Menemukan informasi tertentu dari teks deskriptif lisan dan tulisan.</p> <p>3.4.5. Menentukan gambaran umum dari teks deskriptif lisan dan tulisan.</p> <p>3.4.6. Menemukan makna kata/ frase/ kalimat dari teks deskriptif</p> <p>3.4.7. Menentukan benar/ salahnya informasi berdasarkan teks deskriptif lisan dan tulis</p> <p>3.4.8. Menentukan pikiran pokok dari suatu paragraf teks deskriptif tulisan.</p>
4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>4.4.1 Menyunting teks deskriptif lisan</p> <p>4.4.2 Menyunting teks deskriptif tulisan.</p> <p>4.4.3 Menyusun sebuah teks deskriptif.</p> <p>4.4.4 Melakukan monolog teks deskriptif.</p>

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil dalam memahami fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya dengan penuh percaya diri dan bertanggung jawab.

D. Materi Pembelajaran

Definition of Descriptive Text

Descriptive text is a text that aims to explain or describe something. This thing can take the form of anything, be it animals, objects, locations, and so on. Usually, descriptive text is characterized by the use of easy tense and focuses on one object specifically.

Social Function of Descriptive Text

Describe people, animals and objects for selling, buying, introducing, and reporting a loss.

Language Features of Descriptive Text

- a. Use simple present tense
Descriptive uses the simple present tense to explain a fact or truth contained in a thing or person.
- b. Relating verb
Relating verb is a type of verb that tries to connect to the explanation of the noun that is the subject, such as be, have, or see the descriptive text uses a lot of relating verbs as a liaison between the subject and the explanation.
- c. Focus on one object
Descriptive text has only one focus, namely to describe one object.

Structure and Example of Descriptive Text

1. Struktur teks deskriptif
 - a. Identification (identifikasi/pendahuluan)
Identification contains an introduction or explanation of the main character to be described. This section is located in the first paragraph. Characters can be people, objects, places, or events.
 - b. Description (deskripsi)
The description section contains a clear and specific explanation of the characteristics, traits, habits, or other matters relating to the object to be described.
2. Contoh teks deskriptif

Rome Italy

Italy has some famous cities. One of them is Rome. It is a very historic city. If you visit Rome, you will have plenty of chances to see all kinds of great sights. Rome can be traced through its mythology when it was founded on. It was said that the twins, Romulus and Remus, founded the city in 753 BC, on the 21st of April. This corresponds closely to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics.

E. Model, Strategy dan Metode

- a. Model Pembelajaran : Discovery Learning
- b. Strategi Pembelajaran : Contextual Redefinition Strategy
- c. Metode Pembelajaran : Diskusi, penugasan dan praktik.

F. Media, Alat, Bahan, dan Sumber Belajar

1. Media : Laptop, infocus, Slide Power Point, worksheet, spidol, papan tulis dan kamus.

2. Sumber Belajar : Buku Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMK Kelas X, Kemendikbud, Revisi Tahun 2017, Internet <https://www.zenius.net/blog/descriptive-text>, Pengalaman peserta didik dan guru.

G. Kegiatan Pembelajaran

PERTEMUAN PERTAMA

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran Guru memeriksa kehadiran peserta didik sebagai sikap disiplin Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran Guru memberikan <i>Ice breaking</i> Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan Guru menyampaikan tujuan pembelajaran 	20 menit
Inti	<p>1. <i>Observing</i></p> <ol style="list-style-type: none"> Peneliti memberikan sedikit pengantar tentang materi teks descriptive melalui slide ppt Peserta didik bersama-sama memperhatikan tayangan. Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau yang ingin diketahui tentang teks deskriptif. <p>2. <i>Experimenting</i></p> <ol style="list-style-type: none"> Guru membagi siswa menjadi 4 kelompok dengan menerapkan <i>CR Strategy</i> dalam memberikan materi. Guru memberikan teks deskriptif tentang things "<i>Galang Island</i>" kepada tiap kelompok Peserta didik menganalisis <i>unfamiliar words</i> menurut mereka Setelah berdiskusi, peserta didik diminta untuk menuliskan daftar 	95 Menit

kata yang menurut mereka sulit dan tidak familiar di kertas list yang disediakan.

3. *Communicating*

- a. Setiap perwakilan kelompok diminta ke depan kelas untuk menyampaikan list kata yang sulit.
- b. Guru menuliskan kata-kata tersebut di papan tulis.
- c. Guru menyediakan beberapa contoh kalimat terkait dari teks. Guru memberikan contoh bagaimana mendefinisikan kata baik dengan makna literal, persamaan kata maupun lawan kata.

4. *Questioning*

- a. Guru meminta siswa untuk memperkirakan atau membuat definisi masing-masing kata dengan petunjuk konteks yang ada.
- b. Guru menanyakan kepada siswa alasan mengapa makna itu yang dimaksud sesuai dengan konteks kalimat.
- c. Siswa diminta untuk menghubungkan makna kata yang diprediksi dengan kalimat yang ada dan menyediakan alasan untuk memberikan definisi.

5. *Collecting Information*

- a. Peserta didik diminta untuk membuka kamus sebagai tahap akhir untuk memverifikasi makna kata yang sebelumnya diprediksi untuk dicocokkan.

6. *Communicating*

- a. Siswa menyampaikan hasil prediksi dan verifikasi makna kata yang diperoleh.

1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran.

2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran.

3. Guru memberikan *reward* kepada kelompok yang memiliki kinerja dan kerja sama yang baik,

4. Guru menginformasikan rencana

Penutup

15 menit

kegiatan untuk pertemuan berikutnya.
5. Guru menutup kelas.

PERTEMUAN KEDUA

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran Guru memeriksa kehadiran peserta didik sebagai sikap disiplin Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran Guru memberikan <i>ice breaking</i> Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan Guru menyampaikan tujuan pembelajaran 	20 Menit
Inti	<p>1. <i>Observing</i></p> <ol style="list-style-type: none"> Guru menanyakan kembali materi yang telah dipelajari minggu lalu Guru menanyakan siswa terkait pengertian, fungsi social, unsur kebahasaan dan struktur kebahasaan teks deskriptif Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau yang ingin diketahui tentang teks deskriptif <p>2. <i>Experimenting</i></p> <ol style="list-style-type: none"> Guru membagi siswa menjadi 4 kelompok dengan menerapkan <i>CR Strategy</i> dalam memberikan materi Guru memberikan teks deskriptif tentang things "Buah Duabelas National Park" kepada tiap kelompok Peserta didik menganalisis <i>unfamiliar words</i> menurut mereka Setelah berdiskusi, peserta didik diminta untuk menuliskan daftar kata yang menurut mereka sulit dan tidak familiar di kertas list yang 	95 Menit

	<p>disediakan.</p> <p>3. <i>Communicating</i></p> <ol style="list-style-type: none"> Setiap perwakilan kelompok diminta ke depan kelas untuk menyampaikan list kata yang sulit. Guru menuliskan kata-kata tersebut di papan tulis. Guru menyediakan beberapa contoh kalimat terkait dari teks. Guru memberikan contoh bagaimana mendefinisikan kata baik dengan makna literal, persamaan kata maupun lawan kata. <p>4. <i>Questioning</i></p> <ol style="list-style-type: none"> Guru meminta siswa untuk memperkirakan atau membuat definisi masing-masing kata dengan petunjuk konteks yang ada. Guru menanyakan kepada siswa alasan mengapa makna itu yang dimaksud sesuai dengan konteks kalimat. Siswa diminta untuk menghubungkan makna kata yang diprediksi dengan kalimat yang ada dan menyediakan alasan untuk memberikan definisi. <p>5. <i>Collecting Information</i></p> <ol style="list-style-type: none"> Peserta didik diminta untuk membuka kamus sebagai tahap akhir untuk memverifikasi makna kata yang sebelumnya diprediksi untuk dicocokkan. <p>6. <i>Communicating</i></p> <ol style="list-style-type: none"> Siswa menyampaikan hasil prediksi dan verifikasi makna kata yang diperoleh. 	
Penutup	<ol style="list-style-type: none"> Guru memberikan umpan balik untuk proses serta hasil pembelajaran. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. Guru memberikan <i>reward</i> kepada kelompok yang memiliki kinerja dan kerja sama yang baik. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya. Guru menutup kelas. 	20 Menit

	kegiatan untuk pertemuan berikutnya.	
	4. Guru menutup kelas.	

