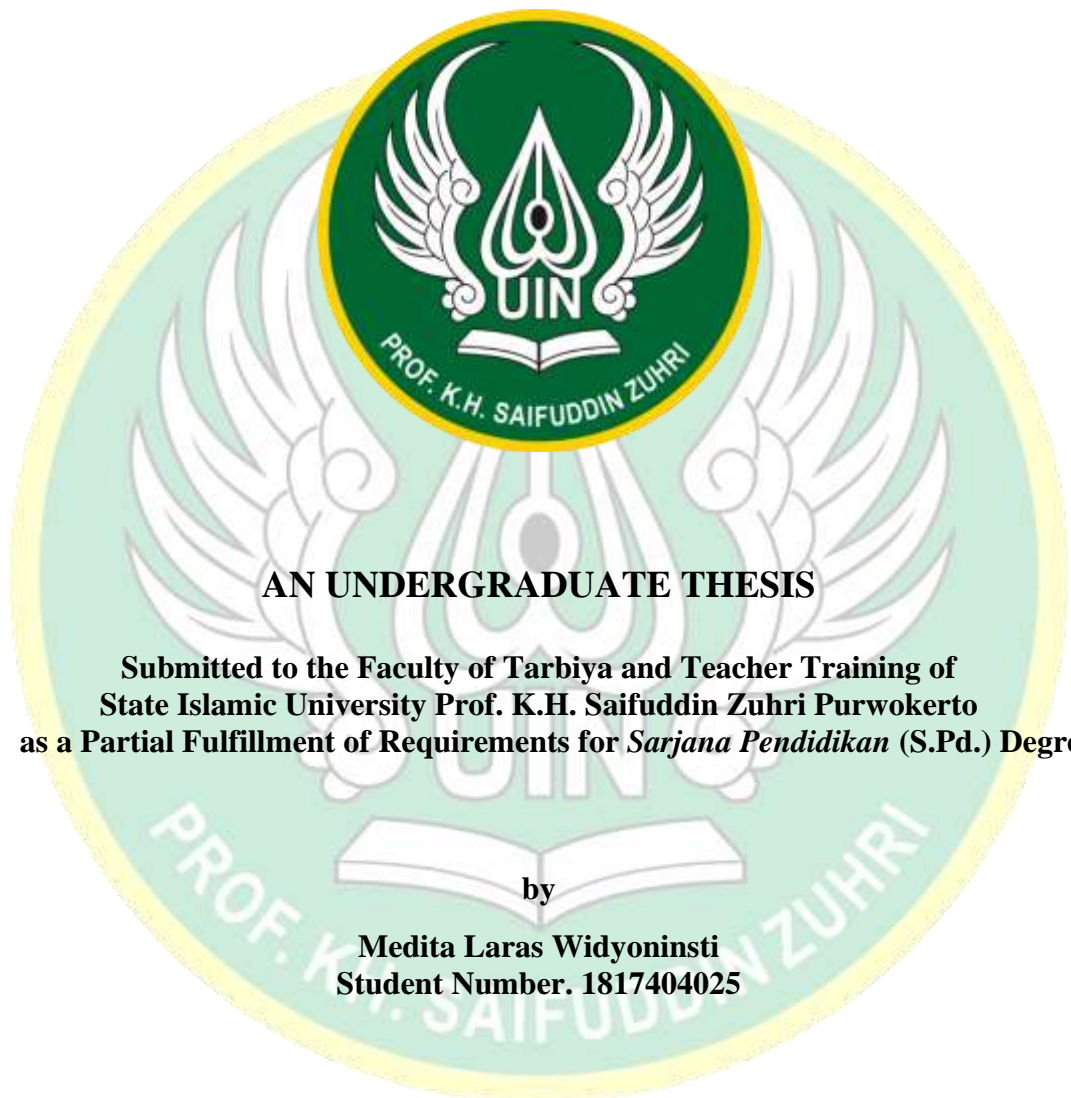


**THE EFFECTIVENESS OF DIARY WRITING TECHNIQUE
TOWARDS EIGHT GRADE STUDENTS'
VOCABULARY MASTERY AT MUHAMMADIYAH
JUNIOR HIGH SCHOOL CILONGOK
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

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Declare that the thesis I wrote with the title, **“The Effectiveness of Diary Writing Technique Towards Eight Grade Students’ Vocabulary Mastery at Muhammadiyah Junior High School Cilongok Banyumas Regency”** is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statement and ideas from several resources. All the materials from other source and reference from work done by other people or institution have been properly cited.

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Purwokerto, September 12th, 2023

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Wassalamu'alaikum Wr., Wb.

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**THE EFFECTIVENESS OF DIARY WRITING TECHNIQUE
TOWARDS EIGHTH GRADE STUDENTS' VOCABULARY MASTERY
AT MUHAMMADIYAH JUNIOR HIGH SCHOOL CILONGOK
BANYUMAS REGENCY**


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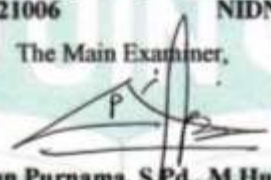
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MOTTO

“Keep your eyes on the stars and your feet on the ground”

~Theodore Roosevelt.



DEDICATION

This thesis is dedicated to:

Myself, thank you for always trying to do the best

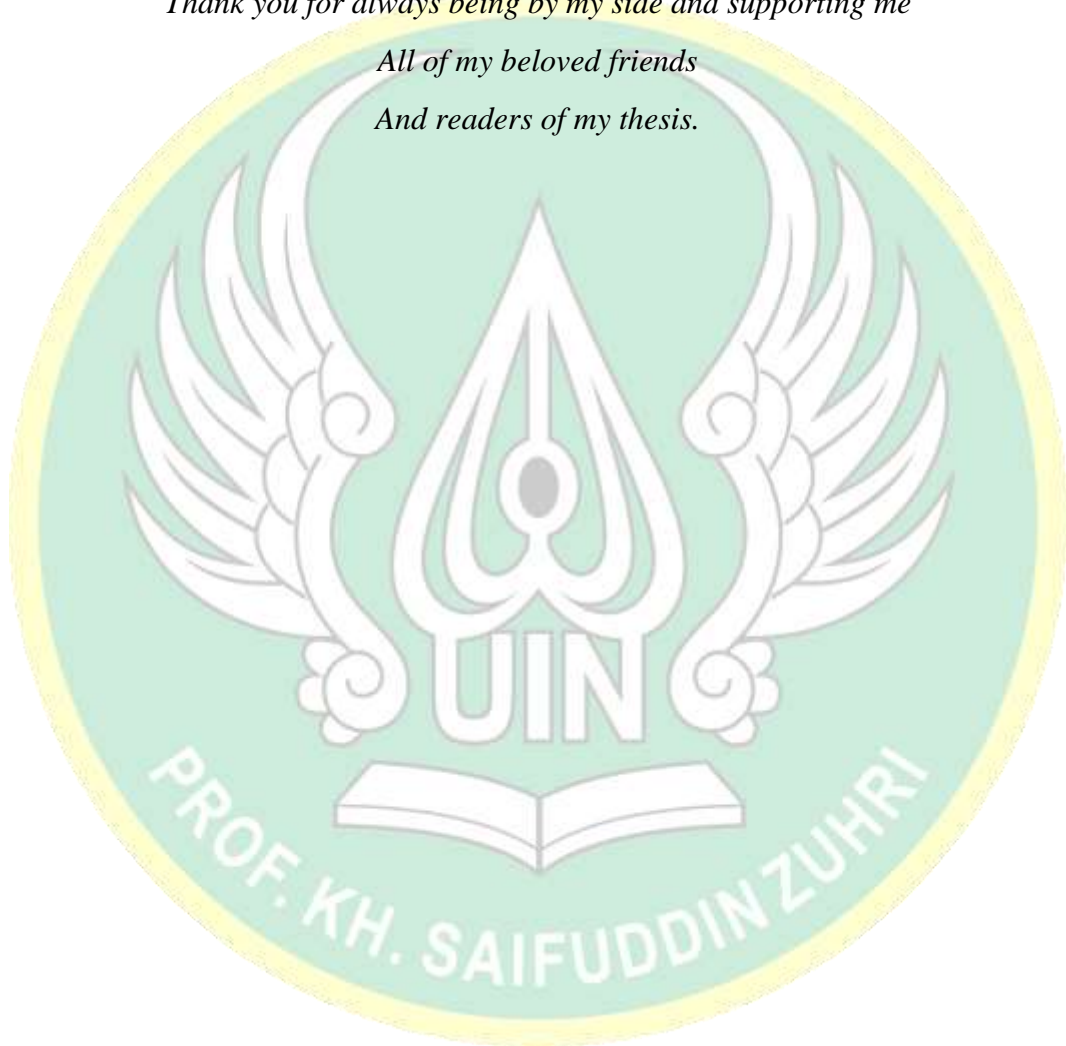
My beloved parents and thank you for all the support and pray for my success

Love you more than the universe My sister and brother

Thank you for always being by my side and supporting me

All of my beloved friends

And readers of my thesis.



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Bismillaahirrahmaanirrahiim

The name of Allah SWT., the beneficent and the merciful

Alhamdulillah, all praise be to Allah SWT the lord of the words for the blessing, strength, and guidance the researcher was able to finish this thesis entitled “The Effectiveness of Diary Writing Technique Towards Eight Grade Students’ Vocabulary Mastery at Muhammadiyah Junior High School Cilongok Banyumas Regency”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

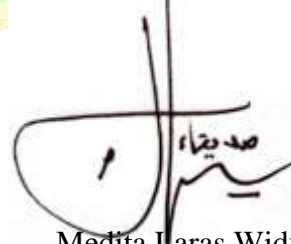
This thesis is presented as a partial fulfillment of the requirement for obtaining an undergraduate degree of education in the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto. The writer would like to express deep gratitude and appreciation to:

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3. Prof. Dr. Subur, M. Ag., as the II Deputy Dean Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy Dean Faculty of Tarbiya and Teacher Training the of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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14. All of my classmates in TBI A 2018 have shared memories and given togetherness.

Everyone who has contributed and given me support to finish this thesis. Hopefully, this thesis can be useful for the readers. However, I realize that this thesis is far from perfect. Therefore, any criticisms and suggestions for the improvement of this are greatly appreciated.

Purwokerto, September 12th, 2023
The Researcher,



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**THE EFFECTIVENESS OF THE DIARY WRITING TECHNIQUE
TOWARDS EIGHTH GRADE STUDENTS' VOCABULARY MASTERY
AT MUHAMMADIYAH JUNIOR HIGH SCHOOL CILONGOK
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ABSTRACT

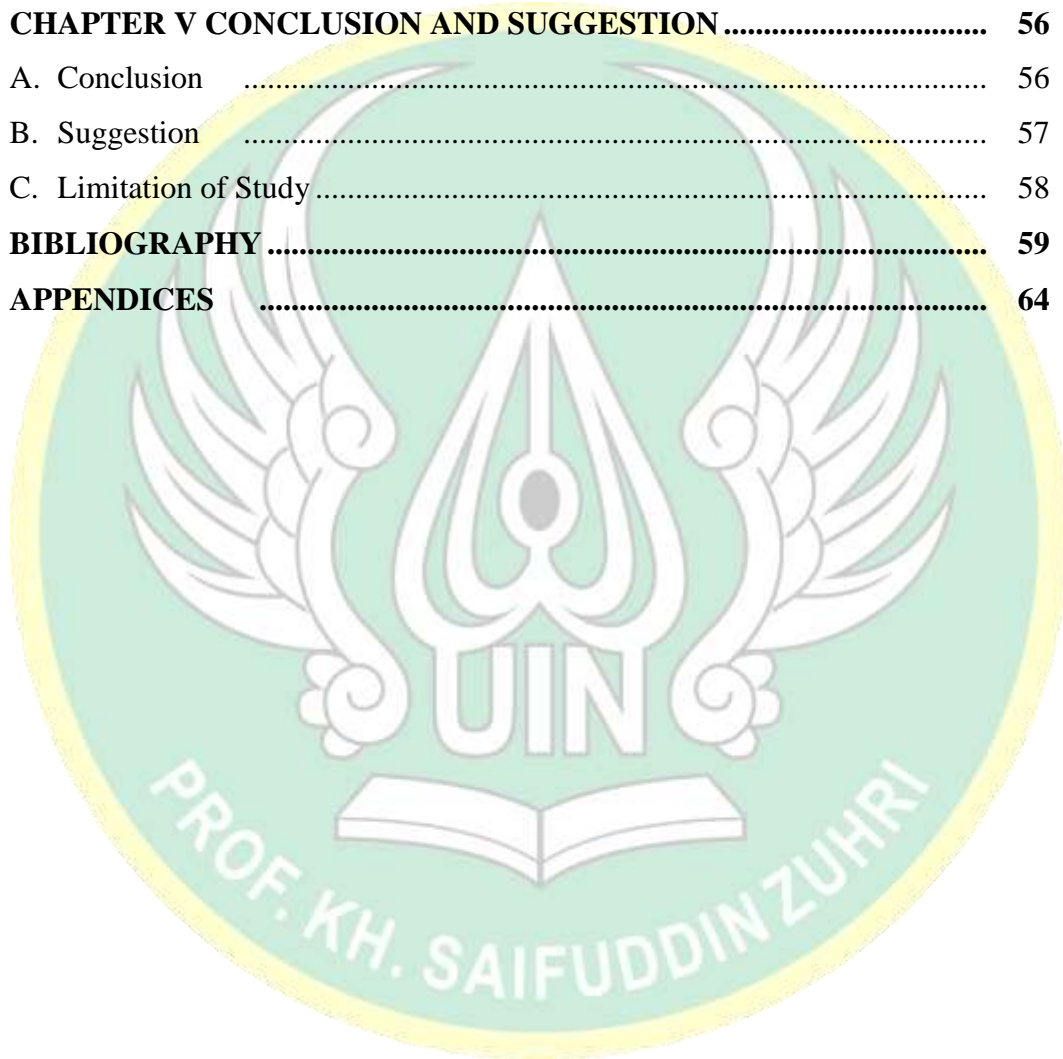
Abstract: Vocabulary is one of the problems confronted by English language students. Because of the limited vocabulary, many students faced difficulties to communicate with others. Therefore, this research examined diary writing as a teaching technique for the students' vocabulary mastery at Muhammadiyah Junior High School Cilongok. The study aimed to determine whether the use of the diary writing technique affects the students' vocabulary mastery significantly or not. The approach of this study was quantitative, with a quasi-experiment research design. The subjects of this study were the eighth grade students of Muhammadiyah Junior High School Cilongok. The IBM SPSS V 25 for windows was used to analyze the data. The paired sample t-test results showed there was any significant difference in students' vocabulary mastery before and after the treatment in the experimental class. It showed by the mean of the pre-test was 79.70 while the mean of the post-test was 88.07. The results of the independent sample t-test showed that the value t_{count} was $7.153 > t_{table} 1.675$. The results showed that there was a significant different the result of t_{count} pre-post experiment and pre-post control which was -8.553 and 5.787 with a degree of freedom (df) 26 and 25, and the significant values (sig. 2tailed) in experiment class were in the degree of $0.000 < 0.05$. The hypothesis shows that H_a was accepted and H_0 was not accepted. So, there was a significant effect of the diary writing technique on the students vocabulary in eighth grade of Muhammadiyah Junior High School Cilongok. In conclusion of this research, applying the diary writing technique can be used as an alternative technique for the students improve vocabulary at eighth grade students of Muhammadiyah Junior High School Cilongok.

Keywords: *Diary Writing, Vocabulary Mastery.*

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CHAPTER I INTRODUCTION

This chapter covers the general preview of the present research. It consists of the background of the study, operational definition, research questions, objective and significance of the research, and structure of the research.

A. Background of the study

The most important aspect of human existence is language.¹ It is impossible to communicate effectively and receive information without language, especially in English, because English is crucial in this era of globalization. English has become International language of the world,² and everyone would like a to be good at speaking English³. In many countries, English is used to access information, education, economics, and other topics. Therefore, you must be capable and competent in English.⁴

Vocabulary is essential to understand in English. The number of known words affects the understanding of communication because it was impossible to master English without the mastery of the vocabulary.⁵ Vocabulary is one of the problems confronted by English language

¹ Daulay, Hotdalila. 2019. "The Effect of Diary Writing to Students' Writing Ability at Grade VII of SMP N 2 Padangsidimpuan." *Submitted to the State Institute of Islamic Studies Padangsidimpuan as a Partial Fulfillment of the requirement for the Degree of Graduate English (S.Pd) in English*. Retrieved on November 12th, 2019. p. 1.

² Norhainah. 2018. "The Effect of Using Writing Diary toward the Students Writing Ability and Learning Motivatio at MTs Muslimat NU Palangka Raya." *Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya*. Retrieved on November 2nd, 2018. p. 1.

³ Hatch, et.al. 2001. "Vocabulary, Semantic and Language Education." *Cambridge: Cambridge University Press*. p.10

⁴ Andini, Prima. 2023. "The Influence of Guessing Game toward Students' Vocabulary Mastery at VIIIth Grade of MTs Ma'arif NU 1 Karanglewas, Banyumas Regency." *Thesis, Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto*. Retrieved on January 9th. 2023. p. 2.

⁵ Vitaloka Irma Dewi. (2017). *A Study on the Use of Diary Writing to Improve the 8th Grade Students' Vocabulary Mastery in SMP Negeri 13 Yogyakarta*. Retrieved on December 12, 2017. p.8.

learners.⁶ Because of the limited vocabulary, the learners cannot communicate with others. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. With a lot of vocabulary, students can learn English more easily because vocabulary is the first step in mastering all English skills.

Before teaching other facets of English, the instruction of vocabulary should come first.⁷ Junior High School students should be instructed how to improve their vocabulary knowledge as an essential ability to acquire more complicated English skills.⁸ English teachers have a variety of tools at their disposal to help students improve their command of the language, including songs, videos, movies, drawings, and games.⁹ Consequently, English teachers must use creative and imaginative thinking when putting into practice strategies or techniques to help students enhance their vocabulary knowledge so they may use writing as a daily activity to communicate their ideas, feelings, and share information with others.¹⁰

Khakim and Anwar stated that students in junior high school encounter some challenges when learning English, particularly when learning vocabulary.¹¹ Consequently, there are a number of problems that students acquiring vocabulary may have problems with pronunciation, spelling, memorization and the use of both written and spoken terms in

⁶ Dzur Rif'ah Mahmudah. 2014. "The correlation between students' writing ability and their vocabulary mastery". *Exposure Journal*. Vol. 3 No. 2.

⁷ Andini, Prima., *The Influence of...* p.1.

⁸ Arika Nurul Iftitah, et.al. 2020. "Developing Vocabulary Mastery Through Guessing Words Game for The Seventh Grade Students of SMP Negeri 10 Palu." *Datokarama English Education Journal*, Vol.1, Nu.1 p.20.

⁹ Dewi, L. O., Halimah, H., & Kurniawati, N. 2021. "Guessing Game on Teaching Vocabulary for Intermediate Language Learners". *Acitya: Journal of Teaching and Education*. Vol. 3 Nu.2

¹⁰ Andini, Prima., *The Influence of...* p.2.

¹¹ Khakim, Lukmanul & Anwar, Choiril. 2019. "Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method". *In 2nd Social and Humaniora Research Symposium*. Vol.409 p.507

communication. It is a fact that students easily forget the vocabulary they have learned. It is quite challenging for them to recall the words when the teacher asks them.¹² Wilkins, wrote that “. . . while without grammar very little can be conveyed”¹³. It means that students have to master vocabulary because without mastering vocabulary, the students will not be able to learn in English. It shows how important vocabulary.

Based on those aspects, Junior High School student have to be more focused on learning vocabulary in order to master the English vocabulary. Based on an observational study conducted at Muhammadiyah Junior High School Cilongok through an interview with one of the English language teachers, it was found that were lack of vocabulary mastery that made them difficult to learn in English. This phenomenon happened because the students were lazy to bring dictionary to the school which mean they did not try to find the meaning of vocabulary that found during the English class. This reason brought the students to consider that English is very difficult language to learn.

Based on those reasons, the students seemed to hate English subject in the school. Therefore, the researcher tried a new teaching technique and which could improve their vocabulary mastery. Based on the observation above, the researcher proposed diary writing as the solution for overcoming that problem.

Diary writing can be used as a technique to improve English vocabulary.¹⁴ Through diary, learning and teaching activities are more fun and make students think more imaginatively and also increase students vocabulary to learn. The diary is not a message but it is a representation of experience.¹⁵ A diary is the easiest writing practice, the writer can write anything that they want to write like daily events, a holiday or trip, or a

¹² *Ibid.*, p.507.

¹³ Wilkins, D.A. (1972). *Linguistics in language teaching*. London: Arnold. p. 111-112. In Vitaloka Irma Dewi. *A Study on the Use of Diary Writing...* p.3.

¹⁴ Thornbury, S. 2002. *How to Teach Vocabulary*. Harlow: Pearson.

