

**THE INFLUENCE OF TWO STAY TWO STRAY TECHNIQUE  
TOWARDS STUDENTS' VOCABULARY MASTERY IN THE  
4<sup>TH</sup> GRADE OF SD NEGERI LEDUG, BANYUMAS**



**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 of Requirement for Sarjana Pendidikan (S.Pd.) Degree**

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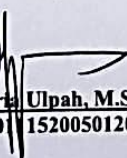
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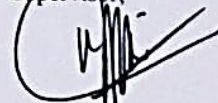
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## MOTTO

“Your strength is in your mind. If you believe you are capable, you will be.”



## **DEDICATION**

I dedicate this thesis to my parents, Mr. Somediono and Mrs. Yuyun Suryani, two extraordinary figures in my life. I greatly appreciate your hard work, advice, financial support, and prayers. I greatly admire and thank you.



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## ABSTRACT

### THE INFLUENCE OF TWO STAY TWO STRAY TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY IN THE 4<sup>TH</sup> GRADE OF SD NEGERI LEDUG, BANYUMAS

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**Abstract:** Two Stay Two Stray (TSTS) is an instructional technique that can be applied in all courses and with students of any age. By employing the Two Stay Two Stray technique, this study aims to examine whether there is a significant influence on the vocabulary mastery of fourth-grade students at SD N Ledug, Banyumas. This type of research is quantitative using a quasi-experimental method with a pretest-posttest control group design. Simple random sampling was used in this study, with class IV B as the experimental class and class IV C as the control class. The pre-test data indicated that both classes had low scores; 36.80 and 36.92. Then, the results of the experimental class outperformed the control class in terms of average post-test scores. The control class's average was 69.64, while the experimental class's average was 82.08. The data analysis techniques used were T-Test, and N-Gain. Based on the results of the analysis of the independent t-test, which yielded a value of  $0.008 < 0.05$ . Then, the N-Gain test results show that the Two Stay Two Stray technique is quite effective, with an average percentage value of 75% Compared to the control class, which had an average percentage value of 54% and a less effective interpretation. Consequently,  $H_0$  is rejected, and  $H_a$  is accepted. In conclusion, there is a significant influence on students' vocabulary mastery with TSTS techniques in 4<sup>th</sup> grade of SD Negeri Ledug, Banyumas.

**Keywords:** *Two Stay Two Stray, Vocabulary, Young Learners*

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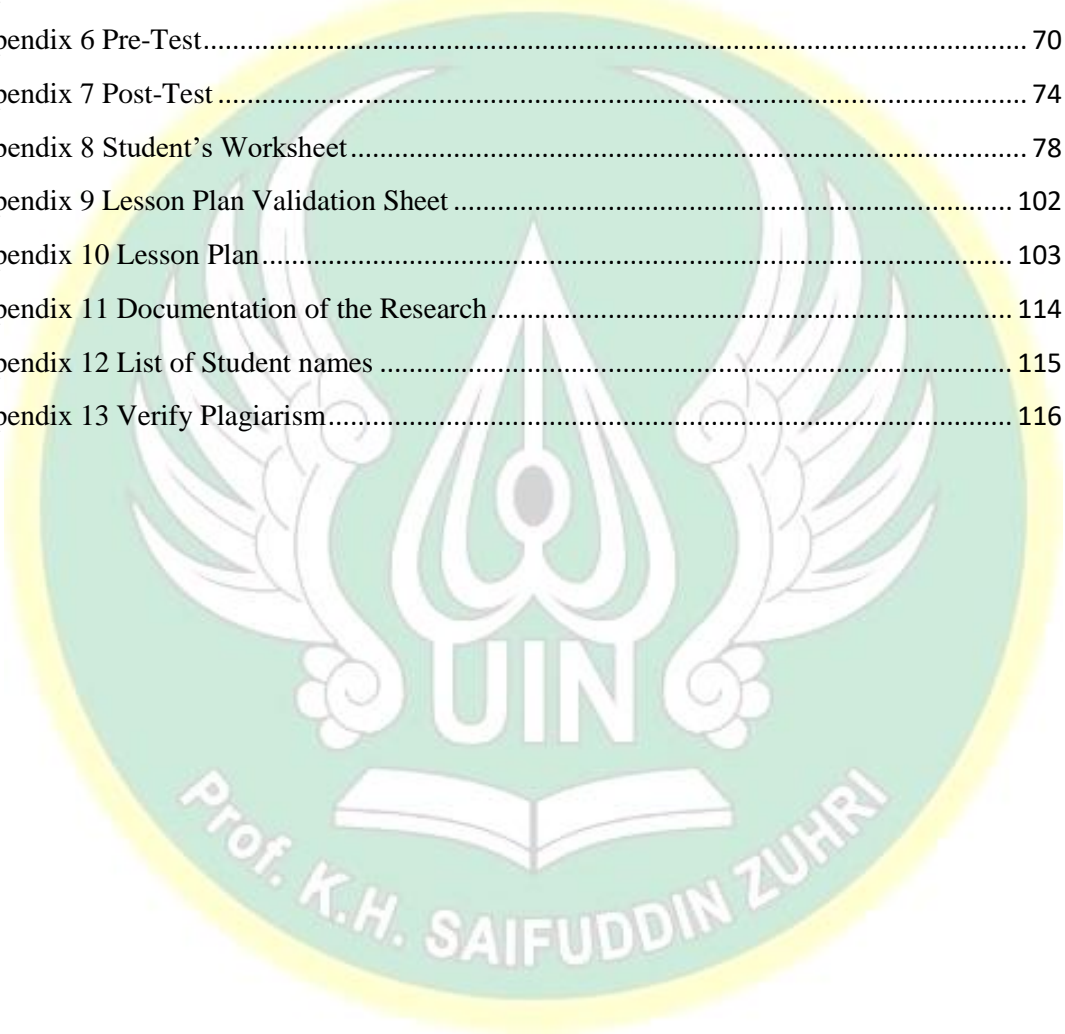
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# CHAPTER I

## INTRODUCTION

This chapter highlights several key issues, including the background of the research, operational definition, research questions, objectives and significances of the research.

### A. Background of the Study

Mastery of foreign languages, particularly English, is essential (Antika & Afriyanti, 2021). It is essential to learn English as soon as possible because certain information in the world is only available in English (N. P. A. Dewi et al., 2021). Besides that, early English learning and instruction are becoming more and more prevalent in many nations worldwide. This is due to the effects of economic globalization and the use of English as an international language. Globally, governments are promoting educational reform and introducing English language instruction starting in elementary schools (Deni & Fahriany, 2020). The Indonesian government announced the policy in the *Kurikulum Merdeka* (independent curriculum). This is specified in the policy document Kemendikbudristek number 008/H/KR/2022, which states that:

English subjects at the Basic Education level and Intermediate (SD/MI/Program Package A; SMP/MTs/Program Package B; and SMA/MA/Package C Program) can be held as Elective lessons for education units that have readiness resources. Education units that are not ready to give English subjects as an elective subject can integrate English content into other subjects and/or extracurricular activities involving the community, committees school, student volunteers, and/or parental guidance (Kemendikbudristek, 2022).

