

**THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT
MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY
MASTERY OF MTS LENA ARRA MAROS**

A Thesis



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAROS MUSLIM UNIVERSITY**

2022

**THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT
MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY
MASTERY OF MTS LENA ARRA**

A Thesis

Submitted to the Faculty of English Education Study Program Maros Muslim
University Teacher Training and Education to Partially Meet the Terms of Use
Obtaining a Bachelor's Degree in Education

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2022

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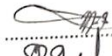
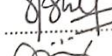


THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS
ABOUT MAROS TOURISM OBJECTS ON STUDENTS'
VOCABULARY MASTERY OF MTS LENA ARRA

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MOTTO

“The world is a place of struggle, rest is in heaven.” – Sheikh Ali Jaber”

(Nurasmah)

ABSTRAK

Nurasmah. 2022. Pengaruh Penggunaan Video Deskriptif Bahasa Inggris Tentang Objek Wisata Maros Terhadap Penguasaan Kosakata Siswa Mts Lena Arra (dibimbing oleh Zul Astri dan Novalia Tanasy).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan video deskriptif dapat meningkatkan kosakata siswa. Metode yang digunakan adalah penelitian pra eksperimen. Populasi dalam penelitian ini adalah siswa kelas VII MTs Lena Arra. Jumlah sampel 30 siswa (15 siswa di kelas eksperimen dan 15 siswa di kelas kontrol) dengan kelas yang berbeda. Instrumen yang digunakan dalam penelitian ini adalah tes (pre-test dan post-test) dengan jumlah pretest dan posttest sebanyak 25 buah. Hasil penelitian menunjukkan bahwa setelah menggunakan Video Deskriptif dalam pembelajaran, kosakata bahasa Inggris siswa meningkat secara signifikan maka dari itu H_0 dinyatakan diterima. Hasil penelitian ini berdasarkan pada KKM sekolah yang diteliti yakni 75.

Kata Kunci: Kosakata, Video Deskriptif, Objek Wisata Maros

ABSTRACT

Nurasmah. 2022. The Effect of Using English Descriptive Videos about Maros Tourism Objects on Students' Vocabulary Mastery of Mts Lena Arra (supervised by Zul Astri and Novalia Tanasy).

This research aims to determine whether the use of descriptive videos can increase students' vocabulary. The method used is pre-experimental research. The population in this study was class VII MTs Lena Arra. The number of samples was 30 students (15 students in the experimental class and 15 students in the control class) with different classes. The instrument used in this study was a test (pre-test and post-test) with a total of 25 for pretest and posttest. The results showed that after using Descriptive Video in learning, students' English vocabulary increased significantly, therefore H_a was declared accepted. The results of this study are based on the KKM of the schools studied, namely 75.

Keywords: Vocabulary, Descriptive Video, Maros Tourism objects

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Menyatakan dengan sebenarnya bahwa skripsi dengan judul "THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA MAROS", adalah benar asli karya saya dan bukan jiplakan atau plagiat dari karya orang lain.

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FOREWORD

Alhamdulillah rabbi 'Alamin, the researcher praises the presence of Allah SWT, for His blessings and mercy so that researcher can start and finish this research report as it has given guidance, grace, and health. Shalawat and greetings we extend to our lord Prophet Muhammad SAW who has brought mankind from darkness to enlightenment.

This research entitled is "THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA". This research was conducted as one of the requirements to obtain a bachelor's degree in English Education FKIP UMMA. Then, the researcher would like to thank you for the prayers, hard work and support from various parties so that this proposal can be completed.

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The researcher realizes that the writing of this research is still simple. The remaining error is the researcher's own fault; therefore, constructive criticism and suggestions will be highly appreciated. Finally, the researchers say a sincere prayer, may all our efforts be blessed by Allah swt.

Amiin

Maros, 4 January 2022

Nurasmah

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CHAPTER I INTRODUCTION

This chapter addresses the problem of students not mastering vocabulary in English learning, this chapter contains the background of the research, research questions, objective of the research and significance of study.

A. Background of the Study

Learning English is designed to equip students with the skills and performance to use the language. Listening, speaking, reading, and writing are all necessary to make communication smooth. Before getting to the four English skills students should acquire and understand about vocabulary, pronunciation and grammar. According to Thornbury (2002, 13 as cited in Grathia, 2017), emphasize that you can hardly teach without grammar. Therefore, vocabulary is the basis of communication. The four language skills are built on the foundation of these sub-skills. In other words, students will not be able to attain their language learning objectives if they just have limited competency. In terms of communication, it is the ability to produce and receive words. Vocabulary is considered as the most basic subskill. In other words, if you don't have enough vocabulary, there is no communication.

According to Zul Astri (2019) vocabulary is the first basic thing that is important in learning English therefore vocabulary must be mastered before learning other people's English skills. Furthermore, vocabulary is the primary significant illustration for creating perusing, composing, tuning in, and

talking abilities. The more Vocabulary understudies get, the higher their capacity in language abilities (Donal, 2012). Vocabulary is vital in learning English. As indicated by Rohman (2016: 7) say that no one can communicate in English in case they have restricted vocabulary so one of the things to be dominated the understudies in learning English are vocabulary and vocabulary relative which doesn't exist, troubles in perusing, tuning in, talking and composing anybody will get it.

Vocabulary learning can be done with various teaching methods, one of which uses video methods. According to Rivai (2017) video is one of the products of technology that presents the constant movement of sophisticated images, moving pictures or moving text accompanied by audio or sound effects. It is considered very effective. More than half of the teachers surveyed said that video is very effective for students with learning difficulties.

Therefore, this research was conducted at Mts Lena Arra because after researcher conducted pre-observations in school, she found out that there is a problem that occurred in the inability of students to master vocabulary in learning English. Accordingly, the researcher makes research entitled "The Effect of Using English Descriptive Videos About Maros Tourism Object on Students' Vocabulary Mastery of Mts Lena Arra". In this research, the researcher used descriptive video media that has an element of local wisdom that describes several tourist attractions in the Maros area. According to Fachmi (2014) descriptive video is a type of video that is used to explain something, someone, or a location. The one feature of descriptive video is the narrator, who discusses what is happening on the screen. Furthermore, the

researcher was described whether there a significant effect in the use of English descriptive videos about Maros tourism objects on students' vocabulary mastery of Mts Lena Arra.

B. Research Question

Is there a significant effect in the use of English descriptive videos about Maros tourism objects on students' vocabulary mastery of Mts lena Arra?

C. Objective of the Research

The researcher's objectives are based on the above-mentioned study problem:

To describe whether there a significant effect in The Use of English Descriptive Videos about Maros Tourism Objects on Students' Vocabulary Mastery of Mts Lena Arra.

D. Significance of Study

The results of this research are significance for:

1. The Teachers

For the teachers, the results of this research are expected that teachers will get information about "The Effect of Using Descriptive Videos About Maros Tourism Objects for Students' Vocabulary Mastery of MTs Lena Arra" and teachers can apply this method when teaching.

2. The students

For the students, the results of this study are expected that students can master vocabulary easily after this research is carried out.

3. The readers

For the readers, the results of this study are expected for the reader getting information and knowledge about the effect of using descriptive video about Maros tourism object on students' vocabulary mastery.

CHAPTER II LITERATUR REVIEW

This chapter was contained explanation about review of related previous studies, theoretical background, conceptual framework and hypothesis of research.

A. Review of Related Previous Studies

In this research, the researcher used several previous researchers on effectiveness using video in students' vocabulary mastery. Some of these researches are listed as follows:

The first one is research from Sismona (2020) entitled "The Effects of Using Video on Student Vocabulary Mastery". His research uses a quasi-experimental. Furthermore, this study is conducted in class VII SMPN 4 Batang Anai, the population is based on the results of the use of random sampling clusters from 6 classes to 2 classes namely VII A and VII B. This study aims to find out the effects of using video in mastering students' vocabulary carefully. Then, the researcher in the study found that in vocabulary coaching using video had a tremendous impact in the mastery of students' vocabulary compared to the use of images. These results can be seen from the increased score after using the video on the student's vocabulary mastery.

Furthermore, the second is research from Ridwan (2020) entitled "The Effect of Using Animation Videos to Vocabulary Mastery at Grade XI Students of SMA 1 Siabu". His research used experimental methods. Furthermore, the sample used were two different classes obtained from the

results of the homogeneity and normality test, namely class XI IPS 1 with the number of 21 students as an experimental class and class XI IPS 3 as a control class with a total of 21 students. The objective of the study is that researcher wanted to get information about how much influence the use of animated videos has in students' vocabulary mastery. Then, from the results of his research researcher get the results that after the use of animated videos against vocabulary mastery students turned out to be the average score of experimental classes has a high score compared to control classes. Therefore, the use of animated videos to students turned out to have an effect on the mastery of students' vocabulary.

The third is research from Grathia (2017) entitled "The Effect of Using English Video on Students' Vocabulary Mastery at SMP PSKD 6 Depok". This research used experimental research and objective of this study is to find out whether the effects of English videos had an effect on the mastery of English vocabulary of students in SMP PSKD 6 Depok. Furthermore, from the results of his research get the results that the use of video has a significant effect on the mastery of students' vocabulary. Therefore, the researcher ordered that the use of English video be applied in teaching because it is a relevant technique to improve the vocabulary of students. From the results of his research used pre-test and post-test instruments provided by the subject of his research, namely class VIII B and VIII C with a total of 20 students.

The fourth is research from Evafaliyanti and Usmawati (2019) entitled "The Effectiveness of Mr Dhanis's Video on Instagram Towards Student Vocabulary Contest". The objective of this study is that the researcher wants

to know the effects of video use on student vocabulary mastery. The study is conducted at SMAN 01 Metro with a population of class XI as many as 142 students. The samples used amounted to 62 samples divided into two, 32 samples as control classes and 32 more as experimental classes. Furthermore, the technique used is a random cluster and researcher use the t-test formula. The results of this study researcher found that the use of Mr Dhanis's Video on Instagram Toward effective vocabulary teaching is used, can be seen from the results of experimental sample scores that increased after using Mr Dhanis's Video on Instagram Toward.

The last is research from Sudarmaji and Yusuf (2021) entitled "The Effect of Minecraft Video Game on Students' English Vocabulary Mastery". This research used quasi experimental. The objective of this study is to see if there is a significant favorable effect on pupils' vocabulary mastery after using the Minecraft program for 5th grade primary students. Furthermore, this study employed a quasi-experimental technique with 63 students from SDN Poris Plawad 1 Tangerang, who were divided into an experimental group (n=31) and a control group (n=32). The results showed that Minecraft outperformed the traditional technique in terms of score. Furthermore, the kids' conduct was better than with the traditional technique.

Based on this research there are several similarities and differences between the research conducted by the five previous researchers, this research has similarities using the experimental method, but the difference between previous research and the research to be carried out is where the learning process uses descriptive variables as variables for the application and

application of local wisdom elements by using videos from several tourist objects in the Maros area while the research videos used from the five above this is different from the research that was carried out such as Sismona's research which uses ordinary learning videos. Then Ridwan's research used animated video as the dependent variable, Sudarmaji and Yusuf's research used the Minecraft Video Game as the dependent variable, while Grathia's research only used ordinary learning videos.

B. Theoretical Background

1. Descriptive videos

a. Nature of Descriptive Videos

The video media makes students more interested in learning and understanding an image after seeing an image. According to Hardiyanti and Asri (2017) the use of video media can stimulate students' knowledge, practice logical thinking, analytic, more creative, effective, sharpen the imagination of students and fun. Therefore, researcher use descriptive video to find out the mastery of students' vocabulary in learning English.

Furthermore, according to Fachmi (2014) descriptive video is a type of video that is used to explain something, someone, or a location. Th one feature of descriptive video is the narrator, who discusses what is happening on the screen. The researcher can conclude that the narrator is the main and most important feature in descriptive video to describe the object discussed so that the audience or examiner can

understand a material or discussion. The purpose of a descriptive video is to give the spectator detailed information about something, someone, or a location.

The descriptive video refers to an additional narrative pathway for blind and visually impaired viewers in educational media, which complements the audio track with descriptive information about the characters, plot, scenery and actions, (Ferrell *et.al*, 2007). Therefore, descriptive video can also be used on students who are special because blind and visually impaired by relying on audio in videos. The researcher concluded that descriptive video can be used as a medium of application in the mastery of students' vocabulary.

2. Maros Tourism Objects

Maros Regency has an important role in the development of Makassar City because it is a crossing area that is also the gateway of the northern Mamminasata Area which itself provides a very large opportunity for development in Maros Regency. In this area there are also many mainstay tourist attractions for tourists who visit the city of Makassar and South Sulawesi, namely Bantimurung-Bulusaraung National Park and the second largest karst stone tourism object in the world namely Rammang-Rammang.

Tourism objects are a place to spend time enjoying the beauty of an object. According to Su *et.al* (2021) Tourism is frequently regarded as a vital means of diversifying an island's income, reinforcing its

culture, and providing assistance to its population. Maros has many tourism objects such as:

a. The Bantimurung Nature Park

The Bantimurung Nature Park is a popular tourist place in the Maros area, Cahyadi (2016). The many fluttering butterflies are the only thing that distinguishes this Bantimurung Nature Park from others, earning it the moniker "The Kingdom of Butterfly." This location has a wide range of amenities, including hotels, souvenir stores, a food court, and a mosque. The community is involved in the operation of the Maros district government.

b. Rammang-Rammang

The uses made to the Rammang-Rammang karst area are nature tourism that we can meet with the creativity of the local community use and utilize nature as a potential in attracting tourists, both local and foreign tourists. There are several leang found in Rammang-Rammang, namely Leang Pasaung and Leang Karama. The karts group at Rammang-rammang is the second best in the world after China. Rammang-Rammang tourism is located in the Maros-Pangkep Limestone (Karst) Mountain Cluster, Salenrang Bontoa Sub-Regency, Maros Regency. Because it includes two caverns with prehistoric murals on the cave walls, this tourism is both a natural draw and a prehistoric attraction. According to Wahdaniya et.al (2017) the Karst Rammang-Rammang tourism has a beautiful

attractiveness, and there are already a lot of visitors that come to see this site; however, the local government has not yet completely controlled this tourism.

c. Leang-Leang

One of the tourism objects in South Sulawesi is the Leang - Leang Prehistoric Park or known as Goa Leang - Leang. Leang-Leang Cave is a historical site of an ancient cave in Leang – Leang, Bantimurung District, Maros district, South Sulawesi province. Leang – Leang Prehistoric Park provides an overview of human life in the end, the location of Goa Leang – Leang can be reached from Sultan Hasanuddin Airport by using public transportation. According to Permana (2018) the Leang Leang area is a high-origin barn for the Maros Regency. Apart from having objects in the form of pictures or paintings from prehistoric times, Leang-Leang is also a karst conservation area with stunning natural views. Among the karst landscapes, there are also rice fields belonging to the community, as well as people's houses with traditional architectural styles typical of the Bugis Tribe which further enhance the natural beauty of the Leang-Leang area. At certain times in the Leang-Leang Village area there are traditional Bugis cultural attractions such as dances, the tradition of going down the fields, the tradition of entering a new house, and others.

3. Definition of Vocabulary

Vocabulary is the primary significant illustration for creating perusing, composing, tuning in, and talking abilities. The more Vocabulary understudies get, the higher their capacity in language abilities (Donal, 2012). Vocabulary is vital in learning English. As indicated by Rohman (2016: 7) say that No one can communicate in English in case they have restricted vocabulary so one of the things to be dominated the understudies in learning English are vocabulary and vocabulary relative which does not exist, troubles in perusing, tuning in, talking and composing anybody will get it.

Furthermore, According to Rohman (2016) the definition all the more likely get Vocabulary, specifically:

- a. Vocabulary means a few groups, classes individuals, callings, and so on, utilizing a bunch of words.
- b. Vocabulary is a person who realizes word masses.
- c. A rundown of words with words meaning particularly in books to get familiar with an unknown dialect implies including vocabulary
- d. One of the clearest parts of language and one of the main applied etymologists to occupy them is incorporated Vocabulary.

Dominance of the four significant parts of language is one of the significances of learning vocabulary. Information on vocabulary is supporting the accomplishment of understanding a subsequent language. Underlining the significance of vocabulary securing (Schmitt, 2000: 55) accentuated that "lexical information is a fundamental part of second

language procurement and information". Authority of English starts with retaining a ton of vocabulary or knowing a ton of vocabulary. vocabulary is characterized as the fundamental reason for learning English or a second language after the primary language. According to Fauziah (2011) somebody who dominated vocabulary dominated learning, particularly English, contrasted with individuals who dominated vocabulary a little. At the point when they read a text, they will effortlessly get data from this is on the grounds that they can see each word in the text.

Vocabulary is the main part of second language capability. One of the primary objectives of language learning is to discover the significance of these words (Nur'aini, 2019). To assist somebody with learning a subsequent language, vocabulary is the fundamental key to discovering that should be learned and known. According to Sedita (2005: 33 as cited in Nur'aini, 2019) vocabulary is the quantity of words (alongside their implications and mix controls) that produce sentences that structure a language.