¹⁵ Steinitz, Rebecca. *Writing diaries, reading diaries: the mechanics of memory*, (Department of English, University of California: USA, 2009) p.44.

life problem, and also you can write when you feel happy.¹⁶ So, writing a diary is easy, just write about events that have already happened. There are some benefits of diary writing.¹⁷ The first is the value of reflection, a diary provided an opportunity for the student to think about what they are learning and also how they are learning. The second is freedom of expression, the diary writing allows the student to express feelings more freely and the students use different words to express their emotions. The students revealed their learning strategies, and in many cases, they became aware of the strategies they used in learning and memorizing the meaning of an unfamiliar word.¹⁸

Based on the explanation above, the study aims to determine whether the diary writing technique has a significant effect on students' vocabulary mastery or not. The researcher is interested in conducting a study entitled "Effectiveness of Diary Writing Technique Towards Eight Grade Students Vocabulary Master at Muhammadiyah Junior High School, Cilongok Banyumas Regency".

B. Operational Definition

In this research, the researcher will explain the clarification of diary writing and vocabulary mastery.

1. Diary Writing

Writing is a process of revealing ideas in a person's mind in a lot of words to write down.¹⁹ Diary writing is talking about personal experiences when the writer write anything they want. Diary writing does not always discuss experience but also discusses the feelings and activities experienced by the writer. In this research, diary writing is

¹⁶ Bazir, Atena Haghnava. The Role of Writing Diary in a Classroom, *International Journal of Research in Linguistics, Language Teaching and Testing* Vol. 1, Special Issue 1, 2016.

¹⁷ Harmer, J. 2007. *The practice of English language teaching*. London: Longman.

¹⁸ Y. Kirkgoz. 2009. *Proceedings of the 10th METU ELT Convention: Exploring growth in vocabulary learning through learner diaries*. Retrieved on December 19, 2016, from <http://dbe.metu.edu.tr/convention/proceedingsweb/Growth.pdf>

¹⁹ D.H. Brown. 2001. *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.

defined as an activity of students in which they are required to write freely to improve their vocabulary mastery.²⁰

2. Vocabulary Mastery

According by Richards, vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. The vocabulary is an important part of effective communication, a lot of vocabulary makes a person a better writer, speaker, reader, and listener.²¹ The importance of vocabulary has been highlighted for EFL learners, because of their limited exposure to language and not having enough opportunity to use learned items in life situations.²²

To be considered proficient in vocabulary, the students must not only understand the meaning of the words they use but also how to use them properly. Students showed that strong verbs can enhance their success with limited verbs in their school.

C. Research Questions

Based on the research background above, the experiment research can be formulated as follows:

1. Is there a significant effect of using the diary writing technique toward of the students' vocabulary mastery eighth grade at Muhammadiyah Junior High School Cilongok Banyumas Regency?
2. To what extent is the difference between students' ability in vocabulary mastery in experimental class and control class using diary writing technique?

D. Objective and Significance of the Research

Based on the research questions above, the researcher explained the purpose and benefits of this research as follows:

²⁰ Vitaloka Irma Dewi. *A Study on the Use of Diary Writing...* p.8.

²¹ Jack C. Richards *Curriculum Development in Language Teaching*. United Kingdom: Cambridge University Press, 2002.

²² Y. Gu. 2003. Fine brush and freehand: the vocabulary learning art of two successful Chinese EFL learners. *TESOL Quarterly*, 37, 73-104.

1. The Objective of the Research

Based on the formulation of the problem above, the objective of the research is to find out whether the diary writing technique in the eighth-grade Muhammadiyah Junior High School Cilongok Banyumas Regency is significant or not. Then, to find out the difference between students' ability in vocabulary mastery of the experiment class and control class using the diary writing technique.

2. The Significances of the Research

This research is expected to be able to give a significant contribution both theoretically and practically.

a. Theoretical significance

The research suggests that this research could be useful in English teaching technique, especially in vocabulary. The researcher hoped this research could be used as an applied reference with a similar problem of vocabulary and the reader could receive the knowledge related to this research.

b. Practical significances

The practical significance of this research could be useful to the teacher, the students, the school, and the other researcher, as follow:

1) For the teacher

The research can be applied to English language teaching techniques, especially vocabulary instruction. The researcher estimates that this study can be used as an applied reference to the problem of vocabulary, and the reader acquires knowledge relevant to this research.

2) For the school

This research could assist the school in providing references on how to improve students' mastery of vocabulary through diary writing.

3) For the other researcher

This research could assist as a reference for another researcher conducting similar research.

E. Structure of the Research

Systematic research is necessary to classify the structure of this research. This research is divided into five chapters; there will be explained as follows. Chapter I consists of an introduction. It is consistent with the background of the problem, clarification of key terms, research questions, aims and significances of the research, and organization of the paper. Chapter II consists of the theoretical description, which consists of the theories related to the effectiveness of diary writing techniques towards vocabulary mastery, and the hypothesis. Chapter III consists of a research design, variable of the research, time and location of the research, technique of data collection, and technique of data analysis. Chapter IV contains answers to the research formulation of research problems in the form of data presentation, data analysis, and discussion. Chapter V consists of the conclusion that is giving conclusion about the result of the research and suggestion suggested to the students and teachers by a researcher.

CHAPTER II

LITERATURE REVIEW

This study is aimed at finding out that the use of diary writing can improve the vocabulary mastery of the eighth grade students. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of diary writing. This chapter also presents some theoretical framework, previous studies, conceptual framework, and hypothesis, a conceptual is drawn for this research.

A. Theoretical Framework

The students need a lot of vocabulary to learn English. One of the technique to get them interested in the vocabulary is diary writing.

1. Diary Writing

a. Definition of Diary Writing

A diary is a writing activity that can be used to reflect on oneself, relieve emotions, keep a secret story, and record experiences.²³ A diary is a written record of an event's experience. Most people strongly believe that diaries are secret because it seems that a diary is a personal space where one can express all their feelings.²⁴

According to Maharani, “diary writing could be the way to solve the students’ problem in writing. By applying it, the students could feel free to express their ideas, feelings, or anything happening in their life in written form. In addition, it could help them enhance their vocabulary, grammar, and writing mechanics. Therefore, they could acquire English more effectively”.²⁵

²³ Harmer, Jeremy., *The practice of English language teaching...* p.35.

²⁴ (THE EFFECT OF DIARY WRITING ON STUDENTS ’ WRITING ABILITY AT THE FIRST GRADE OF MAN KOTA BATU Amatul Mughis Mahabbah (21501073001) English Department of Faculty of Teacher Training and Education University of Islam Malang, n.d.) p.2.

²⁵ M. M. Maharani. (2017). *Improving Students’ Writing through Diary Writing*. The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula, p.473-478

Diary writing which is one of the techniques in teaching writing; the thing related to structure is not needed in this case, students' job is just write without any considerations.²⁶ According to Cindy, dkk., the diary writing used as an alternative technique in teaching recount text and the topic was students' unforgettable experiences. It is a supporting point that unforgettable experiences are really close with teenager life because it tells the story that happened in the past.²⁷ Diary writing was applied to teaching writing recount text MAN 1 Pontianak to find out whether or not the effective the technique. This school had been chosen because the students have some writing problems as in general. By using diary writing, it could help the students and also facilitate the teacher in teaching writing recount text.²⁸ By Mutslihah, reported that writing a diary was a effective technique in teaching writing because it could help students to elaborate the idea and make students' writing achievement became better.²⁹ The diary writing could be an appropriate technique that was used to help students to improve their writing skill and facilitate the teacher in teaching writing.³⁰

The diary is a great way to record the past or something that we have faced and plan or think about the future. A diary was also established to help regulate moods and emotions. There are some advantages of a diary, that as arousing concentration, student-teacher dialogue, and developing a new vocabulary in writing the diary. Writing class is a key academic requirement. However, then most students are unwilling and unconfident when they have to

²⁶ Cindy Qarina, et al. 2018. *The Use of Diary Writing In Teaching Writing Recount Text*. English Education Study Program of Teacher Training and Education Faculty Tanjungpura University, Pontianak. p. 2.

²⁷ *Ibid.*, p.3.

²⁸ *Ibid.*, p.2.

²⁹ Mutslihah, N. Millah. (2015). *The Effectiveness of Diary Writing on Students' Writing of Recount Text*. Universitas Negeri Syarif Hidayatullah.

³⁰ *Ibid.*, p.3.

write about something in class because they think that they do not have anything to say or write. In time, the pressure in the class also makes them cannot write their ideas exactly.³¹

Diary as a form of free writing in which the writer writes without fear of being judged. Diaries are regarded as good examples of writing in which students write without fear of being corrected on grammar and spelling, and their efforts are praised. A diary, also known as a journal, is a notebook in which people can write about anything they want, including their feelings, thoughts, ideas, or experiences. They are keeping a diary for a reason.³²

Based on the definitions above, we can conclude that a diary is a handwritten book in which the writer shares their feelings, thoughts, and experiences in a private setting that no one else can read.

b. Kinds of Diary Writing

In the nineteenth century, diary becomes the existence handwriting. It means that writing diary has been written for long times ago. There are two kinds of diary:

- 1) One talks about creating the personal experience. Sometimes, it is the author's secret and quite privacy.
- 2) One is more formal then the first kind of diary. In the second one, it represents of experiences which has a relation between the individual and the outside world.³³

The first type of diary, in which the writer only writes about his personal experiences and life. This type of diary book is private, and only the author can read what he or she wrote in it.

Ordinary diary books look like this in a safe diary book that is not

³¹ Taqil., et al. 2015. "The Effect of Diary Writing on EFL Students' Writing and Language Abilities" *British Journal of Education* Vol.3, No.2, pp.75-9. Published by European Centre for Research Training and Development UK.

³² Wulandari, R. K (2016) *The Effectiveness of Using Diary toward Students' Achievement in writing recount text at the Eighth Grade of MTs AL Huda BandungTulungagung.*

³³ Steinitz. *Writing diaries...* p.47.

read by others, or the author locks the diary book so that no one can open it. If the first diary only discusses personal experiences, the second type discusses experiences with other people, specifically outside of life. The second type of diary is generally more formal than the first type of diary.³⁴

c. The process to write a diary

Writing a diary is easy and simple, what they want to write just write it. There is to make it for students easy to write a diary. According to Curtis, below are some tips that find for guiding the students to write the diary easier, they are:³⁵

- 1) Try to memorize memories. Record thoughts and memories in a diary. In addition, write as much detailed information as possible.
- 2) Set a daily time for the student to write a diary. In every learning process, the teacher should give the student time to write a diary.
- 3) Find a comfortable place to write a diary. There are students who do not want to be disturbed by their friends.
- 4) Take the notes anywhere. Students can write anywhere and anytime if they want.
- 5) When writing a diary, do not worry about grammar, style, and organization. Just focus on opinions, ideas, and what's written.

³⁴ Ramadhani, Euis Fauziah. *The Use of Diary Writing to Improve Eight Grade Students' Writing Skill at SMPN 3 Malang*, A Thesis at Universitas Muhammadiyah Malang, Malang 2015.

³⁵ Curtis, Andy, and Kathleen M. Bailey. *Diary Studies*. The Chinese University of Hong Kong, p. 73.

d. Structure of diary writing

Diary writing is like a handwritten book about the writer's experience or writer's feelings. Diary writing has a structure like the following:³⁶

1) Date

The writer must write the date in their diary book such as Monday, 2nd of January.

2) Orientation

On the orientation section, use greetings like "Dear Diary."

3) Paragraphs

In this part, the writers can write their feelings, thoughts, and their activities also.

4) Personal reflection

The writers write the conclusion of their feelings about the day, like happy or not.

5) A sign-off

As described above, when a student's diary begins with a date and ends with a sign-off, it means that one of the structures of writing a diary should not be left behind.

³⁶ James Hoffman, *Diary Entry – Text structure and Language Features*, retrieved from http://sherrycompfs12a.wikispaces.com/file/view/res_51539_Diary_entry_text_structure_and_language_features.pdf, on August 11th at 5 p.m.

e. Example of Diary Writing

<i>Date</i> 2 nd January 2023
<i>Orientation</i> Dear diary
<i>Paragraph</i> I started my new job at Sibuhuan Junior High School today. I was both excited and nervous at the same time. I'm hoping my headmaster and the other teachers liked me.
<i>Personal Reflection</i> Anisa, one of the teachers who worked there, was fantastic. Maisyarah wasn't very friendly, but she only works three days a week, so I won't miss her much. Anyway, tomorrow is a new day, and I'm hoping to make some suggestions. Please send me your best wishes. Good night. (<i>Sign off</i>)

f. Advantages of Diary Writing

There are some advantages of diary writing. According to Harmer, there are four advantages of diary writing like the following:³⁷

1) The value of reflection

Diaries make students think about how they learn harder to get good results or value according to their efforts.

2) Freedom of Expression

The Students can express their feeling more freely. In their diaries, moreover, students can write about anything that interests them.

3) Developing Writing Skills

Diary writing helps students improve their writing and it makes them fit. They can write comments on the classes they are experiencing, and they can write about their personal lives and also about their friends.

³⁷ Harmer, Jeremy. *The practice of English language teaching...* p.126-127.

2. Vocabulary Mastery

a. Definition of Vocabulary

According to Cameron, vocabulary is one of the language aspects which should be learning. Learning we have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it.³⁸ it means that in learning vocabulary we must know the meaning of it and also understand and can use it in the sentence context. Wallace states, “Vocabulary is the stock of words used by people, particular class or person”.³⁹ Based on the statement above it is clear that the students should master adequate vocabulary.

The definitions of vocabulary are proposed by some experts. One needs to know what vocabulary is before discussing vocabulary mastery. Mastering a large vocabulary is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown, the term vocabulary refers to a list of words for a particular language or a list of words that individual speakers of a language use.⁴⁰ Since vocabulary is a list, the only system involved in alphabetical order. The choice of vocabulary selection and the method used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of the word as stated by Allen French.⁴¹

Norbert Schmitt in Setiawandi, the vocabulary is a basis of a language, it is very important to be master first. We cannot speak well and understand written material if we do not master it. Norbert

³⁸ Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press,2001), p.27

³⁹ Catherine Wallace, *Reading*, (Oxford: Oxford University Press,1987), p.30

⁴⁰ Evelyn Hatch and Brown Cheryl. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

⁴¹ Virginia Allen, F. 1983. *Technique in Teaching Vocabulary*. Oxford: Oxford University Press.

Schmitt stated that no matter how successfully the sound of a foreign language is mastered, without words to express the wider range of meanings, communication of a foreign language just cannot happen in a meaningful way.⁴²

Gains and Redman talk about vocabulary, which cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to language skills. In writing, the writer uses vocabulary to develop his/her idea, a writer should choose the words clearly and accurately to express his/her ideas. Without knowing much vocabulary, we cannot develop our writing because we are limited in vocabulary mastery.⁴³

Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. According to Hornby, states that vocabulary is the total number of words making up the language. According to Burns and Broman, define that vocabulary is the stock of words used by a person, class, or professional, all having much in common, yet each distinctly different.⁴⁴

Vocabulary words in multiple contexts, allowing practice sessions in vocabulary instruction, giving enough opportunities to use new vocabulary in various contexts through activities, and integrating explicit vocabulary instruction into other subjects to

⁴² *Ibid.* p. 3

⁴³ Gairns Ruth and Redman Stuart (1986). *Working with Words*, New York: Cambridge University Press Geddes M. & Sturtridge G.1982, "Video in the English Education Department Vol. 3 No. 2 November 2014 Language Classroom." *Practical Language Teaching*. Heineman Educational Books.

⁴⁴ Paul C. Burn and Broman Betty L. 1975. *The Language Arts in Childhood Education. A Rationale for Pedagogy*. Cambridge: Cambridge University Press.

enhance vocabulary acquisition.⁴⁵ There is a vocabulary can be seen method of writing daily activity in diary writing can improve the students' enjoy to write in English to get new words.⁴⁶

Schmitt and McCarty, divide the taxonomy of vocabulary learning strategies into four groups, namely:⁴⁷

a. Discovery Strategies

In this stage, when learners do not know the word, they must discover its meaning by guessing from structural knowledge of the language.

b. Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. they can be asked to help in a variety of ways: giving the Language translation, giving a synonym, definition, and paraphrase.

c. Memory Strategies

Most memory strategies involve relating the word to be retained with some previous learners' knowledge, using some imagery, related words, unrelated words, grouping, etc.

d. Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused especially on manipulating mental processing: they include sorting, classifying, comparing, predicting, repeating, and using mechanical means to study vocabulary.

⁴⁵ Maulani Anjani Sukirno and Agus Husein As Sabiq. 2020. "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students". *Journal of Insania*. Vol. 25, No. 2.

⁴⁶ Linta Wafdan Hidayah and Rahmawati Ardila. 2019. "A Daily Activity Book as a Strategy of Learning English for ESP Learners to Improve Writing Skill". *Journal of Wacana Didaktika*. Vol. 7, No. 1.

⁴⁷ Michael, McCharty and Norbert, Schmitt. 1997. *Vocabulary: Description Acquisition and Pedagogy*. Cambridge University Press.

b. Vocabulary Mastery

Brown states that vocabulary is seen its central role, conceptualized meaningful language.⁴⁸ It means in other words vocabulary is the important part that can make the language meaningful. Richard and Renandya state, that vocabulary is a core component of language proficiency and provides much of a basis for how well learners speak, listen, read and write.⁴⁹ It can be said that the first thing people should be learning is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

Based on the definitions above, vocabulary in this study is the words to teach in English. Vocabulary a set of words known to a person or that part of the specific language. Vocabulary plays an important part in learning to read and to speaks through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey mastery is a term that all education use and believe they understand well, but when pressed to describe precisely what it means to master a concept, skill, or subject everyone has a different definition.⁵⁰ It can be concluded that vocabulary is one of the important aspects of the language, as we know that vocabulary is the basic element in language and it is one of the objectives in teaching-learning English. Vocabulary mastery

⁴⁸ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Pearson Education, 2005), p.8

⁴⁹ Jack C. Richards And Willy A Renandya, *Methodology in Language....* p. 255.

⁵⁰ Thomas R. Guskey. *Educational Leadership*. (Cambridge: Cambridge University Press, 1994), page 1.

is a complete skill of the students to understand well and communicate by using something they have learned.⁵¹

Based on Langford, “.... vocabulary mastery is defined by the ability to demonstrate sufficient knowledge of the the vocabulary words to be able to define and use them in sentences”.⁵² It means that mastery is the capability in showing the comprehension of words, and words should be defined or used in sentence. Therefore, in research, vocabulary mastery is defined as the ability of understanding the meaning and the use of a word. The student are expected to master vocabulary by understanding the meaning and using the words correctly.⁵³

Based on that explanation, it can be inferred that vocabulary mastery is important because in learning vocabulary the students must understand the meaning of vocabulary that has been learned in the classroom, not only be understood at that moment but also will be remembered on words and use in a sentence.

c. **Kind of Vocabulary**

There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary; there are active vocabulary and passive vocabulary:⁵⁴

1. Active vocabulary refers to all words the students have learned, and which can be used in communication.
2. Passive vocabulary refers to all words that students will recognize when they see them in communication.

According to Hiebert and Kamil, vocabulary is divided into:⁵⁵

⁵¹ Novi Handayani. (2020). *The Effectiveness of Personal Vocabulary Notes on Students' Vocabulary Mastery (A Quasi Experimental Research in the First Semester at the Seventh Grade of SMP Negeri 01 Sungkai Selatan) in The Academic year of 2020/2021*. A Tesis Submitted as a Partial Fulfillment of the Requirements for Thesis Proposal, Faculty Raden Intan State Islamic University Lampung. Retrieved on June 21st, 2020. p. 20.

⁵² Langford. 1995. In Hornby, A.S. (1995). *Oxford language learner's dictionary*. Oxford: Oxford University Press. p. 68.

⁵³ Vitaloka Irma Dewi. (2017). *A Study on the Use of Diary Writing...* p. 8.

⁵⁴ Harmer, Jeremy. *The practice of English language teaching...* p.159.

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

The many experts classifying kinds of vocabulary, words are part of language elements or language tools of communication that are used by the person for showing and telling their opinion and ideas. And the writer concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as much as possible to increase their ability in using the target language.

d. Aspects of Vocabulary

According to Harmer, there are four basic aspects that students need to know to learn new vocabulary items:⁵⁶

1. Word Meaning: Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggests or rather that words are different connotations, often depending on the context they occur in. The one problem in learning vocabulary is about meaning. It is one of the difficulties in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand the meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information) but also how the word changes in different contexts.⁵⁷ One of the

⁵⁵ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice*. (Lawrence Erlbaum Associates, Inc- New Jersey, 2005), p. 3.

⁵⁶ Harmer, Jeremy. *The practice of English language teaching...* p. 19.

⁵⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning...* p.103.

difficulties when learning vocabulary is meaning. One word in English has several meanings, so it can be difficult to learn English if someone does not learn the meaning of the word accurately. Besides, the same collection of sounds and letters can have many different meanings.⁵⁸ Therefore, to have an accurate meaning of a word, people have to know the context of the text or conversation also. So, they would not have a misunderstanding or misinterpretation. For example, He looks so blue because he gets a low score today. “Blue” in this sentence does not mean a kind of color, but it means expressing sadness.