This policy is an expression of the Indonesian government's understanding of the value of English, and it also tries to help learners become familiar with English in the hopes that it will be useful in the future. Overall, the relevance of English proficiency in our global period is unquestionably in line with what was found by Falah et al. (2023) who see that one of the largest

types of investment in a nation is the early introduction of English. A point also underscored by Wahidiyati & Ma'rufah, (2023) who states that English plays a critical role in the advancement of developing nations, particularly Indonesia. As a result, the growth of the globalization era has made English not only a language of instruction but also a necessity.

English needs to be taught to young learners because in early childhood when learning everything comes naturally to them; So they must get instruction in English (Antika & Afriyanti, 2021). According to a study undertaken by an expert group at McGill University in Canada, the best age to acquire a second language is before puberty (Genesee, 1978). As Butler asserted early English language education benefits are thought to bring considerable linguistic that older students cannot acquire (Ibrahim et al., 2020). It is supported by Cameron who states that young learners in elementary school are engaged thinkers and active learners. They are at the age when their language and cognitive abilities are developing at their best (Cameron, 2001). This section presented that learning English for young learners creates significant advantages for their language talents than adult learners do not have these experiences. Early English acquisition also creates a strong basis for future language proficiency.

Moreover, vocabulary is the first and most important thing to learn, when acquiring a language, especially English. This is similar to the prediction made by Lestari that vocabulary learning is an important aspect of foreign language learning since it emphasizes the significance of new words (E. P. Lestari, 2019). Young learners can pick up new words at a very impressive rate, and they are more likely to recall the words when they encounter situations that have relevance for them. There are many different settings in which vocabulary learning is possible, including the classroom, through reading, and via technology (Sabohat & Muharram, 2023). According to Halliwell, children who enter primary school can comprehend what is being said to them before they understand the specific words. They can determine the likely meaning of unknown words and phrases from your tone, gestures, facial expressions,

actions, and situations. They begin to comprehend the language when they comprehend the message in this way (Halliwell, 1992).

It is a fact that a key component of language learning is vocabulary. However, some students have limited vocabulary which becomes a barrier to learning a foreign language. When they are unable to improve their vocabulary, they begin to lose interest in learning (Antika & Afriyanti, 2021). Directly, Learners must memorize new words to learn English, yet they frequently forget what they have memorized (Shin & Kim, 2023). Considering that, English is not widely spoken in Indonesia, making teaching English as a foreign language more difficult than teaching English as a second language. It is commonly found in schools, tourist attractions, and big cities in Indonesia (Bashori et al., 2021; Phoocharoensil, 2022; Purnama et al., 2024). This clearly illustrates that English is not part of the routine conversational language in the nation. This contradicts that English is commonly spoken in everyday situations, as seen in Singapore and the Philippines, where it serves as the second official language. Consequently, due to the limited or infrequent use of English in daily interactions, students lack the incentive to study the language and participate in classroom interactions (Sabiq, 2023).

In addition, young learners are frequently less able than adult learners to pay focused and continuous attention to aspects of learning tasks, and they are more quickly distracted by other learners. Therefore, young learners may not be able to remember the bigger task or communicative objective when they focus on specific parts of a task or the language they would like to use because of attentional limitations (Cameron, 2001). The statement highlights the necessity of understanding young learners' attentional limitations in the language acquisition process. Because of this, teachers need to consider the limitations of young learners while creating activities and also pay extra attention when instructing them. Based on these problems, it is vital to devise an effective approach for lowering the burden of vocabulary memorization on learners.



One approach that educators can utilize in teaching to encourage learner involvement is the Two Stay Two Stray technique. This learning paradigm is more student-centered and encourages all learners to engage actively during learning sessions. Given that the execution of this framework has been structured (Hasibuan, 2023). According to Rahman & Mardiana (2021) Two Stay Two Stray structures provide an opportunity for one group to share its knowledge with another group. By using the Two Stay Two Stray technique, the learners were placed into heterogenic groups of four learners each. They collaborate to create a report concerning the issue. Following this, the learners assigned the role of homeowners are responsible for providing information to the visitors. Once the visitors have gathered sufficient information, they return to their original groups. They relay the information acquired from the other group to their group. Finally, each group completes a report. In addition, Firman et al., (2020) state that using cooperative learning strategies with the Two Stay Two Stray technique has several advantages, including bettering academic achievement and learning outcomes, enhancing memory skills, boosting student satisfaction with learning experiences, fostering the development of social and communication skills, encouraging students to learn more effectively, boosting self-confidence, and fostering positive relationships between races and ethnic groups. Furthermore, Sabrina et al., (2020) indicates that in the TSTS technique, learners are not limited to understanding and absorbing what their teacher provides in learning process; they also gain insights from their peers and even get the chance to instruct their peers. Moreover, Liansari et al., (2021) added that it can be applied to all disciplines and is suitable for students at all age levels. So, this illustrates that the Two Stay Two Stray technique is a flexible and impactful method of cooperative learning that supports students in their academic and social development.

A study on the Two Stay Two Stray cooperative learning paradigm was conducted by several researchers. In this case, Rahman & Mardiana (2021) investigate the use of Two Stay Two Stray technique, also referred to as TSTS. This study's findings confirm that using the Two Stay Two Stray technique can

help students enhance their English speaking skills. Another critical study conducted by Anwar (2023) presented that using TSTS in reading or vocabulary learning is an effective learning technique for increasing vocabulary and making students happier. Likewise, Sari et al. (2022) support this premise by demonstrating through their research that the two-stay-two-stray technique is a delightful learning process in which students can discuss ideas and experiences while actively participating in their learning. In most cases, it appears that the Two Stay Two Stray technique is essential and contributes to the teacher's perspective on the best strategy to teach.

However, this study is limited in that it does not specifically refer to the elementary school level with a concentration on English vocabulary abilities, and most of these studies focused on lecturers who teach adult learners. To close the current gap in those studies, it is essential to measure the variables of the Two Stay Two Stray technique on vocabulary instruction for young learners in order to support their language learning. Therefore, the writer has decided to execute a study entitled "The Influence of Two Stay Two Stray Technique towards Students' Vocabulary Mastery in the 4<sup>th</sup> Grade of SD Negeri Ledug, Banyumas".

## **B. Operational Definition**

To avoid confusion and provide more clarification, this study defines the following terms:

### **1. Two Stay Two Stray Technique**

The Two Stay Two Stray (TSTS) technique was created by Spencer Kagan (Purba & Napitupulu, 2023). TSTS is the outcome of the development of the cooperative learning model. The cooperative learning type of Two Stay Two Stray (TS-TS) is used to facilitate student-centered learning activities (Fitrianti & Supardi U.S., 2021). The reason it's called Two Stay Two Stray is that two students stayed in the group and engaged in activities where they informed and clarified things to the other students who joined. Subsequently, the other two students who visit another group

in search of information and request an explanation that they should then relay back to their group are known as the "two strayed" (Zulvi, 2023).