Based on the definition above, it tends to be inferred that vocabulary is an assortment of words that capacity to comprehend a language where vocabulary is vital in further developing language picking up, including English or a subsequent language

4. Sorts of Vocabulary

There are numerous sorts of vocabulary in English. They depend on the qualities of words. According to Ruth Gairns and Stuart Redman, vocabulary can be isolated into two kinds:

- a. Active Vocabulary: Refers to the method involved with talking and composing. Dynamic vocabulary is otherwise called a useful vocabulary, creating groundbreaking musings.
- b. Passive Vocabulary: A cycle that alludes to dullness just for perusing and tuning in. This is otherwise called an open Vocabulary.

Dynamic vocabulary or words we use in expressing and composing two language abilities. This vocabulary is regularly alluded to as useful vocabulary on the grounds that as far as talking it should be articulated well so the other individual can get what we mean. As far as composing, we should compose a decent letter so per users don't misjudge. To utilize dynamic vocabulary or useful vocabulary we should know and have the option to utilize the objective language sentence structure, ideally, we will know collocations and furthermore comprehend the undertones of the word. This vocabulary is more conspicuous at the principal level of a course.

Then, at that point Passive vocabulary to be specific perusing and listening abilities performed. Detached vocabulary alludes to language things that can be perceived and perceived with regards to perusing and tuning in and are additionally alluded to as responsive vocabulary. Inactive

vocabulary is more helpful when understudies are at a more significant level like halfway or progressed (Fauziah, 2011).

5. Aspects of Vocabulary

As indicated by Nation (2001: 27), there are three parts of vocabulary, specifically structure, which means, and use. Besides, for a nitty gritty clarification as follows:

a. Shape

In this angle, word arrangement implies realizing how words are articulated, composed, and how they can change structure.

1. The first, understudies should realize how a word seems like it is articulated (verbally expressed structure). Knowing the type of the word expressed incorporates having the option to perceive the word when it is heard.
2. The Second, understudies should realize how to spell words (composed structure). As a Nation (2001: 44), one part of becoming acclimated to the composed type of the word is spelling.
3. The Third, the student should likewise know all aspects of the word that makes up this specific thing (like prefix, root, and postfix). A postfix is a fasten that is situated toward the finish of a word to make another word, while the root is the top of a word. Then, at that point, the prefix is the prefix toward the start of the root or word to make another word.

b. Which means

Countries say that significance incorporates the manner in which structures and implications are joined with different words, ideas, and what they allude to, and affiliations that ring a bell when individuals think about specific words or articulations.

c. Usage

The significance of still up in the air from a wide text. Here, Nation includes the linguistic capacity of a word or expression utilization, collocations that generally happen with language use, and any limitations utilized (as far as recurrence, level, so forward). Aside from that, Harmer (2002: 19) a distinction is additionally claimed by words. In any case, they can likewise be fixed and changed to suit various settings and employments. Representations and figures of speech can be extended along these lines.

6. Teaching Vocabulary

According to Octaberlina and Anggarini (2020) teaching is to help someone in need of change and develop their skills, attitudes, ideas, and appreciation. Then, According to Suryana (1990, as cited in Aisyah & Tanasy, 2019) Teaching vocabulary is one of the language components. Therefore, teaching vocabulary is very necessary to understand the text from the meaning of the word easy to the most difficult level. One of the most debated aspects of teaching English as a foreign language is teaching vocabulary (Susanto, 2017). There are a variety of methods for teaching

vocabulary. If most English teachers wish to introduce new vocabulary or lexical elements to their pupils, they must remember a few factors. To prevent pupils from losing new vocabulary, English teachers must teach it, practice it, and review it.

According to Susanto (2017) there are several techniques in teaching vocabulary that have been put forward by several experts, including:

a. Objects are used to teach vocabulary.

Because memory for objects and pictures are extremely dependable, and visual strategies can work as signals for recalling words, this strategy can help learners retain language better. According to Susanto (2017) when a new term is introduced by displaying an actual item, it is frequently easier for students to visualize the word and recall it. Objects from the classroom or items brought in from outside can be utilized. Therefore, teaching vocabulary using objects is very effective because students are more interested and easily understand what they see.

b. Drilling, spelling, and active participation are used to teach vocabulary.

Drilling is used to help students become familiar with the word form, particularly how it sounds. According to Thorbury (2002, as cited in Susanto, 2017) drilling should be

straightforward and natural to help learners get more comfortable with the term. The most common method of spelling is to memorize words (Reed, 2012, as cited in Susanto,2017). Because the spelling forms of English words are not always deduced from their sound, word spelling must be examined. In considering this technique the teacher must condition according to the time of the teaching material.

c. Drawing and pictures are used to teach vocabulary.

Students' vocabulary can also be taught via pictures and drawings. The picture is an illustration that tells an object that students can understand easily after seeing the picture by following the new vocabulary (Susanto, 2017). Therefore, the vocabulary that is shown through the picture can make students memorize the writing from the picture.

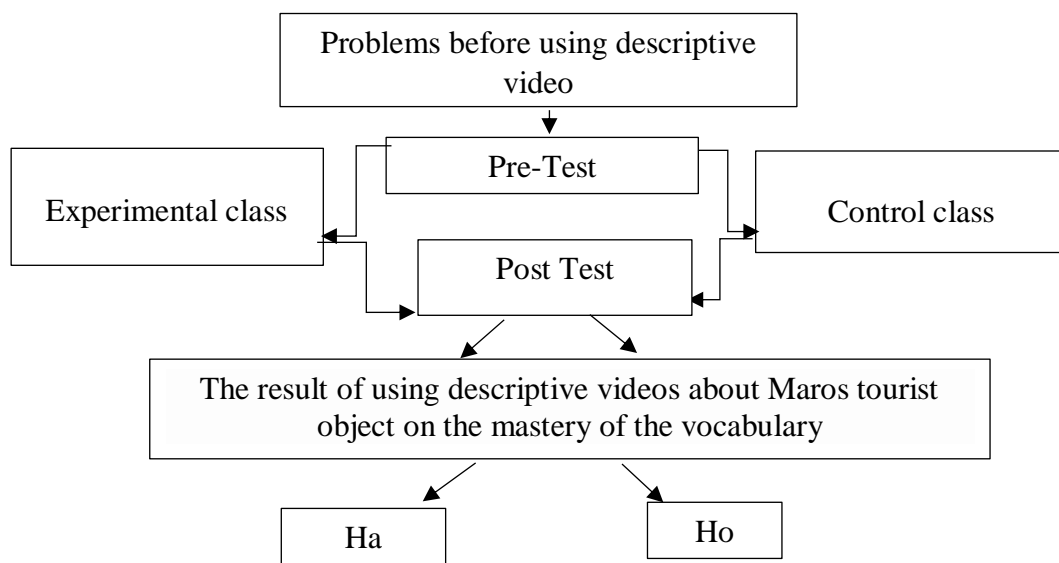
d. Mime, emotions, and gestures are used to teach language.

Considering the importance of gestures and facial expressions in communication, the phrase "Pantomime or gesture" is very useful for vocabulary learning (Alghatani, 2015, as cited in Susanto, 2017). Communication is synonymous with mime, emotions and gestures so in vocabulary disclosure it is very warring also for vocabulary learning.

C. Conceptual Framework

According to Ridwan (2020) mastery of vocabulary is the most important thing in learning English because it's a skill to understand vocabulary. Vocabulary is the most important unit in English. minimal vocabulary has an impact on one's vocabulary mastery. but the problem that occurs is that there are still many students who do not master vocabulary well. Furthermore, the researcher took the initiative to make a study entitled “The Effect of Using English Descriptive Videos about Maros Tourism Object on Students’ Vocabulary Mastery of MTs Lena Arra with the following conceptual framework.

The Table of Conceptual Framework



Picture 2. 1 The picture of the chart of conceptual framework

The above concept, researcher begins the research by determining the problems that occur. Furthermore, carrying out research using a method that has been designed, namely the use of descriptive video after conducting the research process, researcher analyze the results of their research so that the

results of their research are used as a reference to determine whether the use of descriptive video has an effect on the mastery of student vocabulary. Therefore, if the results of research mastery of students' vocabulary said increase, then the use of descriptive video on the mastery of student vocabulary is said to be successful.

D. Hypothesis of research

A hypothesis is a statement that is not yet strong and still wants to prove the truth. In this research, two hypothetical symbols were:

1. Ho (null hypothesis)

There is no significant effect of using of English descriptive videos about Maros tourism object on students' vocabulary mastery of Mts lena Arra.

2. H1 (alternative hypothesis)

There is significant effect of using of English descriptive videos about Maros tourism object on students' vocabulary mastery of Mts Lena Arra.

CHAPTER III METHODOLOGY

This chapter presented the method to be used in this research. The chapters consisted of the type and design, location and time of research, research subjects, and research variables, instrument of the research, data collection technique and the technique of data analysis.

A. Research Type and Design

Quantitative method used in this type of research. This objective to determine the effect of English videos on students' vocabulary mastery, in which the videos given are in the form of descriptive videos about tourist object in Maros. Furthermore, the design of this research was experimental research. There are 3 descriptive videos about Maros tourist object such as Bantimurung, Rammang-Rammang and Leang-Leang. Data presentation done quantitatively. There are 3 activities were conducted in this research, namely: the first gave pretest, the second gave treatment to the group and the third gave Post Test. According to Stratton (2019) The advantage of the pre-test and post-test research designs was that there are research guidelines, meaning that there was a test of the dependent variable (knowledge or attitude) before and after the intervention with the independent variable (training or information presentation session). Furthermore, the researcher separated the class into two groups, the control and experimental classes.

B. Location and Time of Research

1. Location of research

This research was conducted at MTs Lena Arra, located in Arra, Tompobulu Village, Kec. Tompobulu, Kab. Maros. The researcher chose MTs Lena Arra as the research location because based on pre-research was conducted by researcher at the school, from the result the researcher found that there was a problem faced by students, namely the difficulty of students in mastering vocabulary in English language. From the results of observations field through simple interviews researcher want to know more about students' abilities and know the effects of applying the method.

2. Time of research

The Research was conducted from May, 2022, to June, 2022, in the meeting was held once a week with duration of 2x40 minutes. Furthermore, data processing taken place in May until June.

C. Research Subjects

1. Population

The population of this research was class VII MTs Lena Arra in the academic year 2021/2022 consisting of two classes namely VII.A and VII.B and the total number of all classes was 30 students. The overall population of classes between grades VII, VIII and IX was 105 students.

2. Sample

This research used purposive sampling. According to Etikan, I *et.al* (2016), the purposive sampling technique also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It was a non random technique that did not need underlying theories or a set number of participants. It can be concluded that the researcher decided what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. Therefore, the researcher selected purposive sampling as the research technique. The researcher chose the sample by looking at the characteristics of the class and based on information from the teacher. Direct collection was carried out from the two classes at MTs Lena Arra. The samples of this study were two classes, namely class VII.A and class VII.B of MTs Lena Arra. The students of class VII.A as class experimental with the total number of classes was 15 students and then grade VII.B as class control with the total number of classes was 15 students.

D. Research Variables

According to Kaur (2013) “Variable” is a term often used in research projects. Quantitative research design uses variables to make it easy to do research.

There are two kinds of variables in this research:

1. The Dependent Variable

According to Kaur (2013) the dependent variable is the consequent. In other words, dependent variable is a method of research that wants to be examined. This study researcher used descriptive video as a bound variable.

2. The Independent Variable

The independent variable is the antecedent, Kaur (2013). The researcher understand that this free variable is the result of a method designed to know the effect of the method, but in this study, researcher want to know the results of mastering students' vocabulary from the effective use of descriptive video.

E. Instrument of The Research

The instrument used in this research namely tests. There were two tests used by the researcher, namely pre-test and post-test. Both of the test in the form of multiple choices with the same question.

1. Pre-Test

According to Berry (2008: 19) pre-test is a non-evaluable sense of evaluation which is used to determine the pre-existing knowledge of the subject. Pre-test used at the beginning of learning was useful to determine the ability of students before studying the material. The pre-test used as the initial basis for students from the material they learned, but the material

was not expected to be known by students. Pre-test was also usually interpreted as a code in the material to be taught.

2. Post-test

The posttest applied at the end of the lesson to find out and get data from the results of the application of descriptive video for mastery of the given English vocabulary.

F. Data Collection Technique

In collecting data, the researcher used the following:

1. Giving Pre-Test

Before starting the lesson, the researcher gave the students a pre-test. The pre-test question consists of 25 numbers in the form of multiple choices. In both the control and experimental classes, a pre-test was given on the first day. The purpose of this pre-test is to give researcher the knowledge of students' abilities before getting treatment using the method. It was worth noting that the approach is only employed in the experimental class.

2. Giving Treatment

The researcher continued to treat the students in the control and experimental class after giving the pre-test. in the control class the researcher did not use descriptive videos in learning, while in the experimental class the researcher applied or used descriptive videos in English in learning.

The procedure of the treatment of using English descriptive videos as are follows:

- a. The experimental class and the control class used by researcher.
- b. On the first day, the students gave pretest in experiment and control class. Then, the researcher explained the descriptive text to both the control and experimental classes. Furthermore, the researcher gave a descriptive video in the experimental class but in the control did not use a descriptive video.
- c. Then on the second days until the third days the control class is not using method and the experimental class was still receiving treatment using a descriptive video again to determine the vocabulary mastery ability of MTs Lena Arra students in class experiment.
- d. In preview, the students pay attention to the video gave by the researcher about the descriptive at the Maros tourist place. Bantimurung, Rammang-Rammang, and Leang-Leang are among the three videos were showed to students. This descriptive video gave one video per day. Then students identify the descriptive video about the title, sentence and keywords in the video.
- e. The students were asked to remember the vocabulary in sentences when the descriptive video is displayed.
- f. The next researcher gave a stimulus to the students in the form of questions and answers about what they had learned and got after watching a descriptive video. Students are tested one by one,

mentioning at least 5 vocabulary words obtained after the descriptive video was given. The aim was to increase students' knowledge, understanding, and memory about what they see in the descriptive video.

- g. Then, as teacher, the researcher review what they have learned.
- h. After conducting research in school, then the researcher manages the data obtained on the field. Data management was carried out from May to June.

3. Giving Post Test

The researcher gave the same test with pretest of 25 questions in the form of multiple choices. Post-test was given to both classes namely control classes and experiment classes. The objective was to find out description after doing the treatment using a descriptive video. The results between using a descriptive video on the treatment with a pre-test before this treatment was collected.

G. The Technique of Data Analysis

In this research, the researcher used the school KKM of 75 to determine the standard of improving students' vocabulary in the use of descriptive videos. Furthermore, the researcher used quantitative analysis. According to Fahrina (2019) in analyzing data which collected through the pre-test and pos-test, the researcher used the procedures as follows:

1. Classifying the score of the students' pre-test and post-test

No	Score	Category
1	85 – 100	Good
2	65 – 84	Fairly Good
3	55 – 64	Fair
4	35 – 54	Poor
5	10 – 34	Very Poor

Table 3.1. Classifying of Students' Score

(Gusman, 2018)

2. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{Score correct answer}}{\text{The total numbet}} \times 100$$

(Gay, 2012)

3. After calculating the pretest and post test results, some data were gathered from minimum to maximum.

(Gay, 2012)

4. Classifying the students pretest and posttest into 5 categories. The classification, Frequency and the rate percentage of the student's pretest and post test score

(Tanasy,2019)

5. SPSS

Using SPSS 25 for windows evaluation, Calculate the mean, standard deviation, paired sample statistic, paired sample correlations, and probability value for T-test students.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

This chapter discussed research result namely pretest, posttest, the different between pretest and posttest, data analysis and discussion about result of research.

A. Research Result

This research was conducted at the MTs Lena Arra School, Kec. Tompobulu, Kab. Maros at grade 7 semesters 2 of the 2021/2022 academic year, there were 2 classes, namely class 7A as the treatment group and class 7B as the control group. The results of the data about the pretest and posttest about their achievement in learning vocabulary before and after using the Descriptive Video Method were explained as follows:

1. After calculating the pretest and post test results, some data were gathered from minimum to maximum. Table below illustrates it:

Table 4.1 the minimum and maximum test' scores

Classification	Pretest Experiment	Posttest Experiment	Pretest Control	Posttest Control
Minimum	36	64	40	44
Maximum	64	88	60	68

From the table above, it can be seen that the minimum pretest score in the experimental group increased from 36 to 64 in the posttest, while in the control group the minimum pretest score is 40 and increased but not significantly changed to 44. The same thing also happened to the maximum score on the pretest and posttest, where in the experimental group it increased

significantly from 64 to 88 but in the control group it increased but not significantly from 60 to 68 only.

2. Classifying the students pretest and posttest into 5 categories below:
 - a. Pre-test

In this research, the researcher gave a pretest as a quiz to determine the English vocabulary skills of seventh grade students at MTS Lena Arra. This test was given to the experimental class and the control class.

