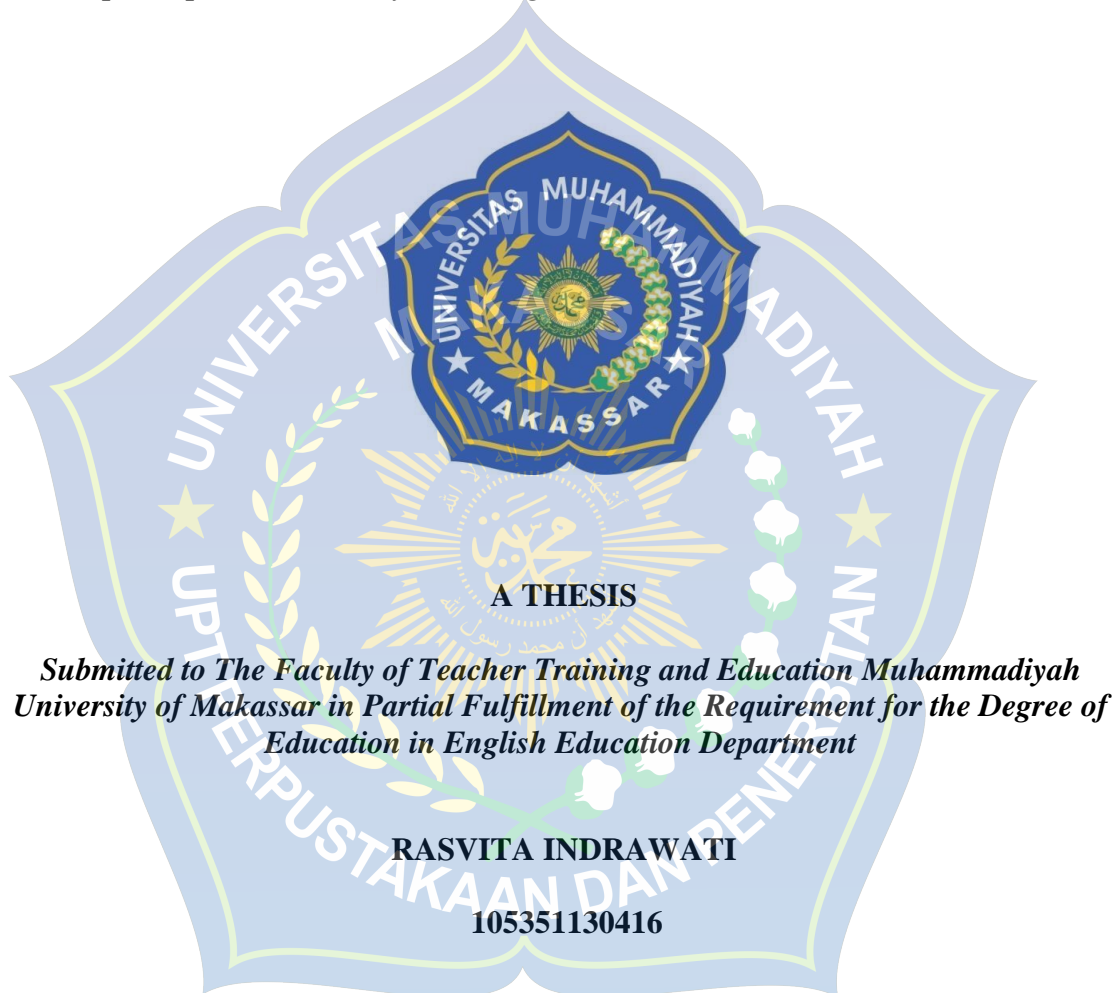


**IMPROVING THE STUDENTS' VOCABULARY THROUGH THE
MINDSCAPE METHOD AT THE TENTH GRADE STUDENTS AT SMKN 6
BULUKUMBA**

(a pre-experimental study at tenth-grade students at SMKN 6 Bulukumba)



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

2022



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

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

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Dengan ini menyatakan perjanjian sebagai berikut:

- 1) Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.
- 2) Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
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Rasvita Indrawati

MOTTO

It's okay to fall, it's okay to get hurt. All you have to do is get back up and running.

(Kim Namjoon)

**“Tujuan tidak selalu bisa tercapai, tetapi memiliki hati yang percaya bahwa
suatu hari kau akan mencapai tujuanmu adalah hal yang penting”**



ABSTRACT

Rasvita Indrawati. 2022. Improving the Students' Vocabulary through the Mindscape Method at the Tenth Grade Students at SMKN 6 Bulukumba (*A Pre-Experimental Study at Tenth-Grade Students at SMKN 6 Bulukumba*) a thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Supervised by Muhammad Arief Paturusi and Ratu Yulianti Natsir.

This research aims to determine the effectiveness of using the mindscape method to improve students' vocabulary in the tenth grade of SMK Negeri 6 Bulukumba.

The researcher used a pre experimental research. This research consisted of six meetings include treatment with one group pre-test and post-test design. The sample was taking by purposive sampling technique and the total number of sample was 15 students in class X.B automotive.

The researcher findings indicated that mindscape method was effective to improve students' vocabulary. The result of the data indicated that, there was difference between students' pre-test and post-test. The mean score of post-test (66.66) was higher than the mean score of pre-test (39.33). From t-test, the researcher found that, the value of t-test (13.252) was higher than t-table (1.761) at the level of significance 0.05 with degree of freedom (df) =14. Result shows that t-test value for the final score of students reading comprehension was (13.252>1.761). It means that there was significant difference between vocabulary skills before and after using mindscape method. It also said that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) was accepted. Based on the finding and discussion of the research, the researcher conclude that, mindscape method was effective in improving the student's vocabulary.

Keywords : *Vocabulary, Mindscape Method, pre-experimental*

ABSTRAK

Rasvita Indrawati. 2022. Meningkatkan Kosakata Siswa Melalui Metode Mindscape Dikelas Sepuluh Smkn 6 Bulukumba (Studi Pra-Eksperimental Pada Kelas Sepuluh Smkn 6bulukumba) Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, Dibimbing Oleh Muhammad Arief Paturusi Dan Ratu Yulianti Natsir.

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode mindscape untuk meningkatkan kosakata siswa kelas sepuluh SMKN 6 Bulukumba.

Peneliti menggunakan penelitian pra eksperimen. Penelitian ini terdiri dari enam pertemuan meliputi treatment dengan one group pre-test and post-test design. Pengambilan sampel dengan teknik purposive sampling dan jumlah sampel sebanyak 10 siswa kelas X.B otomotif.

Hasil peneliti ini menunjukkan bahwa teknik metode mindscape efektif untuk meningkatkan kosakata siswa. Hasil data menunjukkan bahwa, ada perbedaan Antara pre-test dan post-test siswa. Nilai rata-rata post-test (59.25) lebih tinggi dari nilai rata-rata pre-test (37.77). Dari uji-t, peneliti menemukan bahwa, nilai uji-t (7.263) lebih tinggi dari t-tabel (1.705) pada taraf signifikansi 0,05 dengan derajat bebas (df) =26. Hasil penelitian menunjukkan bahwa nilai t-test untuk skor akhir pemahaman bacaan siswa adalah (7.263>1.705). Artinya ada perbedaan yang signifikan Antara kemampuan kosakata siswa sebelum dan sesudah menggunakan metode mindscape. Dikatakan pula bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Berdasarkan temuan dan pembahasan penelitian, peneliti menyimpulkan bahwa metode mindscape efektif dalam meningkatkan kemampuan kosakata siswa.

Kata Kunci : Kosakata, Metode Mindscape, Pra-Eksperimen

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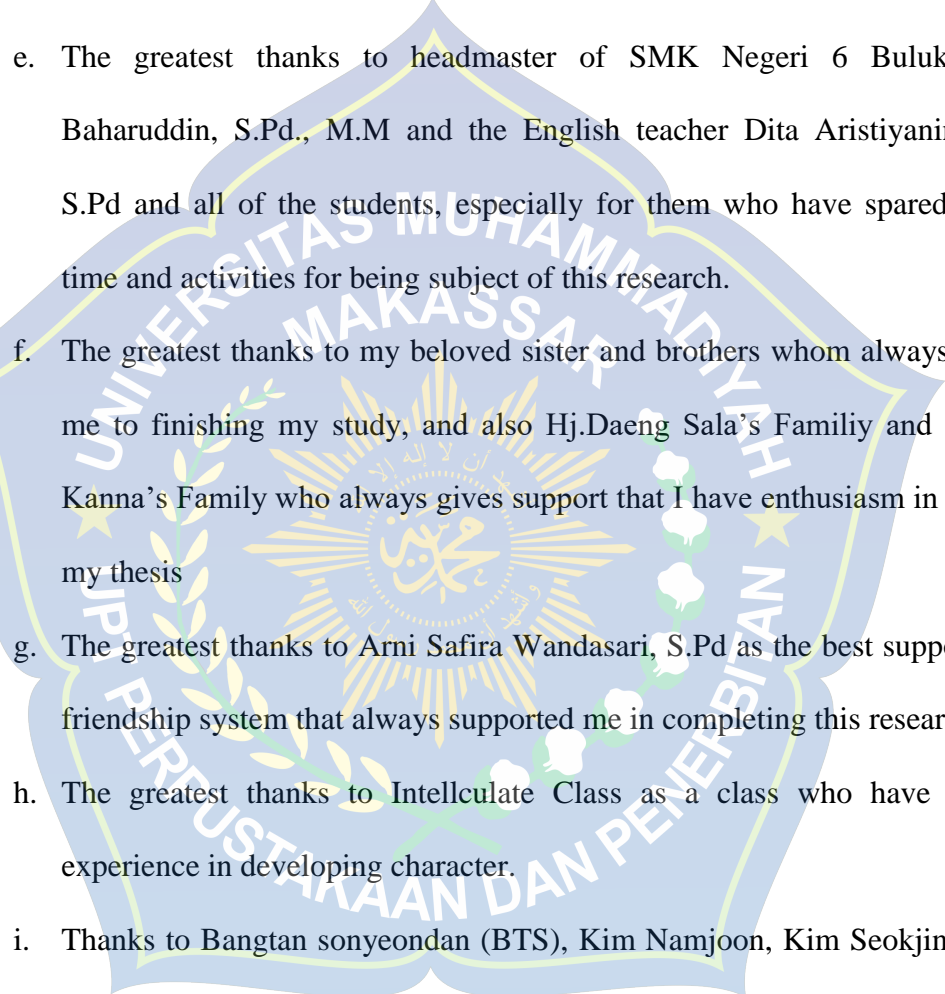


Alhamdulillah Robbil Alamin. Deepest gratitude would like to express her highest appreciation to the almighty Allah SWT, Who has given the mercy and blessing for her in completing this thesis. Salam and shalawat to our prophet Muhammad SAW will always be an obligatory deed for considering themselves as ummah of Prophet Muhammad SAW who has brought Islam to our civilization.