## 2. Vocabulary Mastery

One of the factors that determine whether a person is said to master vocabulary is his capacity to understand the meaning or meaning of vocabulary. Furthermore, the Oxford Learner's Pocket Dictionary defines vocabulary mastery as knowing every term one can use or know (Oxford Dictionary, 2008). In the investigation, Aziz & Hoesny stated that vocabulary mastery is the ability or talent of learners to grasp the meaning of a word in a language based on qualities that are appropriate for their grade level or aptitude (Aziz & Hoesny, 2022). In this instance, it is clear that vocabulary mastery is how many words one knows and how well one understands and uses them in context.

## 3. Young Learners

According to Aslamiah (2022) the term "EYL" refers to English for Young Learners. EYL are elementary school kids aged six to twelve years old. Meanwhile, Halliwell (1992) describes young learners as children from the age of five or six in their first year of formal education to eleven or twelve years old. In summary, both agree that young learners are children of primary school age, which is approximately six to twelve years old.

## C. Research Questions

After getting an overview of the background of the study, the writer can formulate the study's research question as follows: is there any significant influence on the students' vocabulary mastery of the 4<sup>th</sup> Grade of SD Negeri Ledug, Banyumas who are taught by using two stay two stray technique?

## **D. Objectives and Significances of the Research**

Based on the research questions above, the author can formulate the objectives and significance of this research as follows:

### **1. Objective of The Research**

The aims of the research, as determined by the research questions, could be formulated as follows: to explore if there is a statistically significant influence on the vocabulary mastery of 4<sup>th</sup> grade students at SD Negeri Ledug, Banyumas who are taught by using the TSTS technique.

### **2. Significance of The Research**

#### **a. Theoretical Significances**

This research is expected to contribute to vocabulary mastery experience in educational research. Moreover, this study is expected to help educators understand how well the Two Stay Two Stray technique can support language learning outcomes for elementary school learners.

#### **b. Practical Significances**

##### **1) Teachers**

This outcome could have been anticipated to increase teacher quality in English instruction at SD Negeri Ledug Banyumas.

##### **2) Researchers**

For the researcher, the findings of this study could be useful as a reference for other researchers dealing with the same subject.



## **E. Organization of the Paper**

To provide a systematic and orderly discussion of this research, the researcher has created a detailed framework for classifying the structure of this study. The framework requires that its structure be divided into five chapters, each of which is explained as follows:

Chapter I describes the introduction, which includes the study's background, operational definition, research question, objectives, significance of the research, and the organizational framework.

Chapter II describes the literature review, which the theories related to "The Influence of Two Stay Two Stray Technique Towards Student's Vocabulary Mastery at the 4th Grade of SD Negeri 1 Sokanegara".

Chapter III describes the research method, consisting of the methodological approach, time and place, population, sample, instrument of this study, and data analysis techniques.

Chapter IV describes the findings and discussion, to explore the result of students' vocabulary mastery by learning using the TSTS technique and conventional strategy.

Chapter V describes the conclusion, which summarizes the findings and research recommendations. Theoretical Framework.

## **CHAPTER II**

### **LITERATURE REVIEW**

The Literature Review is a methodical and discussion-oriented review of past and relevant research findings, as well as the most recent knowledge (in the form of literature) on the subject (Mustafidah & Suwarsito, 2021).

#### **A. Theoretical Framework**

The theoretical framework is the act of organizing a "network" of theories that are either directly or indirectly related to your research question (Kumar, 2014).

##### **1. Two Stay Two Stray Technique**

The cooperative learning approach known as two-stay-two-stray can be modified based on how each student participates in study groups (Alti et al., 2023). An additional explanation is provided below:

##### **a. The General Concept of TSTS**

The Two Stay Two Stray is one kind of cooperative learning. This model was developed by Spencer Kagan in 1990 (Firman et al., 2020). According to Lie (2002), Two Stay Two Stray is a learning paradigm that focuses on providing opportunities for learners to share their results and information with other groups. There are high levels and low levels of learners who will collaborate to achieve the goal of their group. In line with the above findings, F. Ramadhani & Irwandani (2021) describe the Two Stay Two Stray technique as learning that divides learners into groups, which then discuss issues and discover answers. At the same time, when group discussions progress, some members of the group split off to join other groups that are focused on information gathering. Meanwhile, some of the remaining members are responsible for distributing the outcomes of their group work to visiting members.

Besides, The Two Stay Two Stray (TS-TS) learning model is used to support student-centered learning activities, primarily to address issues

raised by teachers in helping learners who are unable to work cooperatively with others and who are aggressive and uncaring toward others (Zulvi, 2023). It's supported by Alti et al. (2023) who believe that the Two Stay Two Stray technique can encourage each learner's role participation in study groups. In other words, by using the TSTS technique, learners will interact and communicate in two ways rather than simply listening to the teacher's explanation or working alone on the assignment (Salamun, 2021). It is predicted that in the learning process, the Two Stay Two Stray technique will make it easier to convey knowledge between teachers and learners (Irianti, 2022). By encouraging learners to collaborate to solve problems using the Two Stay Two Stray technique, this paradigm is seen to be highly significant in improving learning outcomes and learner performance.

**b. The Features of the Two Stay Two Stray Technique**

According to Sabrina et al. (2020), there are four features of the Two Stay Two Stray technique, which are as follows:

- 1) Learners work collaboratively in groups to finish the learning material;
- 2) Create groups; each group has members with high, medium, and low abilities;
- 3) Whenever possible, members of the team should come from varied racial, cultural, ethnic, gender;
- 4) More concerned with the group award than the individual.

**c. The Guidelines of Two Stay Two Stray Technique**

According to Lie (2002), The Two Stay Two Stray consists of the following steps:

- 1) The learners are organized into four-person groups.
- 2) After that, two members of each group will stray from the group and join other groups.
- 3) The two remaining learners are responsible for communicating information and work results to their guests.

- 4) The guests excuse themselves and return to their group, reporting on the results of the other groups.
- 5) The group compares and reviews the data.
- 6) After the discussion, the teacher evaluates the learners' understanding.

On the other hand, according to Suprijono (2009) the process of two-stay-two-stray learning is composed of seven phases that include:

- 1) Assemble a study group;
- 2) Giving issues for discussion;
- 3) Collaborate in groups;
- 4) Exploring Other Groups;
- 5) Accept the guest;
- 6) Discusses the information received from the explanations of other groups;
- 7) Afterwards, a group presentation.

#### **d. The Advantages and Disadvantages of Two Stay Two Stray Technique**

All teaching techniques always have disadvantages and advantages. According to Fitriach (2020), the following advantages and disadvantages of TSTS are:

- 1) The advantage of the Two Stay Two Stray technique
  - a) Adaptable to all skill levels/strengths;
  - b) Learner learning patterns become more meaningful;
  - c) More active-oriented
  - d) It is anticipated that students will bravely share their ideas.
  - e) Helps learners boost their interest and learning achievement.
- 2) The disadvantage of the Two Stay Two Stray technique
  - a) The learning process requires a large amount of time;
  - b) Needs extensive planning (materials, finances, and energy);
  - c) It is doubtful that students will desire to learn in groups.