2. Word use: Word does not just have different meanings, however. They can also be stretched and twisted to fit the different contexts and different uses.⁵⁹ It means that, words that somebody says. It sometimes contains the expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example, My mother water her flowers in the garden. “Water” in this sentence doesn't mean something to drink, but it means that pours or splash water. So, we can interpret something depending on the context of the sentence itself.
3. Word combinations: Words can be combined in a sentence; they also can in two or more item groups. The kinds of the word that go together in one language are often completely different from the kinds of a word which live together in another.⁶⁰ It means that the words can be combined with two or more words in a sentence. For example fireman, football, businessman, etc.
4. Word Grammar: The last is about word grammar which is employed by distinguishing the use of words based on the use of

⁵⁸ Harmer, Jeremy. *The practice of English language teaching*.... p.18.

⁵⁹ *Ibid.*, p.19.

⁶⁰ Harmer, Jeremy. *The practice of English language teaching*.... p.20.

certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc. example: Mr. Budi is a postman. He sends the letters every day.⁶¹

B. Previous Studies

Several studies have been conducted regarding the use of diary-writing techniques. First, the research conducted by Mahabbah in 2020, on the Effect of Diary Writing on Students' Writing Ability in the First Grade of MAN Kota Batu.⁶² The problem of this study, those were: Does diary writing have any improvement in the writing ability of students in the first grade of MAN Kota Batu? The research used in his study was a pre-experimental design with one group pretest and post-test from a quantitative approach. His study showed that the student's mean pretest score was 69.57 and the mean post-test score was 78.13. After being analyzed by using paired sample t-test, it showed that T-count was 13.557 whereas the T-table with a significant level of 5% and $df = 29$ was 2.045. So, T-count was greater than T-table. This means that H_0 which states that there is a significant effect in using diary writing to teach writing for first grade at MAN Kota Batu was accepted. Furthermore, the difference in the research can be seen in the design used. She used her writing ability and research vocabulary mastery. Meanwhile, the similarity of this research the researcher is using diary writing in the research.

The second, is a research done by Daulay in 2019, on the Effect of Diary Writing on Students' Writing Ability at Grade VIII of SMP N 2 Padangsidempuan.⁶³ The problem of his study, those were: How is students' writing ability before and after learning to use diary writing? and also Is there a significant effect of learning using diary writing on students' writing ability? The researcher used in his study analyzed the experimental

⁶¹ *Ibid.*, p.19.

⁶² (THE EFFECT OF DIARY WRITING ON STUDENTS' WRITING ABILITY AT THE FIRST GRADE OF MAN KOTA BATU Amatul Mughis Mahabbah (21501073001) English Department of Faculty of Teacher Training and Education University of Islam Malang, n.d.) p.8.

⁶³ Daulay, Hotdalila., *The Effect of Diary Writing to...* p.68

class that used diary writing and the control class used conventionally. The researcher found a result of the mean score of the experimental class before using diary writing was 41.25 and the mean score after using diary writing was 72.67. The effect of diary writing on students' writing ability was 3.31 with t-tables lower than t-count ($3.31 > 2.021$). Furthermore, the difference in the research can be seen in the analysis data used. She used it as a sample using the normality and homogeneity test. Meanwhile, the similarity of this research is the use of experimental research.

The third, is a study written by Dewi in 2017, on the Use of Diary Writing to Improve the 8th Grade Students' Vocabulary Mastery in SMP Negeri 13 Yogyakarta.⁶⁴ The problem of this study, those were: How did diary writing improve students' vocabulary mastery? The research used in his study was survey research which she implemented as a weekly exercise which was done by the students at home the results of his research showed that the implementation of diary writing helped students to improve their vocabulary mastery and was divided into three parts. Diary writing helps students improve their writing ability, diary writing helped students to get new vocabulary, and diary writing helped students to memorize new vocabulary. Furthermore, the difference of this research the researcher used survey research. Whereas the researcher uses experiment research. Meanwhile, the similarity of this researcher's use of diary writing is to improve students' vocabulary mastery.

C. Conceptual Framework

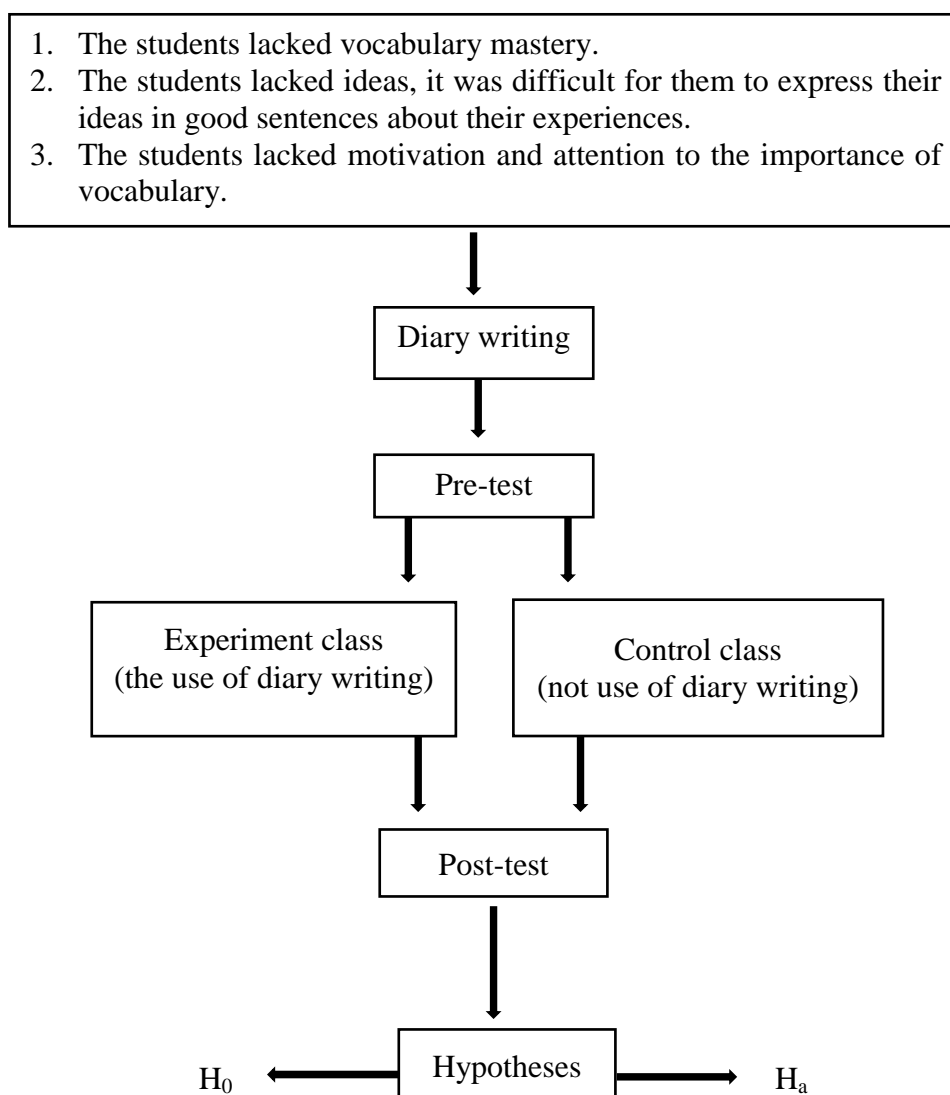
Based on the theoretical framework above, the researcher discovered the concept of thinking. The researcher believes that writing a diary is a productive skill for a person to be able to express their ideas, thoughts, or feelings in writing about the process and its elements, which would be evaluated to improve their writing skills.

The purpose of writing is to express the writer's ideas, thoughts, and feelings. When writing, students must have a mental state that is more than

⁶⁴ Vitaloka Irma Dewi., *A Study on the Use of Diary...* p.30.

just considering the material that the teacher provided when teaching English. Students should contribute ideas for writing and should not be afraid to express themselves. The teacher must select an appropriate strategy, media, or method for the students to practice their vocabulary mastery.

The conceptual framework is as follows:



The researcher found that students had deficiencies in English vocabulary, wrote sentences with wrong sentences, and were not correct in understanding sentences. In this case, the researcher solved the problem by writing a diary. Before writing, the researcher taught vocabulary mastery

to the experimental class using diary writing techniques, and the control class using memory techniques. The researcher then used the post-test to evaluate vocabulary and compare the pre-test and post-test results between the experimental and control classes to prove the hypothesis.

D. Hypotheses

Based on the theories that have been explained above, then hypotheses can be proposed. The theoretical hypotheses in this research are as follows:

H_0 : Null hypothesis, diary writing technique has no significant effect on students' vocabulary mastery.

H_a : Alternative hypothesis, diary writing technique has a significant effect on students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, the location of the research, population and sample, variable and indicators of the research, the technique of data collection, and technique of data analysis.

A. Research Design

This study employed experimental quantitative research. According to Sugiyono, experimental research is a method to analyze the impact of a particular treatment on others under controlled conditions.⁶⁵ The design used in this study was a quasi experimental design that involved the manipulation of independent variables, but the subject was not assigned at random to the treatment group.⁶⁶

Based on the experimental research design procedure, two classes of eight were selected for this research. There are two classes, a control class and an experimental class. The experimental group was given the treatment of diary writing, while the control group was not. The research design can be presented as follows:

Table 3.1

Table of design instrument

Class		Treatment	
Experiment class	Pre-test	The use of diary writing technique	Post-test
Control class	Pre-test	Not use of diary writing technique	Post-test

⁶⁵ Sugiyono, *Metode Penelitian Pendidikan...* p.107

⁶⁶ Donald Ary, et.al. *Introduction to Research in Education, 8th Ed.* Canada: Cengage Learning. 2010. p.316

B. The Location of the Research

The research was conducted at Muhammadiyah Junior High School Cilongok. It is located at Pernasidi village in RT 01/RW 05 Cilongok District, Banyumas Regency, Central Java. The research was held on January, 13th to January, 21st 2023.

C. Population and Sample

1. Population

Population is a set to participate in the research. The population of the research are eighth grade students of Muhammadiyah Junior High School Cilongok in the academic year 2022/2023. There were 3 classes of eighth grade, class A until C with 81 students. It can be seen in the table below:

Table 3.2

Population of students in grade VIII of SMP Muhammadiyah Cilongok 2023.

No.	Class	Total Students
1.	VIII-A	28
2.	VIII-B	26
3.	VIII-C	27
Total of students		81

2. Sample

The sample is a part of the population that is chosen as the respondent of the research. In this research, the sample was taken through purposive sampling. Purposive sampling is a sampling technique that takes certain factors into account.⁶⁷ The consideration used in this research is the need for two homogeneous classes whose ability to represent the characteristics of the population and be adjusted to the goals desired by the researcher. The research subjects in this study were 27 students from the class eighth C as the

⁶⁷ Sugiyono, *Metode Penelitian Pendidikan...* p.85

experimental class and 26 students from eighth grade B as the control class. Samples are selected based on the assumption that the two classes have the same ability is seen from the results of students assignments and also suggestions from the teacher.

Table 3.3

Sample of the research

Experimental class	Control class	Total
27 students	26 students	53 students

D. Variable and Indicators of the Research

The variable research is everything that will be the object of research observation or declared research variables as factors that play a role in the events or symptoms to be studied.⁶⁸ There are two variables in this research, those are independent variable and dependent variable.

1. Independent variable (X)

An Independent variable is a variable that affects or that is the cause of its change or the emergence of dependent variables.⁶⁹ In this research, independent variable is the diary writing technique.

2. Dependent variable (Y)

Dependent variable is a variable that is influenced or which is a result of an independent variable.⁷⁰ In this research, the dependent variable is vocabulary mastery in eighth grade at Muhammadiyah Cilongok High School in 2023.

E. Technique of Data Collection

This research to collecting the data, are as follows:

1. Test

Based on the measured instrument, two tests were used in this research to examine how the treatment in the experimental study affected the results.

⁶⁸ Almasdi Syahza, *Medotologi Penelitian*. Pekanbaru:Ur Press. 2021. p.65

⁶⁹ Sugiyono, *Metode Penelitian Pendidikan...* p.39

⁷⁰ Sugiyono, *Metode Penelitian Pendidikan...* p.39

a. Pre-test

Before the researcher gave the treatment, pre-test data was collected using a test. The students in the experiment and control class conducted a pre-test to find out their level of knowledge about vocabulary. The pre-test consisted of 30 multiple-choice questions and one essay and lasted forty minutes. The pre-test for the experimental class (VIII-C) was held on January 13th, 2023, from 09.15 until 09.55 a.m. The pre-test was then given to the control class (VIII-B) on Saturday, January 14th, 2023, from 08.15 a.m. until 09.55 a.m.

b. Post-test

A post-test is a test administered to determine whether a student has mastered vocabulary after treatment of diary writing has been administered. Only the experimental class received treatment. The time given is 40 minutes. On Friday, January 20th, 2023, from 09.15 a.m. to 09.55 a.m., the post-test for experimental class (VIII-C) was held. On January 21th, 2023, from 08.15 a.m. until 08.55 a.m., the control class (VIII-B) was in session.

2. Documentation

A record or note of the past is a document. Documents can be written, visual, or monumental examples of someone's work of art.⁷¹ Lesson plans, pictures of students completing learning activities, and lists of students' test results from the two classes that served as research samples all served as documentation in this research.

3. Instrument Testing

There were 30 multiple-choice questions on the test, along with 1 essay. The material for the instrument test was taken from the student handbook, earlier research, and the internet and modified to fulfill the needs of the study. Although the pre-test and post-test questions are

⁷¹ Sugiyono, *Metode Penelitian Pendidikan...* p.240

constructed differently, they nonetheless respect to the same competency criteria.

4. Validity and Reliability Test

a. Validity Test

The test's validity is a crucial component. A test must be able to measure the subject matter of the intended test. Sugiyono asserts that "Valid means that the instrument can be used to measure what it is supposed to measure".⁷² The expert judgment was used as the validity test in this research. The instrument is created using measurements based on certain theories after consulting with experts.⁷³ Then was two English education lecturers from State Islamic University, Prof. K.H. Saifuddin Zuhri Purwokerto, validated the test instrument used in this research using their expert judgment.

To know whether it is valid or not, the validation test must be compared with r_{table} , it is known that r_{table} responden with a significance value 0,05 is 0,374. If $r_{count} > r_{table}$, it means the data is valid. Meanwhile, if $r_{count} < r_{table}$, it means the data is invalid. The results of the validity tests that have been carried out using IBM SPSS V 25 software, as follows:

Table 3.4
Result of Pre-test Validity

Number of items	Value of r_{count}	Value of r_{table} ($n-2= 26,$ $\alpha = 0,374$)	Description
1	0,586	0,374	Valid
2	0,554	0,374	Valid
3	0,624	0,374	Valid
4	0,624	0,374	Valid

⁷² Sugiyono, *Metode Penelitian Pendidikan...* p.121

⁷³ Sugiyono, *Metode Penelitian Pendidikan...* p.125

5	0,548	0,374	Valid
6	0,462	0,374	Valid
7	0,502	0,374	Valid
8	0,443	0,374	Valid
9	0,570	0,374	Valid
10	0,557	0,374	Valid
11	0,624	0,374	Valid
12	0,606	0,374	Valid
13	0,630	0,374	Valid
14	0,557	0,374	Valid
15	0,537	0,374	Valid
16	0,598	0,374	Valid
17	0,502	0,374	Valid
18	0,534	0,374	Valid
19	0,473	0,374	Valid
20	0,636	0,374	Valid
21	0,636	0,374	Valid
22	0,560	0,374	Valid
23	0,624	0,347	Valid
24	0,381	0,374	Valid
25	0,522	0,374	Valid
26	0,790	0,374	Valid
27	0,522	0,374	Valid
28	0,447	0,374	Valid
29	0,447	0,374	Valid
30	0,468	0,374	Valid

Based on the calculation of validity, it can be seen from the 30 items of multiple choice in the pre-test that the 30 items of

multiple choice can be used as a pre-test for the experiment and control classes.

Table 3.5
Result of Post-test Validity

Number of items	Value of r_{count}	Value of r_{table} ($n-2= 26,$ $\alpha = 0,374$)	Description
1	0,434	0,374	Valid
2	0,503	0,374	Valid
3	0,454	0,374	Valid
4	0,492	0,374	Valid
5	0,555	0,374	Valid
6	0,485	0,374	Valid
7	0,416	0,374	Valid
8	0,469	0,374	Valid
9	0,434	0,374	Valid
10	0,641	0,374	Valid
11	0,570	0,374	Valid
12	0,458	0,374	Valid
13	0,477	0,374	Valid
14	0,484	0,374	Valid
15	0,581	0,374	Valid
16	0,416	0,374	Valid
17	0,661	0,374	Valid
18	0,555	0,374	Valid
19	0,527	0,374	Valid
20	0,503	0,374	Valid
21	0,703	0,374	Valid
22	0,473	0,374	Valid
23	0,503	0,347	Valid

24	0,552	0,374	Valid
25	0,503	0,374	Valid
26	0,641	0,374	Valid
27	0,469	0,374	Valid
28	0,485	0,374	Valid
29	0,441	0,374	Valid
30	0,498	0,374	Valid

Meanwhile, the validity of the results of 30 post-test items with multiple choice post-test are valid. Those 30 items can be used as post-test for experimental and control classes.

b. Reliability Test

Reliability is the term used to describe how accurately a measurement captures the phenomenon it is intended to quantify.⁷⁴ A good test should not only have high validity but also be greatly reliable. The pre-test and post-test are to be reliable if the reliability coefficient is positive and greater than 0.7. The SPSS 25 for windows program used in the research to evaluate the test's accuracy. The value of r_{count} obtained was consulted with r_{table} with a level significant 5%. If the value of r_{table} , then the instrument is reliable.

Table 3.6 Indicator of Reliability Test

r value	Categories
$0,0 < r_{xy} \leq 0,2$	Very low
$0,2 < r_{xy} \leq 0,4$	Low
$0,4 < r_{xy} \leq 0,6$	Moderate
$0,6 < r_{xy} \leq 0,8$	High
$0,8 < r_{xy} \leq 1,0$	Very high

⁷⁴ Donald Ary, et.al 2010. *Introduction to Research in Education*, 8th Ed. Canada: Cengage Learning.

For the multiple choice of instrument, r_{table} were obtained from 28 respondents with a significance level of 0,05 is 0,374. The results of the reliability tests that have been carried out using of Cronbach's Alpha with the help of IBM SPSS V 25 software for windows, as follows:

Table 3.7

Result of Pre-test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,921	30

Table 3.8

Result of Post-test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,903	30

Based on the table above, it can be concluded that the instrument of vocabulary multiple choice in this research both pre-test and post-test are reliable, because $r_{count} > r_{table}$. It means that the instrument was reliable and also showed very high categories because $0,7 < 0,921 \leq 1,0$ and $0,7 < 0,903 \leq 1,0$.

F. Technique of Data Analysis

Data from the pre-test and post-tests were utilized to examine the impact of diary writing on students' vocabulary knowledge. For data analysis in this study, IBM SPSS V 25 for Windows are used.

These are some of the data analysis methods applied in this research:

a. Descriptive analysis

Descriptive analysis to describe the variable of the research and to measure central tendency. Specifically, the researcher going to look for a numerical value that indicates how the average or typical individual in a given sample felt responded to or behaved.

1) Central tendency

The goal of using a measure of central tendency is to identify a numerical value that is the most representative one within a distribution or set of data. Dunn argued that measures of central tendency are descriptive statistic that identifies the central location of a sample of data.⁷⁵ The central tendency of the data set is the best single indicator describing the representative values of any samples. According Sugiyono has claimed that mean, median, and mode are statistical techniques that will use to clarify the data based on central tendency from the data group that the researcher got.⁷⁶ As per the definition above, the researcher would use a central tendency to know the whole phenomenon in group data as follow:

a) Mean

According to Kothari, he stated that means also known as the arithmetic average is the most common measure of central tendency and may be defined as the value which gets by dividing the total of the values of various given items in a series by the total number of items.⁷⁷

$$\bar{x} = \frac{\sum x_i}{n}$$

Notes:

\bar{x} : mean

⁷⁵ Dunn, D.S. 2001. *Statistic and Data Analysis for The Behavioral Science*. New York: McGraw-Hill Companies. P.134

⁷⁶ Sugiyono, *Metode Penelitian Pendidikan...* p.162

⁷⁷ Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publisher. P.132

$\sum x_i$: summation of the value of the items

n : total number of sample

b) Median

Based on Dunn, it is stated that a median is a number or score that precisely divides a distribution of data in half. The Median is got by organizing the data beginning from the lowest score to the highest score or the other way in a group of data to find the score in the middle of the data.⁷⁸

c) Modus

Mackey and Susan argued that modus is the most frequent score obtained by a particular group.⁷⁹

2) Dispersion

An average can represent a series only as best a single figure can, but it certainly cannot reveal the entire story of any phenomenon under study to measure the scatter, the researcher needs statistical devices like dispersion. Those would be explained as follows:

a) Range

Based on Kothari, he is stated that range is the simplest possible measure of dispersion and is defined as the difference between the values of extreme items of a series thus:⁸⁰

$$r = x_u - x_i$$

Notes:

r : range

x_i : lowest score

x_u : highest score

⁷⁸ Dunn, D.S., *Statistic and Data Analysis...* p.144.