PERTEMUAN KEEMPAT

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran Guru memeriksa kehadiran peserta didik sebagai sikap disiplin Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran Guru memberikan <i>ice breaking</i> Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada kaitannya dengan pertemuan sebelumnya, Guru menyampaikan tujuan pembelajaran 	20 Menit
Inti	<p>1. <i>Observing</i></p> <ul style="list-style-type: none"> Guru mendikte siswa tentang teks deskriptif yang akan dipelajari "<i>Istiqlal Mosque</i>" Peserta didik mendengarkan dan menulis kalimat yang diucapkan guru. Guru mengoreksi hasil pekerjaan siswa <p>2. <i>Experimenting</i></p> <ul style="list-style-type: none"> Guru membagi siswa menjadi 4 kelompok dengan menerapkan <i>CR Strategy</i> dalam memberikan materi. Guru meminta siswa untuk berdiskusi tentang teks yang telah dipelajari sebelumnya Peserta didik mendiskusikan dan menganalisis <i>unfamiliar words</i> yang terdapat dalam teks. Peserta didik menulis jawaban pada kertas list yang telah disediakan. <p>3. <i>Communicating</i></p> <ul style="list-style-type: none"> Setiap kelompok mempersentasikan hasil diskusi mereka yang telah ditulis di depan kelas Guru mengoreksi hasil jawaban siswa dengan kamus Peserta didik menulis arti dari kosakata 	95 Menit

	<p>tersebut</p> <ul style="list-style-type: none"> • Peserta didik membuat kalimat dengan menggunakan salah satu kosakata tersebut. <p>4. <i>Experimenting</i></p> <ul style="list-style-type: none"> • Guru memberikan soal terkait teks yang sudah dipelajari. • Peserta didik mengumpulkan hasil pekerjaan. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. 2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. 3. Guru memberikan <i>reward</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 4. Guru menutup kelas. 	20 Menit

H. PENILAIAN HASIL BELAJAR

1. Kriteria Penilaian:

- a. Pencapaian fungsi latihan
- b. Kelengkapan dan keurutan struktur teks prosedur
- c. Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.
- d. Kesesuaian format penulisan/penyampaian

2. Unjuk Kerja

- a. Melakukan monolog dalam bentuk prosedur dalam kelompok di depan kelas
- b. Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks prosedur.

3. Pengamatan

Bukan penilaian format seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:

- a. Perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi
- b. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks prosedur
- c. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
- d. Ketetapan dan kesesuaian menggunakan strategi dalam membaca.

4. Portofolio

- a. Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur
- b. Kumpulan karya siswa yang mendukung proses penulisan teks prosedur berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi

- c. Kumpulan hasil tes dan latihan
- d. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.

5. Penilaian diri dan penilaian sejawat

Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.

Makassar, 17 April 2021

Mengetahui,
Guru Bahasa Inggris

Peneliti

Sitti Nurlailah, S.Pd.
NIP. 19770118 200701 2 023

Lilih Insyirah



B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	3.4.1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskriptif. 3.4.2. Menyimpulkan fungsi sosial teks deskriptif. 3.4.3. Menemukan informasi rinci tersirat dan atau tersurat dari teks deskriptif lisan dan tulisan 3.4.4. Menemukan informasi tertentu dari teks deskriptif lisan dan tulisan. 3.4.5. Menentukan gambaran umum dari teks deskriptif lisan dan tulisan. 3.4.6. Menemukan makna kata/ frase/ kalimat dari teks deskriptif 3.4.7. Menentukan benar/ salahnya informasi berdasarkan teks deskriptif lisan dan tulis 3.4.8. Menentukan pikiran pokok dari suatu paragraf teks deskriptif tulisan.
4.4 Menyusun teks deskriptif dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Menyunting teks deskriptif lisan 4.4.2 Menyunting teks deskriptif tulisan 4.4.3 Menyusun sebuah teks deskriptif 4.4.4 Melakukan monolog teks deskriptif

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil dalam memahami fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya dengan penuh percaya diri dan bertanggung jawab.

Definition of Descriptive Text

Descriptive text is a text that aims to explain or describe something. This thing can take the form of anything, be it animals, objects, locations, and so on. Usually, descriptive text is characterized by the use of easy tense and focuses on one object specifically.

Social Function of Descriptive Text

Describe people, animals and objects for selling, buying, introducing, and reporting a loss.

Language Features of Descriptive Text

- a. Use simple present tense
Descriptive uses the simple present tense to explain a fact or truth contained in a thing or person.
- b. Relating verb
Relating verb is a type of verb that tries to connect to the explanation of the noun that is the subject, such as be, have, or see. The descriptive text uses a lot of relating verbs as a liaison between the subject and the explanation.
- c. Focus on one object
Descriptive text has only one focus, namely to describe one object.

Structure and Example of Descriptive Text

1. Struktur teks deskriptif
 - a. Identification (identifikasi/pendahuluan)
Identification contains an introduction or explanation of the main character to be described. This section is located in the first paragraph. Characters can be people, objects, places, or events.
 - b. Description (deskripsi)
The description section contains a clear and specific explanation of the characteristics, traits, habits, or other matters relating to the object to be described.

2. Contoh teks deskriptif

Rome Italy

Italy has some famous cities. One of them is Rome. It is a very historic city. If you visit Rome, you will have plenty of chances to see all kinds of great sights. Rome can be traced through its mythology when it was founded on. It was said that the twins, Romulus and Remus, founded the city in 753 BC, on the 21st of April. This corresponds closely to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics.

E. Model, Strategy dan Metode

- a. Model Pembelajaran : Cooperative Learning
- b. Strategi Pembelajaran : Lecture Method
- c. Metode Pembelajaran : Ceramah, pair work dan diskusi.

F. Media, Alat, Bahan, dan Sumber Belajar

1. Media : Laptop, Infocus, Slide Power Point, spidol, papan tulis dan Worksheet
2. Sumber Belajar : Buku Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMK Kelas X, Kemendikbud, Revisi Tahun 2017, kamus bahasa Inggris, Internet
<https://www.detik.com/edu/detikpedia/d-5932297/descriptive-text-pengertian-tujuan-struktur-ciri-ciri-dan-contohnya>, Pengalaman peserta didik dan guru.

G. Kegiatan Pembelajaran

PERTEMUAN PERTAMA

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran Guru memeriksa kehadiran peserta didik sebagai sikap disiplin Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran Guru memberikan <i>Ice breaking</i> Guru menyampaikan tujuan pembelajaran 	20 menit
Inti	<p>Stimulation</p> <ul style="list-style-type: none"> Peserta didik memperhatikan/menonton beberapa contoh teks/film tentang <i>place</i>. Peserta didik menirukan contoh secara terbimbing <p>Problem Identification</p> <ul style="list-style-type: none"> Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Dengan bimbingan dan penjelasan guru dengan metode ceramah (<i>Lecture method</i>), peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Data Collection</p> <ul style="list-style-type: none"> Peserta didik secara kelompok 	95 Menit

	<p>membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> • Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. <p>Verification</p> <ul style="list-style-type: none"> • Peserta didik mendiskusikan teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan. <p>Generalisasi</p> <ul style="list-style-type: none"> • Peserta didik menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. 2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. 3. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya. 4. Guru menutup kelas. 	20 menit
PERTEMUAN KEDUA		
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran • Guru memberikan <i>Ice breaking</i> • Guru melakukan <i>apersepsi</i> dengan mengajukan pertanyaan yang ada kaitannya dengan pertemuan sebelumnya. • Guru menyampaikan tujuan pembelajaran 	20 Menit
	<p>Stimulation</p> <ul style="list-style-type: none"> • Peserta didik mendengarkan teks deskriptif dan penjelasan guru dengan metode ceramah (<i>Lecture method</i>) • Berkelompok, peserta didik 	

<p>Inti</p>	<p>menggambarkan benda yang ada di dalam kelas dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.</p> <p>Problem Identification</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing peserta didik menganalisis dengan membandingkan berbagai teks yang menggambarkan bangunan bersejarah terkenal dengan memperhatikan struktur teks, dan unsur kebahasaan. <p>Data Collection</p> <ul style="list-style-type: none"> • Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya, struktur teks dan unsur kebahasaannya. <p>Verification</p> <ul style="list-style-type: none"> • Peserta didik memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok • Berkelompok, peserta didik diberikan teks deskripsi tentang bangunan bersejarah sesuai dengan fungsi social, tujuan, struktur dan unsur kebahasaannya <p>Generalization</p> <ul style="list-style-type: none"> • Peserta didik menyunting deskripsi yang dibuat teman • Peserta didik menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading 	<p>95 Menit</p>
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. 2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. 3. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya. 4. Guru menutup kelas. 	<p>20 menit</p>

