

**THE EFFECTIVENESS OF *WORD MAPPING TECHNIQUE* ON
STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF
SMP NEGERI 4 SATU ATAP SUSUKAN BANJARNEGARA**



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**

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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MOTTO

“Your life is your choice”

(Hana Mufidah)

“Don’t depend on anyone, try harder”

(Hana Mufidah)

“Your time is limited, don’t waste it on other people’s lives”

(Steve Jobs)



DEDICATION

I dedicate this thesis to:

*My beloved father, Sudarno Dasimin, thank you for everything you have given.
You're my first love, thank you Dad for bringing me to this place even though in the
end I had to struggle without you.*

*My beloved mother, Soniati, thank you for bringing me into the world, treat me, and
bring up with love. Thank you for all the prayers and support.*

*My beloved husband and my son, Fadhurahman Nayif Novantana and Haidar
Fahreza Arafif*

My beloved brother Kodri Nur Rohman and Ariqo Asafan

My beloved sister and my nephew, Lisa Nur Hakni and Azril Rahandika Alfariq

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All readers who have given the time to read this thesis



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5. Dr. Maria Ulpah, M. Si., Head of Tadris Department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M. Pd., Head of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
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17. 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 thesis are greatly appreciated.

Purwokerto, 18th March 2024

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**The Effectiveness of Word Mapping Technique on Students' Vocabulary
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ABSTRACT

Vocabulary is an important aspect in English learning, and it needs to be learned by the students who would like to master a language. In fact, most of the students find it difficult to master vocabulary. This research was aimed at examining the effectiveness of word mapping technique on students' vocabulary mastery. This is an experimental research by using one group pre-test and post-test design. The study was carried out at eight grade of SMP Negeri 4 Satu Atap Susukan, consisting of 22 students. The pre-test was given before the treatment and the post-test after treatment. N-gain test was used in this research as the data analysis technique. IMB SPSS V 25 for windows was used to analyze the data. The result of this study showed that word mapping technique was effective on students' vocabulary mastery. It can be seen from the result of the data calculation that the mean of pre-test score was 53.41 and the post-test score was 80.00. Based on the result of N-gain test score was 0.57, and the percentage was 57.14%, that mean it was an effective category. Therefore, it could be concluded that word mapping technique effective to increasing vocabulary and word mapping technique could be applied by the teacher in vocabulary mastery.

Keywords: Word Mapping, Vocabulary Mastery, Quantitative Research

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, operational definition, research question, objectives and significances of this research, and organization of the paper.

A. Background of the Study

Vocabulary is the words of a language, including single items and phrases or chunks of several words which present a particular meaning according to each individual.¹ Vocabulary is one of the essential aptitudes that should be well understood by learners in learning a new language. Vocabulary is an important aspect in English learning. Vocabulary is a prior ability to be mastered to increase other language skills.² Without vocabulary, learners cannot understand others or express their ideas. Jack C. Richard stated that vocabulary is an essential part of students' ability to communicate and become an understanding related to reading, listening, writing and speaking.³

Vocabulary takes an inseparable role in a language. It exists in the four fundamental skills for arranging sentences. Vocabulary is the core component of language capability, also as the measuring of how well students speak, listen, read, and write.⁴ If students have limit vocabulary, it means that they will not communicate and express their ideas effectively. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, reading besides grammar. A learner of a foreign language will speak fluently and accurately, write easily, or understand what

¹ Michael Lessard-Clouston, *Teaching Vocabulary*, (Ballenger Avenue: TESOL International Association, 2013), p. 2.

² Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabularies: A Review". *Journal of English Teaching*, Vol. 5, No. 1, 2019, p. 16.

³ Jack C. Richards and Willy A. Renandya. *Methodology In Language Teaching*, (United Stated of American; Cambridge University Press, 2002), p. 255.

⁴ Richards, J. C., & Renandya, W. A. *Methodology in language teaching: An anthology of current practice*. New York: Cambridge university press. 2002

they read or hears if they have enough vocabulary and has the capability of using it accurately.

Vocabulary is one of the basic elements that must be mastered by people who want to learn English.⁵ Vocabulary mastery helps people to communicate well, understand the meaning of words, and to pronounce them fluently. According to Indriarti, that vocabulary mastery is someone's ability to understand or to use words in a language.⁶ If the learners would like to learn a particular language, such as English, they should develop their vocabulary mastery first because it will influence every step of the process in learning language itself.

Based on the preliminary observation and also the interview with Mrs. Iriani Wachyu P, S. Pd as the English teacher at SMP Negeri 4 Satu Atap Susukan, it was found that the students had difficulties in mastering four skills (listening, reading, speaking, and writing) because students lack of vocabulary. It can be identified from their difficulty expressing their ideas during the learning process. English has different pronunciation to the written form, therefore students have difficulties to catch the meaning of the vocabulary. Students get hard in use and apply vocabularies because they didn't understand the meaning of word.

Besides, learners will face difficulties learning vocabulary and four English skills, especially in a foreign language. There are several difficulties faced by Indonesian learners in mastering vocabulary (1) the differentiation between written form and pronunciation, (2) the variety of grammatical forms, (3) word-knowledge complications, (4) The minimum information about words, (5) lack of practice and interact with English, (6) the differentiation of Indonesian and English alphabet sounds, etc.⁷

⁵ Maulani Anjani Sukirno and Agus Husein As Sabiq, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students". *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 2020, Vol. 25, No. 1, p. 163.

⁶ Indriarti, I. "The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery". *Journal of English Language Teaching*. Vol, 3 No, 1. (2014). 76-87.

⁷ Bimas Reskiawan, et.al., "A Study on Students' Difficulties in Vocabulary Mastery at First Grade

According to Ivone, general vocabulary taught by teachers to students is only limited to memorizing and looking for meaning in a dictionary.⁸ Some teachers usually ask students to look up and translate English vocabulary using a dictionary, and then students are asked to memorize it. Most schools have used this method, using dictionaries to help students find the meaning of vocabulary. In Indonesia, learning in this way is still being carried out.

Vocabulary learning is essential for teachers so that students can understand English learning. Students' language will increase when students are easy to catch the vocabulary.⁹ The teacher should be selective in choosing teaching strategies and also must make teaching and learning vocabulary more interesting. There are many strategies that teachers can use to help students improve their vocabulary, such as cooperative learning, clustering, memory, drilling, word wall, word mapping, and others. One of the strategies that has proven effective in increasing students' vocabulary is word mapping. In the previous research, using word mapping strategy in the learning process in the classroom has a significant effect on the students' vocabulary mastery.¹⁰

Word mapping technique is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways.¹¹ Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept.

Word maps are visual illustration of word meanings organized to show relationship with other related words.¹² He states that word mapping is

Students of SMPN 1 Baula". *Journal of Al-Tamaddun*, Vol. 10, No. 1, 2020, p. 34-51.

⁸ Ivone. *An analysis of students Difficulties in Vocabulary Mastery*. (2005).

⁹ Tarigan. *Teaching vocabulary*, (Cet. 1: Bandung; Angkasa, 1993), p. 14.

¹⁰ Irma Juniarni. *The Effect of Using Word Mapping Strategy to the Students' Vocabulary Mastery at SMPN 15 IT Binjai*, Thesis: Universitas Islam Negeri Sumatera Utara Medan, 2020

¹¹ Widyawati. *Investigating the impact of word mapping on the students' vocabulary achievement and the students' preception at junior high school level*. Thesis: Universitas Lampung, 2016

¹² Penton, R., Glenn, J., & English, C. *Effective Literacy Strategy: A Guide for Teachers* (J. Hay & M. Smith, eds.). Wellington: Ministry of Education. 2004

the evident strategy that can help students to think more creatively by enhancing their active exploration of related word and giving direction and guidance by developing their conceptual knowledge of related word.

The word mapping strategy is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships.¹³ In word mapping strategy, students refer to the context, prior knowledge, and the dictionary to find the definition and required items. It usually takes the form of placing the vocabulary word in the central portion of the graphic organizer and three separate sections for the three main questions about related words.

The purpose of the word mapping strategy is to challenge students to think wider and deeper about a single word that is related to each other.¹⁴ In order to make their vocabulary develop by relating one word to another word or phrase. In teaching vocabulary, Word Mapping strategy is considered an appropriate and applicable strategy used by the teacher in the classroom, particularly in building up a large store of words.

The related study that also focused on increasing vocabulary using word mapping technique in teaching learning. The first is a thesis by Widyawati NPM 1423042035 the title “Investigating the Impact of Word Mapping on Students’ Vocabulary Achievement and the Students’ Perception at Junior High School Level”¹⁵ the aim of this research is to find out whether there is an improvement of students’ vocabulary achievement after being taught by using word mapping and those who are taught by using conventional technique. The sample were the students of VII E and VII F at SMPN 20 Bandar Lampung. The instrument of this research is vocabulary test and questionnaire. This research conclude that there is significant

¹³ M. Graves, F. What Research Has to Say About Vocabulary Instruction. Newark: International Reading Association. 2008, p. 56-57

¹⁴ Asila Ulfa. The Effect Of Word Mapping Strategy Toward Students’ Vocabulary Of The First Grade Sudents at SMPN 1 Bengkalis, Thesis: Universitas Islam Riau, 2019, p.17

¹⁵ Widyawati. *Investigating the Impact of Word Mapping on the Students’ Vocabulary Achivement and the Students’ Perception at Junior High School Level*. 2016

difference of students' vocabulary achievement were taught by word mapping. Using word mapping can help students to recognize new vocabulary and this technique is very useful and the perception of students is positive.

The second is the article by Satuna Indah Wardani, the title "Improving Students' Vocabulary Mastery Using Word Mapping Strategy"¹⁶ the aim of this research was to find out whether the word mapping strategy was able to improve the students' vocabulary mastery. This research is classroom action research. The sample of this research was the third grade of Accounting Department at State Vocational School 1 Pamekasan which consist of 34 students. The instrument in this research is vocabulary test, students' observation sheets, and questionnaire. This research conclude that the use of word mapping strategy can improve students' vocabulary mastery. Students were more enthusiastic in learning difficult vocabulary, they looked enjoyable in the class that applied the word mapping strategy.

The third is the article by Hediza Haraz Lamaranti Melieta, the title "The Use Word Mapping Technique in Teaching Vocabulary"¹⁷ The purpose of this research was to find out the effectiveness of Word Mapping technique in teaching vocabulary. This research is pre-experimental research was conducted at SMPN 14 Pontianak. The sample of the research was the eighth grade students in class VIII A in academic year 2015/2016 which was chosen by using cluster random sampling technique. The findings of the research obviously showed that there was a significant difference of the students' achievement before and after Word Mapping technique was applied, and that the use of the technique had a highly significant effect on the students' vocabulary mastery shown by the students' improved scores on the posttest.

¹⁶ Satuna I. Wardhani. *Improving Students' Vocabulary Mastery Using Word Mapping Strategy*. Okara. 2015. Vol.1. Hal 133-139.

¹⁷ LM, Hediza Haras, Y. Gatot Sutapa, and Endang Susilowati. "The Use Of Word Mapping Technique In Teaching Vocabulary." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 5.10 (2016).

Based on previous studies, word mapping technique has been proven effective in increasing students' vocabulary, however this technique had never been applied in this institution. For that reason, an experiment using word mapping technique was applied in this research.

Based on explanation above, this research was conducted to examine whether or not it is significant to increase vocabulary mastery using Word Mapping technique and how effective increasing vocabulary mastery using Word Mapping technique is. Therefore, the researcher get to do the research entitled *“The Effectiveness of Word Mapping Technique on Students’ Vocabulary Mastery at Eight Grade of SMP N 4 Satu Atap Susukan Banjarnegara”*

B. Operational Definition

1. Vocabulary Mastery

Vocabulary is one of the language aspects that have to be learned when people are learning a language. Vocabulary is all the words in a language, all the words that somebody knows or used in a particular book or subject.¹⁸ Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing reading besides grammar. Cahyono & Widiati confirmed that vocabulary mastery is the essential part that makes it easier for students to learn skills in English.¹⁹ Vocabulary as a component could be a tool to increase all the skills of English. A learner of a foreign language will speak fluently and accurately, write easily, or understand what they reads or hears if they have enough vocabulary and has the capability of using it accurately.

2. Definition of Word Mapping Technique

¹⁸ Alison Waters, Oxford Advanced Essential Dictionary for Elementary and pre-intermediate Learners of English, (Oxford: Oxford University Press, 2006), p. 451.

¹⁹ Cahyono, B. Y., & Widiati, U. The Teaching EFL Vocabulary In The Indonesian Context; the state of art. TEFLIN Journal, (2015), 19(1), 1-17.

The word mapping strategy, or semantic mapping, is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships.²⁰ Word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways.²¹ Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. The purpose of the word mapping strategy is to challenge students to think wider and deeper about a single word that is related to each other.²² In order to make their vocabulary develop by relating one word to another word or phrase. So their list vocabulary becomes advanced.

C. Research Question

The research question formulated the problem as follows:
Is the use of word mapping technique effective on students' vocabulary mastery at SMPN 4 Satu Atap Susukan Banjarnegara?

D. Objectives and Significances of The Research

1. Objectives of The Research

The research is conducted to examine the effectiveness of using word mapping technique to the student's vocabulary mastery in eight grade of SMPN 4 Satu Atap Susukan Banjarnegara.

2. Significances of The Research

a. For English Teacher

This research encouraged English teachers in junior high school to choose the best methods and strategies for teaching English to their students.

²⁰ Graves, M. What Research Has to Say About Vocabulary Instruction. Newark: International Reading Association. 2008,p.94

²¹ Widyawati. Investigating the impact of word mapping on the students' vocabulary achievement and the students' preception at junior high school level. Thesis: Universitas Lampung, 2016

²² Asila Ulfa. The Effect Of Word Mapping Strategy Toward Students' Vocabulary Of The First Grade Sudents at SMPN 1 Bengkalis, Thesis: Universitas Islam Riau, 2019, p.17

From the theoretical review, the teacher could get ideas, theories, and knowledge on how to teach vocabulary through word mapping.

b. For the Students

The use of word mapping media was expected can be a valuable tool to help students in vocabulary mastery. The students were able to remember the word meaning based on the context. By using the word mapping technique, students could easy to understand and memorize new vocabulary in the learning process.

c. For the Other Researchers

The researcher hopes that this study can be used as a contribution to further research, especially in dealing with the study of vocabulary mastery with different subjects and different designs. Moreover, the other researchers will develop this research using different perspectives and different objects.

E. Organization of the Paper

To make systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follows:

Chapter I presents an introduction. It has eight sub-sections, those background of the study, operational definition, research question, objectives and significances of the research, review of previous research, literature review, research method, and structure of the research.

Chapter II presents the theories of word mapping strategy in Teaching Vocabulary.

Chapter III contains the research method. This chapter consists of the type of research, time and location of research, the technique of data collection, and the technique of data analysis.

Chapter IV contains the data presentation, data analysis, and discussion. This chapter explains and answers the question from the research question.

Chapter V contains the conclusion and suggestions for the research. In this chapter the researcher concludes and give suggestion related to the research.

CHAPTER II

LITERATURE REVIEW

This chapter discusses many theories related to the variable of this research. The first is about the vocabulary mastery which consists of definition of vocabulary, the importance of vocabulary, types of vocabulary, teaching vocabulary, significance of vocabulary mastery, factors affecting vocabulary. The second is about the word mapping strategy. The last is about previous studies and hypothesis.

A. Literature Review

1. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is the words of a language, including single items and phrases or chunks of several words which present a particular meaning according to each individual.²³ Vocabulary can be defined as the knowledge of the language and the ability to use it in context.²⁴ According to Alizadeh one of the elements of which learners need in order to be able to function in first language is vocabulary.²⁵ It means that vocabulary is the foundation for the learners who want to learn English. People cannot use English well without a good amount of vocabulary. Learning vocabulary is the first step to understanding or learning other skills; listening, speaking, writing, and reading.²⁶

Vocabulary as a component could be a tool to increase all the skills of English. Without vocabulary, students could not their ability to communicate with foreign people, read English literature, or write English literature. Richards & Renandya state that vocabulary is the core

²³ Michael Lessard-Clouston, *Teaching Vocabulary*, (Ballenger Avenue: TESOL International Association, 2013), p. 2.

²⁴ John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 28.

²⁵ Alizadeh, I. *Vocabulary Teaching Techniques: A Review of Common Practices*. *International Journal of Research in English Education*, 2016, 1(1), 22-30.

²⁶ Iman Santosa and Andriyadi, "The Use of My Dictionary Application to Improve Students' Vocabulary Mastery", p. 36.

component of language capability, also as the measuring of how well students speak, listen, read, and write.²⁷ It is mean vocabulary as the main aspect in learning, it also can be benchmarks of how good their English. Vocabulary is a necessary tool to help people in communication and sharing their ideas.²⁸ According to Indriarti, that vocabulary helps students to deliver the meaning in a communication.²⁹ It means that vocabulary was the total number of words that someone owns in expressing a language in communication.

According to Burton states that without a large vocabulary, it is impossible to use English language precisely and vividly.³⁰ Whereas, mastery is the ability to use, or knowledge. It means mastery is the capacity to use one of knowledge. Hornby states that mastery is total knowledge or great ability.³¹ Therefore, it is highly essential for English teachers to help their students in mastering vocabulary. when a student has mastered the elemental grammatical design of the language, his other assignment is to matter its vocabulary or at least that of its vocabulary that he requires, it is clear that vocabulary is essential in learning language especially English, because English vocabulary is greatly large and varies as well.

Therefore, mastering vocabulary helps everyone especially English language students in understanding the language well. Vocabulary mastery means the words in a language which people know and able to use.³² Knowing about a word involves knowing about its form (how it

²⁷ Richards, J. C., & Renandya, W. A. *Methodology in language teaching: An anthology of current practice*. New York: Cambridge university press. 2002

²⁸ Alqahtani, M. The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*. Vol,3 No, 3. (2015). 21-34.

²⁹ Indriarti, I. "The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery". *Journal of English Language Teaching*. Vol, 3 No, 1. (2014). 76-87.

³⁰ Bridge, Connie A., and Brenda Burton. "Teaching sight vocabulary through patterned language materials." *New inquiries in reading research and instruction* (1982): 119-123.

³¹ Hornby, A.S. "Oxford Advanced Learner's Dictionary of Current English." London: Oxford University Press. 1995, p. 721

³² Siti Sarah Fitriani, et.al., "The Study on Vocabulary Mastery and Vocabulary Learning Strategies

sounds, how it spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use).³³ One of the advantages of mastering vocabulary is that this will make the students to comprehend what the others means easier. Moreover, improving vocabulary will improve students' competence and social confidence.³⁴

There are several kinds of knowledge in assuming the meaning that an individual knows a word: (1) The definition of the word, (2) The written form of the word, (3) The spoken form of the word, (4) The grammatical behavior of the word, (5) The word collocations, (6) The word lists, (7) The association of the word, (8) The frequency of the word. Other criteria of knowing a word are: know the spoken or written word forms, the meaning of the words, the words' connotation, grammatical characteristic of words, the words' common collocation, the derivation of words, and the relative frequency of words.³⁵

From over definitions, the writer concluded that vocabulary was the total number of words with their meaning which make up a language used by a person, class, or profession. Vocabulary is necessary to enable learners to communicate and share their feelings and ideas. Furthermore, vocabulary not only refers to the meaning of words but also includes knowledge and information about words.

b. The Importance of Vocabulary

vocabulary is one of the fundamental components of language learning, it's important to learn English. English vocabulary is an essential

Employed by Undergraduate Students". Proceedings of the EEIC 2, 2019, p. 61.