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October 2022, Makassar

The Researcher



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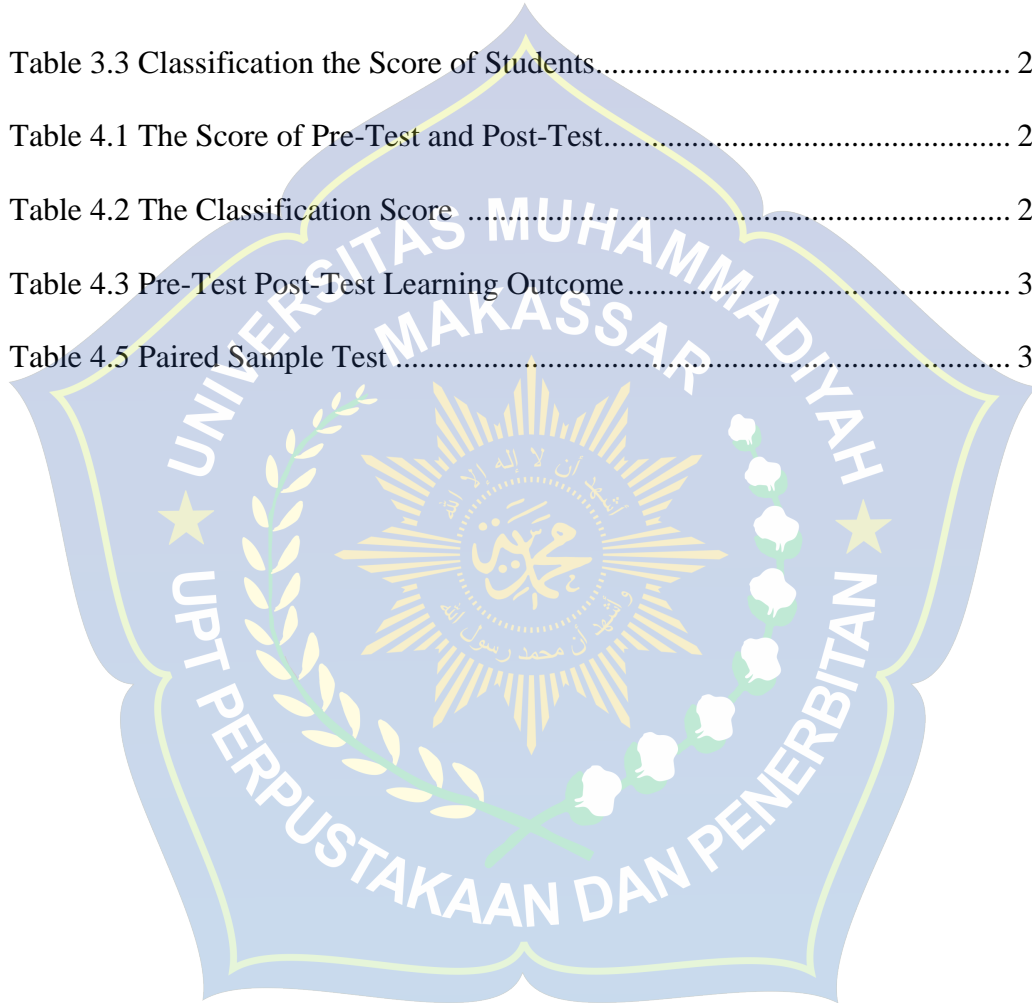
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CHAPTER I

INTRODUCTION

A. Background

Basically learning is a complex process and occurs to everyone, lasts a lifetime, is characterized by behavior in the person and the results obtained are relatively permanent. In the learning process, a person needs a way that is considered suitable or comfortable with what he lived requirement during the learning process. Comfort in learning is a learning style that is considered suitable by the student.

English is an International language that is used by almost all the countries in the world. In many countries English is learned as a language, especially in Indonesia. Thus, English is viewed as the first foreign language so that becomes a compulsory subject either at school or university. Therefore, mastery of English is imperative for Indonesian students.

Efforts to improve English language learning are inseparable from the way the teacher delivers the lessons and methods of teaching applied and also the way the students learn themselves because teaching is not merely about learning orientation to results but also the process. The problem that is often encountered in the process of learning foreign languages, especially to English is the lack of vocabulary that is owned by student. From the material aspect, the teaching of English is not something strange, however, in reality English learning is one of the difficult and boring lessons for some people.

In addition, The learning process is an arrangement of elements Includes human, material, facilities, equipment, and procedures that influence and combine with each other to achieve learning objectives (Hamalik, 2001).

The learning process it self is a process of interaction between goals learning, students, teachers, material and evaluation of the learning environment, the learning process takes place can not be separated from the components that are in it. Each component is interconnected and help each other in each learning process. Besides learning is also always required to Follow the development of Science and Technology, so as to be able to present a class atmosphere according to the needs of the times and according to the character of students. One of the main problems faced by students in mastering and learning English was a lack of vocabulary. In order to master all the skills in English including speaking, listening, reading, and writing, they were afraid in learning English. Vocabulary was basic to master all English skills. Vocabulary was a unity of letters to be words which was formed by a set of user communities.

Vocabulary is a decision and basic requirements to learn foreign languages. And truly moderate students learning any language is required to know which language vocabulary is learning, without learning the students' vocabulary will be difficult. It is not even possible for students to be able to master the skills learning is learned, therefore early in learning participants students must be directed to obtain good vocabulary mastery (Hatch & Brown, 1995). In addition, Steven Stahl (Sofian at all, 2015) vocabulary helps the learners to use a language, vocabulary are more

important than grammar which underlined “no matter how well the students learns grammar” other words the first that to be mastered for language learner in learning language especially English is vocabulary.

A good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener, and reader. In contrast, a poor vocabulary can seriously slow your reading speed and limit your comprehension. Studies have shown that students with a strong vocabulary and students who work to improve a limited vocabulary are more successful in school. One research study found that a good vocabulary, more than any other factor, is common to people enjoying successful careers (Suryani & Gultom, 2016).

Vocabulary is one of the important factors in all language teaching because students must continually learn words as they learn structure and practice sound systems (Emor at all, 2012).

Based on pre-observation, the researcher picked SMKN 6 Bulukumba since the researcher observed and interview the English teacher at SMKN 6 Bulukumba, the researcher discovered certain difficulties with the students' vocabulary. First, students have difficulty in english due to the lack of vocabulary they know. Second, they difficult to memorize subject matter in the form of text or conversation when they have met certain words in a conversation or text even though it is very simple. Besides that the strategies use in learning are less attractive to students because they still use the old method which causes students to get bored quickly. The researcher

seeks to overcome these issues and improve students' vocabulary through mindscape method.

Mindscape is a visual representation of ideas using pictures and words (Margulies & Nancy, 2008: 14). In helping students and educators to learn in accordance with the progress of the times. Mind scaping can be applied to facilitate learning. So, the researcher conducted research entitled "Improving the Students' Vocabulary through Mindscape Method at Tenth-Grade Students of SMKN 6 Bulukumba."

B. Problem of the Research

Based on the previous background, the research formulated the research question as follows "How is the improvement of the student's vocabulary through the mindscape method at the tenth-grade students of SMKN 6 Bulukumba?"

C. Objective of the Research

The objective of this research is to know about the use of mindscape methods in improving students' vocabulary.

D. Significant of the Research

1. Theoretically

This research is expected to contribute to world education. The contribution in the form of information and thoughts relates to improving students' vocabulary.

2. **Practically**

a. For educator

This research is expected to make teachers or educator can increase their students' vocabulary ability, to improve their teaching-learning activities by choosing appropriate techniques to improve students vocabular

b. For Students

This research is expected to help students to improve their vocabulary and enjoy learning English.

c. For Researcher

This research may become a piece of information for those who are interested in improving students' vocabulary.

E. Scope of the Research

This research focus to improve students' vocabulary in learning Noun about automotive word in English lessons through mindscape method.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

There have been some research findings on mindscaping method. First, Erdawaty, S., Hikmawati, H., & Kosim, K. (2018) with the title "*Penerapan Metode Mindscape dalam Pembelajaran Fisika sebagai Upaya Meningkatkan Hasil Belajar Siswa*". the results of the study showed that the application of the mindscape method has succeeded in increasing the activities and results of student physics learning.

Second, Yunawati, R., Hindarto, N., & Sulhadi, S. (2017) with the title "*Penerapan pembelajaran kontekstual berbantuan mindscape untuk remediasi miskonsepsi siswa sma materi teori kinetik gas*". The result of study showed that learning model based on mindscape effective for student misconception remediate, improve learning outcome, and also the understand of student concept.

Third, Dewi, K. P. (2017) with the title "*Peningkatan soft skills dan pemahaman konsep IPS melalui media Mindscape dan metode cooperative learning*." The results of the study showed that soft skills and social studies concept understanding improved after the learning action through mindscape media and cooperative learning method.

Fourth, Ardila, I. (2013) with the title "*The Effectiveness of Using Mindscapes on Students' Achievement in Writing Analytical Exposition at the Eleventh Grade of*

SMAN 2 Tanjung Academic Year 2013/2014.” The results of the study showed that the effectiveness of using mindscapes on students’ achievement in writing analytical exposition.

From the research above, there are appropriate similarities with the research that carried out by the researcher, namely the research related to mindscape method. The difference with the others is that the researcher focuses on improving the students’ vocabulary through mindscape method at senior high school. Then, the researcher is interested in learning about improving the students’ vocabulary through mindscape method for the first grade of SMKN 6 Bulukumba.

B. Some Related Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words

According Horn (1998 : 1447) in Kasim (2011) defined that vocabulary were 1). all the words that a person knew or used. 2). All the words in particular language. 3). The words that people were using when they spoke. 4). A list of word with meaning specially in a book for learning foreign language.

Similarly, Hornby (1986: 478) in Siregar (2013) stated that vocabulary was collection of word that could be used by a person in profession to express his or her mind. It means that vocabulary was the totals number of words that someone own in expressing a language in communication.

Whereas Oxford Learner's Pocket Dictionary defined that vocabulary were all the words that a person knew or used. Good (1973: 143) in Kasim (2011) defined that vocabulary as the words have meaning when heard or seen by individual himself to communicate with others.

Similarly, Read (2006:16) in Siregar (2016) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communicative.

Vocabulary is one of the most important language components in learning English (Nation, 2001). Tarigan (1986: 2) states that quality Someone's language depends on the quality of vocabulary possessed. Get richer the more vocabulary you have, the greater the likelihood of language skills. Rivers (Nunan, 1991: 117) states that vocabulary is a thing it's important to be able to use a second language.

Without vocabulary broad, a person will not be able to use the structure and function of language within comprehensive communication.

Increasing vocabulary can help students to express the ideas they have. besides that, students also learn vocabulary to understand new words. Hiebert (2005: 3), states that vocabulary is knowledge about the meaning of words. we must understand words in order to understand language. in addition, Brown (2001: 377) views vocabulary as a list of boring words that students must memorize. it can be concluded that vocabulary is a list of words as a fundamental beginning for someone's proficiency in languages that have forms or expressions that contain meaning, use of words, and forms. In addition, vocabulary is knowledge of the meaning of words that 17 come at least in the form of differences to find out the meaning of words when listening, speaking, reading and writing.

Vocabulary is a collection of words in a particular language that an individual knows and that has a meaning (Linse, 2005: 121; Hornby, 2000). It means that a language consists of a number of words that are meaningful. Collection of words for elementary level children has different characteristics from that for adults. In vocabulary learning for young learners, the words to be 27 learned are useful words. These are words that learners are likely to find and use in a high frequency. It also means words that are interesting and intriguing to learners (Linse, 2005: 122).

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

The definition about vocabulary is clear enough that in almost all cases of human life, they use a set of words. The use of words itself is differentiated according to the field, person, class, or profession. It means that a beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when their students command. The writer has an opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication.

b. The Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of a person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is use in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not use by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening. Different from John, Wiji divides vocabulary into four groups as follows:

1. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
2. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
3. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. *Too*

means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.

4. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

c. **The Problems of Vocabulary**

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between

the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication.

Term use to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain places in sentences and serve special function. In English, the functional categories include pronouns and interjections. Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities. Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.

2. Concept of Mindscape Method

a. Definition of Mindscape Method in Teaching Vocabulary

Mindscape is a visual representation of ideas using pictures and words (Margulies & Nancy, 2008: 14). In helping students and educators to learn in accordance with the progress of the times. Mind scaping can be applied to facilitate learning by combining all learning styles-auditory when people are more interested in listening, visual, kinesthetic, symbols and creating connecting patterns.

Mindscaping as a learning method is a process that allows students to see part or all of the concepts and their relationships in an easier way and fun. Mindscaping comes from the word mindscape which means visual representation of ideas or concepts by using pictures and words. Methods of scanning can be defined as a way of visualizing ideas or concepts using pictures and words freely and simply which makes it possible to view part or all of and understand the relationship between these concepts. The integration of images and words creates language strong visuals. Visual images condense a lot of information and are often understandable regardless of age and culture. When simple images can be brought into space class, the student's learning environment can be enriched. Pictures not only bring students closer to the concept, but also stimulate imagination, expand their thinking, and provide inspiration about self-confidence (Margulies, 2008).

McGuines (2003) states that Mindscape is a medium in the form of pictures and words designed as a tool to convey ideas or ideas, the use of this tool allows a person to be able to improve thinking skills in many ways, see some or all of them and pay attention to the relationship between ideas (Nancy Margulies and Christine Valenza, 2005).

Mindscape is a way of visualizing concepts by using use pictures and words freely and simply. This visual mindscape is a process that makes it possible to see part or all of linking these concepts (Margulies, 2008).

The mindscape method allows students to channel their talent in drawing because in this method students are given the opportunity to create their own

mindscape. Student can explore all his abilities in drawing and coloring mindscape as long as it does not reduce the meaning of the subject matter. Mindscape method also makes it easy learning by combining all learning styles. For example, auditory when people prefer listening, and visual, kinesthetic, symbolic, when people create patterns and connect them (Margulies, 2008).

b. Characteristics of Mindscape

The integration of images and words is a characteristic of the mindscape.

Picture

and words create a strong visual language. The capacity of students to think through this complex problem is enhanced when they see the process in paper. By using the given mindscape, students will be better able to organize their thoughts. The idea of how to complete a certain goal that owned by a child, for example, may be floating in his head outside of his consciousness. After the ideas are put on paper in a way that shows their relationship with each other, others, ideas become clearer and easier to manipulate (Margulies, 2005:10).

The process of developing and using the image builder has been shown to improve students' critical thinking skills and higher sequential thinking skills (IARE in Margulies, 2005:14). The results of the research show that the use of image composing (such as mindscape, mind maps, and visual note-taking) help students: explore ideas; develop, organize, and communicate ideas; see connections, patterns, and relationships; check and share prior knowledge; develop vocabulary; provide an outline of the activities of the writing process; highlight

important ideas; grouping or categorizing concepts, ideas, and information; understand events in stories or books; increase social interaction and facilitate group work; direct the review and study; improve reading comprehension skills and strategies; as well as, makes it easier to remember and retain memories.

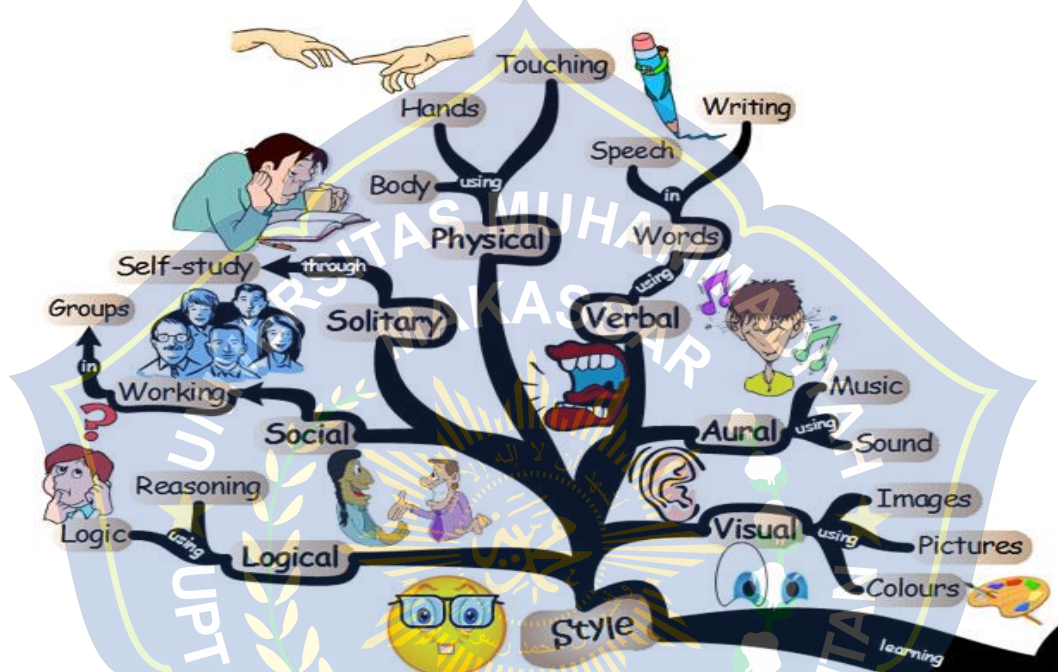


Figure 2.1 Mindscape Method Example

Therefore it can be concluded that the mindscape method can be defined as a way of visualizing ideas or concepts using pictures and words freely and simply which makes it possible to view part or all of and understand the interrelationship of these concepts.

c. Steps of Mindscape Method

According to Margulies (2008), the steps for mindscaping are direct, as follows:

1. Draw a symbol that represents the topic or if no image appears in the the head can write the word. Although it can be started from any page of paper or board, but easiest from the middle so there's plenty of room to take notes ideas from anywhere.
2. Incorporating all elements related to the topic studied by branch in any desired direction. Make sure that every element that is written represented by an image, symbol or keyword.
3. Placing each new suitable subtopic related to what has been thought scaped. Then connect them using a line or arrow in size, thickness, and color making it easier for those who use it in organize thoughts.

d. The Advantages and Disadvantages of the Mindscape Method

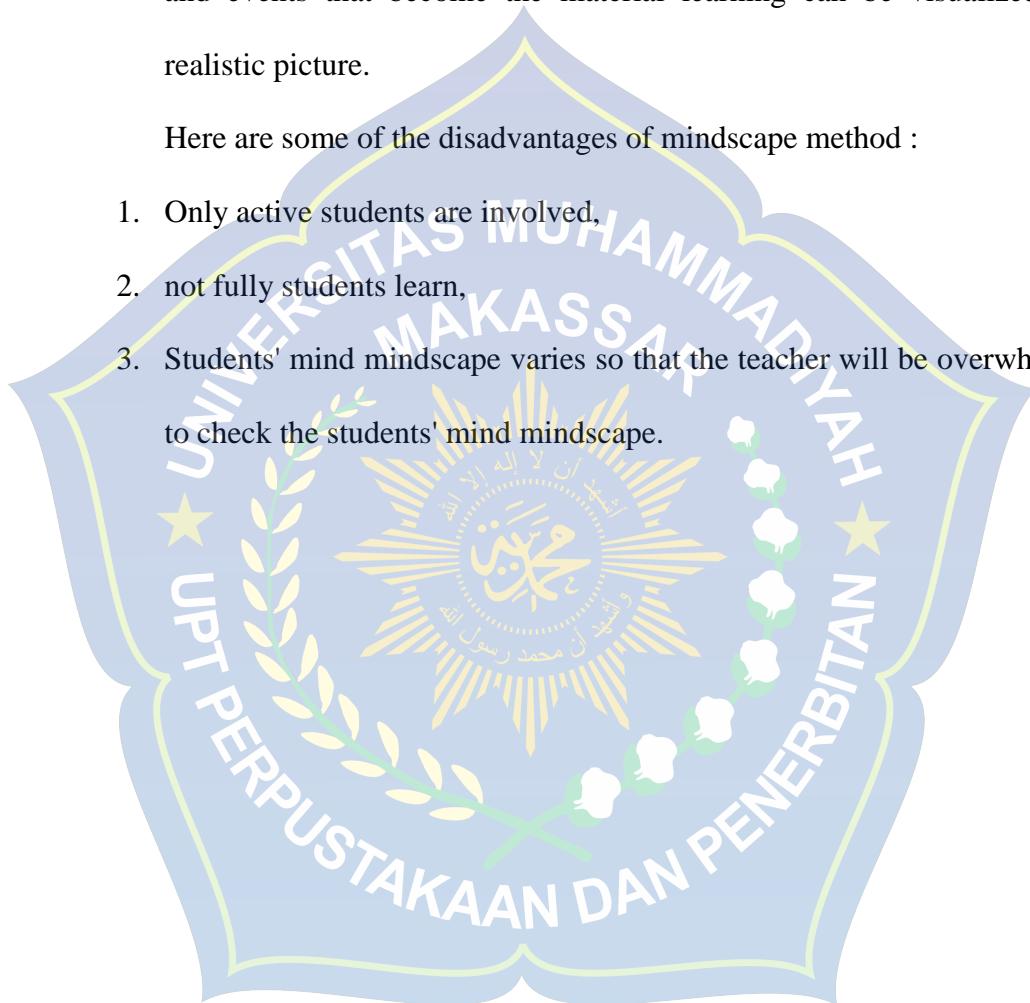
Here are some of the advantages of the Mindscape Method :

1. Scapping helps them communicate by creating memorable and engaging experiences (McGuines, 2003).
2. According to Margulies (2008) the process of developing and using image composing can improve critical and systematic thinking skills.
3. According to Margulies (2008) the mindscape method facilitates learning by incorporating all learning styles. For example, auditory when people prefer listening, and visual, kinesthetic, and symbolic, when people create patterns and connect them. This is in accordance with what was stated by Sonneman (2002) about the way a person processes and stores information.

4. The mindscape process is a good review tool. Students will find it easier to remember symbols rather than a series of words (Margulies, 2008).
5. Sudjana (2002) states that teaching will be more effective if the objects and events that become the material learning can be visualized in a realistic picture.

Here are some of the disadvantages of mindscape method :

1. Only active students are involved,
2. not fully students learn,
3. Students' mind mindscape varies so that the teacher will be overwhelmed to check the students' mind mindscape.