The results of the pretest can be seen in the following table:

Table 4.2 the classification, Frequency and the rate percentage of the student's pretest score in experimental class

No	Score	Frequency	Percentage
1	85 – 100	-	-
2	65 – 84	-	-
3	55 – 64	4	26.7%
4	35 – 54	11	73.3%
5	10 – 34	0	0%
Total		15	100%

Based on the table above, the pretest of experiment class was classified none of the students who get 10-34 as very poor. Meanwhile, there are 11 students who get 35-54 as poor (73.3%). Furthermore, 4 students who get as fair with score of 55 - 64 (26.7%) and none of the students who get as fairly good and good with score of 65 – 84 and 85 – 100.

Table 4.3 the classification, Frequency and the rate percentage of the student's pretest score in control class

No	Score	Frequency	Percentage
1	85 – 100	-	-
2	65 – 84	-	-
3	55 – 64	6	40%
4	35 – 54	9	60%
5	10 – 34	-	-
Total		15	100%

Based on the table above, the pretest of control class is classified none students who get as very poor with scored 10-34, while 9 students who scored 35-54 as poor (60%). Furthermore, the score of 55-64 obtained 6 students as fair with a percentage of 40%. Then, none students who get a score of 65-84 and 85-100 as fairly good and good.

b. Post Test

In this section, a post-test gave to determine the increase in students' vocabulary in the experimental and control classes.

The results of the pretest can be seen in the following table:

Table 4.4 The classification, Frequency and the rate percentage of the student's posttest score in experiment class

No	Score	Frequency	Percentage
1	85 – 100	2	13.3%
2	65 – 84	12	80.0%
3	55 – 64	1	6.7%
4	35 – 54	-	-
5	10 – 34	-	-
Total		15	15

Based on the table above, the post-test of experiment class was classified none students who get as very poor and poor with scored 10-34 and 35-54, while there is 1 student who scored 55-64 as fair (6.7%). Furthermore, the score of 65-84 obtained 12 students with a percentage of 80.0% as fairly good. Then, 2 students who gets as good with a score of 85-100 (13.3%).

Table 4.5 The classification, Frequency and the rate percentage of the student's posttest score in control class

No	Score	Frequency	Percentage
1	85 – 100	-	-
2	65 – 84	1	6.7%
3	55 – 64	6	40.0%
4	35 – 54	8	53.3%
5	10 – 34	-	-
Total		15	100%

Based on the table above, the posttest of control class is classified none students who get as very poor with a score of 10-34. Meanwhile, 8 students who got as poor with a score of 35-54 (53.3%). Furthermore, 6 students scored 55 – 64 (40.0%) or fair. Then 1 student scored 65 – 84 or fairly good (6.7%). While, none students who get as good with scored 85 – 100.

c. Comparison of experimental and control classes

This research was to determine the English vocabulary of grade 7 students, the researcher used 2 classes, namely the experimental class and the control class. Furthermore, the researcher analyzed with 25 questions given to 30 students in the experimental class and control class. Then the data showed that the pre-test score in the experimental class was 730, and then it increased significantly in the post-test with a score of 1156. While the pre-test in the control class, the researcher found 768, then the post-test results increased but not significantly with a score of 824.

3. Calculation of the Range, Mean and Standard deviation of pretest and posttest from students at experiment and control class were derived from SPSS program 25.0 and illustrated as table below.

Table 4.6 Descriptive Statistic

Statistic	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experiment	15	28	36	64	730	48.67	8.406
Post Test Experiment	15	24	64	88	1156	77.07	7.630
Pre-Test Control	15	20	40	60	768	51.20	8.170
Post Test Control	15	24	44	68	824	54.93	7.630
Valid N (list wise)	15						

The data above explained that the number of students in the experimental group is 15 and the control group is 15. The range is score in the experimental group is lower than 28 in the pretest, changing to 24 in the posttest. In contrast to the control group, the range increased from 20 at the pretest to 24 at the posttest. This showed that the range of data from the experimental group is getting narrower but the control group is getting wider.

The minimum score in the experimental class also increased from 36 to 64, while in the control class the minimum score of 40 increased but did not significantly change to 44. The same thing also happened to the maximum score, where in the experimental group it increased significantly from 64 to 88 but in the experimental group it increased significantly from 64 to 88. In control class only from 60 to 68. The total score in the experimental group increased significantly from 730 to 1156 but in the control group from 768 to 824 only. The mean score also increased significantly in the experimental group from 48.67 to 77.07 but in the control group it changed to 54.93 from 51.20.

The standard deviation in the experimental class decreased to 7,630 at the posttest from 8,406 at the pretest, and in the control group it decreased to 7,630 at the posttest from 8,170 at the pretest. This proves that the distance between the scores and the average score for the experimental group was closer than the control group.

4. Data Analysis

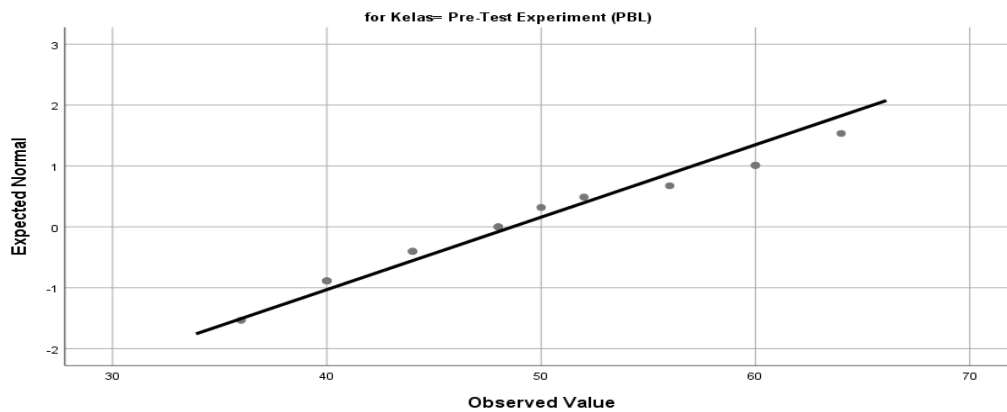
a. Data Normality Test

The normality test was conducted to test whether the data was tested normal or not. The following was a normality test table using SPSS.

Table 4.7 Test of Normality Data

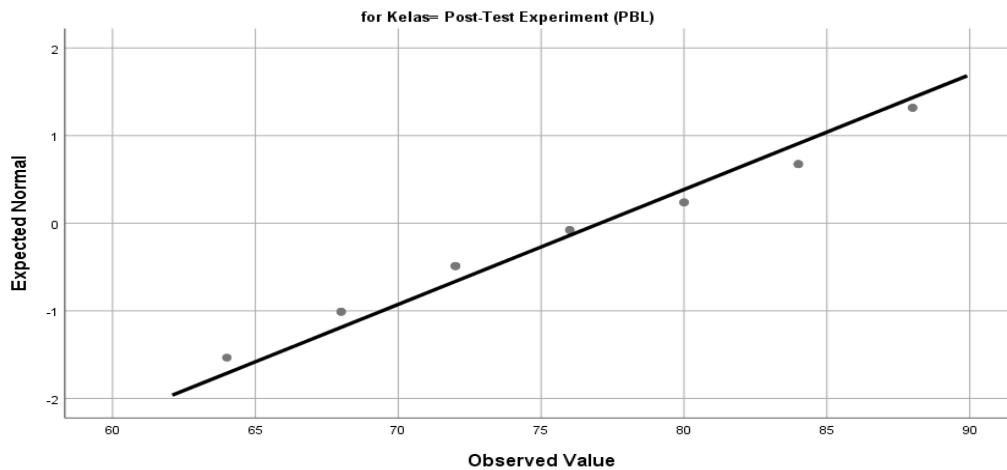
Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre -Test Experiment (Descriptive video)	.132	15	.200*	.949	15	.503
	Post-Test Experiment (Descriptive video)	.152	15	.200*	.943	15	.421
	Pre-Test Control	.193	15	.139	.838	15	.012
	Post-Test Control	.183	15	.189	.923	15	.212

From table 4.7 it can be concluded that in Sig. Shapiro-Wilk in the pretest experiment is 0.503 and the post-test is 0.421 less than 0.05. Then, the pretest control is 0.012 and the post test is 0.212 less than 0.05. So, the above data is considered to be normally distributed. Then the data above was feasible to continue with the Paired Sample T Test.



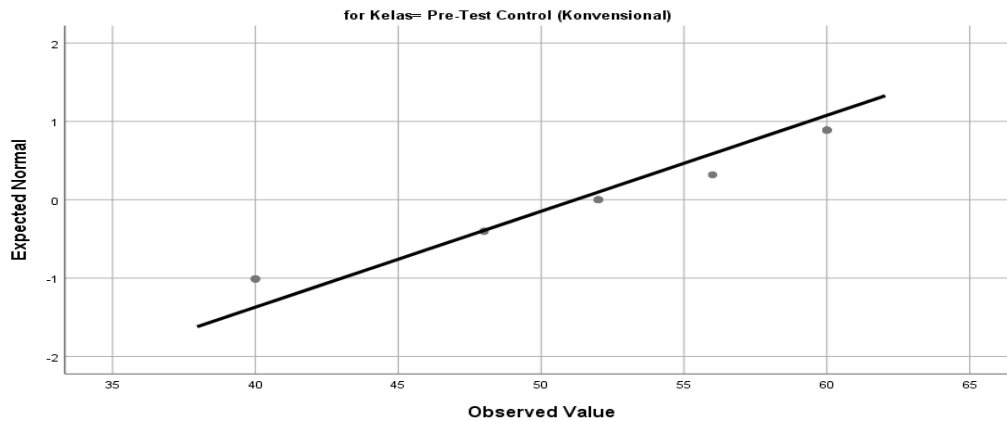
Picture 4.1 Normality Test with Q-Q Plot Pretest Experimental class

Based on the results of the SPSS Q Plot output pre-test in the experimental, it shown that the score data in experiment class spread around the diagonal line, so the researcher could conclude that the pretest score data in experiment class was normally distributed.



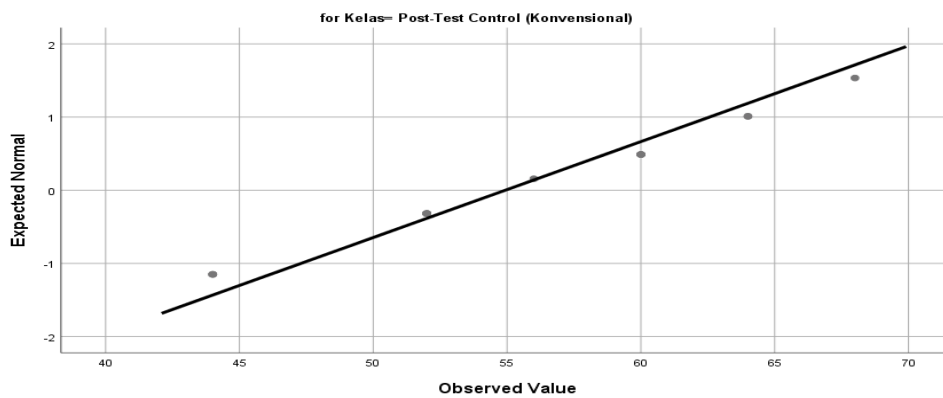
Picture 4.2 Normality Test with Q-Q Plot Posttest Experimental class

Based on the results of the SPSS Q Plot output post-test in the experimental, it shown that the score data in experiment class spread around the diagonal line, so the researcher could conclude that the post-test score data in experiment class was normally distributed.



Picture 4.3 Normality Test with Q-Q Plot Pretest Control class

Based on the results of the SPSS Q Plot output pre-test in the control class, it shown that the score data in control class spread around the diagonal line, so the researcher could conclude that the pretest score data in control class was normally distributed.



Picture 4.4 Normality Test with Q-Q Plot Pretest Control class

Based on the results of the SPSS Q Plot output post-test in the control class above, it shown that the score data in control class spread around the diagonal line, so the researcher could conclude that the pretest and the posttest score data in control class was normally distributed.

b. Homogeneity Test

Homogeneity test was conducted to determine whether the data was homogeneous or not. The following table 4.8 homogeneity test of pre-test and post-test data.

Table 4.8 Output Homogeneity Test of Pretest Assessments Instruments

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.010	1	28	.923
	Based on Median	.006	1	28	.939
	Based on Median and with adjusted df	.006	1	27.577	.939
	Based on trimmed mean	.010	1	28	.922

From the SPSS output table for the pre-test homogeneity test, it can be seen that the Sig value is 0.923. Sig score $0.923 >$ probability Sig. 0.05. Then the pre-test data is declared homogeneous. Furthermore, the level of homogeneity of the test post can be seen as follows:

Table 4.8 Output Homogeneity Test of Post- test Assessments Instruments

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.011	1	28	.919
	Based on Median	.025	1	28	.876
	Based on Median and with adjusted df	.025	1	26.079	.876
	Based on trimmed mean	.013	1	28	.910

From the SPSS output table for the pre-test homogeneity test, it can be seen that the Sig value was 0.919. Sig score $0.919 >$ probability Sig. 0.05. Then the pre-test data is declared homogeneous.

From the results of the homogeneity test, it can be said that the variance data for learning outcomes both pretest and posttest came from English vocabulary. The pretest and posttest assessment data instruments were declared homogeneous. Thus, the pretest and posttest in this research met the homogeneity requirements, so that the Hypothesis test can be continued.

c. Hypothesis Test

In this research there was treatment, this treatment was in the experiment class by raising 2 (two) hypotheses, namely:

Ho: Descriptive video has not significant effect in increasing vocabulary mastery of Mts Lena Arra.

H1: Descriptive video has significant effect in increasing vocabulary mastery of Mts Lena Arra.

Table 4.9 Independent Sample Test Output Results

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
NGain_Perse n	Equal variances assumed	4.857	.036	13.903	28	.000	48.27659	3.47237	41.16376	55.38942
	Equal variances not assumed			13.903	21.291	.000	48.27659	3.47237	41.06141	55.49177

Based on the output table above, the value of Sig Levine's Test for Equality of Variances is $0.036 > 0.05$, this means that the data variance between the pretest and posttest experiments is homogeneous or the same. So that the interpretation of the Independent Samples Test output table is guided by the values contained in the "same variance assumption table. Furthermore, based on the output of the Independent Sample Test in the section 'Assumption of the same variance'. Known score sig. (2 - tailed) is $0.000 < 0.05$, so that it becomes the basis for decision making in the independent sample test. It can be concluded that H_0 is rejected and H_1 is accepted.

Based on the output above, the value of sig (2-tailed) was $0.000 < 0.05$, so it can be concluded that there was a difference in the average student learning outcomes between the learning model that uses the descriptive video method and the ordinary learning model. Thus, it can be concluded that there was a significant difference between the results of the pre-test and post-test of the experimental class. While the hypothesis in this study. It was known that the value of sig. (2 - Tailed) is $0.000 < 0.05$, then the hypothesis H_0 was rejected, namely "After using Descriptive Video to teach, students' English vocabulary increased significantly". And the hypothesis H_a was accepted, namely "After using Descriptive Video in learning, students' English vocabulary increases significantly".

B. Discussion

Based on the result above in implementation of Descriptive Video in teaching showed that the students' vocabulary mastery enhanced after giving treatment. It was supported by the difference score of student's pretest and posttest in class experiment and class control, where the average pretest score of experimental students was 48.7 increasing in the post-test to 77.1. While the pretest in the control class got an average score of 51.2, and then on the post-test assessment students got an average score of 55.

Based on the results of the research above, it can be seen that the average value of the experimental class taught using video was higher than the control class taught using conventional learning. It can be concluded that the use of video has a significant effect on students' vocabulary mastery, as evidenced by the average post-test experimental score of 77.1 which was higher than the school's KKM standard. This was evidenced by the vocabulary value of students in the experimental class which was higher than the vocabulary value of students in the control class.

The results of this study are also reinforced by the opinion of Grathia (2017) who said that his research found that the use of video had a significant effect on students' vocabulary mastery. Furthermore, Sismona's opinion (2020) there was an increase in scores after using videos on students' vocabulary mastery. This means that the use of video can be used as an alternative for teachers or lecturers to teach vocabulary, especially in descriptive videos. It was concluded

that using descriptive video could help students to improve their vocabulary mastery.

The results of this research are also strengthened by Ridwan (2020) that using videos such as animated videos for students turns out to have an effect on students' vocabulary mastery. Therefore, according to Evafaliyanti and Usmawati (2019) after using of Mr Dhanis's Video on Instagram Toward effective vocabulary teaching is used, can be seen from the results of experimental sample scores that increased after using Mr Dhanis's Video on Instagram Toward. Sudarmaji and Yusuf (2021) the results showed that Minecraft outperformed the traditional technique in terms of score. Furthermore, the kids' conduct was better than with the traditional technique. It can be concluded that video is very influential in effectiveness in increasing students' vocabulary.

However, there was several problems in the process of teaching and learning English at class before the implementation of the action. Most of the students still do not know some basic vocabulary in English. Media and materials used in teaching and the learning process was also less varied. It made students bored and lost attention easily. Therefore, it was necessary to apply some measures to solve those problems.