³³ Lynne Cameron, Teaching Languages to Young Learners, (Cambridge: Cambridge University Press, 2001), p. 78.

³⁴ Maulani Anjani Sukirno and Agus Husein As Sabiq, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students". INSANIA: Jurnal Pemikiran Alternatif Kependidikan, 2020, Vol. 25, No. 1, p. 163.

³⁵ Scoot Thornburry, How to Teach Vocabulary (England: Pearson Education Limited, 2002), p. 130.

component that needs to be studied and taught. Since the students aim to learn English, they need to be familiar with vocabulary. A rich vocabulary is also necessary for the four English language abilities speaking, writing, listening, and reading. Students can easily understand all English-language material, understand what others are saying, and express their needs because they have a large vocabulary. Having a large vocabulary includes not just understanding word meanings but also knowledge and helpful information, such as phrases, synonyms, word meanings, and others.

According to Sari & Sutopo, vocabulary is considered as a base to develop four skills (listening, reading, speaking, writing) in learning English as a foreign language.³⁶ He believes that vocabulary is an aspect that can connect the fourth skills for the English learners.

Every student will gain much from the scientific study of vocabulary because it is necessary for understanding the subject material that will be studied in class. Material that is used more regularly in daily life can also be included in vocabulary. Grammar mastery is required to communicate in a foreign language. In addition, in order to increase the effectiveness of the established communication, the vocabulary must be significantly improved. Students who have mastered grammar and enough words will be able to confidently present their ideas and have those ideas accepted by those listening.

In conclusion, vocabulary was central of language and of critical importance in typical language. Vocabulary learning is needed as a basic foundation to construct skills of English. Vocabulary is critical for communication and expression.

c. Types of Vocabulary

³⁶ Sari, L. I., & Sutopo, D. The Effectiveness of Vocabulary Self-Collection and Word Mapping Strategies for Teaching Vocabulary to Maritime Cadets With High and Low Metacognitive Awareness. *English Education Journal*, 2018, 8(1), 35-42. <https://doi.org/10.15294/eej.v8i1.22127>

According to the word frequency use, there are two kinds of vocabulary; active and passive vocabulary. Active vocabulary is words that learners already understand and are usually used in the fluency of speech and writing or when speaking and writing. In contrast, passive vocabulary is words which not understood yet, then infrequently used in writing and speaking, and as a rule, called precondition of active vocabulary.³⁷ An active vocabulary consists of words you understand and use in everyday life while speaking, reading, or writing. A passive vocabulary are words you may recognise but don't use in your daily lives.

Other kinds of vocabularies are productive and receptive vocabularies. Productive vocabularies are words that are commonly used for speaking and writing. The words are well-known, recognizable, and frequently used by the individual. In contrast, receptive vocabularies are words used usually by individuals for reading and listening. The words are not familiar and rarely used. Additionally, the kinds of vocabulary are oral vocabulary and print vocabulary. The oral vocabulary is the words whose meaning is recognized when spoken or read orally. Print vocabularies are the words that we know the meaning of when we write or read silently.³⁸

According to Montgomery, there are four main types of vocabulary, namely listening, speaking, reading, and writing vocabulary.³⁹ A vocabulary means both a list of words and the range of words known by one person. A person vocabulary develops age and learning.

1) Listening Vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice

³⁷ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabularies: A Review". *Journal of English Teaching*, Vol. 5, No. 1, 2019, p. 19.

³⁸ Elfrieda H. Hiebert and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice", (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005), p. 3.

³⁹ Judy K. Montgomery. "the bridge of vocabulary: Evidence based activities for academic success".(NCS Pearson, 2007)p. 23

2) Speaking Vocabulary

A person vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. Though slight and unintentional, this misuse may be compensated by facial expression, tone of voice, or hand gestures.

3) Reading Vocabulary

A literate person reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary because it includes the other three. However, in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written.

4) Writing Vocabulary

A persons writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

Based on the definition above, the researcher concluded that vocabulary can be categorized into oral and written vocabulary. Oral vocabulary includes words that are recognized in listening and speaking. Then written vocabulary includes the words that are recognized in reading and writing.

d. Part of Vocabulary

Students need to know grammar so that their communication is clear and easy to understand. Students thus have to employ and understand each speech component. If we want to communicate effectively, learning the specifics of the address is the first crucial step. There are two kinds of words: content words and function words. The content word consists of nouns, adjectives, verbs, and adverbs. This kind of word is used to state or explain things, such as activities, objects, ideas, and properties. In

contrast, function words consist of articles, prepositions, and pronouns. This kind of word is used as a grammatical function.⁴⁰

According to Harmer, when considering sentences structure, the teacher needs to know the various things. One of them is parts of speech.⁴¹

1) Noun

The noun is defined as a group of words: the names of person, place, thing, activity or quality, or idea. The noun can be used as a subject or object of a verb. These examples of nouns (Ricardo, office, shoes, etc.).

2) Verb

It is defined as a group of a word that is used to three kinds of verbs: auxiliary verb (shall be, etc.), the main verb is the verb that carries the meaning (sit, arrive, eat, etc.). The phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a new meaning (traffic light, sit down, go on, etc.).

3) Adjective

It is usually defined as a word that gives more information about nouns or pronouns. Adjectives describe nouns in terms of qualities and size, color, number, and kind. The adjective is commonly used for the first time. These examples of the adjective (good, young, sad, happy, etc.).

4) Adverb

It is usually defined as a word that explains verbs, adjectives, and adverbs in terms of such qualities as time, frequency, and manner. these adverb examples (slowly, quickly, hardly, etc.).

5) Conjunction

⁴⁰ Victoria Fromkin, et.al., *An Introduction to Language* seventh edition, (Boston: Thomsonwadsworth, 2003), p. 73-74.

⁴¹ Harmer. *Improving Vocabulary Mastery Through Group a Versus Group B To the Seventh Grade Students of Smp Negeri 1 Selemadeg Baratin Academic Year 2012/2013*. (2001) p. 36.

It is defined as a word that connects words, phrases, clauses, or sentences. the examples (moreover, therefore, but, so, etc.).

6) Preposition

It is often defined as a word that shows how other words are connected. The relationship includes direction, place, time, manner, and amount. For example (in, at, on, etc.) in the class, on the floor, at school.

Thus, considering this scope of study, vocabulary mastery in this research in students' competency to comprehend the meaning of certain words in wheather and seasons and kind of shapes theme produce those words in separate individual form both written and oral: and identify the proper word use based on the context. It is the complete mastering of some aspect of vocabulary such as:

1) Pronunciation

The students have to be able to pronounce the words correctly. They have to know how to speak and them well. It is very important because the mistakes in pronouncing a word can make its meaning different.

2) Spelling

The students have to be able to spell each letter of a word both in written and spoken way. They have to be able spell a word so they can catch the meaning of that word.

3) Understanding the meaning

Besides knowing the pronunciation and spelling, the students also have to be able to understand the meaning of a word. The meaning of a word can be more than one according to the context.

4) Using words in a sentence

After knowing how to pronounce, to spell, and to understand the meaning of a word, the students have be able to use in a sentence. They have to be able to remember a word then using in a sentence correctly.

e. Teaching Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinion, ideas, and feelings in communication. Vocabulary is all the words that a person knows or uses.⁴² Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential. Teaching vocabulary has the goal of supporting language use across the skills of listening, speaking, reading, and writing.

There are two ways of using the first language to convey meanings in the target language through explanation and translation. Thus, teaching is the process that gives information and instruction which can enhance people's knowledge. Different people teach context differently. Some people teach through the native language, and others make no use of it in teaching. Some people use objects and actions to make sense, while others use definitions, translations, or provide context.

Thornbury said that there are many ways in teaching vocabulary that can be used by the teacher to explain the material such as:⁴³

1) Translation

It is an easy step to increase the meaning of difficult words.

2) Explanation

One of the ways the teacher has revealed the word and explain it.

3) Synonym

Here, the teacher gives a word that has the same meaning or same type.

4) Antonym

⁴² Oxford Dictionary, (2006), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p. 495.

⁴³ Thornbury, S. "how to teach vocabulary". Longman Press. (2001).

It is almost the same as synonym but an antonym is to find the opposite of the words.

5) Showing the real object

The teacher gives a picture then explains how the picture is and also what happens in the picture.

When teaching, the teacher typically places a constant emphasis on enhancing and growing the students' vocabulary. In order to achieve satisfying outcomes, the teacher helps the students by enhancing their verbal communication skills.

2. Significance of Vocabulary Mastery

Vocabulary mastery plays a pivotal role in the process of language acquisition and proficiency development across various educational contexts. Understanding the multifaceted significance of vocabulary acquisition is essential for educators and learners alike, as it forms the foundation for effective language communication and comprehension. This section delves deeper into the importance of vocabulary mastery, highlighting its role in language learning and communication, its impact on the development of language skills, and the relationship between vocabulary knowledge and overall language proficiency.

a. Role of Vocabulary in Language Learning and Communication

Vocabulary serves as the fundamental building blocks of language proficiency, providing learners with the necessary tools to comprehend and produce meaningful language expressions. It encompasses a wide range of words and phrases that convey specific meanings, enabling individuals to articulate thoughts, emotions, and ideas effectively. Moreover, vocabulary proficiency is closely linked to linguistic competence, as it enables learners to navigate various communicative situations with ease and confidence.⁴⁴

b. Impact of Vocabulary on Language Skills Development

⁴⁴ Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

Proficiency in vocabulary significantly influences the development of other language skills, including reading, writing, listening, and speaking. A rich and diverse vocabulary repertoire enhances learners' abilities to comprehend written texts, allowing them to extract meaning from complex passages and infer unfamiliar words through contextual clues.⁴⁵ Moreover, vocabulary knowledge plays a crucial role in facilitating expressive language skills, enabling learners to articulate their thoughts and ideas coherently in both spoken and written forms. Through regular exposure to diverse vocabulary items, learners can expand their linguistic repertoire and develop greater fluency and accuracy in language use.

c. Relationship Between Vocabulary Knowledge and Language Proficiency

Research indicates a strong correlation between vocabulary knowledge and overall language proficiency across different linguistic tasks and contexts.⁴⁶ Learners with extensive vocabulary repertoires tend to demonstrate higher levels of language competence, as they possess the lexical resources needed to comprehend and produce language expressions accurately and fluently. Moreover, vocabulary knowledge is a key predictor of academic success, as it enables learners to engage with complex texts and academic discourse effectively. Therefore, investing time and effort in vocabulary acquisition is essential for fostering language development and enhancing learners' overall language proficiency.

3. Factors Affecting Vocabulary Acquisition

Vocabulary acquisition is a complex process influenced by a multitude of factors that operate at various levels, including individual,

⁴⁵ Zimmerman, C. B. (2007). *The development of vocabulary in a second language*. Oxford University Press.

⁴⁶ Laufer, B., & Nation, P. (1995). Vocabulary size and use: Lexical richness in L2 written production. *Applied Linguistics*, 16(3), 307-322.

instructional, and socio-cultural dimensions. Exploring these factors in depth provides valuable insights into the dynamics of vocabulary development among language learners.⁴⁷

a. Individual Differences and Learner Characteristics

Nation highlights the diverse array of individual differences and learner characteristics that impact vocabulary acquisition. Age is a significant determinant, with younger learners generally exhibiting more rapid rates of vocabulary growth owing to heightened neuroplasticity and exposure to language-rich environments during critical periods of language development. Moreover, cognitive factors such as working memory capacity, cognitive flexibility, and metacognitive skills play pivotal roles in mediating learners' engagement with vocabulary learning tasks and the effectiveness of lexical learning strategies employed.⁴⁸

b. Instructional Variables and Learning Contexts

Larsen-Freeman delves into the intricate interplay between instructional variables, pedagogical approaches, and learning contexts in shaping vocabulary acquisition outcomes. Instructional methodologies, such as explicit vocabulary instruction, incidental exposure, and task-based language teaching, exert differential effects on learners' engagement, motivation, and retention of new vocabulary. The learning environment, including classroom dynamics, peer interactions, and exposure to authentic language use, significantly influences learners' receptivity to vocabulary learning and the extent to which they can transfer newly acquired vocabulary to real-life communicative contexts.⁴⁹

⁴⁷ Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, 48(02), 263-280.

⁴⁸ Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59-82.

⁴⁹ Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, 48(02), 263-280.

c. Socio-cultural and Socio-economic Influences

Socio-cultural and socio-economic factors also wield considerable influence over vocabulary acquisition processes. Learners from diverse socio-cultural backgrounds bring unique linguistic repertoires, cultural schemata, and communicative practices to the language learning context, shaping their perceptions of language and approaches to vocabulary acquisition. Socio-economic disparities, including disparities in access to educational resources, parental involvement, and exposure to enriched language environments, contribute to differential outcomes in vocabulary development among learners from different socio-economic strata.

4. Word Mapping Technique

a. Definition of Word Mapping

A word map is a visual organizers that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways.⁵⁰ Most word map organizer engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept.

Word mapping strategy is one way to teach vocabulary because can involved the students to think critically about the words.⁵¹ This strategy can help the students to develop a general concept words. This strategy focuses on three question likes “what is it?”, “what is it like?”, and “what are some examples?”, from these questions has a meaning separately to make the students aware of the types of information that can form a definition of something and how to arrange the information.⁵² Strategy of learning process is the ways used to be able to achieve or improve the

⁵⁰ Widyawati. Investigating the impact of word mapping on the students' vocabulary achievement and the students' preception at junior high school level. Thesis: Universitas Lampung, 2016

⁵¹ M. Graves, F. What Research Has to Say About Vocabulary Instruction. Newark: International Reading Association. 2008, p.56-57

⁵² Irma Juniarni. The Effect of Using Word Mapping Strategy to the Students' Vocabulary Mastery at SMPN 15 IT Binjai, Thesis: Universitas Islam Negeri Sumatera Utara Medan, 2020, p.21

quality of learning determined.⁵³ This strategy supports the students to be able to actively explore the relationship of words, directing the students to understand the deeper meaning of words by developing knowledge of concepts related to the words.

According to Utami, word mapping is the visual organizer strategy that can help students to develop their vocabulary list.⁵⁴ By showing the branch of word to the students will make thinking more deeply and getting more information. The students' thoughts will be easier to explore after they can see the branch of the word.

In word mapping strategy, the students refer to the context, their prior knowledge, and the dictionary to find the definition and the elements needed. Typically it has the form of having the vocabulary word in the central portion of the graphic organizer, and three separate sections for the three main questions about the word that linked to it.

Using the word mapping strategy, students can approach up due to word definitions and understand how to use words correctly based on different contexts and situations in sentences. In English, some words have different meanings, so this strategy can help students create new words that match the word's origin.

From the explanation above, the word mapping strategy is a simple strategy that can help students know words in English, and at the same time enrich their vocabulary by writing based on keywords.

b. Concept and Principles of Word Mapping

The core concept of word mapping involves the creation of visual representations, such as diagrams, charts, or graphic organizers, to illustrate the semantic connections between words and their related concepts. When engaging in word mapping activities, learners typically select a target word or concept and then brainstorm associated attributes,

⁵³ Sudjana. *Metode & Teknik Pembelajaran Partisipatif*. Bandung: Falah Production. 2005.

⁵⁴ Dwi Wahyu Utami. *The Effectiveness of Using Word Mapping Strategy in Teaching Vocabulary*. Thesis: IAIN Surakarta, 2017

such as synonyms, antonyms, definitions, examples, and contextual usage. By visually organizing this information, learners gain a deeper understanding of the target word's meaning and its relationships with other words in the semantic network.⁵⁵

c. The Importance of Word Mapping Technique in Teaching Vocabulary

The usage of word mapping was useful and it was an important way of vocabulary learning. Vocabulary was a word from other cultures of the country. It was not easy to know until remember the new word. We needed a long process to remember it perfectly. English teachers must create material that could make students know until remembered it. Using word mapping in teaching vocabulary could make students easy to memorize it.

Word maps are visual illustration of word meanings organized to shows relationship with other related words.⁵⁶ He states that word mapping is the evident strategy that can help students to think more creatively by enhancing their active exploration of related word and giving direction and guidance by developing their conceptual knowledge of related word.

The purpose of the word mapping strategy is to challenge students to think wider and deeper about a single word that is related to each other.⁵⁷ In order to make their vocabulary develop by relating one word to another word or phrase. So their list vocabulary becomes advanced.

In teaching vocabulary, Word Mapping strategy is considered an appropriate and applicable strategy used by the teacher in the classroom, particularly in building up a large store of words. In order to arrange a

⁵⁵ Harmon, J. M., Wood, K. D., & Kiser, K. S. (2009). Graphic organizers: A review of scientifically based research. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 306-331). Routledge.

⁵⁶ Penton, R., Glenn, J., & English, C. *Effective Literacy Strategy : A Guide for Teachers* (J. Hay & M. Smith, eds.). Wellington: Ministry of Education. 2004

⁵⁷ Asila Ulfa. *The Effect Of Word Mapping Strategy Toward Students' Vocabulary Of The First Grade Sutdents at SMPN 1 Bengkalis*, Thesis: Universitas Islam Riau, 2019, p.17

sentence. Using word mapping is useful for helping students develop their understanding of a word. The students need to have some understanding of what a definition is and how it works before they can give the meaning of a word in their way by the use of the concept of a definition map or word map.

Word map also help students build upon prior knowledge and visually represent new information. The use of word mapping strategy it can increase students' vocabulary, and it often teaches to be one of the most effective ways of integrating language skills in the language classroom.

d. Implementation of Word Mapping in Vocabulary Instruction

In vocabulary instruction, word mapping is often implemented as a collaborative or individual activity within the classroom setting. Educators provide guidance and instruction on how to create effective word maps, emphasizing the importance of including relevant information and visual elements to enhance comprehension and retention. Learners actively engage in the creation process, using critical thinking skills to analyze word meanings and relationships. Through hands-on practice with word mapping, learners develop metacognitive awareness of their vocabulary learning strategies and become more proficient in navigating and understanding complex vocabulary.⁵⁸

e. Procedure of Using Word Mapping Technique

The word mapping frameworks include the concepts of word, two category examples, and more examples. This is a highly interactive process and requires the teacher to set an example first. Here are the steps for word mapping: Write the concept word on the board, explain the procedure, and ask the students to create the concept word with as many words as possible. Write the list on the board or overhead and ask

⁵⁸ Harmon, J. M., Wood, K. D., & Kiser, K. S. (2009). Graphic organizers: A review of scientifically based research. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 306-331). Routledge.

students copy it. Finally, have students work in groups and write down the words in categories.

According to Juniarni, there are five steps of using word mapping in the classroom, they are:⁵⁹

- 1) The teacher gives the instruction to the students to put a key vocabulary in the center box.

The first step, the teacher asked the students to make five boxes. One box in the corner of another four boxes, then the students to write a key of vocabulary that going to define in the center box.

- 2) The teacher asks the students to list essential characteristics or examples of the word in the upper right-hand box.

The students wrote and list the characteristics that are suitable with the keyword in the upper right-hand box (can be also synonym or antonym).

- 3) The teacher asks the students to write their own definitions of the word in the upper left-hand box.

The teacher tells the students to write the definition based on their own definition after looking at the meaning from the dictionary.

- 4) The teacher tells the students to make their own sentences of the word in the lower left-hand box.