## **2. Vocabulary of English**

Vocabulary is fundamental to learning a foreign language. It has been acknowledged that English vocabulary is valuable and studying it can affect an individual's ability to talk, listen, read, and write (Al Ausi & Abdillah, 2021).

### **a. The General Concept of Vocabulary**

The words utilized in a language are referred to as vocabulary, or vocab (Anwar, 2023). In this instance, Cameron (2001) noted that vocabulary has been viewed as a key tool for language use. Learning vocabulary includes both being able to use words correctly and becoming proficient with a certain amount of words or phrases. As a result, effective vocabulary acquisition strategies are essential for learners' vocabulary growth, especially for vocabulary memorization (Ahrorovna, 2023). On the other hand, Aziza (2024) claims that the term vocabulary relates to a learner's comprehension of spoken and written words. According to experts like Anwar (2023) and Cameron (2001), vocabulary plays a crucial role in language learning. Vocabulary is the collection of words that are used in a language and is an essential instrument for proficient language use. In addition, Ahrorovna (2023) to be proficient in a variety of words and phrases, requires the ability to use words correctly. Learners' vocabulary growth is facilitated by effective vocabulary acquisition tactics, especially when it comes to memorizing. However, Aziza (2024) offers a more comprehensive viewpoint, arguing that vocabulary encompasses a learner's understanding of both spoken and written terms and can go beyond simple memorization. This understanding realizes the significance of a better comprehension of vocabulary in language learning by emphasizing both the dictionary definitions of terms and their conceptual knowledge.

In human language, vocabulary occupies a special position at the intersection of form and meaning (Barcroft, 2016). In line with this statement Scrivener (1998) states that vocabulary is a far more potent

meaning-carrying tool than grammar because, while grammar allows us to convey our ideas, without vocabulary, communication is impossible without the usage of the right words in our patterns and structures. Anwar (2023) demonstrates how important it is for learners to master vocabulary to become fluent in English. In essence, the insights presented by these researchers emphasize the critical function of vocabulary in language learning and communication, emphasizing its importance in allowing individuals to successfully express themselves and understand others.

However, vocabulary is the most challenging issue that all English learners have to deal with. It can be challenging to learn vocabulary in a foreign language like English since you have to learn how to spell, pronounce, and apply words in a variety of settings apart from understanding their meaning. Language acquisition is impossible without expanding one's vocabulary (Jannah, 2023). Indeed, one of the biggest challenges facing learners of any foreign language, including English, is increasing their vocabulary. Learning vocabulary entails more than just learning words; it also requires comprehension of their meanings, usage, spelling, pronunciation, and context. The process of learning becomes more complex due to the diverse nature of vocabulary acquisition. This implies that the definition of vocabulary is complex and multifaceted (Tong et al., 2022).

It can be suggested that Learners must constantly interact with new words. According to Nordlund & Norberg (2020) repeated exposure is three to four times more beneficial for beginners, while Cameron (2001) estimates range from five to six times. Thus, the recycling of new vocabulary is intended to be a natural feature for beginner teaching materials (Nordlund & Norberg, 2020). Basically, by adding recycled language into educational materials intended for beginners, teachers can help learners increase their vocabulary and proficiency with new terminology. With more exposure to common words, this method not

only improves vocabulary acquisition but also builds confidence and fluency in them.

### **b. Types of Vocabulary**

There are two types of vocabulary and language: receptive and productive. Reading and listening are considered receptive language abilities, whereas speaking and writing are considered productive (Tong et al., 2022). Meanwhile, Akar (2010) defines types of vocabulary as follows:

#### 1) Passive/receptive Vocabulary

Passive vocabulary is the entire number of lexical items that he understands correctly. One of the teacher's goals is to gradually expand the learner's passive vocabulary to the point where he can finally read and comprehend ungraded texts. The teacher must provide new vocabulary words in a contextualized and relevant way that ensures the learners understand. So, learners can expand their passive vocabulary. Also, the teacher should demonstrate it continually.

#### 2) Active/productive Vocabulary

Active vocabulary is the total quantity of lexical things somebody can correctly utilize in speech and writing. As a way to increase the active vocabulary of his learners, their teacher must first ensure that the students comprehend the designated lexical items in realistic situations. After that, the teacher provides much context or context on different situations to help learners identify suitable lexical terms.

### **c. Teaching Vocabulary**

Expanding vocabulary is one of the most important aspects of learning English because it improves overall language ability. For learners, having a large vocabulary has major benefits for communication and knowledge (Sotiboldiyeva, 2022). Vocabulary consists entirely of words (McCarthy et al., 2010). Furthermore, Harmer (2007) explains that learners must observe words in context to understand how they are used. Moreover, Nation (2001) offers the following vocabulary teaching

sequence: (1) understandable meaning-focused information. Choose a communicative practice where meaning is the main emphasis. (2) language or form-oriented education. Learners concentrate on certain words or word knowledge domains. (3) refers to the meaning of focused use. Learners employ newly acquired vocabulary or expanded word knowledge in a regulated manner. (4) development of proficiency. Learners utilize new language in a communication activity in ways similar to expert users. Furthermore, Fawcett (2012) defines vocabulary teaching guidelines as follows:

- 1) Select vocabulary that will come up in reading or discussion for your learners.

In one week, compile a list of vocabs. Next, apply the list vocabulary as follows: on Monday, students were given a list of ten words; on Tuesday, check up the words in the dictionary and write the meanings; on Wednesday use every word in a sentence; on Thursday write each word five times to memorize the spelling; on Friday: vocabulary test (typically matching or filling in the blank). Considering, the limited time we have for teaching. Try to focus on teaching vocabulary that will be most useful, even though it can be challenging to predict which words kids will need.

- 2) Teach the vocabulary that is required for understanding the text.

Have you ever seen a learner spend so much time attempting to read the name of a chapter that he completely missed the point of the story? Teachers can assist learners in gaining a deeper comprehension of the text and enhancing their general reading comprehension abilities by focusing on important vocabulary. This method is efficient and ensures that teaching time is spent efficiently on key vocabulary.

- 3) Teach learners on high-frequency words

Learning high-frequency words establishes a solid foundation for vocabulary expansion. After mastering the common words, students can concentrate on getting uncommon or specialist words



into their vocabulary. High-frequency words function as a springboard for additional vocabulary development.

4) Teach fascinating words

Teaching learners interesting words can be an enjoyable and memorable approach to increasing vocabulary and building a word that learners love. For example, share a term in everyday speech or teach popular words from television.

5) Teach vocabulary by building words

Incorporate word analysis and interpretation exercises using prefixes, suffixes, and root analysis. To boost students' comprehension of word structure, assign them word puzzles, word-building exercises, or word origin inquiries.

6) Teach words in connection to other words.

Indeed, creating links between words can improve vocabulary comprehension and retention in learners significantly. Such as nation and nationality, hospice and hospital, argument, argue, and argumentative, and others.