⁷⁹ Mackey, A and Gass, M. S. 2005. *Second Language Research: Methodology and Design*. London: Lawrence Erlbaum Associates Publishers. P. 254

⁸⁰ Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publisher. P.134

b) Variance

According to Dunn, it is claimed that variance is equal to the average of the squared deviations from the mean of a distribution.⁸¹

$$s^2 = \frac{\sum(x_1 - \bar{x})^2}{n - 1}$$

Notes:

s^2 : variance

\sum : sum

x_1 : term in data set

\bar{x} : mean

n : total number of sample

c) Standard Deviation

Dunn is argued that standard deviation is the average deviation between an observed score and the mean of a distribution.⁸²

$$s = \sqrt{s^2}$$

Notes:

s : standard deviation

s^2 : variance

b. Inferential Analysis

According to the explanation above about collecting the data, the researcher will use a test instrument that uses pre-test and post-test to know the effectiveness of the diary writing technique toward students' vocabulary mastery, as a result, the researcher tested the hypothesis using a t-test. Inferential analysis in this research aimed to test the hypothesis and would be explained below:

1) Normality test

Test normality is a produce used to determine if data come from a normally distributed population or fall within normal

⁸¹ Dunn, D.S., *Statistic and Data Analysis...* p.155.

⁸² *Ibid.*, p.158.

distribution is a symmetrical distribution with modus, mean, and median being at the center. Normality tests are used to measure ordinal scale data, intervals, and ratios, and are also used to tell if the data obtained is normal or not.⁸³

2) Homogeneity test

A homogeneity test is a statistical test procedure intended to show that two or more sample data groups are from the population that has the same variance. In regression analysis, the required analysis requirements are that regression errors for each group based on the variables are bound to have the same variance. So it can be said that the homogeneity test aims to find out whether some research data groups have the same variance or not. In other words, homogeneity means that the asset we know that the meter has the same characteristics.⁸⁴

3) T-test

The t-test is one of the types of inferential statistics. It is used to find out whether there is a significant difference between the means of the two classes. The T-test can be used when one wants to determine if the means of two classes were significantly different from one another.⁸⁵ The researcher will use a t-test to compare the mean of the data sample in the pre-test without treatment and the post-test after giving treatment. This research used of independent sample t-test by using SPSS 25 computation.

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Notes:

Tt : the effect

⁸³ Nuryadi, dkk., *Dasar-dasar Statistik Penelitian...* hlm.79.

⁸⁴ *Ibid.*, hlm.89.

⁸⁵ Mackey, A and Gass, M. Susan., *Second Language Research...* p.272.

- x_1 : mean of post-test – pre-test in the experimental class
 x_2 : mean of post-test – pre-test in the control class
 s_1^2 : variant of pre-test – post-test in the experimental class
 s_2^2 : variant of pre-test – post-test in the control class
 n_1 : total number of samples in the experimental class
 n_2 : total number of samples in the control class



CHAPTER IV FINDINGS AND DISCUSSION

This chapter, the researcher discusses the result of the research. It was done by the researcher to find out the students' ability in vocabulary who were taught using the diary technique and not the diary technique and to find out whether there is a significant difference or not between the both.

The researcher analyzed the result of the test, which was conducted in the experimental class and control class to find out whether the use of the diary writing technique was effective in vocabulary mastery among eight grade students at Muhammadiyah Junior High School Cilongok Banyumas Regency.

A. Findings

1. Data Description

This research used data collected from the test results. The researcher carried out the collection and analysis of data in the experimental and control classes. The pre- and post-test results for experimental and control classes are presented as follows:

a. The Students' Score of Experimental Class

There were 27 students in the pre-test and post-test of the experimental class. The table below was the test of the result:

Table 4.1

The Students' Score of Experimental Class

Num.	The subject of the Research	Pre-test	Post-test
1	S-1	86	90
2	S-2	86	96
3	S-3	80	90
4	S-4	74	84
5	S-5	82	94
6	S-6	82	88
7	S-7	84	86
8	S-8	76	80
9	S-9	78	84
10	S-10	80	92

11	S-11	82	92
12	S-12	76	80
13	S-13	78	78
14	S-14	78	90
15	S-15	70	78
16	S-16	70	94
17	S-17	78	92
18	S-18	80	82
19	S-19	78	92
20	S-20	90	98
21	S-21	80	86
22	S-22	78	82
23	S-23	84	90
24	S-24	84	92
25	S-25	66	82
26	S-26	88	96
27	S-27	84	90

b. The Students' Score of control class

There were 26 students' in pre-test and post-test of the control class. The table below was the test of the result:

Table 4.2

The Students' Score of Control Class

Num.	The subject of the Research	Pre-test	Post-test
1	S-1	80	70
2	S-2	80	68
3	S-3	86	84
4	S-4	68	62
5	S-5	78	74
6	S-6	76	70
7	S-7	78	76
8	S-8	78	64
9	S-9	78	70
10	S-10	78	74
11	S-11	84	82
12	S-12	82	66
13	S-13	78	84
14	S-14	86	80
15	S-15	88	78
16	S-16	88	74
17	S-17	86	84
18	S-18	82	76

19	S-19	72	60
20	S-20	86	78
21	S-21	76	72
22	S-22	62	60
23	S-23	84	84
24	S-24	86	80
25	S-25	78	78
26	S-26	90	88

B. Data Analysis

1. Descriptive Analysis

This research included both pre- and post-test results. The researcher attempted to analyse the data using the data described below. This is the descriptive outcome of the experimental and control class analyses, as follow:

Table 4.3
Result of Descriptive Analysis

Descriptives						
CLASS				Statistic	Std. Error	
RESULTS	PRE-EXPERIMENT	Mean		79,70	1,066	
		95% Confidence Interval for Mean	Lower Bound	77,51		
			Upper Bound	81,89		
		5% Trimmed Mean		79,86		
		Median		80,00		
		Variance		30,678		
		Std. Deviation		5,539		
		Minimum		66		
		Maximum		90		
		Range		24		
		Interquartile Range		6		
		Skewness		-0,538	0,448	
		Kurtosis		0,484	0,872	
		POST-EXPERIMENT	Mean		88,07	1,117
			95% Confidence Interval for Mean	Lower Bound	85,78	

		Interval for Mean	Upper Bound	90,37	
		5% Trimmed Mean		88,11	
		Median		90,00	
		Variance		33,687	
		Std. Deviation		5,804	
		Minimum		78	
		Maximum		98	
		Range		20	
		Interquartile Range		10	
		Skewness		-0,254	0,448
		Kurtosis		-1,027	0,872
	PRE-CONTROL	Mean		80,31	1,263
		95% Confidence Interval for Mean	Lower Bound	77,71	
			Upper Bound	82,91	
		5% Trimmed Mean		80,74	
		Median		80,00	
		Variance		41,502	
		Std. Deviation		6,442	
		Minimum		62	
		Maximum		90	
		Range		28	
		Interquartile Range		8	
		Skewness		-0,967	0,456
		Kurtosis		1,400	0,887
	POST-CONTROL	Mean		74,46	1,554
		95% Confidence Interval for Mean	Lower Bound	71,26	
			Upper Bound	77,66	
		5% Trimmed Mean		74,56	
		Median		75,00	
		Variance		62,818	
		Std. Deviation		7,926	
		Minimum		60	
		Maximum		88	
		Range		28	
		Interquartile Range		11	

		Skewness	-0,298	0,456
		Kurtosis	-0,767	0,887

Based on data from the table above, the minimum score on the pre-test was 66, indicating that students are still in the low category of vocabulary mastery. The maximum possible score is 90. The mean score is 79.70, and the median score is 80.00. The minimum score on the post-test is 78, the maximum score is 98, and the mean score is 88.07. Based on the pre-test and post-test scores, 27 respondents from the experimental class were selected as samples.

As a result of the research, the control class did not the treatment in the diary writing technique, which was in the table above. The minimum score in the pre-test was 62, which showed that the students were still in the low category of vocabulary mastery. The maximum score was 90. The mean score was 80.31, and the median was 80.00. While post-testing experienced a significant improvement, the minimum score was 60, the maximum score was 88, the mean score was 74.46, and the median score was 75.00. 26 students, respondents from the control class, were taken as samples based on pre-test and post-test scores.

The mean difference between the experimental class and the control class based on the table above can be interpreted as meaning that the class that received treatment and used diary writing as a learning technique had a higher mean score than the class that did not receive treatment the diary writing. It can be said that writing a diary affects the mastery of the students' vocabulary.

2. Inferential Analysis

Inferential statistics are often used to compare the different between the treatment class. Inferential statistics used measurement from the sample of a subject in the experiment to compare the treatment class and make generalizations about the larger population of subjects. The conclusion of this research was written using a t-test with SPSS 25.

a. Normality Test

Normality tests are used to test whether independent and dependent data variables has a normal distribution or not. In this research, the normality test was analyzed using IBM SPSS V 25 software for windows:

Table 4.4
Result of Normality Test

Tests of Normality				
CLASS		Shapiro-Wilk		
		Statistic	df	Sig.
RESULTS	PRE-EXPERIMENT	0,963	27	0,423
	POST-EXPERIMENT	0,945	27	0,158
	PRE-CONTROL	0,919	26	0,052
	POST-CONTROL	0,960	26	0,387

According to the normality test above, the statistical probability value $t > 0.05$ is significant. Then the data corresponds to the normal assumption. Thus, independent and dependent variables had a normal distribution and could be used for subsequent tests.

b. Homogeneity Test

The homogeneity test aims to determine whether a variance from two of the data classes is homogeneous or not. This homogeneity test was used to determine whether the variance of the post-test data of the both class was homogeneous or not. The result of the homogeneity test are:

Table 4.5
Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Vocabulary mastery	Based on Mean	2.197	1	51	.144
	Based on Median	2.321	1	51	.134

	Based on Median and with adjusted df	2.321	1	49.685	.134
	Based on trimmed mean	2.205	1	51	.144

Based on the data of the homogeneity test above, it is known that was the significance value Sig. based on the mean that was $0.144 > 0.05$, it can be said that the variance of two the data is same or homogeneous.

c. Paired Sample T-test

The researcher received H_a after applied the T-test to the essay test to analyse the hypotheses. Alternative hypotheses (H_a) stated that writing a diary had an effect on the mastery of the students' vocabulary. This research calculates data based on pairs of samples, correlations, and tests as follows:

Table 4.6
Result of Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-EXPERIMENT	79,70	27	5,539	1,066
	POST-EXPERIMENT	88,07	27	5,804	1,117
Pair 2	PRE-CONTROL	80,31	26	6,442	1,263
	POST-CONTROL	74,46	26	7,926	1,554

The paired sample statistics table describes the descriptive analysis of the processed data. Based on the table above, the mean of the pre-test in the control class is 80.31 and the mean score of the post-test is 74.46. The N indicates the amount of data as many as 26. The standard deviation was used to measure the level of risk, the pre-test of control class is 6.442 and the post-test of the control class is 7.926. Standard error mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the pre-test of control class the standard error mean is 1.263,

while in the post-test of the control class is 1.554. The standard error mean can be ignored because the data is normally distributed. Based on the mean of the pre-test and post-test in the control class, it can be assumed that the pre-test on the data is higher than the post-test.

The result of Paired Sample Statistics in the experimental class table, shows the descriptive value of each variable in the paired sample. The mean of pre-test in the experiment class is 79.70 and the mean Score of the post-test is 88.07. The N indicates the amount of data as many as 27. The standard deviation was used to measure the level of risk, the pre-test of experiment class is 5.539 and the post-test of the experiment class is 5.804. Standard error mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the pre-test of experiment class the standard error mean is 1.066, while in the post-test of experiment class is 1.117. The standard error mean can be ignored because the data is normally distributed. Based on the mean of the pre-test and post-test in the experiment class, it can be assumed that the post-test on the data is higher than the pre-test.

Table 4.7
Result of Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-EXPERIMENT - POST-EXPERIMENT	-8,370	5,085	0,979	-10,382	-6,359	-8,553	26	0,000
Pair 2	PRE-CONTROL - POST-CONTROL	5,846	5,151	1,010	3,766	7,927	5,787	25	0,000

In the table above, the mean difference is 5.846. This value shows the difference between the average results of the pre-test and post-test in the control class. It can be written ($80.31 - 74.46 = 5.846$) and the difference is between 3.766 to 7.927 (95% Confidence interval of the Difference lower and upper). Based on the output table above, which is 5.787 caused because the mean value of pre-test results is higher than the mean of post-test results. In a case like this, a positive t_{count} . So the value of t_{count} was 5.787. Next, found of the t_{table} which searches the t_{table} based on the df value and the significance value (α). The value of df 26 and the significance value is 0.05, to find the t_{table} in the distribution of the statistical table. Then look up the t_{table} value based on df 26 and the value of α 0.05 so the t_{table} is 1.706.

Based on the table above, the mean paired difference is -8.370. This value shows the difference between the average results of the pre-test and post-test in experimental class. It can be written ($79.70 - 88.07 = -8.370$) and the difference is between -10.382 to -6.359 (95% Confidence interval of the Difference lower and upper). Based on the output table above, it is known that t_{count} is negative, which was -8.553, this negative t_{count} is caused because the mean value of post-test results is higher than the mean of pre-test results. In a case like this, a negative t_{count} can be positive. So the value of t_{count} was 8.553. Next, found of the t_{table} which searches the t_{table} based on the df value and the significance value (α). The value of df 27 and the significance value is 0.05, to find the t_{table} in the distribution of the t statistical table. Then look up the t_{table} value based on df 27 and value of α 0.05 so the t_{table} is 1.703.

d. Independent Sample T-test

An Independent sample T-test was used to compare two unpaired samples and find out if there was a significant difference in the mean the class.

Table 4.8 Result of Group Statistics

Group Statistics					
CLASS		N	Mean	Std. Deviation	Std. Error Mean
RESULTS	POST-EXPERIMENT	27	88,07	5,804	1,117
	POST-CONTROL	26	74,46	7,926	1,554

Based on the class statistics of the post-test table above, the mean table showed the average value of each variable. It can be seen from the table above that the mean of the post-test in the control class is 74.46 and the mean in the experimental class is 88.07. Therefore, this means that learning outcomes in learning vocabulary in the experiment class are higher than in the control class. The N indicates the amount of data as many 26 in the control class and 27 in the experimental class. The standard deviation used to measure the level of the risk, in the post-test of the control class is 7.926 and the post-test in the experimental class is 5.804. Standard error mean was used to determine how well the average data from the sample data of each variable can estimate the population means. The standard error mean in the control class is 1.554 and in the experiment class is 1.117. The average score (mean) of the post-test, can be said that the data of the post-test is higher.

Table 4.9**Result of Independent Sample T-test**

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
R E S U L T S	Equal variances assumed	2,197	0,144	7,153	51	0,000	13,613	1,903	9,792	17,433
	Equal variances not assumed			7,112	45,754	0,000	13,613	1,914	9,759	17,466

In the output table of Independent Samples T-test of the post-test, the column “Mean Difference” is equal to 13.613. This value shows the difference between the average post-test results of the control class and experiment class or $74.46 - 88.07 = -13.61$. and the difference is 9.792 to 9.759 (95% Confidence interval of the Difference between lower and upper). The average value of the post-test results in the control class was lower than the experimental class. From the decision making, an independent sample t-test through a comparison between the t_{count} and t_{table} , then the value of t_{count} can be positive. So the value of t_{count} becomes 7.153.

C. Treatment

The researcher gave treatment by using the diary writing technique of the students vocabulary mastery in eighth grade at Muhammadiyah Junior High School Cilongok, as follows:

Table. 4.10
Schedule of Implementation and Treatments at Muhammadiyah Junior High School Cilongok

No.	Day/date	Direction	
		Experiment class	Control class
1.	Friday, 13/01/2023	Meeting I (Pre-test)	-
2.	Saturday, 14/01/2023	-	Meeting I (Pre-test)
3.	Monday, 16/01/2023	Meeting II (Treatment I)	-
4.	Tuesday, 17/01/2023	-	Meeting II
5.	Wednesday, 18/01/2023	Meeting III (Treatment II)	-
6.	Thursday, 19/01/2023	-	Meeting III
7.	Friday, 20/01/2023	Meeting IV (Treatment III) (Post-test)	-
8.	Saturday, 21/01/2023	-	Meeting IV (post-test)

There were four meetings and three treatments. The first meeting was spent interacting with the students and asking what difficulties make the students difficult for them to learn English. Then, on the pre-test, there was no explanation for writing a diary with the aim of measuring the vocabulary skills of the students. Then, after the pre-test, the students were taught about diary writing, such as the definition of diary, the type of diary writing, the process of diary writing, the structure of diary writing, and examples of diary writing.

The second meeting, the students got first treatment the activity was to review the materials on the definition of the diary, the type of diary writing, the process of writing the diary, the structure of the diary, and the examples of diary writing, which were then discussed with pleasure. The students could easily learn and interact with the diary writing technique to improve students' vocabulary. After the explanation was completed, the students were asked to write down their daily activities at home.

In the third meeting, the students got second treatment, one of the results of the students' daily activities was discussed and then written on the board. Then analyze and interpret each of the written words. The students enthusiastically translated words and sentences that they already understood. Thus, the students were actively involved in the learning process. After the research was completed, the students were assigned to write a diary at home on the theme of experience.

The last meeting, the students got third treatment, the previous meetings was to review the results of the students' experience assignments. One of the results of the students' experience assignment is written on the board. Then, the group discussed the meaning of each word or sentence, and with enthusiasm, the students stepped forward to translate the word as it happened at the third meeting. After the learning process was completed, the students took a post-test to measure their abilities, and the used of a diary whether an effective effect or not on improve the students vocabulary. In the control class, this class was not given the treatment of diary writing.

However, during the first and last meetings, the students completed a pre-test and a post-test. The learning activity used dialectical techniques, among other things, to write down fifteen words in the English dictionary, which were then written in the notebook, translated, and memorized. If there are the words that the students do not understand, they had the option to ask the researcher to provide an explanation or open one of the dictionaries available.

D. Discussion

Based on the related finding of this research was to find out whether the use of the diary is effective in improving vocabulary skills and whether there was a significant effect of the diary writing technique on the vocabulary of students in the Eighth Grade at Muhammadiyah Cilongok. The finding was consistent with Harmer,⁸⁶ where the students have a good achievements in learning when they've got practices and fun learning activities. In line with Johnson, Cutis, and Bailey as cited in Taqi et al.,⁸⁷ the students showed better in writing after more practices like write a diary. This research used of the paired sample t-test is to know there is a significant difference result in students learning outcomes after learning vocabulary materials, before and after receiving treatment using diary writing in learning activity.

The descriptive analysis of the processed data was described with the paired sample statistic. The average score was shown in the mean table, which in the control class, the pre-test is 80.31 and the post-test is 74.46. N indicates the amount of data obtained in the control class, which had as many as 26 respondents. In the paired sample statistics table, the mean pre-test of the experimental class was 79.70, and the mean post-test was 88.07 with 28 respondents. The standard deviation of the pre-test was 5.539, and the post-test was 5.804. According to the explanation of the two statistical tables of the paired sample t-test both in the control class and the experiment class, both groups have almost the same test value of the mean scores, which are

⁸⁶ Harmer, J. (2007). *The Practice of English Language Teaching-4th Edition*. London: Longman.

⁸⁷ Taqi, Hanan A., Akbar, Al-Nouh, & Dashti. (2015). *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*. British Journal of Education Vol.3, No.2, pp. 75-91, February 2015.

5.846 and -8.370. The mean of the pre-test and post-test showed that there was a difference. It can be seen that the increase in the control class was vocabulary is more effective to increase students' English vocabulary. The result of research Vita Ningrum used pre-test and post-test.⁸⁸ T-counted was 8.56. t-table was 2.064, t-counted was higher than t-table. It means the hypothesis of this research is accepted.

The result of the descriptive analysis was confirmed by hypothesis testing with the paired sample t-test. In the experiment class and the control class H_a is accepted and H_0 is rejected. The result of this research and compared with the related findings, the research of Daulay.⁸⁹ She conclude her research in hypothesis H_a was accepted and H_0 was rejected there was significant effect of diary writing to students. Therefore, there was a significant difference between average score before the treatment and the average score after the treatment in the experiment class and control class which not given the treatment.

The comparison between t_{count} and t_{table} in the control and the experiment class found a significant difference between the pre-test and post-test. It can be seen that the significant difference, or influence was seen in the experiment class, that was higher than the control class. It can be said that the class that received treatment of diary writing as a technique in learning vocabulary mastery had an effect than the class that did not receive any treatment, even though there was an increase, it was not significant.

Meanwhile, the output of independent sample t-test in post-test that obtained the value of sig. Levene's Test for Equality of Variances was 0.144 > 0.05, which showed that the data variant between the control and experiment class were homogenous. Thus, analysis in the pre-test was guided by the value in the "Equal Variances Assumed" table. Based on the fact the

⁸⁸ Ningrum, Vita Ferry Rita, and Hastini, Improving Writing Skill in Writing Recount Text Through Diary Writing, *E-Journal of English Language Teaching Society*, 2013. p.67.