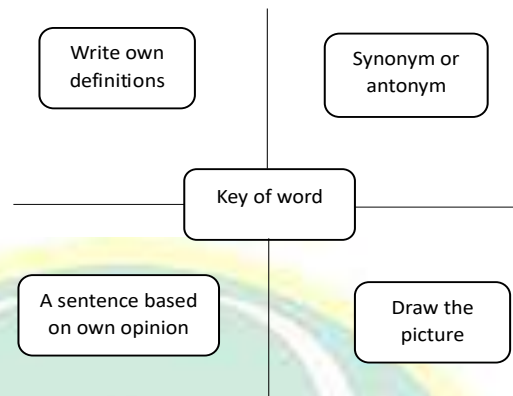
After making a definition so the teacher asked the students to make a sentence based on their own opinion in the lower left-hand box.

- 5) The teacher encourages the students to draw the picture of the keyword in the lower right-hand box.

In the last step, the students to draw the suitable picture of the keyword in the lower right-hand box.

⁵⁹ Irma Juniarni. The Effect of Using Word Mapping Strategy to the Students' Vocabulary Mastery at SMPN 15 IT Binjai, Thesis: Universitas Islam Negeri Sumatera Utara Medan, 2020

Figure 1
Word Mapping Graphic Organizer



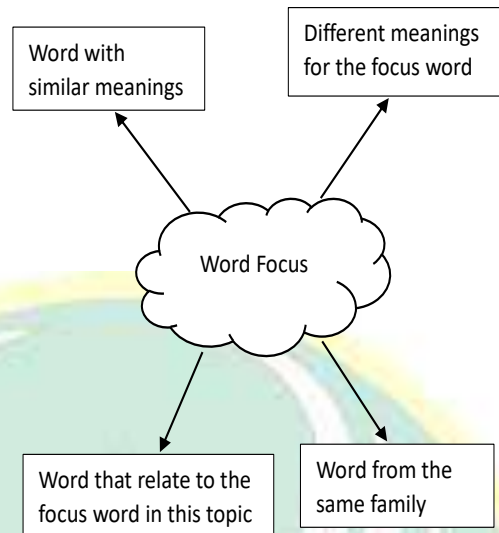
According to Penton, Glenn, & English, the procedure of word mapping is dividing in three points there are:⁶⁰

1) What Teacher Does

- a) Choose a focus word that already decide and draw it with circle in front of the class or in whiteboard.
- b) Decide what types of branch that could word map will be. This could be:
- c) Write the branches of the maps on the board and explain about each branch to the students before the activity.
- d) Ask the students to brainstorm words that relate to the focus word. Record each word on the appropriate branch of the map. The brainstorm can be a think-pair-share exercise before a word is contributed to the class discussion.

⁶⁰ Penton, R., Glenn, J., & English, C. Effective Literacy Strategy : A Guide for Teachers (J. Hay & M. Smith, eds.). Wellington: Ministry of Education. 2004.

Figure 2
Word Mapping Graphic



- e) Discuss the word on each branch. Discuss new words, familiar words used in new ways, and relationships between words.
- 2) What the Students Do
 - a) The students suggest words that to add to the word map that the teacher is drawing on the board.
 - b) They discuss the words on the completed word map and the relationships between them.
- 3) What Teacher Looking for
 - a) Are the students making connection with other words that they know?
 - b) Are they aware that some familiar words may have different meanings in specifics contexts?
 - c) Are they using new words independently?
 - d) Are they using words form classes, for example adjective and adverbs as well as noun?
 - e) Are they critically analyzing the relationships between words? For example, in discussing the completed word map, are they

debating whether the meaning of one word is closer than another to the meaning of the focus word?

f. Advantages and Disadvantages of Word Mapping Technique

According to Graves there are advantages and disadvantages of using word mapping strategy. They are:⁶¹

1) The Advantages

- a) Word Mapping is adaptable strategy for all level of students and all contents area.
- b) It can be used for individuals, small groups or the whole class.
- c) Can be created easily and spontaneously on paper, white or black board or on the projector screen.
- d) Students relate vocabulary words to their own background or experience.
- e) Involves students in thinking, reading and writing.
- f) Engages students as active learner.

2) The Disadvantages

This strategy may be not appropriate to the students with:

- a) Low incidence disabilities (such as visual impairment) students from whom the impact of their disability renders this strategy.
- b) Inefficient (such as intellectual disability).

So, using of word mapping strategy is to know every students in the learning process at the students abilities and considered using this strategy. If possible to use this strategy so word mapping strategy can be used or applied in the classroom. Then, to apply this strategy by optimizing the time in the classroom and providing targeted direction to the students can easily understand it.

⁶¹Graves, M. F. The vocabulary book: Learning and instruction. New York: Teachers College Press. 2006, p.96

g. Comparison with Other Vocabulary Learning Strategies

Compared to traditional vocabulary learning strategies, such as rote memorization or dictionary usage, word mapping offers several advantages. Firstly, word mapping encourages active engagement and participation, as learners construct their own meaning representations through the creation of visual organizers. This process promotes deeper semantic processing and enhances long-term retention of vocabulary knowledge.⁶² Additionally, word mapping facilitates the integration of new vocabulary items into existing cognitive frameworks, enabling learners to contextualize and apply their knowledge in various linguistic contexts.

B. Previous Studies

Based on several sources related to this research, also focused on increasing the vocabulary using word mapping strategy in teaching learning. The similarities with this thesis are in the strategies that are used in this research that is word mapping strategy and the research method. The differences with this research are the place and time of the research. The following are is comparison of the results of previous research studies.

The first is a thesis by Irma Juniarni NIM: 03.04.16.10. 20 the title: “The Effect of using Word Mapping Strategy to the Students’ Vocabulary Mastery at SMPN 15 IT Binjai”⁶³ The aim of this research is to find out the effectiveness of word mapping strategy on students’ vocabulary mastery at SMPN 15 IT Binjai. This research is experimental research by using quantitative approach, with two random group in pre-test and post-test. The sample is taken from the total population which consist of 96 students. The result data in the experimental class are the lowest score is 57.5 and the higher score is 87.5. Meanwhile, in control class are the lowest score is 42.5

⁶² Sadoski, M., & Paivio, A. (2013). *Imagery and text: A dual coding theory of reading and writing*. Routledge.

⁶³ Irma Juniarni. *The Effect of Using Word Mapping Strategy to the Students’ Vocabulary Mastery at SMPN 15 IT Binjai*, Thesis: Universitas Islam Negeri Sumatera Utara Medan, 2020

and the higher score is .67.5. The concluded the data is a significant difference of students' vocabulary mastery is the experiment and control class. This research concluded using word mapping strategy in the learning process in the classroom has a significant effect on the students' vocabulary mastery. The discussion of the data from the research finding points out that teaching vocabulary by using word Mapping strategy is effective toward students mastering vocabulary.

The second is a thesis by Asila Ulfa NPM: 156310910 the title "The Effect of Word Mapping Strategy Toward Students' Vocabulary of the first grade students at SMPN 1 Bengkalis"⁶⁴ The purpose of this research is to find out the effect of word mapping strategy towards students' vocabulary at the first grade students of SMP Negeri 1 Bengkalis. This research is experimental research involves two groups which are an experimental group and control group. The instrument of this research is pre-test and post-test which consist 30 items multiple choice. This research concluded that the used of word mapping strategy in teaching English can help students in enriching vocabulary. Based on the data in this research, the using of word mapping strategy it's proved can improve students' vocabulary. It can be seen from the result of the test of the experimental class, where the pre-test mean score was 54,23 whereas the post-test mean score was 67,8. Which is mean the vocabulary of the students is increasing by around 13%.

The third is a thesis by Dwi Wahyu Utami SRN: 123221078 the title: "The Effectiveness of Using Word Mapping Strategy in Teaching Vocabulary (An Experimental Research for the Seventh Grade Students of SMP N 1 Plupuh Academic Year of (2015/ 2016))"⁶⁵ The purpose of this research is to identify the effectiveness of using word mapping strategy in teaching vocabulary for students. This research uses quantitative approach with true

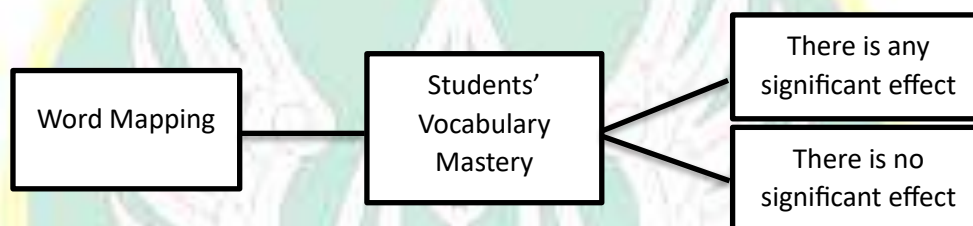
⁶⁴ Asila Ulfa. The Effect Of Word Mapping Strategy Toward Students' Vocabulary Of The First Grade Students at SMPN 1 Bengkalis, Thesis: Universitas Islam Riau, 2019

⁶⁵ Dwi Wahyu Utami. The Effectiveness of Using Word Mapping Strategy in Teaching Vocabulary. Thesis: IAIN Surakarta, 2017

experiment design. The samples were class VII B as the experimental class and class VII C as the control class, both of them consist of 32 students. This research concluded that word mapping strategy was effective to teach vocabulary, for the seventh grade students of SMP N 1 Plupuh in the academic year 2015/2016. Word mapping strategy made the process of learning more conducive. Students who were taught using word mapping strategy could make students acquire and retain vocabulary in several ways and the score were also better than the students who were taught using word wall strategy.

C. Conceptual Framework

The conceptual framework in this research is shown in diagram as follow:



In the conceptual framework, word mapping was used as a technique to teaching vocabulary and tested whether there was enhancing on students' vocabulary or no.

D. Hypothesis

There are two hypothesis in this research:

1. Null hypothesis (Ho)

Using word mapping strategy is not effective to increase vocabulary at SMPN 4 Satu Atap Susukan.

2. Alternative hypothesis (Ha)

Using word mapping strategy is effective to increase vocabulary at SMPN 4 Satu Atap Susukan.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses about type of research, time and place of the research, subject of the research, variable of the research, research procedure, technique of data collection, and technique of data analysis.

A. Type of Research

This type of research is field research, namely research which is done by going directly to the field to examine the effectiveness of word mapping technique on students' vocabulary mastery at SMPN 4 Satu Atap Susukan.

According to the objective of this research, the writer was use quantitative approach. Quantitative approach is research where the data is in the form of numbers and the analysis uses statistics. Creswell said, quantitative research is an approach for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.⁶⁶ It uses a quantitative approach because quantitative involves the collection and analysis of data that is structured and can be expressed numerically. The central goal is to create accurate and reliable measurements that allow for statistical analysis and an emphasis on measurable quantitative data.

Pre-experimental method was used in this research by using one group pre-test and post-test design. According to Adnan, pre-experimental research is a study which gives a pre-test before the treatment and post-test after the treatment in order to know there is or not the effect of the variable studied by comparing the average score of the pretest and the

⁶⁶ Creswell, J.W. Research Design: Qualitative, Quantitative and Mixed Methods, Yogyakarta: 2014

posttest.⁶⁷ Based on Ary et al., the one group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. The pretest and posttest are the same forms of the test but administered in different times. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores. In this study researcher just put one group and uses pretest and posttest to see the result of the treatments.⁶⁸

In this design, the writer employed one group and there is no control group. This type of research was designed to examine whether that word mapping technique is an appropriate strategy to improve the vocabulary of the eight grade students of SMPN 4 Satu Atap Susukan. The design on this research as proposed by Arikunto⁶⁹ is followed:

Table 1.1
Pre-experimental Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Description:

O₁: score of pre-test

X: treatment

O₂: score of post-test

Observation and test as the instruments used in this research. The test consisted of pre-test and post-test. The pre-test was conducted before giving the treatment to find out the students' vocabulary while the post-test was used to measure and to find out the students vocabulary after the treatment. The purpose of the tests is to measure the student's vocabulary

⁶⁷ Adnan, M, et al. Metode Penelitian Pendidikan, Yogyakarta: 2020, p.47

⁶⁸ Ary, D, et al. Introduction to Research in Education Edition 9, USA: 2014

⁶⁹ Arikunto, S. Prosedur Penelitian suatu Pendekatan Praktis. Jakarta: 2006

before and after giving the treatment. This research can be said success if the result of the student's post-test are higher than the pre-test, so word mapping technique has good effect to improve the student's vocabulary mastery.

B. Time and Place of The Research

This research was conducted on September 2nd, 2023 to October 14th 2023 at the first semester of the academic year 2023/2024 at SMP Negeri 4 Satu Atap Susukan which located on Jl. Pogung, Gumelem Kulon, Kec. Susukan, Kabupaten Banjarnegara, Jawa Tengah.

C. Population and Sample

Population is the generalization region consisting of objects/subjects that have certain qualities and characteristics defined by the researchers to learn and making conclusion.⁷⁰

The population of this study is the eight grade students of SMPN 4 Satu Atap Susukan in the 2023/2024 academic year. There are about 22 students, 10 male and 12 female as the population.

Selection of the sample is an essential step in conducting a research study. Sample is a part of population that will be analyzed. The sample of this study is all member of the population.

D. Variable of the Research

The research uses two variables, they are the independent variable and the dependent variable. A dependent variable is an attribute that depends on and is influenced by the independent variable. Independent variables are attributes that affect the results or the dependent variable.⁷¹

⁷⁰ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: 2015

⁷¹ Creswell, John W. Research Design Pendekatan Penelitian Kualitatif, Kuantitatif, dan Mixed, Yogyakarta: 2009

In this case, the independent variable in this study is the word mapping technique (X) and the dependent variable is students' vocabulary (Y).

E. Research Procedure

The research use experimental research, was taught by using word mapping technique. So for research procedure explained as follow:

1. Pre-test

Pre-test is the first step on this experimental research. This test was given on first meeting of the research. In pre-test, the students were gave test such as multiple choice that consist of 20 items. The purpose of this test is to determine students' vocabulary.

2. Treatment

After pre-test, the treatment gave to the students on second meeting until fourth meeting. The treatment in this study aimed to implement the word mapping technique to assess its effectiveness in enhancing students' vocabulary mastery. The duration of each treatment session was set at 120 minutes, with a total of three conducted sessions. During the treatment, students actively participate in class activities. The treatment was applied the word mapping technique in VIII classroom.

At the first meeting, the researcher conditioned students to be ready to carry out learning, and stimulated students to answer questions about vocabulary. Then explained about word mapping, steps, and what needs to be done.

After the material, word mapping is given as an example, then students were asked to understand the material. While students were carrying out activities individually, the researcher went around the class to see the activities carried out by students to ensure smooth learning. Then guide students when students experience difficulties. After the activity, several students presented their work and were allowed to comment on each other.

At the second meeting, reviewed the material taught at the previous session. Then students were asked to understand today's material. After today's material that explain, then asks students to look for keywords from today's material and map the words. Each student mapped different words to the others.

At the third meeting, today's material explain in this research and asked students to pay attention. Then students were asked to map words with their classmates. Students mapped words that were obtained from today's material. After the activity students present the results of their discussion.

The last step is that the researcher respond to the results of students' discussions and then, together with the students' researcher make conclusions. Students were asked to do multiple choice questions as post-test worksheets.

3. Post-test

The post-test gave in the last meeting of the research. The result of post-test analyzed and used as the final data and to compare with the result of the pre-test.

F. Technique of Data Collection

Technique of collecting data is the way that can be used by the researcher to collect the data.⁷² The research used tests as the instrument of collecting data in this research. Test is a method used in assessment in the field of education, in the form of questions or orders that must be done, so that data is obtained in the form of measurement results which symbolized the knowledge or skills of students as a result of teaching and

⁷² Arikunto, Suharsimi. Metode penelitian. Jakarta: Rineka Cipta, 2010

learning activities.⁷³ Test is a series of question which is used to measure skill, knowledge, or ability that is possessed by individual or group.⁷⁴

In this research, the research use multiple choice test. Each test consisted of 20 questions for 30 minutes. There were four options a, b, c, and d. Then, the students' are required to choose the correct answer by crossing one of four options provided in the test sheet. The indicators are verb, noun, adjective word meaning that consists of synonymy, and antonym. In determining the student's score, the researcher gives each correct item 1 and an incorrect answer 0. The test is used to conduct students' vocabulary mastery.

1. The pre-test is given to students before learning using word mapping technique, pretest is done to measure how far students' vocabulary mastery before the learning. The form of the test in the pretest is the same as the posttest questions.
2. The post-test is given to students after obtaining learning by using word mapping technique, posttest is done to measure the enhancement of students' vocabulary after learning. The form of the test in the posttest is the same as the pretest questions.

G. Technique of Data Analysis

1. Quality Test
 - a. Validity Test

The validity test shows the extent to which a measuring instrument can measure the correctness of the instrument. This study uses test instruments, to measure the validity of each question item using the moment product correlation.⁷⁵ The instrument suggests that the extent to which a researcher measures

⁷³ Anas Sudjono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2007), hlm. 67.

⁷⁴ Arikunto, Suharsimi. "Prosedur penelitian tindakan kelas." Bumi aksara, 2006, p. 2-3

⁷⁵ Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, (Jakarta: PT. Bumi Aksara, 2020 cet. Ke-3), pg. 75-77.

what should be measured determines the validity of a study.⁷⁶ Pre-test and post-test are tested to find out how far a researcher measures what should be measured. This test was carried out in the class that had received the test material, namely at IX grade in SMPN 4 Satap Susukan with 30 respondents. Then the results of the test are calculated and analyzed with predetermind conditions. *if $r_{hitung} \leq r_{tabel}$ then the data is invalid, whereas if $r_{hitung} \geq r_{tabel}$ then the data is valid.* r_{tabel} for 30 responden with a significance value 0.05 is 0.361. Validity test result in this research:

Table 1.2
Result of Instrument Validity

Number of items	Value of r_{hitung}	Value of r_{tabel}	Description
1.	0.359	0.361	Tidak Valid
2.	0.425	0.361	Valid
3.	0.511	0.361	Valid
4.	0.740	0.361	Valid
5.	0.511	0.361	Valid
6.	0.568	0.361	Valid
7.	-0.008	0.361	Tidak Valid
8.	0.499	0.361	Valid
9.	0.674	0.361	Valid
10.	0.723	0.361	Valid
11.	0.371	0.361	Valid
12.	0.533	0.361	Valid
13.	0.683	0.361	Valid
14.	0.421	0.361	Valid
15.	0.361	0.361	Tidak Valid
16.	0.461	0.361	Valid
17.	0.180	0.361	Tidak Valid
18.	0.559	0.361	Valid
19.	0.311	0.361	Tidak Valid
20.	0.559	0.361	Valid

⁷⁶ BANDUR, A.; PRABOWO, H. Penelitian Kuantitatif Metodologi, Desain, dan Analisis Data Dengan SPSS, AMOS & Nvivo. Mitra Wacana Media, 2021.

