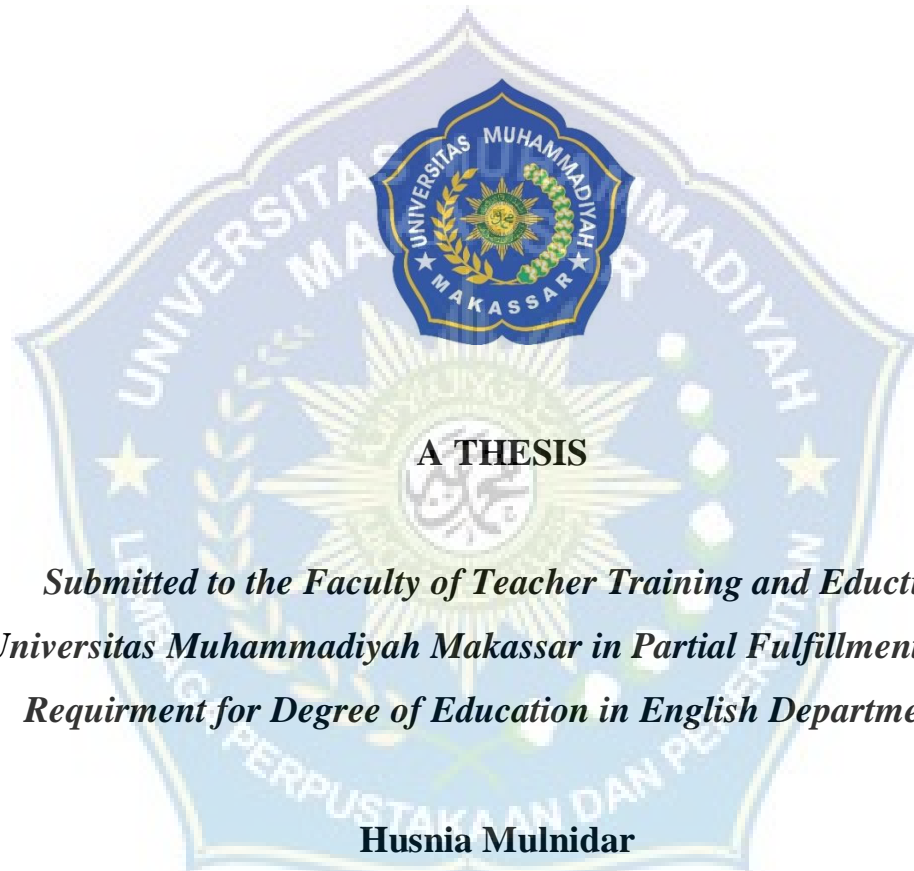


**INVESTIGATING THE EFFECT BETWEEN COMPUTER-
ASSISTED LANGUAGE LEARNING (CALL) AND TEACHER-
LED INSTRUCTION METHOD ON STUDENTS'
VOCABULARY IMPROVEMENT
(Quasi-Experimental Research at Eleventh Grade of SMA
Muhammadiyah 1 Unismuh Makassar)**



A THESIS

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

Husnia Mulnidar

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2023**


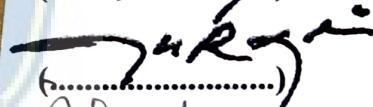

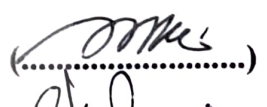



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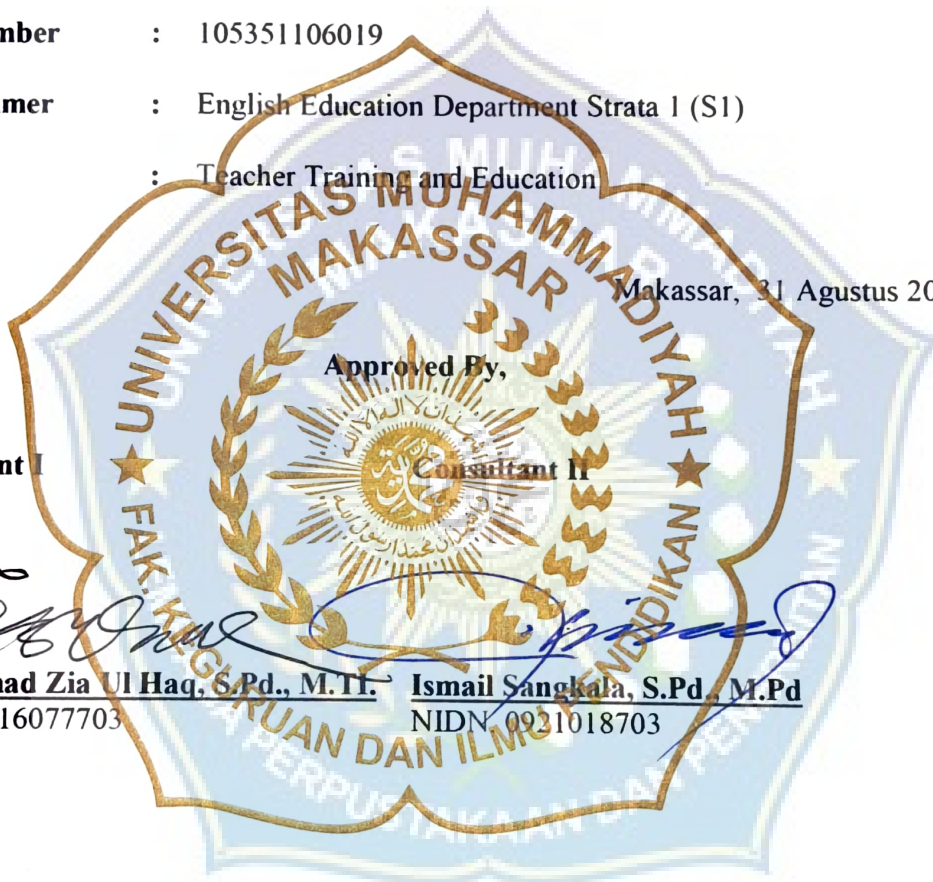
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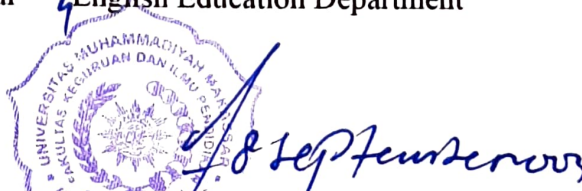
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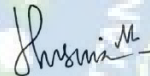
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MOTTO AND DEDICATION

Motto

” يُسْرًا الْعُسْرَ مَعَ إِنَّ يُسْرًا الْعُسْرَ مَعَ فَإِنَّ ”

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

- Q.S. Al-Insyirah: 5-6

Dedication

In the name of Allah, I dedicated my thesis for:

My grandmother Hj. Ulang Sari

My beloved parents, Mulyadi Muhammadong, S.Sos and Alm.Hasnidar

My lovely supervisor

All of my friends

ABSTRACT

Husnia Mulnidar, 2023. *Investigating the Effect between Computer-Assisted Language Learning (CALL) and Teacher-Led Instruction Method on Students' Vocabulary Improvement.* (Supervised by Muhammad Zia Ul Haq and Ismail Sangkala).

The aim of this research is to find out the significant effect of integrating Computer-Assisted Language Learning (CALL) with Teacher-Led Instruction method in relation to improving students' vocabulary. The method in this research was Quasi-experimental research. The population in XI grade students of SMA Muhammadiyah 1 Unismuh Makassar consist of 54 students, the sample of the research consisted of 40 students, it was divided with 20 students for each class. The research was taken using non random sampling. The result of the study show that there is a significant effect on students' vocabulary improvement by using Teacher-Led Instruction method combined with Computer-Assisted Language Learning tool compared to using Teacher-Led Instruction method alone: The data analyzed in this study collected through vocabulary test, after getting the value, then analyzed and processed with using SPSS 24. From the t-test, researcher found that, the value of the t-test (3.472) was higher than the t-table (2.10) at the level of significant 0.050 with degree of freedom (df) = 17. In conclusion, the use of Teacher-Led Instruction method combined with Computer-Assisted Language Learning (CALL) tool can be used effectively to improve students' vocabulary of class XI at SMA Muhammadiyah 1 Unismuh Makassar.

Keywords: *CALL, Teacher-Led Instruction Method, Vocabulary Improvement*

ABSTRAK

Husnia Mulnidar, 2023. *Investigasi Pengaruh antara Pembelajaran Bahasa Bantuan Komputer (CALL) dan Metode Instruksi Guru terhadap Peningkatan Kosakata Siswa.* Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di bawah bimbingan Muhammad Zia Ul Haq dan Ismail Sangkala.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari perpaduan Pembelajaran Bahasa Bantuan Komputer (CALL) dengan Metode Instruksi Guru dalam kaitannya dengan peningkatan kosakata siswa. Metode dalam penelitian ini adalah penelitian eksperimen semu. Populasi pada siswa kelas XI SMA Muhammadiyah 1 Unismuh Makassar berjumlah 54 siswa, sampelnya 40 siswa dibagi 20 siswa per kelas. Penelitian ini diambil dengan menggunakan non random sampling. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan terhadap peningkatan kosa kata siswa dengan menggunakan Metode Instruksi Guru yang dikombinasikan dengan perangkat Pembelajaran Bahasa Bantuan Komputer (CALL) dibandingkan dengan menggunakan metode Teacher-Led Instruction saja. Data yang dianalisis dalam penelitian ini dikumpulkan melalui tes kosa kata, setelah mendapatkan nilai, kemudian dianalisis dan diolah dengan menggunakan SPSS 24. Dari uji t diketahui bahwa nilai uji t (3.472) lebih tinggi dari t tabel (2.10) pada taraf signifikansi 0,050 dengan derajat kebebasan (df) = 17. Kesimpulannya, penggunaan Metode Pembelajaran Instruksi Guru yang dipadukan dengan alat Pembelajaran Bahasa Bantuan Komputer (CALL) dapat digunakan secara efektif untuk meningkatkan kosakata siswa kelas XI SMA Muhammadiyah 1 Unismuh Makassar.

Kata kunci: *Pembelajaran Bahasa Bantuan Komputer, Metode Instruksi Guru, Peningkatan Kosakata*

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Aamiin..

Billahi Fi Sabilil Haq Fastabiqul Khaerat



Makassar, – Agustus 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Husnia M.', written over the bottom right portion of the university logo watermark.

Husnia Mulnidar

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the most demanding areas of a language that requires teachers to use innovative teaching tools and resources. The foundation for students acquiring English vocabulary and employing various English learning tactics logically is laid by learning vocabulary, which is the cornerstone of language learning as a whole (Bai, 2018).

Vocabulary knowledge allows learners to express their thoughts and ideas accurately, comprehend written and spoken texts, and engage in effective communication with others. As such, vocabulary acquisition is essential for language learners of all levels, from beginners to advanced students. Additionally, research has shown that a lack of vocabulary knowledge can hinder language proficiency and academic achievement, highlighting the importance of vocabulary acquisition in language learning.

Establishing independent vocabulary skills needs a dynamic process that including numerous variables and the practice of various skills (Ghalebi et al., 2020). Therefore, investigating effective methods for teaching vocabulary can significantly benefit students to learn English language and contribute to their overall language proficiency.

Teacher-Led Instruction method is a traditional method to language teaching in which the teacher plays a central role in facilitating the learning process.

Teacher-Led Instruction method persuades learners to memorize the vocabulary lists and provides them with the equal translation of the words (Nejati et al., 2018). While this method has been widely used in language education for many years, its effectiveness in promoting vocabulary improvement has been debated in recent research.

Some studies have suggested that Teacher-Led Instruction can be effective in promoting vocabulary improvement, especially when combined with other instructional methods such as interactive and communicative activities. However, other studies have argued that Teacher-Led Instruction can be limiting, as it may not provide students with opportunities to actively engage with the language and practice their skills in real-life contexts.

The difficulty is that this method lacks theoretical roots and learners consider the vocabulary aspect as an uninterested activity belonging to the memorization of extensive lists of words. Wright & Neuman (2014) found that the principles for word selection were unclear that many of the words taught were too easy and did not reflect the current research base for vocabulary development and may not be systematic enough to influence students' vocabulary.

Despite the debates surrounding the effectiveness of Teacher-Led Instruction, it remains a popular method for teaching vocabulary in many language classrooms. Therefore, it is important to investigate the effectiveness of this method alone in comparison with using assisting methods, such as Computer-

Assisted Language Learning (CALL) in order to identify the most effective method for teaching vocabulary to language learners.

There are huge development of technology has created a substantial transformation, not only in the communication and globalization field but also in the educational field. It provides and develops a number of new ways, methods, or approaches in vocabulary learning and teaching. To keep pace with social development, the comprehension of technology tools such as computers and internet are required (Amin, 2019). Computer technologies can be used in learning languages in different ways. Many computer facilities contribute to enhancing vocabulary development (Yunus et al., 2015).

Computer-Assisted Language Learning (CALL) is considered as an assisting method rather than a distinct type of instructional method. According to Pegrum (2009) CALL is essentially a tool that helps teachers to facilitate the language learning process. It refers to the use of digital technology and computer-based tools to support language learning and teaching. CALL can refer to a wide variety of activities and tools, including interactive software, online resources, virtual environments, multimedia materials, and communication tools as an innovative method to language teaching that involves the use of digital technology to facilitate language learning. According to Warschauer (1996) CALL helps them focus on the strategies and skills to learn better.

Several studies have shown that CALL can be an effective method for teaching vocabulary. CALL offers several advantages over traditional teaching

methods, including the ability to provide immediate feedback to learners and the ability to customize instruction to individual learner needs. The CALL has a good potency in the language learning field because with CALL, the concepts can be constructed expressly in the teaching learning process, it will help students for their comprehending (Brown, 1994).

However, it is important to note that CALL is not a panacea for language learning and has its own limitations. For example, learners may need guidance and support from a teacher to make effective use of CALL materials, and CALL may not always provide learners with opportunities to engage in authentic communication with others.

Moreover, vocabulary is a crucial component of language learning that has significant implications for students' academic success and their ability to communicate effectively in the target language. Therefore, investigating the effectiveness of CALL and Teacher-Led Instruction in promoting vocabulary acquisition can contribute to the development of evidence-based instructional practices that can enhance students' language learning outcomes.