The researcher used descriptive video method so that the learning process becomes creative and students are not bored in learning. In this descriptive video, the researcher gave treatment for 3 days with 3 different videos. The video shown was about tourist attractions in Maros, namely Bantimurung Park, Rammang-Rammang and Leang – Leang. In the experimental class, students were very

enthusiastic in observing the vocabulary in each video shown. In the control class the students were only fixated on the vocabulary in the textbook, the students in the control class were not so enthusiastic in learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1. CONCLUSIONS

The effect of students' vocabulary mastery increases to a greater extent through the descriptive video method. The student's score in the vocabulary test before treating the descriptive video was low. This is different from the students after using the descriptive video method. This was found in the post-test scores. The score of posttests is higher than the pretest. The increased value can be based on the school's KKM standard where the value after treatment is higher than the KKM standard. Using descriptive videos in learning activities contributes to students' mastery of vocabulary and increases students' understanding. This method increases students' vocabulary.

2. SUGGESTION

There are several suggestions that are recommended, namely:

1. The teacher can use the descriptive video method as a variation in teaching, for example the descriptive video about maros tourism objects, foods, animals, and others. It is able to attract students' interest to be active in class.
2. For students, they were able to increase vocabulary by action so that students are accustomed to using English orally.
3. The researchers can use this thesis as reference in conducting research in the same scope.

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Appendix 1 Research Permit

UNIVERSITAS MUSLIM MAROS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus 1: Jalan Dr. Wahideng No.32 Maros Sulawesi Selatan, e-mail: umma.yopri2015@gmail.com, Kode Pos 80071
Kampus 2: Jalan Kiboa - Penelehing Jln/ra Kibohar - Wiyada Kecamatan Lau Kibuyah Maros





Nomor : 156/UL/FKIP-UMMA/V/2022
Lampiran : 1 (satu) exemplar
Perihal : **Permohonan Izin Penelitian**

Kepada yang terhormat:
Kepala Sekolah MTs Lena Arra
di-
Tempat

Ansalena Aulia Widiyatulohi Wiharulatah

Dengan hormat,
Ditujukan kepada Bapak/Ibu bahwa mahasiswa di bawah ini:

Nama : NURASMAH
NIM : 188203033
Program Studi : Pendidikan Bahasa Inggris

Bermaksud melakukan Penelitian dalam rangka penyediaan pendidikan Program Sarjana FKIP Universitas Muslim Maros.
Adapun judul Penelitian yaitu :

"The Effect Of Using English Descriptive Videos About Maros Tourism Objects On Students' Vocabulary Mastery Of MTs Lena Arra"

Dosen Pembimbing : 1. Zul Atri, S.S., M.Hum
2. Novalia Tanjung, S.Pd., M.Pd.

Selubungan dengan maksud tersebut mohon kiranya kepada Bapak/Ibu berkenan memberikan izin kepada yang bersangkutan untuk melakukan penelitian di tempat Bapak/Ibu Atas bantuan dan kerjasama Bapak/Ibu yang baik dan cepat terima kasih.

Maros, 30 Mei 2022
Dekan

Fitrah Akhmad, S.Pd., M.Hum
NIDN: 0926039001

Tembusan Kepada Yth.:
1. Ketua Program Studi
2. Yang bersangkutan
3. Peringgal

Appendix 2 Questionnaire Validation Statement 1

**SURAT PERNYATAAN
VALIDASI INSTRUMEN**

Saya yang bertanda tangan di bawah ini :

Nama : Nurul Fachrumisa, S.Pd., M.Pd
Jabatan : Dosen Pendidikan Bahasa Inggris Universitas Muslim Maros

Dengan ini menyatakan bahwa instrumen mahasiswa yang akan melakukan penelitian guna memperoleh data dalam rangka penyusunan skripsi berjudul :

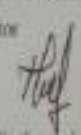
"THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA"

Dari Mahasiswa :

Nama : Nur Azmah
NIM : 1888209033
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Setelah diperiksa dan dikoreksi pada beberapa butir instrumen, maka dinyatakan layak untuk digunakan (telah memenuhi validasi ini).

Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Maros, Mei 2022
Validator

Nurul Fachrumisa, S.Pd., M.Pd

**LEMBAR VALIDASI
TES HASIL BELAJAR**

A. Petunjuk

Dalam rangka menyusun skripsi dengan judul "THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA"

Peneliti mengembangkan Pre-Test dan Post-Test untuk melihat peningkatan kemampuan Vocabulary siswa menggunakan video dalam Pembelajaran Bahasa Inggris. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi tes hasil belajar yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

1. = Tidak valid
2. = Kurang valid
3. = Valid
4. = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Isi				
	a. Kejelasan maksud soal			✓	
	b. Pedoman penskoran dinyatakan dengan jelas			✓	
2.	Bahasa				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Inggris yang benar			✓	
	b. Menggunakan bahasa yang komunikatif dan struktur kalimat yang sesuai dengan taraf berpikir dan kemampuan membaca serta usia siswa			✓	
	c. Menggunakan tulisan, garis, dan tanda baca yang sesuai dengan pedoman umum Bahasa Inggris				✓
	d. Menggunakan istilah-istilah yang tepat dan mudah dipahami siswa				✓
	e. Menggunakan arahan dan petunjuk yang jelas, sehingga tidak menimbulkan penafsiran ganda			✓	

Simpulan penilaian secara umum. (lingkarilah yang sesuai)

a. Tes hasil belajar ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Tes hasil belajar ini:

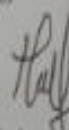
1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon memuliskan butir-butir revisi pada kolom saran berikut dan/atau memfiskan langsung pada naskah

Saran:

Maros, Mei 2022

Validator



Nurul Fachrudin, S.Pd., M.Pd

LEMBAR VALIDASI
LEMBAR RUBRIK PENILAIAN

A. Petunjuk

Dalam rangka menyusun skripsi dengan judul "THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA"

Peneliti mengembangkan Pre-Test dan Post-Test untuk melihat peningkatan kemampuan Vocabulary siswa menggunakan video dalam Pembelajaran Bahasa Inggris. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Format				
	a. Kejelasan sistem penomoran			✓	
	b. Kesesuaian jenis dan ukuran huruf			✓	
2	Isi				
	a. Kesesuaian kriteria yang akan dinilai dengan indikator pembelajaran			✓	

3.	Bahasa				
a.	Menggunakan bahasa yang sesuai dengan kaidah Bahasa Inggris yang benar			✓	
b.	Menggunakan bahasa yang sederhana dan mudah dipahami			✓	
c.	Menggunakan istilah (kata-kata) yang dikenal pengamat			✓	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Lembar observasi kegiatan siswa ini:

1. Sangat kurang

2. Kurang

③ Baik

4. Baik sekali

b. Lembar observasi kegiatan siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan revisi banyak

3. Dapat digunakan dengan revisi sedikit

④ Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

.....

.....

.....

.....

Marus, Mei 2022

Validator



Nurul Enchrumsisa, S.Pd., M.Pd

LEMBAR VALIDASI
RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam rangka menyusun skripsi dengan judul "THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA", peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

Aspek yang dinilai	Skala penilaian			
	1	2	3	4
1. Kompetensi Dasar Sesuai dengan kompetensi inti			✓	
2. Indikator Pencapaian Kompetensi Dasar				
a. Ketepatan penjabaran kompetensi dasar ke dalam indikator			✓	
b. Kesesuaian indikator dengan waktu yang disediakan			✓	
c. Kejelasan perumusan indikator			✓	
d. Keterukuran indikator			✓	
e. Kesesuaian indikator dengan perkembangan kognitif siswa			✓	

3. Isi dan Kegiatan Pembelajaran			
a. Kebenaran isi materi pembelajaran			✓
b. Sistematika penyusunan rencana pembelajaran			✓
c. Kesesuaian materi pembelajaran dengan indikator			✓
d. Pemilihan strategi, pendekatan, metode dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa aktif belajar			✓
e. Kejelasan kegiatan guru dan siswa pada setiap tahapan pembelajaran			✓
f. Kegiatan guru dan siswa di rumuskan secara jelas dan operasional sehingga mudah dilaksanakan oleh guru pada proses pembelajaran			✓
g. Kesesuaian alokasi waktu yang digunakan			✓
h. Memberikan kesempatan bertanya dan mengajukan ide kepada siswa			✓
4. Bahasa			
a. Bahasa yang digunakan sesuai dengan kaidah Bahasa Inggris			✓
b. Bahasa yang digunakan bersifat komunikatif			✓
c. Kesederhanaan struktur kalimat yang digunakan			✓
5. Waktu			
a. Kesesuaian alokasi waktu yang digunakan			✓
b. Rincian waktu untuk setiap tahapan pembelajaran			✓
6. Penutup			
a. Mengarahkan siswa untuk membuat kesimpulan (mumsari) materi pembelajaran			✓
b. Memberi tugas pekerjaan rumah			✓

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Lembar RPP ini:

1. Sangat kurang

2. Kurang

③ Baik

4. Baik sekali

b. Lembar RPP ini:

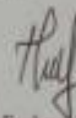
1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada masalah.

Saran:

Maros, Mei 2022

Validator



Nural Fichrudnisa, S.Pd., MPd

Appendix 3 Questionnaire Validation Statement 2

SURAT PERNYATAAN VALIDASI INSTRUMEN

Saya yang bertanda tangan dibawah ini :

Nama : Zul Astri, S.S.,M.Hum
Jabatan : Dosen Pendidikan Bahasa Inggris Universitas Muslim Maros

Dengan ini menyatakan bahwa instrumen mahasiswa yang akan mengadakan penelitian guna memperoleh data dalam rangka penyusunan skripsi berjudul :

“THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS’ VOCABULARY MASTERY OF MTS LENA ARRA”

Dari Mahasiswa :

Nama : Nur Asmah
NIM : 1888203033
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Setelah diperiksa dan dikoreksi pada beberapa butir instrumen, maka dinyatakan layak untuk digunakan (telah memenuhi validasi isi).

Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Maros, Mei 2022

Validator



Zul Astri, S.S., M.Hum

e. Kesesuaian indikator dengan perkembangan kognitif siswa			✓	
3. Isi dan Kegiatan Pembelajaran				
a. Kebenaran isi materi pembelajaran			✓	
b. Sistematika penyusunan rencana pembelajaran			✓	
c. Kesesuaian materi pembelajaran dengan indikator			✓	
d. Pemilihan strategi, pendekatan, metode dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa aktif belajar			✓	
e. Kejelasan kegiatan guru dan siswa pada setiap tahapan pembelajaran			✓	
f. Kegiatan guru dan siswa di rumuskan secara jelas dan operasional sehingga mudah dilaksanakan oleh guru pada proses pembelajaran			✓	
g. Kesesuaian alokasi waktu yang digunakan			✓	
h. Memberikan kesempatan bertanya dan mengajukan ide kepada siswa			✓	
2. Bahasa				
a. Bahasa yang digunakan sesuai dengan kaidah Bahasa Inggris			✓	
b. Bahasa yang digunakan bersifat komutatif			✓	
c. Kesederhanaan struktur kalimat yang digunakan			✓	
3. Waktu				
a. Kesesuaian alokasi waktu yang digunakan			✓	
b. Rincian waktu untuk setiap tahapan pembelajaran			✓	
4. Penutup				
a. Mengarahkan siswa untuk membuat kesimpulan (intisari) materi pembelajaran			✓	
b. Memberi tugas pekerjaan rumah			✓	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

- a. Lembar RPP ini:
1. Sangat kurang
 2. Kurang

3. Baik

4. Baik sekali

b. Lembar RPP ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan revisi banyak

3. Dapat digunakan dengan revisi sedikit

4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

Perbaiki sesuai saran

Maros, Mei 2022

Validator



Zul Astri, S.S., M.Hum

LEMBAR VALIDASI
RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam rangka menyusun skripsi dengan judul “THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS’ VOCABULARY MASTERY OF MTS LENA ARRA”, peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

Aspek yang dinilai	Skala penilaian			
	1	2	3	4
1. Kompetensi Dasar Sesuai dengan kompetensi inti			✓	
2. Indikator Pencapaian Kompetensi Dasar				
a. Ketepatan penjabaran kompetensi dasar ke dalam indikator			✓	
b. Kesesuaian indikator dengan waktu yang disediakan			✓	
c. Kejelasan perumusan indikator			✓	
d. Keterukuran indikator			✓	

**LEMBAR VALIDASI
TES HASIL BELAJAR**

A. Petunjuk

Dalam rangka menyusun skripsi dengan judul "THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS' VOCABULARY MASTERY OF MTS LENA ARRA"

Peneliti mengembangkan Pre-Test dan Post-Test untuk melihat peningkatan kemampuan Vocabulary siswa menggunakan video dalam Pembelajaran Bahasa Inggris. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi tes hasil belajar yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

1. = Tidak valid
2. = Kurang valid
3. = Valid
4. = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Isi				
	a. Kejelasan maksud soal			✓	
	b. Pedoman penskoran dinyatakan dengan jelas			✓	
2.	Bahasa				
	f. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Inggris yang benar			✓	
	g. Menggunakan bahasa yang komunikatif dan struktur kalimat yang sesuai dengan taraf berpikir dan kemampuan membaca serta usia siswa			✓	
	h. Menggunakan tulisan, ejaan, dan tanda baca yang sesuai dengan pedoman umum Bahasa Inggris			✓	
	i. Menggunakan istilah-istilah yang tepat dan mudah dipahami siswa			✓	
	j. Menggunakan arahan dan petunjuk yang jelas, sehingga tidak menimbulkan penafsiran ganda			✓	

3.	Bahasa				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Inggris yang benar			✓	
	b. Menggunakan bahasa yang sederhana dan mudah dipahami			✓	
	c. Menggunakan istilah (kata-kata) yang dikenal pengamat			✓	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

c. Lembar observasi kegiatan siswa ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

d. Lembar observasi kegiatan siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

.....

.....

.....

.....

Maros, Mei 2022

Validator



Zul Astri, S.S., M.Hum

LEMBAR VALIDASI
LEMBAR RUBRIK PENILAIAN

A. Petunjuk

Dalam rangka menyusun skripsi dengan judul **“THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS’ VOCABULARY MASTERY OF MTS LENA ARRA”**

Peneliti mengembangkan Pre-Test dan Post-Test untuk melihat peningkatan kemampuan Vocabulary siswa menggunakan video dalam Pembelajaran Bahasa Inggris. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Format				
	a. Kejelasan sistem penomoran			✓	
	b. Kesesuaian jenis dan ukuran huruf			✓	
2	Isi				
	d. Kesesuaian kriteria yang akan dinilai dengan indikator pembelajaran			✓	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Tes hasil belajar ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Tes hasil belajar ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

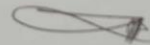
Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

Urutan part - part dicetak

Maros, Mei 2022

Validator



Zul Astri, S.S., M.Hum

Appendix 4 Learning Implementation Plan of experiment class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Lena Arra
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 40 Menit
Pertemuan : ke 1

A. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

B. Media Pembelajaran, Alat dan Sumber Belajar
Media : Worksheet atau lembar kerja (siswa), Video, and Lembar penilaian.
Alat/Bahan : Penggaris, spidol, papan tulis.
Sumber Belajar: Buku Bahasa Inggris siswa kelas VII "When English Rings A Bell K13 Revisi 2017"

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Memberikan pre test yang berhubungan dengan vocabulary descriptive video yang akan di berikan	
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 : Vocabulary	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, menuliskan dan menyebutkannya kembali. Mereka diberi bahan bacaan terkait materi Vocabulary
Critical Thinking	Guru memberikan penayangan video bahasa Inggris tentang objek wisata di maros (Rammang-Rammang) kemudian siswa diberi kesempatan untuk mengidentifikasi sebanyak mungkin kosakata dalam video, selanjutnya siswa di beri juga kesempatan untuk bertanya, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Vocabulary
Collaboration	Pesertadidik mendengarkan guru menyebutkan kata-kata sifat dan kata benda dalam bahasa Inggris, setelah itu guru mengulang kembali satu persatu kata sifat dan kata benda tersebut dengan jelas dan di ikuti oleh semua peserta didik. Kemudian peserta didik yang di tunjuk harus menyebutkan kata sifat yang di minta oleh guru.
Communication	Peserta didik mempresentasikan hasil hafalannya secara individu di depan guru dan teman-temannya, kemudian guru mengemukakan pendapat atas presentasi yang dilakukan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Vocabulary . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	


D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tulis dan tes lisan
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Maros, 4 Mei 2022

Mengetahui,
Kepala Madrasah Mts Lena Arra

Guru Mata Pelajaran


Nurrahmah

Haruddin, S.Ag., M.Pd
Nip.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Lena Arra
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 40 Menit
Pertemuan : ke 2

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), Video, and Lembar penilaian.

Alat/Bahan : Penggaris, spidol, papan tulis.