PERTEMUAN KETIGA

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran Guru memeriksa kehadiran peserta didik sebagai sikap disiplin Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran Guru memberikan <i>Ice breaking</i> Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada kaitannya dengan pertemuan sebelumnya. Guru menyampaikan tujuan pembelajaran 	20 menit
Inti	<p>Stimulation</p> <ul style="list-style-type: none"> Peserta didik mendengarkan bacaan sebuah text tentang tempat bersejarah dengan penjelasan guru menggunakan metode ceramah (<i>Lecture method</i>). Berkelompok, peserta didik menggambarkan benda di rumah yang lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Problem Identification</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing peserta didik menganalisis dengan membandingkan berbagai teks yang menggambarkan bangunan bersejarah terkenal dengan memperhatikan struktur teks, dan unsur kebahasaan. <p>Data Collection</p> <ul style="list-style-type: none"> Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. <p>Verification</p> <ul style="list-style-type: none"> Peserta didik memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok Berkelompok, peserta didik diberikan teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi social, tujuan, struktur dan unsur kebahasaannya. 	95 Menit

	Generalization <ul style="list-style-type: none"> • Peserta didik menyunting deskripsi yang dibuat teman. • Peserta didik menyampaikan deskripsinya di depan guru dan teman dan mempublikasikannya di latihan. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. 2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. 3. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya. 4. Guru menutup kelas 	20 Menit

PERTEMUAN KEEMPAT

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa latihan-sama untuk memulai pembelajaran • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran • Guru memberikan <i>Ice breaking</i> • Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada kaitannya dengan pertemuan sebelumnya. • Guru menyampaikan tujuan pembelajaran 	20 Menit
Inti	Stimulation <ul style="list-style-type: none"> • Peserta didik membaca dan mendengarkan teks-teks deskriptif untuk memahami isi pesan atau penjelasan guru dengan metode ceramah (<i>Lecture method</i>) • Peserta didik menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang tempat dengan menggunakan ejaan dan tanda baca dengan benar. Problem Identification <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, 	95 Menit

struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

Data Collection

- Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa teks deskriptif tentang bangunan bersejarah terkenal dari daerahnya, termasuk dari internet, film, koran, majalah, buku teks, dsb.

Verification

- Peserta didik membandingkan fungsi sosial, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas.

Generalization

Peserta didik membuat klipring deskripsi tentang bangunan bersejarah yang mereka sukai.

1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran.
2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran.
3. Guru menutup kelas.

Penutup

20 Menit

H. PENILAIAN HASIL BELAJAR

1. Kriteria Penilaian:

- a. Pencapaian fungsi sosial
- b. Kelengkapan dan keurutan struktur teks deskriptif
- c. Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- d. Kesesuaian format penulisan/penyampaian

2. Unjuk Kerja

- a. Melakukan monolog dalam bentuk teks deskriptif dalam kelompok di depan kelas
- b. Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif.

3. Pengamatan

Bukan penilaian format seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:

- a. Perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi

- b. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks prosedur
- c. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
- d. Ketetapan dan kesesuaian menggunakan strategi dalam membaca.

4. Portofolio

- a. Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur
- b. Kumpulan karya siswa yang mendukung proses penulisan teks prosedur berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi
- c. Kumpulan hasil tes dan 91 latihan
- d. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.

5. Penilaian diri dan penilaian sejawat

Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.

1. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa ungkapan tentang niat sesuai konteks penggunaannya dalam bahasa Inggris yang terkait kegiatan di lingkungan tempat tinggal selama dua minggu. Setelah dua minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam menyusun beberapa ungkapan tentang niat sesuai konteksnya. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

Bagi peserta didik mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk membaca dan atau menuliskan beberapa ungkapan tentang niat sesuai konteksnya. Kemudian mempublikasi dengan ditempel di madding.

Makassar, 17 April 2022

Mengetahui
Guru Bahasa Inggris

Peneliti

Sitti Nurlailah, S.Pd.
NIP. 19770118 200701 2 023

Lili Insyirah

STAKAAN DAN PENERBITAN

APPENDIX II. LEARNING MATERIAL

LEARNING MATERIAL (For Experiment Class)

1. Pertemuan Pertama

Tujuan: Peserta didik dapat memahami informasi dasar tentang descriptive text (definition), membedakan nama-nama benda (noun) dan kata kerja (verb), mengetahui contoh dari descriptive text about place sekaligus belajar memprediksi arti unfamiliar words dalam sebuah teks.

a. Definition of Descriptive Text

Descriptive text is a text that aims to explain, describe, or describe something. This thing can take the form of anything, be it animals, objects, locations, and so on. Usually, descriptive text is characterized by the use of easy tense and focuses on one object specifically.

b. The Difference between Noun and Verb

Noun is a word used to name or refer to a person, thing, place or idea. Generally, nouns are often used to name all objects around us.

Verb is a class of words used to express an action, existence, experience, or other dynamic meaning. In general, this word becomes a predicate in a sentence or phrase.

c. Example of Descriptive Text about Place

Gamalama

Gamalama, which is often called the peak of Ternate, is a strato-volcano in Ternate, North Maluku, Indonesia. It is one of Indonesia's active volcanoes. Standing about 1,715 meters tall, Mount Gamalam has spewed lava more than 70 times since 1538 A. D.

Although it may pose a danger to the communities and surroundings, Mount Galama keeps the charm and its incredible beauty. Stunning views are spread around. Stretches of clove and nutmeg plantations can be seen by tourists during their trip to the summit. On reaching the summit, tourists can see Ternate Island landscape and other islands such as Tidore and Halmahera Islands. Tourists can also find unique places on the mountain, one of which is Abdas Springs.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

d. Practice (LKPD)

Read this passage carefully and write the unfamiliar words you find!

Galang Island

Galang is an island of 80 km² of Riau Archipelago Province. It is located on the southeast of Batam. The two islands with Rempang Island form a group called Bareleng. They are connected by the Bareleng Bridge. The nearest city to Galang is Tanjung Pinang on Bintan, about a 30 minute boat ride away.

Galang island is well-known as a Vietnamese refugee camp from 1979 to 1996, administrated by the UNHCR, the UN's organization which takes care for refugees. On this island, many Vietnamese boat people and asylum seekers were temporarily accomodated in Galang camp during the determination of their refugee status and their subsequent resettlement in the USA, Australia and a few European countries.

Today, Galang island (and the former refugee area known as Sinam Camp) is managed by Batam Industrial Development Authority (BIDA). In 1992 according to Indonesian Presidential Decree No. 28 /1992, the expanded BIDA Working Area includes Rempang islands. BIDA built six bridges which were inagurated on January 25, 1998. They provide a land connection between Batam Island-Tonton Island-Nipah Island-Setoko Island-Rempang Island-Galang Island-Galang Baru (New Galang) Island in order to develop all these islands.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

Words	Meaning
1. Refugee	
2. Bridge	
3. City	
4. Boat	
5. Land	
6. Connected	
7. Accommodated	
8. Managed	
9. Provide	
10. Develop	

2. Pertemuan Kedua

Tujuan: Peserta didik dapat memahami informasi dasar tentang descriptive text (social function, generic structure), membedakan benda yang dapat dihitung (countable noun) dan kata kerja (action verb), mengetahui contoh dari descriptive text about place sekaligus belajar memprediksi arti unfamiliar words dalam sebuah teks.

a. Social function of Descriptive Text

The purpose of descriptive text is to describe, express and also describe a characteristic, be it objects, animals, places and others. Descriptive text is also made without doing detailed research beforehand, so the researcher only needs to write a story based on what he saw and heard.

b. Generic structure of Descriptive Text

Identification

Identification is an introduction, in the form of a general description of a topic. For example; My supporter is the Duke of Edinburgh. He's my acquaintances. My best friend is the Duke of Edinburgh. Hawkeye State is my classmate.

Description

Description contains the special characteristics possessed by an object, place, or how an object is described. For example, properties, physical appearance, and other things which are then written down specifically.

c. Countable Noun and Action Verb

Countable Noun is noun that can be counted directly or individually. For example: tables, chairs, books, blackboards, balls, marbles, and others.

Action Verb is a verb used to express something that a person, animal, thing or process does in nature. For example: thinking, running, explaining, and so on.

d. Practice (LKPD)

Read this passage carefully and try to translate those words into Bahasa Indonesia!

Bukit Duabelas National Park

Bukit Duabelas National Park in Jambi is a relatively small park, compared to Indonesia's large national parks. Covering only 60,500 hectares, the park was established in 2000, mainly to allow the regrowth of secondary forests and to protect the home of the forest people 'Suku Anak Dalam' or 'Orang Rimba'.

The northern part of the park is primarily jungle, but the remainder is a tract of deforested land that was formerly a production forest, but allowed to revert as a tropical rainforest. The park is in fact the most important water catchment area in the province.

Bukit Duabelas, or Twelve Hills, is a lowland park with undulating contours. This is the habitat of Sumatra's endangered species, such as tapirs, gibbons, clouded leopards, sun bears, wild cats and crested serpent eagles, including endangered plant species.