Based on the phenomena above, the researcher is interested in conducting further investigation about this topic with the title “Investigating the Effect between Computer-Assisted Language Learning (CALL) and Teacher-Led Instruction Method on Students’ Vocabulary Improvement.

B. Problem statement

Based on the background above, the problem of this research will be focused on “Does the use of Computer-Assisted Language Learning (CALL) with Teacher-Led Instruction method affect the students’ vocabulary at SMA Muhammadiyah 1 Unismuh Makassar?”

C. Objective of the Research

Based on the problem statement above, the objective of this research is to find out whether the use of CALL with Teacher-Led Instruction method affects the students’ vocabulary improvement at SMA Muhammadiyah 1 Unismuh Makassar.

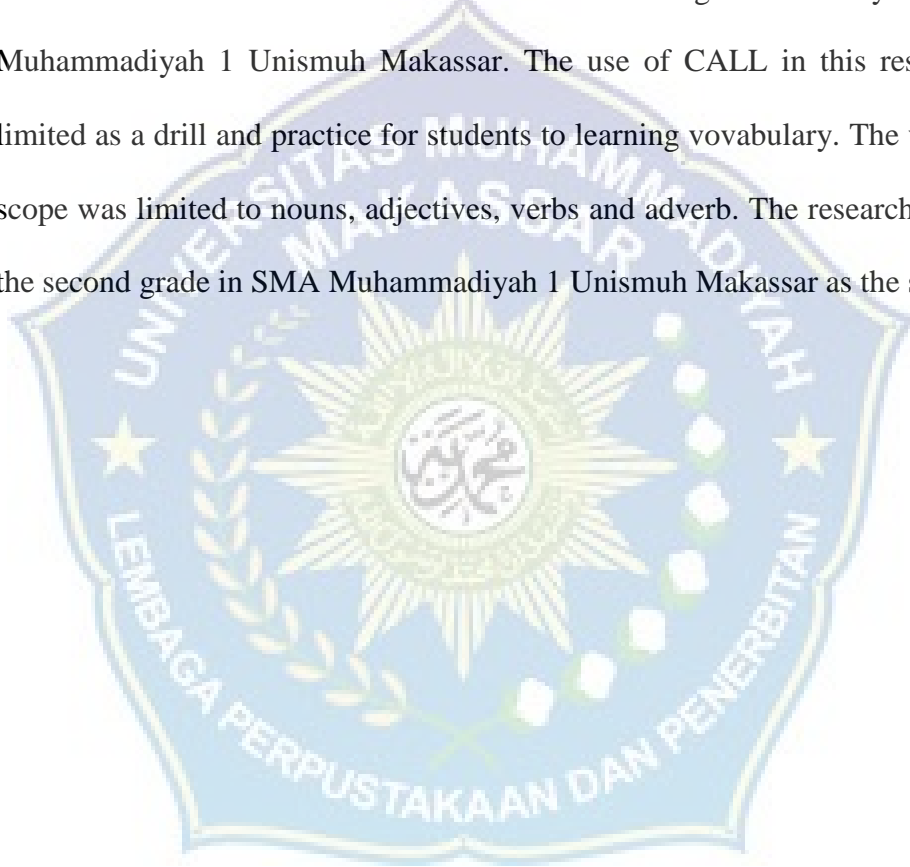
D. Significant of the Research

The result of this study is expected to be useful for the teachers and students for teaching and learning process, the significant of the research are:

1. For teachers, the outcomes of this study can be used to help teacher in the selection and application of learning methods to improve students’ vocabulary skills in the classroom activities.
2. For students, it can also help them to find the suitable method so it can give a positive effect on their vocabulary skill.

E. Scope of the Research

This research aims to find out and solve the problem of the students' lack of vocabulary in English. This researcher focuses on investigating the effect between the instructional method namely Teacher-Led Instruction only and Teacher-Led Instruction combined with CALL in teaching vocabulary at SMA Muhammadiyah 1 Unismuh Makassar. The use of CALL in this research was limited as a drill and practice for students to learning vocabulary. The vocabulary scope was limited to nouns, adjectives, verbs and adverb. The researcher chooses the second grade in SMA Muhammadiyah 1 Unismuh Makassar as the subject.



CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research Related Findings

There are many have done research to this research, which follows:

In a research study by Delavari Khalifehkari et al., (2022), the study's findings show that compared to Teacher-Led Instruction method, The use of CALL instruction was shown to be more successful in helping students improve their vocabulary learning. The findings demonstrated that students who utilized the CALL approach did significantly better than their counterparts who relied on the conventional method.

Fatemeh (2022) in his research result demonstrate that the group which using Computer-Assisted Language Learning, their score was greater than that of the others group. CALL or Computer-Assisted Language Learning produced beyond learning outcomes when compared to the traditional technique of vocabulary instruction. As a result of the data, the researchers came to the conclusion that teachers are able to create more engaging learning environments and classrooms that are concentrated on the students. Additionally, it was brought to everyone's attention that the simple use of computer technology does not make it possible to simplify the process of learning vocabulary in any way. It is important to provide teachers with the appropriate training so that they are aware of the best methods, times, and locations for implementing those methods for teaching language skills.

Hanafiah et al. (2022) from her research's result led to conclude that the use of CALL helped Indonesian EFL students improve their vocabulary. Students who received learning via Computer-Assisted Language Learning performed higher on vocabulary test.

Çakmak et al. (2021) through his study indicates that using a Computer-Assisted Language Learning method by flashcard application made learning L2 vocabulary more effective. Since the students had more control over what they learned throughout implementation, autonomous learning may have boosted their sense of motivation and responsibility. Computer's instant feedback helps students correct their encoding errors more quickly. In addition, the learners were the only ones who could view the responses. Because of this, the students may not have been afraid of making errors in their work. This provides an environment with less affective filtering, which helps with language acquisition.

This research has similarities and differences with some previous research above. The difference is while some previous studies have explored the effectiveness of Computer-Assisted Language Learning (CALL) or Teacher-Led Instruction separately, this research focused on their combined effect on students' vocabulary improvement. Meanwhile, the similarity of this research with previous research above is this study is also exploring the effectiveness of method in English vocabulary field. Furthermore, this research will focus on grade eleventh at SMA Muhammadiyah 1 Unismuh Makassar that can inform and guide English teacher in similar educational settings.

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

According to Jamalipour et al. (2015), vocabulary is basically known as the principal of communication. It helps people to express their emotions, and thoughts. Based on linguistic sight, vocabulary seems to play a more significant and beneficial rather than grammatical role. Sullivan Julieta Ojeda Alba & Robert A (2012) stated that language without grammar, there are very little can be conveyed; but language without vocabulary, there is nothing can be conveyed.

Alqahtani (2015) made a claim that improving vocabulary is crucial for effectively communicating in a foreign language since a language learner will be unable to apply the structures and functions they have likely learnt for successful communication without a wide vocabulary. Learning vocabulary is essential for language skills, such as speaking, writing, reading, and listening. Without proper vocabulary, people find it to difficult to communicate their feel verbally or in writing form.

Vocabulary can be defined as language terms, such as single word, phrases or collections of many words with specialized meanings. Vocabulary learning is very crucial for those who learn English as a second or foreign language. It should be kept in mind that vocabulary

mastery is one of the essential components of the language since it plays such a significant role in the four language skills (Susanto 2017).

According to Eva Zilles (2015), without grammar, very little can be said, without vocabulary, nothing can be said. Students might think that vocabulary is concerned with words of language, yet there are far more than a million words in it. Further time and resources are needed to learn a new language. Improving vocabulary is undoubtedly a crucial step in learning a new language. Learning grammar could not be effective if the basic vocabulary is not fulfilled at the beginning of the study.

According to the definition given above, vocabulary can be reviewed as the fundamental component or subskill required for learning a language, particularly for efficient communication. Additionally, the researcher comes to the conclusion that mastering vocabulary is a fundamental skill. It makes sense because of the four language skill need knowledge of the word. Students who have an inadequate vocabulary will struggle in mastering other skills.

b. Categories of Vocabulary

There are two categories of vocabulary (Harmer, 2007):

1) Active Vocabulary (Productive Vocabulary)

Active vocabulary is a collection of words that a person already know, understand, and use in a language therefore confidently use them in speaking and writing.

2) Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary Receptive vocabulary is a collection of words that their meanings can be understood when they appear in writing or speaking, but we don't or rarely use them.

c. Various of Vocabulary

The vocabulary is divided into four parts, namely:

1) Noun

Nouns are words that are used to identify persons, animals, locations, ideas, and also actions (Marsudi & Darsono, 2010). A noun may be used as the subject of a sentence, direct object, indirect object, complementary subject, or adverb.

- a) Countable Noun : Have a singular and plural form and they can be used with a number or a/an before it. For example : apple, coconut, table, report.
- b) Uncountable Noun : Cannot be counted. For example : honey, tea, love.
- c) Compound Noun : A noun that created by two or more words. For example : seafood, friendship.
- d) Concrete Noun: Noun that has a physical form.

(1) Proper Noun (Name of a person, pet, or location and written begins with capital letters. For example: Nia, Makassar)

(2) Common Noun (Common name given to every person, place, or thing of the same kind. For example: boy, school, papaya)

(3) Material Noun (Nouns derived from mining or other raw materials. Example: rain, gold, cotton, oil)

(4) Collective Noun (Nouns derived from form of a group or group. Example: faculty, family, board).

e) Abstract Noun: Nouns that has no physical form. Example: life, hope, luck.

2) Verbs

Verbs are words that can be used by subjects to form a base of sentences representing action (Marsudi & Darsono, 2010).

a) Ordinary Verb : It is a verb that must be placed after the auxiliary verb or right at the end of the verbs in a sentence. Example: play, cry, study.

b) Auxiliary Verb : This verb does not have to be in a sentence and comes before the ordinary verb.

c) Linking Verb : It is a verb that connects the subject with its complement.

d) Action Verb : It is a verb that states the subject is doing an action or something is happening.

(1) Regular Verb is verb in which the majority of the past tense (verb-2) and past participle (verb-3) are obtained by adding the

suffix -ed or -d to the base form (the root form of the verb)

Example: jump, laugh, walk.

(2) Irregular Verb is verb that changes according to the tense and do not comply with normal compliance. Example: bite, bring,

fight.

(3) Transitive Verb is verb that requires objects. Without objects, sentences will not be complete. Example: push, teach.

(4) Intransitive Verb is verbs that do not need objects. Example: act, dance.

3) Adjectives

Adjectives are words that are used to explain nouns by describing, identifying, or measuring words (Marsudi & Darsono, 2010).

a) Descriptive adjective is an adjective that explains the quality of the noun being discussed. Example: strong, great, beautiful.

b) Demonstrative Adjective is an adjective that identifies an object. Example: this, that, these, those.

c) Possessive Adjective is an adjective that is used to indicate the ownership of thing. Example: my, your, their.

d) Distributive Adjective is an adjective that is used to state the properties possessed by divided or shared objects. Example: one, either, each, neither.

- e) Quantitative Adjective is an adjective that can explain the number of objects that exist. Example: all, few, many, little.
- f) Interrogative Adjective is an adjective that is used to ask for an object. Example: what, whose, which.

4) Adverb

Adverb is type of words that are commonly used to describe verbs, adjectives, or other adverbs (Marsudi & Darsono, 2010).

- a) Adverbs of Manner explain how or in what way an activity is carried out. Example: loudly, wisely, cheerfully.
- b) Adverbs of Frequency explain how often an activity is carried out. Example: always, usually, frequently, often, sometimes.
- c) Adverbs of Degree explain how much, to what extent, or at what level something happened. Example: so, very, too.
- d) Adverbs of Time refer to when something happens or located. Example: now, today, yesterday, tomorrow.
- e) Adverbs of Place are used to explain the place. Example: here, there, everywhere.
- f) Interrogative Adverbs are used in a question. Example: what, when, where.
- g) Relative Adverbs are used to describe nouns that have been mentioned previously. Example: when, why.

- h) Sentence Adverbs are usually in front of the sentence or clause they describe. Example: surely, unfortunately.

2. Concept of Computer-Assisted Language Learning (CALL)

a. Definition of Computer-Assisted Language Learning (CALL)

CALL is a language teaching and learning approach which the computer is operated as assistance for presenting, consolidating, and evaluating the teaching materials, regularly inserting vital interactive matters (Davies, 2002). CALL serves teachers with a specific instruction permitting students to study individually (H. Nachoua, 2012).

b. Categories of CALL

Generally, CALL can be categorized into two groups as follows:

1) Multimedia CALL

The Characteristics of multimedia CALL are:

- a) They use many mediums to produce a more authentic learning environment.
- b) Multimedia makes it simple to incorporate skills in language
- c) Through hypermedia, students have extensive influence over their learning.
- d) It enables to concentrate entirely on the subject matter without abandoning a secondary focus on the language form.

2) Web-based CALL

There are two types of Web-based CALL, there are:

a) CMC

It offers genuine channels for synchronous and asynchronous communication. Language learners can interact with other students or native speakers of the target language at anytime and anywhere, directly, affordably, and conveniently. CMC can be conducted in a variety of ways, including one-to-one, one-to-many, and many-to-one (Ducate & Arnold, 2006).

b) The Web

Millions of files may be searched through by students in just a couple of minutes to find and access actual material that is precisely suited to their own interests. Students can share their papers or multimedia projects with other classmates or the public by publishing them online.

c. The Uses of CALL

The use of CALL for language learning can be classified into six categories: computer-based drill and practice, tutoring, simulation and problem-solving, games, tools for ELT teachers and students, and the last category is the application of the internet.

The uses of CALL for English language teaching those are (Taylor M.B & Perez L.M., 1989):

1) Computer as a drill and practice

Computers are seen as a time-saving tool in this use of CALL due of the instant feedback. Drill and Practice's learning theories are based on the behaviorism learning theory and the audiolingual method of teaching languages. Drill and Practice's major goals are to review the material and background information and to help learners become excellent in various language skills such reading, listening, etc(Taylor R., 1980).

2) Computer as tutor

The function of the computer as a tutor is to convey to the students the information that makes up the lesson in the form of text, images, video, animation, or slides; this includes learning exercises, drills, and practice. The computer is a tool that may be used to distribute curricular content to students.

The program includes the following stages: an introduction stage (which includes defining goals and providing background information), a presentation of the topic, activities and/or testing, and giving the feedback at the end of the program(Taylor M.B & Perez L.M., 1989).