21.	0.465	0.361	Valid
22.	-0.004	0.361	Tidak Valid
23.	0.482	0.361	Valid
24.	0.239	0.361	Tidak Valid
25.	0.621	0.361	Valid
26.	0.452	0.361	Valid
27.	0.330	0.361	Tidak Valid
28.	0.411	0.361	Valid
29.	0.253	0.361	Tidak Valid
30.	-0.262	0.361	Tidak Valid

In the table above, the calculation of the validity test the results show that from 30 items of multiple choice, 20 are valid and 10 are invalid. So that based on the results, 20 multiple choice questions can be used for the instrument test and 10 multiple choice questions can't be used.

b. Reliability Test

A reliability test is used to assess the consistency of measurement devices. If a measuring tool consistently produces the same results after several measurements, it is reliable. The analysis uses the Cronbach's Alpha technique through the IBM SPSS 25 program. Cronbach's Alpha is a tool used to assess the reliability of instruments whose scores have been calculated are not 1 or 0, for example, description scores.⁷⁷ Instrument criteria are considered reliable if the reliability coefficient (r_{11}) > 0,6. Reliability test result in this research using Chronbach's Alpha formula:

⁷⁷ Janna, N. M., & Herianto. Artikel Statistik yang Benar. Jurnal Darul Dakwah Wal-Irsyad (DDI), 18210047. 2021.

Table 1.3
Result of Instrument Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.882	20

Based on the table above, it can be concluded that the instrument of multiple-choice questions for pre-test and post-test in this research are reliable, because $r_{hitung} > r_{table}$.

2. Data Statistics

- a) Scoring the student answer by using formula

$$X = \frac{\text{Students correct answer}}{\text{Maximum score}} \times 100$$

Where:

X = The student final score⁷⁸

- b) Finding out the mean score of the students answer by using the formula:

$$\chi = \frac{\sum x}{N}$$

Where: χ = Mean Score

$\sum x$ = The total student score

N = The number of students⁷⁹

- c) 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

⁷⁸ Pusat Kurikulum, Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, Jakarta: 2006, p.40

⁷⁹ Gay. L. R., Mills, Geoffrey E., & Airasian, Peter, Educational Research: Competencies for Analysis and Applications, New Jersey: pearson Education Inc. 2006, p.320

highest score or the other way in group of data to find the score in middle of the data.⁸⁰

d) Modus

Mackey and susan argued that modus is the most frequent score obtained by a particular group.⁸¹

e) After collecting the data of the student the researcher classified the score of the students into the following criteria:

Table 2.1
Scoring Classification⁸²

Score	Classification
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

f) The percentage of increasing achievement used the following formula:

$$P = \frac{x^1 - x^2}{x^1} \times 100\%$$

Where: P = the percentage

x^1 = Average score of pre-test

x^2 = Average score of post test⁸³

⁸⁰ Dunn, D.S. 2001. Statistic and Data Analysis for the Behavioral Science. New York: McGraw-Hill Companies. P. 144

⁸¹ Mackey, A and Gass, M. S. 2005. Second Language Research: Methodology and Design. London: Lawrence Erlbaum Associates Publishers. P. 254

⁸² Arikunto, S. Prosedur Penelitian Suatu Pendekatan Praktik, Jakarta: 2015, p.281

3. 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 simple possible measure of dispersion and is defined as the difference between the values of extreme itmes of a series thus:

$$r = x_u - x_i$$

Where:

r : range

x_i : lowest score

x_u : highest score

b) Variance

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

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

Where :

s^2 : variance

\sum : sum

x_1 : term in data set

\bar{x} : mean

n : total number of sample

c) Standard Deviation

⁸³ Arikunto, S. Prosedur Penelitian Suatu Pendekatan Praktik, JakartaΣ: 2006, p.23

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

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

Where :

s : standard deviation

s^2 : variance

4. Hypothesis Test

The next step is to test the research hypothesis to find out whether there is an effect of applying Word Mapping on students' vocabulary mastery in class VIII SMP Negeri 4 Satu Atap Susukan. Statistical analysis tests used to test the hypothesis in this study are the N-Gain Test.

The N-gain (normalized gain) score test was carried out to determine the effectiveness of using learning media in research.⁸⁴ To find out whether student learning outcomes are included in the high, medium, and low categories using the N-Gain Score test. The N-gain score test can be done by calculating the difference between the scores after using learning media. The N-gain score formula is as follows:⁸⁵

$$N - Gain = \frac{score\ posttest - score\ pretest}{score\ ideal - score\ pretest}$$

Class division for the acquisition of N-gain values can be seen in the table below:

⁸⁴ Latif, H. D. Pengaruh Pembelajaran Kontekstual Terhadap Hasil Belajar. Jurnal Pendidikan Geografi. 2014, vol 14, no 1

⁸⁵ Ramdhani, E. P., et all. Efektivitas modul elektronik terintegrasi multiple representation pada materi ikatan kimia. Journal of Research and Technology. 2020.

Tabel 2.2
N-Gain Score Categories

N-Gain Score	Category
$G > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Tabel 2.3
N-Gain Percentage Category

N-Gain Score	Category
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
> 76	Effective

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, it will present the data which is taken from SMP Negeri 4 Satu Atap Susukan Banjarnegara at eight grader in the academic year of 2023/2024. There are 22 students as the sample of this research. The data collected from tests and documentation.

A. Description of the Research

The research had been conducted since September 2nd, 2023 to October 14th 2023 in SMP Negeri 4 Satu Atap Susukan Banjarnegara. This thesis research had been carried through 5 steps of 5 meetings. They involved pre-test, three times of treatment, and post-test. To find the difference students' vocabulary between before and after treatment through word mapping technique, the researcher conducted of quantitative data in SMP Negeri 4 Satu Atap Susukan Banjarnegara in the academic year 2023/2024.

This research was conducted by applying pre-experimental method. There were using one group pre-test and post-test. Multiple-choice test was used to measure the students' vocabulary mastery. The writer tested the validity and reliability of this test before administering the test. There were 30 numerical questions given to 22 students' of VIII class at SMPN 4 Satu Atap Susukan. During the validity and reliability test, there were 20 valid questions out of 30 that were tested. The pre-test and post-test are the same forms of the test but administered in different times. The pre-test is performed before treatment and the post-test is performed after treatment. The writer conducted pre-test before giving the treatment in class. The pre-test aimed to find out the students' vocabulary achievement before starting to teach vocabulary using the word mapping strategy. After the pre-test, the experimental group was treated with the word mapping strategy. The collected data are described in the form of a table that includes the pre-test and post-test scores in the single-group.

The last, class VIII which consists of 22 students' was chosen as experimental group. Then, the pre-test was conducted on September 2nd, 2023. The students

were given 20 multiple choice question and students choose the correct answer. After giving a pre-test, the writer determined the materials and lesson plans for learning activities. The treatment for the experimental group used word mapping technique which appropriate to develop students' active in a group and individually.

After the experimental class conducted the learning process, a post-test was given which the same pre-test questions, they finished their work in 30 minutes. The students were gave a post-test on October 14th, 2023. The next step conducted pre-test, post-test and treatment. The data was counted to get the result of this research and analyzed it to prove the truth of the hypothesis that has designed. Data processing begins with the first include analysis of normality, and test of average. The study spanned from September 2, 2023, to Oktober 14, 2023, allowing for the introduction of word mapping techniques, implementation of word mapping activities, and subsequent assessments of students' vocabulary through the calculation of N-Gain scores.

Descriptive statistics are an essential component of data analysis, providing a comprehensive summary of the collected data in this research. In this section, present a detailed overview of various statistical measures that characterize the vocabulary mastery scores obtained from the experimental groups. Descriptive statistics, such as mean N-Gain scores, were calculated to provide a summary of the data. Data visualizations, including graphs and tables, were used to illustrate patterns and trends within the N-Gain scores. The subsequent sections in this chapter provides a detailed analysis of the N-Gain scores, including the data analysis approach, the interpretation of N-Gain scores for students' vocabulary improvement, contextual factors analysis, and theoretical integration. These analyses aim to offer insights into the effectiveness of word mapping technique in enhancing students' vocabulary and understanding the contextual and theoretical aspects influencing the research findings.

Overall, this chapter serves as a foundation for the subsequent data analysis and interpretation, offering a comprehensive view of the N-Gain scores obtained from the pre-test and post-test assessments for the experimental groups.

B. Treatment

The treatment in this study aimed to implement the word mapping technique to assess its effectiveness in enhancing students' vocabulary mastery. The duration of each treatment session was set at 120 minutes, with a total of three conducted sessions. During the treatment, students actively participate in class activities.

The students were guided and facilitated during the treatment. The researcher provided instructions, clarified doubts, and offered support as needed, fostering a supportive atmosphere for mapping word. The researcher involvement was designed to ensure that the mapping word sessions proceeded smoothly and aligned with the objectives of the study.

Prepared the lesson plan before the treatment, material teaching, and the media that would used such as paper and other tools. The treatment in the experimental class, explained the material and write the keyword then the students write the mapping of word. When practicing in first and second treatment the students work independently, then in third treatment the students work in group of two students.

Before the treatment gave to the students, the students should understood the steps of the word mapping technique. After that, explain the material, then asked the students to find some words and identify kinds of class words (noun, verb, adjective, adverb) related to the word. The students were asked to choose the overhead word (word focus) while giving the vocabulary mapping organizer on the board. And ask a question about, such as "what is it?", "what is it like?", "what are some examples?". Then the students were asked to write their own definitions of the word on the map. Next, the students were asked to write essential characteristics of the word (can be also a synonym or antonym) on a map. Finally, the students make their own sentences from the keyword on the map.

The first meeting introduced the experimental group to the word mapping technique. This included a comprehensive understanding of word mapping, its

educational value, and a detailed plan outlining the intended teaching strategy for the following sessions.

In the first meeting, the students were given a pre-test which was done independently on vocabulary matters. They should do multiple-choice questions and choose the correct answer. Then, they should guess what the researcher brings or shows in front of the class which is the word mapping technique. After that, explained what is word mapping technique and how to do it step by step, giving an example of how to write it to make the students understand more.

In the second meeting, today's material that explain in this research. Then wrote the keyword and then mapping that word with a definition, synonym, antonym, and the word sentence. After that, the students were assigned to write a mapping of words individually with the aim that students would not only know every word they wrote but also be able to improve their memory for every new vocabulary they wrote.

In the third meeting, today's material that explain in this research. From today's material gave several a list of new words that can be used as keywords. After that, the students were assigned to write a mapping of words individually. In this meeting, students were more able to participate and more active in the class.

In the fourth meeting, today's material that explain in this research. Then the students were given several new words that can be used for keywords. After that, the students were assigned to write a mapping of words with a group of two students. students are more collaborative and conducive during this meeting.

In the last meeting, the students were given post-test which was done independently on vocabulary matters. Students should complete multiple-choice questions by selecting the correct answer. Post-test questions are the same as pre-test questions because they measure how much students' vocabulary has increased.

Overall, the treatment sessions were structured to actively engage students' vocabulary mastery, providing them with the opportunity to apply the method and, afterward, assessing the impact on their vocabulary mastery. The word

mapping approach was chosen to stimulate interaction, idea exchange, and collective knowledge construction among students, emphasizing both individual and group learning experiences.

C. Data Analysis

This chapter presents the result of test given to the sample, the students' of SMPN 4 Satu Atap Susukan Banjarnegara. The result was used to get empirical evidence about the effectiveness of word mapping technique on students' vocabulary mastery at eight grades of SMPN 4 Satu Atap Susukan Banjarnegara in 2023/2024 academic year. The result of the data analysis obtained through a word mapping test. The class was eight grade of SMPN 4 Satu Atap Susukan Banjarnegara which consisted of 22 students taught by using word mapping as a technique of vocabulary mastery. The data was collected from students' pre-test score that conducted before the teaching technique was implemented and students' post-test score which was conducted after the teaching technique was implemented. The data is presented in table:

Table 3.1
Descriptive Students' Score Pre-test Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestScore	22	40	70	53.41	8.221
PosttestScore	22	75	90	80.00	4.880
Valid N (listwise)	22				

According to the data shown, the lowest score of pre-test was 40 and the highest score was 70. Based on the result of the post-test, the lowest score of was 75 and the highest score was 90. The gained score was also calculated to decide significant difference between students' vocabulary score before and after the teaching technique. Based on data description from the pre-test to the post-test, it can be concluded that there was

significant difference before and after teaching using word mapping technique applied to students' vocabulary mastery.

D. Inferential Data Analysis

1. N- Gain Test

In this research used the N-gain test to measure the effectiveness of word mapping technique on students' vocabulary mastery. N-Gain is the difference between the pre-test and post-test score and the N-gain shows an increase in students' understanding or mastery of concepts after learning. Experiments have been carried out to determine the effectiveness of word mapping technique on students' vocabulary mastery at eight grade of SMPN 4 Satap Susukan and then test the hypothesis with the N-Gain method with the following results:

Table 3.2
Result of N-Gain Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	22	.43	.71	.5715	.07724
Ngain_Percent	22	42.86	71.43	57.1471	7.72419
Valid N (listwise)	22				

this study included the results of the calculation of the N-Gain test totaling Ngain score 0.57 and Ngain percent in 57.14 %. Ngain score 0.57 is medium category because between $0,3 \leq g \leq 0,7$. Ngain percent 57.14 % is in the Quite effective category because 56-75 %. The minimum value Ngain score is 0.43 and the maximum value is 0.71. minimum value Ngain percent is 42.86 %, and the maximum value 71.43 %. So, the word mapping technique is in medium category in effectiveness and Quite effective category in students' vocabulary mastery of junior high school in SMPN 4 Satu Atas Susukan.

2. N-Gain Score Calculation

The N-Gain scores served as a pivotal metric to gauge the normalized improvement in students' vocabulary mastery. These scores were derived from the formula:

$$N - Gain = \frac{post - testscore - pre - testscore}{Maximum\ score - pre - testscore} \times 100$$

Table 3.3
Students' N-Gain Score

No.	Students' Initial	Pre-test	Post-test	N-Gain Score (%)
1.	ATR	45	80	63.64
2.	BR	55	80	55.56
3.	DS	50	85	70.00
4.	DP	55	80	55.56
5.	E	50	75	50.00
6.	EVS	65	90	71.43
7.	HHM	60	80	50.00
8.	HNH	45	75	54.55
9.	HH	45	75	54.55
10.	IPL	55	80	55.56
11.	IE	40	75	58.33
12.	LBA	45	75	54.55
13.	MA	65	80	42.86
14.	MNH	55	75	44.44
15.	NO	60	80	50.00
16.	NAS	65	85	57.14
17.	NH	50	80	60.00
18.	OY	55	85	66.67
19.	R	45	75	54.55
20.	SR	70	90	66.67
21.	WT	45	75	54.55
22.	WW	55	85	66.67
TOTAL		1175	1760	1257.23
MEAN		53.41	80.00	57.14

According to the data shown, the mean score of pre-test was 53.41, the lowest score of pre-test was 40 and the highest score was 70. Meanwhile, the score was gained after the treatment of teaching learning with word mapping technique was done. Based on the result of the post-test, the mean score was 80.00, the lowest score of post-test was 75 and the highest score

was 90. The gained score was also calculated to decide significant difference between students' score before and after the treatment. The sum of gained score is 1257.23, and the mean of gained score is 57.14. Based on the data description from the pre-test and the post-test, it can be concluded that there was significant difference before and after teaching using word mapping technique.

E. Discussion

The Effectiveness of Word Mapping Technique on Students' Vocabulary Mastery, the researcher of the information evaluation, the goal of the study is to examines further the effectiveness of the word mapping technique on students' vocabulary mastery at Eight grade students of SMPN 4 Satu Atap Susukan, Banjarnegara. The data obtained were analyzed using IMB SPSS V 25 with the N-Gain test to ascertain its effectiveness. The use of N-Gain Test is to know there is significant difference result in students learning outcomes after learning materials, before and after receiving treatment using word mapping technique in learning activity.

A preliminary test (pre-test) and final evaluation were conducted in the treatment three times using the word mapping method (post-test). The effectiveness of the learning method was then evaluated using pre-test and post-test findings. The word mapping method, employed as a learning tool for students' vocabulary, was put to the test in this study using the N-Gain test to ascertain its effectiveness.

The pre-test and post-test scores were instrumental in evaluating the impact of word mapping technique on students' vocabulary mastery. The result of pre-test in the experimental class showed that the lowest score of pre-test was 40 and the highest score was 70. Based on the result of the post-test, the lowest score of was 75 and the highest score was 90. The average score of pre-test was 53.41, and the average score post-test was 80.00 with 22 respondents. The average increase of 26.59, it means that classes experienced an average increase. The gained score was also calculated to decide

significant difference between students' vocabulary score before and after the teaching technique. Based on data description from the pre-test to the post-test, it can be concluded that there was significant difference before and after teaching using word mapping technique applied to students' vocabulary mastery

The second test use the N-Gain test, the calculation and interpretation of N-Gain scores played a pivotal role in assessing the effectiveness of word mapping technique. The N-Gain scores provided a normalized measure of improvement, showcasing the percentage increase in students' vocabulary after the intervention. N-Gain Score is determined by category if it shows an average percentage of $< 40\%$ is considered ineffective, $40-55\%$ is considered less effective, $56-75\%$ is considered quite effective, and $> 76\%$ is considered effective. In this study, the calculation of N-Gain test obtained an average result experiment class of 57.14% that mean quite effective category. And N-Gain score is determined by category if $G > 0,7$ is high category, if $0,3 \leq g \leq 0,7$ is medium category, if $g < 0,3$ is low category. This study included the results of the calculation of the N-Gain test totaling Ngain score 0.57 is medium category because between $0,3 \leq g \leq 0,7$. The word mapping technique used in junior high school at SMPN 4 Satu Atap Susukan is effective to improve students' vocabulary mastery.

In delving deeper into the individual student performance within the experimental group, the data on N-Gain scores illuminated the varied trajectories of improvement. Notably, some students showcased moderate gain, with N-Gain percentages ranging from 56% to 75% , thus, it can be said that students' vocabulary has increased after being treated using word mapping technique. It is related with the previous research by Irma Juniarni⁸⁶ who found that word mapping technique could improve students' vocabulary mastery, the students became active at the classroom and also there was good

⁸⁶ Irma Juniarni. The Effect of Using Word Mapping Strategy to the Students' Vocabulary Mastery at SMPN 15 IT Binjai, Thesis: Universitas Islam Negeri Sumatera Utara Medan, 2020

interaction between teacher and students. There were the word mapping technique helped students to get new vocabulary. Also with the previous research by Dwi Wahyu⁸⁷ she said after applying word mapping strategy to students, most of students were active in teaching learning process because word mapping strategy gave more opportunity to memorize during the activity in the class. Applying word mapping helps students to solve their problems in learning vocabulary because they are interested used the strategy and they can memorize many words easily. So, they can be mastering vocabulary.

The score result showed that using word mapping as strategy to teach vocabulary made the students interested in learning. After using word mapping technique for several meeting, this technique can give some effect in terms of improving students' vocabulary mastery, they got better achievement than before taught using word mapping technique. It can be seen from students' average score in the post-test.

Based on the teaching-learning process, the students were interested in vocabulary using a word mapping strategy. Word mapping made the students more active in the teaching-learning process because they did more activities. The strategy promotes students' active exploration of word relationships, there by leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. The students should place the vocabularies to the brainstorm of a mapping according to the categories. The skill could help the students to remember the information or the vocabulary. From those activities, the students could remember a lot of the new vocabulary in their minds. The word mapping strategy procedures were fun to do in teamwork or individually.

Students in general education classes were able to learn the Word Mapping Strategy and the meaning of words taught during Word Mapping

⁸⁷ Dwi Wahyu Utami. The Effectiveness of Using Word Mapping Strategy in Teaching Vocabulary. Thesis: IAIN Surakarta, 2017

instruction. The effect sizes in each case were large. In addition, their learning of the strategy enabled them to predict the meaning of significantly more words after instruction than before instruction. Furthermore, their scores on predicting the meaning of words were significantly higher than the scores of the other groups at the end of the study.