⁸⁹ Daulay, Hotdalila. 2019. "The Effect of Diary Writing to Students' Writing Ability at Grade VII of SMP N 2 Padangsidempuan." *Submitted to the State Institute of Islamic Studies Padangsidempuan as a Partial Fulfillment of the requirement for the Degree of Graduate English (S.Pd) in English*. Retrieved on November 12th, 2019. p. 66.

value of Sig. (2-tailed) is $0.000 > 0.05$ as the basis for decision making in the independent t-test, it means that H_a is accepted. It can be inferred that there was a difference between the average result of post-test in the control and experimental class. The result of analysis data was supported by comparison between t_{count} and t_{table} . In the independent sample t-test of post-test t_{count} was obtained 7.153. t_{table} was obtained from a value of $df = 51$ with an alpha of 0.05. Therefore, the value t_{count} was $7.153 > t_{\text{table}} 1.675$. It can be concluded that H_a is accepted, which means that there is a difference in the mean scores of the post-test in the control and experimental class. The result related the findings of research Vita Ningrum used pre-test and post-test.⁹⁰ t_{counted} was 8.56. t_{table} was 2.064, t_{counted} was higher than t_{table} . It means the hypothesis of this research is accepted.

The explanation of result data analysis in the independent sample t-test table in the post-test above can be inferred that the mean difference was found in the post-test result in the control and experiment class. It showed the experiment class was higher than the control class due to the treatment of diary writing technique in the experiment class, whereas there was no treatment in the control class. In conclusion, the use of diary writing in teaching vocabulary is more effective to increase students' English vocabulary. It is in line with the statement by Ade Maria Novita that using writing diary can improve students learning motivation and the student active in teaching learning process.⁹¹ Therefore, writing diary could stimulate the students thought, efficiency, effective and active during learning and teaching process.

The result of the research on the students' vocabulary mastery through the diary writing a technique indicated improvements in students' vocabulary mastery. It was showed a significant post-test score in the experiment class,

⁹⁰ Ningrum, Vita Ferry Rita, and Hastini, Improving Writing Skill in Writing Recount Text Through Diary Writing, *E-Journal of English Language Teaching Society*, 2013. p.67.

⁹¹ Novita, Ade Maria. In Norhainah. (2018). The Effect of Using Writing Diary Toward The Students Writing Ability and Learning Motivation at MTs Muslimat NU Palangka Raya. p. 117.

which was the class that is given diary writing treatment. It is related to the theory that was proposed by Vitaloka in their study which stated that diary writing is good technique in foraching vocabulary mastery in the class to what extent the implementation of diary writing help the students improve their vocabulary mastery to get new vocabulary.⁹² It is supported by previous research conducted by Yulianti,⁹³ the diary was helpful to improve students' interested in learning English and easier understand the material of English.

This research is related to research by Taqil., et al., pointed out that diary writing may well be one of the efficient strategies instructors may employ to improve not only students' writing skill, but also their level of achievement in other language areas such as vocabulary and grammar, especially when they are allowed to work in a free, unmonitored environment.⁹⁴

In this research, it was also found that the implementation of diary writing as a technique in learning vocabulary motivated the students' to memorize new vocabulary. Memorizing words is included in strategy of mastering vocabulary, as stated by Cameron, that defines mastering vocabulary strategies as "the actions that learners take to help themselves understand and memorize vocabulary items". Therefore, the following finding sould show how diary writing helped to improve their vocabulary mastery by memorizing the words using dictionary.⁹⁵ It is supported by Stuart,⁹⁶ who states that receptive vocabulary is the word that learners recognize and understand when it is used in context but not be produced. Therefore, it seems clear that diary writing could improve the students

⁹² Vitaloka Irma Dewi. *A Study on the Use of Diary Writing...* p.30.

⁹³ Yulianti, N. (2014) *Improving the Writing Skills Through Diary Writing of the Tenth Grade Students of SMA N 1 Ngemplak* A thesis at Yogyakarta State University, xiv

⁹⁴ Taqil., et al. 2015. "The Effect of Diary Writing on EFL Students' Writing and Language Abilities" *British Journal of Education* Vol.3, No.2, pp.75-91. Published by European Centre for Research Training and Development UK.

⁹⁵ Cameron, L. (2001). *Teaching language to young learner*. Cambridge: Cambridga Universita Press. In Vitaloka Irma Dewi., *A Study on the Use of Diary Writing...* p.36.

⁹⁶ Stuart, W. (2005). Receptive and productive vocabulary learning: The effect of knowledge of reading and writing on word knowledge. *Second Language Acquisition*, 12(01), p. 33-52.

receptive vocabulary by reading dictionary. Mastering vocabulary means knowing the meaning of a word and understanding how to use it. Stated by Dale & O'Rourke that mastering vocabulary is not only knowing the meaning vocabulary, the students need to know the meaning how to use the words.⁹⁷ It can be seen that in following and participating during lessons, they become more active. It supported a significant difference in students' vocabulary score in the post-scores. The diary writing used in this research contained learning material and was filled with tests stimulated interaction between the students and the researcher.⁹⁸ It is in line with the theory stated by Gita Sumardiah, which means that was the diary writing is effective to get empirical evidence of the students' on writing to get memorizing new vocabulary.⁹⁹ Supported by Norhainah,¹⁰⁰ the use of writing diary as a technique in the teaching and learning process makes a significant improvement of the students.

⁹⁷ Dale, E & O'Rourke, J. (1971). *Technique of the teaching vocabulary*. San Frasco: The Benjamin/ Cummings Publ.co. In Vitaloka Irma Dewi. (2017). *A Study on the Use of Diary Writing to Improve the 8th Grade Students' Vocabulary Mastery in SMP Negeri 13 Yogyakarta*. Retrieved on December 12, 2017.

⁹⁸ Mutslihah, Nur Millah, "The Effectiveness of Diary Writing on Students' Writing of Recount Text" (in a quasi experimental study at the Eight grade of SMPN 166 Jakarta in the Academic year 2015/2016).

⁹⁹ Gita Sumardiah. (2018). *The effectiveness of diary writing technique on students writing of recount text at VIII Grade MTS N 4 Medan in Academic Years 2017/2018*. Retrieved on July, 2018.

¹⁰⁰ Norhainah., *The Effect of Using Writing Diary toward...* p.117.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusions, suggestions, and limitations of the research results. The conclusion of the research is to answer the research problem. This suggestion is expected to improve motivation for the students, teachers and researchers regarding the use of diary writing in writing learning ability and motivation. Limitations of research where only certain methods are appropriate for research.

A. Conclusion

After the experiment in teaching vocabulary mastery by using diary writing technique in the experiment class and without using diary writing technique in the control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research. Based on the data which has been calculated from the data obtained it is seen that the result of the students' achievement in vocabulary mastery by using diary writing technique is higher than that by using memorizing technique at the eighth grade of Muhammadiyah Junior High School Cilongok. The diary writing technique is effectively in improving the students' achievement in vocabulary.

The results of the independent sample t-test showed that the value of t_{count} was $7.153 > t_{\text{table}} 1.675$. The results showed that there was a significant difference in the results of t_{count} pre-post experiment and pre-post control which was -8.553 and 5.787 with a degree of freedom (df) 26 and 25, and the significant values (sig. 2tailed) in experiment class were in the degree of $0.000 < 0.05$. The hypothesis shows that H_a was accepted and H_0 was not accepted. So, there was a significant effect of the diary writing technique on the students vocabulary mastery in eighth grade of Muhammadiyah Junior High School Cilongok. In conclusion of this research, applying the diary writing technique can be used as an alternative strategy for the students

improve vocabulary at Eight grade students of Muhammadiyah Junior High School Cilongok.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. For the teacher

The English teachers, especially the English teacher of Muhammadiyah Junior High School Cilongok need to maximize the effectiveness of diary writing towards students' vocabulary mastery. The teacher giving corrective feedback to each student is suggested since feedback plays an important role in students' achievement in diary writing especially in improving their vocabulary mastery. The teacher should consider using diary writing as the medium to provide more vocabulary practices to the students outside the classroom. Since the diary writing technique is vocabulary mastery that needs the practice of the students.

2. For the students

The students in the Eight Grade C are suggested to be more active in learning vocabulary by practicing diary writing. The students should not be lazy to bring dictionaries to school to help them improve their vocabulary mastery. Besides, the students can ask their English teacher if something is confusing related to the use of the new words they get in the dictionary.

3. For the school

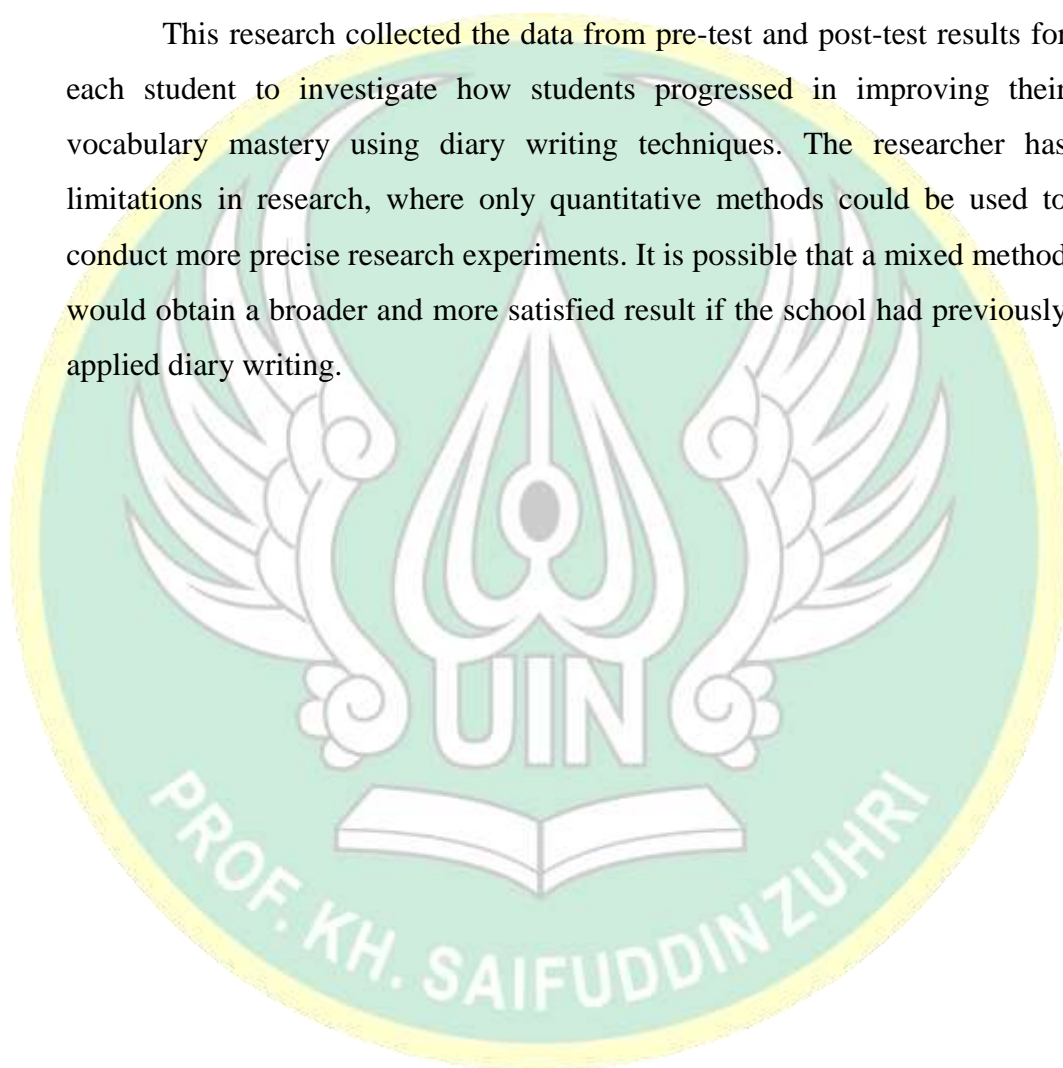
For the principal of at Muhammadiyah Junior High School Cilongok. It is good to motivate the researcher, especially the researcher to teach the students by using diary writing techniques towards students' vocabulary mastery.

4. For the other researchers

The other researcher could conduct a study related to the use of diary writing in similar topics of diary writing related to the improvement of student's vocabulary mastery or writing ability. Hopefully, with other researchers, the result would be more useful diary writing to improve students' English learning such as writing ability and so all.

C. Limitation of Study

This research collected the data from pre-test and post-test results for each student to investigate how students progressed in improving their vocabulary mastery using diary writing techniques. The researcher has limitations in research, where only quantitative methods could be used to conduct more precise research experiments. It is possible that a mixed method would obtain a broader and more satisfied result if the school had previously applied diary writing.



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APPENDICES

Appendix 1:



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH BANYUMAS
SMP MUHAMMADIYAH CILONGOK
TERAKREDITASI A

Alamat : Jl. Masjid Pemasidi Kecamatan Cilongok Kab.Banyumas. Telp. (0281) 655181

SURAT KETERANGAN

Nomor : 015/SKT/III.A/1.a/ VII 2022

Yang bertanda tangan dibawah ini :

N a m a : A.Taufik Fauzi, S.Ag
N I P : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah Cilongok Kabupaten Banyumas

Menerangkan dengan sesungguhnya bahwa :

N a m a : MEDITA LARAS WIDYONINSTE
Tempat / tanggal lahir : Banyumas, 5 Desember 1999
NIM : 1817404025
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Universitas : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

Adalah benar-benar telah melaksanakan Kegiatan Observasi yang dilaksanakan pada tanggal 22 Juli 2022 di SMP Muhammadiyah Cilongok Kabupaten Banyumas.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Cilongok, 23 Juli 2022

Kepala
SMP Muhammadiyah Cilongok,

A. Taufik Fauzi, S.Ag
NIP. -



Appendix 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0281) 635624 Faksimili (0281) 636553
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**SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI**

No. No. B4230.Un.17/FTIK.JTBI/PP.00.9/10/2022

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effectiveness Of Diary Writing Technique Towards Eight Grade Students' Vocabulary Mastery At Muhammadiyah Junior High School Cilongok"

Sebagaimana disusun oleh :

Nama : Medita Laras Widyoninsti
NIM : 1817404025
Semester : 9
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 21 Oktober 2022

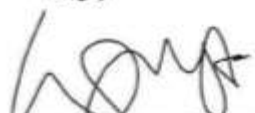
Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 26 Oktober 2022

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris

Penguji


Desi Wijayanti Ma'rifah, M.Pd.
NIP. 19630321152018012003


Desi Wijayanti Ma'rifah, M.Pd.

Appendix 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN
No. B-60 Un.19/WD1.FTIK/PP.05.3/11/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Medita Laras Widyoninsti
 NIM : 1817404025
 Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 5 Januari 2023
 Nilai : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 9 Januari 2023
 Wakil Dekan Bidang Akademik,

[Handwritten Signature]
 Dr. Suparjo, M.A.
 NIP. 19730717 199903 1 001

Appendix 4



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

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Website: <http://www.uin-purwokerto.ac.id>, Email: lib@uin-purwokerto.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-851/Un.19/K.Pus/PP.08.1/3/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : MEDITA LARAS WIDYONINSTITI

NIM : 1817404025

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menitipkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.



Purwokerto, 24 Maret 2023

Kepala,

Aris Nurohman

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.ftik.uinsaizu.ac.id

Nomor : B.m.3320/Un.19/D.FTIK/PP.05.3/11/2022 08 November 2022
 Lamp. : -
 Hal : **Permohonan Ijin Riset Individu**

Kepada
 Yth. Kepala SMP Muhammadiyah Cilongok
 Kec. Cilongok
 di Tempat

Assalamu'alaikum Wr. Wb.
 Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Medita Laras Widyoninsti
2. NIM	: 1817404025
3. Semester	: 9 (Sembilan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: RT 02/02 Desa Pengadegan Kec. Wangon, Kab. Banyumas
6. Judul	: The Effectiveness of Diary Writing Technique Towards Eight Grade Students' Vocabulary Mastery at Muhammadiyah Junior High School Cilongok

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek	: Siswa kelas VIII <u>C</u> dan B
2. Tempat / Lokasi	: SMP Muhammadiyah Cilongok
3. Tanggal Riset	: 09-11-2022 s/d 09-01-2023
4. Metode Penelitian	: Kuantitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
 Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Kepala SMP Muhammadiyah Cilongok
2. Guru Bahasa Inggris SMP Muhammadiyah Cilongok

Appendix 6

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Desi Wijayanti Ma'rufah, M.Pd
 Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
 Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "The Effectiveness of Diary Writing Technique Towards Eight Grade Students' Vocabulary Mastery at Muhammadiyah Junior High School Cilongok Banyumas Regency" oleh peneliti:

Nama : Medita Laras Widyoninesti
 NIM : 1817404025
 Jurusan/Prodi : Tadris/ Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

Instrument bisa digunakan / pengumpulan data.

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 29 Desember 2022

Validator,



Desi Wijayanti Ma'rufah, M.Pd

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Muflihah, M.Pd
 Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
 Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "The Effectiveness of Diary Writing Technique Towards Eight Grade Students' Vocabulary Mastery at Muhammadiyah Junior High School Cilongok Banyumas Regency" oleh peneliti:

Nama : Medita Laras Widyoninsti
 NIM : 1817404025
 Jurusan/Prodi : Tadris/ Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

Instruksi soal esai (β) kurang jelas - Make it
 clearer and more specific.

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 29 Desember 2022

Validator



Muflihah, M.Pd

Appendix 7



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH BANYUMAS
SMP MUHAMMADIYAH CILONGOK
TERAKREDITASI A

Alamat : Jl. Masjid Pemasidi Kecamatan Cilongok Kab.Banyumas. Telp. (0281) 655181

SURAT KETERANGAN

Nomor : 143/SKT/IIIA/1.a/1 2023

Yang bertanda tangan dibawah ini :

Nama : A.Taufik Fauzi, S.Ag
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah Cilongok Kabupaten Banyumas

Menerangkan dengan sesungguhnya bahwa :

Nama : MEDITA LARAS WIDYONINSTE
Tempat / tanggal lahir : Banyumas, 5 Desember 1999
NIM : 1817404025
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Universitas : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

Adalah benar-benar telah melaksanakan riset yang dilaksanakan pada tanggal 13 – 21 Januari 2023 di SMP Muhammadiyah Cilongok Kabupaten Banyumas.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Cilongok, 28 Januari 2023



Kepala
SMP Muhammadiyah Cilongok,

A. Taufik Fauzi
A. Taufik Fauzi, S.Ag
NIP. -

Appendix 8

THE LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class-Meeting I (Pre-test)

Sekolah	: SMP Muhammadiyah Cilongok
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Waktu	: 2JP x 40 menit
Materi Pokok	: Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, struktur teks, dan unsur kebahasaan.

4.11 Menangkap makna dalam teks menulis diary.

4.12 Menyusun teks menulis dengan menggunakan diary writing.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.

4. Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.

D. MATERI PEMBELAJARAN

1. Definition of Diary Writing
2. Type of Diary Writing
3. Process of Diary Writing
4. Structure of Diary Writing
5. Example of Diary Writing

E. METODE PEMBELAJARAN

1. Model : Discovery Learning
2. Metode : Penjelasan Materi, Tanya Jawab, Kerja Individu

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Contoh diary writing, worksheet (pre-test).
2. Alat/Bahan : Spidol, papan tulis, kertas, pena.
3. Sumber belajar : Buku teks relevan, Diary writing (bentuk sentence past tense) dari internet.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Guru mengucapkan salam.
 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
 - c. Guru memeriksa kehadiran siswa.
 - d. Guru menyampaikan tujuan pembelajaran.
2. Kegiatan Inti
 - a. Siswa melakukan pre-test.
 - b. Siswa mengamati penjelasan guru tentang definition, type, process, structure, and example of diary writing.
 - c. Siswa mempersiapkan buku diary mereka.
 - d. Guru memberikan waktu kepada siswa tentang penjelasannya yang belum dipahami.
3. Kegiatan penutup
 - a. Guru menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Guru menyimpulkan kegiatan pembelajaran pada pertemuan ini.

H. PENILAIAN

1. Teknik : Individu
2. Bentuk : Pilihan ganda dan Uraian
3. Instrument : Diary Writing (Pre-test)

The Standard Criteria of Score

No.	Class of score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

Ragil Pamungkas, S. Pd.
NIP. -

Medita Laras Widyoninsti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class-Meeting II (Treatment I)

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2JP x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, struktur teks, dan unsur kebahasaan.

4.11 Menangkap makna dalam teks menulis diary.

4.12 Menyusun teks menulis dengan menggunakan diary writing.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.
4. Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.