3) Computer used for simulation and problem solving

Simulations along with other approaches to problem-solving are utilized as a means of fostering activities in the areas of analysis, critical thinking, communication, and writing. The computer is not

used much for lesson needs. The curriculum aims to foster language engagement by presenting students with difficult-to-solve problems, contexts, or scenarios. Numerous simulation programs are educational entertainment ("edutainment") games that involve solving problems.

4) Computer as a game

Computer gaming's motivating idea is "Learning is Fun." The main objectives are to make learning enjoyable and to inspire language learners. However, effective instructional games need to have definite learning goals.

5) Computer as a tool for English teachers and students

The computer may be used as a word processor, a grammar and spelling checker, a concordance to search through enormous databases to find all the uses of a specific phrase, and as the final collaborative writing tool to aid students in writing collaboratively on computers. All of these functions can be performed by the computer. Students and teachers can utilize the computer (Brierley B. & Kemble I., 1991; Taylor R., 1980).

6) Application of internet

Text, images, audio, video, and animation are all forms of interactive multimedia that computers are capable of incorporating. The internet applications that teachers can utilize for teaching languages include electronic mail (e-mail), file transfer protocol

(FTP), and the World Wide Web (WWW). The following resources, including texts that may be downloaded and stored as images, audio and video files, chat and voice chat, can all be searched for on the World Wide Web by both teachers and students.

3. Concept of Teacher-Led Instruction

According to Richardson (2021), the traditional method of teaching-learning is called teacher-led instruction. This method involves the teacher directing students through various strategies for learning English, such as memorizing and recitation. The instructors' conveyance of the knowledge, which is carried out most frequently through talk and chalk, is what determines the norms and customs that are followed in the classroom.

Teachers act as source of information and evaluator who monitors students to accomplish learning objectives, yet students are seen to be passive learners who only take in understanding from the teacher.

The planning of all educational activities that take place in the classroom is solely the responsibility of the teachers. Teachers may feel less anxious, embarrassed, or tongue-tied, and teachers can manage students to speak more English because teachers can set the standard that when students want to communicate in the classroom, they should use English. It is suitable for large classes, it takes less time to complete class activities, learning materials can be well prepared, and teachers may feel less anxious, embarrassed, or tongue-tied (Nagaraju, 2013). The transfer of knowledge to

the students is what is most crucial in this method of learning. Teacher takes primary responsibility for providing information to students in a teacher-led instruction method.

Teacher-led instruction method characteristics are:

1) Teachers are the only source of learning

When implementing the teacher-led instruction method, students are treated as objects rather than subjects. While students are listening and writing down what their teacher conveys, the teacher will be the main source of information and knowledge. According to what was mentioned by Murwani (2006), because the teacher is a source of knowledge and the students receive all of the information that they are provided, the students receive all of the information that they are given.

2) Teachers have full control in learning

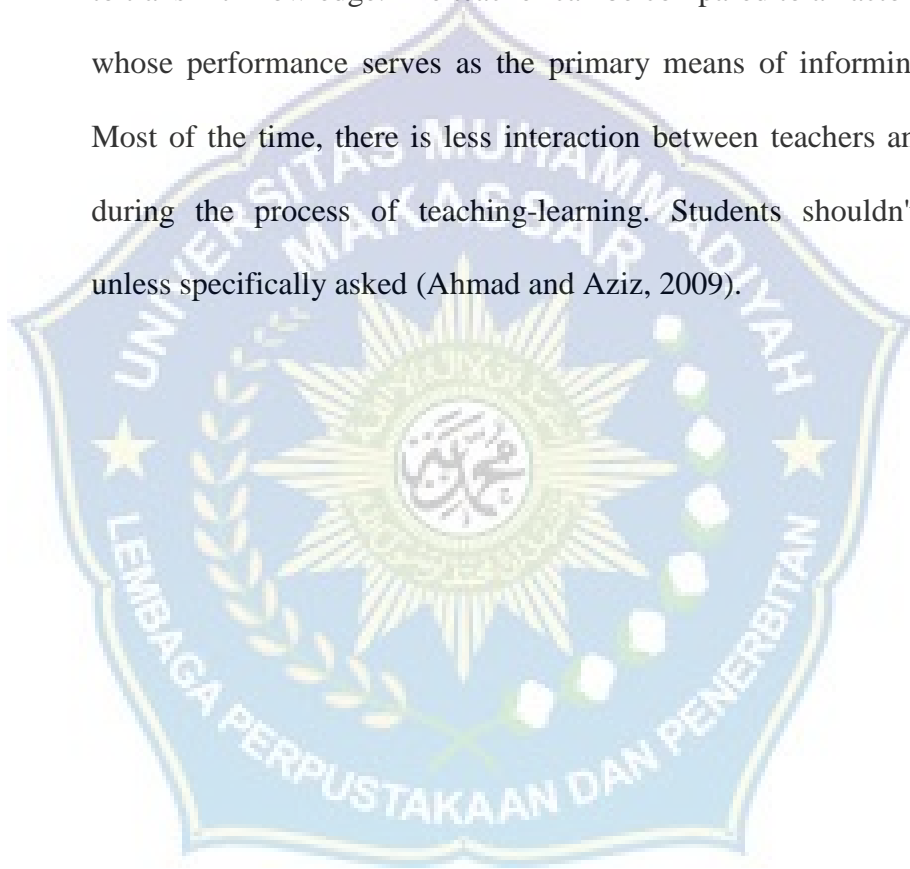
In addition to being the only source of information for the students, the teacher also controls all actions in the classroom using this teaching method. Since students are not actively engaged in the learning process, the classroom atmosphere is frequently stiff and repetitive. However, when their teacher asks questions or seeks their understanding, students still have the opportunity to speak.

"Teacher-led instruction" refers to a method for learning in which the power is with the teacher rather than the student. According to Estes (2004), students' participation in class is kept to a minimal, and the

majority of the time spent in class is controlled and dominated by the instructor.

3) Using the lecture method in learning (One Way)

The teacher is typically seen as the subject-matter expert who lectures to transmit knowledge. The teacher can be compared to an actor on a stage whose performance serves as the primary means of informing in class. Most of the time, there is less interaction between teachers and students during the process of teaching-learning. Students shouldn't involved unless specifically asked (Ahmad and Aziz, 2009).



C. Conceptual Framework

The conceptual framework underlying this research presented in the diagram below:

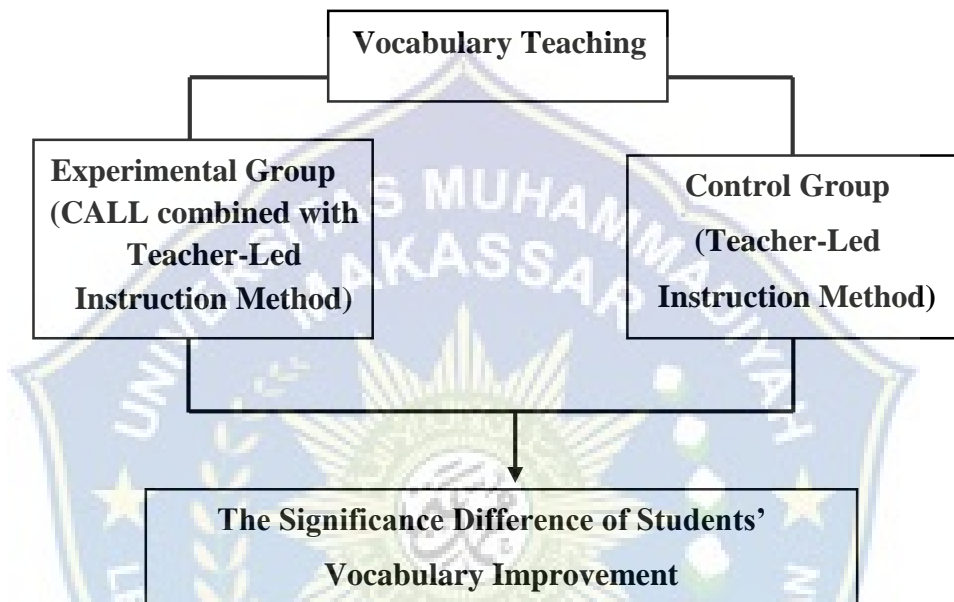


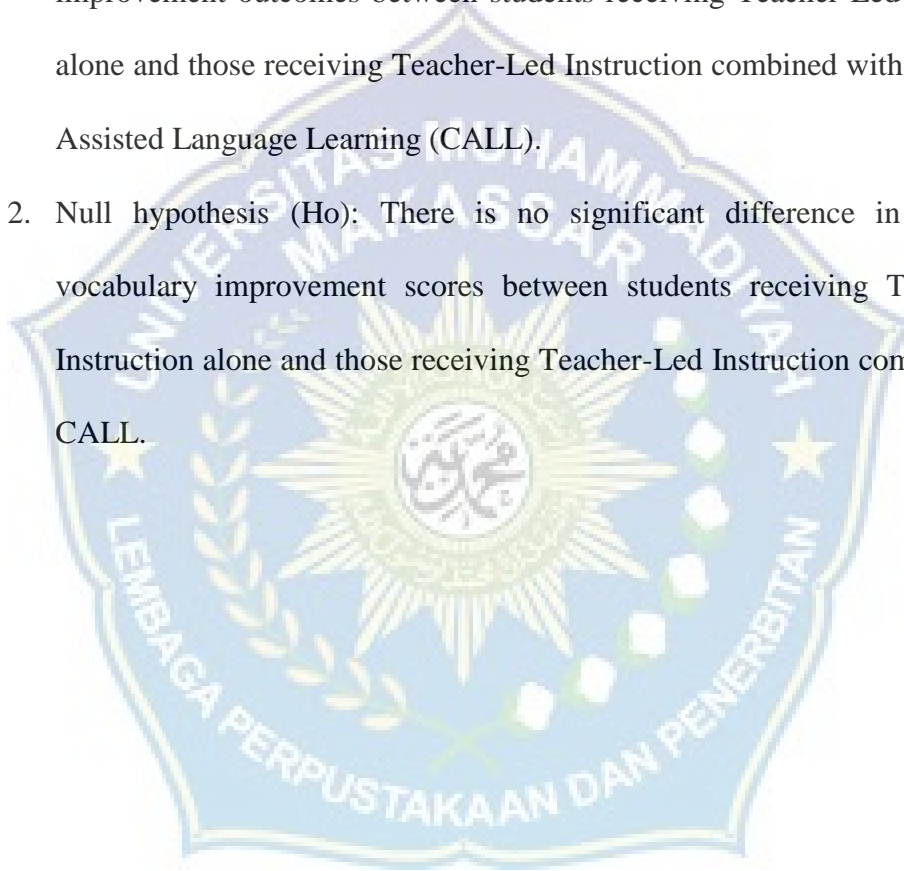
Figure 3.1 Conceptual Framework

The conceptual framework above explains that the researcher applied Teacher-Led Instruction combined with Computer-Assisted Language Learning (CALL) tool for experimental group & Teacher-Led Instruction method alone for control group in teaching vocabulary to finding out the effectiveness of using method in English vocabulary learning. In the interpretation, the researcher applied Quasi-Experimental.

D. Hypothesis

As an alternative answer of the research question, the researcher formulates the following hypothesis such as:

1. Alternative hypothesis (H_a): There is a significant difference in vocabulary improvement outcomes between students receiving Teacher-Led Instruction alone and those receiving Teacher-Led Instruction combined with Computer-Assisted Language Learning (CALL).
2. Null hypothesis (H_0): There is no significant difference in the mean vocabulary improvement scores between students receiving Teacher-Led Instruction alone and those receiving Teacher-Led Instruction combined with CALL.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher conducted quantitative through Experimental design. The quantitative study was conducted using a quasi-experimental design as there was no true randomization. Quasi-experimental designs identify a comparison group that is as similar as possible to the control group in terms of baseline (pre-intervention) characteristics. In this study, there were two groups; experimental and control groups. This experimental control group design allowed the study to investigate whether using between Teacher-led Instruction Method integrated with CALL and Teacher-led Instruction alone has any effect on students' vocabulary improvement.

When investigating the effect of two variables there are some steps to take:

1. Clearly define the specific aspects or variables researcher wants to compare and understand within the research context.
2. Choose an appropriate research design that allows for a valid and meaningful comparison.
3. Ensure that the groups or conditions being compared are similar in relevant characteristics to make valid comparisons.
4. Use appropriate data collection methods and instruments to gather the necessary information for your investigating analysis.

5. Interpret the results of the data analysis in the context of the research objectives and research question. Discuss the similarities, differences, or relationships observed between the compared groups or conditions.
6. Based on the analysis and interpretation of the data, draw meaningful conclusions regarding the comparison from investigating being made. Assess whether the findings support or reject the hypotheses or research questions.
7. Acknowledge any limitations or potential biases in the research study. Consider avenues for future research that could address these limitations or explore related research questions.
8. Prepare a clear and concise research report that effectively communicates the findings, methodology, and conclusions.

In fact, this research followed a pre-test, intervention (treatment), post-test research design to examine the effect.

Table 3.1 The Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O ₁	X ₁	O ₂
Control	O ₁	X ₂	O ₂

Where:

O₁ : Pre-Test

- X₁ : Treatment of Experimental group (using Teacher-Led Instruction method combined with CALL)
- X₂ : Treatment of Control group (using Teacher-Led Instruction method)
- O₂ : Post-Test

a. Pre-Test

The first instrument used in the present study was vocabulary pre-test. It was implemented to figure out if participants may have known the meanings of the vocabulary before the treatment occurred. Pre-test designed according to the English book that used in SMA Muhammadiyah 1 Unismuh Makassar. This test included 30 multiple choices questions.

b. Treatment

The treatment was applied for four meetings and each meeting take 90 minutes in the class. The researcher taught a material related to the case of study.

1) Experimental Group

When the treatment, the researcher applied Teacher-Led Instruction method combined with Computer-Assisted Language Learning (CALL) tools to supplement the instruction in 4 meetings. Students had access to computer-based software and online resources designed to enhance vocabulary learning. The CALL materials included interactive vocabulary exercises through Mnemosyne software, multimedia video presentations, and vocabulary-building

games. The researcher provided guidance on how to effectively utilize the CALL materials and integrated them into the regular classroom instruction.