Finally, based on the explanation and the data above, it can be concluded that using word mapping technique was effective in students' vocabulary mastery, especially to the students at SMPN 4 Satu Atap Susukan Banjarnegara. Also made the students motivated in the teaching and learning process. The atmosphere at the classroom was very good, they gave good attention when the teacher explained the material. Students became active, brave, and enjoyed the learning process.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discussed about conclusion and suggestion of the research findings. And the last is limitation of study.

A. Conclusion

The research was conducted at SMP Negeri 4 Satu Atap Susukan Banjarnegara, it is quantitative study to show the effectiveness of word mapping technique on students' vocabulary mastery at 8th grade of SMP Negeri 4 Satu Atap Susukan, Banjarnegara. This research aimed to analyze the significant effect of using word mapping technique on students' vocabulary mastery. Data was obtained by comparing the pre-test and post-test scores, which were calculated using IMB SPSS V 25 for Windows. The average score of pre-test was 53.41, and the average score post-test was 80.00 with 22 respondents. The average increase of 26.59, it means that classes experienced an average increase. There was change in students' vocabulary mastery after being given treatment using word mapping technique. The calculation of N-Gain test obtained an average result experiment class of 57.14 %, it showed that word mapping technique is in effective category.

Based on the findings and discussion, it can be concluded that word mapping technique is effective on students' vocabulary mastery at 8th grade students of SMP Negeri 4 Satu Atap Susukan Banjarnegara. In other word, this media can be used as a new alternative and interesting strategy for teaching vocabulary.

B. Suggestions

Considering the result of the research, this research would like to deliver some suggestions as follow:

1. For Students

To get good score in English is not easy for learners. It needs a long process. vocabulary is important for the students both in their native language

and also in English. If they want to be master in English, they should do mastering vocabulary. By vocabulary they can express and share their ideas.

2. For Teacher

The teacher should be creative in conducting the teaching and learning process. There are many media or techniques which can be used in teaching English. Sometimes teachers only concern toward students learning product and ignore the process. The word mapping technique allow teacher to move from the traditional media. The teacher can use the word mapping as tool in teaching vocabulary. So, it can develop the learning models that are effective, efficient and able to engage students active in learning English.

3. For School

The school should provide the necessities for the teaching and learning process, such as sufficient media, representative class, a comfortable environment, and appropriate facilities.

4. For Other Researcher

The writer is aware that the research is not the end of the problems being studied. The writer does hope that the findings of the research will be used as starting point of the next research on similar problems. There are many other instructional media that can be used in teaching English to make the lesson more interesting and enjoyable.

C. Limitation of study

The writer examines the significant effect of using word mapping technique on students' vocabulary mastery. Then, the writer collects data from the results of pre-test and post-test which can be seen from the results of each student. The limitation of this research is that only one group experiment without control group. It is possible that if a control group is used, the research result would be stronger.

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APPENDICES

ALUR TUJUAN PEMBELAJARAN (ATP)

Satuan Pendidikan : SMP Negeri 4 Satu Atap Susukan

Mata Pelajaran : Bahasa Inggris

Fase : D

Kelas : VIII (Delapan)

A. CAPAIAN PEMBELAJARAN FASE D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

B. CAPAIAN PER ELEMEN

- Menyimak – Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka

menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

- Membaca – Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

- Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

C. CAPAIAN BERDASARKAN ELEMEN

ELEMEN	CAPAIAN
Membaca dan Memirsa	Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaksi.
Menyimak dan Berbicara	Memahami ide utama dan detil yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah.
Membaca dan Memirsa	Merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri dari berbagai jenis teks berbentuk cetakatau digital, teermasuk diantaranya

	teks visual, multimodal atau interaksi.
Menyimak dan Berbicara	Melakukan pengulangan dan penggantian kosa kata mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah.
Membaca dan Memirsa	Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.
Membaca dan Memirsa	Membuat inferensi untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.
Menulis-Mempresentasikan	Menyusun paragraph tentang argument dan pendapat menggunakan perencanaan, contoh, kosakata spesifik dan struktur kalimat sederhana.
Menulis-Mempresentasikan	Mengomunikasikan ide, pengalaman teks informasi mereka melalui paragraf sederhana dan terstruktur.

D. REFERENSI/CATATAN/INSPIRASI ADAPTASI

- Teks yang digunakan adalah teks narasi, recount dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana.
- Kosa kata yang diulang dari topik yang familiar dan unfamiliar dengan jumlah kos kata yang sedikit dengan memperhatikan pelafalan.
- Menyusun outline menggunakan contoh teks sederhana kosa kata, dan struktur kalimat dengan menggunakan struktur dan unsur kebahasaan ang sesuai seperti simple present tense, present continuous tense, past continuous tense, simple past tense, dan modal auxiliary, dsb.
- Kalimat yang dihasilkan sederhana dengan memperhatikan jeda, kapitalisasi dan menggunakan struktur dan unsur kebahasaan yang sesuai.

Mengetahui,

Kepala sekolah

Peneliti,

Aris Wahyudin, S. Pd. SD

NIP. 19710418 200501 1 006

Hana Mufidah

S.N 1817404015

MODUL AJAR
BAHASA INGGRIS
(Meeting 1 / Pre-test)

INFORMASI UMUM	
Nama Penyusun	Hana Mufidah
Nama Institusi	SMP Negeri 4 Satu Atap Susukan
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VIII
Fase	D
Target Peserta Didik	22 peserta didik reguler
Pendekatan, Model, dan Metode Pembelajaran	<ul style="list-style-type: none"> - Word Mapping Technique - Diskusi, Penugasan, Tanya Jawab, Presentasi
Sarana dan Prasarana	Smartphone, Board Marker, Kamus, Papan Tulis, dan Penghapus
Sumber Belajar	Buku Ajar Lembar Kerja Peserta Didik (LKPD) Internet sources
Alat dan Bahan	Worksheet
Profil Pelajar Pancasila	<ul style="list-style-type: none"> - Beriman dan Bertaqwa kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis
Tahun Pelajaran	2023/2024
Alokasi Waktu	3 jam pelajaran tatap muka
KOMPONEN INTI	
CAPAIAN PEMBELAJARAN	<p>Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks oentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata</p>

	yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.	
ELEMEN CAPAIAN PEMBELAJARAN	Menyimak - Berbicara Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yg relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat pebandingan dan menyampaikan preferesi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.	
Tujuan Pembelajaran	<ul style="list-style-type: none">• Memahami ide utama dan detil yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah.• Melakukan pengulangan dan penggantian kosa kata mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah.	
Pemahaman Bermakna	Peserta didik memperhatikan ide utama dan melakukan pengulangan dan penggantian kosa kata	
Materi	Congratulations	
KEGIATAN PEMBELAJARAN		
Kegiatan	Prosedur	Alokasi waktu
Pendahuluan	Orientasi <ul style="list-style-type: none">- Guru membuka pelajaran dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdo'a, dan memeriksa kehadiran siswa.- Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk	10 Menit

	<p>membangun kultur belajar yang kondusif dan kolaboratif.</p> <p>Apresiasi</p> <ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang kalimat congratulations yang telah mereka jumpai dalam kehidupan sehari-hari - Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. <p>Motivasi</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan kompetensi yang harus dikuasai siswa 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang kalimat congratulations, yang meliputi pengertiannya dan unsur kebahasaannya dari berbagai sumber. - Membahas kosa kata (part of speech) - Memfasilitasi terjadinya interaksi antara peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. - Melibatkan peserta didik secara aktif dalam pembelajaran - Peserta didik mendengarkan penjelasan guru - Peserta didik aktif selama proses pembelajaran dengan cara mencari informasi tentang kalimat congratulations dari buku paket/ LKPD - Peserta didik mencari arti kata sulit dari kamus - Bertanya pada guru apabila materi yang disampaikan kurang jelas. <p>Elaborasi</p> <ul style="list-style-type: none"> - Membiasakan peserta didik berbicara atau menyampaikan secara lisan kalimat congratulations yang telah mereka temui dalam kehidupan sehari-hari - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, untuk memunculkan gagasan baru baik secara lisan yang berkaitan dengan kalimat congratulations - Memberi kesempatan untuk berfikir, 	100 Menit

	<p>menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut</p> <ul style="list-style-type: none"> - Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif - Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar - Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual - Memfasilitasi peserta didik untuk menyajikan hasil kerja individual - Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. - Peserta didik aktif dalam proses pembelajaran dengan cara merespon apa yang disampaikan guru - Peserta didik melaksanakan tugas yang diberikan guru - Peserta didik berpikir kritis dan kreatif untuk menyelesaikan tugas-tugas - Peserta didik mengerjakan tugas dari guru yaitu membuat contoh kalimat congratulations <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru bertanya tentang hal-hal yang belum diketahui siswa tentang kalimat congratulations - Guru bersama siswa bertanya jawab, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan tentang kalimat congratulations yang telah dipelajari - Siswa bertanya kepada guru materi congratulations yang belum dipahami - Siswa saling berdiskusi tentang materi yang telah dipelajari 	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> - Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari <p>Refleksi</p> <ul style="list-style-type: none"> - Apakah pembelajaran hari ini terasa menyenangkan? 	10 Menit

	<ul style="list-style-type: none"> - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? - Berdo'a sebelum kelas berakhir dan mengucapkan salam penutup 	
Penilaian	<ul style="list-style-type: none"> - Teknik: Membuat contoh kalimat congratulations - Bentuk: Tertulis <p>Pedoman Penilaian : Tiap jawaban benar diberi skor 1, jawaban salah 0</p>	

Banjarnegara, Agustus 2023

Mengetahui,

Kepala sekolah

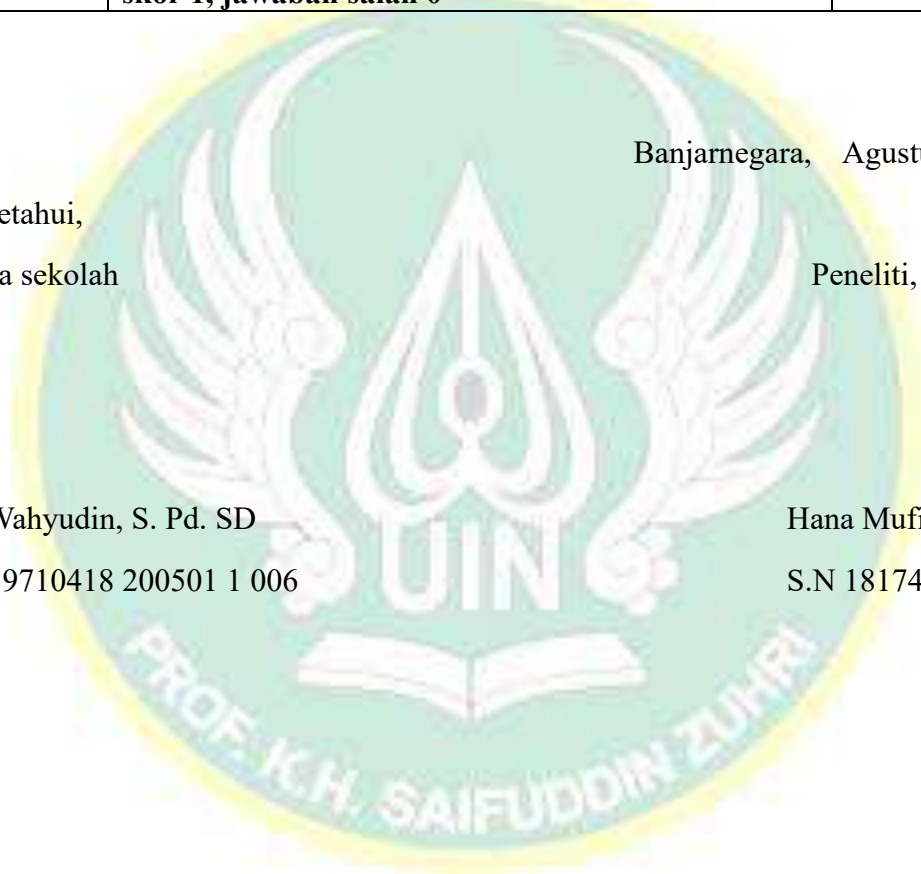
Peneliti,

Aris Wahyudin, S. Pd. SD

NIP. 19710418 200501 1 006

Hana Mufidah

S.N 1817404015



MODUL AJAR
BAHASA INGGRIS
(Meeting 2 / Treatment 1)

INFORMASI UMUM	
Nama Penyusun	Hana Mufidah
Nama Institusi	SMP Negeri 4 Satu Atap Susukan
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VIII
Fase	D
Target Peserta Didik	22 peserta didik reguler
Pendekatan, Model, dan Metode Pembelajaran	<ul style="list-style-type: none"> - Word Mapping Technique - Diskusi, Penugasan, Tanya Jawab, Presentasi
Sarana dan Prasarana	Smartphone, Board Marker, Kamus, Papan Tulis, dan Penghapus
Sumber Belajar	Buku Ajar Lembar Kerja Peserta Didik (LKPD) Internet sources
Alat dan Bahan	Worksheet
Profil Pelajar Pancasila	<ul style="list-style-type: none"> - Beriman dan Bertaqwa kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis
Tahun Pelajaran	2023/2024
Alokasi Waktu	3 jam pelajaran tatap muka
KOMPONEN INTI	
CAPAIAN PEMBELAJARAN	<p>Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks oentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata</p>

	yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.	
ELEMEN CAPAIAN PEMBELAJARAN	Membaca - Memirsa Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	
Tujuan Pembelajaran	<ul style="list-style-type: none">• Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif• Merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri dari berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif	
Pemahaman Bermakna	Peserta didik dapat membedakan past tense dalam bentuk base infinitive dan past infinitive	
Materi	Past Tense	
KEGIATAN PEMBELAJARAN		
Kegiatan	Prosedur	Alokasi waktu
Pendahuluan	Orientasi <ul style="list-style-type: none">- Guru membuka pelajaran dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdoa, dan memeriksa kehadiran siswa.- Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif.	10 Menit

	<p>Apresiasi</p> <ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang kalimat past tense yang telah mereka jumpai dalam kehidupan sehari-hari - Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. <p>Motivasi</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan kompetensi yang harus dikuasai siswa 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang kalimat past tense, yang meliputi pengertiannya dan unsur kebahasaannya dari berbagai sumber. - Membahas kosa kata (part of speech) - Menggunakan word mapping strategy untuk pengajaran vocabulary - Memfasilitasi terjadinya interaksi antara peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. - Melibatkan peserta didik secara aktif dalam pembelajaran sesuai prosedur word mapping strategy - Peserta didik mendengarkan penjelasan guru - Peserta didik aktif selama proses pembelajaran dengan cara mencari informasi tentang kalimat past tense dari buku paket/ LKPD - Peserta didik mencari arti kata sulit dari kamus - Bertanya pada guru apabila materi yang disampaikan kurang jelas. <p>Elaborasi</p> <ul style="list-style-type: none"> - Membiasakan peserta didik berbicara atau menyampaikan secara lisan kalimat past tense yang telah mereka temui dalam kehidupan sehari-hari - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, untuk memunculkan gagasan baru baik secara lisan yang berkaitan dengan kalimat past tense - Member kesempatan untuk berfikir, 	100 Menit

	<p>menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut</p> <ul style="list-style-type: none"> - Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif - Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar - Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan word mapping strategy, yang mana para siswa diberikan kebebasan untuk memilih keyword yang didapatkan dari materi past tense. Lalu siswa memahami keyword tersebut lalu membuat mapping untuk mengidentifikasi kosakata tersebut. - Memfasilitasi peserta didik untuk menyajikan hasil kerja individual - Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. - Peserta didik aktif dalam proses pembelajaran dengan cara merespon apa yang disampaikan guru - Peserta didik melaksanakan tugas yang diberikan guru - Peserta didik berpikir kritis dan kreatif untuk menyelesaikan tugas-tugas - Peserta didik mengerjakan tugas dari guru dengan word mapping strategy, yaitu dengan membuat mapping dari keyword tersebut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru bertanya tentang hal-hal yang belum diketahui siswa tentang kalimat past tense - Guru bersama siswa bertanya jawab, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan tentang kalimat pas tense yang telah dipelajari - Siswa bertanya kepada guru materi past tense yang belum dipahami - Siswa saling berdiskusi tentang materi yang telah dipelajari 	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> - Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari 	10 Menit

	Refleksi <ul style="list-style-type: none"> - Apakah pembelajaran hari ini terasa menyenangkan? - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? - Berdo'a sebelum kelas berakhir dan mengucapkan salam penutup 	
Penilaian	<ul style="list-style-type: none"> - Teknik: Membuat mapping dari keyword yang telah dipilih - Bentuk: Tertulis <p>Pedoman Penilaian : Tiap jawaban benar diberi skor 1, jawaban salah 0</p>	

Banjarnegara, Agustus 2023

Mengetahui,
Kepala sekolah

Peneliti,

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MODUL AJAR
BAHASA INGGRIS
(Meeting 3 / Treatment 2)

INFORMASI UMUM	
Nama Penyusun	Hana Mufidah
Nama Institusi	SMP Negeri 4 Satu Atap Susukan
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VIII
Fase	D
Target Peserta Didik	22 peserta didik reguler
Pendekatan, Model, dan Metode Pembelajaran	<ul style="list-style-type: none"> - Word Mapping Technique - Diskusi, Penugasan, Tanya Jawab, Presentasi
Sarana dan Prasarana	Smartphone, Board Marker, Kamus, Papan Tulis, dan Penghapus
Sumber Belajar	Buku Ajar Lembar Kerja Peserta Didik (LKPD) Internet sources
Alat dan Bahan	Worksheet
Profil Pelajar Pancasila	<ul style="list-style-type: none"> - Beriman dan Bertaqwa kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis
Tahun Pelajaran	2023/2024
Alokasi Waktu	3 jam pelajaran tatap muka
KOMPONEN INTI	
CAPAIAN PEMBELAJARAN	<p>Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks oentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata</p>

	yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.	
ELEMEN CAPAIAN PEMBELAJARAN	Membaca - Memirsa Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	
Tujuan Pembelajaran	<ul style="list-style-type: none">• Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif• Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif	
Pemahaman Bermakna	Peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif	
Materi	Simple Past Tense	
KEGIATAN PEMBELAJARAN		
Kegiatan	Prosedur	Alokasi waktu
Pendahuluan	Orientasi <ul style="list-style-type: none">- Guru membuka pelajaran dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdoa, dan memeriksa kehadiran siswa.- Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif.	10 Menit
	Apresiasi	

	<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang kalimat simple past tense yang telah mereka jumpai dalam kehidupan sehari-hari - Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. <p>Motivasi</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan kompetensi yang harus dikuasai siswa 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang kalimat simple past tense, yang meliputi pengertiannya dan unsur kebahasaannya dari berbagai sumber. - Membahas kosa kata (part of speech) - Menggunakan word mapping strategy untuk pengajaran vocabulary - Memfasilitasi terjadinya interaksi antara peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. - Melibatkan peserta didik secara aktif dalam pembelajaran sesuai prosedur word mapping strategy - Peserta didik mendengarkan penjelasan guru - Peserta didik aktif selama proses pembelajaran dengan cara mencari informasi tentang kalimat simple past tense dari buku paket/ LKPD - Peserta didik mencari arti kata sulit dari kamus - Bertanya pada guru apabila materi yang disampaikan kurang jelas. <p>Elaborasi</p> <ul style="list-style-type: none"> - Membiasakan peserta didik berbicara atau menyampaikan secara lisan kalimat simple past tense yang telah mereka temui dalam kehidupan sehari-hari - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, untuk memunculkan gagasan baru baik secara lisan yang berkaitan dengan kalimat simple past tense - Member kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan 	100 Menit