C. Conceptual Framework

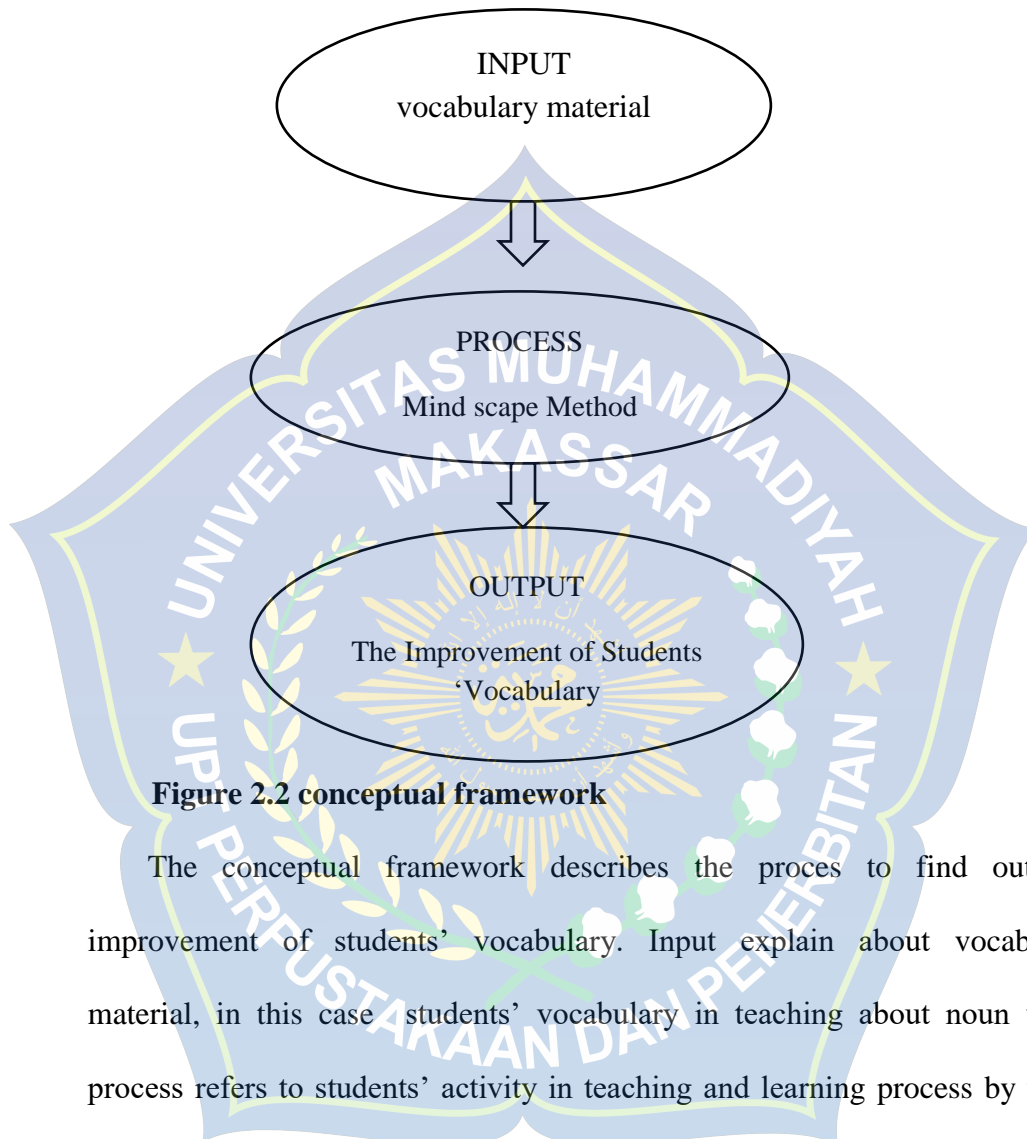


Figure 2.2 conceptual framework

The conceptual framework describes the proces to find out the improvement of students' vocabulary. Input explain about vocabulary material, in this case students' vocabulary in teaching about noun while process refers to students' activity in teaching and learning process by using mindscape method. Output refers to the improvement of students' vocabulary by using mind scape method.

D. Hypothesis

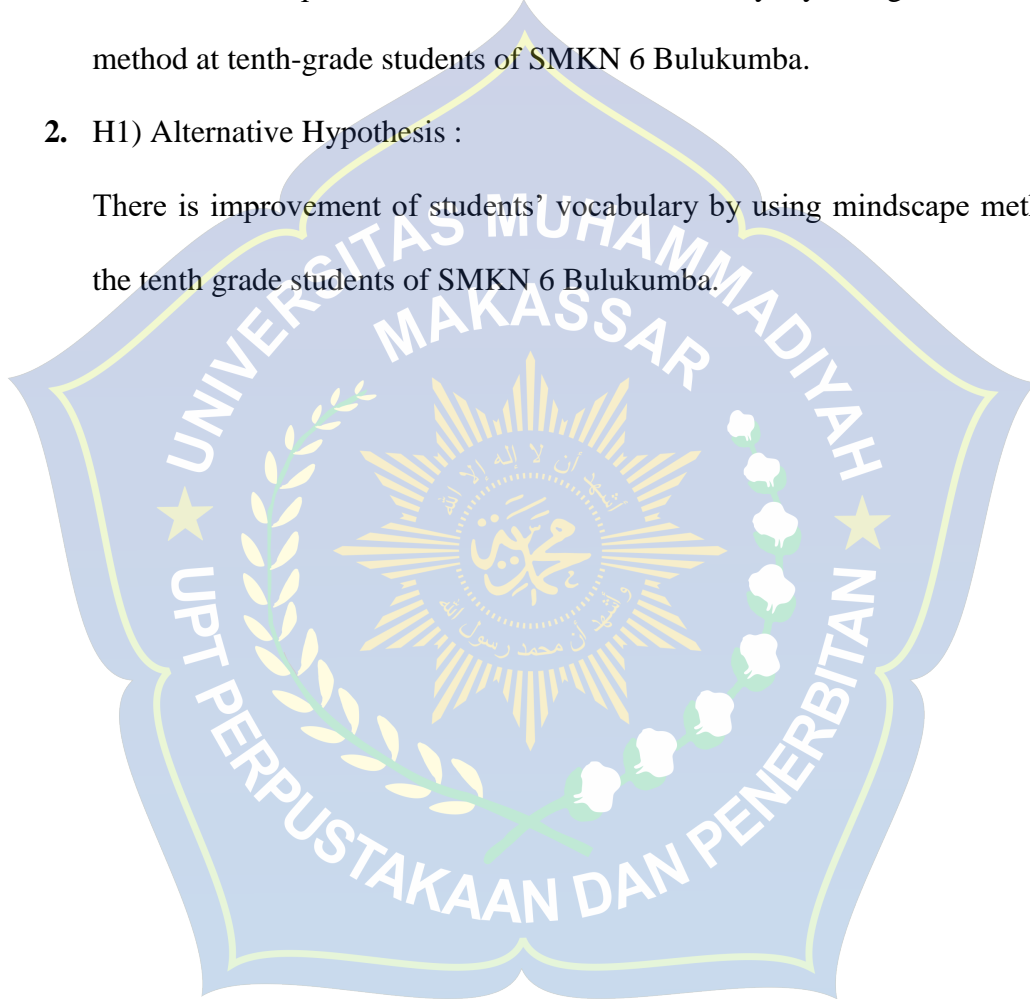
The hypothesis of this research is formulated as follow :

1. (H0) Null Hypothesis :

There is no improvement of students' vocabulary by using the mindscape method at tenth-grade students of SMKN 6 Bulukumba.

2. H1) Alternative Hypothesis :

There is improvement of students' vocabulary by using mindscape method at the tenth grade students of SMKN 6 Bulukumba.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a quantitative research approach; which according to Creswell (2008), quantitative research is a type of educational research in which the researcher decides what to study; ask specific and narrow questions, collects quantifiable data from participants; analysis these numbers using statistics; and conducts the inquiry in an unbiased, objective manner.

Where as, the type of research used was Pre-experimental design with one group pre-test and post-test design. The students were given a pre-test, treatment, and post-test. It was purposed to know whether the use of Mindscape Method can increase the students' vocabulary. The design of this study can be illustrated as follow:

O1	X	O2
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Where:

O1: Pre-Test

The test is given to students before the treatment

X : Treatment

Treatment, students are taught by using Mindscape Method

O2: Post-Test

The test given after treatment, the researcher use a similar test as gave in the pre-test

(Gay,2006)

B. Population and Sample

1. Population

Population is a generalization area consisting of objects /subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2013). The population of this research is all automotive students at tenth grade of SMKN 6 Bulukumba in the academic year 2022/2023. There were 45 students as the population in this research.

2. Sample

In this research, the researcher applied purposive sampling technique in choosing the sample of the research. The purposive sampling technique according to (Arikunto, 2006), is a technique of taking data not based on random, but based on considerations to achieve the target or focus on a specific goal, the researcher took automotive B class that consisted of 15 students as the sample. Purposive sampling is a technique in which the researcher determines sampling by specific characteristic that fit the purpose of the study.

C. Research Variable

Research Variable is an attribute or nature or value of people, objects or activities that certain variations are determined by researchers to be studied and then drawn conclusions (Sugiyono, 2011). Referring to the title of the research, the researcher uses two variables. They are dependent and independent variables.

1. Independent variable

The independent variable is a variable that affects or become the cause of emergence of the dependent variable in this research; the independent variable was mindscape method.

2. Dependent Variable

The dependent variable is a variable that influence or become a result of the independent variable. The dependent variable in this research was the improvement of students' vocabular

D. Instrument of the Research

The collect of the data, the researcher used a multiple choice test as the instrument. The test applied for pre-test and post-test.

1. Pre-test

Pre-test is give at the beginning of the trial. This test is given to students before researcher present about mindscape method. The purpose of this pre-test is to identify the students' vocabulary. Researcher is use multiple choice consist of 10 questions in the pre-test.

2. Post-test

Post-test is given at the end of the experiment. The aims are to identify the improvement of students' vocabulary after being taught by using the mindscape method. Whether increases or Research richer her also use multiple choice consist of 10 question session in the post-test.

E. Data Collection Method

The technique of collecting data in this research is used: pre-test, treatment and post-test. The procedures of collecting data as follows:

1. Pre-Test

Pre-test was given before the beginning of the teaching and learning process (Treatment). This is done to determine the student's initial score before treatment. The test was given to all sample students. In this activity the researcher prepared at least 10 questions and asks the students to do the task. Then the score was taken by the researcher for each student.

2. Treatment

After giving the pre-test, the researcher conducted the treatment for four meetings. In every meeting the researcher used Mindscape method which takes for about 2x45 minutes in each meeting. The treatment using Mindscape method was conducted in classroom only. The procedures of the treatment are:

- 1) The first meeting, the researcher explains the material and also explains the learning objectives, to make sure students recognize what they are learning. In the learning process, the teacher also explains the mindscape method that was used in the learning process.
- 2) The second meeting, the researcher applies the mindscape method to the learning process in several ways, such as: the teacher gives an example by presenting an image then explains the meaning of the image, then presents another image again and asks each student to explain the meaning of the image.

- 3) The third meeting, the researcher divided the students into several groups, then each group was given a theme and then drew and wrote the meaning of the theme.
- 4) The fourth meeting of the learning process using the mindscape method, the researcher applied it to students in groups, and took turns in a game. The tools used are printed drawings, and manual drawings on the blackboard, object and other.

3. Post-Test

In order to assess students after treatment, the researcher applied a post-test at the last meeting. Post-test was applied to find out the extent of development or improvement and the influence of the learning and treatment process that has been given during the previous four meetings. The researcher gives some vocabularies test to measure students' vocabulary through Mindscaping Method.

F. Data Analysis

The data will be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. This research used quantitative analysis by using SPSS 22.0 version application in this case was paired sample T test. The aimed of using SPSS is to know if there are any significant from pre-test post-test.