Orang Rimba are an isolated tribe who have lived in these jungles for years and have maintained their simple, but natural lifestyle. There are several theories and legends as to who they are and where they originate from. One story relates that when the Sultan of Palembang had feuds with the Sultan of Jambi, the Sultan of Jambi asked for help from the Sultan of Pagaruyung who in turn sent soldiers to Jambi. On their way in the dense jungles, never came back out, but instead settled in the Jambi jungles and

adopted the natural lifestyle. *Anak Dalam* tribe live in and around the forest, and survive chiefly on hunting, gathering, agriculture and fishing.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

Words	Meaning
1. Park	
2. Forest	
3. Jungle	
4. People	
5. Land	
6. Established	
7. Compared	
8. Protect	
9. Allowed	
10. Maintained	

3. Pertemuan Ketiga

Tujuan: Peserta didik dapat membedakan kata benda yang dapat dihitung (countable noun) dan kata kerja (action verb) dan belajar memprediksi arti unfamiliar words dalam sebuah teks dengan mendefinisikan makna katanya.

Read this text carefully and make simple sentences by using the words listed below!

Karimunjawa

Karimunjawa is an archipelago of 27 islands in the Java Sea, stretching approximately 83 kilometers northwest of Jepara, Central Java. It consists of small islands, mostly uninhabited, with the main ones being Karimunjawa, Kemujan, Menjangan Besar and Menjangan Kecil islands.

The name of Karimunjawa was derived from the Javanese language "*kremun kremun saking tanah jawi*" as addressed by one from Wali Songo. The name describes how far these islands from Java, to be exact from Semarang and Jepara.

Designated as a national marine park, Karimunjawa is home to mangrove, coastal forests and a great variety of marine animals such as crabs, anchovy, starfish, sharks, stingray, jellyfish, red snappers, etc. It is also a popular tourist destination, with its white sandy beaches, pristine coral reefs and challenging treks through the hills. The reefs are a mixture of fringing and barrier and patched with bottom depths ranging from 15 to 40 meters.

The islands offer stunning diving and snorkeling trips. Fringing reefs, atolls, wrecks and an excellent variety of species make diving in Karimunjawa an unforgettable adventure.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.htm>

Practice (LKPD)

Words	Definition
1. Sea	
2. Coral	
3. Hill	
4. Delivered	
5. Describe	

3. Pertemuan Keempat

Tujuan: Peserta didik dapat membedakan kata benda yang dapat dihitung (countable noun) dan kata kerja (action verb) dan belajar menyusun kalimat dari unfamiliar words yang mereka temui dalam teks bacaan.

Read this text carefully!

Istiqlal Mosque

Istiqlal Mosque is the largest mosque in Southeast Asia. This mosque is a pride for the nation of Indonesia, as a manifestation of an expression of gratitude to Allah SWT for the outpouring of His grace, the nation's Muslim-majority Indonesia can successfully fight for independence and the formation of the State of RI. Hence it is called Istiqlal mosque means FREEDOM.

After the transfer of sovereignty from the Dutch colonial government to the Republic of Indonesia in 1949, the building was an idea Istiqlal Mosque in Jakarta by Mr KH. Wahid Hasyim (Minister of Religion in 1950) and Mr. Anwar Tjokroaminoto, hereinafter designated as the Chairman of the Istiqlal Mosque Foundation.

In 1953 the committee was formed for the construction of the Istiqlal Mosque, which is headed by Mr. Anwar Tjokroaminoto. He expressed the idea of the construction of the Istiqlal Mosque to the President DR. Ir. Sukarno and has received rave reviews, even the President will fully support the construction of the Istiqlal Mosque.

In 1954, DR. Ir. Sukarno by diangkat Committee as Head of Technical Development Istiqlal Mosque, and since then he is active in the activities of the Istiqlal Mosque, among others, as Chairman of the Jury to judge the contest mockups Istiqlal.

<https://brainly.co.id/tugas/8277407>

Practice (LKPD)

Make a simple sentence of these words by using your own words from the text!

Words	Sentences
1. Mosque	
2. Committee	

3. Designated	
4. Headed	
5. Support	



LEARNING MATERIAL (For Control Class)

1. Pertemuan Pertama

a. Generic structure of Descriptive Text

Identification

Identification is an introduction, in the form of a general description of a topic. For example; My supporter is the Duke of Edinburgh. He's my acquaintances. My best friend is the Duke of Edinburgh. Hawkeye State is my classmate.

Description

Description contains the special characteristics possessed by an object, place, or how an object is described. For example, properties, physical appearance, and other things which are then written down specifically.

b. Language features of Descriptive Text

- a. Verbs used are attribute verbs, such as be (am, is, are).
- b. The tense used is easy tense, and
- c. Only focus on one object only.

Mecca

Mecca is Islam's holiest city, home to the Kaaba Shrine and the Grand Mosque. The city is known for the annual Hajj pilgrimage, being one of the five pillars of Islam. In the 7th century, the Islamic Prophet, Muhammad, proclaimed Islam in the city. The city played an important role in the early history of Islam and now it is an important trading center. After 966, Mecca was led by local Sharifs, until 1924, when it came under the rule of the Saudis. In its modern period, Mecca has seen a great expansion in size infrastructure.

The modern-day city is located in the capital of Saudi Arabia's Makkah Province, in the historic Hejaz region. With a population of 1,700,000 (2008), the city is located 73 kilometers (45 miles) inland from Jeddah, in a narrow valley and 277 meters (910 feet) above sea level.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

c. Practice (LKPD)

Read this passage carefully and try to translate those words into Bahasa Indonesia!

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruck cave there is no lighting that illuminates the cave. It is still very natural cave so that petruck cave is very dark to be entered. Petruck cave's name is taken from the punokawan of puppet characters that is Petruck. The cave Named Petruck cave because the length of cave is as long as petruck's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruck cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruck cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

<https://www.bekasbahasainggris.id/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

Words	Meaning
1. Cave	
2. Regency	
3. Puppet	
4. Floor	
5. Ancestor	
6. Explore	
7. Illuminates	
8. Used	
9. Led	
10. Take	

2. Pertemuan Kedua

a. Social Function of Descriptive Text

The purpose of descriptive text is to describe, express and also describe a characteristic, be it objects, animals, places and others. Descriptive text is also made without doing detailed research beforehand, so the writer only needs to write a story based on what he saw and heard.

Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

<https://misshluenglish.wordpress.com/2020/11/12/descriptive-text-1-bahasa-inggris-kelas-x/>

b. Practice (LKPD)

Read this passage carefully and try to translate those words into Bahasa Indonesia!

Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

<https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

Words	Meaning
1. Café	
2. Coast	
3. Sky	
4. Bay	
5. Park	
6. Collected	
7. Come	
8. Disappear	
9. Accessed	
10. Create	

3. Pertemuan Ketiga

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

<https://www.jagranbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

Practice (LKPD)

Read the passage above carefully and try to make simple sentence of the words below by using your own words!

Words	Sentences
1. Tower	
2. Engineer	
3. Monument	

4. Ascend	
5. Stand	

4. Pertemuan Keempat

Monas National Monument

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

<https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

Practice (LKPD)

Read the passage above carefully and try to make definition of the words below by using your own words!

Words	Definition
1. Visitor	
2. Museum	
3. Hall	
4. Achieve	
5. Carry	

APPENDIX III. INSTRUMENT

VOCABULARY TEST (PRE-TEST)

Name :
Class :
Day/Date :

A. Read this following text and translate the words below into Bahasa Indonesia!

Pangandaran

Pangandaran, quite popular for its exquisite beach, is a regency in the West Java province. Both domestic and international visitors come to visit for the beautiful scenery of white sand, sunset, and sunrise. No wonder the beach is always crowded with visitors, especially on holidays.

It is not difficult to reach Pangandaran. People can go there by public transportation or private car.

The beach has so much to offer. One of the attractive places we can visit while being there is the national park. It is a wild dense forest where we can find deer, hornbills, porcupine, and many kinds of monkeys.

For those who have an adventurous soul, there is a rafting adventure on the white water at Green Canyon. They can also enjoy diving, boat ride, and other activities.

(US SMK MAK by Endrawati and Sari, 2020)

Noun	Verb
1. Visitor =	1. Reach =
2. Boat =	2. Offer =
3. Regency =	3. Find =
4. People =	4. Enjoy =
5. Park =	5. Diving =
6. Forest =	6. Ride =
7. Canyon =	7. Come =
8. Deer =	8. Visit =
9. Holiday =	9. Wonder =
10. Beach =	10. Go =

B. Note the words below and translate them into English!

- Aula =
- Mesin =
- Gerbang =
- Halaman =
- Desa =

- f. Memperbaiki =
- g. Menyapu =
- h. Membangun =
- i. Mendengarkan =
- j. Bertingkah =

C. Multiple Choice

Choose the correct answer a, b, c, or d!