7) Teach learners how to match words with their concepts

Use similes, analogies, and metaphors to place words in familiar contexts. To promote deeper comprehension and creative expression, encourage young learner to make their metaphors, similes, and comparisons using vocabulary words.

8) Teach vocabulary systematically and deeply

Develop a detailed plan that incorporates conversation, read-aloud, independent reading, and direct instruction. Thus, learners can utilize them in writing, in discussion, or to rephrase the concept in their own words.

### 3. Young Learners

Young Learners will begin studying foreign languages at an early stage, bringing with them varying levels of developed skills and learning abilities in their first language (Cameron, 2001).

### **a. The General Concept of Young Learners**

Learners in elementary school, ages 6 to 12, are referred to as Young Learners. Two groups of these learners were created: the young group and the old group. Young learners aged 6 to 8 are classified as young, whereas those aged 9 to 12 are classified as older (Zahron et al., 2023). In contrast, young learners are categorized into four age groups by Curtain & Dahlberg (2004) : (1) kindergarten, who are still in preschool from age 2-4; (2) elementary school students who are in school from age 5-7; (3) middle school students who are in school from age 8–10; and (4) early adolescent students who are in formal junior high school from age 11 to 14. In general, dividing young learners into age groups helps us understand their developmental features and educational needs. Teachers can improve learning outcomes for all young learners by recognizing and addressing the suitable requirements of young learners across all age groups.

On top of that, a few teachers claim that children who begin their education in elementary school will grow more effectively. After finishing elementary school, learners will be ready to take on and acquire additional knowledge (N. P. A. Dewi et al., 2021). Apart from that, young learners are at an important period of language development. Therefore, expanding one's vocabulary is essential for their linguistic and cognitive development (Sabohat & Muharram, 2023). It is supported by Qizi & Salimovna (2023) states that vocabulary acquisition is a continual process of language and literacy development that begins in early life and continues through school.

### **b. Characteristics of Young Learners**

Teaching young learners is not the same as teaching adults. Teachers must be aware of the following characteristics of young learners:

- 1) Taking action and learning by doing;
- 2) More curious and enthusiastic about something;

- 3) Possessing the ability to learn indirectly;
- 4) Skilled in imitation but unable at abstract thought;
- 5) Using a small vocabulary and imaginative expression while talking a lot;
- 6) Capable of understanding meaning and creating one's imaginary universe;
- 7) Having short concentration spans, such as playing and learning best when engaging in enjoyable activities (Aslamiah, 2022).

The following are other characteristics seen in young language learners Scott & Ytreberg (1991) mention:

- 1) Their core concept is formed. They have predetermined perceptions of the world.
- 2) They can distinguish between reality and fiction.
- 3) They frequently have questions.
- 4) They rely on both the physical world and the spoken word to express and understand meaning.
- 5) They can make decisions regarding their learning.
- 6) They have definite beliefs about what they like and dislike doing.
- 7) Their sense of justice regarding incidents in the classroom has grown, and they start to be critical of the decisions made by the teacher.
- 8) They can cooperate with others and gain knowledge from others.

### **c. Teaching Vocabulary for Young Learners**

Currently, young learners have learned English since elementary school. Besides, Tekin & Tuba (2023) indicates that one of the difficult parts of teaching English to young learners is classroom management. Relatedly, teachers should adapt their teaching strategies to the characteristics of the young learner. Given the personality of young learners, teachers should be mindful of younger learners who depend on the English material in simple and understandable ways (Ibrahim et al., 2020). Furthermore, Antika & Afriyanti (2021) asserts that when

instructing young learners, teachers need to grasp the following five learning principles:

1) Young learners pick up knowledge from direct experience

The premise is that young learner pick up and develop information based on what their senses see and what they have personally experienced. This learning principle has a significant impact on the subjects that teachers choose to teach as well as the materials they provide. Besides, teachers can draw directly from learner experiences or activities. As an example, they can ask learners about their favorite things to do when it rains.

2) Young learners pick up knowledge through physical activities

Engaging children in direct physical activity will improve their understanding of the lessons more readily. For instance, the instructor requests that the learners design an English poster featuring the captain. The way that we learn has significant implications for instructional design.

3) Young learners' perspective entrenched in the context circumstance

English teachers would be better at teaching if they included examples from everyday life in their teachings, as young learner's thinking is directly related to the events they are confronted with. Teachers may utilize analogies such as the shades of their clothing or the forms of classroom equipment like globes, markers, and whiteboards to illustrate concepts of colors and shapes. In this way, the learner's motivation to study can be increased and the real goals of English lessons can be achieved.

4) Young learners pick up knowledge holistically

According to this theory of learning, young learner build their knowledge by compiling the things they already know. To help them process and arrange their experiences, they write and construct "the scripts." For example, when shopping, young learners will form a shopping list first, then go to the supermarket, ask for the availability



of goods, bargain, agree on prices, pay, and then leave. Considering this method of learning, it would benefit young learners if English lessons were built on their previous knowledge rather than what is probably brand-new. Thus, one's ability to think in the target language would be restricted only to vocabulary, rather than words they don't have.

5) Young learners have limited attention spans

Young learners can focus on a topic for only 15 to 20 minutes, whereas adults may focus for several hours on it. As a result, teachers must be able to boost young learner's concentration abilities through aspects such as interests, motivation, learning environment, and personal habits.

## **B. Previous Study**

Previous research on the Two Stay Two Stray Technique has included the following studies:

1. The journal entitled "Two Stay Two Stray Techniques to Improve Junior High School Students' English Vocabulary Mastery" by Bambang Nur Alamsyah Lubis, Kartina Rahmadhani Rambe, and Azizah Husda stated that seventh-grade students' vocabulary mastery increased when the two stay two stray technique was implemented. Furthermore, similarities to that study include the use of the TSTS technique and vocabulary mastery as the dependent variable. However, this study differs on the research methodology which is CAR-based, and the research sample consists of junior high school learners (Lubis et al., 2022).
2. The research journal entitled "The Effect Of Two Stay Two Stray Teaching Method On Reading Comprehension Of The Eight Grade Students' of SMPN 1 Wawotobi" by Iin Wahyudi concluded that learners' reading comprehension skills improved when they used the Two Stay-Two Stray learning. These findings of the Independent Sample t Test demonstrate; that  $H_0$  is rejected while  $H_a$  is accepted with  $t_{count} > t_{table}$  ( $4.442 > 1.674$ ) and

Sig. (2-tailed)  $0.000 < 0.05$ . In addition, the distinction in this study is that junior high school learners as research samples and reading comprehension is the dependent variable. Then, the quasi-experiment (Non-equivalence control group design) and the Two Stay Two Stray technique are two ways in which this study is similar (Wahyudi, 2024).