- 1) Scoring the students correct answer of pre-test and post-test by using this formula

$$\text{Students' score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

(Gay, 2007)

Question Number	Score per item
1-10	10
Total Score Maximum	100

- 2) Formula of scoring the students' rate percentage

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

Where:

P = Percentage

F = Frequency of wrong answer

N = Number of samples

(Bluman, 2004:68)

3) rating scale of classification the score of the students

No	Rating	Classification
1	90-100	Very Good
2	70-89	Good
3	50-69	Average
4	30-49	Poor
5	0-29	Very Poor

(Sugiono 2009:97)

CHAPTER VI

FINDINGS AND DISCUSSION

A. Finding of the Research

1. The Description of Data

In this chapter, the researcher presents an overview of the data results. The data used in this research is quantitative. Quantitative data were taken from tests consisting of pre-test and post-test. The pre-test was given before being given treatment to students and post-test was given after the treatment done or at the last meeting. The result of student's scores can be seen in the following table:

- a. The students' mean score in the pre-test and post-test

	Mean	Std. Deviation	N
Pre-test	39.33	11.62	15
Post-test	66.66	12.90	15

Table 4.1 Mean Score of Pre-Test and Post-Test

Table 4.1 shows that the students' post-test was higher than the pretest. The mean score of pretest was 39.33, whereas the posttest was 66.66. Based on the descriptive statistics above, then students' vocabulary skills after being given treatment (Posttest score) was better.

- b. The classification of students' vocabulary improvement using mindscape methode.

Classification	Pre-test		Post-test	
	Freq	%	Freq	%
Very good	0	0%	0	0%
Good	0	0%	9	60%
Average	5	33,33%	5	33,33%
Poor	8	53,34%	1	6,67%
Very poor	2	13,33%	0	0%
Total	15	100%	15	100%

table 4.2 The Classification Score

In table 4.2 it can be seen that there is a difference between the pre-test and post-test. There were no students who got very good and good categories in the pre-test, 5 students got the average category (33, 33%), 8 students got the poor category (53, 34%), and there was 2 students got a very poor category (13, 33%). While student scores increased after post-test, there were 9 students got good category (60%), and there were 5 students got average (33,33%) and 1 students got poor category (7%). The next graph illustrates this increase more clearly.

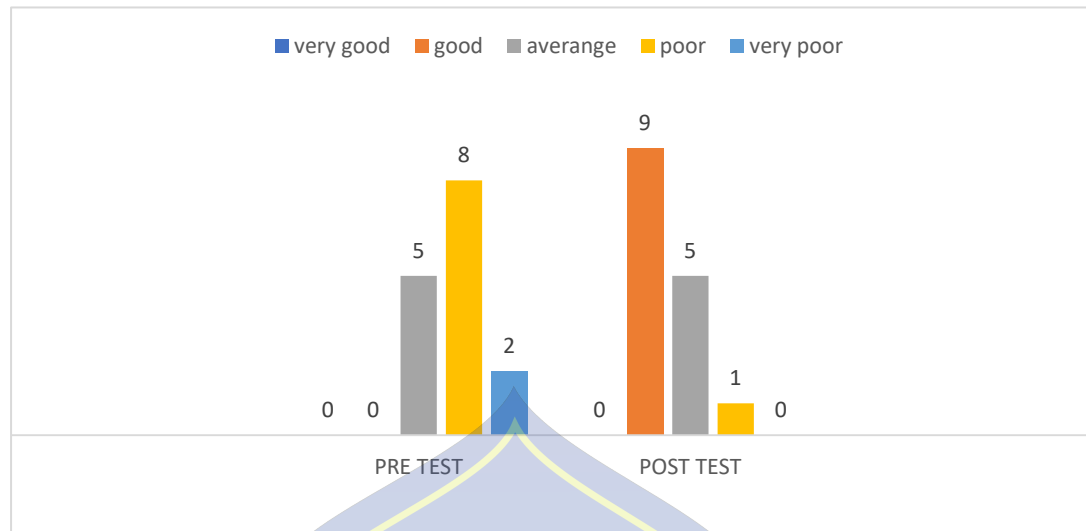


Figure 4.1 Chart of Pre Test and Post Test

The chart above showed that, there is a significant variation in the frequency with which students score themselves throughout the pre- and post-test. After applied the skimming technique, the score of students improved where post test higher than pre test. In the pre test there were 2 students got very poor category, while in post test none of them categorized as very poor. The students score in pre test were 8 students got poor categories, while there were 1 students categorized as poor in post test. In pre test there were 5 students got average categories than there were 5 students categorized as average in post test. In pre test none of them categorized as good and very good while in post test there were 9 students categorized as good and none of them categorized as very good.

- c. The total scores of students vocabulary through mindscape method by using SPSS.

Learning Outcomes of Class X automotive SMK Negeri 6 BULUKUMBA can be determined by comparing their total pre- and post-test results. After that entered into the SPSS application. In this case, to find out the results of increasing

students' vocabulary using the mindscape method. Student learning outcomes can be seen from the following table:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	39.33	15	11.62	3.00
	Post-Test	66.66	15	12.90	3.33

Table 4.3 Pre Test Post Test Learning Outcome

Based on table 4.3 the data presented are the performances score of the members of one group that students were taught after using the mindscape method in improve vocabulary. The output paired sample statistics indicate that there are differences of the mean between pre-test and post-test. The mean score of pre-test is 39.33 while, the mean score of post-test is 66.66. As a result , the mean score of post-test is higher than the mean score of pre-test. The number of subjects of respondents of each sample (N) is 15 students. In order to standard deviation of pre-test is 11.62 and standar deviation of post-test is 12.90. Standard error mean for pre-test is 3.00 whereas the standard error for post-test is 3.33. We can conclude that the value of improvement after the mindscape method was introduced to improve students' vocabulary.

2. Hypothesis Testing

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	mean	Std. deviation n	Std. error mean	95% confidence Interval of the Difference				
				Lower	upper			
Pair 1	-	7.98809	2.06252	-	-	-	14	.000
Pre-Test	-27.33333			-31.75699	-22.90968	13.252		
Post-Test								

Table 4.4 Paired Sample Test

The output paired samples test as shown in table 4.4 shows the result of this research with using SPSS. The mean in column had purpose to know the average score before and after students taught by using mindscape method. The mean of the Findings from the pre-test and post-test is -27.33333. The symbols (-) is indicated that the mean on post-test is higher than the mean of the pre-test. The next column result of standard deviation 7.98809 while standard error mean is 2.06252. The confidence interval has two values for the difference; the lower is -31.75699 and the upper is -22.90968. The result of t is -13.252 with degree of freedom (df) is 14 and sig.(2-tailed) is .000.

The P-value (sig.) is .000 and the significance level is 0.05. This shows that the P-value (sig.) is smaller than significance level ($0.000 < 0.05$). So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that there is significance difference of improving students' vocabulary before and after being taught using mindscape method.

The stage of finding the t table value, where the t table is searched based on the df (degree of freedom) and significant value (α). From the output above, it is known that the df value is 14 and the value is 0.05. This value is used as a reference basis in finding the t table value in the distribution of the t-table statistics, so the t table value is 1.761.

It can be denied that there is a difference in the mean score of pre-test and posttest learning outcomes, it means that there is an effect of using mindscape method on improving vocabulary of students SMK Negeri 6 Bulukumba.

B. Discussion

From the findings of this study, the researcher found that students who were taught using the mindscape method could get better results in increasing vocabulary in English lessons. The results showed that the application of the mindscape method could make students more active, easier and faster for students to improve vocabulary and be motivated in the learning process.

The results of the data were taken from 15 students in the pre-test and post-test classes. This can be seen in table 4.2 which has a pretest mean of 39.33 before treatment with the application of mindscape method in improving the student's

vocabulary. Then the mean of post-test score was enriched to 66.66 after treatment. Therefore, the mean score of students on the post-test is the highest score than the pre-test.

Based on the “paired sample test” SPSS, the sig. (2-tailed) is $0.000 < 0.05$, and compares the t-value and t-table whose df values are 14 and $\alpha = 0.05$. Researcher uses this value as a reference basis in calculating the table value in the t-table statistical distribution. Then the t-table is obtained at 1.761. Thus because t count $13.252 > 1.761$, the basic choice of decision making above can be rejected. So H_0 is rejected and H_1 is accepted. So it cannot be denied that there is a difference in the mean score between the pre-test and post-test learning outcomes, it means that there is an improvement in students' vocabulary on the mindscape method in English class X.B automotive SMK Negeri 6 Bulukumba.

From the statement above, it is concluded that improving vocabulary by applying the mindscape method is very important and makes it easier for students to increase vocabulary, in research (Ardila, Istiqamah 2013) “The Effectiveness of Using Mindscapes on Students' Achievement in Writing Analytical Exposition at the Eleventh Grade of SMAN 2 Tanjung Academic Year 2013/2014” from the research It can be concluded that the mindscape method can improve student learning outcomes, one of which is increasing students' English vocabulary.

By applying this mindscape method in learning, it can motivate students to ask questions, and stimulate students' curiosity. In addition, the students' scores on the

post-test were higher than the scores of the students on the pre-tests. This means that the application of the mindscape method in increasing vocabulary has an influence have a good impact on the achievement of the teaching and learning process for English lessons. according to Sudjana (2002), states that teaching will be more effective if objects and events that become learning materials can be visualized in pictures realistically.

The achievement of improving students' vocabulary increases after being taught the mindscape method and this can help English teachers to improve the vocabulary of students who are obstacles in learning English. Finally, it can be concluded that there is a significant difference in the achievement of increasing the vocabulary of students in class X-B automotive after being taught the use of the mindscape method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of data analysis and discussion of the results in the previous chapter, the researcher found that teaching materials using the mindscape method were effective in increasing students' vocabulary. This is evidenced by the average student achievement score before and after being given treatment, the average value of student achievement scores increased after being given treatment compared to before giving treatment to students

Based on these results, the mindscape method has important things for students. This shows that the use of the mindscape method is effective to be applied in the process of learning English, especially in increasing students' vocabulary, as evidenced by the t-test which is higher than the t-table.

B. Suggestion

Based on the conclusion above, the researcher would like to suggest as follow:

1. To the English Teacher

English teachers must be more creative in choosing media in teaching, especially in increasing students' vocabulary, because one of the obstacles for students in learning English is the lack of vocabulary that students know, therefore teachers must understand the needs of students in class so that they are more interested. English teachers can use the mindscape method in the learning process because based on the

results of the researchers, the use of the mindscape method in the learning process can motivate students to ask questions, stimulate students' curiosity, and can increase students' vocabulary, and will be more interested in the learning process.

2. To the Other Researcher

This research is not perfect yet, but the researcher hopes that the result of the research may be reference to conduct a further research related with mindscape method or can improve the methodology to use in different area of teaching.

3. To the Students

Students need to improve vocabulary. Using the right method will affect students' ability to improve vocabulary skills. mindscape is a suitable method to improve vocabulary skills in English lessons. So the researcher suggests using the mindscape method when students want to improve vocabulary.

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Yunawati, R., Hindarto, N., & Sulhadi, S. (2017) with the title "*Penerapan pembelajaran kontekstual berbantuan mindscape untuk remediasi miskonsepsi siswa sma materi teori kinetik gas*"





Appendix A

Pretest

Students name :

List Number :

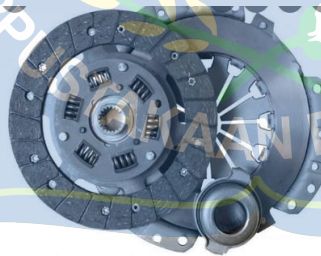
1.