- 1) He lives inside an upper-floored room inside an apartment. He lives inside a
 - a. Suite
 - b. Rooftop
 - c. Penthouse
 - d. Studio room
- 2) How many ... shall we play?
 - a. Two sandwiches
 - b. Animals
 - c. Eggs
 - d. Games
- 3) If you have other email ..., please indicate them.
 - a. Address
 - b. Addresses
 - c. Address addresses
 - d. Addressed
- 4) Which of these following sentences is wrong?
 - a. I have so much apples to share.
 - b. There are several mugs left inside our living room.
 - c. We bought three rods and two balls at a sport center yesterday.
 - d. A pin is needed to clip our documents.
- 5) Thank you so much, I have a great time at the
 - a. Hair
 - b. Man
 - c. Bathroom
 - d. Party
- 6) Okin ... in the street.
 - a. Read
 - b. Sing
 - c. Talk
 - d. Walks
- 7) I ... some foods for my sister today.
 - a. Cook
 - b. Write
 - c. Try
 - d. Cry
- 8) The researchers learned that about a third of the populations in the United States ... into the last category.
 - a. Fit
 - b. Have fitted
 - c. Fits
 - d. Is fitted
- 9) Rina and her sister will ... their mother and ... her favorite foods.
 - a. visit, bring
 - b. visit, go
 - c. bring, visit
 - d. bring, go
- 10) The mango tree that I planted about two years ago now is bigger.
 - a. change
 - b. changing
 - c. growing
 - d. grow

VOCABULARY TEST (POST-TEST)

Name :
Class :
Day/Date :

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown, an emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 715 km² island is now slightly smaller than Singapore (due to reclamation work in Singapore) it is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets, with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Bareleng.

These two islands maintain their rural character. Bulan Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.8 km, similar in length to the Transbay Tube.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

(UN SMK MAK by Nedika, et al, 2017)

Noun	Verb
1. Island =	1. Refer =
2. City =	2. Emerging =
3. Land =	3. Located =
4. Bridge =	4. Classify =
5. Tube =	5. Cover =
6. Strait =	6. Scatter =
7. Region =	7. Connect =
8. Town =	8. Call =
9. Part =	9. Maintain =

10. Population =

10. Growing =

B. Note the words below and translate them into English!

- a. Berita =
- b. Boneka =
- c. Debu =
- d. Lapangan =
- e. Komputer =
- f. Membersihkan =
- g. Meminjam =
- h. Memutar =
- i. Berjalan =
- j. Membuat =

C. Multiple Choice*Choose the correct answer a, b, c, or d!*

- 1) Stamped Kitchen ... are usually cheaper than forged kitchen
 - a. Knife
 - b. Knives
 - c. Knifes
 - d. Knifing
- 2) I love to go to some ... to buy books.
 - a. Library
 - b. Libraries
 - c. Bookstore
 - d. Bookstores
- 3) Rina: Can I borrow your ... I forget mine and I want to write the attendance list.
Fany: Yes, sure.
 - a. Book
 - b. Ink
 - c. Pen
 - d. Table
- 4) You have to call the ... to catch the robber.
 - a. Teacher
 - b. Ambulance
 - c. Doctor
 - d. Police
- 5) How many ... for breakfast?
 - a. Two sandwiches
 - b. Animals
 - c. Eggs
 - d. Games
- 6) The team says that this unhealthy interest in celebrities ... by the increase in the amount of entertainment news in the mass media, both in print and broadcast media.
 - a. Is caused
 - b. Are caused
 - c. Has caused
 - d. Have caused
- 7) Juliet has been ... Romeo since she was seventeen years old. And she ... love others men, just Romeo in her heart.
 - a. Loved, Do not
 - b. Loves, Do not
 - c. Loving, Does not
 - d. Love, Does not

- 8) My friends and I have _____ our homework. So, my teacher is angry with us.
- | | |
|--------------------------|------------------------|
| a. Forgot, to bring | c. Forget, to bring |
| b. Forgotten, to brought | d. Forgots, to brought |
- 9) Yesterday, my wife _____ to USA to buy clothes and lipstick.
- | | |
|---------|----------|
| a. Go | c. Going |
| b. Goes | d. Went |
- 10) He and she _____ through this path yesterday.
- | | |
|------------|-----------|
| a. Walking | c. Walked |
| b. Walk | d. Walks |



APPENDIX IV. ANSWER KEY

ANSWER KEY (PRE-TEST)

A. Words Meaning into Bahasa Indonesia

Noun	Verb
1. Visitor = Pengunjung	1. Reach = Mencapai
2. Boat = Perahu	2. Offer = Menawarkan
3. Regency = Kabupaten	3. Find = Menemukan
4. People = Orang-orang	4. Enjoy = Menikmati
5. Park = Taman	5. Diving = Menyelam
6. Forest = Hutan	6. Ride = Mengendarai
7. Canyon = Jurang	7. Come = Datang
8. Deer = Rusa	8. Visit = Mengunjungi
9. Holiday = Liburan	9. Wonder = Penasaran
10. Beach = Pantai	10. Go = Pergi

B. Words Translation into Bahasa Inggris

- Aula = Hall
- Mesin = Machine
- Gerbang = Gate
- Halaman = Yard
- Desa = Village
- Memperbaiki = Repair
- Menyapu = Sweep
- Membangun = Build
- Medengarkan = Listen to
- Bertingkah = Act

C. Multiple Choice

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

ANSWER KEY (POST-TEST)

A. Words Meaning into Bahasa Indonesia

Noun	Verb
1. Island = Pulau	1. Refer = Mengacu
2. City = Kota	2. Emerging = Muncul
3. Land = Lahan	3. Located = Berlokasi
4. Bridge = Jembatan	4. Classify = Mengklasifikasikan
5. Tube = Terowongan	5. Cover = Menutupi
6. Strait = Selat	6. Scatter = Menyebar
7. Region = Daerah	7. Connect = Menghubungkan
8. Town = Kota kecil	8. Call = Menamai
9. Part = Bagian	9. Maintain = Memelihara
10. Population = Populasi	10. Growing = Bertumbuh

B. Words Translation into Bahasa Inggris

- a. Berita = News
- b. Boneka = Doll
- c. Debu = Dust
- d. Lapangan = Field
- e. Komputer = Computer
- f. Membersihkan = Clean up
- g. Meminjam = Borrow
- h. Memutar = Rotate
- i. Berjalan = Walk
- j. Membuat = Make

C. Multiple Choice

- 1) B
- 2) D
- 3) C
- 4) D
- 5) C
- 6) A
- 7) C
- 8) A
- 9) D
- 10) C

APPENDIX V. TEACHINGS' SCHEDULE

TEACHINGS' SCHEDULE

No.	Day, Date	Time Allocated	Activity
1.	Wednesday, 12 July 2022	2x45 minutes	Pre-Test
2.	Monday, 18 July 2022	2x45 minutes	Treatment
3.	Wednesday, 20 July 2022	2x45 minutes	Treatment
4.	Saturday, 23 July 2022	2x45 minutes	Treatment
5.	Monday, 25 July 2022	2x45 minutes	Treatment
6.	Wednesday, 27 July 2022	2x45 minutes	Treatment
7.	Monday, 1 August 2022	2x45 minutes	Treatment
8.	Wednesday, 3 August 2022	2x45 minutes	Post-test



APPENDIX VI. DATA RESULT OF EXPERIMENTAL AND CONTROLLED CLASS

Score of Students' Pre-Test and Post-Test in Experimental Class

No.	Respondents	Pre-Test	Post-Test	Gained Score
1.	S.1	80	90	10
2.	S.2	88	93	5
3.	S.3	83	100	17
4.	S.4	53	93	40
5.	S.5	68	93	25
6.	S.6	58	95	37
7.	S.7	33	88	55
8.	S.8	30	85	55
9.	S.9	50	93	43
10.	S.10	83	100	17
11.	S.11	63	90	27
12.	S.12	35	85	50
13.	S.13	28	88	60
14.	S.14	23	83	60
15.	S.15	30	85	55
16.	S.16	35	85	50
17.	S.17	20	83	63
18.	S.18	40	90	50

19.	S.19	25	88	63
20.	S.20	18	83	65
Σ		943	1790	847
Mean		47.15	89.5	42.35

Score of Students' Pre-Test and Post-Test in Controlled Class

No.	Respondents	Pre-Test	Post-Test	Gained Score
1.	S.1	43	55	12
2.	S.2	15	35	20
3.	S.3	50	70	20
4.	S.4	50	78	28
5.	S.5	43	58	15
6.	S.6	70	70	0
7.	S.7	5	15	10
8.	S.8	43	65	22
9.	S.9	33	60	27
10.	S.10	15	45	30
11.	S.11	40	65	25
12.	S.12	75	80	5
13.	S.13	50	73	23
14.	S.14	30	53	23
15.	S.15	75	78	3