2) Control Group

In the control group, the student taught by using Teacher-Led Instruction method which is the most commonly used in teaching. The English material lesson delivered by using Teacher-Led Instruction method. The researcher employed a range of techniques, including direct vocabulary instruction, contextualized activities, and meaningful practice exercises. The instruction was conducted in face-to-face classroom settings, following the curriculum and textbook materials used in the school.

c. Post-Test

After the treatment, the post-test was administered to both groups (Experimental class and Control class) to determine the students' achievement. The post-test used to measure the students' vocabulary improvement in English learning after the implementation of Teacher-Led Instruction combined with Computer-Assisted Language Learning (CALL).

B. Research Variables and Indicators

The variables that being observed in this study were Teacher-Led Instruction Method combined with Computer-Assisted Language Learning (CALL) as the independent variable, and students' vocabulary improvement as the dependent variable. The indicator is to see the significance improvement in students learning outcomes in vocabulary.

C. Population and Sample

1. Population

Population is a generalization region consisted of objects or subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusion. The population of this study is the entire class XI of SMA 1 Muhammadiyah Unismuh Makassar which amounted 54 students.

2. Sample

The sample is representative of the population observed in this study. The researcher will use non random sampling in selecting two classes from the population to become experimental and control class. In this research, it takes two classes for sample. The first class is XI IPA with 20 students as an experiment class, and the second class is XI IPS with 20 students as a control class.

D. Research Instrument

In containing this research, the researcher used vocabulary test. There were two tests, pre-test and post-test given to the sample of this study. Both pre-test and post-test consisted of 30 multiple-choice questions. The pre-test was given to the students in the first meeting while post-test was given to the students after the treatment to finding out the students' improvement in vocabulary.

E. Procedure of Data Collection

Firstly, researcher instructed students to divide into two groups: experimental group and control group. Researcher would select 30 words from module or book as teaching materials. The Pre-test of students' vocabulary would be utilized for evaluating how well students have improved their vocabulary ahead of receiving the actual treatment. After divided the group, the treatment will be given. The researchers will give both groups treatment for several sessions. Teacher-Led Instruction with Computer-Assisted Language Learning (CALL) would be applied as treatment in experimental group and Teacher-Led Instruction would be applied in control group. Both groups must be given the same words.

For experimental group, the subjects will be given instruction utilizing Computer-Assisted Language Learning tools through Prezi and Mnemosyne software, Prezi application will used to allow present the material and allow them to watch the video for the learning meeting, meanwhile Mnemosyne software will used to allow them to see the texts with both static and dynamic images associated with words. It would be available to students' computers or laptops.

Students can also construct custom electronic cards with question and response and enhance them with multimedia enrichment such as picture and sound.

For control group, they will be taught the same vocabulary using Teacher-Led Instruction within the same amount of time. This included the use with words meaning and synonym.

F. Data Analysis

After the data collected, vocabulary pre-test and post-test result will analyzed by using SPSS 24. Independent sample will used as a comparison of both group participant vocabulary on the pre-test to assure all the participant have the same level of vocabulary knowledge before giving the treatment. Lastly, the students' vocabulary result scores of both groups on the post-test would be compared using independent samples test.

To analyze the data, the researcher tries to find the score and average score of each student. To determine it, researchers use the formula below:

a. The assessment of vocabulary

Using the formula, score the students' correct answers on the vocabulary test:

Table 3.2 Vocabulary Assessment

No.	Criteria	Score	Students' Answer
1.	Correct	1	The Student's answer is true
2.	Incorrect	0	The Student's answer is false

(Adapted from Salmi in (Said, 2018))

$$\text{Score} = \frac{\text{The total Correct Answer}}{\text{Maximum score}} \times 100$$

(Adapted from Salmi in (Said, 2018))

- b. Using the following scale, classify the students' scores:

Table 3.3 Classification of Students' Score

Total Score	Level of Ability
90-100	Excellent
75-89	Good
60-74	Fair
50-59	Less
0-49	Poor

(Adapted from Arikunto in (Putri, 2020))

- c. Using the following formula, get the students' mean score on both the pre-test and post-test:

$$X = \frac{\sum X}{N} = 100$$

Where :

- X = Mean score
- $\sum X$ = The total of all scores
- N = The total amount of subject/samples

- d. Calculating the frequency and percentage of the students' scores:

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

Where : P = Percentage
 F = Frequency/number of accurate answers
 N = The total number of students

(Gay et al., 2012)

e. Determine the standard deviation of the vocabulary of the students.

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where : SD = The sum of the squares of the students' scores
 $\sum X$ = The students total score
 N = The total number of students

(Gay et al., 2012)

f. To determine the students' progress, use the following formula:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Explanation:

% = The students' progress
 x1 = The pre-test mean score
 x2 = The post-test mean score

(Gay et al., 2012)

- g. Using the formula, determine the significant difference between the pre-test and post-test scores:

$$T = \frac{D}{\frac{\sqrt{\sum D^2 \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where : T = The relevance of the test
 D = The average score
 $\sum D$ = The total of all scores
 N = The number of student in total

(Gay et al., 2012)

- h. Criteria for the hypothesis testing :

Table 3.4 Hypothesis testing

Comparison	Hypothesis	
	Ho	Ha
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Gay et al., 2012)

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

In the findings section, the researcher presents based on the collected data during research. The purpose of this study was to find out the significance between the use of Teacher-Led Instruction method combined with Computer-Assisted Language Learning (CALL) with Teacher-Lead Instruction alone. The explanation can be seen as follows:

1. The Classification of Students' Pre-Test and Post-Test Scores in Experiment Class

The finding of the research deal with the rate percentage of the students' score obtained through test, mean score, standard deviation, and test of significance.

Table 4.1
The Distribution of Frequency and Percentage
Score of Experiment Class Score in Pre-Test

No.	Score	Classification	Frequency	Percentage
1.	90-100	Excellent	0	0%
2.	75-89	Good	0	0%
3.	60-74	Fair	10	50%
4.	50-59	Less	9	45%

5.	0-49	Poor	1	5%
Total			20	100%

Table 4.1 above shows that the rate percentage vocabulary test score of experiment class in pre-test from 20 students, none of the students got the excellent score, none of the students achieved good score, 10 (50%) students achieved fair score, 9 (45%) students achieved less score, 1 (5%) achieved poor score.

Table 4.2
The Distribution of Frequency and Percentage
Score of Experiment Class in Post-Test

No.	Score	Classification	Frequency	Percentage
1.	90-100	Excellent	1	5%
2.	75-89	Good	11	55%
3.	60-74	Fair	8	40%
4.	50-59	Less	0	0%
5.	0-49	Poor	0	0%
Total			20	100%

While, table 4.2 shows that the rate percentage vocabulary test score of experiment class in post-test from 20 students, 1 (5%) of the students got the excellent score, 11 (55%) students achieved good score, 8 (40%) students

achieved fair score. It means that, the score and percentage of experiment class in the post-test were better than in pre-test because in the rate percentage in the post-test was higher than the percentage in pre-test.

2. The Classification of Students' Pre-Test and Post-Test Scores in Control Class.

The following table shows that, the distribution of frequency and percentage of final score of teaching vocabulary skill at the eleventh grade students of SMA Muhammadiyah 1 Unismuh Makassar in pre-test and post-test for control class.

Table 4.3
The Distribution of Frequency and Percentage
Score of Control Class in Pre-Test

No.	Score	Classification	Frequency	Percentage
1.	90-100	Excellent	0	0%
2.	75-89	Good	0	0%
3.	60-74	Fair	4	20%
4.	50-59	Less	9	45%
5.	0-49	Poor	7	35%
Total			20	100%

Table 4.3 above shows that, the rate percentage and frequency of the students' control class in pre-test, none of the students got excellent and good

score. There was 4 (20%) students got fair score, 9 (45%) students got less score, and there was 7 (35%) student got poor score.

Table 4.4
The Distribution of Frequency and Percentage
Score of Control Class Score in Post-Test

No.	Score	Classification	Frequency	Percentage
1.	90-100	Excellent	6	30%
2.	75-89	Good	3	15%
3.	60-74	Fair	1	5%
4.	50-59	Less	6	30%
5.	0-49	Poor	4	20%
Total			20	100%

Table 4.4 above shows that the rate percentage and frequency of the students' control class in post-test, 6 (30%) students got excellent score. There was 3 (15%) students got good score, 1 (5%) students got fair score, 6(30%) students got less score, and 4 (20%) student got poor score. Based on the result above, it can be concluded that the rate percentage in the post-test was different in the rate percentage in pre-test.

3. The Mean Score and Standard Deviation of Experimental Class and Control Class

After calculating the result of the students score, the mean score standard deviation or both classes be presented the following table:

Table 4.5

The Mean Score and Standard Deviation of Experimental Class and Control Class in Pre-Test and Post-Test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experiment	57.45	5.763	77.25	8.783
Control	52.00	6.641	68.75	21.596

The table above showed that, the mean score of experiment class in pre-test was 57.45 and the standard deviation of experiment class was (5.763), and the mean score of the control class in pre-test was 52.00 and the standard deviation of control class was (6.641). While the mean score of experiment class in post-test was 77.25 and the standard deviation of experimental class was (8.783), and the mean score of controlled class in post-test was 68.75 and its standard deviation was (21.596). It can be concluded from both of the tests;

the experiment class gained greater mean score in the post test than the control group. The significant score between experiment and control class can be known by using t-test. The result of t-test can be seen in table 6 as follows:

Table 4.6

Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Post-test	3.472	2.10

Table 4.6 above indicates that, the value of the t-test was higher than the value of the t-table ($3.472 > 2.10$). It indicates that, there was a significant difference between the result of the students' pre-test and post-test. The statistical analysis from the result of the students' vocabulary test of this research shown that, the students' vocabulary skill before doing treatment through Teacher-Led Instruction method with Computer-Assisted Language Learning (CALL) was still low. It was proved by the result of pre-test before treatment that, there were 10 (50%) students achieved fair score, 9 (45%) students achieved less score, 1 (5%) students achieved poor score. On the contrary to the result of the students' pre-test before, there was a significance improvement on the post-test where there were students achieved 1 (5%) excellent and 11 (55%) good score. Based on the table of distribution of the value of t-test and t-table in post-test previously, the researcher concluded

that, t-test value was higher than t-table. It can be concluded that, the students' vocabulary skill has improved successfully. If t-table value is higher than t-test at the level of the significance $\alpha 0.050$ and $df (n-k-1) = (20-2-1) = 17$, it means that, (H_a) was accepted and (H_0) was rejected. In contrary, if the t-test was higher than t-table, it means that (H_a) was rejected and (H_0) was accepted. From the result above, the researcher can show the difference between t-test and t-table was enough high. It can be concluded that, teaching vocabulary by using Teacher-Led Instruction method combined with Computer-Assisted Language Learning (CALL) was proved to be effective on students' vocabulary improvement.

4. The Process of Students Learning Vocabulary through Mnemosyne

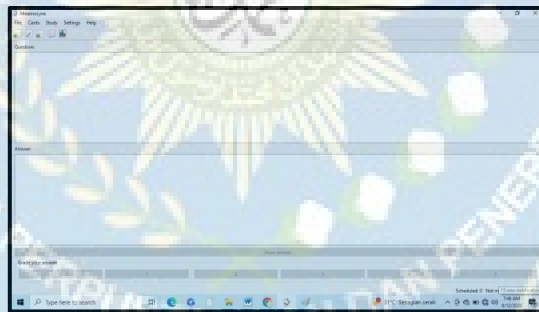


Figure 4.1 Open Mnemosyne software to make the cards

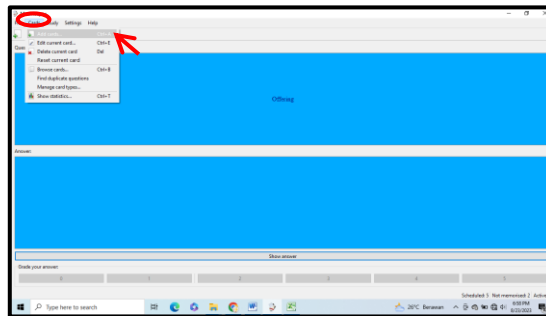


Figure 4.2 Click **Cards** then select **add card**

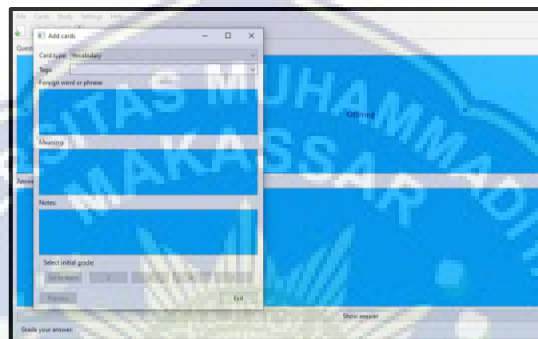


Figure 4.3 Input the vocabulary that student have to learn in **foreign word or phrase** column and the meanin/g of the word in **Meaning** column, select initial grade and the cards automatically being saved

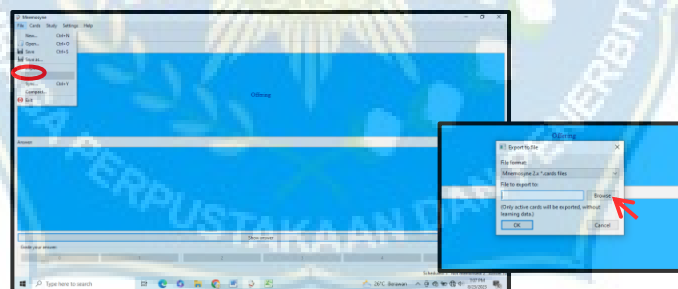


Figure 4.4 After input all of the new vocabulary, click **File** then select **export** to save the cards in laptop or computer. Browse to choose the location folder for the cards being exported. After that, share the file to students' computer or laptop.

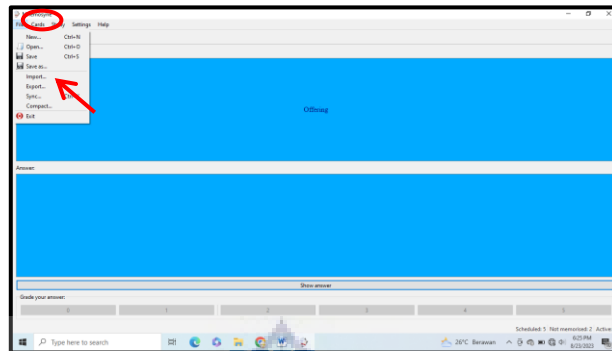


Figure 4.5 For students, open the Mnemosyne software in their computer or laptop, and then click **file** then select **import**.