This is a

- a. **Tire**
 - b. Oil
 - c. Gear
 - d. brake
2. can also be referred to as zuur water.
- a. Water
 - b. Oil
 - c. **Battery water**
 - d. Fender
3. serves to push the piston in the brake calipers so that the lining can clamp.
- a. Oil
 - b. Water
 - c. **Brake fluid**
 - d. calipers

4.



The image above is

- a. **Clutch**
 - b. Brake
 - c. Front seat
 - d. mirror
5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.
- a. Battery

- b. Console
- c. Clutch
- d. Seat



6. This is a
- a. **Fender**
 - b. Parsing
 - c. Fuse
 - d. Headrest
7. i use the..... in my head
- a. key
 - b. seat
 - c. fender
 - d. helm
8. I turn on the When I want to turn
- a. Lamp
 - b. Foglamp
 - c. Headlamp
 - d. **Turn signal**
9. I put all of things in the
- a. **Trunk**
 - b. Console
 - c. Seat
 - d. Rim
10. The can make the car go forward or backward when combined with the use of the transmission.
- a. **Gas pedal**
 - b. Drum brake
 - c. Brake
 - d. Gear

Appendix B

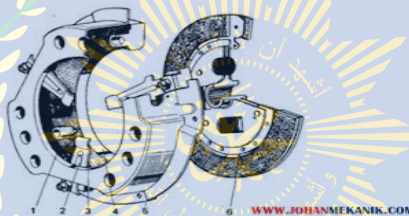
Post-test

Name:

List number:

1. The function of the coupling is....
 - a. **Connecting and disconnecting motor speed/power to transmission**
 - b. Adjusting the ratio of motor rotation to the shaft
 - c. Continuing the rotation / power of the transmission
 - d. Adjust the motor rotation ratio with the axle drive shaft so as to produce the desired torsional moment

2. Look at the picture on the side!



The image shown with number 2 below is...

- a. Clutch cover
 - b. **Pressure lever**
 - c. Clutch spring
 - d. Clutch disc
3. The can make the car go forward or backward when combined with the use of the transmission.
 - a. **Gas pedal**
 - b. Drum brake
 - c. Brake
 - d. Gear

4. The suspension system consists of the following components, except

- a. Shock absorber
- b. Suspension arm
- c. Coil spring
- d. **Valve suspension**

5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.

- a. Battery
- b. Console
- c. Clutch
- d. **Seat**

6.



This is a

- a. **Tire**
- b. Oil
- c. Gear
- d. Brake

7. Torsion Bar Spring on the suspension system functions as follows.....

- a. Withstand compressive force.
- b. Resistant twisting
- c. The axis of rotation when the vehicle turns.
- d. The axis of rotation when the vehicle is straight

8. Name the parts of the power transfer system as follows, Except

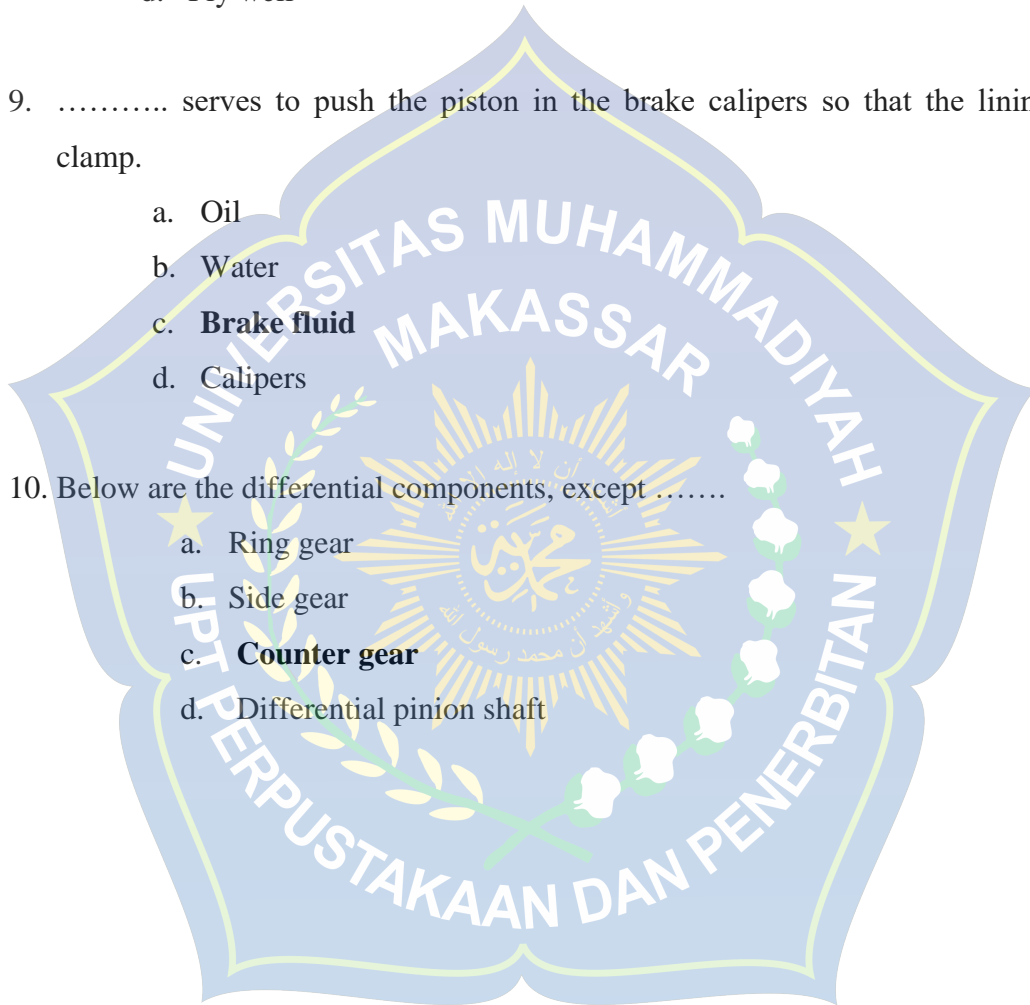
- a. Clutch
- b. Drive Shaft
- c. Axle Drive
- d. Fly well

9. serves to push the piston in the brake calipers so that the lining can clamp.

- a. Oil
- b. Water
- c. **Brake fluid**
- d. Calipers

10. Below are the differential components, except



- a. Ring gear
- b. Side gear
- c. **Counter gear**
- d. Differential pinion shaft



Appendix C

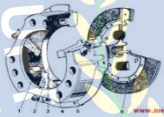
Scoring Pre-Test and Post-Test


Scoring PRE-TEST

No .	Soal pilihan ganda	Kunci jawaban	skor	
			benar	salah
1	 <p>This is a</p> <p>a. Tire b. Oil c. Gear d. Brake</p>	A	10	0
2	<p>..... can also be referred to as zuur water.</p> <p>a. Water b. Oil c. Battery water d. Fender</p>	C	10	0
3	<p>..... serves to push the piston in the brake calipers so that the lining can clamp.</p> <p>a. Oil b. Water c. Brake fluid d. Calipers</p>	C	10	0
4	 <p>The image above is</p> <p>a. Clutch b. Brake c. Front seat d. mirror</p>	A	10	0
5	<p>..... is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.</p> <p>a. Battery b. Console c. Clutch d. Seat</p>	D	10	0

6	 <p>This is a</p> <ol style="list-style-type: none"> Fender Parsing Fuse Headrest 	D	10	0
7	<p>i use the..... in my head</p> <ol style="list-style-type: none"> key seat fender helm 	D	10	0
8	<p>I turn on the When I want to turn</p> <ol style="list-style-type: none"> Lamp Fog lamp Headlamp Turn signal 	D	10	0
9	<p>I put all of things in the</p> <ol style="list-style-type: none"> Trunk Console Seat Rim 	A	10	0
10	<p>The can make the car go forward or backward when combined with the use of the transmission.</p> <ol style="list-style-type: none"> Gas pedal Drum brake Brake Gear 	A	10	0
Score			100	

Scoring POST-TEST

No.	Soal pilihan ganda	Kunci jawaban	Skor	
			Benar	Salah
1	<p>The function of the coupling is....</p> <ul style="list-style-type: none"> a. Connecting and disconnecting motor speed/power to transmission b. Adjusting the ratio of motor rotation to the shaft c. Continuing the rotation / power of the transmission d. Adjust the motor rotation ratio with the axle drive shaft so as to produce the desired torsional moment 	A	10	0
2	<p>Look at the picture on the side!</p>  <p>The image shown with number 2 below is...</p> <ul style="list-style-type: none"> a. Clutch cover b. Pressure lever c. Clutch spring d. Clutch disc 	C	10	0
3	<p>The can make the car go forward or backward when combined with the use of the transmission.</p> <ul style="list-style-type: none"> a. Gas pedal b. Drum brake c. Brake 	A	10	0

	d. Gear			
4	<p>The suspension system consists of the following components, except</p> <ul style="list-style-type: none"> a. Shock absorber b. Suspension arm c. Coil spring d. Valve suspension 	D	10	0
5	<p>..... is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.</p> <ul style="list-style-type: none"> a. Battery b. Console c. Clutch d. Seat 	D	10	0
6	 <p>This is a</p> <ul style="list-style-type: none"> a. Tire b. Oil c. Gear d. Brake 	A	10	0
7	<p>Torsion Bar Spring on the suspension system functions as follows.....</p> <ul style="list-style-type: none"> a. Withstand compressive force. b. Resistant twisting c. The axis of rotation when the vehicle turns. 	A	10	0

	d. The axis of rotation when the vehicle is straight			
8	<p>Name the parts of the power transfer system as follows, Except</p> <p>a. Clutch</p> <p>b. Drive Shaft</p> <p>c. Axle Drive</p> <p>d. Fly well</p>	D	10	0
9	<p>..... serves to push the piston in the brake calipers so that the lining can clamp.</p> <p>a. Oil</p> <p>b. Water</p> <p>c. Brake fluid</p> <p>d. Calipers</p>	C	10	0
10	<p>..... serves to push the piston in the brake calipers so that the lining can clamp.</p> <p>a. Oil</p> <p>b. Water</p> <p>c. Brake fluid</p> <p>d. Calipers</p>	C	10	0
Score			100	

Appendix D

Students PRE-TEST

$$\text{Rizki Al Gifahri} = \frac{60}{100} \times 100 = 60$$

Pretest

Students name: Rizki Al Gifahri
 List Number X (otomotif).

$\frac{60}{100} \times 100 = 60$

1.  This is a

☒ a. Tire ✓ 10
☐ b. Oil
☐ c. Gear
☐ d. brake

2. can also be referred to as zuur water.

☐ a. Water
☒ b. Oil X
☐ c. Battery water
☐ d. Fender

3. serves to push the piston in the brake calipers so that the lining can clamp.

☐ a. Oil
☐ b. Water
☒ c. Brake fluid X
☐ d. calipers

4.  The image above is

☒ a. Clutch
☐ b. Brake
☐ c. Front seat ✓ 10
☐ d. mirror

5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.