16.	S.16	35	40	5
17.	S.17	50	63	13
18.	S.18	63	70	7
19.	S.19	63	65	2
20.	S.20	33	50	17
Σ		881	1188	307
Mean		44.05	59.4	15.35

Comparative Data Pre and Post-Test Result in Experiment and Control Class

No.	Respondents	Experimental Class		Controlled Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1.	S.1	80	90	43	55
2.	S.2	88	93	15	35
3.	S.3	83	100	50	70
4.	S.4	53	93	50	78
5.	S.5	68	93	43	58
6.	S.6	58	95	70	70
7.	S.7	33	88	5	15
8.	S.8	30	85	43	65
9.	S.9	50	93	33	60
10.	S.10	83	100	15	45
11.	S.11	63	90	40	65
12.	S.12	35	85	75	80

13.	S.13	28	88	50	73
14.	S.14	23	83	30	53
15.	S.15	30	85	75	78
16.	S.16	35	85	35	40
17.	S.17	20	83	50	63
18.	S.18	40	90	63	70
19.	S.19	25	88	63	65
20.	S.20	18	83	33	50
Σ		943	1790	881	1188
Mean		47.15	89.5	44.05	59.4



APPENDIX VII. SPSS DATA RESULT

SPSS (22 Version) DATA RESULT

1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	20	18	88	47.15	23.313
Post-Test Experimental Class	20	83	100	89.50	5.206
Pre-Test Control Class	20	5	75	44.05	19.473
Post-Test Control Class	20	15	80	59.40	16.298
Valid N (listwise)	20				

2. Normality Test

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
Class		N	Percent	N	Percent	N	Percent
Students' Pre-Test Experimental Class		20	100.0%	0	0.0%	20	100.0%
Vocabulary Post-Test Experimental Class		20	100.0%	0	0.0%	20	100.0%
Competence Pre-Test Control Class		20	100.0%	0	0.0%	20	100.0%
Post-Test Control Class		20	100.0%	0	0.0%	20	100.0%

Descriptives				Statistic	Std. Error
Students' Pre-Test	Class	Mean		47.15	5.213
Vocabulary Experimental		95% Confidence Interval for	Lower Bound	36.24	
Competence Class		Mean	Upper Bound	58.06	
		5% Trimmed Mean		46.50	
		Median		37.50	
		Variance		543.503	
		Std. Deviation		23.313	
		Minimum		18	

		Maximum	88	
		Range	70	
		Interquartile Range	38	
		Skewness	.539	.512
		Kurtosis	-1.152	.992
Post-Test	Mean		89.50	1.164
Experimental Class	95% Confidence Interval for	Lower Bound	87.06	
	Mean	Upper Bound	91.94	
	5% Trimmed Mean		89.28	
	Median		89.00	
	Variance		27.105	
	Std. Deviation		5.206	
	Minimum		83	
		Maximum	100	
		Range	17	
		Interquartile Range	8	
		Skewness	.603	.512
		Kurtosis	-.311	.992
Pre-Test	Mean		44.05	4.354
Control Class	95% Confidence Interval for	Lower Bound	34.94	
	Mean	Upper Bound	53.16	
	5% Trimmed Mean		44.50	
	Median		43.00	
	Variance		379.208	
	Std. Deviation		19.473	
	Minimum		5	
		Maximum	75	
		Range	70	
		Interquartile Range	27	
		Skewness	-.187	.512
		Kurtosis	-.336	.992
Post-Test	Mean		59.40	3.644
Control Class	95% Confidence Interval for	Lower Bound	51.77	
	Mean	Upper Bound	67.03	
	5% Trimmed Mean		60.72	
	Median		64.00	
	Variance		265.621	

Std. Deviation	16.298	
Minimum	15	
Maximum	80	
Range	65	
Interquartile Range	19	
Skewness	-1.152	.512
Kurtosis	1.508	.992

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students' Vocabulary Competence	Pre-Test Experimental Class	.199	20	.037	.899	20	.039
	Post-Test Experimental Class	.158	20	.200 [*]	.917	20	.088
	Pre-Test Control Class	.130	20	.200 [*]	.962	20	.577
	Post-Test Control Class	.137	20	.200 [*]	.918	20	.090

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

a. Lilliefors Significance Correction

3. Paired Sample T-Test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Pre-Test Experimental Class & Post-Test Experimental	20	.845	.000
Pair 2 Pre-Test Control Class & Post-Test Control	20	.874	.000

		Paired Samples Test							
		Paired Differences							
			Std.	Std.	95% Confidence				
			Error	Error	Interval of the				
					Difference				
		Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Experimental Class - Post-Test Experimental	-42.350	19.115	4.274	-51.296	-33.404	-9.908	19	.000
Pair 2	Pre-Test Control Class - Post-Test Control	-15.350	9.477	2.119	-19.785	-10.915	-7.243	19	.000

4. Homogeneity Test (with One-Way ANOVA Test)

Test of Homogeneity of Variances

Students' Vocabulary Competence

Levene Statistic	df1	df2	Sig.
12.089	1	38	.001

ANOVA

Students' Vocabulary Competence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9060.100	1	9060.100	61.902	.000
Within Groups	5561.800	38	146.363		
Total	14621.900	39			

5. Test of Hypothesis (Independent Sample T-Test)

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Vocabulary Competence	Post-Test Experimental Class	20	89.50	5.206	1.164
	Post-Test Control Class	20	59.40	16.298	3.644

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference			
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower		Upper	
Post-Test:	Equal variances assumed	12.089	.001	7.868	38	.000	30.100	3.826	22.355	37.845		
	Equal variances not assumed			7.868	22.838	.000	30.100	3.826	22.183	38.017		

APPENDIX VIII. THE RATE PERCENTAGE

a. Experimental Class

Rate Percentage of Students' Score in Experimental Class

No.	Classification	Score	Experimental Class			
			Pre-test		Post-test	
			F	%	F	%
1.	Excellent	95-100	0	0%	3	15%
2.	Very good	85-90	1	5%	14	70%
3.	Good	75-80	3	15%	3	15%
4.	Fairly Good	65-70	1	5%	0	0%
5.	Fair	55-60	2	10%	0	0%
6.	Poor	45-50	2	10%	0	0%
7.	Very poor	0-40	11	55%	0	0%
Σ			20	100%	20	100%

Calculate the frequency and the rate percentage using the following formula:

1. The Rate Percentage of Pre-Test Score

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

a. For 'very good' Category

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{1}{20} \times 100\%$$

$$P = 0.05 \times 100\%$$

$$P = 5\%$$

b. For 'good' category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{20} \times 100\%$$

$$P = 0.15 \times 100\%$$

$$P = 15\%$$

c. For 'fairly good' category

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{1}{20} \times 100\%$$

$$P = 0.05 \times 100\%$$

$$P = 5\%$$

d. For 'fair' category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{2}{20} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 10\%$$

e. For 'poor' category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{2}{20} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 10\%$$

f. For 'very poor' category

$$P = \frac{11}{N} \times 100\%$$

$$P = \frac{11}{20} \times 100\%$$

$$P = 0.55 \times 100\%$$

$$P = 55\%$$

2. The Rate Percentage of Post-Test Score

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

a. For 'excellent' Category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{20} \times 100\%$$

$$P = 0.15 \times 100\%$$

$$P = 15\%$$

b. For 'very good' category

$$P = \frac{14}{N} \times 100\%$$

$$P = \frac{14}{20} \times 100\%$$

$$P = 0.7 \times 100\%$$

$$P = 70\%$$

c. For 'good' category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{20} \times 100\%$$

$$P = 0.15 \times 100\%$$

$$P = 15\%$$

b. Controlled Class

Rate Percentage of Students' Score in Controlled Class

No.	Classification	Score	Controlled Class			
			Pre-test		Post-test	
			F	%	F	%
1.	Excellent	95-100	0	0%	0	0%
2.	Very good	85-90	0	0%	0	0%
3.	Good	75-80	1	5%	3	15%
4.	Fairly Good	65-70	2	10%	7	35%
5.	Fair	55-60	4	20%	4	20%
6.	Poor	45-50	11	55%	3	15%
7.	Very poor	0-40	20	100%	20	100%
Σ			20	100%	20	100%

Calculate the frequency and the rate percentage using the following formula:

1. The Rate Percentage of Pre-Test Score

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

a. For 'good' Category

b. For 'fairly good' category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{2}{20} \times 100\%$$

$$P = \frac{1}{20} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 0.05 \times 100\%$$

$$P = 10\%$$

$$P = 5\%$$

c. For 'fair' category

d. For 'poor' category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{4}{N} \times 100\%$$

$$P = \frac{2}{20} \times 100\%$$

$$P = \frac{4}{20} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 0.2 \times 100\%$$

$$P = 10\%$$

$$P = 20\%$$

e. For 'very poor' category

$$P = \frac{11}{N} \times 100\%$$

$$P = \frac{11}{20} \times 100\%$$

$$P = 0.55 \times 100\%$$

$$P = 55\%$$

2. The Rate Percentage of Post-Test Score

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

a. For 'good' Category

b. For 'fairly good' category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{7}{N} \times 100\%$$

$$P = \frac{3}{20} \times 100\%$$

$$P = \frac{7}{20} \times 100\%$$

$$P = 0.15 \times 100\%$$

$$P = 0.35 \times 100\%$$

$$P = 15\%$$

$$P = 35\%$$

c. For 'fair' category

$$P = \frac{4}{N} \times 100\%$$

$$P = \frac{4}{20} \times 100\%$$

$$P = 0.2 \times 100\%$$

$$P = 20\%$$

d. For 'poor' category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{20} \times 100\%$$

$$P = 0.15 \times 100\%$$

$$P = 15\%$$

e. For 'very poor' category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{20} \times 100\%$$

$$P = 0.15 \times 100\%$$

$$P = 15\%$$



The Students' X TKJ (Experimental Class) Answer

$$\frac{90}{90} \times 100 = 100$$

POST-TEST

Name : Syell Nur Farah
Class : X TKJ
Day/Date : Wednesday/3 August 2022

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown, an emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 715 km² island is now slightly smaller than Singapore (due to reclamation work in Singapore) it is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets, with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Bareleng.

These two islands maintain their rural character. Bulan Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.8 km, similar in length to the Transbay Tube.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

(UNSAK MAK by Nedika, et al, 2017)

Noun	Verb
1. Island = Pulau	1. Refer = Merujuk
2. City = Kota	2. Emerging = Muncul
3. Land = Tanah	3. Located = Letak
4. Bridge = Jembatan	4. Classify = Menggolongkan
5. Tube = Tabung	5. Cover = Menutupi
6. Strait = Selat	6. Scatter = Menyebar
7. Region = Wilayah	7. Connect = Menghubung
8. Town = Kota	8. Call = Panggilan
9. Part = Bagian	9. Maintain = Menjaga
10. Population = Penduduk	10. Growing = Pertumbuhan

B. Note the words below and translate them into English!

- a. Berita = News
b. Boneka = doll

$$\frac{36}{90} \times 100 = 90$$

POST-TEST

Name : MUH. ALDAR
 Class : X TEL
 Day/Date : Wednesday/3 August 2022

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown, an emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 715 km² island is now slightly smaller than Singapore (due to reclamation work in Singapore) it is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Barulung.

These two islands maintain their rural character. Bulan Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.6 km, similar in length to the Transbay Tube.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

(UNSMK MAK by Nedika, et.al, 2017)

Noun	Verb
1. Island = Pulau ✓	1. Refer = Rujuk ✓
2. City = Kota ✓	2. Emerging = muncul ✓
3. Land = Daratan ✓	3. Located = Terletak ✓
4. Bridge = jembatan ✓	4. Classify = KLASIFIKASI ✓
5. Tube = Tabung ✓	5. Cover = menutupi ✓
6. Strait = Selat ✓	6. Scatter = menyebarkan ✓
7. Region = Wilayah ✓	7. Connect = menghubungkan ✓
8. Town = Kota ✓	8. Call = memanggil ✓
9. Part = bagian ✓	9. Maintain = Perawatan ✓
10. Population = Penduduk ✓	10. Growing = Tumbuh ✓

B. Note the words below and translate them into English!

- a. Berita = news ✓
 b. Boneka = doll ✓

$$\frac{33}{90} \times 100 = 83$$

POST-TEST

Name : Arel
 Class : X Trj
 Day/Date : Wednesday/3 August 2022

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown, an emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 711 km² island is now slightly smaller than Singapore (due to reclamation work in Singapore). It is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets, with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Basrang.

These two islands maintain their rural character. Batam Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.8 km, similar in length to the Transbay Tube.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

UN SAK MIA by Neddu, et al, 2017

Noun		Verb	
1. Island	pulau	1. Refer	merujuk
2. City	kota	2. Emerging	menjadi
3. Land	tanah	3. Located	terletak
4. Bridge	jembatan	4. Classify	menyebutkan
5. Tube	terowongan	5. Cover	menutupi
6. Share	bagi	6. Scatter	menyebarkan
7. Region	wilayah	7. Connect	menyambung
8. Town	kota	8. Call	menyebut
9. Part	bagian	9. Maintain	memelihara
10. Population	penduduk	10. Growing	menjadi

B. Note the words below and translate them into English!

- a. Berita = news
 b. Boneka = doll

The Students' X ATPH (Controlled Class) Answer

$$\frac{32}{40} \times 100 = 80$$

POST-TEST

Name : *Hafidzu / Fauzi*
 Class : *X ATPH*
 Day/Date : Wednesday/3 August 2022

3.12

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown. An emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 715 km² island is now slightly smaller than Singapore (due to reclamation work in Singapore); it is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets, with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Barelang.

These two islands maintain their rural character. Bulan Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.8 km, similar in length to the Transbay Tube.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

(USM&M&K by Nedika, vol. 2017)

Noun		Verb	
1. Island	<i>Pulau</i>	1. Refer	<i>Rujuk</i>
2. City	<i>Kota</i>	2. Emerging	<i>Muncul</i>
3. Land	<i>Tanah</i>	3. Located	<i>Terletak</i>
4. Bridge	<i>Jembatan</i>	4. Classify	<i>Klasifikasi</i>
5. Tube	<i>Talud</i>	5. Cover	<i>Penutup</i>
6. Strait	<i>Selat</i>	6. Scatter	<i>Menyebarkan</i>
7. Region	<i>Wilayah</i>	7. Connect	<i>Hubungkan</i>
8. Town	<i>Kota</i>	8. Call	<i>Angkat</i>
9. Part	<i>Bagian</i>	9. Maintain	<i>Pertahankan</i>
10. Population	<i>Populasi</i>	10. Growing	<i>Pertumbuhan</i>

B. Note the words below and translate them into English!

- a. Berita = *News*
 b. Boneka = *doll*

$$\frac{23}{40} \times 100 = 58$$

POST-TEST

Name : Rizka Annadiah
 Class : X ATPH
 Day/Date : Wednesday/3 August 2022

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown, an emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 715 km² island is now slightly smaller than Singapore (due to reclamation work in Singapore), it is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets, with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Barelang.

These two islands maintain their rural character. Batam Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.8 km, similar in length to the Transbay Tube.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

(N SMK Mak by Nedika, et al, 2017)

Noun	Verb
1. Island = <i>pulau</i> ✓	1. Refer = <i>rujukan</i> ✓
2. City = <i>kota</i> ✓	2. Emerging = <i>muncul</i> ✓
3. Land = <i>tanah</i> ✓	3. Located = <i>terletak</i> ✓
4. Bridge = <i>jembatan</i> ✓	4. Classify = <i>kategorikan</i> ✓
5. Tube = <i>tabung</i> ✓	5. Cover = <i>penutupi</i> ✓
6. Strait = <i>selat</i> ✓	6. Scatter = <i>menyebarkan</i> ✓
7. Region = <i>daerah</i> ✓	7. Connect = <i>hubungkan</i> ✓
8. Town = <i>kota</i> ✓	8. Call = <i>sebutkan</i> ✓
9. Part = <i>bagian</i> ✓	9. Maintain = <i>pertahankan</i> ✓
10. Population = <i>populasi</i> ✓	10. Growing = <i>meningkat</i> ✓

B. Note the words below and translate them into English!

- a. Berita = *news* ✓
 b. Boneka = *toy* ✓

$\frac{6}{40} \times 100 = 15$

POST-TEST

Name : Adi Pras Samudra
Class : X IPS
Day/Date : Wednesday/3 August 2022

A. Read this following text and translate the words below into Bahasa Indonesia!

Batam

Batam refers to both an island and a municipality (an Indonesian kotamadya). It is the largest city in Riau Islands Province of Indonesia, across the Strait of Singapore and the third-largest city in Sumatera region after Medan and Palembang.

Batam is an industrial boomtown, an emerging transport hub, a part of a free trade zone between Indonesia-Malaysia-Singapore Growth Triangle, located 20 km (12 miles) off Singapore's south coast. The 315 km island is now slightly smaller than Singapore (due to reclamation work in Singapore), it is also the core part of the municipality of Batam, of which 450 km² is classified as urban area. Batam's 2,200 km² municipality covers a number of scattered islands and islets, with Galang and Rempang islands to the immediate south connected to Batam by short bridges, collectively called Babelang.

These two islands maintain their rural character. Batam Island is also rural. The municipality has a population of 1,035,280. Also, it is the closest part of Indonesia to Singapore, at a minimum land distance of 5.8 km, similar in length to the Transbay Tunnel.