	<p>bertindak tanpa rasa takut</p> <ul style="list-style-type: none"> - Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif - Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar - Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan word mapping strategy, yang mana para siswa diberikan kebebasan untuk memilih keyword yang didapatkan dari materi simple past tense. Lalu siswa memahami keyword tersebut lalu membuat mapping untuk mengidentifikasi kosakata tersebut. - Memfasilitasi peserta didik untuk menyajikan hasil kerja individual - Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. - Peserta didik aktif dalam proses pembelajaran dengan cara merespon apa yang disampaikan guru - Peserta didik melaksanakan tugas yang diberikan guru - Peserta didik berpikir kritis dan kreatif untuk menyelesaikan tugas-tugas - Peserta didik mengerjakan tugas dari guru dengan word mapping strategy, yaitu dengan membuat mapping dari keyword tersebut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru bertanya tentang hal-hal yang belum diketahui siswa tentang kalimat simple past tense - Guru bersama siswa bertanya jawab, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan tentang kalimat simple past tense yang telah dipelajari - Siswa bertanya kepada guru materi simple past tense yang belum dipahami - Siswa saling berdiskusi tentang materi yang telah dipelajari 	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> - Menunjuk peserta didik untuk memberikan 	10 Menit

	<p>kesimpulan terkait materi yang telah dipelajari</p> <p>Refleksi</p> <ul style="list-style-type: none"> - Apakah pembelajaran hari ini terasa menyenangkan? - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? - Berdo'a sebelum kelas berakhir dan mengucapkan salam penutup 	
Penilaian	<ul style="list-style-type: none"> - Teknik: Membuat mapping dari keyword yang telah dipilih - Bentuk: Tertulis <p>Pedoman Penilaian : Tiap jawaban benar diberi skor 1, jawaban salah 0</p>	

Banjarnegara, Agustus 2023

Mengetahui,
Kepala sekolah

Peneliti,

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MODUL AJAR
BAHASA INGGRIS
(Meeting 4/ Treatment 3)

INFORMASI UMUM	
Nama Penyusun	Hana Mufidah
Nama Institusi	SMP Negeri 4 Satu Atap Susukan
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VIII
Fase	D
Target Peserta Didik	22 peserta didik reguler
Pendekatan, Model, dan Metode Pembelajaran	<ul style="list-style-type: none"> - Word Mapping Technique - Diskusi, Penugasan, Tanya Jawab, Presentasi
Sarana dan Prasarana	Smartphone, Board Marker, Kamus, Papan Tulis, dan Penghapus
Sumber Belajar	Buku Ajar Lembar Kerja Peserta Didik (LKPD) Internet sources
Alat dan Bahan	Worksheet
Profil Pelajar Pancasila	<ul style="list-style-type: none"> - Beriman dan Bertaqwa kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis
Tahun Pelajaran	2023/2024
Alokasi Waktu	3 jam pelajaran tatap muka
KOMPONEN INTI	
CAPAIAN PEMBELAJARAN	<p>Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks oentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata</p>

	yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.
ELEMEN CAPAIAN PEMBELAJARAN	<p>Membaca - Memirsa</p> <p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>
Tujuan Pembelajaran	<ul style="list-style-type: none"> • Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif • Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.
Pemahaman Bermakna	Peserta didik mampu memahami struktur teks dan unsur- unsur kebahasaan yang ada dalam teks
Materi	Narrative Text

KEGIATAN PEMBELAJARAN		
Kegiatan	Prosedur	Alokasi waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru membuka pelajaran dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdo'a, dan memeriksa kehadiran siswa. - Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif. <p>Apresiasi</p>	10 Menit

	<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang narrative text yang telah mereka jumpai dalam kehidupan sehari-hari - Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. <p>Motivasi</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan kompetensi yang harus dikuasai siswa 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang narrative text, yang meliputi pengertiannya dan unsur kebahasaannya dari berbagai sumber. - Membahas kosa kata (part of speech) - Menggunakan word mapping strategy untuk pengajaran vocabulary - Memfasilitasi terjadinya interaksi antara peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. - Melibatkan peserta didik secara aktif dalam pembelajaran sesuai prosedur word mapping strategy - Peserta didik mendengarkan penjelasan guru - Peserta didik aktif selama proses pembelajaran dengan cara mencari informasi tentang kalimat past tense dari buku paket/ LKPD - Peserta didik mencari arti kata sulit dari kamus - Bertanya pada guru apabila materi yang disampaikan kurang jelas. <p>Elaborasi</p> <ul style="list-style-type: none"> - Membiasakan peserta didik berbicara atau menyampaikan secara lisan narrative text yang telah mereka temui dalam kehidupan sehari-hari - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, untuk memunculkan gagasan baru baik secara lisan yang berkaitan dengan narrative text - Member kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan 	100 Menit

	<p>bertindak tanpa rasa takut</p> <ul style="list-style-type: none"> - Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif - Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar - Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan word mapping strategy, yang mana para siswa diberikan kebebasan untuk memilih keyword yang didapatkan dari materi narrative text. Lalu siswa memahami keyword tersebut lalu membuat mapping untuk mengidentifikasi kosakata tersebut. - Memfasilitasi peserta didik untuk menyajikan hasil kerja individual - Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. - Peserta didik aktif dalam proses pembelajaran dengan cara merespon apa yang disampaikan guru - Peserta didik melaksanakan tugas yang diberikan guru - Peserta didik berpikir kritis dan kreatif untuk menyelesaikan tugas-tugas - Peserta didik mengerjakan tugas dari guru dengan word mapping strategy, yaitu dengan membuat mapping dari keyword tersebut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru bertanya tentang hal-hal yang belum diketahui siswa tentang narrative text - Guru bersama siswa bertanya jawab, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan tentang narrative text yang telah dipelajari - Siswa bertanya kepada guru materi narrative text yang belum dipahami - Siswa saling berdiskusi tentang materi yang telah dipelajari 	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> - Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari 	10 Menit

	Refleksi <ul style="list-style-type: none"> - Apakah pembelajaran hari ini terasa menyenangkan? - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? - Berdo'a sebelum kelas berakhir dan mengucapkan salam penutup 	
Penilaian	<ul style="list-style-type: none"> - Teknik: Membuat mapping dari keyword yang telah dipilih - Bentuk: Tertulis <p>Pedoman Penilaian : Tiap jawaban benar diberi skor 1, jawaban salah 0</p>	

Banjarnegara, Agustus 2023

Mengetahui,
Kepala sekolah

Peneliti,

Aris Wahyudin, S. Pd. SD
NIP. 19710418 200501 1 006

Hana Mufidah
S.N 1817404015

MODUL AJAR
BAHASA INGGRIS
(Meeting 5 / Post-test)

INFORMASI UMUM	
Nama Penyusun	Hana Mufidah
Nama Institusi	SMP Negeri 4 Satu Atap Susukan
Jenjang Sekolah	Sekolah Menengah Pertama
Kelas	VIII
Fase	D
Target Peserta Didik	22 peserta didik reguler
Pendekatan, Model, dan Metode Pembelajaran	<ul style="list-style-type: none"> - Word Mapping Technique - Diskusi, Penugasan, Tanya Jawab, Presentasi
Sarana dan Prasarana	Smartphone, Board Marker, Kamus, Papan Tulis, dan Penghapus
Sumber Belajar	Buku Ajar Lembar Kerja Peserta Didik (LKPD) Internet sources
Alat dan Bahan	Worksheet
Profil Pelajar Pancasila	<ul style="list-style-type: none"> - Beriman dan Bertaqwa kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis
Tahun Pelajaran	2023/2024
Alokasi Waktu	3 jam pelajaran tatap muka
KOMPONEN INTI	
CAPAIAN PEMBELAJARAN	<p>Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks oentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata</p>

	yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.	
ELEMEN CAPAIAN PEMBELAJARAN	Menulis - Mempresentasikan Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.	
Tujuan Pembelajaran	<ul style="list-style-type: none">Menyusun kalimat tentang argument dan pendapat menggunakan perencanaan, contoh, kosakata spesifik dan struktur kalimat sederhanaMengomunikasikan ide, pengalaman teks informasi mereka melalui kalimat sederhana dan terstruktur	
Pemahaman Bermakna	Peserta didik dapat memahami struktur kalimat asking and giving opinion	
Materi	Asking and giving opinion	
KEGIATAN PEMBELAJARAN		
Kegiatan	Prosedur	Alokasi waktu
Pendahuluan	Orientasi <ul style="list-style-type: none">Guru membuka pelajaran dengan salam pembuka, menyapa peserta didik dengan menanyakan kabar mereka, berdo'a, dan memeriksa kehadiran siswa.Guru membuat komitmen belajar dengan peserta didik sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif. Apresiasi <ul style="list-style-type: none">Guru menanyakan kepada siswa tentang kalimat asking and giving opinion yang telah mereka jumpai dalam kehidupan sehari-hariPeserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui	10 Menit

	<p>kompetensi awal mereka.</p> <p>Motivasi</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai dan kompetensi yang harus dikuasai siswa 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang kalimat asking and giving opinion, yang meliputi pengertiannya dan unsur kebahasaannya dari berbagai sumber. - Membahas kosa kata (part of speech) - Memfasilitasi terjadinya interaksi antara peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya. - Melibatkan peserta didik secara aktif dalam pembelajaran sesuai prosedur - Peserta didik mendengarkan penjelasan guru - Peserta didik aktif selama proses pembelajaran dengan cara mencari informasi tentang kalimat past tense dari buku paket/ LKPD - Peserta didik mencari arti kata sulit dari kamus - Bertanya pada guru apabila materi yang disampaikan kurang jelas. <p>Elaborasi</p> <ul style="list-style-type: none"> - Membiasakan peserta didik berbicara atau menyampaikan secara lisan kalimat asking and giving opinion yang telah mereka temui dalam kehidupan sehari-hari - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, untuk memunculkan gagasan baru baik secara lisan yang berkaitan dengan kalimat asking and giving opinion - Member kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut - Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif - Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar - Memfasilitasi peserta didik membuat laporan 	100 Menit

	<p>eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual</p> <ul style="list-style-type: none"> - Memfasilitasi peserta didik untuk menyajikan hasil kerja individual - Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. - Peserta didik aktif dalam proses pembelajaran dengan cara merespon apa yang disampaikan guru - Peserta didik melaksanakan tugas yang diberikan guru - Peserta didik berpikir kritis dan kreatif untuk menyelesaikan tugas-tugas - Peserta didik mengerjakan tugas dari guru dengan word mapping strategy, yaitu dengan membuat mapping dari keyword tersebut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru bertanya tentang hal-hal yang belum diketahui siswa tentang kalimat asking and giving opinion - Guru bersama siswa bertanya jawab, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan tentang kalimat asking and giving opinion yang telah dipelajari - Siswa bertanya kepada guru materi asking and giving opinion yang belum dipahami - Siswa saling berdiskusi tentang materi yang telah dipelajari 	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> - Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari <p>Refleksi</p> <ul style="list-style-type: none"> - Apakah pembelajaran hari ini terasa menyenangkan? - Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik? - Apakah semua peserta didik terlibat aktif dalam proses pembelajaran? - Berdo'a sebelum kelas berakhir dan mengucapkan salam penutup 	10 Menit
Penilaian	<ul style="list-style-type: none"> - Teknik: Membuat kalimat asking and giving 	

	<p>opinion</p> <p>- Bentuk: Tertulis</p> <p>Pedoman Penilaian : Tiap jawaban benar diberi skor 1, jawaban salah 0</p>	
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Banjarnegara, Agustus 2023

Mengetahui,

Kepala sekolah

Peneliti,

Aris Wahyudin, S. Pd. SD

NIP. 19710418 200501 1 006

Hana Mufidah

S.N 1817404015



KISI-KISI PENULISAN SOAL

Jenjang Pendidikan: SMP/MTS
Mata Pelajaran: Bahasa Inggris
Kurikulum: Merdeka
Alokasi Waktu: 30 Menit
Jumlah Soal: 30 Soal
Bentuk Soal: Pilihan Ganda

No	Tujuan Pembelajaran	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk soal
1.	7.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	VII	Greet people and say goodbye	Disajikan sebuah teks peserta didik dapat memahami informasi dari teks tersebut.	Pemahaman (L1)	1, 2, 3, 4	PG
2.	7.2 Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	VII	Describe hobbies	Peserta didik dapat menentukan hobi yg sesuai.	Pemahaman (L1)	5	PG
		VII	Describe daily activities	Disajikan sebuah teks daily activities, peserta didik dapat memahami informasi dari teks tersebut.	Pemahaman (L1)	6, 7, 8	PG
3.	7.3 Mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	VII	Describe one's favorite meal: food, drinks,	Disajikan sebuah kalimat, peserta didik dapat melengkapi kalimat dengan kata yang sesuai.	Pemahaman (L1)	9, 10	PG

			snack, texture, taste				
		VII	Describe rooms in a house	Disajikan sebuah teks, peserta didik dapat memahami informasi yang ada pada teks tersebut.	Pemahaman (L1)	11, 12	PG
		VII	Describe things in the rooms	Peserta didik dapat menentukan kosa-kata yang sesuai.	Pemahaman (L1)	13	PG
4.	7.4 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	VII	Describe things to use to clean up	Peserta didik dapat menentukan kosa-kata yang sesuai.	Pemahaman (L1)	14, 15	PG
		VII	Describe cleaning up activities (conjunction)	Peserta didik dapat melengkapi kalimat dengan benar.	Pemahaman (L1)	16, 17, 18	PG
5.	7.6 Mengaplikasikan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.		Talk about study habits	Peserta didik dapat melengkapi kalimat dengan benar.	Pemahaman (L1)	19, 20, 21	PG
			Describe extracurricular activities: preposition	Peserta didik dapat menentukan kata yang sesuai.	Pemahaman (L1)	22, 23, 24	PG
			Describe rooms in the school;	Peserta didik dapat menentukan kosa-kata dengan benar.	Pemahaman (L1)	25, 26, 27,	PG

		things in a school			28, 29, 30	
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RESEARCH INSTRUMENT

Name:

Class:

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Text for number 1-3!

I would like to introduce myself.

My name is Hanin Atiya.

My nick name is Hanin.

I am 12 years old. I am a student.

I am from Semarang.

1. Hanin is years old.

- a. eleven
- b. seven
- c. ten
- d. twelve

2. Hanin is a

- a. teacher
- b. student
- c. doctor
- d. nurse

3. Leo : “?”

Ana : “ I am very well, thanks.”

- a. How are you
- b. What is your name
- c. Good morning
- d. Nice to meet you

4. She is Nala. She like to swim. Her hobby is

- a. to swim
- b. to be swim



c. to swimming

d. swimming

Text for number 5-6!

Tania's Daily Activities

Tania always gets up at five o'clock in the morning, then she takes a bath. At six o'clock she has breakfast. She goes to school at half past six. Tania goes home at half past twelve. She prays the midday prayer then has lunch at one o'clock in the afternoon. After school, she usually does her homework and then take a nap. She takes a bath at four o'clock. She has dinner at seven o'clock in the evening. She prays then studies at half past seven at night. She prepare the book for tomorrow at nine o'clock at night. Then she goes to sleep at half past nine.

5. What is the text about?

a. Tania gets up at five o'clock in the morning

b. Tania prepare to the school

c. Tania's activities

d. Tania has breakfast, lunch and dinner

6. What time does Tania rest during the day?

a. 12.30 a.m

b. 01.00 a.m

c. 12.30 p.m

d. 01.00 p.m

7. Nusa: French fries and fried chicken are my favorite foods.

Rara: Yes, I like them too. These French fries and fried chicken are very ...

a. sour

b. salty

c. bitter

d. delicious

8. We buy cake and bread at

a. florist

b. bakery

- c. fruit stall
- d. bookstore

The text below is for questions number 9-10.

Mrs. Alexa is an English teacher, but she lives and works in Yogyakarta. She teaches English at Senior High School 4 Yogyakarta. Her husband is from Yogyakarta. They have one son and one daughter. All of their children study in an elementary school. Mrs. Alexa's house is simple. It is made of wood. It has a living room, a dining room, a kitchen, a bathroom, and three bedrooms. Mrs. Alexa also has backyard. She, her husband and the children usually spend their time together there.

9. What is the purpose of the text above?

- a. To describe the Alexa Family
- b. To tell the Alexa Family
- c. To entertain the Alexa Family
- d. To retell about the Alexa Family

10. Mrs. Alexa and her Family like to spend their time in the

- a. living room
- b. dining room
- c. backyard
- d. kitchen

11. What do you find in the living room?

- a. Table, spoon, and plate
- b. Toothbrush, toothpaste, and shower
- c. Pillow, blanket, and bolster
- d. Pictures, sofa, and vase

12. The tool is used for clean the floor is....

- a. table
- b. chair
- c. eraser
- d. broom

13. The classroom looks very ... the students should clean it soon before the teacher comes.

- a. tidy
- b. dirty
- c. shiny
- d. rough

14. The students.... cleaned the classrooms, the schoolyard.

- a. not, but
- b. not only, but also
- c. either, or
- d. neither, nor

15. The exam was too ... for her. She got an A!

- a. expensive
- b. easy
- c. high
- d. difficult

16. Reza will do the best the examination.

The synonym of underlined word is...

- a. Good
- b. Lazy
- c. Dumb
- d. Bad

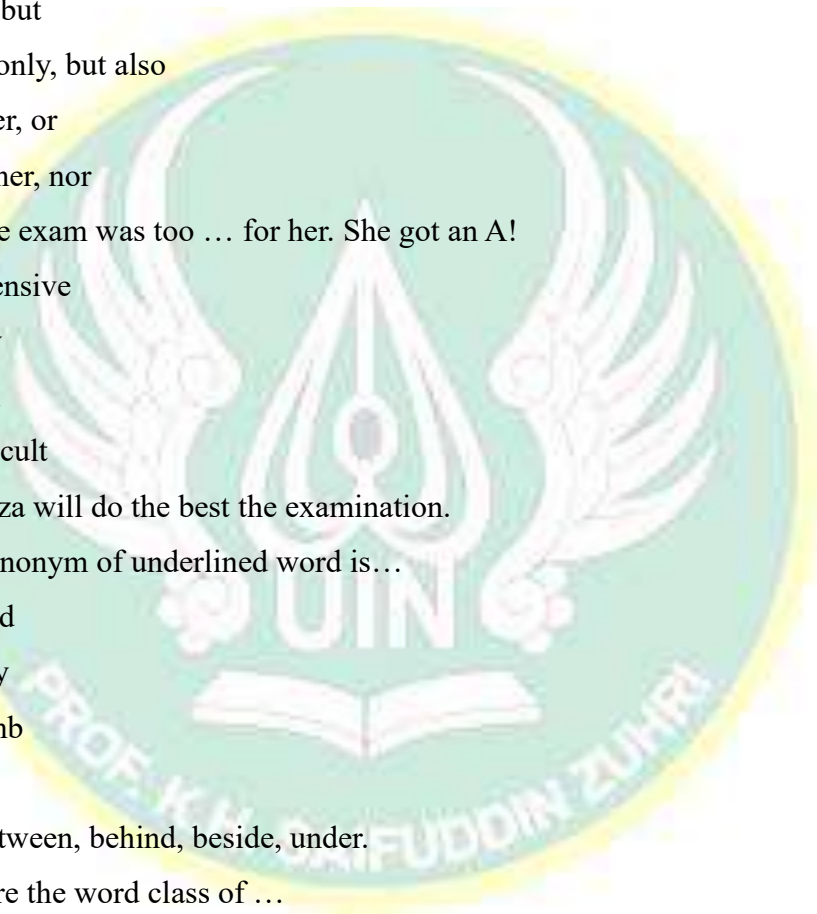
17. Between, behind, beside, under.