☐ a. Battery
☐ b. Console
☒ c. Clutch ✓ 10
☒ d. Seat



6. This is a
 a. Fender ✓ 10
 b. Parsing
 c. Fuse
 d. Headrest
7. I use the in my head
 a. key
 b. seat
 c. fender ✓ 10
 d. helm
8. I turn on the When I want to turn
 a. Lamp
 b. Foglamp
 c. Headlamp ✓
 d. Turn signal
9. I put all of things in the
 a. Trunk
 b. Console
 c. Seat
 d. Rim
10. The can make the car go forward or backward when combined with the use of the transmission.
 a. Gas pedal
 b. Drum brake
 c. Brake ✓ 10
 d. Gear



6. This is a
 a. Fender ☒
 b. Parsing ☐
 c. Fuse ☒
 d. Headrest ☐
7. I use the in my head
 a. key ☐
 b. seat ☐
 c. fender ☒
 d. helm ☐
8. I turn on the When I want to turn
 a. Lamp ☒
 b. Foglamp ☐
 c. Headlamp ☐
 d. Turn signal ☒
9. I put all of things in the
 a. Trunk ☒
 b. Console ☐
 c. Seat ☒
 d. Rim ☐
10. The can make the car go forward or backward when combined with the use of the transmission.
 a. Gas pedal ☒
 b. Drum brake ☐
 c. Brake ☒
 d. Gear ☐

Saenal Gifari = $\frac{40}{100} \times 100 = 40$

Students name: Saenal Gifari (otomotif)
 List Number: X
 Pretest: $\frac{40}{100} \times 100 = 40\%$



This is a

- a. Tire
- b. Oil ✓ 10
- c. Gear
- d. brake

2. can also be referred to as zuur water.

- a. Water
- b. Oil
- c. Battery water ✓ 10
- d. Fender

3. serves to push the piston in the brake calipers so that the lining can clamp.

- a. Oil
- b. Water
- c. Brake fluid ✓
- d. calipers



The image above is

- a. Clutch
- b. Brake ✓
- c. Front seat
- d. mirror

5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.

- a. Battery
- b. Console
- c. Clutch
- d. Seat ✓



6. This is a

- a. Fender
- b. Parsing
- ☒ c. Fuse
- d. Headrest

7. I use the in my head

- a. key
- b. seat
- ☒ c. fender
- d. helm

8. I turn on the

- a. Lamp
- ☒ b. Foglamp
- c. Headlamp
- d. Turn signal

9. I put all of things in the

- a. Trunk
- b. Console
- ☒ c. Seat
- d. Rim

10. The can make the car go forward or backward when combined with the use of the transmission.

- a. Gas pedal
- ☒ b. Drum brake
- c. Brake
- d. Gear



Students Post Test

$$\text{Rizki Al Gifari} = \frac{80}{100} \times 100 = 80$$

Nama : Rizki Al Gifari
Kelas : X (otomotif)

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

Post-test

1. The function of the coupling is....
 - ☒ a. Connecting and disconnecting motor speed/power to transmission
 - b. Adjusting the ratio of motor rotation to the shaft ✓ 10
 - c. Continuing the rotation / power of the transmission
 - d. Adjust the motor rotation ratio with the axle drive shaft so as to produce the desired torsional moment

2. Look at the picture on the side!



The image shown with number 2 below is...

- a. Clutch cover
 - b. Pressure lever
 - ☒ c. Clutch spring ✓ 10
 - d. Clutch disc
3. The can make the car go forward or backward when combined with the use of the transmission.
 - ☒ a. Gas pedal
 - b. Drum brake
 - c. Brake ✓ 10
 - d. Gear

4. The suspension system consists of the following components, except
 - a. Shock absorber

- b. Suspension arm
- c. Coil spring
- ☒ d. Valve suspension ✓ 10

5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.

- a. Battery
- b. Console
- c. Clutch ✓ 10
- ☒ d. Seat

6.



This is a

- ☒ a. Tire ✓ 10
- b. Oil
- c. Gear
- d. Brake

7. Torsion Bar Spring on the suspension system functions as follows.....

- a. Withstand compressive force.
- ☒ b. Resistant twisting X
- c. The axis of rotation when the vehicle turns.
- d. The axis of rotation when the vehicle is straight

8. Name the parts of the power transfer system as follows, Except

- a. Clutch
- b. Drive Shaft
- c. Axle Drive

☒ d. Fly wheel ✓ 10

9. serves to push the piston in the brake calipers so that the lining can clamp.

- a. Oil
- b. Water
- ☒ c. Brake fluid ✓ 10
- d. Calipers

10. Below are the differential components, except

- a. Ring gear
- b. Side gear X
- c. Counter gear
- ☒ d. Differential pinion shaft

$$M. Faidil Alim = \frac{70}{100} \times 100 = 70$$

100

Nama: M. Faidil Alim
Kelas: X (otomotif)

$$\frac{70}{100} \times 100 = 70$$

Post-test

1. The function of the coupling is....
 - a. Connecting and disconnecting motor speed/power to transmission
 - ~~b. Adjusting the ratio of motor rotation to the shaft~~
 - c. Continuing the rotation / power of the transmission
 - d. Adjust the motor rotation ratio with the axle drive shaft so as to produce the desired torsional moment

2. Look at the picture on the side!



The image shown with number 2 below is...

- a. Clutch cover
 - b. Pressure lever
 - c. Clutch spring
 - d. Clutch disc
3. The can make the car go forward or backward when combined with the use of the transmission.
 - a. Gas pedal
 - b. Drum brake
 - c. Brake
 - d. Gear

4. The suspension system consists of the following components, except

- a. Shock absorber

- b. Suspension arm
- ~~a. Coil spring~~ X
- d. Valve suspension

5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.

- a. Battery
- b. Console
- c. Clutch
- ~~d. Seat~~ ✓ 10

6.



This is a

- ~~a. Tire~~ ✓ 10
- b. Oil
- c. Gear
- d. Brake

7. Torsion Bar Spring on the suspension system functions as follows.....

- a. Withstand compressive force.
- ~~b. Resistant twisting~~ X
- c. The axis of rotation when the vehicle turns.
- d. The axis of rotation when the vehicle is straight

8. Name the parts of the power transfer system as follows, Except

- a. Clutch
- b. Drive Shaft
- c. Axle Drive
- ~~d. Fly wheel~~ ✓ 10

9. serves to push the piston in the brake calipers so that the lining can clamp

- a. Oil
- b. Water
- ~~c. Brake fluid~~ ✓ 10
- d. Calipers

10. Below are the differential components, except

- a. Ring gear
- b. Side gear
- ~~c. Counter gear~~ ✓ 10
- d. Differential pinion shaft

$$\text{Saenal Fahri} = \frac{60}{100} \times 100 = 60$$

Nama: Saenal Fahri
Kelas: X (otomotif)

$$\frac{60}{100} \times 100 = 60$$

Post-test

The function of the coupling is....

- a. Connecting and disconnecting motor speed/power to transmission
- ☒ b. Adjusting the ratio of motor rotation to the shaft
- c. Continuing the rotation / power of the transmission
- d. Adjust the motor rotation ratio with the axle drive shaft so as to produce the desired torsional moment

Look at the picture on the side!



The image shown with number 2 below is...

- a. Clutch cover
- b. Pressure lever
- c. Clutch spring
- d. Clutch disc

The can make the car go forward or backward when combined with the use of the transmission.

- ☒ a. Gas pedal
- b. Drum brake
- c. Brake
- d. Gear

The suspension system consists of the following components, except

- ☒ a. Shock absorber

- b. Suspension arm
- c. Coil spring
- d. Valve suspension

5. is a seat cushion or it can also be called a saddle that functions to support the body and absorb shocks.

- a. Battery
- b. Console
- c. Clutch ✓ 10
- d. Seat

6.



This is a

- a. Tire ✓ 10
- b. Oil
- c. Gear
- d. Brake

7. Torsion Bar Spring on the suspension system functions as follows.....

- a. Withstand compressive force.
- b. Resistant twisting
- c. The axis of rotation when the vehicle turns. ✗
- d. The axis of rotation when the vehicle is straight

8. Name the parts of the power transfer system as follows, Except

- a. Clutch
- b. Drive Shaft
- c. Axle Drive

d. Fly wheel ✓ 10

9. serves to push the piston in the brake calipers so that the lining can clamp.

- a. Oil
- b. Water
- c. Brake fluid ✓ 10
- d. Calipers

10. Below are the differential components, except.....

- a. Ring gear
- b. Side gear
- c. Counter gear ✗
- d. Differential pinion shaft

APPENDIX E

The Students' Scores in The Pre Test and Post Test

$$\text{Students' score} = \frac{\text{The number of student's correct answer} \times 100}{\text{Total number of items}}$$

No.	Students name	Score Pre Test	Score Post Test
1	Student 1	50	80
2	Student 2	40	80
3	Student 3	50	70
4	Student 4	40	80
5	Student 5	30	50
6	Student 6	20	50
7	Student 7	50	80
8	Student 8	40	60
9	Student 9	50	70
10	Student 10	60	80
11	Student 11	30	60
12	Student 12	30	70
13	Student 13	20	40
14	Student 14	40	60
15	Student 15	40	70
	Total	590	1000
	Mean	39.3333	66.6667

APPENDIX F
T TABLE

Pr Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 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
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563

APPENDIX G

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Negeri 6 Bulukumba	Kelas/Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit
Materi Pokok	: Vocabulary		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda (noun).
- Menyebutkan nama-nama benda (noun) dalam bahasa inggris dengan benar.
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa inggris.

Media/Alat Bahan& Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa),
❖ Alat/Bahan	: Spidol, papan tulis,pensil,kertas, Laptop
❖ Sumber Belajar	: Internet

B. KEGIATAN PEMBELAJARAN

*Pertemuan Ke-1***Pendahuluan (15 menit)**

Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Memperhatikan dan mendeskripsikan benda sekitar.***

Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan**Inti****(60 Menit)**

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diperlihatkan gambar terkait materi.
- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami oleh siswa Pertanyaan ini harus tetap berkaitan dengan

- Peserta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi.
- Peserta didik mempresentasikan hasil kerja mereka, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh siswa yang mempresentasikan.
- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Materi

1. Menunjukkan sebuah gambar dan kata kepada siswa, kemudian meminta siswa menjawab apa yang terlintas dipikiran mereka mengenai apa yang telah mereka lihat.

“apa yang terlintas dipikiran kalian tentang gambar tersebut”



“kemudian apa yang terlintas dipikiran kalian jika mendengar kata handphone?”

2. Memulai membuat mindscape dengan meletakkan kata kunci “classroom” (seperti pada gambar poin 1), simbol di tengah dapat menggunakan kertas karton dan ditempel pada papan tulis
3. Mengarahkan siswa untuk menemukan kata kunci lainnya yang berhubungan dengan classroom.
4. Mengarahkan siswa untuk menemukan simbol tersebut kedalam cabang-cabang mindscape.

Penutup (5 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Negeri 6 Bulukumba	Kelas/Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit
Materi Pokok	: Vocabulary		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda (noun).
- Menyebutkan nama-nama benda (noun) dalam bahasa Inggris dengan benar.
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa Inggris.

Media/Alat Bahan & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa),
❖ Alat/Bahan	: Spidol, papan tulis, pensil, kertas, Laptop
❖ Sumber Belajar	: Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Memperhatikan dan mendeskripsikan benda yang ada disekolah.**
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan

Inti

(60 Menit)

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diperlihatkan gambar terkait materi.
- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami oleh siswa. Pertanyaan ini harus tetap berkaitan dengan
- Peserta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi.
- Peserta didik mempresentasikan hasil kerja mereka, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh siswa yang

mempresentasikan.

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Materi/Technique

1. Guru mengarahkan siswa untuk membaca kembali mindscape yang di buat pertemuan sebelumnya.
2. Menyampaikan apa yang akan dipelajari hari ini yaitu belajar kosakata macam-macam benda umum yang ada disekitar sekolah,serta langkah-langkah pembelajaran.
3. Mengarahkan siswa membuat mindscape dengan kata kunci “ school”
4. setiap siswa membuat mindscapenya masing-masing,.
5. Siswa memaparkan hasil kerja mereka.