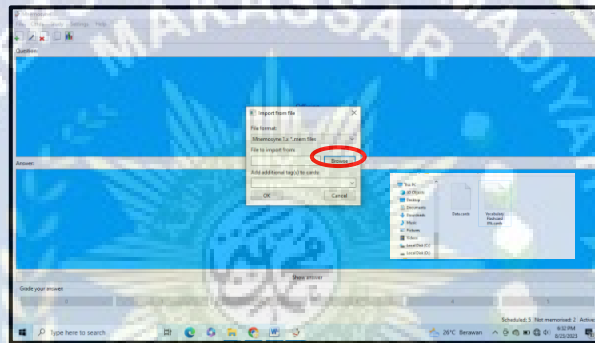


Figure 4.6 **Browse** to select the file of the cards.

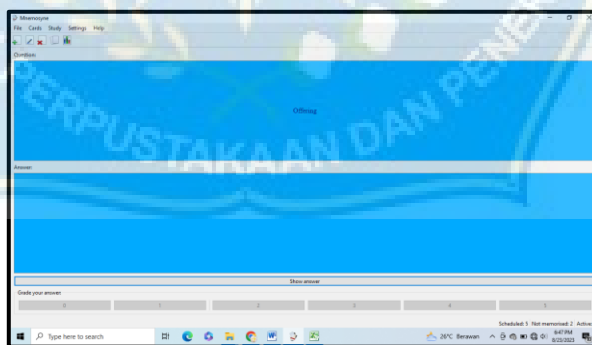


Figure 4.7 **Answer** the question and do repetition for several meetings according to schedule.

5. Explanation of Features of Mnemosyne Software as Computer-Assisted Language Learning (CALL) that Influence Students' Vocabulary Improvement

Mnemosyne Software program is an outcome of the project and runs as a flashcard program that aids in learning specific subject matters and general world knowledge through custom flashcards. It provides a flashcard application that enables interactions between the students and the interface. Two types of cards can be produced by Mnemosyne entry: a recognition card that shows the students the equivalent of the term in different language selected and a production card that enables students to seek that term in foreign language. Cards can be exhibited in terms of their production date. Mnemosyne technically provides multiple exposures to their academic vocabulary through practice, keeping the cards and records of their usage in logs. In terms facilitating long-term knowledge storage, scheduled review sessions on the program help students to retain target phrases for practice at intervals. By using such a CALL English vocabulary learning program with scheduled reviews, students can better to develop their vocabulary learning when compared to other traditional flashcard tools.

B. Discussion

Vocabulary is regarded as mandatory to acquiring knowledge through receptive skills, reading and listening, and essential to the development of the productive skills of communicating and writing. Without vocabulary items the intended meaning cannot be understood completely.

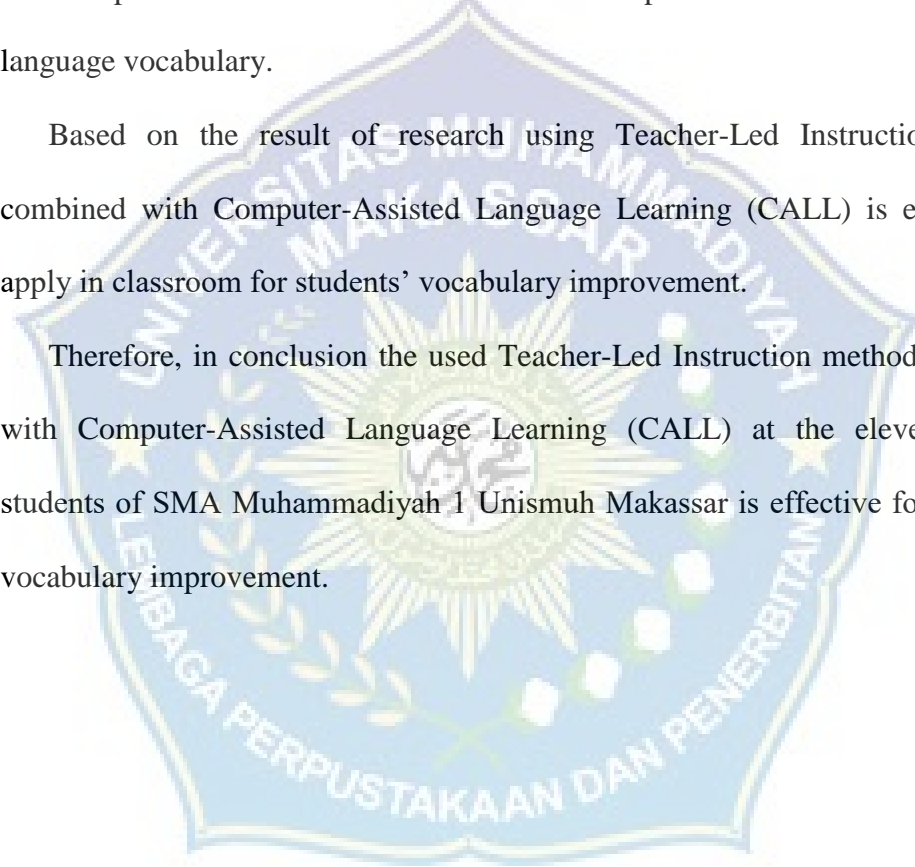
Today various techniques for teaching items are recognized. Computer-Assisted Language Learning (CALL) is an assistant tool that can be used to assist teaching method. As stated by Hsieh (2020), the primary objective of using visual support for the instruction of vocabulary materials is to help the student better understand and retain new words. Visual aids are useful as they enable students to easily access and share knowledge and can facilitate the understanding of otherwise inscrutable new vocabulary.

In research conducted by Çakmak et al. (2021), the students had more control over their learning. This autonomous learning might have encouraged motivation and sense of agency among the students. Another factor is the one-on-one interactions between students and computers, which may also facilitate better vocabulary improvement. It could be that the Computer-Assisted Language Learning (CALL) provides instant feedback which more quickly corrects students' encoding errors. Students were also the only ones who could see the responses. As a result, students might not have had a fear of making mistakes. The outcome of this study was congruent with this previous study which found that using CALL to learn vocabulary can be beneficial and effective. Then, the

result of post-test in experimental class showed the students' vocabulary score increase with Computer-Assisted Language Learning (CALL). In line with the findings of Jafari (2017) performed a research to examine the impact of computer software on Iranian learners' vocabulary learning, the result of the study showed that computer software is an effective tool to help EFL learners to learn foreign language vocabulary.

Based on the result of research using Teacher-Led Instruction method combined with Computer-Assisted Language Learning (CALL) is effective to apply in classroom for students' vocabulary improvement.

Therefore, in conclusion the used Teacher-Led Instruction method combined with Computer-Assisted Language Learning (CALL) at the eleventh grade students of SMA Muhammadiyah 1 Unismuh Makassar is effective for students' vocabulary improvement.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous research problem in the previous chapter, it is clear that, using Teacher-Led Instruction Method integrated with Computer-Assisted Language Learning (CALL) can be effective for students' vocabulary improvement. The students' score before gave treatment by using Computer-Assisted Language Learning (CALL) was low. It is different from the students' after using Computer-Language Learning (CALL) in learning English vocabulary. The score of post-test was higher than the score of pre-test. It is proved by the t-test value was (3.472) was higher than t-table value was (2,10). This shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So, this research has proven that the use of Computer-Assisted Language Learning (CALL) as assistant tool for Teacher-Led Instruction method can effective for students' vocabulary improvement at the Eleventh grade students of SMA Muhammadiyah 1 Unismuh Makassar.

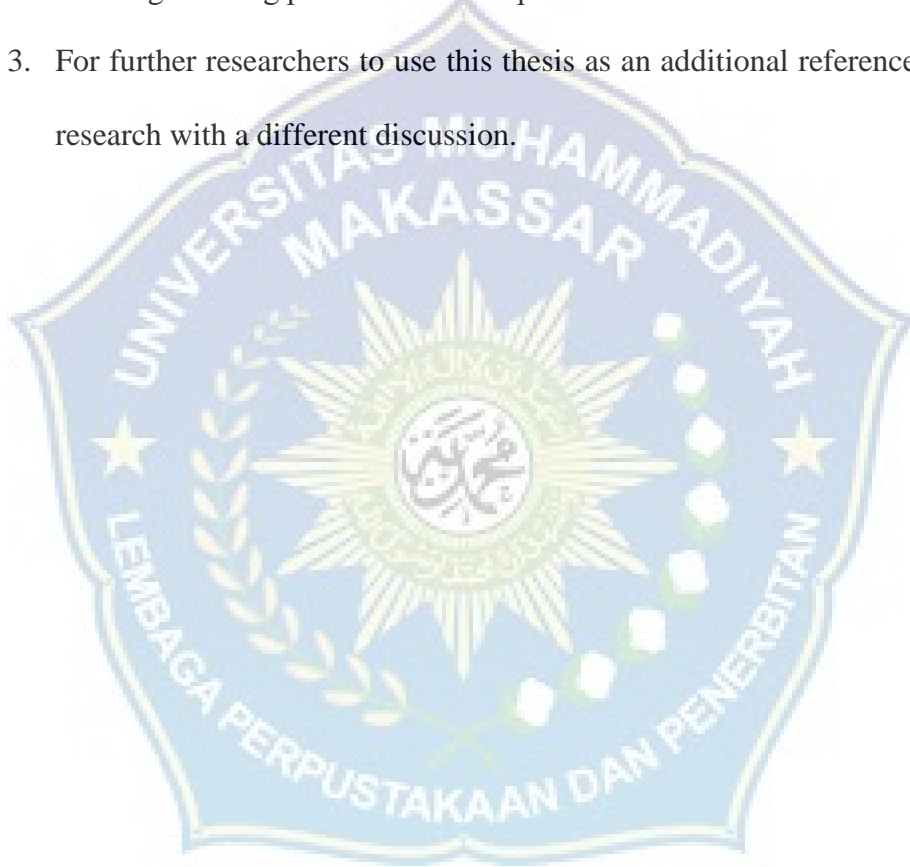
B. Suggestion

Based on the result of data analysis and conclusion, the researcher suggested as follow:

1. For SMA Muhammadiyah 1 Unismuh Makassar students, increasing enthusiasm and curiosity in learning is a must. A student must be flexible

towards technological developments and try various sources, media, methods and tools to support the learning process especially in learning English.

2. For SMA Muhammadiyah 1 Unismuh Makassar Teachers, it recommended to use Computer-Assisted Language Learning (CALL) as an assistant tool in teaching-learning process for the improvement of students' vocabulary.
3. For further researchers to use this thesis as an additional reference or further research with a different discussion.



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APPENDIX 1
PRE-TEST & POST-TEST

Name :

Reg. Numb :

Class :

This test using paper for each class, experimental and control class.

Direction :

Choose the best alternatives, work with allocated 30 minutes.

- 
1. Suggestion = ...
- Tawaran
 - Kritik
 - Penjualan
 - Saran
2. Offering = ...
- Tawaran
 - Saran
 - Nasehat
 - Nilai
3. Consideration = ...
- Peniruan
 - Pertimbangan
 - Perilaku
 - Pernyataan
4. Plan = ...
- Rencana
 - Lambat
 - Gagasan
 - Pengalaman
5. Accept = ...
- Memberitahu
 - Bertanggungjawab
 - Memberi
6. Refuse = ...
- Menerima
 - Bertanggungjawab
 - Menolak
 - Melakukan
7. Habit = ...
- Kebiasaan
 - Kelinci
 - Masakan
 - Pikiran
8. Previous = ...
- Gugup
 - Sebelumnya
 - Disaat
 - Permainan
9. Desire = ...
- Perdamaian
 - Keinginan
 - Pengorbanan
 - Pelatihan

10. Gift = ...
- Racun
 - Memberi
 - Hadiah
 - Sasaran
11. Trade = ...
- Memperlakukan
 - Memberikan
 - Bernegosiasi
 - Berdagang
12. Appreciate = ...
- Menawar
 - Membuat
 - Menghias
 - Menghargai
13. Expert = ...
- Penipu
 - Pengawas
 - Profesional
 - Penonton
14. Reward = ...
- Hukuman
 - Hadiah
 - Istilah
 - Pantun
15. Irritating = ...
- Menjengkelkan
 - Mennyenangkan
 - Bermain
 - Meniru
16. Care = ...
- Responsibility
 - Cool
 - Passion
 - Unexciting
17. Upset = ...
- Red
 - Blue
 - Yellow
 - Green
18. Rinse = ...
- Get up
 - Rest
 - Flush
 - Grind
19. Avoid = ...
- Skip
 - Permit
 - Request
 - Enjoy
20. Pat = ...
- Hit
 - Tutorial
 - Education
 - Massage
21. Bumps = ...
- Explosion
 - Acne
 - Bloom
 - Fold
22. Advice = ...
- Offers
 - Suggestion
 - Prohibition
 - Request
23. Engrossed = ...
- Charm
 - Calm
 - Playfull
 - Funny
24. Finance = ...
- Debt
 - Bills
 - Fund

- d. Intalment
25. For instance = ...
- a. Exception
 - b. Example
 - c. Exposure
 - d. Extraordinary
26. Auction = ...
- a. Charge
 - b. Pay
 - c. Sale
 - d. Give
27. Purchase = ...
- a. Sale
 - b. Take
 - c. Buy
 - d. Lift
28. Encourage = ...
- a. Push
 - b. Pull
 - c. Put
 - d. Pour
29. Independent = ...
- a. Free
 - b. Relay
 - c. United
 - d. Together
30. Beneficial = ...
- a. Dangerous
 - b. Numerous
 - c. Advantageous
 - d. Serious



APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Muhammadiyah 1 Unismuh Makassar
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ Ganjil
Materi pokok	: Suggestion and Offer
Aspek	: Speaking dan Vocabulary
Tahun Pelajaran	: 2023/2024
Alokasi Waktu	: 4 Pekan x 2 Jam Pelajaran @45 menit

A. KOMPETENSI INTI :

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian spesifik dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari apa yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (C3)	3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran (C1) 3.1.2 Memahami perbedaan berbagai ungkapan-ungkapan memberi saran dan tawaran (C2) 3.1.3 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan tek interaksi transaksional terkait saran dan tawaran (C3)
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (P2)	4.1.1 Mengidentifikasi kosakata baru dan artinya dalam teks interaksi transaksional terkait saran dan tawaran (P2) 4.1.2 Membuat teks ungkapan memberikan saran dan tawaran sesuai dengan konteks penggunaannya (P3)

C. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan pembelajaran melalui pendekatan *saintifik*, model *discovery learning*, dengan memperhatikan ungkapan memberi saran dan tawaran (C), peserta didik (A) dapat mengidentifikasi dan menerapkan struktur dan unsur kebahasaan teks ungkapan memberikan saran dan tawaran, mengidentifikasi kosakata baru dan artinya serta membuat teks ungkapan memberikan saran dan tawaran sesuai konteks penggunaannya, (B) dengan rasa ingin tahu, percaya diri, kerja keras, tanggung jawab, bersikap bersahabat, komunikatif dan kolaboratif selama proses pembelajaran (D).