That are the word class of ...

- a. Noun
- b. Verb
- c. Preposition
- d. Adjective

18. Mrs. Alesya is a teacher. She teaches the students in the...

- a. school yard
- b. teacher office



c. classroom

d. library

19. The Teacher always comes on time.

The synonym of underlined word is....

a. Arrives

b. Does

c. Sees

d. Late

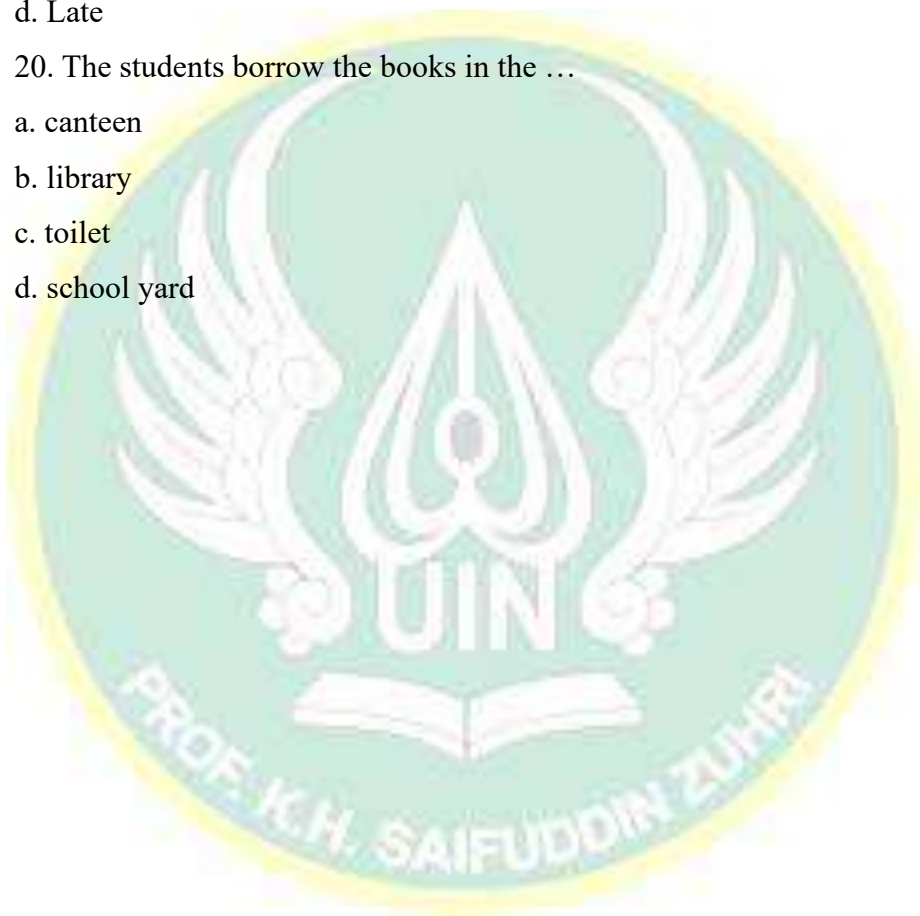
20. The students borrow the books in the ...

a. canteen

b. library

c. toilet

d. school yard



KUNCI JAWABAN

1. D
2. B
3. A
4. D
5. C
6. D
7. D
8. B
9. A
10. C
11. D
12. D
13. B
14. B
15. B
16. A
17. C
18. C
19. A
20. B



ATTENDANCE LIST

The Students' of VIII Class

No.	Name
1.	Afri Tri Rohyati
2.	Bayu Romadoni
3.	David Setiawan
4.	Dimas Pujiono
5.	Esti
6.	Eza Vicky Saputra
7.	Hasan Husni Mubarak
8.	Hendi Nur Hidayat
9.	Hoerul Hidayah
10.	Iin Puji Lestari
11.	Irfan Efendi
12.	Lanang Bayu Aji
13.	Maulida Anjalina
14.	Mei Nur Hajijah
15.	Nida Oktifiana
16.	Nisa Aulia Siwana
17.	Nur Hidayati
18.	Ovi Yulianti
19.	Ristianti
20.	Sinta Rahmawati
21.	Wahyu Triono
22.	Wiwin Winarti

Result of instrument reliability

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
SOAL2	7.83	26.695	.379	.880
SOAL3	7.93	25.789	.534	.875
SOAL4	8.00	24.828	.723	.868
SOAL5	8.10	26.231	.437	.878
SOAL6	8.00	25.655	.550	.874
SOAL8	8.17	26.695	.356	.880
SOAL9	7.93	25.444	.606	.872
SOAL10	7.97	25.551	.576	.873
SOAL11	8.03	26.792	.321	.882
SOAL12	8.20	26.510	.405	.879
SOAL13	8.00	25.103	.665	.870
SOAL14	8.27	26.616	.414	.878
SOAL16	8.20	26.166	.478	.876
SOAL18	8.17	26.282	.441	.878
SOAL20	8.17	25.868	.528	.875
SOAL21	8.10	26.300	.423	.878
SOAL23	8.30	26.286	.514	.875
SOAL25	8.13	25.706	.551	.874
SOAL26	8.37	26.654	.496	.876
SOAL28	8.27	26.823	.368	.880

Descriptives Analysis N-Gain Score

Descriptives

		Statistic	Std. Error
Ngain_Score	Mean	.5715	.01647
	95% Confidence Interval for		
	Lower Bound	.5372	
	Mean		
	Upper Bound	.6057	
	5% Trimmed Mean	.5715	
	Median	.5556	
	Variance	.006	
	Std. Deviation	.07724	
	Minimum	.43	
	Maximum	.71	
	Range	.29	
	Interquartile Range	.11	
	Skewness	.200	.491
	Kurtosis	-.432	.953
Ngain_Percent	Mean	57.1471	1.64680
	95% Confidence Interval for		
	Lower Bound	53.7224	
	Mean		
	Upper Bound	60.5718	
	5% Trimmed Mean	57.1468	
	Median	55.5556	
	Variance	59.663	
	Std. Deviation	7.72419	
	Minimum	42.86	
	Maximum	71.43	
	Range	28.57	
	Interquartile Range	10.98	
	Skewness	.200	.491
	Kurtosis	-.432	.953

STUDENT PRE-TEST AND POST-TEST RESULT

Pre-test

Name: EZA VICKY SAPUTRA

Class: VIII (B) Eight

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Text for number 1-3!

I would like to introduce myself.

My name is Hanin Atiya.

My nick name is Hanin.

I am 12 years old. I am a student.

I am from Semarang.

1. Hanin is years old.

- a. eleven
- b. seven
- c. ten
- ☒ d. twelve

B = 12

S = 7

2. Hanin is a

- a. teacher
- ☒ b. student
- c. doctor
- d. nurse

3. Leo : "?"

Ana : " I am very well, thanks."

- ☒ a. How are you
- b. What is your name
- c. Good morning
- ☒ d. Nice to meet you

4. She is Nala. She like to swim. Her hobby is

- a. to swim
- b. to be swim
- c. to swimming
- ☒ d. swimming

Text for number 6-8!

Tania's Daily Activities

Tania always gets up at five o'clock in the morning, then she takes a bath. At six o'clock she has breakfast. She goes to school at half past six. Tania goes home at half past twelve. She prays the midday prayer then has lunch at one a'clock in the afternoon. After school, she usually does her homework and then take a nap. She takes a bath at four o'clock. She has dinner at seven o'clock in the evening. She prays then studies at half past seven at night. She prepare the book for tomorrow at nine o'clock at night. Then she goes to sleep at half past nine.

5. What is the text about?

- a. Tania gets up at five o'clock in the morning
- ☒ b. Tania prepare to the school
- ☒ c. Tania's activities
- d. Tania has breakfast, lunch and dinner

6. What time does Tania rest during the day?

65

- a. 12.30 a.m
 - ☒ b. 01.00 a.m
 - c. 12.30 p.m
 - ☒ d. 01.00 p.m
7. Nusa : French fries and fried chicken are my favorite foods.
Rara : Yes, I like them too. These French fries and fried chicken are very ...
- a. sour
 - b. salty
 - c. bitter
 - ☒ d. delicious
8. We buy cake and bread at
- a. florist
 - ☒ b. bakery
 - c. fruit stall
 - d. bookstore

The text below is for questions number 10-11.

Mrs. Alexa is an English teacher, but she lives and works in Yogyakarta. She teaches English at Senior High School 4 Yogyakarta.

Her husband is from Yogyakarta. They have one son and one daughter. All of their children study in an elementary school.

Mrs. Alexa's house is simple. It is made of wood. It has a living room, a dining room, a kitchen, a bathroom, and three bedrooms. Mrs. Alexa also has backyard. She, her husband and the children usually spend their time together there.

9. What is the purpose of the text above?
- ☒ a. To describe the Alexa Family
 - ☒ b. To tell the Alexa Family
 - c. To entertain the Alexa Family
 - d. To retell about the Alexa Family
10. Mrs. Alexa and her Family like to spend their time in the
- ☒ a. living room
 - b. dining room
 - ☒ c. backyard
 - d. kitchen
11. What do you find in the living room?
- a. Table, spoon, and plate
 - b. Toothbrush, toothpaste, and shower
 - c. Pillow, blanket, and bolster
 - ☒ d. Pictures, sofa, and vase
12. The tool is used for clean the floor is
- a. table
 - b. chair
 - c. eraser
 - ☒ d. broom
13. The classroom looks very ... the students should clean it soon before the teacher comes.
- a. tidy

- ☒ dirty
c. shiny
d. rough
14. The students.... cleaned the classrooms, the schoolyard.
☒ not, but
☒ not only, but also
c. either, or
d. neither, nor
15. The exam was too ... for her. She got an A!
a. expensive
☒ easy
c. high
d. difficult
16. Reza will do the best the examination.
The *synonym* of underlined word is...
☒ Good
b. Lazy
c. Dumb
d. Bad
17. Between, behind, beside, under.
That are the word class of ...
a. Noun
b. Verb
☒ Preposition
☒ Adjective
18. Mrs. Alesya is a teacher. She teaches the students in the...
a. school yard
b. teacher office
☒ classroom
d. library
19. The Teacher always comes on time.
The *synonym* of underlined word is....
☒ Arrives
b. Does
c. Sees
d. Late
20. The students borrow the books in the ...
a. canteen
☒ library
c. toilet
d. school yard

Name: Sinta Rahmawati

Class: VIII

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Text for number 1-3!

I would like to introduce myself.

My name is Hanin Atiya.

My nick name is Hanin.

I am 12 years old. I am a student.

I am from Semarang.

1. Hanin is years old.

- a. eleven
- b. seven
- c. ten
- ~~x~~ d. twelve

2. Hanin is a

- a. teacher
- ~~x~~ b. student
- c. doctor
- d. nurse

3. Leo : "?"

Ana : " I am very well, thanks."

- ~~x~~ a. How are you
- b. What is your name
- c. Good morning
- d. Nice to meet you

4. She is Nala. She like to swim. Her hobby is

- a. to swim
- b. to be swim
- ~~x~~ c. to swimming
- d d. swimming

Text for number 6-8!

Tania's Daily Activities

Tania always gets up at five o'clock in the morning, then she takes a bath. At six o'clock she has breakfast. She goes to school at half past six. Tania goes home at half past twelve. She prays the midday prayer then has lunch at one a'clock in the afternoon. After school, she usually does her homework and then take a nap. She takes a bath at four o'clock. She has dinner at seven o'clock in the evening. She prays then studies at half past seven at night. She prepare the book for tomorrow at nine o'clock at night. Then she goes to sleep at half past nine.

5. What is the text about?

- a. Tania gets up at five o'clock in the morning
- b. Tania prepare to the school
- ~~x~~ c. Tania's activities
- d. Tania has breakfast, lunch and dinner

6. What time does Tania rest during the day?

70

B = 11
S = 6

- a. 12.30 a.m
 - b. 01.00 a.m
 - c. 12.30 p.m
 - ~~d. 01.00 p.m~~
7. Nusa : French fries and fried chicken are my favorite foods.
Rara : Yes, I like them too. These French fries and fried chicken are very ...
- a. sour
 - b. salty
 - c. bitter
 - ~~d. delicious~~
8. We buy cake and bread at
- a. florist
 - ~~b. bakery~~
 - c. fruit stall
 - d. bookstore
- The text below is for questions number 10-11.
Mrs. Alexa is an English teacher, but she lives and works in Yogyakarta. She teaches English at Senior High School 4 Yogyakarta.
Her husband is from Yogyakarta. They have one son and one daughter. All of their children study in an elementary school.
Mrs. Alexa's house is simple. It is made of wood. It has a living room, a dining room, a kitchen, a bathroom, and three bedrooms. Mrs. Alexa also has backyard. She, her husband and the children usually spend their time together there.
9. What is the purpose of the text above?
- ☒ a. To describe the Alexa Family
 - ~~b. To tell the Alexa Family~~
 - c. To entertain the Alexa Family
 - d. To retell about the Alexa Family
10. Mrs. Alexa and her Family like to spend their time in the
- a. living room
 - b. dining room
 - ~~c. backyard~~
 - d. kitchen
11. What do you find in the living room?
- a. Table, spoon, and plate
 - b. Toothbrush, toothpaste, and shower
 - ~~c. Pillow, blanket, and bolster~~
 - ☒ d. Pictures, sofa, and vase
12. The tool is used for clean the floor is....
- a. table
 - b. chair
 - c. eraser
 - ~~d. broom~~
13. The classroom looks very ... the students should clean it soon before the teacher comes.
- ~~a. tidy~~

- ☒ b. dirty
c. shiny
d. rough
14. The students.... cleaned the classrooms, the schoolyard.
☒ a. not, but
☒ b. not only, but also
c. either, or
d. neither, nor
15. The exam was too ... for her. She got an A!
a. expensive
☒ b. easy
c. high
d. difficult
16. Reza will do the best the examination.
The *synonym* of underlined word is...
☒ a. Good
b. Lazy
c. Dumb
d. Bad
17. Between, behind, beside, under.
That are the word class of ...
a. Noun
b. Verb
☒ c. Preposition
☒ d. Adjective
18. Mrs. Alesya is a teacher. She teaches the students in the...
a. school yard
b. teacher office
☒ c. classroom
d. library
19. The Teacher always comes on time.
The *synonym* of underlined word is....
☒ a. Arrives
b. Does
c. Sees
d. Late
20. The students borrow the books in the ...
a. canteen
☒ b. library
c. toilet
d. school yard

Post-test

Name: EZA VICKY SAPUTRA

Class: VIII (8)

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Text for number 1-3!

I would like to introduce myself.

My name is Hanin Atiya.

My nick name is Hanin.

I am 12 years old. I am a student.

I am from Semarang.

1. Hanin is years old.

a. eleven

b. seven

c. ten

☒ twelve

P = 18

2. Hanin is a

a. teacher

☒ student

c. doctor

d. nurse

S = 2

3. Leo : "?"

Ana : " I am very well, thanks."

☒ How are you

b. What is your name

c. Good morning

d. Nice to meet you

4. She is Nala. She like to swim. Her hobby is

a. to swim

b. to be swim

c. to swimming

☒ swimming

Text for number 6-8!

Tania's Daily Activities

Tania always gets up at five o'clock in the morning, then she takes a bath. At six o'clock she has breakfast. She goes to school at half past six. Tania goes home at half past twelve. She prays the midday prayer then has lunch at one a'clock in the afternoon. After school, she usually does her homework and then take a nap. She takes a bath at four o'clock. She has dinner at seven o'clock in the evening. She prays then studies at half past seven at night. She prepare the book for tomorrow at nine o'clock at night. Then she goes to sleep at half past nine.

5. What is the text about?

a. Tania gets up at five o'clock in the morning

b. Tania prepare to the school

☒ Tania's activities

d. Tania has breakfast, lunch and dinner

6. What time does Tania rest during the day?

90

- a. 12.30 a.m
 - b. 01.00 a.m
 - c. 12.30 p.m
 - ☒ d. 01.00 p.m
7. Nusa : French fries and fried chicken are my favorite foods.
Rara : Yes, I like them too. These French fries and fried chicken are very ...
- a. sour
 - b. salty
 - c. bitter
 - ☒ d. delicious
8. We buy cake and bread at
- a. florist
 - ☒ b. bakery
 - c. fruit stall
 - d. bookstore
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Her husband is from Yogyakarta. They have one son and one daughter. All of their children study in an elementary school.
Mrs. Alexa's house is simple. It is made of wood. It has a living room, a dining room, a kitchen, a bathroom, and three bedrooms. Mrs. Alexa also has backyard. She, her husband and the children usually spend their time together there.
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13. The classroom looks very ... the students should clean it soon before the teacher comes.
- a. tidy

- ☒ dirty
 - c. shiny
 - d. rough
14. The students.... cleaned the classrooms, the schoolyard.
- a. not, but
 - ☒ not only, but also
 - ☒ either, or
 - d. neither, nor
15. The exam was too ... for her. She got an A!
- a. expensive
 - ☒ easy
 - c. high
 - d. difficult
16. Reza will do the best the examination.
The *synonym* of underlined word is...
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 - b. Lazy
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17. Between, behind, beside, under.
That are the word class of ...
- a. Noun
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 - d. Adjective
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 - ☒ classroom
 - d. library
19. The Teacher always comes on time.
The *synonym* of underlined word is....
- ☒ Arrives
 - b. Does
 - c. Sees
 - d. Late
20. The students borrow the books in the ...
- a. canteen
 - ☒ library
 - c. toilet
 - d. school yard

Name: Sinta Rahmawati

Class: VIII

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Text for number 1-3!

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2. Hanin is a

a. teacher

~~X~~ student

c. doctor

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3. Leo : "?"

Ana : " I am very well, thanks."

~~X~~ How are you

b. What is your name

c. Good morning

d. Nice to meet you

4. She is Nala. She like to swim. Her hobby is

a. to swim

b. to be swim

c. to swimming

~~X~~ swimming

Text for number 6-8!