3. The journal entitled “The Effect of Using Two Stay-Two Stray Method toward Students' Motivation in Learning English” by Rina Sari, Asrianti, Dahlia Husain, and Nur Wahidah Thayib. Their study concluded that using the Two Stay Two Stray approach improves the average student learning rate. This is supported by the findings of a learning motivation questionnaire provided to 27 students in experimental classrooms. The results show that 17 students had very excellent learning motivation, whereas 24 students responded positively to the Two Stay Two Stray technique. Thus, the Two Stay Two Stray approach has a considerable influence on student learning motivation. On the other hand, the use of a pre-experimental one-shot case study, the research sample of high school students, and the research focus on student motivation make this study different. Next, the similarity in this research is the Two Stay Two Stray technique (Sari et al., 2022).
4. The thesis with the title ” The Implementation of Two Stay Two Stray Learning Model in Students Learning Activity at SMPN 2 Tebing” by Raja Radhiah concluded that teacher attempts in applying the Two Stay Two Stray learning model were rated as medium, with a proportion of 73.95%. Beyond that, the use of the Two Stay Two Stray technique to increase student participation in English sessions at SMPN 2 Tebing was rated successful. Further, the distinction in this study is the subject, an English teacher, and the descriptive quantitative methodology used. Next, the similarity in this research is the Two Stay Two Stray technique (Radhiah, 2024).
5. The journal entitled “The Implementation of Cooperative Learning of Two Stay Two Stray Type through Students' Reading” by Vevy Liansari, Ermawati Zulikhatin Nuroh, Evie Destiana demonstrates that scores

increased in the experimental group, though not significantly. Further, The application of the TSTS technique is what this study has in similar. The distinction in this study is the pre-experimental design, which focuses on reading ability, and the sample size of grade 3 learners (Liansari et al., 2021).

6. The journal with the title “The Effect of Two Stay Two Stray and Think Pair Share Techniques on Students' Speaking Skills at Grade XI of Madrasah Aliyah Swasta Al Manaar” by Nanda Saputra, Nurhaedah Gailea, Arif Widodo, Akhmad Ramli, Yance Manoppo, Suryanti, Muhammad Nanang Qosim, Agus Salim Marpaung found that compared to customary technique, the Two Stay Two Stray and Think Pair Share techniques have a substantial impact on students' speaking ability. Based on the Mann-Whitney test results, Think Pair Share had a mean score of 26.56 compared to 14.24 for Two Stay Two Stray. This implies that using the Think Pair Share technique in the classroom can effectively increase students' enthusiasm in learning English, especially in speaking. Further, this study is similar to the use of the TSTS technique. The distinction in this study is that the sample was conducted on high school students, focused on speaking skills, and included two experimental classes (Saputra et al., 2023).

### **C. Conceptual Framework**

The issue in this study is that the language mastery of class IV students at SD Negeri Ledug, Banyumas is relatively low and group activities are less cooperative, this is proven by the results of preliminary observations on April 17, 2024. According to Lubis et al. (2022) stated that choosing a learning model is one of the elements that can influence how well learners master vocabulary. Enhancing vocabulary mastery can be achieved by selecting a learning model that facilitates the learning process, establishing a learning atmosphere that stimulates student activeness and creativity, and enhancing their written and oral communication abilities. To address the issue, this study uses the Two Stay Two Stray technique. Expectedly, in a learning environment in small groups of

four students, the Two Stay Two Strays (TSTS) technique of instruction may successfully improve students' vocabulary mastery. Besides that, the following is the plan for rotating group members in the Two Stay Two Stray technique. To facilitate understanding, a case study with twelve students is given:

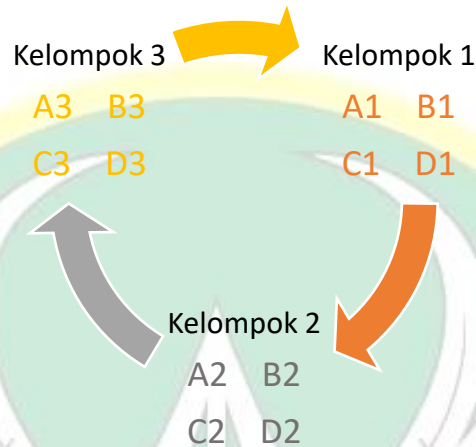


Figure 2. 1 Rotation Group members

Source: (BR.Bangun, 2020)

Students B and C are tasked with gathering knowledge that their group has not discussed; this serves as a "stray". Students A and D are responsible for giving visitors the material that their group has discussed; this serves as a "stay" (BR.Bangun, 2020). The following are the steps in the Two Stay Two Stray technique.

1. The learners are divided into several groups, with each group consisting of four learners.
2. The teacher gives different problems/ vocabulary to each group and learners discuss with the group members who have already received the material.
3. After all the groups have completed their tasks, two members of each group join the other groups. Then, their task is to listen and take note of the results of other teams' work.
4. Two people who stay in a group, are tasked with sharing information or the results of their group work.



5. Two people who join the other groups. Then, their task is to listen and take note of the results of the other group.
6. Return to the group to share the information they have gathered or the results of the other group.
7. Groups compare and evaluate the results of their work with those of other groups (Sunbanu et al., 2019).

#### **D. Hypothesis**

Hypotheses are theoretical expectations that will be tested against the actual data acquired during research operations (Jonker & Pennink, 2010). In accordance with this research, which investigates the influence of the Two Stay Two Stray technique towards students' vocabulary mastery in the 4th grade of SD N Ledug Banyumas, the following hypothesis is possible:

H<sub>0</sub>: Null hypothesis, there is no influence on students' vocabulary mastery with TSTS techniques in 4<sup>th</sup> significant grade of SD Negeri Ledug, Banyumas.

H<sub>a</sub>: Alternative hypothesis, there is a significant influence on students' vocabulary mastery with TSTS techniques in 4<sup>th</sup> grade of SD Negeri Ledug, Banyumas.

## CHAPTER III

### RESEARCH METHODS

All methods and procedures used to conduct research are referred to as research methodologies (Kothari, 2004).

#### A. Research Design

This research is quantitative and employs inferential statistical methods. The discipline of inferential statistics, sometimes referred to as analytical statistics or inductive statistics, focuses on creating techniques for drawing conclusions about a population using data from random samples. This makes it possible to draw conclusions, make estimations, or make predictions about the features of a different group based on the results of one group (Tavakoli, 2012). Meanwhile, quantitative research is an empirical study in which the researcher investigates relationships using numerical data (Jonker & Pennink, 2010). Furthermore, the study design included quasi-experiment types with a pretest-posttest control group design. A quasi-experimental study is a type of experimental research in which the researcher has no control over the allocation of individuals to conditions but can assign entire groups to different treatments at random (Lodico et al., 2010).

The pretest-posttest control group design is designed as follows: first, two groups with identical circumstances are chosen. Second, pretests were given to all research subjects. Third, involving the treatment of one group (the experimental group) and not treating the other group (the control group). Fourth, give each group member a final exam so that the outcomes can be further compared (Danuri & Maisaroh, 2019). Here is an overview of the research design:

**Table 3. 1 Quasi-experiments with pretest-posttest control group design**

Group	Pretest	Treatment	Posttest
Experiment	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

Description:

$O_1$  = pre-test score of the experimental group.

$O_2$  = post-test score of the experimental group.

$O_3$  = pre-test score of the control group.

$O_4$  = post-test score of the control group.