D. MATERI PEMBELAJARAN

1. Definition of Diary Writing

2. Generic Structure of Diary Writing (Date, Orientation, Paragraphs, Personal reflection, A sign-off)
3. Example of Diary Writing

E. METODE PEMBELAJARAN

1. Model : Discovery Learning
2. Metode : Diskusi, Tanya Jawab, Kerja Individu

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Diary writing
2. Alat/Bahan : Spidol, papan tulis, kertas, pena.
3. Sumber belajar : Buku teks relevan, Diary writing (bentuk sentence past tense) dari internet.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Guru mengucapkan salam.
 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
 - c. Guru memeriksa kehadiran siswa.
 - d. Guru menyampaikan tujuan pembelajaran.
2. Kegiatan Inti
 - a. Review materi yang sudah diajarkan pertemuan sebelumnya.
 - b. Mengajak siswa untuk mengingat kembali kejadian yang pernah mereka alami.
 - c. Siswa mempersiapkan buku diary mereka.
 - d. Guru memberikan waktu kepada siswa untuk menuliskan kejadian yang pernah mereka alami di buku diary mereka masing-masing.
 - e. Guru memperbolehkan siswa untuk menulis diary mereka ditempat yang nyaman mungkin menurut mereka asalkan tidak keluar dari ruangan.
 - f. Diskusi bersama dengan salah satu hasil diary writing siswa.
 - g. Guru memberikan feedback and comment terhadap diary yang di tulis siswa untuk membuat siswa termotivasi dalam menulis.
3. Kegiatan penutup
 - a. Guru menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Guru menyimpulkan kegiatan pembelajaran pada pertemuan ini.
 - c. Guru menugaskan peserta didik untuk menulis buku diary tentang kesehariannya mereka di rumah masing-masing.

H. PENILAIAN

1. Teknik : Discussion (Hasil kerja siswa)
2. Bentuk : Uraian
3. Instrument : Diary Writing

The Standard Criteria of Score

No.	Class of score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

Ragil Pamungkas, S. Pd.
NIP. -

Medita Laras Widyoninsti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Experimental Class-Meeting III (Treatment II)

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2JP x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, struktur teks, dan unsur kebahasaan.

4.11 Menangkap makna dalam teks menulis diary.

4.12 Menyusun teks menulis dengan menggunakan diary writing.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.
4. Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.

D. MATERI PEMBELAJARAN

1. Diary Writing
2. The example one of the results of the students' daily activities.

E. METODE PEMBELAJARAN

1. Model : Discovery Learning
2. Metode : Diskusi, Tanya Jawab, Kerja Individu

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Diary writing
2. Alat/Bahan : Spidol, papan tulis, kertas, pena.
3. Sumber belajar : Buku teks relevan, Diary writing (bentuk sentence past tense) dari internet.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Guru mengucapkan salam.
 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
 - c. Guru memeriksa kehadiran siswa.
 - d. Guru menyampaikan tujuan pembelajaran.
2. Kegiatan Inti
 - a. Tanya jawab tentang hal yang terkait dengan kondisi siswa.
 - b. Guru mempersilahkan siswa menuliskan hasil kerjanya dipapan tulis.
 - c. Guru dan siswa diskusi bersama mengenai hasil kerja dari salah satu siswa dipapan tulis, yaitu tentang aktifitas kesehariannya.
 - d. Guru memberikan feedback and comment terhadap diary yang di tulis siswa untuk membuat siswa termotivasi dalam menulis.
 - e. Guru menyampaikan kepada siswa agar tidak terlalu focus kepada grammarnya, mereka hanya di fokuskan untuk mengeluarkan dan mengembangkan ide mereka dengan menulis.
3. Kegiatan penutup
 - a. Guru menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Guru menyimpulkan kegiatan pembelajaran pada pertemuan ini.
 - c. Guru menugaskan peserta didik untuk menulis buku diary tentang pengalaman mereka yang menyenangkan di rumah masing-masing.

H. PENILAIAN

1. Teknik : Discussion (Hasil kerja siswa)
2. Bentuk : Uraian
3. Instrument : Diary Writing

The Standard Criteria of Score

No.	Class of score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

Ragil Pamungkas, S. Pd.
NIP. -

Medita Laras Widyoninsti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Experimental Class-Meeting IV (Treatment III and Post-test)

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2JP x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, struktur teks, dan unsur kebahasaan.

4.11 Menangkap makna dalam teks menulis diary.

4.12 Menyusun teks menulis dengan menggunakan diary writing.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.
4. Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.

D. MATERI PEMBELAJARAN

1. Diary Writing
2. The example one of the results of the students' experience.

E. METODE PEMBELAJARAN

1. Model : Discovery Learning
2. Metode : Diskusi, Tanya Jawab, Kerja Individu

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Diary writing
2. Alat/Bahan : Spidol, papan tulis, kertas, pena.
3. Sumber belajar : Buku teks relevan, Diary writing (bentuk sentence past tense) dari internet.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Guru mengucapkan salam.
 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
 - c. Guru memeriksa kehadiran siswa.
 - d. Guru menyampaikan tujuan pembelajaran.
2. Kegiatan Inti
 - a. Tanya jawab tentang hal yang terkait dengan kondisi siswa.
 - b. Guru mempersilahkan siswa menuliskan hasil kerjanya dipapan tulis.
 - c. Guru dan siswa diskusi bersama mengenai hasil kerja dari salah satu siswa dipapan tulis, yaitu tentang pengalamannya.
 - d. Guru memberikan feedback and comment terhadap diary yang di tulis siswa untuk membuat siswa termotivasi dalam menulis.
 - e. Guru menyampaikan kepada siswa agar tidak terlalu focus kepada grammarnya, mereka hanya di fokuskan untuk mengeluarkan dan mengembangkan ide mereka dengan menulis.
3. Kegiatan penutup
 - a. Guru menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Guru menyimpulkan kegiatan pembelajaran pada pertemuan ini.
 - c. Guru menugaskan peserta didik untuk menulis buku diary tentang pengalaman mereka yang menyenangkan di rumah masing-masing.

H. PENILAIAN

1. Teknik : Discussion (Hasil kerja siswa) and Individu
2. Bentuk : Pilihan ganda dan Uraian
3. Instrument : Diary Writing (Post-test)

The Standard Criteria of Score

No.	Class of score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

Ragil Pamungkas, S. Pd.
NIP. -

Medita Laras Widyoninsti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class-Meeting I (Pre-test)

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2 x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, struktur teks, dan unsur kebahasaan.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan kosakata dengan memperhatikan setiap kata kerja yang dituliskan V1, V2, atau V3.

D. MATERI PEMBELAJARAN

- Hafalan kosakata.

E. METODE PEMBELAJARAN

1. Media : Ceramah
2. Tenik : Dialectical technique

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Buku tulis, Lembar kerja (Pre-test)
2. Alat/Bahan : Spidol, papan tulis, kertas, pena.
3. Sumber belajar:
 - Kamus Bahasa Inggris
 - Pengetahuan Peserta didik dan Guru

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Guru mengucapkan salam.
 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
 - c. Guru memeriksa kehadiran siswa.
 - d. Guru menyampaikan tujuan pembelajaran
2. Kegiatan Inti
 - a. Siswa melakukan Pre-test.
 - b. Siswa mempersiapkan buku mereka.
 - c. Guru memberikan waktu kepada siswa untuk menuliskan 15 kosakata dengan melihat kamus.
 - d. Guru memperbolehkan siswa untuk menulis kosakata mereka ditempat yang senyaman mungkin menurut mereka asalkan tidak keluar dari ruangan.
 - e. Guru memberikan pengarah dengan memperhatikan kata kerja yang dituliskan dalam setiap kosakata yang dituliskan.
 - f. Guru menyampaikan kepada siswa bahwa pentingnya kosakata dalam belajar bahasa inggris.
3. Kegiatan penutup
 - a. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Menyimpulkan kegiatan pembelajaran pada pertemuan ini.
 - c. Menugaskan peserta didik untuk menulis kosakata yang kemudian dihafalkan untuk maju kedepan pada pertemuan selanjutnya

H. PENILAIAN

1. Sikap : Observasi dalam proses pembelajaran
2. Pengetahuan : Lisan dan tertulis (Pilihan ganda dan Uraian)
3. Keterampilan : Banyaknya kosakata yang diketahui

The Standard Criteria of Score

No.	Class of score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

Ragil Pamungkas, S. Pd.
NIP. -

Medita Laras Widyonisti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class-Meeting II

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2 x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, struktur teks, dan unsur kebahasaan.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan kosakata dengan memperhatikan setiap kata kerja yang dituliskan V1, V2, atau V3.

D. MATERI PEMBELAJARAN

- Hafalan kosakata.

E. METODE PEMBELAJARAN

1. Media : Ceramah
2. Tenik : Dialectical technique

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Buku tulis.
2. Alat/Bahan : Spidol, papan tulis, kertas, pena.
3. Sumber belajar:
 - Kamus Bahasa Inggris
 - Pengetahuan Peserta didik dan Guru

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Guru mengucapkan salam.
 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
 - c. Guru memeriksa kehadiran siswa.
 - d. Guru menyampaikan tujuan pembelajaran
2. Kegiatan Inti
 - a. Tanya jawab tentang hal yang terkait dengan kondisi siswa.
 - b. Guru mengajak siswa untuk mengingat kembali kosakata kemarin yang mereka hafalkan kemudian maju kedepan untuk menyetorkan hafalannya.
 - c. Guru memberikan waktu kepada siswa maju kedepan untuk menyetorkan hafalannya.
 - d. Siswa ditugaskan kembali menuliskan 15 kosakata dengan melihat kamus.
 - e. Guru memperbolehkan siswa untuk menulis kosakata mereka ditempat yang senyaman mungkin menurut mereka asalkan tidak keluar dari ruangan.
 - f. Guru memberikan pengarahan dengan memperhatikan kata kerja yang dituliskan dalam setiap kosakata yang dituliskan.
 - g. Guru menyampaikan kepada siswa bahwa pentingnya kosakata dalam belajar bahasa inggris.
3. Kegiatan penutup
 - a. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Menyimpulkan kegiatan pembelajaran pada pertemuan ini.
 - c. Menugaskan peserta didik untuk menulis kosakata yang kemudian dihafalkan untuk maju kedepan pada pertemuan selanjutnya

H. PENILAIAN

1. Sikap : Observasi dalam proses pembelajaran
2. Pengetahuan : Lisan dan tertulis (Uraian)
3. Keterampilan : Banyaknya kosakata yang diketahui

The Standard Criteria of Score

No.	Class of score	Predicate
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Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

Ragil Pamungkas, S. Pd.
NIP. -

Medita Laras Widyoninsti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class-Meeting III

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2 x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang di anutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

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C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/ kejadian di waktu lampau.
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 - b. Guru dan siswa berdoa sebelum memulai kegiatan belajar.
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 - d. Guru menyampaikan tujuan pembelajaran
2. Kegiatan Inti
 - a. Tanya jawab tentang hal yang terkait dengan kondisi siswa.
 - b. Guru mengajak siswa untuk mengingat kembali kosakata kemarin yang mereka hafalkan kemudian maju kedepan untuk menyetorkan hafalannya.
 - c. Guru memberikan waktu kepada siswa maju kedepan untuk menyetorkan hafalannya.
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 - a. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
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2. Pengetahuan : Lisan dan tertulis (Uraian)
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Medita Laras Widyoninsti
NIM. 1817404025



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class-Meeting IV (Post-test)

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ Genap
 Waktu : 2 x 40 menit
 Materi Pokok : Diary Writing

A. KOMPETENSI INTI

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- Hafalan kosakata.

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1. Media : Buku tulis, Lembar kerja (Post-test)
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G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

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2. Kegiatan Inti
 - a. Tanya jawab tentang hal yang terkait dengan kondisi siswa.
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 - c. Guru memberikan waktu kepada siswa maju kedepan untuk menyetorkan hafalannya.
 - d. Siswa ditugaskan kembali menuliskan 15 kosakata dengan melihat kamus.
 - e. Guru memperbolehkan siswa untuk menulis kosakata mereka ditempat yang senyaman mungkin menurut mereka asalkan tidak keluar dari ruangan.
 - f. Guru memberikan pengarahan dengan memperhatikan kata kerja yang dituliskan dalam setiap kosakata yang dituliskan.
 - g. Guru menyampaikan kepada siswa bahwa pentingnya kosakata dalam belajar bahasa inggris.
3. Kegiatan penutup
 - a. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas.
 - b. Menyimpulkan kegiatan pembelajaran pada pertemuan ini.
 - c. Menugaskan peserta didik untuk menulis kosakata yang kemudian dihafalkan untuk maju kedepan pada pertemuan selanjutnya

H. PENILAIAN

1. Sikap : Observasi dalam proses pembelajaran
2. Pengetahuan : Lisan dan tertulis (Pilihan ganda dan Uraian)
3. Keterampilan : Banyaknya kosakata yang diketahui

The Standard Criteria of Score

No.	Class of score	Predicate
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Cilongok, January 10, 2023

Mengetahui,
Guru Mata Pelajaran,

Researcher,

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NIP. -

Medita Laras Widyoninsti
NIM. 1817404025



Appendix 9**INSTRUMENT OF RESEARCH****Instrument of Pre-test**

A. Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

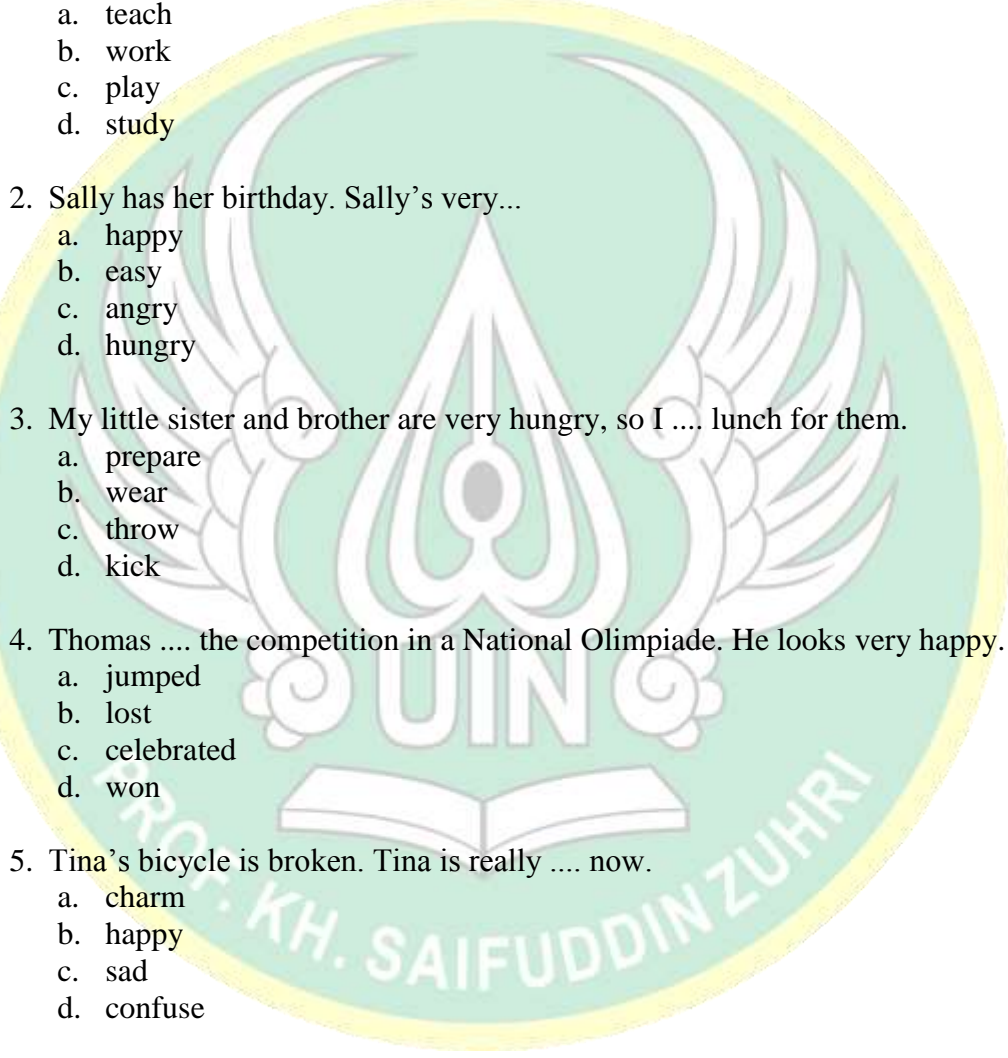
1. A school is a place where students with their teachers.
 - a. teach
 - b. work
 - c. play
 - d. study

 2. Sally has her birthday. Sally's very...
 - a. happy
 - b. easy
 - c. angry
 - d. hungry

 3. My little sister and brother are very hungry, so I lunch for them.
 - a. prepare
 - b. wear
 - c. throw
 - d. kick

 4. Thomas the competition in a National Olimpiade. He looks very happy.
 - a. jumped
 - b. lost
 - c. celebrated
 - d. won

 5. Tina's bicycle is broken. Tina is really now.
 - a. charm
 - b. happy
 - c. sad
 - d. confuse

 6. My mother is a tailor. She sews and makes...
 - a. books
 - b. foods
 - c. chairs
 - d. clothes
- 

Read the text to answer questions number 7 to 9

When I was in the 8th grade of Junior High School, my family and I went to Bali for three days. I had many (7) ... during the vacation. On the first day, we visited Kuta Beach in the early morning. We saw the beautiful (8) ... together on the second day, we spent our last day in Pandawa Beach. We enjoyed the green and shady forests (9) ... In the afternoon, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

7.
- experiences
 - spent
 - pull
 - wanted
8.
- stars
 - moon
 - sunrise
 - sunset
9.
- strangely
 - curiously
 - quickly
 - pleasantly

Read the text to answer questions number 10 to 13

Yesterday my family and I went to the (10) ... to see an elephant. When we got to the zoo, we went to the shop to buy some food to give to the (11) ... After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but he was ok. During lunch we (12) ... some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but (13) ... It was because we had so many fun activities at many places at the zoo.

10.
- garden
 - market
 - zoo
 - swim
11.
- plants
 - animals

- c. money
- d. people

12.

- a. put
- b. kill
- c. catch
- d. see

13.

- a. happy
- b. sad
- c. cry
- d. angry

14. My hobby is because the book is a window to the world. Much knowledge can get from it. And I read every book that was in the library.

- a. swimming
- b. reading
- c. singing
- d. writing

Read the text to answer questions number 15 to 16

It was almost 6 a.m. Yuda was hurriedly packing up his thing. He has to catch up the 7 a.m. (15) ... to Bandung. At 6.30 a.m. a taxi was coming to pick him up. He asked the driver to rush because his train was at 7 a.m. and the traffic was very crowded. When he arrived at the (16) ..., the time showed 7.15 a.m. the train had already left.

15.

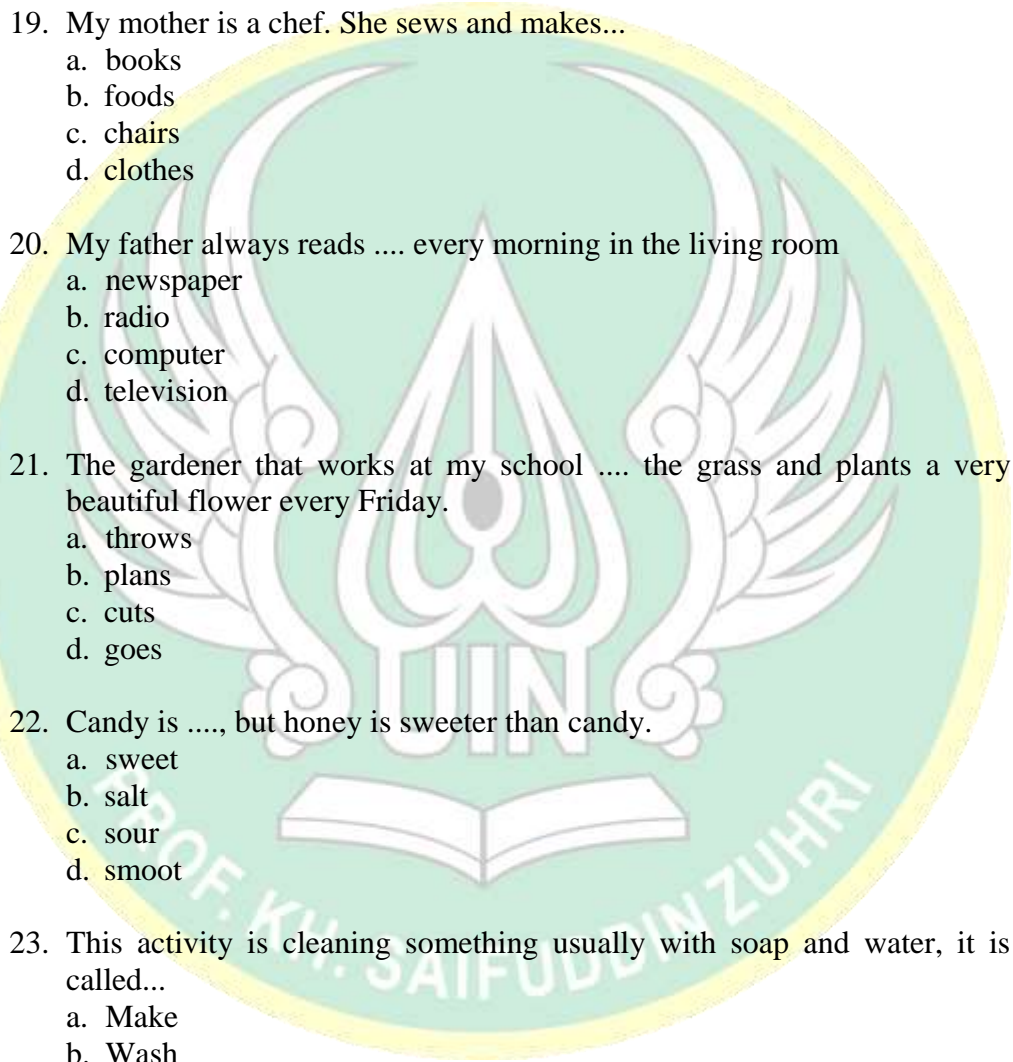
- a. ship
- b. bus
- c. train
- d. plane

16.