D. MATERI PEMBELAJARAN

- Fungsi Sosial
 - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan

- Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

E. PENDEKATAN, METODE, DAN MODEL PEMBELAJARAN

1. Pendekatan : Saintifik
2. Model : *Discovery learning*
3. Metode : *Teacher-led instruction*

F. MEDIA/ ALAT DAN SUMBER BELAJAR

MEDIA	ALAT
• Slide Prezi	• Laptop/Computer
• Video Pembelajaran	• LCD
• Mnemosyne	• Papan Tulis
	• Buku Paket
	• Buku Tulis
	• Alat Tulis

SUMBER
• Fipera. 2020. Modul Pembelajaran SMA Bahasa Inggris Kelas XI. Bogor: Direktorat SMA, Jendral PAUD, DIKDAS dan DIKMEN.
• Tim Penulis. 2017. Bahasa Inggris Kelas XI SMA/MA/SMK/MAK. Jakarta: Kemendikbud RI.
• Tim Penulis. 2017. Buku Guru Bahasa Inggris Kelas XI SMA/MA/SMK/MAK. Jakarta: Kemendikbud RI.
• Video Pembelajaran Expressions of Offers and Suggestions in Dialogs – YouTube
• Sumber lain yang relevan

G. LANGKAH-LANGKAH PEMBELAJARAN *EXPERIMENTAL CLASS*

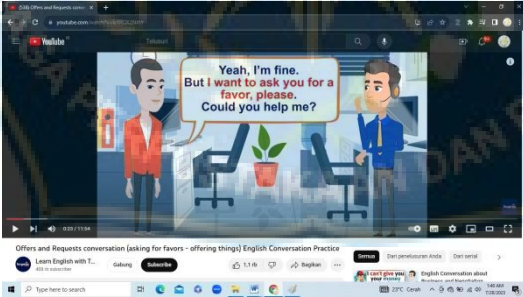
PERTEMUAN 1

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
<p>PENDAHULUAN</p>	<ol style="list-style-type: none"> 1) Memberi salam kepada peserta didik 2) Menginstruksikan peserta didik untuk berdoa 3) Mengecek kehadiran peserta didik 4) Brainstorming: menanyakan pertanyaan terkait materi: <ul style="list-style-type: none"> - What is suggestion? - Have you ever given any suggestion? - Have you ever received any suggestion? 5) Menanyakan atau mereview materi yang sudah diajarkan di kelas 10 6) Menjelaskan tujuan pembelajaran 	<p>PPK (Religius)</p> <p>PPK (Kedisiplinan)</p> <p>4C <i>(Communication)</i></p>	<p>10 Menit</p>
<p>INTI</p>	<p>STIMULASI</p> <ol style="list-style-type: none"> 1) Pendidik memutar video menggunakan laptop dan proyektor kepada peserta didik untuk menonton tayangan video dialog mengenai suggestion 2) https://www.youtube.com/watch?v=S7532uo3Z3Y  <ol style="list-style-type: none"> 3) Pendidik memberikan informasi singkat tentang suggestion dalam bentuk <i>slide prezi</i>. <p>IDENTIFIKASI MASALAH</p> <ol style="list-style-type: none"> 4) Peserta didik diberikan sebuah dialog terkait ungkapan memberikan dan merespon saran 5) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan berdiskusi untuk 	<p>4C</p>	<p>70 Menit</p>

	<p>mengidentifikasi ungkapan-ungkapan dan kosa kata baru yang ada dalam dialog</p> <p>PENGUMPULAN DATA</p> <p>6) Peserta didik membaca dialog yang telah dibagikan</p> <p>7) Peserta didik mengidentifikasi beberapa ungkapan memberikan dan merespon saran</p> <p>8) Peserta didik mengidentifikasi beberapa kosa kata baru dari dialog yang telah dibagikan</p> <p>PENGOLAHAN DATA</p> <p>9) Peserta didik mengolah informasi dari teks dialog yang telah diberikan terkait ungkapan memberikan dan merespon saran</p> <p>10) Peserta didik mengumpulkan hasil identifikasi mereka terkait ungkapan memberikan dan merespon saran serta daftar kosa kata baru yang ada dalam dialog</p> <p>11) Peserta didik melakukan latihan <i>cards</i> melalui Mnemosyne</p> <p>PEMERIKSAAN DATA</p> <p>12) Peserta didik mempresentasikan hasil dari mengidentifikasi sebuah dialog</p> <p>13) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>PENARIKAN KESIMPULAN</p> <p>14) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil dari mengidentifikasi dialog terkait ungkapan memberikan saran</p>	<p><i>(Communication)</i></p> <p><i>Literasi</i></p> <p>4C</p> <p><i>(Critical Thinking)</i></p> <p>4C</p> <p><i>(Collaboration)</i></p> <p>4C</p> <p><i>(Critical Thinking)</i></p> <p>PPK (Kejujuran)</p> <p>4C</p> <p><i>(Communication)</i></p> <p>4C</p> <p><i>(Collaboration)</i></p>	
<p>PENUTUP</p>	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <p>1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran</p> <p>2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran</p> <p>3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya</p> <p>4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup</p>	<p>4C (Creating)</p> <p>4C</p> <p><i>(Communication)</i></p> <p>PPK (Religius)</p>	<p>10 Menit</p>

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PERTEMUAN 2

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
<p>PENDAHULUAN</p>	<ol style="list-style-type: none"> 1) Memberi salam kepada peserta didik 2) Menginstruksikan peserta didik untuk berdoa 3) Mengecek kehadiran peserta didik 4) Brainstorming: menanyakan pertanyaan terkait materi: <ul style="list-style-type: none"> - What is offer? - Have you ever given any offer? - Have you ever received any offer? 5) Menanyakan atau mereview materi pada pertemuan sebelumnya 6) Menjelaskan tujuan pembelajaran 	<p>PPK (Religius) PPK (Kedisiplinan)</p> <p>4C <i>(Communication)</i></p>	<p>10 Menit</p>
<p>INTI</p>	<p>STIMULASI</p> <ol style="list-style-type: none"> 1) Pendidik memutar video menggunakan laptop dan proyektor kepada peserta didik untuk menonton tayangan video dialog mengenai offer 2) https://www.youtube.com/watch?v=lsYPOX2NIhY  <ol style="list-style-type: none"> 3) Pendidik memberikan informasi singkat tentang offer dalam bentuk <i>slide prezi</i>. <p>IDENTIFIKASI MASALAH</p> <ol style="list-style-type: none"> 4) Peserta didik diberikan sebuah dialog terkait ungkapan memberikan dan merespon tawaran 5) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan berdiskusi untuk mengidentifikasi ungkapan-ungkapan dan kosa 	<p>4C <i>(Communication)</i></p>	<p>70 Menit</p>

	<p>kata baru yang ada dalam dialog</p> <p>PENGUMPULAN DATA</p> <p>6) Peserta didik membaca dialog yang telah dibagikan</p> <p>7) Peserta didik mengidentifikasi beberapa ungkapan memberikan dan merespon tawaran</p> <p>8) Peserta didik mengolah informasi dari teks dialog yang telah diberikan terkait ungkapan memberikan dan merespon tawaran</p> <p>PENGOLAHAN DATA</p> <p>9) Peserta didik mengolah informasi dari teks dialog yang telah diberikan terkait ungkapan memberikan dan merespon tawaran</p> <p>10) Peserta didik mengumpulkan hasil identifikasi mereka terkait ungkapan memberikan dan merespon saran serta daftar kosa kata baru yang ada dalam dialog</p> <p>11) Peserta didik melakukan latihan <i>cards</i> melalui Mnemosyne</p> <p>PEMERIKSAAN DATA</p> <p>12) Peserta didik mempresentasikan hasil dari mengidentifikasi sebuah dialog</p> <p>13) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>PENARIKAN KESIMPULAN</p> <p>14) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil dari mengidentifikasi dialog terkait ungkapan memberikan tawaran</p>	<p>4C (Critical Thinking)</p> <p>4C (Collaboration)</p> <p>4C (Critical Thinking)</p> <p>PPK (Kejujuran)</p> <p>4C (Communication)</p> <p>4C (Collaboration)</p>	
<p>PENUTUP</p>	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <p>1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran</p> <p>2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran</p> <p>3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya</p> <p>4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup</p>	<p>4C (Creating)</p> <p>4C (Communication)</p> <p>PPK (Religius)</p>	<p>10 Menit</p>

PERTEMUAN 3

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
PENDAHULUAN	<ol style="list-style-type: none"> 1) Memberi salam kepada peserta didik 2) Menginstruksikan peserta didik untuk berdoa 3) Mengecek kehadiran peserta didik 4) Pendidik memberikan apersepsi dan motivasi 5) Menanyakan atau mereview materi pada pertemuan sebelumnya 6) Menjelaskan tujuan pembelajaran 	<p>PPK (Religius) PPK (Kedisiplinan)</p> <p>4C (Communication)</p>	10 Menit
INTI	<p>STIMULASI</p> <ol style="list-style-type: none"> 1) Peserta didik melihat dan mengamati beberapa ungkapan memberikan saran dan tawaran 2) Pendidik memberikan informasi singkat tentang offer dalam bentuk <i>slide prezi</i>. <p>IDENTIFIKASI MASALAH</p> <ol style="list-style-type: none"> 3) Pendidik meminta peserta didik untuk mencocokkan 30 kata dan artinya dengan <i>Mnemosyne software</i> 4) Pendidik memainkan permainan pencocokkan kata pada layar 5) Pendidik diberikan berbagai ungkapan memberikan saran dan tawaran 6) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan berdiskusi untuk memahami ungkapan memberikan saran dan tawaran <p>PENGUMPULAN DATA</p> <ol style="list-style-type: none"> 7) Peserta didik membaca beberapa ungkapan yang telah dibagikan 8) Peserta didik mengidentifikasi perbedaan dari tiap ungkapan <p>PENGOLAHAN DATA</p> <ol style="list-style-type: none"> 9) Peserta didik mengolah informasi dari ungkapan yang telah diberikan terkait saran dan tawaran 10) Peserta didik mengumpulkan hasil analisis mereka terkait perbedaan ungkapan memberikan saran dan tawaran 	<p><i>Literasi</i></p> <p>4C (Communication)</p> <p>4C (Critical Thinking) 4C (Collaboration)</p> <p>4C (Critical Thinking) PPK (Kejujuran)</p>	70 Menit

	<p>11) Peserta didik melakukan latihan <i>cards</i> melalui Mnemosyne</p> <p>PEMERIKSAAN DATA</p> <p>12) Peserta didik mempresentasikan hasil dari menganalisis perbedaan ungkapan memberikan saran dan tawaran</p> <p>13) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>PENARIKAN KESIMPULAN</p> <p>14) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil dari pekerjaannya.</p>	<p>4C <i>(Communication)</i></p> <p>4C <i>(Collaboration)</i></p>	
PENUTUP	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <ol style="list-style-type: none"> 1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran 2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran 3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya 4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup 	<p>4C (Creating)</p> <p>4C <i>(Communication)</i></p> <p>PPK (Religius)</p>	10 Menit

PERTEMUAN 4

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
PENDAHULUAN	<ol style="list-style-type: none"> 1) Memberi salam kepada peserta didik 2) Menginstruksikan peserta didik untuk berdoa 3) Mengecek kehadiran peserta didik 4) Pendidik memberikan apersepsi dan motivasi 5) Menanyakan atau mereview materi pada pertemuan sebelumnya 6) Menjelaskan tujuan pembelajaran 	<p>PPK (Religius) PPK (Kedisiplinan)</p> <p>4C (Communication)</p>	10 Menit
INTI	<p>STIMULASI</p> <ol style="list-style-type: none"> 1) Peserta didik melihat dan mengamati video dialog terkait saran dan tawaran 2) Peserta didik mengamati ungkapan memberikan saran dan tawaran beserta responnya <p>IDENTIFIKASI MASALAH</p> <ol style="list-style-type: none"> 3) Peserta didik diberikan sebuah dialog terkait ungkapan memberikan saran dan tawaran 4) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan untuk menerapkan struktur, unsur-unsur kebahasaan ungkapan saran dan tawaran pada sebuah dialog <p>PENGUMPULAN DATA</p> <ol style="list-style-type: none"> 5) Peserta didik membaca dialog yang telah dibagikan 6) Peserta didik menerapkan struktur dan unsur-unsur kebahasaan ungkapan memberikan saran dan tawaran pada sebuah dialog <p>PENGOLAHAN DATA</p> <ol style="list-style-type: none"> 7) Peserta didik menyusun sebuah dialog memberikan saran dan tawaran dengan menggunakan beberapa ungkapan yang ada <p>PEMERIKSAAN DATA</p> <ol style="list-style-type: none"> 8) Peserta didik mempraktekkan dialog yang 	<p><i>Literasi</i></p> <p>PPK (Kedisiplinan)</p> <p>4C (Communication)</p> <p>4C (Critical Thinking)</p> <p>4C (Collaboration)</p> <p>PPK (Kejujuran)</p> <p>4C (Communication)</p>	70 Menit

	<p>telah dibuat dengan intonasi yang tepat</p> <p>9) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>10) Peserta didik melakukan latihan <i>cards</i> melalui Mnemosyne</p> <p>PENARIKAN KESIMPULAN</p> <p>11) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil penerapan struktur dan unsur dari ungkapan memberikan saran dan tawaran.</p>	<p>4C <i>(Collaboration)</i></p>	
PENUTUP	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <ol style="list-style-type: none"> 1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran 2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran 3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya 4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup 	<p>4C (Creating)</p> <p>4C <i>(Communication)</i></p> <p>PPK (Religius)</p>	10 Menit

H. PENILAIAN

1. KOMPETENSI SIKAP SPIRITUAL DAN SOSIAL

- a. Teknik penilaian : Observasi/ pengamatan
- b. Bentuk : Catatan hasil observasi
- c. Instrumen : Jurnal

2. KOMPETENSI PENGETAHUAN

- a. Teknik penilaian : Tes tulis dan tes penugasan
- b. Bentuk penilaian : Tugas individu dan tugas kelompok.
- c. Instrumen penilaian : Lembar kerja.