X = treatment

## B. Research Site

The study was conducted at SD Negeri Ledug Banyumas. The choice of SD Negeri Ledug Banyumas as the location for this study stems from observations indicating that group learning was ineffective. Therefore, the researcher aims to implement a teaching method that has not been previously utilized by the teachers, specifically the Two Stay Two Stray technique. In addition, English in this school is taught as a formal subject and not just as an extracurricular activity. Furthermore, this study was chosen for the odd semester of the 2024-2025 academic year.

## C. Population and Sample of the Research

### 1. Population

This study's population included all of the fourth grade at SD Negeri Ledug Banyumas. Here is a list of the total population of this study:

**Table 3. 2 Population**

Class	IV A	IVB	IV C	IV D
Student	25	25	25	27
Total Number of Students				102

### 2. Sample

In this investigation, samples were taken in two classes: experimental and control. Furthermore, a simple random sampling technique was used to randomly select the classes. To choose the experimental class and control class for this investigation, a lottery was used to do simple random sampling, which resulted in the following:

**Table 3. 3 Sample**

Grade	Number of Students	Description
IV B	25	Experimental Group
IV C	25	Control Group

**D. Variable of the Research**



Description:

X: The Influence of Two Stay Two Stray Technique

Y: Student's Vocabulary Mastery in the 4<sup>th</sup> Grade of SD Negeri Ledug

1. Independent Variable

These variables are frequently denoted as antecedent, predictor, or stimulus variables. The independent variable is the factor that causes the change (Sugiyono, 2012). In this study, the Two Stay Two Stray technique serves as the independent variable.

2. Dependent Variable

The variable that becomes the effect because the independent variable is present, is known as the dependent variable. Also, it's commonly referred to as the output or consequent variable (Sugiyono, 2012). The dependent variable for this study is students' vocabulary mastery.

**E. Technique of the Data Collection**

1. Test

A test is any method of assessing capacity, competency, or performance. It is a sequence of stimuli delivered to an individual in order to elicit reactions and provide a numerical score (Tavakoli, 2012). The test instrument questions were adapted from textbook references and school exam questions that were modified from (Rahardian, 2023). The following formula is used to analyze the test results:

$$Score = \frac{Correct\ Answer}{Total\ Number\ of\ Question} \times 100$$



Before implementing the test, the researcher evaluated the instruments' validity and reliability. There were 40 pretest and posttest instrument questions distributed to 30 students in class IV at SD Al-Irsyad Al-Islamiyyah 01 Purwokerto. Here are the instrument guidelines for questions:

**Table 3. 4 Instrument Guidelines**

Material	Class	Question Form	Question Number
Number 1-100	1-4	Multiple-Choice	2 13 19 22 34
Color	2	Multiple-Choice	1 3 14 31 36
Animals	2	Multiple-Choice	5 15 28 33 39
Fruits	2	Multiple-Choice	8 10 16 17 25
Food and Drink	3	Multiple-Choice	9 11 24 35 38
Part of Body	3	Multiple-Choice	7 18 20 26 27
Activities using verb-ing	4	Multiple-Choice	6 12 21 29 37

Names of rooms in the house	4	Multiple-Choice	4
			23
			30
			32
			40

a. Pre-test

A pre-test is conducted prior to starting the treatment. It measures the learner's fundamental knowledge before the treatment. This was held on Tuesday, August 13, 2024. The pre-test in this research included thirty-eight questions in a multiple-choice format. The material was identical to the test instrument, encompassing eight categories, which are: numbers 1-100, colors, animals, fruits, food and drink, part of body, activities using verb-ing and lastly, the names of rooms in the house. Participants had a duration of 45 minutes to finish the examination.

b. Treatment

Treatments are the conditions that are applied to the groups. In other words, conditions like this are considered separate treatments (Kothari, 2004). Specifically, the experimental class will receive the treatment. The treatment will be taught using the Two Stay Two Stray Technique. Treatment will be provided in five meetings or around two months. Additionally, learners study the following content throughout each meeting:

**Table 3.5 Treatment Material**

Meeting	Material
1	Number 1-100 Color
2	Animals Part of Body
3	Fruits Food and Drink
4	Activities using verb-ing
5	Names of rooms in the house

c. Post-test

The final test takes place after the treatment has concluded. It measures the Two Stay Two Stray technique's impact on students' vocabulary mastery. The experimental class post-test was held on October 10, 2024. Meanwhile, the control group underwent their post-test on Friday, October 11, 2024. The post-test conducted in this research featured thirty-eight questions in a multiple-choice format. The subject matter aligns with that of the initial test, yet the questions are distinct. Participants were allotted 45 minutes to finish the exam.

**F. Analysis of Research Instrument**

1. Validity Test

Validity means the quality and accuracy of the procedures you apply to find answers to your research questions. In other words, the concepts of suitability and accuracy applied to a research process are called validity (Kumar, 2014). The instrument's validity in this study was assessed using both face validity and item validity. Face validity was determined through expert judgment, and the study instrument was evaluated by two UIN lecturers, Prof. K.H. Saifuddin Zuhri Purwokerto. Meanwhile, the test items' validity was established in a trial at SD Al-Irsyad Al-Islamiyyah 01 Purwokerto, class 4. Furthermore, the Pearson Product Moment correlation formula is utilized to determine the validity correlation (Sugiyono, 2012):

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Description:

$R_{xy}$  = correlation coefficient between items and totals

$N$  = numerous subjects/samples

$\sum_x$  = the total quantity of x variables

$\sum_y$  = the total quantity of y variables

Decisions on validity tests are made by comparing  $r_{count}$  or  $r_{xy}$  with  $r_{tabel}$ . The significance level for the decision criteria is  $\alpha = 5\%$ . Qomusuddin

& Romlah (2022) claimed that if  $r_{\text{count}} > r_{\text{table}}$ , or probability value (significance)  $< 0,05$ , the conclusion is valid. In contrast, the result is invalid if  $r_{\text{count}} < r_{\text{table}}$  or probability value (significance)  $> 0,05$ . For this study, there were 30 respondents to the test instrument. So, using  $N = 30$  and  $\alpha = 0,05$  (5%), the  $r_{\text{table}}$  value is 0.361. Then the value  $r_{\text{count}}$  is obtained from the product moment correlation formula implemented in the IBM SPSS version 27 application. The following are the results of the instrument validity test:

a. Pre-Tes Validation Instrument

**Table 3. 6 Result of the Pre-test Instrument Validity Test**

Number of Old Item	Number of New Item	Value of Rtable	Value of Rcount	Conclusion
1		0,361	A	Invalid
2	21	0,361	0,478	Valid
3	1	0,361	0,559	Valid
4	8	0,361	0,594	Valid
5	31	0,361	0,486	Valid
6	12	0,361	0,500	Valid
7		0,361	0,387	Valid
8	11	0,361	0,559	Valid
9	29	0,361	0,419	Valid
10	36	0,361	0,471	Valid
11	5	0,361	0,603	Valid
12	17	0,361	0,646	Valid
13	7	0,361	0,377	Valid
14	6	0,361	0,668	Valid
15	2	0,361	0,478	Valid
16	37	0,361	0,646	Valid
17	14	0,361	0,755	Valid
18	28	0,361	0,544	Valid
19	9	0,361	0,419	Valid
20	20	0,361	0,603	Valid
21	32	0,361	0,598	Valid
22	18	0,361	0,698	Valid