Sumber Belajar: Buku Bahasa Inggris siswa kelas VII "When English Rings A Bell K13 Revisi 2017"

C. Langkah-Langkah Pembelajaran

Kegiatan 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 : Vocabulary	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, menuliskan dan menyebutkannya kembali. Mereka diberi bahan bacaan terkait materi Vocabulary
Critical Thinking	Guru memberikan penayangan video bahasa Inggris tentang objek wisata di Maros (Leang-Leang) kemudian siswa diberi kesempatan untuk mengidentifikasi sebanyak mungkin kosakata dalam video, selanjutnya siswa di beri juga kesempatan untuk bertanya, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Vocabulary
Collaboration	Peserta didik mendengarkan guru menyebutkan kata-kata sifat dan kata benda dalam bahasa Inggris, setelah itu guru mengulang kembali satu persatu kata sifat dan kata benda tersebut dengan jelas dan di ikuti oleh semua peserta didik. Kemudian peserta didik yang di tunjuk harus menyebutkan kata sifat yang di minta oleh guru.
Communication	Peserta didik mempresentasikan hasil hafalannya secara individu di depan guru dan teman-temannya, kemudian guru mengemukakan pendapat atas presentasi yang dilakukan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Vocabulary . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

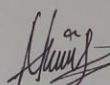
- Penilaian Pengetahuan berupa tes tulis dan tes lisan
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala Madrasah Mts Lena Arra

Haruddin, S.Ag., M.Pd
Nip.

Maros, 7 Mei 2022

Guru Mata Pelajaran


Nurasmah

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Lena Arra
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 40 Menit
Pertemuan : ke 3

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), Video, and Lembar penilaian.

Alat/Bahan :Penggaris, spidol, papan tulis.

Sumber Belajar: Buku Bahasa Inggris siswa kelas VII "When English Rings A Bell K13 Revisi 2017"

C. Langkah-Langkah Pembelajaran

Kegiatan 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 : Vocabulary	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, menuliskan dan menyebutkannya kembali. Mereka diberi bahan bacaan terkait materi <i>Kinds of Vocabulary</i>
Critical Thinking	Guru memberikan penayangan video bahasa Inggris tentang objek wisata di Maros (Bantimurung park) kemudian siswa diberi kesempatan untuk mengidentifikasi sebanyak mungkin kosakata dalam video, selanjutnya siswa di beri juga kesempatan untuk bertanya, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Vocabulary</i>
Collaboration	Pesertadidik mendengarkan guru menyebutkan kata-kata sifat dan kata benda dalam bahasa Inggris, setelah itu guru mengulang kembali satu persatu kata sifat dan kata benda tersebut dengan jelas dan di ikuti oleh semua peserta didik. Kemudian peserta didik yang di tunjuk harus menyebutkan kata sifat yang di minta oleh guru.
Communication	Peserta didik mempresentasikan hasil hafalannya secara individu di depan guru dan teman-temannya, kemudian guru mengemukakan pendapat atas presentasi yang dilakukan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Vocabulary</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Siswa diberi post test terkait vocabulary dari descriptive video yang telah diberikan	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tulis dan tes lisan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala Madrasah Mts Lena Arra

Haruddin, S.Ag., M.Pd
Nip.

Maros, 7 Mei 2022

Guru Mata Pelajaran


Nurasrah

Appendix 5 Learning Implementation Plan of control class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Lena Arra
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 40 Menit
Pertemuan : ke 1

A. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

B. Media Pembelajaran, Alat dan Sumber Belajar
Media : Worksheet atau lembar kerja (siswa), and Lembar penilaian.
Alat/Bahan : Penggaris, spidol, papan tulis.
Sumber Belajar: Buku Bahasa *inggris* siswa kelas VII "When English Rings A Bell K13 Revisi 2017"

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Memberikan pre test yang berhubungan dengan vocabulary descriptive video yang akan di berikan	
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 : <i>Vocabulary</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, menuliskan dan menyebutkannya kembali. Mereka diberi bahan bacaan terkait materi <i>Definition of Vocabulary</i>
Critical Thinking	siswa diberi kesempatan untuk mengidentifikasi sebanyak mungkin kosakata dalam bacaan, selanjutnya siswa di beri juga kesempatan untuk bertanya, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Vocabulary</i>
Collaboration	Pesertadidik mendengarkan guru menyebutkan kata-kata sifat dan kata benda dalam bahasa <i>inggris</i> , setelah itu guru mengulang kembali satu persatu kata sifat dan kata benda tersebut dengan jelas dan di ikuti oleh semua peserta didik. Kemudian peserta didik yang di tunjuk harus menyebutkan kata sifat yang di minta oleh guru.
Communication	Peserta didik mempresentasikan hasil hafalannya secara individu di depan guru dan teman-temannya, kemudian guru mengemukakan pendapat atas presentasi yang dilakukan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Vocabulary</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

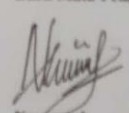
- **Penilaian Pengetahuan** berupa tes tulis dan tes lisan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Maros, 4 Mei 2022

Mengetahui,
Kepala Madrasah Mts Lena Arra

Guru Mata Pelajaran

Haruddin, S.Ag., M.Pd
Nip.


Nuzumah

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Lena Arra
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 40 Menit
Pertemuan : ke 2

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), and Lembar penilaian.

Alat/Bahan : Penggaris, spidol, papan tulis.

Sumber Belajar: Buku Bahasa Inggris siswa kelas VII "When English Rings A Bell K13 Revisi 2017"

C. Langkah-Langkah Pembelajaran

Kegiatan 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 : Vocabulary	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, menuliskan dan menyebutkannya kembali. Mereka diberi bahan bacaan terkait materi Vocabulary
Critical Thinking	siswa diberi kesempatan untuk mengidentifikasi sebanyak mungkin kosakata dalam bacaan, selanjutnya siswa di beri juga kesempatan untuk bertanya, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Vocabulary
Collaboration	Pesertadidik mendengarkan guru menyebutkan kata-kata sifat dan kata benda dalam bahasa Inggris, setelah itu guru mengulang kembali satu persatu kata sifat dan kata benda tersebut dengan jelas dan di ikuti oleh semua peserta didik. Kemudian peserta didik yang di tunjuk harus menyebutkan kata sifat yang di minta oleh guru.
Communication	Peserta didik mempresentasikan hasil hafalannya secara individu di depan guru dan teman-temannya, kemudian guru mengemukakan pendapat atas presentasi yang dilakukan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Vocabulary . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

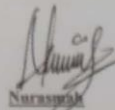
- **Penilaian Pengetahuan** berupa tes tulis
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala Madrasah Mts Lena Arra

Haruddin, S.Ag., M.Pd
Nip.

Maros, 4 Mei 2022

Guru Mata Pelajaran


NURASMAH

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Lena Arra
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 40 Menit
Pertemuan : ke 3

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), and Lembar penilaian.

Alat/Bahan : Penggaris, spidol, papan tulis.

Sumber Belajar: Buku Bahasa Inggris siswa kelas VII "When English Rings A Bell K13 Revisi 2017"

C. Langkah-Langkah Pembelajaran

Kegiatan 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 : Vocabulary	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, menuliskan dan menyebutkannya kembali. Mereka diberi bahan bacaan terkait materi Kinds of Vocabulary
Critical Thinking	siswa diberi kesempatan untuk mengidentifikasi sebanyak mungkin kosakata dalam bacaan, selanjutnya siswa di beri juga kesempatan untuk bertanya, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Vocabulary
Collaboration	Pesertadidik mendengarkan guru menyebutkan kata-kata sifat dan kata benda dalam bahasa Inggris, setelah itu guru mengulang kembali satu persatu kata sifat dan kata benda tersebut dengan jelas dan di ikuti oleh semua peserta didik. Kemudian peserta didik yang di tunjuk harus menyebutkan kata sifat yang di minta oleh guru.
Communication	Peserta didik mempresentasikan hasil hafalannya secara individu di depan guru dan teman-temannya, kemudian guru mengemukakan pendapat atas presentasi yang dilakukan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Vocabulary . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Siswa diberi post test terkait vocabulary dari descriptive video yang telah diberikan	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran


- Penilaian Pengetahuan berupa tes tulis
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Maros, 4 Mei 2022

Mengetahui,
Kepala Madrasah Mts Lena Arra

Guru Mata Pelajaran

Haruddin, S.Ag., M.Pd


Nugasmah

Nip.

Appendix 6 Assessment Rubric Pre-Test and Post Test Of Control And Experiment Class

ASSESSMENT RUBRIC

PRETEST AND POSTTEST OF EXPERIMEN CLASS AND CONTROL CLASS

EXPERIMENT CLASS							
NO	PRE TEST				POST TEST		
	Name	Jml No Benar	NILAI	KET	Jml No Benar	NILAI	KET
1	AD	12	48	Poor	20	80	Fairly Good
2	AZ	15	50	Poor	21	84	Fairly Good
3	CT	13	52	Poor	19	76	Fairly Good
4	DV	11	44	Poor	18	72	Fairly Good
5	MB	14	56	Fair	17	68	Fairly Good
6	MR	16	64	Fair	22	88	Good
7	MS	15	60	Fair	21	84	Fairly Good
8	NA	12	48	Poor	20	80	Fairly Good
9	NK	10	40	Poor	16	64	Fair
10	NL	12	48	Poor	19	76	Fairly Good
11	NO	10	40	Poor	18	72	Fairly Good
12	RQ	10	40	Poor	18	72	Fairly Good
13	SK	9	36	Poor	17	68	Fairly Good
14	SP	15	60	Fair	22	88	Good
15	TK	11	44	Poor	21	84	Fairly Good
JUMLAH			730			1156	
RATA-RATA			48,66666667			77,06666667	

CONTROL CLASS							
NO	PRE TEST				POST TEST		
	Name	Jml No Benar	NILAI	KET	Jml No Benar	NILAI	KET
i	AG	10	40	Poor	13	52	Poor
2	FD	15	60	Fair	15	60	Fair
3	FJ	10	40	Poor	11	44	Poor
4	FR	10	40	Poor	11	44	Poor
5	FT	15	60	Poor	15	60	Poor
6	HL	13	52	Poor	14	56	Poor
7	HN	12	48	Poor	13	52	Poor
8	HR	13	52	Poor	13	52	Poor
9	MA	10	40	Poor	11	44	Poor
10	ML	15	60	Fair	16	64	Fair
ii	MY	14	56	Fair	15	60	Fair
12	NL	15	60	Fair	16	64	Fair
13	NN	13	52	Poor	13	52	Fair
14	RS	12	48	Poor	13	52	Poor
15	ZK	15	60	Poor	17	68	Poor
JUMLAH			768			824	
RATA-RATA			51,2			54,93333333	

Appendix 7 The Result of Assessment Pre-Test of Experiment Class

NK

90

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu ✓
 - c. Kupu-kupu museum
 - ~~x~~ d. Museum kupu-kupu
2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun
 - ~~x~~ c. Terjun air ✓
 - d. Air mancur
3. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - ~~x~~ b. Kerajaan Kupu-Kupu ✓
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
4. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - ~~x~~ c. Gua mati ✓
 - ~~x~~ d. Gua bersejarah
5. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - ~~x~~ b. Gunung kapur ✓
 - c. Gunung bebatuan
 - d. Pegunungan
6. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - ~~x~~ c. Kabut ✓
 - d. Embun
7. Pohon lontar in English is...
 - a. Palm tree
 - ~~x~~ b. Tree palm ✓
 - c. Coconut tree
 - d. Salak tree
8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - ~~x~~ d. Batu besar ✓
9. What is the meaning of tourist objek?
 - a. Objek wisata
 - b. Pariwisata
 - c. Tempat wisata
 - ~~x~~ d. Objek alam ✓
10. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - ~~x~~ c. The hills ✓
 - d. The hills limestone
11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - ~~x~~ b. Batu kerdil ✓
 - c. Batu raksasa
 - d. Batu kecil
12. The River. The meaning of underline word is...
 - a. Danau
 - ~~x~~ b. Sungai ✓
 - c. Kolam
 - d. Lautan
13. Swim. The meaning of underline is...
 - a. Mandi
 - ~~x~~ b. Berenang ✓
 - c. Berjalan
 - d. Bermain
14. Cave. The meaning of underline word is...
 - ~~x~~ a. Gua ✓
 - b. Bukit
 - c. Batu
 - d. Kafé
15. Atmosphere. The meaning of underline word is...
 - ~~x~~ a. Suasana ✓
 - b. Cuaca
 - c. Dingin
 - d. Panas
16. Manusia in English is...
 - a. Human
 - b. Person
 - ~~x~~ c. people ✓
 - d. Animal
17. Cloud. The meaning of underline word is...
 - a. Langit
 - ~~x~~ b. Awan ✓
 - c. Pohon
 - d. Cuaca
18. Segar in English is...
 - a. Very hot
 - b. Cool
 - ~~x~~ c. Hot ✓
 - d. Fresh
19. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - ~~x~~ c. Cycle ✓
 - d. River
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - ~~x~~ c. Foto prasejarah ✓
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - ~~x~~ c. Bentuk tangan ✓
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - ~~x~~ c. Atmosfer ✓
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - ~~x~~ a. Sejarah ✓
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - ~~x~~ d. Orang utan ✓
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - ~~x~~ b. Tempat memancing ✓
 - c. Tempat bermain
 - d. Tempat bekerja

Nama: NO.
Kis: VINA

40

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu ✓
 - c. Kupu-kupu museum
 - d. ~~Museum kupu-kupu~~
2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. ~~Air terjun~~ ✓
 - c. Terjun air
 - d. Air mancur
3. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. ~~Kerajaan Kupu-Kupu~~ ✓
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
4. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. ~~Gua mimpi~~ ✓
 - c. Gua mati
 - d. Gua bersejarah
5. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur
 - c. Gunung bebatuan
 - d. ~~Pegunungan~~ ✓
6. Fog. The meaning of underline word is...
 - a. Awan
 - b. ~~Angin~~ ✓
 - c. Kabut
 - d. Embun
7. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. ~~Coconut tree~~ ✓
 - d. Salak tree
8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. ~~Batu-batuan~~ ✓
 - c. Batu kecil
 - d. Batu besar
9. What is the meaning of tourist objek?
 - a. Objek wisata
 - b. ~~Parwisata~~ ✓
 - c. Tempat wisata
 - d. Objek alam
10. Bukit kapur in English is...
 - a. ~~The limestone~~ ✓
 - b. The limestone hills
 - c. The hills
 - d. The hills limestone
11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa
 - d. ~~Batu kecil~~ ✓
12. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. ~~Kolam~~ ✓
 - d. Lautan
13. Swim. The meaning of underline is...
 - a. Mandi
 - b. ~~Berenang~~ ✓
 - c. Berjalan
 - d. ~~Bermain~~

14. Cave. The meaning of underline word is...
 - a. Gua
 - b. ~~Bukit~~ ✓
 - c. Batu
 - d. Kafe
15. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. ~~Dingin~~ ✓
 - d. Panas
16. Manusia in English is...
 - a. ~~Human~~ ✓
 - b. Person
 - c. people
 - d. Animal
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. ~~Awan~~ ✓
 - c. Pohon
 - d. Cuaca
18. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. ~~Fresh~~ ✓
19. Motor in English is...
 - a. ~~Motor cycle~~ ✓
 - b. Bus
 - c. Cycle
 - d. River
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. ~~Foto prasejarah~~ ✓
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - c. ~~Bentuk tangan~~ ✓
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. ~~View~~ ✓
 - b. Viewer
 - c. Atmosfer
 - d. ~~Condition~~
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. ~~Prasejarah~~ ✓
 - c. Purbakala
 - d. Sejarawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. ~~Manusia purba~~ ✓
 - d. Orang utan
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. ~~Tempat menancing~~ ✓
 - c. Tempat bermain
 - d. Tempat bekerja

20

40

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

- 1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
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 - c. Kupu-kupu museum
 - d. Museum kupu-kupu
- 2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun
 - c. Terjun air
 - d. Air mancur
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 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
- 4. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - c. Gua mati
 - d. Gua bersejarah
- 5. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur
 - c. Gunung bebatuan
 - d. Pegunungan
- 6. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut
 - d. Embun
- 7. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
- 8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - d. Batu besar
- 9. What is the meaning of tourist objek?
 - a. Objek wisata
 - b. Pariwisata
 - c. Tempat wisata
 - d. Objek alam
- 10. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - c. The hills
 - d. The hills limestone
- 11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa
 - d. Batu kecil
- 12. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan
- 13. Swim. The meaning of underline is...
 - a. Mandi
 - b. Berenang
 - c. Berjalan
 - d. Bernain

- 14. Cave. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - c. Batu
 - d. Kafe
- 15. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. Dingin
 - d. Panas
- 16. Manusia in English is...
 - a. Human
 - b. Person
 - c. people
 - d. Animal
- 17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan
 - c. Pohon
 - d. Cuaca
- 18. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh
- 19. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle
 - d. River
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 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
- 21. Hand stamp. The meaning of underline word is...
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 - b. Cap tangan
 - c. Bentuk tangan
 - d. Gambar tangan
- 22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer
 - d. Condition
- 23. Prehistory. The meaning of underline word is...
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 - d. Sejarawan
- 24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan
- 25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

AD.

48.