3. KOMPETENSI KETERAMPILAN

- a. Teknik penilaian : Tes tulis dan Performance
- b. Bentuk penilaian : Tugas individu dan unjuk kerja (berdialog)
- c. Instrumen penilaian : Lembar kerja.

4. REMEDIAL

- a. Pembelajaran remedial dilakukan bagi Peserta didik yang capaian KD nya belum tuntas
- b. Tahapan pembelajaran remedial dilaksanakan melalui beberapa pilihan antara lain pembelajaran ulang, tutor sebaya, penugasan dan diakhiri dengan tes.

5. PENGAYAAN

Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:

- b. Peserta didik yang mencapai nilai diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.
- c. Peserta didik yang mencapai nilai ketuntasan, diberikan tugas untuk mengerjakan soal-soal dengan tingkat kesulitan yang lebih tinggi.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Muhammadiyah 1 Unismuh Makassar
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ Ganjil
Materi pokok	: Suggestion and Offer
Aspek	: Speaking dan Vocabulary
Tahun Pelajaran	: 2023/2024
Alokasi Waktu	: 4 Pekan x 2 Jam Pelajaran @45 menit

A. KOMPETENSI INTI :

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian spesifik dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari apa yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (C3)	3.1.4 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran (C1) 3.1.5 Memahami perbedaan berbagai ungkapan-ungkapan memberi saran dan tawaran (C2) 3.1.6 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan tek interaksi transaksional terkait saran dan tawaran (C3)
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (P2)	4.1.1 Mengidentifikasi kosakata baru dan artinya dalam teks interaksi transaksional terkait saran dan tawaran (P2) 4.1.2 Membuat teks ungkapan memberikan saran dan tawaran sesuai dengan konteks penggunaannya (P3)

C. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan pembelajaran melalui pendekatan *saintifik*, model *discovery learning*, dengan memperhatikan ungkapan memberi saran dan tawaran (C), peserta didik (A) dapat mengidentifikasi dan menerapkan struktur dan unsur kebahasaan teks ungkapan memberikan saran dan tawaran, mengidentifikasi kosakata baru dan artinya serta membuat teks ungkapan memberikan saran dan tawaran sesuai konteks penggunaannya, (B) dengan rasa ingin tahu, percaya diri, kerja keras, tanggung jawab, bersikap bersahabat, komunikatif dan kolaboratif selama proses pembelajaran (D).

D. MATERI PEMBELAJARAN

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan

- Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

E. PENDEKATAN, METODE, DAN MODEL PEMBELAJARAN

1. Pendekatan : Saintifik
2. Model : *Discovery learning*
3. Metode : *Teacher-led instruction*

F. MEDIA/ ALAT DAN SUMBER BELAJAR

MEDIA	ALAT
• Buku Paket	• Buku Paket
	• Buku Tulis
	• Alat Tulis

SUMBER
<ul style="list-style-type: none"> • Fipera. 2020. Modul Pembelajaran SMA Bahasa Inggris Kelas XI. Bogor: Direktorat SMA, Jendral PAUD, DIKDAS dan DIKMEN. • Tim Penulis. 2017. Bahasa Inggris Kelas XI SMA/MA/SMK/MAK. Jakarta: Kemendikbud RI. • Tim Penulis. 2017. Buku Guru Bahasa Inggris Kelas XI SMA/MA/SMK/MAK. Jakarta: Kemendikbud RI. • Sumber lain yang relevan

	<p>PENGUMPULAN DATA</p> <p>6) Peserta didik membaca dialog yang telah dibagikan</p> <p>7) Peserta didik mengidentifikasi beberapa ungkapan memberikan dan merespon saran</p> <p>8) Peserta didik mengidentifikasi beberapa kosa kata baru dari dialog yang telah dibagikan</p> <p>PENGOLAHAN DATA</p> <p>9) Peserta didik mengolah informasi dari teks dialog yang telah diberikan terkait ungkapan memberikan dan merespon saran</p> <p>10) Peserta didik mengumpulkan hasil identifikasi mereka terkait ungkapan memberikan dan merespon saran serta daftar kosa kata baru yang ada dalam dialog</p> <p>PEMERIKSAAN DATA</p> <p>11) Peserta didik mempresentasikan hasil dari mengidentifikasi sebuah dialog</p> <p>12) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>PENARIKAN KESIMPULAN</p> <p>13) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil dari mengidentifikasi dialog terkait ungkapan memberikan saran</p>	<p><i>Literasi</i></p> <p>4C <i>(Critical Thinking)</i></p> <p>4C <i>(Collaboration)</i></p> <p>4C <i>(Critical Thinking)</i></p> <p>PPK (Kejujuran)</p> <p>4C <i>(Communication)</i></p> <p>4C <i>(Collaboration)</i></p>	
<p>PENUTUP</p>	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <p>1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran</p> <p>2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran</p> <p>3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya</p> <p>4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup</p>	<p>4C (Creating)</p> <p>4C <i>(Communication)</i></p> <p>PPK (Religius)</p>	<p>10 Menit</p>

PERTEMUAN 2

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
PENDAHULUAN	7) Memberi salam kepada peserta didik 8) Menginstruksikan peserta didik untuk berdoa 9) Mengecek kehadiran peserta didik 10) Brainstorming: menanyakan pertanyaan terkait materi: <ul style="list-style-type: none"> - What is offer? - Have you ever given any offer? - Have you ever received any offer? 11) Menanyakan atau mereview materi pada pertemuan sebelumnya 12) Menjelaskan tujuan pembelajaran	PPK (Religius) PPK (Kedisiplinan) 4C (Communication)	10 Menit
INTI	STIMULASI 15) Pendidik memutar video menggunakan laptop dan proyektor kepada peserta didik untuk menonton tayangan video dialog mengenai offer 16) https://www.youtube.com/watch?v=lsYPOX2NIhY  17) Pendidik memberikan informasi singkat tentang offer dalam bentuk <i>slide prezi</i> . IDENTIFIKASI MASALAH 18) Peserta didik diberikan sebuah dialog terkait ungkapan memberikan dan merespon tawaran 19) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan berdiskusi untuk mengidentifikasi ungkapan-ungkapan dan kosa kata baru yang ada dalam dialog PENGUMPULAN DATA	4C (Communication)	70 Menit

	<p>20) Peserta didik membaca dialog yang telah dibagikan</p> <p>21) Peserta didik mengidentifikasi beberapa ungkapan memberikan dan merespon tawaran</p> <p>22) Peserta didik mengolah informasi dari teks dialog yang telah diberikan terkait ungkapan memberikan dan merespon tawaran</p> <p>PENGOLAHAN DATA</p> <p>23) Peserta didik mengolah informasi dari teks dialog yang telah diberikan terkait ungkapan memberikan dan merespon tawaran</p> <p>24) Peserta didik mengumpulkan hasil identifikasi mereka terkait ungkapan memberikan dan merespon saran serta daftar kosa kata baru yang ada dalam dialog</p> <p>PEMERIKSAAN DATA</p> <p>25) Peserta didik mempresentasikan hasil dari mengidentifikasi sebuah dialog</p> <p>26) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>PENARIKAN KESIMPULAN</p> <p>27) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil dari mengidentifikasi dialog terkait ungkapan memberikan tawaran</p>	<p>4C (Critical Thinking)</p> <p>4C (Collaboration)</p> <p>4C (Critical Thinking)</p> <p>PPK (Kejujuran)</p> <p>4C (Communication)</p> <p>4C (Collaboration)</p>	
<p>PENUTUP</p>	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <p>5) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran</p> <p>6) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran</p> <p>7) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya</p> <p>8) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup</p>	<p>4C (Creating)</p> <p>4C (Communication)</p> <p>PPK (Religius)</p>	<p>10 Menit</p>

PERTEMUAN 3

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
PENDAHULUAN	<ol style="list-style-type: none"> 1) Memberi salam kepada peserta didik 2) Menginstruksikan peserta didik untuk berdoa 3) Mengecek kehadiran peserta didik 4) Pendidik memberikan apersepsi dan motivasi 5) Menanyakan atau mereview materi pada pertemuan sebelumnya 6) Menjelaskan tujuan pembelajaran 	<p>PPK (Religius) PPK (Kedisiplinan)</p> <p>4C (Communication)</p>	10 Menit
INTI	<p>STIMULASI</p> <ol style="list-style-type: none"> 1) Peserta didik melihat dan mengamati beberapa ungkapan memberikan saran dan tawaran 2) Pendidik memberikan informasi singkat tentang offer. <p>IDENTIFIKASI MASALAH</p> <ol style="list-style-type: none"> 3) Pendidik meminta peserta didik satu per satu maju ke depan kelas untuk mencocokkan kosa kata yang telah ditemukan 4) Pendidik diberikan berbagai ungkapan memberikan saran dan tawaran 5) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan berdiskusi untuk memahami ungkapan memberikan saran dan tawaran <p>PENGUMPULAN DATA</p> <ol style="list-style-type: none"> 6) Peserta didik membaca beberapa ungkapan yang telah dibagikan 7) Peserta didik mengidentifikasi perbedaan dari tiap ungkapan <p>PENGOLAHAN DATA</p> <ol style="list-style-type: none"> 8) Peserta didik mengolah informasi dari ungkapan yang telah diberikan terkait saran dan tawaran 9) Peserta didik mengumpulkan hasil analisis mereka terkait perbedaan ungkapan memberikan saran dan tawaran <p>PEMERIKSAAN DATA</p>	<p>Literasi</p> <p>4C (Communication)</p> <p>4C (Critical Thinking)</p> <p>4C (Collaboration)</p> <p>4C (Critical Thinking) PPK (Kejujuran)</p>	70 Menit

	<p>10) Peserta didik mempresentasikan hasil dari menganalisis perbedaan ungkapan memberikan saran dan tawaran</p> <p>11) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya.</p> <p>PENARIKAN KESIMPULAN</p> <p>12) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil dari pekerjaannya.</p>	<p>4C <i>(Communication)</i></p> <p>4C <i>(Collaboration)</i></p>	
PENUTUP	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <p>1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran</p> <p>2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran</p> <p>3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya</p> <p>4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup</p>	<p>4C (Creating)</p> <p>4C <i>(Communication)</i></p> <p>PPK (Religius)</p>	10 Menit

PERTEMUAN 4

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Alokasi Waktu
PENDAHULUAN	<ol style="list-style-type: none"> 1) Memberi salam kepada peserta didik 2) Menginstruksikan peserta didik untuk berdoa 3) Mengecek kehadiran peserta didik 4) Pendidik memberikan apersepsi dan motivasi 5) Menanyakan atau mereview materi pada pertemuan sebelumnya 6) Menjelaskan tujuan pembelajaran 	<p>PPK (Religius)</p> <p>PPK (Kedisiplinan)</p> <p>4C (Communication)</p>	10 Menit
INTI	<p>STIMULASI</p> <ol style="list-style-type: none"> 1) Peserta didik melihat dan mengamati video dialog terkait saran dan tawaran 2) Peserta didik mengamati ungkapan memberikan saran dan tawaran beserta responnya <p>IDENTIFIKASI MASALAH</p> <ol style="list-style-type: none"> 3) Peserta didik diberikan sebuah dialog terkait ungkapan memberikan saran dan tawaran 4) Peserta didik menyimak arahan pendidik sebelum memulai kegiatan untuk menerapkan struktur, unsur-unsur kebahasaan ungkapan saran dan tawaran pada sebuah dialog <p>PENGUMPULAN DATA</p> <ol style="list-style-type: none"> 5) Peserta didik membaca dialog yang telah dibagikan 6) Peserta didik menerapkan struktur dan unsur-unsur kebahasaan ungkapan memberikan saran dan tawaran pada sebuah dialog <p>PENGOLAHAN DATA</p> <ol style="list-style-type: none"> 7) Peserta didik menyusun sebuah dialog memberikan saran dan tawaran dengan menggunakan beberapa ungkapan yang ada <p>PEMERIKSAAN DATA</p> <ol style="list-style-type: none"> 8) Peserta didik mempraktekkan dialog yang telah dibuat dengan intonasi yang tepat 9) Peserta didik saling bertanya jawab mengenai hasil pekerjaannya. 	<p><i>Literasi</i></p> <p>PPK (Kedisiplinan)</p> <p>4C (Communication)</p> <p>4C (Critical Thinking)</p> <p>4C (Collaboration)</p> <p>PPK (Kejujuran)</p> <p>4C (Communication)</p>	70 Menit

	<p>PENARIKAN KESIMPULAN</p> <p>10) Dengan bimbingan dan arahan pendidik, peserta didik menyimpulkan hasil penerapan struktur dan unsur dari ungkapan memberikan saran dan tawaran.</p>	<p>4C <i>(Collaboration)</i></p>	
PENUTUP	<p>KEGIATAN YANG PENDIDIK BERSAMA PESERTA DIDIK YAITU:</p> <p>1) Pendidik memberikan <i>reward</i> kepada peserta didik yang telah berperan aktif selama pembelajaran</p> <p>2) Pendidik mengajak peserta didik untuk merefleksikan dan menyimpulkan pembelajaran</p> <p>3) Pendidik menginformasikan tentang kegiatan rencana pembelajaran untuk pertemuan berikutnya</p> <p>4) Pendidik menginstruksikan peserta didik untuk berdoa dan salam penutup</p>	<p>4C (Creating)</p> <p>4C <i>(Communication)</i></p> <p>PPK (Religius)</p>	10 Menit

A. PENILAIAN

1. KOMPETENSI SIKAP SPIRITUAL DAN SOSIAL

- a. Teknik penilaian : Observasi/ pengamatan
- b. Bentuk : Catatan hasil observasi
- c. Instrumen : Jurnal

2. KOMPETENSI PENGETAHUAN

- a. Teknik penilaian : Tes tulis dan tes penugasan
- b. Bentuk penilaian : Tugas individu dan tugas kelompok.
- c. Instrumen penilaian : Lembar kerja.