Tania's Daily Activities

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 - ☒ c. backyard
 - d. kitchen
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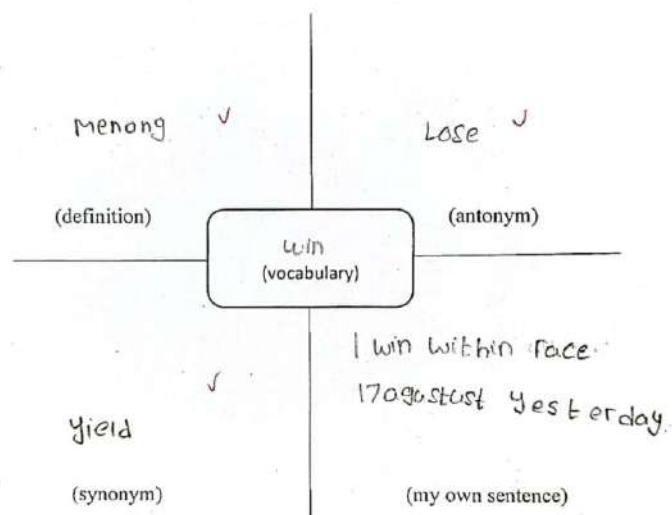
STUDENTS' WORKS

Treatment 1

VOCABULARY WORD MAP

Name : NIDA OKTI YIANA

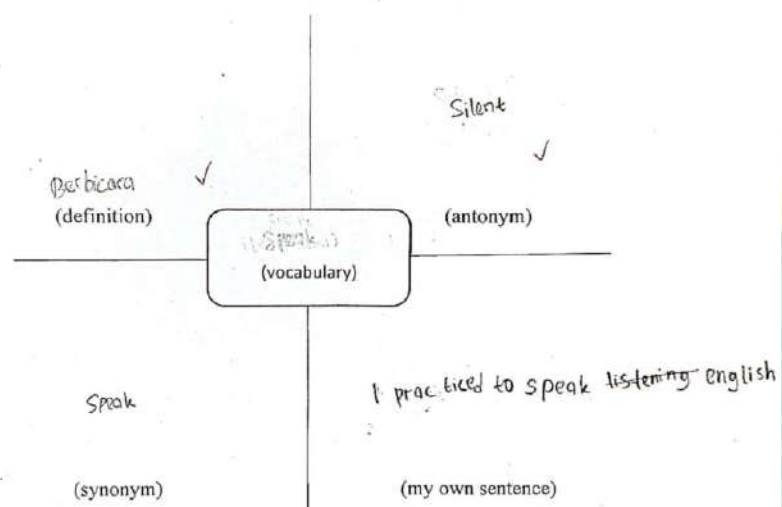
Class : VIII



VOCABULARY WORD MAP

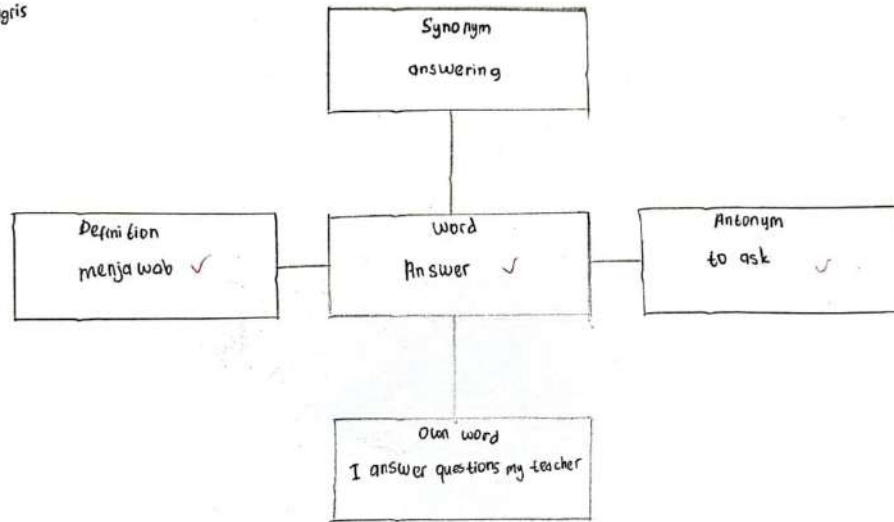
Name : *Sinta Rahmawati*

Class : *VIII*



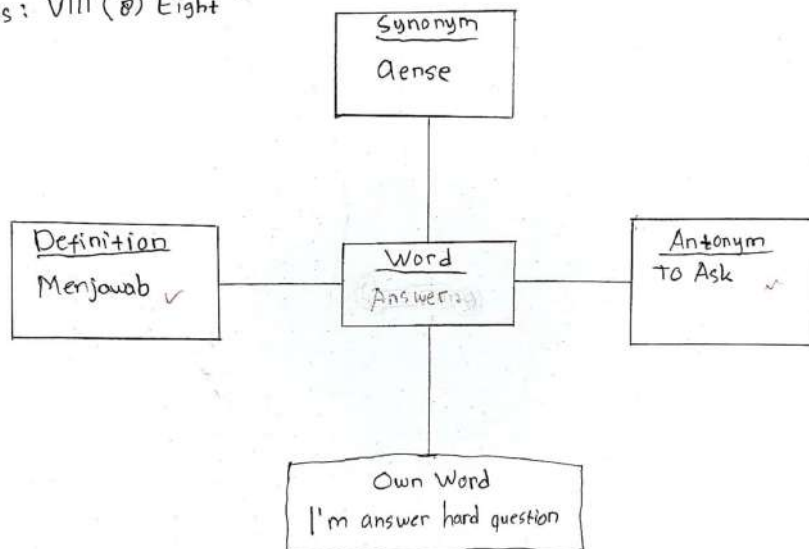
Treatment 2

Nama : Sinla Rahmawati
Kelas : VIII
Tugas : B. Inggris



CS Dipindai dengan CamScanner

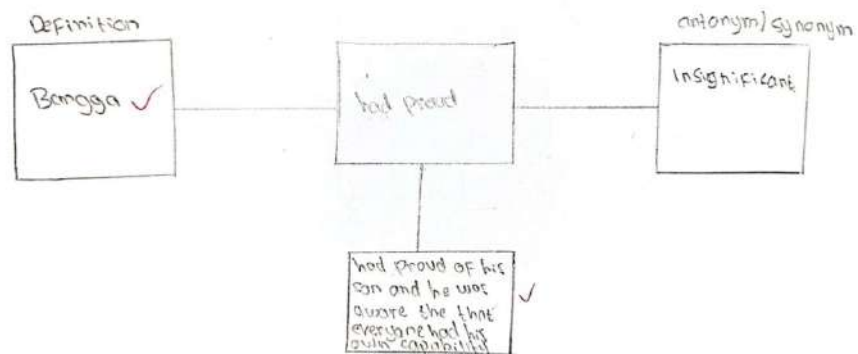
Name: Eza Vicky Saputra
Class: VIII (8) Eight



CS Dipindai dengan CamScanner

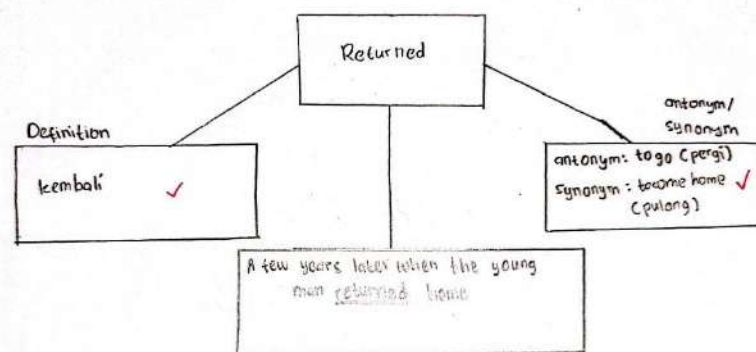
Treatment 3

Nama: Esti, im Agil L., wulan winasti
Kelas = VIII (delapan)



Dipindai dengan CamScanner

Nama Anggota Wmpk: Ululianti
Sinta Rahmawati



Dipindai dengan CamScanner

Meeting 1/ Pre-test



Meeting 2/ Treatment 1





Meeting 3/ Treatment 2



Meeting 4/ Treatment 3





Meeting 5/ Post-test



CURRICULUM VITAE

A. Personal Detail

1. Name : Hana Mufidah
2. Student Number : 1817404015
3. Place, date of Birth : Banjarnegara, 18th of June 2000
4. Address : Gumelem Kulon RT 02 / RW 04, District of
Susukan, Banjarnegara Regency
5. Name of Father : Sudarno Dasimin
6. Name of Mother : Soniati

B. Educational Background

1. Formal Education
 - a. SD Negeri 5 Gumelem Kulon
 - b. MTs Al-Fatah Maos Cilacap
 - c. MA Al-Fatah Maos Cilacap
2. Non Formal Education
 - a. Pondok Pesantren Al-Fatah Maos Cilacap
 - b. Pondok Pesantren Anwarul Hidayah Banyumas

C. Organization Experience

1. School Students Organization
2. Himpunan Mahasiswa Islam

Purwokerto, 18th of
March 2024



Hana Mufidah
S.N. 1817404015



**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.uinsaizu.ac.id

Nomor : B-e.1263/Un.19/FTIK.J.TBI/PP.05.3/4/2023
Lampiran : -
Hal : Permohonan Ijin Observasi Pendahuluan

Kepada Yth.

**Kepala SMP N 4 Satu Atap
Susukan di Banjarnegara**

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Hana Mufidah
2. NIM : 1817404015
3. Semester : X
4. Jurusan/Prodi : TBI
5. Tahun akademik : 2022/2023

Memohon kepada Bapak/Ibu berkenan memberikan izin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru Bahasa Inggris dan Siswa
2. Tempat/Lokasi : SMP N 4 Satu Atap Susukan
3. Tanggal observasi : 22 sd 28 Februari 2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

Purwokerto, 20/02/2023

A.n. Wakil Dekan I
Koordinator Prodi





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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**SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI**

No. No. B.1386.Un.17/FTIK.JTBI/PP.00.9/04/2023

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 Word Mapping Technique on Students' Vocabulary Mastery at Eight Grade of SMPN 4 Satu Atap Susukan"

Sebagaimana disusun oleh :

Nama : Hana Mufidah
NIM : 1817404015
Semester : 10
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 16 Mei 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 24 Mei 2023

Kordinator Prodi Tadris Bahasa Inggris


Wijawanti Mufidah, M.Pd.
NIM 1817404015
9212152018012003



PEMERINTAH KABUPATEN BANJARNEGARA
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
SMPN 4 SATU ATAP SUSUKAN
Alamat : Dukuh Pogung Gumelem Kulon, Susukan Banjarnegara, 53475

SURAT KETERANGAN

No. 421.3/.....⁶⁸...../2023

Yang bertanda tangan di bawah ini :

Nama : ARIS WAHYUDIN, S.Pd.SD
NIP : 19710418 200501 1 006
Jabatan : Kepala Sekolah
Unit Kerja : SMPN 4 SATU ATAP SUSUKAN
Alamat : Pogung RT 01/RW10 Gumelem kulon, Susukan Banjarnegara

Dengan ini menerangkan bahwa saudara :

Nama : Hana Mufidah
NIM : 1817404015
Fakultas/Prodi : TBI
Tahun Akademik : 2022/2023
Universitas : UIN Prof.K.H Saifuddin Zuhri Purwokerto

Benar – benar telah melaksanakan observasi pendahuluan untuk penyusunan proses pengumpulan data penyusunan skripsi di SMP N 4 SATAP SUSUKAN pada tanggal 22 – 28 Februari 2022
Demikian surat keterangan ini dibuat untuk dijadikan periksa dan dapat dipergunakan sebagai mana mestinya

Banjarnegara, 8 Mei 2023

Kepala Sekolah

ARIS WAHYUDIN, S.Pd.SD
NIP. 19710418 200501 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
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SURAT KETERANGAN

No. B-3104.Un.19/WD1.FTIK/PP.05.3/10/2023

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

N a m a : Hana Mufidah
NIM : 1817404015
Prodi : TBI

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

Hari/Tanggal : 12 Oktober 2023
Nilai : A

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



Purwokerto, 16 Oktober 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaiwu.ac.id

Nomor : B.m.4416/Un.19/D.FTIK/PP.05.3/09/2023
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

16 September 2023

Kepada
Yth. Kepala SMP Negeri 4 Satu Atap Susukan
Kec. Susukan
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 | : Hana Mufidah |
| 2. NIM | : 1817404015 |
| 3. Semester | : 1 (Satu) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Gumelem kulon rt 3 rw 10, susukan, Banjarnegara |
| 6. Judul | : The Effectiveness of Word Mapping Technique on Students' Vocabulary Mastery at Eight Grade of SMP Negeri 4 Satu Atap Susukan |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|----------------------------------|
| 1. Objek | : Peserta Didik Kelas 8 |
| 2. Tempat / Lokasi | : SMP Negeri 4 Satu Atap Susukan |
| 3. Tanggal Riset | : 17-09-2023 s/d 17-11-2023 |
| 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



PEMERINTAH KABUPATEN BANJARNEGARA
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 4 SATAP SUSUKAN

Alamat : Dukuh Pogung Gumelem Kulon, Susukan Banjarnegara, 53475

SURAT KETERANGAN

No. 800/31/2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 4 Satap Susukan menerangkan bahwa :

Nama : HANA MUFIDAH
NIM : 181704015
Semester : XI (Sebelas)
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Gumelem Kulon, Rt 02/ Rw10, Susukan, Banjarnegara

Adalah benar telah melakukan Penelitian Mapel Bahasa Inggris di SMP Negeri 4 satap Susukan pada tanggal 17 September 2023 s/d 17 November 2023 untuk memenuhi tugas skripsi. Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Gumelem Kulon, 20 Novemeber 2023
Kepala SMP N 4 Satap Susukan



ARIS WAHYUDIN, S.Pd.SD
NIP 19710418 200501 1 006











KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636563
www.uinsu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Hana Mufidah
NIM : 1817404015
Jurusan/Prodi : FTIK/TBI
Pembimbing : Mufliah, S.S., M.Pd
Judul : The Effectiveness of Word Mapping Technique on Students' Vocabulary Mastery at Eight Grade of SMP N 4 Satu Atap Susukan

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	Rabu, 22 Februari 2023	Memperjelas problem siswa dalam pembelajaran, menganalisis keterkaitan antara problem yang ada dengan teori		
2	Selasa, 7 Maret 2023	Revisi metode penelitian dan perbaikan penulisan		
3	Jum'at 31 Maret 2023	Revisi susunan background study, revisi susunan teori, lengkapi analisis data, lengkapi instrument penelitian, revisi daftar pustaka		
4	Jum'at, 5 Mei 2023	ACC proposal untuk diseminarkan oleh pembimbing		
5	Rabu, 7 Juni 2023	Revisi proposal, memperbaiki background penelitian, membuat instrument penelitian		
6	Selasa, 18 Juli 2023	Membuat RPP (Rencana Pelaksanaan Pembelajaran), membuat kisi-kisi soal pre-test post-test, memperbaiki teknik analisis data		
7	Rabu, 9 Agustus 2023	Bimbingan RPP dan kisi-kisi soal instrumen penelitian		
8	Selasa, 22 Agustus 2023	Bimbingan instrument penelitian		
9	Selasa, 10 oktober 2023	Validasi instrument penelitian		
10	Rabu, 22 November 2023	Bimbingan analisis data penelitian		

11	Jum'at, 16 Februari 2024	Bimbingan bab 4 data hasil penelitian		
12	Jum'at, 23 Februari 2024	Bimbingan bab 5 dan kesimpulan penelitian		
13	Senin, 11 Maret 2024	Bimbingan pembuatan abstrak penelitian		
14	Senin, 18 Maret 2024	Acc untuk dimunaqosyahkan		

Dibuat di : Purwokerto
Pada tanggal : 19 Maret 2024
Dosen Pembimbing



Muflihah S.S. M.Pd.
NIP. 19720923 200003 2 001



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

Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: <http://lib.unsaizu.ac.id> Email: lib@unsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-920/Un.19/K.Pus/PP.08.1/1/2024

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : HANA MUFIDAH

NIM : 1817404015

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan (menghibahkan) buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan Judul, Pengarang, Tahun dan Penerbit ditentukan dan atau disetujui oleh Kepala Perpustakaan.

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya.

Purwokerto, 15 Maret 2024



Kepala,

Indah Wijaya Antasari



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.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/12526/03/2019

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

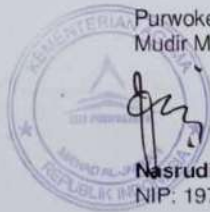
NAMA : HANA MUFIDAH
NIM : 21842701600

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
# Imla'	:	70
# Praktek	:	75
# Nilai Tahfidz	:	70



ValidationCode



Purwokerto, 03 Jul 2019
Mudir Ma'had Al-Jami'ah,

Nasrudin, M.Ag
NIP. 197002051 99803 1 001

الشهادة

الرقم: ان.١٧ / UPT.Bhs / PP.٠٠٩ / ٢٠١٩/١١٣٠٠

منحت الى

الاسم

: هنى مفيدة

المولودة

: بيانجارنيغارا، ١٨ يونيو ٢٠٠٠

الذي حصل على

: ٥٤

فهم المسموع

: ٤٥

فهم العبارات والتراكيب

: ٤٣

فهم المقروء

: ٤٧٤

النتيجة



في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤
مايو ٢٠١٩

بورو وكرتو، ٢٨ أبريل ٢٠١٩
رئيس الوحدة لتنمية اللغة،



ValidationCode

الدكتور صبور، الماجستير.
رقم التوظيف: ١٩٩٣٠٣ ١ ٠٠٥ ١٩٦٧٠٣٠٧



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية جمهورية إندونيسيا
جامعة الأستاذ كياي الحاج سيف الدين زهري الإسلامية الحكومية بوروبونو
الوحدة لتنمية اللغة

CERTIFICATE

الشهادة

No.B-1487/Un.19/K.Bhs/PP.009/7/2023

This is to certify that

Name **HANA MUFIDAH**

Place and Date of Birth **Banjarnegara, 18 Juni 2000**

Has taken **EPTUS**

with Computer Based Test, **26 Juli 2023**

organized by Language Development Unit on

with obtained result as follows

Listening Comprehension: 45 **Structure and Written Expression: 48** **Reading Comprehension: 42**

فهم المسوع فهم العبارات والتراكيب فهم المقروء

Obtained Score : 450 المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

منحت إلى

الاسم

محل وتاريخ الميلاد

وقد شارك/ت الاختبار

على أساس الكمبيوتر

التي قامت بها الوحدة لتنمية اللغة في التاريخ

مع النتيجة التي تم الحصول عليها على النحو التالي





Purwokerto, **26 Juli 2023**

The Head of Language Development Unit,

رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.

NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQILA
Ibtidaiyyah al-Quthbiyyah 'ala al-Lughah al-'Arabiyyah

SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Nama: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



IAIN PURWOKERTO

SKALA PENILAIAN

SKOR	HURUF
96-100	A
91-95	A-
86-90	B+
81-85	B-
75-80	C

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	85 / B
Microsoft Excel	86 / B+
Microsoft Power Point	85 / B

No. IN.17/UPT-TIPD/7346/X/2023


Diberikan Kepada:

HANA MUFIDAH

NIM: 1817404015

Tempat / Tgl. Lahir: Banjarnegara, 18 Juni 2000

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.





Purwokerto, 07 Oktober 2023

Kepala UPT TIPD



Dr. H. Fajar Hardoyono, S.Si, M.Sc

NIP. 19801215 200501 1 003



SERTIFIKAT

Nomor: 1080/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama : **HANA MUFIDAH**
NIM : **1817404015**
Fakultas/Prodi : **FTIK / TBI**

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021
dan dinyatakan **LULUS** dengan Nilai **88 (A)**.

Purwokerto, 29 Oktober 2021
Ketua LPPM,

Dr. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004

Dipindai dengan CamScanner



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2022

Diberikan Kepada :

HANA MUFIDAH
1817404015

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan



Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 21 Maret 2022
Laboratorium FTIK
Kepala,



Dr. Nurfuadi, M.Pd.I.
NIP. 19711021 200604 1 002

Dipindai dengan CamScanner