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu
 - c. Kupu-kupu museum
 - d. Museum kupu-kupu
2. Waterfall. The meaning of underline word is...
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 - b. Air terjun
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 - c. Kupu-kupu kerajaan
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 - c. Kabut
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 - c. Coconut tree
 - d. Salak tree
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 - c. Batu kecil
 - d. Batu besar
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 - c. Tempat wisata
 - d. Objek alam
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 - d. The hills limestone
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 - c. Batu raksasa
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 - d. Lautan
13. Swim. The meaning of underline is...
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 - b. Berenang
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18. Segar in English is...
 - a. Very hot
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19. Motor in English is...
 - a. Motor cycle
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 - c. Cycle
 - d. River
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - c. Bentuk tangan
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

14A

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PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu ✓
 - c. Kupu-kupu museum
 - d. ~~Museum kupu-kupu~~
2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. ~~Air terjun~~
 - c. Terjun air ✓
 - d. Air mancur
3. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu
 - c. ~~Kupu-kupu kerajaan~~
 - d. ~~Sarang kupu-kupu~~
4. Dream cave in Indonesia is...
 - a. ~~Gua hantu~~
 - b. ~~Gua mimpi~~
 - c. ~~Gua mati~~
 - d. ~~Gua bersejarah~~
5. What is the meaning of the karst mountain?
 - a. ~~Karst pegunungan~~
 - b. ~~Gunung kapur~~ ✓
 - c. ~~Gunung bebatuan~~
 - d. ~~Pegunungan~~
6. Fog. The meaning of underline word is...
 - a. ~~Awan~~
 - b. ~~Angin~~
 - c. ~~Kabut~~
 - d. ~~Embun~~
7. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. ~~Coconut tree~~
 - d. ~~Salak tree~~
8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. ~~Batu-batuan~~
 - c. ~~Batu kecil~~
 - d. ~~Batu besar~~
9. What is the meaning of tourist objek?
 - a. ~~Objek wisata~~
 - b. ~~Pariwisata~~ ✓
 - c. ~~Tempat wisata~~
 - d. ~~Objek alam~~
10. Bukit kapur in English is...
 - a. The limestone
 - b. ~~The limestone hills~~ ✓
 - c. The hills
 - d. ~~The hills limestone~~
11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. ~~Batu kerdil~~ ✓
 - c. ~~Batu raksasa~~
 - d. ~~Batu kecil~~
12. The River. The meaning of underline word is...
 - a. Danau
 - b. ~~Sungai~~ ✓
 - c. Kolam
 - d. Lautan
13. Swim. The meaning of underline is...
 - a. Mandi
 - b. Berenang
 - c. ~~Berjalan~~
 - d. ~~Bermain~~

14. Cave. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - c. ~~Batu~~ ✓
 - d. Kafe
15. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. ~~Cuaca~~ ✓
 - c. ~~Dingin~~
 - d. Panas
16. Manusia in English is...
 - a. Human
 - b. ~~Person~~ ✓
 - c. ~~people~~
 - d. Animal
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. ~~Awan~~ ✓
 - c. Pohon
 - d. Cuaca
18. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. ~~Hot~~ ✓
 - d. Fresh
19. Motor in English is...
 - a. ~~Motor cycle~~ ✓
 - b. ~~Bus~~
 - c. ~~Cycle~~
 - d. ~~River~~
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. ~~Gambar prasejarah~~
 - b. ~~Lukisan prasejarah~~ ✓
 - c. ~~Foto prasejarah~~
 - d. ~~Gambar sejarah purba~~
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. ~~Cap tangan~~
 - c. ~~Bentuk tangan~~
 - d. ~~Gambar tangan~~
22. Pemandangan in English is...
 - a. ~~View~~
 - b. ~~Viewer~~
 - c. ~~Atmosfer~~ ✓
 - d. ~~Condition~~
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. ~~Prasejarah~~
 - c. ~~Purbakala~~
 - d. ~~Sejarawan~~
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. ~~Manusia kera~~
 - c. ~~Manusia purba~~ ✓
 - d. ~~Orang utan~~
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. ~~Tempat memancing~~ ✓
 - c. ~~Tempat bermain~~
 - d. ~~Tempat bekerja~~

Appendix 8 The Result of Assessment Pre-Test of Control Class

40

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu
 - c. Kupu-kupu museum
 - d. Museum kupu-kupu
2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun
 - c. Terjun air
 - d. Air mancur
3. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
4. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - c. Gua mati
 - d. Gua bersejarah
5. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur
 - c. Gunung bebatuan
 - d. Pegunungan
6. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut
 - d. Embun
7. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - d. Batu besar
9. What is the meaning of tourist objek?
 - a. Objek wisata
 - b. Pariwisata
 - c. Tempat wisata
 - d. Objek alam
10. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - c. The hills
 - d. The hills limestone
11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa
 - d. Batu kecil
12. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan
13. Swims. The meaning of underline is...
 - a. Mandi
 - b. Berenang
 - c. Berjalan
 - d. Bermain
14. Cave. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - c. Batu
 - d. Kafe
15. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. Dingin
 - d. Panas
16. Manusia in English is...
 - a. Human
 - b. Person
 - c. people
 - d. Animal
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan
 - c. Pohon
 - d. Cuaca
18. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh
19. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle
 - d. River
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - c. Bentuk tangan
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

FD

60

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu ✓
 - c. Kupu-kupu museum
 - d. ~~Museum kupu-kupu~~
2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun ✓
 - c. Terjun air
 - d. Air mancur
3. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu ✓
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
4. Dream cave in Indonesia is...
 - a. Gua bantu
 - b. Gua mimpi ✓
 - c. Gua mati
 - d. Gua bersejarah
5. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur ✓
 - c. Gunung bebatuan
 - d. Pegunungan
6. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut ✓
 - d. Embun
7. Pohon lontar in English is...
 - a. Palm tree ✓
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan ✓
 - c. Batu kecil
 - d. Batu besar
9. What is the meaning of tourist objek?
 - a. Objek wisata ✓
 - b. Pariwisata
 - c. Tempat wisata
 - d. Objek alam
10. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - c. The hills ✓
 - d. The hills limestone
11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa ✓
 - d. Batu kecil
12. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan ✓
13. Basin. The meaning of underline is...
 - a. Mandi
 - b. Berenang ✓
 - c. Berjalan
 - d. Bermain
14. Cave. The meaning of underline word is...
 - a. Gua ✓
 - b. Bukit
 - c. Batu
 - d. Kafe
15. Atmosphere. The meaning of underline word is...
 - a. Suasana ✓
 - b. Cuaca
 - c. Dingin
 - d. Panas
16. Manusia in English is...
 - a. Human ✓
 - b. Person
 - c. people
 - d. Animal
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan ✓
 - c. Pohon
 - d. Cuaca
18. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh ✓
19. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle ✓
 - d. River
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah ✓
 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan ✓
 - c. Bentuk tangan
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer ✓
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah ✓
 - c. Purbakala
 - d. Sejarawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba ✓
 - d. Orang utan
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan ✓
 - b. Tempat mensiang
 - c. Tempat bermain
 - d. Tempat bekerja

Nama : PT
Kelas : V/0/B.

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu
 - c. Kupu-kupu museum
 - d. Museum kupu-kupu
2. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun
 - c. Terjun air
 - d. Air mancur
3. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
4. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - c. Gua mati
 - d. Gua bersejarah
5. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur
 - c. Gunung bebatuan
 - d. Pegunungan
6. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut
 - d. Embun
7. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
8. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - d. Batu besar
9. What is the meaning of tourist objek?
 - a. Obyek wisata
 - b. Pariwisata
 - c. Tempat wisata
 - d. Obyek alam
10. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - c. The hills
 - d. The hills limestone
11. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa
 - d. Batu kecil
12. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan
13. Swim. The meaning of underline is...
 - a. Mandi
 - b. Berenang
 - c. Berjalan
 - d. Bermain
14. Cave. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - c. Batu
 - d. Kafe
15. Amusement. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. Dingin
 - d. Panas
16. Manusia in English is...
 - a. Human
 - b. Person
 - c. people
 - d. Animal
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan
 - c. Pohon
 - d. Cuaca
18. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh
19. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle
 - d. River
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - c. Bentuk tangan
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarahawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

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TP

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PRE-TEST

Choose the best answer by crossing a, b, c, or d!

1. Butterfly museum. The meaning of underline word is...

- a. Penangkaran kupu-kupu
- b. Tempat kupu-kupu
- c. Kupu-kupu museum
- d. Museum kupu-kupu

2. Waterfall. The meaning of underline word is...

- a. Air
- b. Air terjun
- c. Terjun air
- d. Air mancur

3. Kingdom of Butterfly. The meaning of underline word is...

- a. Habitat kupu-kupu
- b. Kerajaan Kupu-Kupu
- c. Kupu-kupu kerajaan
- d. Sarang kupu-kupu

4. Dream cave in Indonesia is...

- a. Gua hantu
- b. Gua mimpi
- c. Gua mati
- d. Gua bersejarah

5. What is the meaning of the karst mountain?

- a. Karst pegunungan
- b. Gunung kapur
- c. Gunung bebatuan
- d. Pegunungan

6. Fog. The meaning of underline word is...

- a. Awan
- b. Angin
- c. Kabut
- d. Embun

7. Pohon lontar in English is...

- a. Palm tree
- b. Tree palm
- c. Coconut tree
- d. Salak tree

8. Big rock. The meaning of underline word is...

- a. Batu
- b. Batu-batuan
- c. Batu kecil
- d. Batu besar

9. What is the meaning of tourist objek?

- a. Obyek wisata
- b. Pariwisata
- c. Tempat wisata
- d. Obyek alam

10. Bukit kapur in English is...

- a. The limestone
- b. The limestone hills
- c. The hills
- d. The hills limestone

11. Giant rock. The meaning of underline word is...

- a. Batu besar
- b. Batu kerdil
- c. Batu raksasa
- d. Batu kecil

12. The River. The meaning of underline word is...

- a. Danau
- b. Sungai
- c. Kolam
- d. Lautan

13. Sajan. The meaning of underline is...

- a. Mandi
- b. Berenang
- c. Beryalan
- d. Bermain

14. Cave. The meaning of underline word is...

- a. Gua
- b. Bukit
- c. Batu
- d. Kaly

15. Atmosphere. The meaning of underline word is...

- a. Suasana
- b. Cuaca
- c. Dingin
- d. Panas

16. Manusia in English is...

- a. Human
- b. Person
- c. people
- d. Animal

17. Cloud. The meaning of underline word is...

- a. Langit
- b. Awan
- c. Pohon
- d. Cuaca

18. Segar in English is...

- a. Very hot
- b. Cool
- c. Hot
- d. Fresh

19. Motor in English is...

- a. Motor cycle
- b. Bus
- c. Cycle
- d. River

20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...

- a. Gambar prasejarah
- b. Lukisan prasejarah
- c. Foto prasejarah
- d. Gambar sejarah purba

21. Hand stamp. The meaning of underline word is...

- a. Tangan cap
- b. Cap tangan
- c. Bentuk tangan
- d. Gambar tangan

22. Pemandangan in English is...

- a. View
- b. Viewer
- c. Atmosfer
- d. Condition

23. Prehistory. The meaning of underline word is...

- a. Sejarah
- b. Prasejarah
- c. Purbakala
- d. Sejarawan

24. Ancient human in Indonesia is...

- a. Orang hutan
- b. Manusia kera
- c. Manusia purba
- d. Orang utan

25. Vacation spot. The meaning of underline word is...

- a. Tempat liburan
- b. Tempat memancing
- c. Tempat bermain
- d. Tempat bekerja

AG.

class : VII/B.

PRE-TEST

Choose the best answer by crossing a, b, c, or d!

- Butterfly museum. The meaning of underline word is ...
 - Penangkaran kupu-kupu
 - Tempat kupu-kupu
 - Kupu-kupu museum
 - Museum kupu-kupu
- Waterfall. The meaning of underline word is ...
 - Air
 - Air terjun
 - Terjun air
 - Air mancur
- Kingdom of Butterfly. The meaning of underline word is ...
 - Habitat kupu-kupu
 - Kerajaan Kupu-Kupu
 - Kupu-kupu kerajaan
 - Sarang kupu-kupu
- Dream cave in Indonesia is ...
 - Gua hantu
 - Gua mimpi
 - Gua mati
 - Gua bersjarah
- What is the meaning of the karst mountain?
 - Karst pegunungan
 - Gumung kapur
 - Gumung bebatuan
 - Pegunungan
- Fog. The meaning of underline word is ...
 - Awan
 - Angin
 - Kabut
 - Embun
- Pohon lontar in English is ...
 - Palm tree
 - Tree palm
 - Coconut tree
 - Salak tree
- Big rock. The meaning of underline word is ...
 - Batu
 - Batu-batuan
 - Batu kecil
 - Batu besar
- What is the meaning of tourist objck?
 - Obyek wisata
 - Pariwisata
 - Tempat wisata
 - Obyek alam
- Buku kapur in English is ...
 - The limestone
 - The limestone hills
 - The hills
 - The hills limestone
- Great rock. The meaning of underline word is ...
 - Batu besar
 - Batu kardil
 - Batu raksasa
 - Batu kecil
- The River. The meaning of underline word is ...
 - Dusun
 - Sungai
 - Kotam
 - Lautan
- Swim. The meaning of underline is ...
 - Mandi
 - Berenang
 - Berjalan
 - Bermain
- Cave. The meaning of underline word is ...
 - Gua
 - Bukit
 - Batu
 - Kali
- Amusement. The meaning of underline word is ...

40.

- Sumana
 - Cocca
 - Dingin
 - Panas
 - Manusia
- Manusia in English is ...
 - Human
 - Person
 - people
 - Animal
- Cloud. The meaning of underline word is ...
 - Langit
 - Awan
 - Pohon
 - Cuaca
- Segar in English is ...
 - Vary hot
 - Cool
 - Hot
 - Fresh
- Motor in English is ...
 - Motor cycle
 - Bus
 - Cycle
 - River
- There are many prehistoric paintings in Leang Leang. The meaning of underline word is ...
 - Gambar prasejarah
 - Lukisan prasejarah
 - Foto prasejarah
 - Gambar sejarah purba
- Hand stamp. The meaning of underline word is ...
 - Tangan cap
 - Cap tangan
 - Bentuk tangan
 - Gambar tangan
- Pemandangan in English is ...
 - View
 - Viewer
 - Atmosfer
 - Condition
- Prehistory. The meaning of underline word is ...
 - Sejarah
 - Prasejarah
 - Purbakala
 - Sejarawan
- Ancient human in Indonesia is ...
 - Orang hutan
 - Manusia kera
 - Manusia purba
 - Orang utan
- Vacation spot. The meaning of underline word is ...
 - Tempat liburan
 - Tempat memancing
 - Tempat bermain
 - Tempat bekerja

Appendix 9 The Result of Assessment Post-Test of Experiment Class

MB

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POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle
 - d. River
2. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh
3. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun
 - c. Terjun air
 - d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
5. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - c. Gua mati
 - d. Gua bersejarah
6. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur
 - c. Gunung bebatuan
 - d. Pegunungan
7. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut
 - d. Embun
8. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
9. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - d. Batu besar
10. What is the meaning of tourist objek?
 - a. Obyek wisata
 - b. Pariwisata
 - c. Tempat wisata
 - d. Obyek alam
11. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - c. The hills
 - d. The hills limestone
12. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kecil
 - c. Batu raksasa
 - d. Batu kecil
13. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan
14. Beres. The meaning of underline is...
 - a. Mandi
 - b. Beres-beres
 - c. Berjalan
 - d. Bermain
15. Catur. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - c. Batu
 - d. Kafe
16. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. Dingin
 - d. Panas
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan
 - c. Pohon
 - d. Cuaca
18. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu
 - c. Kupu-kupu museum
 - d. Museum kupu-kupu
19. Manusia in English is...
 - a. Human
 - b. Person
 - c. people
 - d. Animal
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - c. Bentuk tangan
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarawan
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