3. KOMPETENSI KETERAMPILAN

- a. Teknik penilaian : Tes tulis dan Performance
- b. Bentuk penilaian : Tugas individu dan unjuk kerja (berdialog)
- c. Instrumen penilaian : Lembar kerja.

4. REMEDIAL

- a. Pembelajaran remedial dilakukan bagi Peserta didik yang capaian KD nya belum tuntas
- b. Tahapan pembelajaran remedial dilaksanakan melalui beberapa pilihan antara lain pembelajaran ulang, tutor sebaya, penugasan dan diakhiri dengan tes.

5. PENGAYAAN

Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:

- a. Peserta didik yang mencapai nilai diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.
- b. Peserta didik yang mencapai nilai ketuntasan, diberikan tugas untuk mengerjakan soal-soal dengan tingkat kesulitan yang lebih tinggi.



APPENDIX 3

THE SCORE OF PRE-TEST & POST-TEST

The Row Score of Students' Pre-Test and Post-Test

No.	Name	Experimental Class	
		Pre-Test	Post-Test
1.	A	63	77
2.	AFA	54	70
3.	ADL	67	87
4.	AGM	54	83
5.	ANZ	60	87
6.	AA	63	83
7.	ANA	63	83
8.	AY	50	70
9.	AKS	60	70
10.	APN	63	83
11.	FNR	57	80
12.	MI	60	80
13.	MFU	54	63
14.	MFH	50	63
15.	MHA	50	83
16.	NF	63	90
17.	NM	47	63
18.	RA	63	87
19.	RAA	54	73
20.	SZF	54	70

No.	Name	Control Class	
		Pre-Test	Post-Test
1.	AR	50	50
2.	AM	47	50
3.	ARW	57	97
4.	AMP	44	50
5.	AAN	50	93
6.	ASA	60	93

7.	ARY	54	81
8.	FR	47	83
9.	FQP	63	90
10.	FAZ	54	54
11.	MR	47	44
12.	MZF	47	54
13.	MFA	50	70
14.	MYI	40	44
15.	RM	57	47
16.	SM	63	97
17.	SAP	50	44
18.	NAR	63	97
19.	MFR	50	50
20.	CAA	47	87



APPENDIX 4
ANALYSIS SPSS

QUANTITATIVE ANALYSIS OF THE STUDENTS' SCORE IN PRE-TEST AND POST-TEST

Score of Experiment Class Score in Pre-test

Experiment Class Score in Pre-test

		Frequency	Percent	Valid Percent
Valid	0-49	1	5.0	5.0
	50-59	9	45.0	45.0
	60-74	10	50.0	50.0
	Total	20	100.0	100.0

Score of Experiment Class Score in Post-test

Experiment Class Score in Post-test

		Frequency	Percent	Valid Percent
Valid	60-74	8	40.0	40.0
	75-89	11	55.0	55.0
	90-100	1	5.0	5.0
	Total	20	100.0	100.0

Score of Control Class Score in Pre-test

Control Class Score in Pre-test

		Frequency	Percent	Valid Percent
Valid	0-49	7	35.0	35.0
	50-59	9	45.0	45.0
	60-74	4	20.0	20.0
	Total	20	100.0	100.0

Score of Control Class Score in Post –test

Control Class Score in Post-test

		Frequency	Percent	Valid Percent
Valid	0-49	4	20.0	20.0
	50-59	6	30.0	30.0
	60-74	1	5.0	5.0
	75-89	3	15.0	15.0
	90-100	6	30.0	30.0
	Total	20	100.0	100.0

The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-test and Post-test

Descriptive Statistics

	N	Mean	Std. Deviation
Experimental Class (Pre-Test)	20	57.45	5.763
Experimental Class (Post-Test)	20	77.25	8.783
Control Class (Pre-Test)	20	52.00	6.641
Control Class (Post-Test)	20	68.75	21.596
Valid N (listwise)	20		

T-Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	-38.353	31.081		-1.234	.233
	X	2.060	.593	.633	3.472	.003

a. Dependent Variable: Y

T-Table Distribution

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181

APPENDIX 5

Supporting Documents



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

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp. (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 : Husnia Mulnidar
Nim : 105351106019
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	9 %	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, 26 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nursina S. Husni, L.L.
NB.M. 964501



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

Jalan Sardinia, Mandi Lina, 229 Makassar
Telp: 0411-424047/0411-3153215
Email: prodi@sk.unismuh.ac.id
Rcs: sk.unismuh.ac.id
Website: <http://www.unismuh.ac.id>

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Husnia Mulhidar
NIM : 105351106019

Judul Penelitian : Investigating The Effect Between Computer-Assisted Language Learning (Call) And Teacher-Led Instruction Method On Students' Vocabulary Improvement

Tanggal Ujian Proposal : 11 Juli 2023

Tempat/lokasi Penelitian : SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 24 Juli 2023	Pelaksanaan penelitian (Pre-Test)	Siti Muhajirah, S.Pd.	
2	Selasa, 25 Juli 2023	Pelaksanaan penelitian (Pre-Test)	Siti Muhajirah, S.Pd.	
3	Senin, 31 Juli 2023	Pelaksanaan penelitian	Siti Muhajirah, S.Pd.	
4	Selasa, 1 Agustus 2023	Pelaksanaan penelitian	Siti Muhajirah, S.Pd.	
5	Senin, 7 Agustus 2023	Pelaksanaan penelitian	Siti Muhajirah, S.Pd.	
6	Selasa, 8 Agustus 2023	Pelaksanaan penelitian	Siti Muhajirah, S.Pd.	



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KECURUKAN DAN ILMU PENDIDIKAN
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Telp : 0411 588711937
Email : prodi@unmah.ac.id
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7	Senin, 14 Agustus 2023	Pelaksanaan penelitian	Siti Mubajirah, S.Pd.	
8	Selasa, 15 Agustus 2023	Pelaksanaan penelitian	Siti Mubajirah, S.Pd.	
9	Senin, 21 Agustus 2023	Pelaksanaan penelitian (Post-Test)	Siti Mubajirah, S.Pd.	
10	Selasa, 22 Agustus 2023	Pelaksanaan penelitian (Post-Test)	Siti Mubajirah, S.Pd.	

Makassar, 24 Agustus 2023

Mengantar

Ketua Program Studi,
FKIP Umatnuh Makassar

Dr. Umyati Khaerun Syam, S.Pd., M.Pd.
NBM. 977.807

Wakil Kepala STTA Muhammadiyah 1
Unsrata Makassar

Umyati Khaerun Syam, S.Pd., M.Pd.
NBNT. 1587.898





MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL
Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935
Email: smichi703@gmail.com Website: <https://smamuhammadiyah1unismuhmksr.sch.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN

Nomor : 051/SKP/SMA Muh. 1-UM/VIII/2023

Assalamu 'alaikum Warahamtullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama : Nur Ahmad, S.Pd.
Jabatan : Wakasek Kesiswaan
Unit Organisasi : SMA Muhammadiyah 1 Unismuh Makassar
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama : Husnia Mulnidar
No. Stambuk : 10535 1106019
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada 19 Juli sampai dengan 24 Agustus 2023 dalam rangka penulisan skripsi dengan judul :

“Investigating The Effect Between Computer-Assited Language Learning (Call) And Teacher-Led Instruction Method On Students Vocabulary.”

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.
Jazakumullah Khaeran Katsiraan.

Wassalamu 'alaikum Warahmatullahi Wabaraktuh

Makassar, 25 Agustus 2023
Wakasek Kesiswaan,



Nur Ahmad, S.Pd.
NIP. 1298089



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
 UNIVERSITAS NEGERI MAKASSAR (UNM)
 FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM
 PROGRAM STUDI STATISTIKA
 LABORATORIUM STATISTIKA
PUSAT ANALISIS DATA

Alamat : Kampus UNM Parangtambung, Jalan Daeng Tata Makassar
 Laman : <http://statistika.fmipa.unm.ac.id/pusat-analisis-data/>

SURAT KETERANGAN

No. 007/LABKOM_STAT/PAD/VIII/2023

Yang bertanda tangan di bawah ini menerangkan bahwa:

Nama : Husnia Mulnidar
 NIM : 105351106019
 Jurusan : English Education Department
 Fakultas : Faculty of Teacher Training and Education
 Universitas : Muhammadiyah University of Makassar
 Judul Penelitian :

**“INVESTIGATING THE EFFECT BETWEEN COMPUTER-ASSISTED LANGUAGE
 LEARNING (CALL) AND TEACHER-LED INSTRUCTION METHOD ON STUDENTS’
 VOCABULARY IMPROVEMENT**

**(Quasi-Experimental Research at Eleventh Grade of SMA Muhammadiyah 1 Unismuh
 Makassar)”**

Telah menggunakan jasa pengolahan data di **Pusat Analisis Data Prodi Statistika FMIPA UNM**
 dengan metode **“Uji Validitas dan Reliabilitas”** pada tanggal **24 Agustus 2023**. *(hasil olah data
 terlampir)*

Makassar, 24 Agustus 2023
 Kepala Laboratorium Statistika

Zulkafli Rais, S.Pd., M.Si
 NIP. 19890922 201903 1 008



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
 UNIVERSITAS NEGERI MAKASSAR (UNM)
 FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM
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 LABORATORIUM STATISTIKA
PUSAT ANALISIS DATA

Alamat : Kampus UNM Parangtambung, Jalan Daeng Tata Makassar
 Laman : <http://statistika.fmipa.unm.ac.id/pusat-analisis-data/>

Lampiran No: 007/LABKOM_STAT/PAD/VIII/2023

Uji Validitas

No	Item	Pearson Correlation	Sig. (2-tailed)	Ket.
1	P1	.521*	0,019	Valid
2	P2	.482*	0,031	Valid
3	P3	.521*	0,019	Valid
4	P4	.526*	0,017	Valid
5	P5	.486*	0,030	Valid
6	P6	.459*	0,042	Valid
7	P7	.463*	0,040	Valid
8	P8	.501*	0,024	Valid
9	P9	.522*	0,018	Valid
10	P10	.456*	0,043	Valid
11	P11	.452*	0,046	Valid
12	P12	.495*	0,026	Valid
13	P13	.463*	0,040	Valid
14	P14	.492*	0,028	Valid
15	P15	.482*	0,031	Valid
16	P16	.486*	0,030	Valid
17	P17	.494*	0,027	Valid
18	P18	.456*	0,043	Valid
19	P19	.559*	0,010	Valid
20	P20	.500*	0,025	Valid
21	P21	.493*	0,027	Valid
22	P22	.490*	0,028	Valid
23	P23	.506*	0,023	Valid
24	P24	.521*	0,019	Valid
25	P25	.486*	0,030	Valid
26	P26	.526*	0,017	Valid
27	P27	.495*	0,026	Valid
28	P28	.475*	0,034	Valid
29	P29	.459*	0,042	Valid
30	P30	.490*	0,028	Valid

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).





KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI MAKASSAR (UNM)
FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM
PROGRAM STUDI STATISTIKA
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PUSAT ANALISIS DATA

Alamat : Kampus UNM Parangtambung, Jalan Daeng Tata Makassar

Laman : <http://statistika.fimipa.unm.ac.id/pusat-analisis-data/>

Uji Reliabilitas

Reliability Statistics

Cronbach's	
Alpha	N of Items
.890	30

Makassar, 24 Agustus 2023

Kepala Laboratorium Statistika

Zulkhairi Rais, S.Pd., M.Si

NIP. 19890922 201903 1 008



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Nomor : 14079/FKIP/A.4-II/VII/1444/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M 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 : Husnia Mulnidar
 Stambuk : 105351106019
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : Palopo / 13-06-2001
 Alamat : Jl. Toddopuli 5 No. 44, Makassar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Investigating the Effect between Computer-Assisted Language Learning (CALL) and Teacher-Led Instruction Method on Students' Vocabulary Improvement

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
 11 Juli 2023 M

Dekan



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



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

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Nomor : 1933/05/C.4-VIII/VII/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

27 Dzulhijjah 1444 H
15 July 2023 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMA 1 Muhammadiyah Unismuh Makassar
di -
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14079/FKIP/A.4-II/VII/1444/2023 tanggal 11 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **HUSNIA MULNIDAR**
No. Stambuk : **10535 1106019**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

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

"INVESTIGATING THE EFFECT BETWEEN COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) AND TEACHERD-LED INSTRUCTION METHOD ON STUDENTS VOCABULARY"

Yang akan dilaksanakan dari tanggal 19 Juli 2023 s/d 19 September 2023.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NPM 101 7716



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LETTER OF ACCEPTANCE

0843/BG-FKIP/LOA/B/IX/1445/2023

Dear HUSNIA MULNIDAR

It is our pleasure to inform you that, after reviewing your paper:
**INVESTIGATING THE EFFECT BETWEEN COMPUTER-ASSISTED
LANGUAGE LEARNING (CALL) AND TEACHER-LED INSTRUCTION
METHOD ON STUDENTS' VOCABULARY IMPROVEMENT**

The manuscript ID: 1097

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 **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2418. 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 jcie@bg.unismuhmakassar.ac.id

Makassar, 8 September 2023 M
22 Shafar 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



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

CURRICULUM VITAE



Husnia Mulnidar is the first child of Mr. Mulyadi Muhammadong.,S.Sos. and Alm. Mrs. Hasnidar. She was born on June 13rd 2001 in Palopo, South Sulawesi. She started her study at TK Dharmawanita Liu and graduated in 2007 In the same year, she continued her study at SDN 242 Bila and graduated in 2013. Then, she continued her study at SMPN 2 Sabbangparu and graduated in 2016. In 2016 year, she continued her study at SMAN 3 Wajo and graduated in 2019. She was accepted as a student of English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar in 2019.