- a. terminal
- b. airport
- c. port
- d. station

17. My younger brother went to the dentist two days ago because his were in pain.

- a. teeth
- b. ears
- c. hands

- d. fingers
18. You can find in your kitchen.
- pillow
 - stove
 - television
 - sofa
19. My mother is a chef. She sews and makes...
- books
 - foods
 - chairs
 - clothes
20. My father always reads every morning in the living room
- newspaper
 - radio
 - computer
 - television
21. The gardener that works at my school the grass and plants a very beautiful flower every Friday.
- throws
 - plans
 - cuts
 - goes
22. Candy is, but honey is sweeter than candy.
- sweet
 - salt
 - sour
 - smoot
23. This activity is cleaning something usually with soap and water, it is called...
- Make
 - Wash
 - Paint
 - Cook
24. The glass is of water.
- small
 - big
 - high
 - full
- 

25. Which one belongs to the verb class below...
- Beautiful, little, big, expensive
 - Open, wash, hang, paint
 - Chair, table, bag, chalk
 - Behind, beside, between, under
26. What is the antonym of “in front of”?
- between
 - beside
 - under
 - behind
27. E-I-P-R-A-R
The correct arrangement is...
- Riper
 - Raipen
 - Repair
 - Raipen
28. C-U-T-R-E-O-N
The correct arrangement is...
- Rocent
 - Recout
 - Ruceont
 - Recuont
29. What is the synonym of “Beautiful”?
- Ugly
 - Pretty
 - Tall
 - Handsome
30. What is the antonym “Small”?
- Tall
 - High
 - Big
 - Beautiful

B. Answer the question below well!

- Write a diary about your daily activity!

Instrument of Post-test

A. Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

1. A school is a place where teachers with their students.

a. teach	c. play
b. work	d. study

2. Kevin's pet cat died. Kevin's very...

a. happy	c. angry
b. sad	d. hungry

3. My little sister and brother are very hungry, so I breakfast for them.

a. prepare	c. throw
b. wear	d. kick

4. Thomas the competition in a National Olimpiade. He looks very sad.

a. jumped	c. celebrated
b. lost	d. won

5. Tina's bicycle is new. Tina is really now.

a. charm	c. sad
b. happy	d. confuse

6. My uncle is a carpenter. He sews and makes...

a. books	c. chairs
b. foods	d. clothes

Read the text to answer questions number 7 to 9

When I was in 7th Grade, my class had a (7) ... to a small village we visited a cow farm. We got there in the late afternoon on Saturday. It was almost sunset. We spent the night in a big house. On Sunday (8) ..., very early before sunrise, we walked to the farm. When we got there, some farmers were milking the cow. They told us to try it, but it was not easy. After we milked the cows, we had breakfast. We had very nice hot milk for breakfast. After breakfast, we helped the farmers. Some of us helped them to feed the cows, and some of us helped the farmers wash the cows. At 10 a.m., we took a rest. They gave each of us a big glass of cold fruity yogurt. Then we went home. I will never (9) ... the trip to the farm.

7.

a. went	c. holiday
b. tour	d. came

8.
- | | |
|--------------|------------|
| a. evening | c. morning |
| b. afternoon | d. night |
9.
- | | |
|---------|-----------|
| a. try | c. sad |
| b. mind | d. forget |

Read the text to answer questions number 10 to 13

I go to school every week from Monday to Friday. I usually get up at 5 a.m., then tidy up my bed. My mother usually (10) ... breakfast while I take a bath. After breakfast, I go to (11) ... on foot. I spent six hours at school. Before going home, my friends and I usually eat our lunch box together. I took a nap for two hours before doing my homework. My mother usually allows me to play with my sisters after I finished my homework. We usually play hide and seek or read comic books together. At night, we eat (12) ... together. After that, I brush my (13)...

10.
- | | |
|----------|----------|
| a. bath | c. cooks |
| b. sleep | d. swee |
11.
- | | |
|------------|------------|
| a. school | c. market |
| b. station | d. airport |
12.
- | | |
|--------------|-----------|
| a. lunch | c. bread |
| b. breakfast | d. dinner |
13.
- | | |
|----------|----------|
| a. eyes | c. mouth |
| b. teeth | d. nose |
14. My hobby is because a song is something that makes us feel good.
- | | |
|-------------|------------|
| a. swimming | c. singing |
| b. reading | d. writing |

Read the text to answer questions number 15 to 16

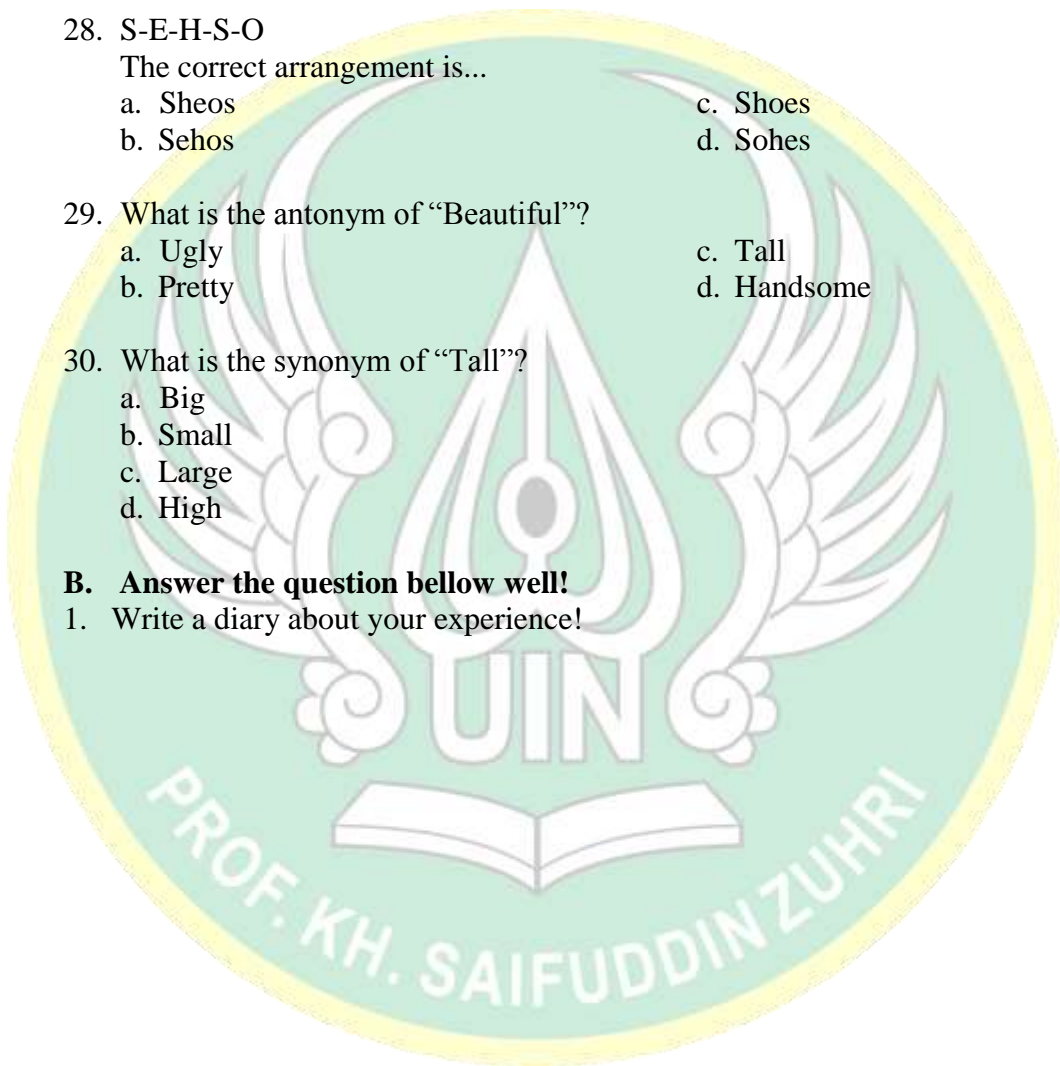
Every Sunday, I wake up at 6 a.m. Then, I take a shower and have breakfast. After that, my brother and I accompany my mom to go to the (15) ... near my house. We are happy to go to the market because we can buy delicious food there. Then, I visit my friends' houses and play with them. At noon, I have my lunch. Then, I (16) ... again with my friends. I usually come home at 4 p.m. then, I take a shower and do my homework. After that, I have dinner with my family. At 9 p.m., I go to bed.

15.
a. school
b. station
c. market
d. airport
16.
a. read
b. play
c. sleep
d. swim
17. My sister went to with her mother the last few days because she's a fever.
a. room
b. market
c. hospital
d. garden
18. You can find in your bedroom.
a. pillow
b. stove
c. television
d. sofa
19. My father is an author. He sews and makes...
a. books
b. foods
c. chairs
d. clothes
20. My little brother always watching cartoons.... every morning.
a. newspaper
b. radio
c. computer
d. television
21. Mr. Anwar is a farmer. He is working in the...
a. Office
b. School
c. Forest
d. Rice field
22. Candy is sweet, but is sweeter than candy.
a. sugar
b. honey
c. sour
d. salt
23. This activity is drawing something usually with scenery, it is called...
a. Make
b. Wash
c. Paint
d. Cook
24. My ... is green.
a. small
b. big
c. high
d. bag
25. Which one belongs to the school tools below...
a. Beautiful, little, big, expensive
b. Marker, eraser, book, pen
c. Chair, table, bag, chalk
d. Behind, beside, between, under

26. What is the antonym of “behind”?
- a. between
 - b. beside
 - c. under
 - d. in front of
27. S-A-D-N-O-H-E-M
The correct arrangement is...
- a. Hendsoma
 - b. Handsome
 - c. Hondsama
 - d. Hendsame
28. S-E-H-S-O
The correct arrangement is...
- a. Sheos
 - b. Sehos
 - c. Shoes
 - d. Sohes
29. What is the antonym of “Beautiful”?
- a. Ugly
 - b. Pretty
 - c. Tall
 - d. Handsome
30. What is the synonym of “Tall”?
- a. Big
 - b. Small
 - c. Large
 - d. High

B. Answer the question bellow well!

1. Write a diary about your experience!



Appendix 10

ATTENDANCE LIST

The Students' of VIII B Class (Control Class)

No.	Name
1	Aditya Eka P.
2	Ahmad Ridwan
3	Arreza Zaki A.
4	Azra Januar H.
5	Bhakti Hendra
6	Dhany Imanda
7	Eko Priyono
8	Egi Prastiyono
9	Erlinda Syafara Z.
10	Faiqo Arzak
11	Hafidh Ibrahim
12	Indah Agus L.
13	Indra Pratama
14	Iqbal Kurniawan Latifah Nur A ni
15	Muhamad Aziz Naufal H.
16	Muhamad Putra
17	Muhamad Furqon
18	Nazar Ramadan
19	Nurfuadi A.
20	Rahmawati
21	Rifda Rahmadhanti
22	Saena Alifahtur
23	Serli Aprilia
24	Takarino S. A.
25	Wahyuning Tyas F.
26	Yuniar Dewi P.

The Students' of VIII C Class (Experiment Class)

No.	Name
1	Adelia Suciani
2	Adzar Akmal
3	Agni Disti Ana
4	Aisyah Raya S.
5	Azro Mumtazah
6	Azzah Hanayah
7	Dewi Amalia S.
8	Fadlan Hilal R.
9	Farhan Shofarudin
10	Fathur Rokhman
11	Hanna Tristansani A.
12	Imas Syafitri
13	Iqbal Afif A.
14	Marisa Tria Nur A.
15	Melani Kurnia P.
16	Nicki Arvelia M. P.
17	Olif Anit Abdilla
18	Raditya Putra M.
19	Rahmadani Laelatul F.
20	Refina Najma Umairo
21	Safira Dwi Ariyanti
22	Sani Dwi Saputri
23	Sauki Azka Ibrahim
24	Septiana Rahmadani
25	Valenia Rahma
26	Wili Restu Aprilia
27	Andara Edji Nazwarani

Appendix 11

RESULTS OF VALIDITY RELIABILITY

1. Result of Pre-test Validity Reliability

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Q1	22,43	45,810	,544	,918
Q2	22,57	45,513	,503	,919
Q3	22,43	45,587	,585	,918
Q4	22,43	45,587	,585	,918
Q5	22,50	45,741	,500	,919
Q6	22,46	46,406	,410	,920
Q7	22,36	46,683	,463	,920
Q8	22,36	46,979	,401	,920
Q9	22,46	45,739	,525	,919
Q10	22,39	46,173	,517	,919
Q11	22,43	45,587	,585	,918
Q12	22,50	45,370	,562	,918
Q13	22,46	45,369	,589	,918
Q14	22,39	46,173	,517	,919
Q15	22,50	45,815	,488	,919
Q16	22,43	45,735	,558	,918
Q17	22,36	46,683	,463	,920
Q18	22,46	45,962	,486	,919
Q19	22,36	46,831	,432	,920
Q20	22,43	45,513	,599	,918
Q21	22,43	45,513	,599	,918
Q22	22,43	45,958	,517	,919
Q23	22,43	45,587	,585	,918
Q24	22,39	47,136	,331	,921
Q25	22,54	45,813	,470	,920
Q26	22,50	44,185	,763	,915
Q27	22,43	46,180	,477	,919
Q28	22,43	46,624	,397	,921
Q29	22,43	46,624	,397	,921
Q30	22,50	46,259	,414	,920

2. Result of Post-test Validity Reliability

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Q1	23,11	36,544	,386	,901
Q2	23,25	35,676	,445	,900
Q3	23,07	36,661	,412	,901
Q4	23,07	36,513	,452	,900
Q5	23,18	35,634	,506	,899
Q6	23,21	35,878	,428	,900
Q7	23,07	36,810	,372	,901
Q8	23,18	36,078	,414	,901
Q9	23,11	36,544	,386	,901
Q10	23,14	35,386	,602	,897
Q11	23,18	35,560	,521	,899
Q12	23,21	36,026	,399	,901
Q13	23,25	35,824	,417	,901
Q14	23,11	36,321	,439	,900
Q15	23,25	35,231	,529	,898
Q16	23,07	36,810	,372	,901
Q17	23,21	34,915	,618	,897
Q18	23,25	35,380	,501	,899
Q19	23,18	35,782	,475	,899
Q20	23,14	36,053	,454	,900
Q21	23,14	35,090	,669	,896
Q22	23,07	36,587	,432	,900
Q23	23,25	35,676	,445	,900
Q24	23,11	36,025	,510	,899
Q25	23,25	35,676	,445	,900
Q26	23,14	35,386	,602	,897
Q27	23,18	36,078	,414	,901
Q28	23,21	35,878	,428	,900
Q29	23,18	36,226	,384	,901
Q30	23,18	35,930	,445	,900

Appendix 12

SAMPLE OF INSTRUMENT THE TESTS OF PRE-TEST and POST-TEST
ON STUDENT

Instrument of the Research

Pre-test

A. Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

1. A school is the place where students with their teachers.

a. teach	c. play
b. work	<input checked="" type="checkbox"/> d. study
2. Sally has her birthday. Sally's very

<input checked="" type="checkbox"/> a. happy	c. angry
b. easy	d. hungry
3. My little sister and brother are very hungry, so I lunch for them.

<input checked="" type="checkbox"/> a. prepare	c. throw
b. wear	d. kick
4. Thomas the competition in a National Olimpiade. He looks very happy.

a. jumped	c. celebrated
b. lost	<input checked="" type="checkbox"/> d. won
5. Tina's bicycle is broken. Tina is really now.

a. charm	<input checked="" type="checkbox"/> c. sad
b. happy	d. confuse
6. My mother is a tailor. She sews and makes

a. books	c. chairs
b. foods	<input checked="" type="checkbox"/> d. clothes

Read the text to answer questions number 7 to 9

When I was at the 8th grade of Junior High School, my family and I went to Bali for three days. I had many (7) ... during the vocation. First day, we visited Kuta Beach in the early morning. We saw the beautiful (8) ... together on the second day, we spent our last day in Pandawa Beach. We enjoyed the green and shady forests (9) ... In the afternoon, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

7.

<input checked="" type="checkbox"/> a. experiences	c. pull
b. spent	d. wanted
8.

a. stars	<input checked="" type="checkbox"/> c. sunrise
b. moon	d. sunsei
9.

a. strangely	c. quickly
b. curiously	<input checked="" type="checkbox"/> d. pleasantly

Read the text to answer questions number 10 to 13

Yesterday my family and I went to the (10) ... to see elephant. When we got to the zoo, we went to the shop to buy some food to give to the (11) ... After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we (12) ... some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but (13) ... It was because we had so much fun activities at many places at the zoo.

10.

- a. garden
b. market

- ~~c. zoo~~
d. swim

11.

- a. plants
~~b. animals~~

- c. money
d. people

~~12.~~

- ~~a. put~~
~~b. kill~~

- c. catch
d. see

13.

- ~~a. happy~~
b. sad

- c. cry
d. angry

14. My hobby is because the book is a window to the world. Many knowledge can to get from it. And I read every book that in the library.

- a. swimming
~~b. reading~~

- c. singing
d. writing

Read the text to answer questions number 15 to 16

It was almost 6 a.m. Yuda was hurriedly packing up his thing. He has to catch up the 7 a.m. (15) ... to Bandung. At 6.30 a.m. a taxi was coming to pick him up. He asked the driver to rush because his train was at 7 a.m. the traffic was very crowded. When he arrived at the (16) ..., the time showed 7.15 a.m. the train had already left.

15.

- a. ship
b. bus

- ~~c. train~~
d. plane

16.

- a. terminal
b. airport

- c. port
~~d. station~~

17. My younger brother went to dentist two days ago because his were in pain.

- ~~a. teeth~~
b. ears

- c. hands
d. fingers

18. You can find in your kitchen.

- a. pillow
~~b. stove~~

- c. television
d. sofa

19. My mother is chef. She sews and makes
- a. books
~~b. foods~~
 c. chairs
 d. clothes
20. My father always reads every morning in the living room
- ~~a. newspaper~~
 b. radio
 c. computer
 d. television
21. The gardener that works at my school the grass and plants a very beautiful flower every Friday.
- a. throws
 b. plans
~~c. cuts~~
 d. goes
22. Candy is, but honey is sweeter than candy.
- ~~a. sweet~~
 b. salt
 c. sour
 d. smooth
23. This activity is cleaning something usually with soap and water, it is called
- a. Make
~~b. Wash~~
 c. Paint
 d. Cook
24. The glass is of water.
- a. small
 b. big
 c. high
~~d. full~~
25. Which one belongs to the verb class below
- a. Beautiful, little, big, expensive
~~b. Open, wash, hang, paint~~
 c. Chair, table, bag, chalk
 d. Behind, beside, between, under
26. What is the antonym of "in front of"?
- a. between
 b. beside
 c. under
~~d. behind~~
27. E-I-P-R-A-R
 The correct arrangement is
- a. Ripear
 b. Rniaper
~~c. Repair~~
 d. Riaper
28. C-U-T-R-E-O-N
 The correct arrangement is
- a. Roceunt
~~b. Recount~~
 c. Ruceont
 d. Recuont
29. What is the synonym of "Beautiful"?
- a. Ugly
~~b. Pretty~~
 c. Tall
 d. Handsome
30. What is the antonym "Small"?
- a. Tall
 b. High
~~c. Big~~
 d. Beautiful

Nana: Andara E.N
Kls: 8C

B. Answer the question below well!

1. Write a diary about your daily activity!

Every day, I get up early at 04:00 am. after that i pray and take a shower. After taking a shower I get ready and go to school. After school I usually change clothes then eat. After that I went again to my sacred site practice. ~~After~~ Came home from practice I immediately showered and prayed maghrib.



(98)

Instrument of the Research

Post-test

A. Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

1. A school is the place where teachers with their students.

<input checked="" type="checkbox"/> a. teach	c. play
b. work	d. study
2. Kevin's pet cat died. Kevin's very

a. happy	c. angry
<input checked="" type="checkbox"/> b. sad	d. huagry
3. My little sister and brother are very hungry, so I breakfast for them.

<input checked="" type="checkbox"/> a. prepare	c. throw
b. wear	d. kick
4. Thomas the competition in a National Olimpiade. He looks very sad.

a. jumped	c. celebrated
<input checked="" type="checkbox"/> b. lost	d. won
5. Tina's bicycle is new. Tina is really now.

a. charm	c. sad
<input checked="" type="checkbox"/> b. happy	d. confuse
6. My uncle is a carpenter. He sews and makes

a. books	<input checked="" type="checkbox"/> c. chairs
b. foods	d. clothes

Read the text to answer questions number 7 to 9

When I was in 7th Grade, my class had a (7) ... to a small village we visited a cow farm. We got there in late afternoon on Saturday. It was almost sunset. We spent the night in a big house.