Penutup (5 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Negeri 6 Bulukumba	Kelas/Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit
Materi Pokok	: Vocabulary		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda (noun).
- Menyebutkan nama-nama benda (noun) dalam bahasa Inggris dengan benar.
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa Inggris.

Media/Alat Bahan & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa),
❖ Alat/Bahan	: Spidol, papan tulis, pensil, kertas, Laptop
❖ Sumber Belajar	: Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Memperhatikan dan mendeskripsikan benda yang berkaitan dengan otomotif.***
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan

**n Inti
(60
Menit)**

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diperlihatkan gambar terkait materi.
- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami oleh siswa. Pertanyaan ini harus tetap berkaitan dengan
 - Peserta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi.
 - Peserta didik mempresentasikan hasil kerja mereka, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh siswa yang mempresentasikan.
 - Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait

materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Materi/Technique

1. Guru mengarahkan siswa untuk membaca kembali mindscape yang di buat pertemuan sebelumnya.
2. Menyampaikan apa yang akan dipelajari hari ini yaitu belajar kosakata macam-macam benda yang berkaitan dengan otomotif,serta langkah-langkah pembelajaran.
3. Mengarahkan siswa membuat mindscape dengan kata kunci “ motor”
4. , setiap siswa membuat mindscapenya masing-masing,
5. Siswa memaparkan hasil kerja k mereka

Penutup (5 menit)

Peserta didik membuat rangkuman/simpulan pelajaran,tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Negeri 6 Bulukumba	Kelas/Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit
Materi Pokok	: Vocabulary		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda (noun).
- Menyebutkan nama-nama benda (noun) dalam bahasa Inggris dengan benar.
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa Inggris.

Media/Alat Bahan & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa),
❖ Alat/Bahan	: Spidol, papan tulis, pensil, kertas, Laptop
❖ Sumber Belajar	: Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-4

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Mendeskripsikan kembali materi sebelumnya mengenai benda umum yang ada disekitar dan benda yang berkaitan dengan otomotif.***
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti

(60 Menit)

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diperlihatkan gambar terkait materi.
- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami oleh siswa. Pertanyaan ini harus tetap berkaitan dengan
- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi.
- Peserta didik mempresentasikan hasil kerja kelompok, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok yang

mempresentasikan.

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Materi / Technique

1. Guru mengarahkan siswa untuk membaca kembali mindscape yang di buat pertemuan sebelumnya.
2. apa yang akan dipelajari hari ini yaitu mendeskripsikan kembali materi sebelumnya mengenai benda umum yang ada disekitar dan benda yang berkaitan dengan otomotif,serta langkah-langkah pembelajaran.
3. Kemudian sebelum memulai materi,guru membagi siswa dalam beberapa kelompok,kelompok terdiri dari 3 kelompok.
4. Siswa akan melakukan sebuah game, yang dimana game tersebut siswa akan menggabungkan gambar dan kata, hal tersebut siswa akan dilatih untuk secara cermat dan teliti dalam melihat atau memperhatikan sebuah gambar. Game ini dipimpin oleh instruktur,yang mana instruktur bertugas untuk memilih gambar,dan anggota akan mencari kata yang berkaitan dengan gambar tersebut,
5. siswa akan membuat mindscape pada kertas karton sesuai dengan gambar dan kata yang berkaitan dengan gambar yang mereka dapatkan dari instruktur .
6. Setiap kelompok akan mendapatkan 2 tema, yaitu tema benda umum yang ada disekitar dan benda yang berhubungan dengan otomotif.

Penutup (5 menit)

Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Appendix H
Surat keterangan bebas plagiasi

 **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

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Rasvita Indrawati
NIM : 105351130416
Program Studi: Pendidikan Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 11 Oktober 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nurhidayah S. Hum, M.I.P
NEM. 964 591

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Appendix I

Surat-surat Penelitian

1. Permohonan Izin Penelitian LP3M


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


LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Ajudin No. 259 Telp. 866972 Fax (0411)865588 Makassar 90221 E-mail : lp3munismuhaplasa.com

Nomor : 2358/05/C.4-VIII/VII/1444/2022
 Lamp : 1 (satu) Rangkap Proposal
 Hal : Permohonan Izin Penelitian

08 Dzulhijjah 1443 H
 07 July 2022 M

Kepada Yth,
 Bapak / Ibu Bupati Bulukumba
 Cq. Ka. IP3 Balitbang Perpustakaan dan Kearsipan
 di –
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10388/FKIP/A.4-II/VII/1443/2022 tanggal 7 Juli 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RASVITA INDRAWATI**
 No. Stambuk : **10535 11304 16**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

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

"Improving the Students' Vocabulary Through Mindscape Method at the Tenth Grade Students at SMKN 6 Bulukumba"

Yang akan dilaksanakan dari tanggal 15 Juli 2022 s/d 15 September 2022.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

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

2. Izin Penelitian DPMPTSPTK

PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA
 Alamat : Jl. Kenari No. 13 Telp. (0413) 85060 Bulukumba 92512

Bulukumba, 20 Juli 2022

Nomor : 450/DPMPTSPTK/VII/2022
 Lampiran :
 Perihal : Izin Penelitian

Kepada
 Yth. 1. Kepala UPT Dinas Pendidikan Wilayah B Bantaeng – Bulukumba Kab. Bulukumba
 2. Kepala SMK 6 Kab. Bulukumba Masing – Masing
 Di Tempat

Berdasarkan Surat Kepala Badan Kesatuan Bangsa dan Politik Nomor : 074/593/Kesbangpol/VII/2022 tanggal 20 Juli 2022 Perihal Rekomendasi Izin Penelitian maka yang tersebut dibawah ini

Nama : RASVITA INDRAWATI
 Nomor Pokok : 10535 11304 16
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Institusi : UNISMUH MAKASSAR
 Alamat : JL. BORONG RAYA MAKASSAR

Bermaksud melakukan Penelitian di Kepala UPT Dinas Pendidikan Wilayah V Bantaeng – Bulukumba dan SMK 6 Kabupaten Bulukumba dalam rangka Penyusunan SKRIPSI dengan judul "IMPROVING THE STUDENTS' VOCABULARY TROUGH MINDSCAPE METHOD AT THE GRADE STUDENTS AT SMKN 6 BULUKUMBA" yang akan berlangsung pada tanggal 15 Juli s/d 15 September 2022.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami mengizinkan yang bersangkutan untuk melaksanakan kegiatan tersebut dengan ketentuan sebagai berikut :

1. Mematuhi semua Peraturan Perundang - Undangan yang berlaku dan mengindahkan adat - istiadat yang berlaku pada masyarakat setempat;
2. Tidak mengganggu keamanan/ketertiban masyarakat setempat;
3. Penelitian/pengambilan data menyimpang dari izin yang diberikan;
4. Melaporkan hasil pelaksanaan penelitian/pengambilan data serta menyerahkan 1(satu) eksamplar hasilnya kepada Bupati Bulukumba Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab. Bulukumba;
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktu yang telah ditentukan kegiatan penelitian/pengumpulan data dimaksud belum selesai

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.


FERRYHAN Z. FAHMI, S.STP., M. AP
 Kepala Dinas
 NIP : 19820212 200212 1 001

Tembusan:
 1. Bupati Bulukumba di Bulukumba (sebagai laporan);
 2. Kepala Badan Kesbangpol Kab. Bulukumba di Bulukumba;
 3. Arsip.

3.Kontrol Pelaksanaan Penelitian

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : RasvitaIndrawati
NIM : 105351130416
Judul Penelitian : Improving The Students' Vocabulary Through Mindscape Method at The Tenth Grade Students at Smkn 6 Bulukumba
Tanggal Ujian Proposal : 23 Mei 2022
Tempat/Lokasi Penelitian : SMKN 6 Bulukumba

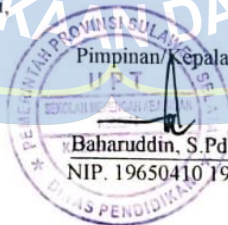
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2	12 Agustus 2022	Giving Treatment	Dita Aristiyasari, S.Pd	
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7				
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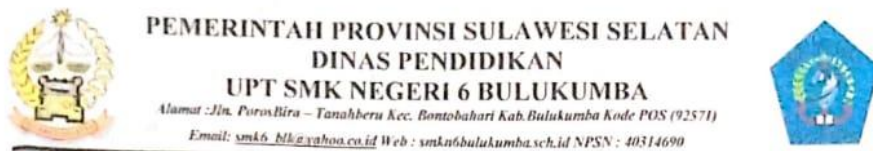
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977 807



Pimpinan/Kepala sekolah,

Baharuddin, S.Pd., M.M
NIP. 19650410 199103 1 013

4. Surat Keterangan Telah Meneliti



SURAT KETERANGAN SELESAI PENELITIAN
 Nomor: 422/ 094-SMK. 6/BLK/2022

Saya yang bertanda tangan di bawah ini adalah Kepala UPT SMKN 6 BULUKUMBA, menerangkan bahwa mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Prodi Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar dengan identitas di bawah ini :

Nama : Rasvita Indrawati
 NIM : 105351130416
 Jurusan : Pendidikan Bahasa Inggris

Benar-benar telah melakukan penelitian mulai dari tanggal 5 Agustus sampai dengan 2 September Tahun 2022 di SMKN 6 Bulukumba, Kec. Bontobahari, Kab. Bulukumba untuk menyusun skripsi dengan judul *Improving The Students' Vocabulary Through Mindscape Method at The Tenth Grade Students at SMKN 6 Bulukumba*.

Demikianlah surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Bulukumba, 05 September 2022

Kepala UPT SMKN 6 Bulukumba



Baharuddin, S.Pd, M.M
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Appendix J

LoA (Letter Of Acceptance)



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

Jalan Sultan Alauddin No. 259 Makassar
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Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0645/BG-FKIP/LOA/B/XII/1444/2022

Dear RASVITA INDRAWATI

It is our pleasure to inform you that, after reviewing your paper:
IMPROVING THE STUDENTS' VOCABULARY THROUGH THE
MINDSCAPE METHOD AT THE TENTH GRADE STUDENTS AT SMKN 6
BULUKUMBA

The manuscript ID: 468

Detail checklist:

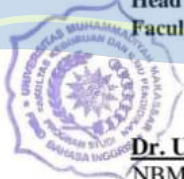
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript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

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

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

Makassar, 8 December 2022 M
14 Jumadil Awal 1444 H

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



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

Appendix K

dokumentasi



CURRICULUM VITAE



The researcher, Rasvita Indrawati was born in Labuhan Padi, on January 09th 1999. She is first child from 4 siblings of the couple Rasmin and Juliati. She began her elementary school at SDN Labuhan Padi and she graduated in 2010. She continued her study at SMP Negeri 2 Utan and graduated in 2013. After finishing her study in Junior High School, she continued her study at SMA Negeri 1 Utan and graduated in 2016. After finishing her study at Senior High School, she was registered as the student of English Education Department in Muhammadiyah University of Makassar on strata one program in 2016. Then the end of her study, she could finish her thesis by the title **“Improving The Students’ Vocabulary Through The Mindscape Method At The Tenth Grade Students At Smkn 6 Bulukumba”**.