According to the 2010 National Census, Batam is the fastest-growing municipality in Indonesia, with a population growth rate of 11% per year.

(JNSMCMAR by Nedika, et al, 2017)

Noun	Verb
1. Island = <u>kepulauan</u> <u>terdiri dari pulau</u>	1. Refer = <u>menyebut</u> <u>tersebut</u>
2. City = <u>kota</u> <u>the largest city</u>	2. Emerging = <u>menengah</u>
3. Land = <u>daratan</u> <u>measure land distance</u>	3. Located = <u>terletak</u> <u>and located</u>
4. Bridge = <u>jembatan</u> <u>by short bridges</u>	4. Classify = <u>klasifikasi</u>
5. Tax = <u> cukai</u> <u>a legal toll for passing</u>	5. Cover = <u>tertutupi</u>
6. Street = <u>jalan</u>	6. Scatter = <u>tersebar</u>
7. Region = <u>daerah</u>	7. Connect = <u>terhubung</u>
8. Town = <u>kota</u>	8. Call = <u>collectively called</u> <u>tersebut</u>
9. Part = <u>bagian</u>	9. Maintain = <u>memelihara</u> <u>character</u>
10. Population = <u>penduduk</u>	10. Growing = <u>meningkat</u> <u>to the fastest growing</u>

B. Note the words below and translate them into English!

- a. Berita = news
- b. Boncka = boneka doll

APPENDIX IX. SUPPORTING DOCUMENTS



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Abdulrahman No 259 Makassar 90221 Telp (0411) 866972, 881593, Fax (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Lilih Insyirah

NIM : 105351402918

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	3 %	20 %
3	Bab 3	3 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 15 Agustus 2022

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,


Muhammad Nur Hafid
NIM. 964391

Jl. Sultan Abdulrahman no 259 makassar 90222

Telepon (0411)866972,881 593, fax (0411)865 588

Website: www.library.unismuh.ac.id

E-mail: perpustakaan@unismuh.ac.id



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 869972 Fax (0411) 865198 Makassar 90221 E-mail: ip3mu@umh.ac.id



Nomor : 2231/05/C.4-VIII/VI/40/2022

25 Dzulqadah 1443 H

Lamp : I (satu) Rangkap Proposal

24 June 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 10206/TKIP/A.4-II/VI/1443/2022 tanggal 23 Juni 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : LILIH INSYIRAH

No. Stambul : 10535 1102918

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effect of Contextual Redefinition Strategy (CRS) On Students' Vocabulary In The Reading Comprehension at The 10th Grade Of SMK Negeri 2 Selayar"

Yang akan dilaksanakan dari tanggal 28 Juni 2022 s/d 28 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

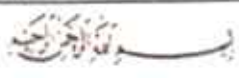
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khairan katziraa.

Katua LP3M,

Dr. H. Abubakar Idhan, MP.
NBM 101 7716



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Nomor 10266/FKIPDA 4-III/VI/1443/2022
Lampiran 1 (Satu) Lembar
Perihal Pengantar Penelitian

Kepada Yang Terhormat
Ketua LPPM Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini

Nama	Luh Insyiah
Stambuk	105351102918
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Tenggona Selayar / 12-09-2000
Alamat	Di Sultan Alauddin 3 Lt 6

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
dengan judul: THE EFFECT OF CONTEXTUAL REDEFINITION STRATEGY (CRS) ON
STUDENTS' VOCABULARY IN READING COMPREHENSION AT THE 10th GRADE OF
SMK NEGERI 2 SELAYAR

Oleh karena pengantar ini kami buat, atas kerjasamanya diaturkan: Jazaakumullah
Allah swan Kalsikan

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh

Makassar, 24 Dzul Qa'ada 1443 H
23 June 2022 M

Dekan



Erwin Aleb, M.Pd, Ph.D.
NBM. 860 934



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 229 Makassar
Telp : (041) 7503101 ext 1001
Email : pps@ummuhammadiyah.ac.id
Web : http://ummuhammadiyah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

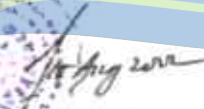
Nama Mahasiswa : Lilih Insyirah
NIM : 105351102918
Judul Penelitian : *"The Effect of Contextual Redefinition Strategy (CRS) on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar"*
Tanggal Ujian Proposal : 16 Juni 2022
Tempat/Lokasi Penelitian : SMK Negeri 2 Selayar

No.	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Rabu/13 Juli 2022	Pre-Test	Sitti Nurailah, S.Pd.	9
2	Senin/18 Juli 2022	Treatment	Sitti Nurailah, S.Pd.	9
3	Rabu/20 Juli 2022	Treatment	Sitti Nurailah, S.Pd.	9
4	Sabtu/23 Juli 2022	Treatment	Sitti Nurailah, S.Pd.	9
5	Senin/25 Juli 2022	Treatment	Sitti Nurailah, S.Pd.	9
6	Rabu/27 Juli 2022	Treatment	Sitti Nurailah, S.Pd.	9
7	Senin/1 Agustus 2022	Treatment	Sitti Nurailah, S.Pd.	9
8	Rabu/3 Agustus 2022	Post-Test	Sitti Nurailah, S.Pd.	9
9				
10				


Selayar, 3 Agustus 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar


Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Pimpinan/Kepala Sekolah
SMK Negeri 2 Selayar


Kholidah, S.Pd., M.Si.
NIM. 197502252003121008



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VI
UPT. SMK NEGERI 2 SELAYAR**

e-mail : smkneg.1_btmngly@yahoo.co.id

<https://www.smkn2selayar.sch.id/>

Alamat : Jln. Anas Ahmad No. 2 Polebuning, Kode Pos : 92851
POLEBUNING



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN
NO. 890/104/SMKN 2 SLYR/Disdik

Yang bertanda tangan di bawah ini :

Nama : AHLUDDIN, S.Pd., M.Si.
NIP : 197502252003121008
Jabatan : Kepala SMK Negeri 2 Selayar
Alamat : Jalan Tien Soeharto Balang Sembo

Menyatakan bahwa:

Nama : LILIH INSYIRAH لا إله إلا الله
NIM : 105351102918
Jurusan : Pendidikan Bahasa Inggris
Universitas : Muhammadiyah (Unismuh) Makassar

tersebut di atas adalah BENAR telah melakukan penelitian/pengumpulan data di SMK Negeri 2 Selayar yang dilaksanakan dari tanggal 12 Juli sampai dengan 3 Agustus 2022 untuk penyusunan skripsi yang berjudul:

"The Effect of Contextual Redefinition Strategy on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar"

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Selayar, 3 Agustus 2022
Kepala Sekolah,

AHLUDDIN, S.Pd., M.Si.
NIP. 197502252003121008



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jurnal Pendidikan Islam: 2019-2020
Tipe: 2011-2020 (The effect)
Email: pendi@unismuhmakassar.ac.id
Fax: 0411-444-1444

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0583/BG-FKIP/LOA/B/VIII/1444/2022

Dear LILIH INSYIRAH

It is our pleasure to inform you that, after reviewing your paper:

THE EFFECT OF CONTEXTUAL REDEFINITION STRATEGY (CRS) ON STUDENTS' VOCABULARY IN READING COMPREHENSION AT THE 10th GRADE OF SMK NEGERI 2 SELAYAR

The manuscript ID: 311

Detail checklist

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email		
The author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal		
LoCT has been submitted by the author		
The manuscript has followed the existing templates		
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with English Language Teaching Methodology, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@unismuhmakassar.ac.id.

Makassar, 20 August 2022/M
23 Muharram 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



Terakreditasi Institut

APPENDIX X. DOCUMENTATION

Pre-Test Activities*The researcher gives the instrument**The researcher observes the students' work (Experimental Class)**The researcher observes the students' work (Controlled Class)*

Treatment Activities



Treatment 1st Meeting



Treatment 3rd Meeting (Experimental Class)



Treatment 3rd Meeting (Controlled Class)

Post-Test Activities



The researcher gives the instrument



The researcher observes the students' work (Experimental Class)



The researcher observes the students' work (Controlled Class)

CURRICULUM VITAE



LILIH INSYIRAH, was born in Tonggona Selayar on 12th September 2000. She is the one and only daughter in her family. Her father's name is Tasri, S.P., and her mother's name is Sitti Salmah, S.Pd. The writer has begun in elementary school at SDN 1 Bontobuki and finished her elementary school in 2012. At the same year, she continues her study at SMPN 1 Bontomanai and finished in 2015.

Then, the researcher continues her study at SMKN 2 Selayar at the same year and finished in 2018. At the same year, the researcher registered as a college student of English Education Department at Universitas Muhammadiyah Makassar and completed her study in 2022 with the research title "The Effect of Contextual Redefinition Strategy (CRS) on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar".