DV

POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is...
 a. Motor cycle
 b. Bus
 c. Cycle
 d. River
2. Segar in English is...
 a. Very hot
 b. Cool
 c. Hot
 d. Fresh
3. Waterfall. The meaning of underline word is...
 a. Air
 b. Air terjun
 c. Terjun air
 d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 a. Habitat kupu-kupu
 b. Kerajaan Kupu-Kupu
 c. Kupu-kupu kerajaan
 d. Sarang kupu-kupu
5. Dream cave in Indonesia is...
 a. Gua hantu
 b. Gua mimpi
 c. Gua mati
 d. Gua bersejarah
6. What is the meaning of the karst mountain?
 a. Karst pegunungan
 b. Gunung kapur
 c. Gunung bebatuan
 d. Pegunungan
7. Fog. The meaning of underline word is...
 a. Awan
 b. Angin
 c. Kabut
 d. Embun
8. Pohon lontar in English is...
 a. Palm tree
 b. Tree palm
 c. Coconut tree
 d. Salak tree
9. Big rock. The meaning of underline word is...
 a. Batu
 b. Batu-batuan
 c. Batu kecil
 d. Batu besar
10. What is the meaning of tourist objck?
 a. Obyek wisata
 b. Pariwisata
 c. Tempat wisata
 d. Obyek alam
11. Bekat kapur in English is...
 a. The limestone
 b. The limestone hills
 c. The hills
 d. The hills limestone
12. Giant rock. The meaning of underline word is...
 a. Batu besar
 b. Batu karst
 c. Batu raksasa
 d. Batu kecil
13. The River. The meaning of underline word is...
 a. Danau
 b. Sungai
 c. Kolam
 d. Lautan
14. Stream. The meaning of underline is...
 a. Matak
 b. Berenang
 c. Berjalan
 d. Bermain
15. Cats. The meaning of underline word is...
 a. Gua
 b. Bukit
 c. Batu
 d. Kafe
16. Atmosphere. The meaning of underline word is...
 a. Suasana
 b. Cuaca
 c. Dingin
 d. Panas
17. Cloud. The meaning of underline word is...
 a. Langit
 b. Awan
 c. Pohon
 d. Cuaca
18. Butterfly museum. The meaning of underline word is...
 a. Penangkaran kupu-kupu
 b. Tempat kupu-kupu
 c. Kupu-kupu museum
 d. Muscum kupu-kupu
19. Manusia in English is...
 a. Human
 b. Person
 c. ppeople
 d. Animal
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 a. Gambar prasejarah
 b. Lukisan prasejarah
 c. Foto prasejarah
 d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 a. Tangan cap
 b. Cap tangan
 c. Bentuk tangan
 d. Gambar tangan
22. Pemandangan in English is...
 a. View
 b. Viewer
 c. Atmosfer
 d. Condition
23. Prehistory. The meaning of underline word is...
 a. Sejarah
 b. Prasejarah
 c. Purbakala
 d. Sejarawan
24. Ancient human in Indonesia is...
 a. Orang hutan
 b. Manusia kera
 c. Manusia purba
 d. Orang utan
25. Vacation spot. The meaning of underline word is...
 a. Tempat liburan
 b. Tempat memancing
 c. Tempat bermain
 d. Tempat bekerja

Nama : CT
Kelas : VIII A

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POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is ...
 a. Motor cycle
 b. Bus
 c. Cycle
 d. River
2. Segar in English is ...
 a. Very hot
 b. Cool
 c. Hot
 d. Fresh
3. Waterfall. The meaning of underline word is ...
 a. Air
 b. Air terjun
 c. Terjun air
 d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is ...
 a. Habitat kupu-kupu
 b. Kerajaan Kupu-Kupu
 c. Kupu-kupu kerajaan
 d. Sarang kupu-kupu
5. Dream cave in Indonesia is ...
 a. Gua hantu
 b. Gua mimpi
 c. Gua mati
 d. Gua bersejarah
6. What is the meaning of the karst mountain?
 a. Karst pegunungan
 b. Gunung kapur
 c. Gunung bebatuan
 d. Pegunungan
7. Fog. The meaning of underline word is ...
 a. Awan
 b. Angin
 c. Kabut
 d. Embun
8. Pohon lontar in English is ...
 a. Palm tree
 b. Tree palm
 c. Coconut tree
 d. Salak tree
9. Big rock. The meaning of underline word is ...
 a. Batu
 b. Batu-batuan
 c. Batu kecil
 d. Batu besar
10. What is the meaning of tourist objck?
 a. Objek wisata
 b. Pariwisata
 c. Tempat wisata
 d. Objek alam
11. Bukit kapur in English is ...
 a. The limestone
 b. The limestone hills
 c. The hills
 d. The hills limestone
12. Giant rock. The meaning of underline word is ...
 a. Batu besar
 b. Batu kerdil
 c. Batu raksasa
 d. Batu kecil
13. The River. The meaning of underline word is ...
 a. Danau
 b. Sungai
 c. Kolam
 d. Lautan
14. Swim. The meaning of underline is ...
 a. Mandi
 b. Berenang
 c. Berjalan
 d. Bersepeda
15. Cave. The meaning of underline word is ...
 a. Gua
 b. Bukit
 c. Batu
 d. Kafe
16. Atmosphere. The meaning of underline word is ...
 a. Suasana
 b. Cuaca
 c. Dingin
 d. Panas
17. Cloud. The meaning of underline word is ...
 a. Langit
 b. Awan
 c. Pohon
 d. Cuaca
18. Butterfly museum. The meaning of underline word is ...
 a. Penangkaran kupu-kupu
 b. Tempat kupu-kupu
 c. Kupu-kupu museum
 d. Museum kupu-kupu
19. Manusia in English is ...
 a. Human
 b. Person
 c. people
 d. Animal
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is ...
 a. Gambar prasejarah
 b. Lukisan prasejarah
 c. Foto prasejarah
 d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is ...
 a. Tangan cap
 b. Cap tangan
 c. Bentuk tangan
 d. Gambar tangan
22. Pemandangan in English is ...
 a. View
 b. Viewer
 c. Atmosfer
 d. Condition
23. Prehistory. The meaning of underline word is ...
 a. Sejarah
 b. Prasejarah
 c. Purbakala
 d. Sejarahwan
24. Ancient human in Indonesia is ...
 a. Orang hutan
 b. Manusia kera
 c. Manusia purba
 d. Orang utan
25. Vacation spot. The meaning of underline word is ...
 a. Tempat liburan
 b. Tempat memancing
 c. Tempat bermain
 d. Tempat bekerja

Nama : AZ
Kelas : VII/A.

POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is...
 a. Motor cycle
 b. Bus
 c. Cycle
 d. River
2. Segar in English is...
 a. Very hot
 b. Cool
 c. Hot
 d. Fresh
3. Waterfall. The meaning of underline word is...
 a. Air
 b. Air terjun
 c. Terjun air
 d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 a. Habitat kupu-kupu
 b. Kerajaan Kupu-Kupu
 c. Kupu-kupu kerajaan
 d. Sarang kupu-kupu
5. Dream cave in Indonesia is...
 a. Gua hantu
 b. Gua mimpi
 c. Gua mati
 d. Gua bersejarah
6. What is the meaning of the karst mountain?
 a. Karst pegunungan
 b. Gunung kapur
 c. Gunung bebatuan
 d. Pegunungan
7. Fog. The meaning of underline word is...
 a. Awan
 b. Angin
 c. Kabut
 d. Embun
8. Pohon lontar in English is...
 a. Palm tree
 b. Tree palm
 c. Coconut tree
 d. Salak tree
9. Big rock. The meaning of underline word is...
 a. Batu
 b. Batu-batuan
 c. Batu kecil
 d. Batu besar
10. What is the meaning of tourist objek?
 a. Objek wisata
 b. Pariwisata
 c. Tempat wisata
 d. Objek alam
11. Bukit kapur in English is...
 a. The limestone
 b. The limestone hills
 c. The hills
 d. The hills limestone
12. Giant rock. The meaning of underline word is...
 a. Batu besar
 b. Batu kecil
 c. Batu raksasa
 d. Batu kecil
13. The River. The meaning of underline word is...
 a. Danau
 b. Sungai
 c. Kolam
 d. Lautan
14. Swim. The meaning of underline is...
 a. Mandi
 b. Berenang
 c. Berjalan
 d. Bermain
15. Cave. The meaning of underline word is...
 a. Gua
 b. Bukit
 c. Batu
 d. Kafe
16. Atmosphere. The meaning of underline word is...
 a. Suasana
 b. Cuaca
 c. Dingin
 d. Panas
17. Cloud. The meaning of underline word is...
 a. Langit
 b. Awan
 c. Pohon
 d. Cuaca
18. Butterfly museum. The meaning of underline word is...
 a. Penangkaran kupu-kupu
 b. Tempat kupu-kupu
 c. Kupu-kupu museum
 d. Museum kupu-kupu
19. Manusia in English is...
 a. Human
 b. Person
 c. people
 d. Animal
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 a. Gambar prasejarah
 b. Lukisan prasejarah
 c. Foto prasejarah
 d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 a. Tangan cap
 b. Cap tangan
 c. Bentuk tangan
 d. Gambar tangan
22. Pemandangan in English is...
 a. View
 b. Viewer
 c. Atmosfer
 d. Condition
23. Prehistory. The meaning of underline word is...
 a. Sejarah
 b. Prasejarah
 c. Purbakala
 d. Sejarawan
24. Ancient human in Indonesia is...
 a. Orang butan
 b. Manusia kera
 c. Manusia purba
 d. Orang utan
25. Vacation spot. The meaning of underline word is...
 a. Tempat liburan
 b. Tempat memancing
 c. Tempat bermain
 d. Tempat bekerja

AD

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POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is...
 - a. Motor cycle ✓
 - b. Bus
 - c. Cycle
 - d. River
2. Segar in English is...
 - a. Very hot
 - b. Cool ✓
 - c. Hot
 - d. Fresh
3. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun ✓
 - c. Terjun air
 - d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu ✓
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
5. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi ✓
 - c. Gua mati
 - d. Gua bersejarah
6. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur ✓
 - c. Gunung bebatuan
 - d. Pegunungan
7. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut ✓
 - d. Embun
8. Pohon lontar in English is...
 - a. Palm tree ✓
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
9. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - d. Batu besar ✓
10. What is the meaning of tourist objek?
 - a. Objek wisata ✓
 - b. Pariwisata
 - c. Tempat wisata
 - d. Objek alam
11. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills ✓
 - c. The hills
 - d. The hills limestone
12. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa ✓
 - d. Batu kecil
13. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai ✓
 - c. Kolam
 - d. Lautan
14. Swim. The meaning of underline is...
 - a. Mandi
 - b. Berenang ✓
 - c. Berjalan
 - d. Bermain
15. Cave. The meaning of underline word is...
 - a. Gua ✓
 - b. Bukit
 - c. Batu
 - d. Kafe
16. Atmosphere. The meaning of underline word is...
 - a. Suasana ✓
 - b. Cuaca
 - c. Dingin
 - d. Panas
17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan ✓
 - c. Pohon
 - d. Cuaca
18. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu
 - c. Kupu-kupu museum
 - d. Museum kupu-kupu ✓
19. Manusia in English is...
 - a. Human
 - b. Person
 - c. people
 - d. Animal ✓
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. Foto prasejarah ✓
 - d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan ✓
 - c. Bentuk tangan
 - d. Gambar tangan
22. Pemandangan in English is...
 - a. View ✓
 - b. Viewer
 - c. Atmosfer
 - d. Condition
23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarawan ✓
24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan ✓
25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan ✓
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

Appendix 10 The Result of Assessment Post-Test of Control Class

FR

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POST-TEST

Choose the best answer by crossing a, b, c, or d!

- Motor in English is...
 - ~~a~~ Motor cycle
 - b. Bus ✓
 - c. Cycle
 - d. River
- Segar in English is...
 - a. Very hot
 - ~~b~~ Cool ✓
 - c. Hot
 - d. Fresh
- Waterfall. The meaning of underline word is...
 - a. Air
 - ~~b~~ Air terjun ✓
 - c. Terjun air
 - d. Air mancur
- Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - ~~b~~ Kerajaan Kupu-Kupu ✓
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
- Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - ~~c~~ Gua mati ✓
 - d. Gua bersejarah
- What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - ~~b~~ Gunung kapur ✓
 - c. Gunung bebatuan
 - d. Pegunungan
- Fog. The meaning of underline word is...
 - ~~a~~ Awan
 - b. Angin
 - c. Kabut ✓
 - d. Embun
- Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - ~~c~~ Coconut tree ✓
 - d. Salak tree
- Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - ~~d~~ Batu besar ✓
- What is the meaning of tourist obyek?
 - ~~a~~ Obyek wisata
 - b. Pariwisata ✓
 - c. Tempat wisata
 - d. Obyek alam
- Bukit kapur in English is...
 - a. The limestone
 - ~~b~~ The limestone hills ✓
 - c. The hills
 - d. The hills limestone
- Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa
 - ~~d~~ Batu kecil ✓
- The River. The meaning of underline word is...
 - a. Danau
 - ~~b~~ Sungai ✓
 - c. Kohan
 - d. Lutan
- Swim. The meaning of underline is...
 - ~~a~~ Mandi
 - b. Berenang ✓
 - c. Berjalan
 - d. Bermain
- Cave. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - ~~c~~ Batu
 - d. Kafe
- Atmosphere. The meaning of underline word is...
 - ~~a~~ Sumanas
 - b. Cuaca ✓
 - c. Dengan
 - d. Panas
- Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan ✓
 - c. Polos
 - ~~d~~ Cuaca
- Butterfly museum. The meaning of underline word is...
 - a. Peningkatan kupu-kupu
 - b. Tempat kupu-kupu
 - ~~c~~ Kupu-kupu museum ✓
 - d. Museum kupu-kupu
- Manusia in English is...
 - ~~a~~ Human
 - b. Person ✓
 - c. people
 - d. Animal
- There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - ~~c~~ Foto prasejarah ✓
 - d. Gambar sejarah purba
- Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - ~~c~~ Bentuk tangan ✓
 - d. Gambar tangan
- Pemandangan in English is...
 - ~~a~~ View
 - b. Viewer ✓
 - c. Atmosfer
 - ~~d~~ Condition
- Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - ~~c~~ Purbakala ✓
 - d. Sejarawan
- Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - ~~d~~ Orang utan ✓
- Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - ~~c~~ Tempat bermain ✓
 - d. Tempat bekerja

Nama : FT
Kelas : VII/B

POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is...
 a. Motor cycle
 b. Bus
 c. Cycle
 d. River
2. Segar in English is...
 a. Very hot
 b. Cool
 c. Hot
 d. Fresh
3. Waterfall The meaning of underline word is...
 a. Air
 b. Air terjun
 c. Terjun air
 d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 a. Habitat kupu-kupu
 b. Kerajaan Kupu-Kupu
 c. Kupu-kupu kerajaan
 d. Sarang kupu-kupu
5. Dream cave in Indonesia is...
 a. Gua hantu
 b. Gua mimpi
 c. Gua mati
 d. Gua bersejarah
6. What is the meaning of the karst mountain?
 a. Karst pegunungan
 b. Gunung kapur
 c. Gunung bebatuan
 d. Pegunungan
7. Fog. The meaning of underline word is...
 a. Awan
 b. Angin
 c. Kabut
 d. Embun
8. Pohon lontar in English is...
 a. Palm tree
 b. Tree palm
 c. Coconut tree
 d. Salak tree
9. Big rock. The meaning of underline word is...
 a. Batu
 b. Batu-batuan
 c. Batu kecil
 d. Batu besar
10. What is the meaning of tourist objek?
 a. Obyek wisata
 b. Pariwisata
 c. Tempat wisata
 d. Obyek alam
11. Bukit kapur in English is...
 a. The limestone
 b. The limestone hills
 c. The hills
 d. The hills limestone
12. Giant rock. The meaning of underline word is...
 a. Batu besar
 b. Batu kerdil
 c. Batu raksasa
 d. Batu kecil
13. The River. The meaning of underline word is...
 a. Danau
 b. Sungai
 c. Kolam
 d. Lautan
14. Swim. The meaning of underline word is...
 a. Mandi
 b. Berenang
 c. Berjalan
 d. Bermain
15. Cave. The meaning of underline word is...
 a. Gua
16. Atmosphere. The meaning of underline word is...
 a. Suasana
 b. Cuaca
 c. Dingin
 d. Panas
17. Cloud. The meaning of underline word is...
 a. Langit
 b. Awan
 c. Pohon
 d. Cuaca
18. Butterfly museum. The meaning of underline word is...
 a. Penangkaran kupu-kupu
 b. Tempat kupu-kupu
 c. Kupu-kupu museum
 d. Museum kupu-kupu
19. Manusia in English is...
 a. Human
 b. Person
 c. people
 d. Animal
20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 a. Gambar prasejarah
 b. Lukisan prasejarah
 c. Foto prasejarah
 d. Gambar sejarah purba
21. Hand stamp. The meaning of underline word is...
 a. Tangan cap
 b. Cap tangan
 c. Bentuk tangan
 d. Gambar tangan
22. Pemandangan in English is...
 a. View
 b. Viewer
 c. Atmosfer
 d. Condition
23. Prehistory. The meaning of underline word is...
 a. Sejarah
 b. Prasejarah
 c. Purbakala
 d. Sejarawan
24. Ancient human in Indonesia is...
 a. Orang hutan
 b. Manusia kera
 c. Manusia purba
 d. Orang utan
25. Vacation spot. The meaning of underline word is...
 a. Tempat liburan
 b. Tempat memancing
 c. Tempat bermain
 d. Tempat bekerja

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PJ

POST-TEST

Choose the best answer by crossing a, b, c, or d!

1. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle
 - d. River
2. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh
3. Waterfall. The meaning of underline word is...
 - a. Air
 - b. Air terjun
 - c. Terjun air
 - d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 - a. Habitat kupu-kupu
 - b. Kerajaan Kupu-Kupu
 - c. Kupu-kupu kerajaan
 - d. Sarang kupu-kupu
5. Dream cave in Indonesia is...
 - a. Gua hantu
 - b. Gua mimpi
 - c. Gua mati
 - d. Gua bersejarah
6. What is the meaning of the karst mountain?
 - a. Karst pegunungan
 - b. Gunung kapur
 - c. Gunung bebatuan
 - d. Pegunungan
7. Fog. The meaning of underline word is...
 - a. Awan
 - b. Angin
 - c. Kabut
 - d. Embun
8. Pohon lontar in English is...
 - a. Palm tree
 - b. Tree palm
 - c. Coconut tree
 - d. Salak tree
9. Big rock. The meaning of underline word is...
 - a. Batu
 - b. Batu-batuan
 - c. Batu kecil
 - d. Batu besar
10. What is the meaning of tourist objek?
 - a. Objek wisata
 - b. Pariwisata
 - c. Tempat wisata
 - d. Objek alam
11. Bukit kapur in English is...
 - a. The limestone
 - b. The limestone hills
 - c. The hills
 - d. The hills limestone
12. Giant rock. The meaning of underline word is...
 - a. Batu besar
 - b. Batu kerdil
 - c. Batu raksasa
 - d. Batu kecil
13. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan
14. Swim. The meaning of underline is...
 - a. Mandi
 - b. Berenang
 - c. Berjalan
 - d. Bermain
15. Cave. The meaning of underline word is...
 - a. Gua

44.

- a. Buvie
 - c. Batu
 - d. Kafe
16. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. Dingin
 - d. Panas
 17. Cloud. The meaning of underline word is...
 - a. Langit
 - b. Awan
 - c. Pohon
 - d. Cuaca
 18. Butterfly museum. The meaning of underline word is...
 - a. Penangkaran kupu-kupu
 - b. Tempat kupu-kupu
 - c. Kupu-kupu museum
 - d. Museum kupu-kupu
 19. Manusia in English is...
 - a. Human
 - b. Person
 - c. people
 - d. Animal
 20. There are many prehistoric paintings in Leang Leang. The meaning of underline word is...
 - a. Gambar prasejarah
 - b. Lukisan prasejarah
 - c. Foto prasejarah
 - d. Gambar sejarah purba
 21. Hand stamp. The meaning of underline word is...
 - a. Tangan cap
 - b. Cap tangan
 - c. Bentuk tangan
 - d. Gambar tangan
 22. Pemandangan in English is...
 - a. View
 - b. Viewer
 - c. Atmosfer
 - d. Condition
 23. Prehistory. The meaning of underline word is...
 - a. Sejarah
 - b. Prasejarah
 - c. Purbakala
 - d. Sejarawan
 24. Ancient human in Indonesia is...
 - a. Orang hutan
 - b. Manusia kera
 - c. Manusia purba
 - d. Orang utan
 25. Vacation spot. The meaning of underline word is...
 - a. Tempat liburan
 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

POST-TEST

Choose the best answer by crossing a, b, c, or d!

- FD
- 60
1. Motor in English is...
 - a. Motor cycle
 - b. Bus
 - c. Cycle
 - d. River
 2. Segar in English is...
 - a. Very hot
 - b. Cool
 - c. Hot
 - d. Fresh
 3. Waterfall. The meaning of underline word is...
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 - c. Terjun air
 - d. Air mancur
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 13. The River. The meaning of underline word is...
 - a. Danau
 - b. Sungai
 - c. Kolam
 - d. Lautan
 14. Swim. The meaning of underline is...
 - a. Mandi
 - b. Berenang
 - c. Berjalan
 - d. Bermain
 15. Cave. The meaning of underline word is...
 - a. Gua
 - b. Bukit
 - c. Batu
 - d. Kafé
 16. Atmosphere. The meaning of underline word is...
 - a. Suasana
 - b. Cuaca
 - c. Dingin
 - d. Panas
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 - b. Tempat memancing
 - c. Tempat bermain
 - d. Tempat bekerja

1

AG.
class: VII/2

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POST-TEST

Choose the best answer by crossing a, b, c, or d!

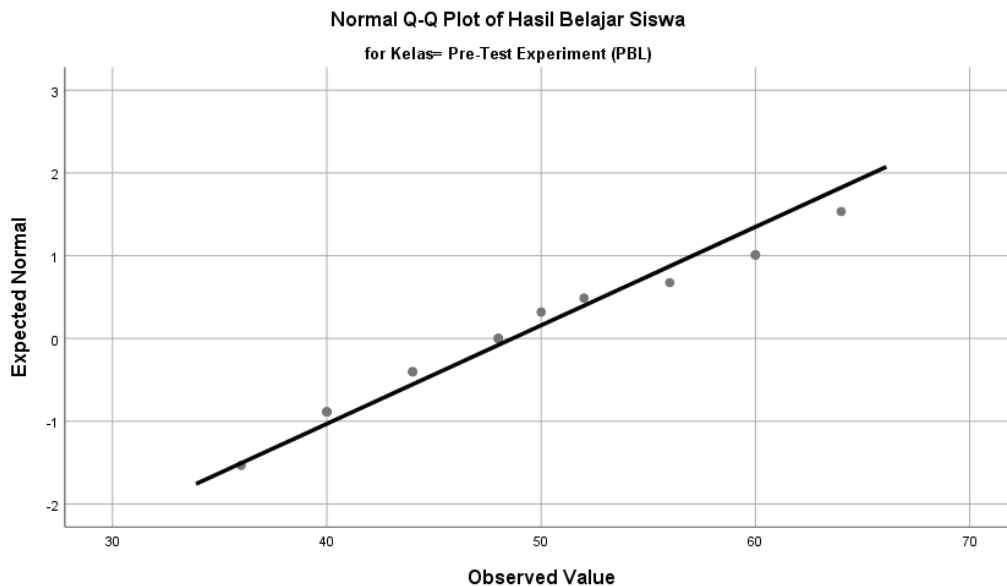
1. Motor in English is...
 a. Motor cycle ✓
 b. Bus
 c. Cycle
 d. River
2. Segar in English is...
 a. Very hot
 b. Cool X
 c. Hot
 d. Fresh
3. Waterfall. The meaning of underline word is...
 a. Air
 b. Air terjun ✓
 c. Terjun air
 d. Air mancur
4. Kingdom of Butterfly. The meaning of underline word is...
 a. Habitat kupu-kupu
 b. Kerajaan Kupu-Kupu ✓
 c. Kupu-kupu kerajaan
 d. Sarang kupu-kupu
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6. What is the meaning of the karst mountain?
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 b. Gunung kapur
 c. Gunung bebatuan X
 d. Pegunungan
7. Fog. The meaning of underline word is...
 a. Awan
 b. Angin
 c. Kabut ✓
 d. Embun
8. Pohon lontar in English is...
 a. Palm tree X
 b. Tree palm
 c. Coconut tree
 d. Salak tree
9. Big rock. The meaning of underline word is...
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 b. Batu-batuan X
 c. Batu kecil X
 d. Batu besar
10. What is the meaning of tourist objek?
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 d. Batu kecil
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 a. Danau X
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 c. Kolam
 d. Lautan
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 a. Mandi
 b. Berenang ✓
 c. Berjalan
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15. Cave. The meaning of underline word is...
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21. Hand stamp. The meaning of underline word is...
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 a. Tempat liburan
 b. Tempat memancing X
 c. Tempat bermain X
 d. Tempat bekerja

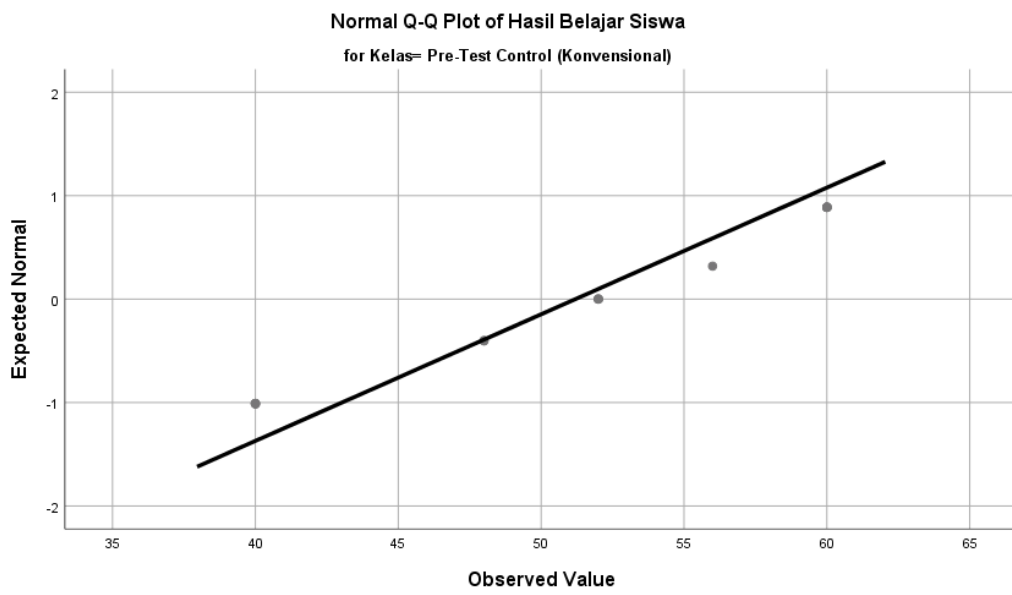
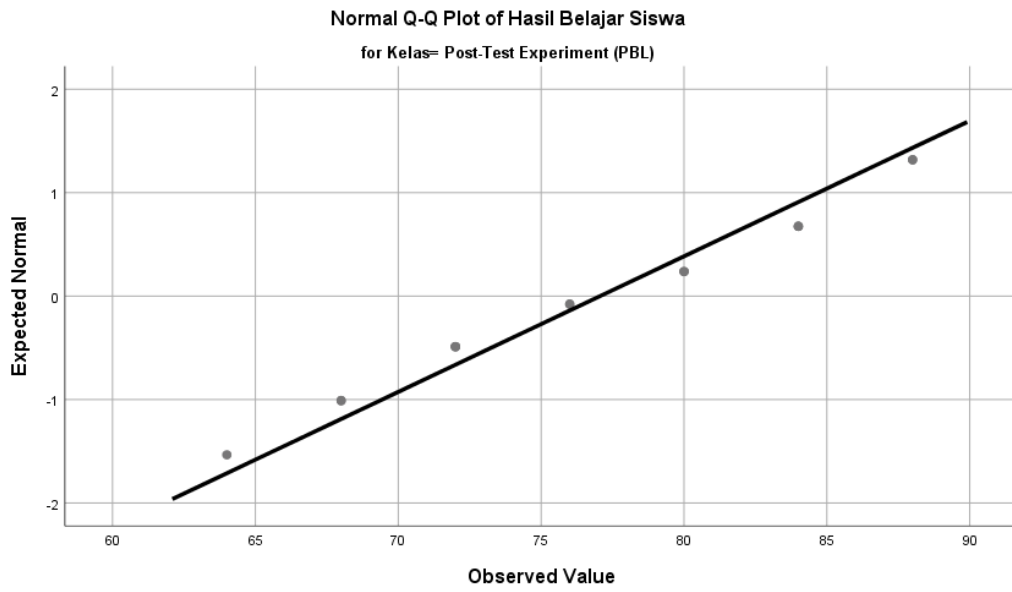
Appendix 11 Questionnaire output in spss

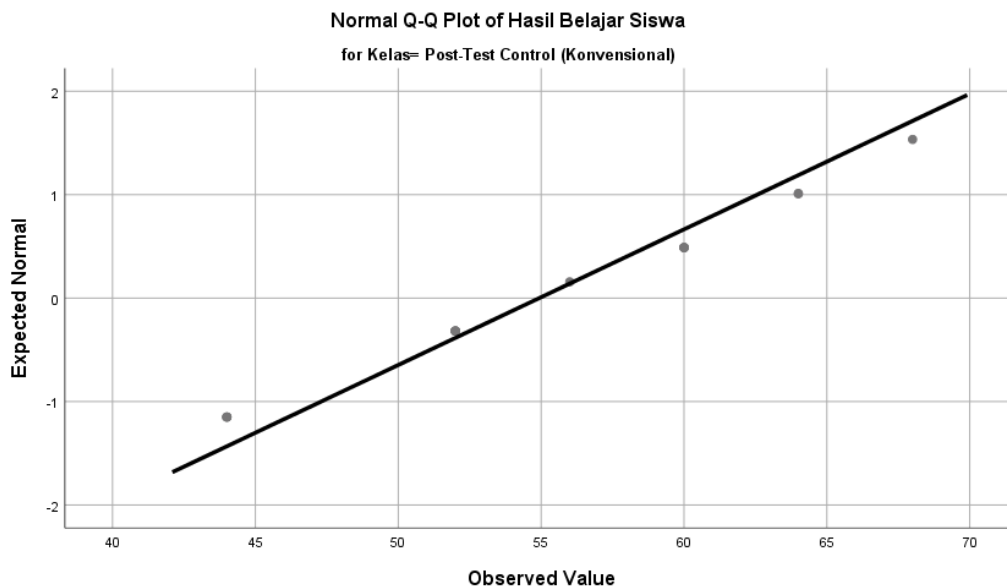
Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Output Learning	Pre-Test Experiment (PBL)	.132	15	.200*	.949	15	.503
	Post-Test Experiment (PBL)	.152	15	.200*	.943	15	.421
	Pre-Test Control (Konvensional)	.193	15	.139	.838	15	.012
	Post-Test Control (Konvensional)	.183	15	.189	.923	15	.212

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

a. Lilliefors Significance Correction







Descriptive Statistics							
	N	Rang e	Minim um	Maxim um	Sum	Mean	Std. Deviation
Pre Test Experiment	15	28	36	64	730	48.67	8.406
Post Test Experiment	15	24	64	88	1156	77.07	7.630
Pre Test Control	15	20	40	60	768	51.20	8.170
Post Test Control	15	24	44	68	824	54.93	7.630
Valid N (listwise)	15						

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
NGain_Persen	Equal variances assumed	4.857	0.036	13.903	28	0	48.27659	3.47237	41.16376	55.38942
	Equal variances not assumed			13.903	21.291	0	48.27659	3.47237	41.06141	55.49177

Descriptives					
	Kelas			Statistic	Std. Error
NGain_Persen	Experiment	Mean		55.7972	3.06801
		95% Confidence Interval for Mean	Lower Bound	49.2169	
			Upper Bound	62.3774	
		5% Trimmed Mean		56.5135	
		Median		53.8462	
		Variance		141.191	
		Std. Deviation		11.88236	
		Minimum		27.27	
		Maximum		71.43	
		Range		44.16	
		Interquartile Range		16.67	
		Skewness		-.861	.580
		Kurtosis		1.009	1.121
		Control	Mean		7.5206
	95% Confidence Interval for Mean		Lower Bound	4.0327	
			Upper Bound	11.0085	
	5% Trimmed Mean		7.2451		
	Median		7.6923		
	Variance		39.670		
	Std. Deviation		6.29839		
	Minimum		.00		
	Maximum		20.00		
	Range		20.00		
Interquartile Range		10.00			
Skewness		.732	.580		
Kurtosis		.517	1.121		

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
NGain_Persen	Experiment	.179	15	.200*	.929	15	.265
	Control	.214	15	.064	.856	15	.021

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

a. Lilliefors Significance Correction

The result percent of pre-test experiment

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-64	4	26.7	26.7	26.7
	35-54	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

The result percent of post-test experiment

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	85-100	2	13.3	13.3	13.3
	65-84	12	80.0	80.0	93.3
	55-64	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

The result percent of pre-test control

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-64	6	40.0	40.0	40.0
	35-54	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

The result percent of pre-test control

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65-84	1	6.7	6.7	6.7
	55-64	6	40.0	40.0	46.7
	35-54	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

Appendix 12 Documentation

Documentation of Giving Pre-Test of Experiment Class and Control Class

- Experiment class



- Control Class



Documentation of Giving Treatment of Experiment Class

- The first day (Rammang-Rammang)



- The second day (Leang-Leang)



- The Third day (Bantimurung Park)



Documentation of Control Class

- The first day



- The second day



- The Third day



Documentation of Giving Post-Test of Experiment Class and Control Class

- Experiment Class



- Control Class



Thesis Writing Documentation

In the House



In the Library



Outdoors



BIOGRAPHY



Nurasmah. Born in Maros, exactly on the 04th of August 1998. The researcher is the third child of five siblings, from the Mr. Ramli and Mrs. Madina. In addition, the researcher graduated from SD Negeri No 168 Inpres Camba in 2010, graduated from SMP Negeri No 19 Moncongloe in 2013, and graduated from SMA Negeri 08 Mandai Maros in 2016.

Furthermore, in the same year, the researcher continued to study at Muslim University of Maros by majoring in English of Education Department, Faculty of Teacher Training and Education. The study of the researcher at Muslim University of Maros ended by completing a thesis with the title “THE EFFECT OF USING ENGLISH DESCRIPTIVE VIDEOS ABOUT MAROS TOURISM OBJECTS ON STUDENTS’ VOCABULARY MASTERY OF MTS LENA ARRA MAROS”.