On Sunday (8) ..., very early before sunrise, we walked to the farm. When we got there, some farmers were milking the cow. They told us to try it, but it was not easy. After we milked the cows, we had breakfast. We had very nice hot milk for breakfast. After breakfast, we helped the farmers. Some of us helped them to feed the cows, and some of us helped the farmers wash the cows. At 10 a.m., we took a rest. They gave each of us a big glass of cold fruity yoghurt. Then we went home. I will never (9) ... the trip to the farm.

7.

<input checked="" type="checkbox"/> a. went	c. holiday
b. tour	d. came
8.

a. evening	<input checked="" type="checkbox"/> c. morning
b. afternoon	d. night
9.

a. try	c. sad
b. mind	<input checked="" type="checkbox"/> d. forget

19. My father is author. He sews and makes
 a. books
 b. foods
 c. chairs
 d. clothes
20. My little brother always watching cartoon in every morning.
 a. newspaper
 b. radio
 c. computer
 d. television
21. Mr. Anwar is a farmer's. He is work in the
 a. Office
 b. School
 c. Forest
 d. Rice field
22. Candy is sweet, but is sweeter than candy.
 a. sugar
 b. honey
 c. sour
 d. salt
23. This activity is drawing something usually with scenery, it is called
 a. Make
 b. Wash
 c. Paint
 d. Cook
24. My ... is green.
 a. small
 b. big
 c. high
 d. bag
25. Which one belongs to the school tools below
 a. Beautiful, little, big, expensive
 b. Marker, eraser, book, pen
 c. Chair, table, bag, chalk
 d. Behind, beside, between, under
26. What is the antonym of "behind"?
 a. between
 b. beside
 c. under
 d. in front of
27. S-A-D-N-O-H-E-M
 The correct arrangement is
 a. Hendsoma
 b. Handsome
 c. Hondsama
 d. Hendsama
28. S-E-H-S-O
 The correct arrangement is
 a. Sheos
 b. Schos
 c. Shoes
 d. Sohes
29. What is the antonym of "Beautiful"?
 a. Ugly
 b. Pretty
 c. Tall
 d. Handsome
30. What is the synonym of "Tall"?
 a. Big
 b. Small
 c. Large
 d. High

B. Answer the question below well!

1. Write a diary about your experience!

Going to Lertina Beach

Saturday 11th January 2021

A few months ago I went to Lertina beach with my family it is located in Serdang
Belang district about 52 km from Medan city North Sumatra the trip there took
About 1,5 hours we left from Medan at 07.30 using a car and we arrived about
09.00 o'clock



Instrument of the Research
Experimental Class
Control

Pre-test

A. Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

1. A school is the place where students with their teachers.

a. teach	c. play .
b. work	<input checked="" type="checkbox"/> study
2. Sally has her birthday. Sally's very

<input checked="" type="checkbox"/> happy .	c. angry
b. easy	d. hungry
3. My little sister and brother are very hungry, so I lunch for them.

<input checked="" type="checkbox"/> prepare	c. throw
b. wear	d. kick
4. Thomas the competition in a National Olimpiade. He looks very happy.

a. jumped	<input checked="" type="checkbox"/> celebrated
b. lost	<input checked="" type="checkbox"/> won
5. Tina's bicycle is broken. Tina is really now.

a. charm	<input checked="" type="checkbox"/> sad
<input checked="" type="checkbox"/> b. happy	d. confuse
6. My mother is a tailor. She sews and makes

a. books	c. chairs
b. foods	<input checked="" type="checkbox"/> d. clothes

Read the text to answer questions number 7 to 9

When I was at the 8th grade of Junior High School, my family and I went to Bali for three days. I had many (7) ... during the vocation. First day, we visited Kuta Beach in the early morning. We saw the beautiful (8) ... together on the second day, we spent our last day in Pandawa Beach. We enjoyed the green and shady forests (9) ... In the afternoon, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

7.

<input checked="" type="checkbox"/> experiences	c. pull.
b. spent	d. wanted
8.

a. stars	<input checked="" type="checkbox"/> sunrise
b. moon	<input checked="" type="checkbox"/> sunset
9.

a. strangely	c. quickly
<input checked="" type="checkbox"/> curiously	<input checked="" type="checkbox"/> d. pleasantly

Read the text to answer questions number 10 to 13

Yesterday my family and I went to the (10) ... to see elephant. When we got to the zoo, we went to the shop to buy some food to give to the (11) ... After getting the food, we went to the nocturnal house where we saw birds and reptiles

which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but I was ok. During the lunch we (12) ... some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but (13) . It was because we had so much fun activities at many places at the zoo.

10.

- a. garden
- b. market

- c. zoo
- d. swim

11.

- a. plants
- b. animals

- c. money
- d. people

12.

- a. put
- b. kill

- c. catch
- d. see

13.

- a. happy
- b. sad

- c. cry
- d. angry

14. My hobby is because the book is a window to the world. Many knowledge can to get from it. And I read every book that in the library.

- a. swimming
- b. reading

- c. singing
- d. writing

Read the text to answer questions number 15 to 16

It was almost 6 a.m. Yuda was hurriedly packing up his thing. He has to catch up the 7 a.m. (15) ... to Bandung. At 6.30 a.m. a taxi was coming to pick him up. He asked the driver to rush because his train was at 7 a.m. the traffic was very crowded. When he arrived at the (16) ..., the time showed 7.15 a.m. the train had already left.

15.

- a. ship
- b. bus

- c. train
- d. plane

16.

- a. terminal
- b. airport

- c. port
- d. station

17. My younger brother went to dentist two days ago because his were in pain.

- a. teeth
- b. ears

- c. hands
- d. fingers

18. You can find in your kitchen.

- a. pillow
- b. stove

- c. television
- d. sofa

19. My mother is chef. She sews and makes

- a. books
- b. foods

- c. chairs
- d. clothes

20. My father always reads every morning in the living room

- a. newspaper
- b. radio

- c. computer
- d. television

21. The gardener that works at my school the grass and plants a very beautiful flower every Friday.
- a. throws ~~✗~~ cuts
 b. plans d. goes
22. Candy is, but honey is sweeter than candy.
- ~~✗~~ sweet c. sour
 b. salt ~~✗~~ smooth
23. This activity is cleaning something usually with soap and water, it is called
- a. Make c. Paint
~~✗~~ Wash d. Cook
24. The glass is of water.
- a. small c. high
 b. big ~~✗~~ full
25. Which one belongs to the verb class below
- a. Beautiful, little, big, expensive
 b. Open, wash, hang, paint
~~✗~~ Chair, table, bag, chalk
 d. Behind, beside, between, under
26. What is the antonym of "in front of"?
- a. between c. under
~~✗~~ beside ~~✗~~ behind
27. E-I-P-R-A-R
 The correct arrangement is
- a. Ripear ~~✗~~ Repair
 b. Raiper d. Riaper
28. C-U-T-R-E-O-N
 The correct arrangement is
- a. Roccoant c. Ruceont
~~✗~~ Recount d. Recuont
29. What is the synonym of "Beautiful"?
- a. Ugly c. Tall
~~✗~~ Pretty d. Handsome
30. What is the antonym "Small"?
- a. Tall ~~✗~~ Big
 b. High d. Beautiful

- B. Answer the question below well!
1. Write a diary about your daily activity!

daily activity

Saturday 21 January 2021

Every Morning I wake up ~~sleep~~ at 3.44 .to do
worship until 4.55 , after that I revised some
of me assignments while having breakfast with
my family , after that I took a shower and got
ready to go to school



Instrument of the Research Control Class

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Post-test

A. Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

1. A school is the place where teachers with their students.

<input checked="" type="checkbox"/> a. teach	c. play
b. work	d. study
2. Kevin's pet cat died. Kevin's very

a. happy	c. angry
<input checked="" type="checkbox"/> b. sad	d. hungry
3. My little sister and brother are very hungry, so I breakfast for them.

<input checked="" type="checkbox"/> a. prepare	c. throw
b. wear	d. kick
4. Thomas the competition in a National Olimpiade. He looks very sad.

a. jumped	c. celebrated
<input checked="" type="checkbox"/> b. lost	d. won
5. Tina's bicycle is new. Tina is really now.

a. charm	<input checked="" type="checkbox"/> b. sad
<input checked="" type="checkbox"/> b. happy	d. confuse
6. My uncle is a carpenter. He sews and makes

a. books	<input checked="" type="checkbox"/> c. chairs
b. foods	d. clothes

Read the text to answer questions number 7 to 9

When I was in 7th Grade, my class had a (7) ... to a small village we visited a cow farm. We got there in late afternoon on Saturday. It was almost sunset. We spent the night in a big house.

On Sunday (8) ..., very early before sunrise, we walked to the farm. When we got there, some farmers were milking the cow. They told us to try it, but it was not easy. After we milked the cows, we had breakfast. We had very nice hot milk for breakfast. After breakfast, we helped the farmers. Some of us helped them to feed the cows, and some of us helped the farmers wash the cows. At 10 a.m., we took a rest. They gave each of us a big glass of cold fruity yoghurt. Then we went home. I will never (9) ... the trip to the farm.

7.

a. went	c. holiday
<input checked="" type="checkbox"/> b. tour	<input checked="" type="checkbox"/> d. came
8.

a. evening	<input checked="" type="checkbox"/> c. morning
b. afternoon	d. night
9.

a. try	c. sad
b. mind	<input checked="" type="checkbox"/> d. forget

Read the text to answer questions number 10 to 13

I go to school every week from Monday to Friday. I usually get up at 5 a.m., then tidy up my bed. My mother usually (10) ... breakfast while I take a bath. After breakfast, I go to (11) ... on foot. I spent six hours at school. Before going home, my friends and I usually eat our lunch box together. I took a nap for two hours before doing my homework. My mother usually allows me to play with my sisters after I finished my homework. We usually play hide and seek or read comic books together. At night, we eat (12) ... together. After that, I brush my (13)

10.
 a. bath
 b. sleep
 c. ~~cooks~~
 d. sweep
11.
 a. school
 b. station
 c. market
 d. ~~airport~~
12.
 a. ~~lunch~~
 b. breakfast
 c. bread
 d. dinner
13.
 a. eyes
 b. ~~teeth~~
 c. mouth
 d. nose
14. My hobby is because song is something that makes us feel good.
 a. swimming
 b. reading
 c. ~~singing~~
 d. writing

Read the text to answer questions number 15 to 16

Every Sunday, I wake up at 6 a.m. Then, I take a shower and have breakfast. After that, my brother and I accompany my mom to go the (15) ... near my house. We are happy to go to the market because we can buy delicious food there. Then, I visit my friends' houses and play with them. At noon, I have my lunch. Then, I (16) ... again with my friends. I usually come home at 4 p.m. then, I take a shower and do my homework. After that, I have dinner with my family. At 9 p.m., I go to bed.

15.
 a. school
 b. station
 c. ~~market~~
 d. airport
16.
 a. read
 b. ~~play~~
 c. sleep
 d. swim
17. My sister went to with mother last days because she's fever.
 a. room
 b. market
 c. ~~hospital~~
 d. garden
18. You can find in your bedroom.
 a. pillow
 b. ~~stove~~
 c. television
 d. sofa

19. My father is author. He sews and makes
 a. books c. chairs
 b. foods d. clothes
20. My little brother always watching cartoon in every morning.
 a. newspaper c. computer
 b. radio d. television
21. Mr. Anwar is a farmer's. He is work in the
 a. Office b. Forest
 b. School d. Rice field
22. Candy is sweet, but is sweeter than candy.
 a. sugar c. sour
 b. honey d. salt
23. This activity is drawing something usually with scenery, it is called
 a. Make c. Paint
 b. Wash d. Cook
24. My ... is green.
 a. small c. high
 b. big d. bag
25. Which one belongs to the school tools below
 a. Beautiful, little, big, expensive
 b. Marker, eraser, book, pen
 c. Chair, table, bag, chalk
 d. Behind, beside, between, under
26. What is the antonym of "behind"?
 a. between c. under
 b. beside d. in front of
27. S-A-D-N-O-H-E-M
 The correct arrangement is
 a. Hendsoma c. Hondsama
 b. Handsome d. Hendsame
28. S-E-H-S-O
 The correct arrangement is
 a. Sheos c. Shoes
 b. Sehos d. Sohes
29. What is the antonym of "Beautiful"?
 a. Ugly c. Tall
 b. Pretty d. Handsome
30. What is the synonym of "Tall"?
 a. Big c. Large
 b. Small d. High

B. Answer the question below well!

1. Write a diary about your experience!

My experience and family when welcoming
- the New Year -
2 diari experience s

on new year's eve my extended family and i went to my grandfather's house to welcome the new year, and after that my family and i had dinner at pizza hut ~~1~~ which was in a purwokerto mall and after that we shopped for ingredients to eat at home while using new, and that's my experience with my extended family.

at night . 31 - December
2022



Appendix 13

SAMPLE DIARY OF ONE OF THE STUDENTS

Date: _____

Friday, 13rd January 2023

My activities today.

In the morning, I wake up at 4 am, then take a shower and pray, then go straight to school. Because today it's only until 10 o'clock I go home early.

After arriving home, I changed my clothes and got ready to do group work with my friends. I set off by motorbike with my friend, after a few minutes of travel I arrived at my friend's house. There we play first and then do it. While working on we also drink cold drinks, in short after finishing I go home at 3 pm, I also go home with my friend again, I take him to his house first then I go home, and today is a happy day for me. THANK YOU!



Saturday, 14th January 2023

My daily life

As ~~at~~ usual I get up early for school, because today is Saturday so ~~good~~ go home a little early. Lessons as usual, yes it's a bit boring but Saturday is very fun, because it's Sunday night. My Saturday night this time I went to the night market with my friends there were five of us, at first I was only three, but when we got there we met our two friends we go around, and we go on extreme rides, it's so much fun.

Sunday, 15th January 2023

My Sunday.

My Sunday starts with me waking up at 4 am then I do other activities. Sunday morning I was invited to go to Alfanart to buy lots of snacks and drinks, I also bought ice cream, I went home and ate my snacks, in the afternoon I tried to invite my friend to go to night market, he finally wanted us to go together. When we arrived we immediately walked and got on one of the rides, namely the water wave, it was very fun, after that I walked for a while and played other games, when we were going home we both bought crepes first and eat them, then went home.

Monday, 16th January 2023

Today!

Monday for me is not fun, I don't like Monday, because there is a ceremony and it is very tiring. But I still live it, I get up early and go to school. Until I line up and carry out the ceremony. The ceremony is very annoying, because it's under sun. It's very hot and made me sweat. After the ceremony the first lesson was sports. So I changed into my sports clothes, we went to the field and we did sprint material, after practice we changed clothes to wear the student council uniform and had the next lesson. That's all my Monday and nothing special.

Tuesday, 17th January 2023

Today I wake up as usual, at 4 in the morning, then I took a shower and went to school, today felt normal because I wasn't very excited, but that's okay.

At school it goes on as usual, I carry out lessons on Tuesday, at school during recess I go to the canteen with my friends, but before that I pray dhuha first, then have a snack.

There is an incoming bell then we continue the next lesson, until noon, we pray, and continue the lesson, the lesson is over I go home, after coming home I immediately shower and change clothes then rest.

Wednesday, 18th January 2023

Today is Wednesday. As usual nothing special but quite fun, I wake up early and go to school as usual, at school I'm happy, to be honest I prefer at school than at home, because at school it's fun to meet friends and play game.

But it's a bit annoying, because suddenly there is a daily test which I haven't studied at all, and the

teacher doesn't even tell me if I want a daily test, well what can I do anyway. So nothing special, everything is normal, it's my Wednesday.

OF. KH. SAIFUDDIN ZUL

Thursday, 19th January 2023

This thursday i'm pretty happy, yeah maybe you could say happy but not really happy. So I wake up as usual and go to school, just the first lesson, suddenly there's a sudden daily test and I'm not told, that's really annoying, but okay. When during recess I was happy, because someone made me blush, so funny, and until now I haven't been able to forget it, I couldn't say anything there because I was embarrassed, embarrassed but happy. Oh yeah when I was going to the library because there was a ladder for me went down, when I went down I slipped 2 stairs, luckily I was okay, and no one saw except my 2 friend who were with me too, my feet hurt a lot there, but on the other hand I was also embarrassed even though no one saw, anyway today alot happened unexpected haha.

Thanks.

Friday

~~Saturday~~, 20th January 2023

I wake up in the morning at 4 in the morning. Then I rushed to take a shower and pray at dawn. After that I immediately went to school, at school the lessons went on as usual, because on Friday I came home early, at school there were only math and english lessons, but what was done only math, while english is empty until I go home, at school I eat snacks as usual and play with friends but i'm a bit happy today, because something makes me blush, maybe my friday is just like that, after that I go home and carry out other activities.

OF. KH. SAIFUDDIN ZU

Appendix 14

PHOTOS OF LEARNING ACTIVITIES

1. The Pictures in the Experiment Class



The picture of Experimental Class Pre-test



The picture of Experiment Class Post-test

2. The Pictures in the Control Class



The picture of Control Class Pre-test



The picture of Control Class Post-test

Appendix 15**CURRICULUM VITAE****A. Identity:**

1. Full name : Medita Laras Widyoninsti
2. NIM : 1817404025
3. Place/ Date of Birth : Banyumas/ 05 December 1999
4. Home Address : The Pengadegan village, Rt 02/ Rw 02
Wangon, Banyumas.
5. Father's Name : Wahyono (almarhum)
Koko Antoni (wali)
6. Mother's Name : Ninnin Sholechah
Winarsih S. Ag. (wali)

B. Resume of Education

1. Formal Education
 - a. SD Negeri 1 Pengadegan, 2011
 - b. MTs. Ma'arif NU 1 Wangon, 2014
 - c. SMA Negeri 1 Wangon, 2017
 - d. UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2018
2. Non-Formal Education:
 - a. Teach English in Bimbel Brilliant, 2022


Purwokerto, September 12th, 2023



Medita Laras Widyoninsti
S.N. 1817404025

Appendix 16

CERTIFICATE OF BTA and PPI



IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.ainpurwokerto.ac.id


SERTIFIKAT
 Nomor: In.17/UPT.MAJ/13071/19/2021

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : MEDITA LARAS WIDYONINSTE
NIM : 1817404025

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	70
# Tartil	:	70
# Imia'	:	70
# Praktek	:	70
# Nilai Tahfidz	:	70



Purwokerto, 19 Jul 2021

ValidationCode

Appendix 17

CERTIFICATE OF ARABIC LANGUAGE DEVELOPMENT



IAIN PURWOKERTO

وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة

عنوان: شارع جمال أحمد يتي رقم: 10، بوروكرتو 53136 هاتف: 0281 - 624672 - 624673 www.iaipurwokerto.ac.id

الشهادة

الرقم: ان.17 / UPT.Bhs / PP.009 / 11472 / 2019

	منحت الى
: ميليتا لاراس وديونينستي	الاسم
: بيانوماس، 05 ديسمبر 1999	المولودة
الذي حصل على	
: 01 فهم المسموع	
: 43 فهم العبارات والتراكيب	
: 46 فهم المقروء	
: 466 النتيجة	

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ 4
مايو 2019



بوروكرتو، 29 أبريل 2019
رئيس الوحدة لتنمية اللغة.

الدكتور صبور، الماجستير
رقم التوظيف: 1005 1993.3 1967.03.07



ValidationCode

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1/1

Appendix 18

CERTIFICATE OF ENGLISH LANGUAGE DEVELOPMENT

EPTIP CERTIFICATE*(English Proficiency Test of IAIN Purwokerto)*

Number: In.17/UPT.Bhs/PP.009/11272/2019

This is to certify that

Name : MEDITA LARAS WIDYONINSTI
Date of Birth : BANYUMAS, December 5th, 1999

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on April 22nd, 2019, with obtained result as follows:

1. Listening Comprehension : 52
 2. Structure and Written Expression : 46
 3. Reading Comprehension : 51

Obtained Score : 496



The English Proficiency Test was held in IAIN Purwokerto.



ValidationCode

Purwokerto, April 29th, 2019
 Head of Language Development Unit,

Dr. Subur, M.Ag.


NIP: 19670307 199303 1 005

CERTIFICATE OF COMPUTER

SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-636624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



IAIN PURWOKERTO

No. IN.17/UPT-TIPD/6451/II/2021

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:


MEDITA LARAS WIDYONINSTE
NIM: 1817404025


Tempat / Tgl. Lahir: Banyumas, 05 Desember 1999

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto **Program Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.


MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	75 / B
Microsoft Excel	75 / B
Microsoft Power Point	77 / B+





Purwokerto, 15 Februari 2021
 Kepala UPT TIPD



Dr. H. Fajar Hardoyono, S.Si, M.Sc
 NIP. 19601215 200501 1 003

CERTIFICATE OF SERVICE PROGRAM



Appendix 21

CERTIFICATE OF MACRO TEACHING