23	22	0,361	0,559	Valid
24	26	0,361	0,478	Valid
25	19	0,361	0,478	Valid
26	15	0,361	0,559	Valid
27	38	0,361	0,451	Valid
28	13	0,361	0,390	Valid
29	24	0,361	0,401	Valid
30	25	0,361	0,478	Valid
31	3	0,361	0,387	Valid
32	33	0,361	0,410	Valid
33	10	0,361	0,431	Valid
34	27	0,361	0,646	Valid
35	16	0,361	0,865	Valid
36	4	0,361	0,506	Valid
37	34	0,361	0,413	Valid
38	35	0,361	0,419	Valid
39	23	0,361	0,654	Valid
40	30	0,361	0,506	Valid

On the basis of table 3.6, there were thirty-nine valid question items and one invalid. Therefore, in this study, thirty-eight questions were selected to serve as pretest questions.

b. Post-Test Validation Instrument

**Table 3. 7 Result of the Prost-test Instrument Validity Test**

Number of Old Item	Number of New Item	Value of Rtable	Value of Rcount	Conclusion
1	1	0,361	0,612	Valid
2	36	0,361	0,509	Valid
3	26	0,361	0,514	Valid
4	17	0,361	0,634	Valid
5	8	0,361	0,355	Invalid
6	19	0,361	0,595	Valid
7	27	0,361	0,519	Valid
8	9	0,361	0,447	Valid
9	38	0,361	0,601	Valid

10	32	0,361	0,649	Valid
11	24	0,361	0,379	Valid
12	4	0,361	0,379	Valid
13	16	0,361	0,798	Valid
14	28	0,361	0,610	Valid
15	10	0,361	0,433	Valid
16	23	0,361	0,713	Valid
17	25	0,361	0,601	Valid
18	13	0,361	0,713	Valid
19	21	0,361	0,545	Valid
20		0,361	0,249	Invalid
21	34	0,361	0,387	Valid
22	7	0,361	0,773	Valid
23	31	0,361	0,677	Valid
24	29	0,361	0,545	Valid
25	14	0,361	0,687	Valid
26	6	0,361	0,571	Valid
27	11	0,361	0,713	Valid
28	33	0,361	0,571	Valid
29	30	0,361	0,742	Valid
30	20	0,361	0,649	Valid
31	35	0,361	0,575	Valid
32	37	0,361	0,742	Valid
33	22	0,361	0,540	Valid
34	5	0,361	0,612	Valid
35	12	0,361	0,396	Valid
36	3	0,361	0,612	Valid
37	15	0,361	0,396	Valid
38	2	0,361	0,602	Valid
39	18	0,361	0,610	Valid
40		0,361	0,581	Valid

Based on the post-test validity results, it was determined that there were two invalid and thirty-eight valid items. Consequently, thirty-eight questions were chosen for this study's post-test.

## 2. Reliability Test

Reliable is an instrument that produces the same data when used several times to measure the same object (Sugiyono, 2012). In other terms, reliability refers to an instrument's level of consistency and stability (Kumar, 2014). To determine the instrument's level of reliability, the following Cronbach's Alpha formula is used (Djaali, 2020):

$$r_{ii} = \frac{k}{k-1} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

Description:

$r_{ii}$  = coefficient of instrument reliability

$k$  = quantity of question items

$S_i^2$  = variance in items score

$S_t^2$  = variance in total score

Rukajat (2018); Suryani & Hendryadi (2015) specify the following provisions for the reliability coefficient:

- a. If  $r_{ii}$  or Cronbach Alpha is equal to or greater than 0.70, it is considered reliable.
- b. If  $r_{ii}$  or Cronbach's Alpha is less than 0.70, it is considered unreliable.

The reliability test of this research used IBM SPSS V 27. The information obtained from the pretest and posttest instruments' reliability test is as follows:

**Table 3. 8 Pre-Test Reliability Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	40

Based on the pretest instrument results from the IBM SPSS V 27 output, the Cronbach's Alpha value was 0.925. As a result,  $r_{ii} \geq 0.70$  or  $0.925 \geq 0.70$  indicates that the pretest instrument is reliable.

**Table 3. 9 Post-Test Reliability Results**

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.943	40

Based on the post-test instrument data from IBM SPSS V 27, Cronbach's Alpha score was 0,943. As a result, the post-test instrument can be judged to be reliable because  $r > 0.70$  or  $0.943 > 0.70$ .

## **G. Technique of Data Analysis**

### **1. Normality Test**

To use parametric statistics, each variable's data must have a normal distribution (Sugiyono, 2012). In light of this, data normality testing will be done before hypothesis testing. Furthermore, the Shapiro-Wilk test was utilized to determine normality in this study. The following are the normality assessment criteria for the Shapiro-Wilk test (Qomusuddin & Romlah, 2022):

If the  $\text{sig} > 0,05$  = the data is a normal distribution.

If the  $\text{sig} < 0,05$  = the data is not a normal distribution.

### **2. Homogeneity Test**

Another condition for testing parametric statistics is the data homogeneity test. The purpose of homogeneity testing is to ensure that the data set that has been transformed through several analyses truly originates from populations which is not much different (R. Ramadhani & Bina, 2021). In this investigation, the Levene test was used to determine homogeneity. The homogeneity assessment criteria for the Levene test are listed below (K. E. Lestari & Yudhanegara, 2015):

If the  $\text{sig} > 0,05$  = the data is homogenous.

If the  $\text{sig} < 0,05$  = the data is not homogenous.



### 3. Hypothesis Testing

#### a. Independent Sample T-Test (if the precondition test is passed)

Another condition for testing parametric hypotheses is to use the independent sample t-test. According to Wibowo (2023), this test evaluates whether there exists a statistically significant difference in mean values between two or more unrelated groups. The following are provisions for hypothesis testing:

If the significant value is  $< 0.05$ ,  $H_a$  is accepted while  $H_0$  is rejected.

If the significant value is  $> 0.05$ ,  $H_0$  is accepted while  $H_a$  is rejected.

The independent sample T-test formula is as follows (K. E. Lestari & Yudhanegara, 2015):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \text{ with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Formula description:

$\bar{x}_1$  = experimental class average

$\bar{x}_2$  = control class average

S = standard deviation

$n_1$  = number of students in the experimental class

$n_2$  = number of students in the control class

$s_1^2$  = experimental group variance

$s_2^2$  = control group variance

#### b. N-Gain

The normalized gain test, commonly known as the N-gain test, is another tool used to assess the significance of improving students' vocabulary mastery after treatment. This test represents the variation in the first and final test scores (Doyan et al., 2020). To obtain the value of N-gain, use the formula below (K. E. Lestari & Yudhanegara, 2015):

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

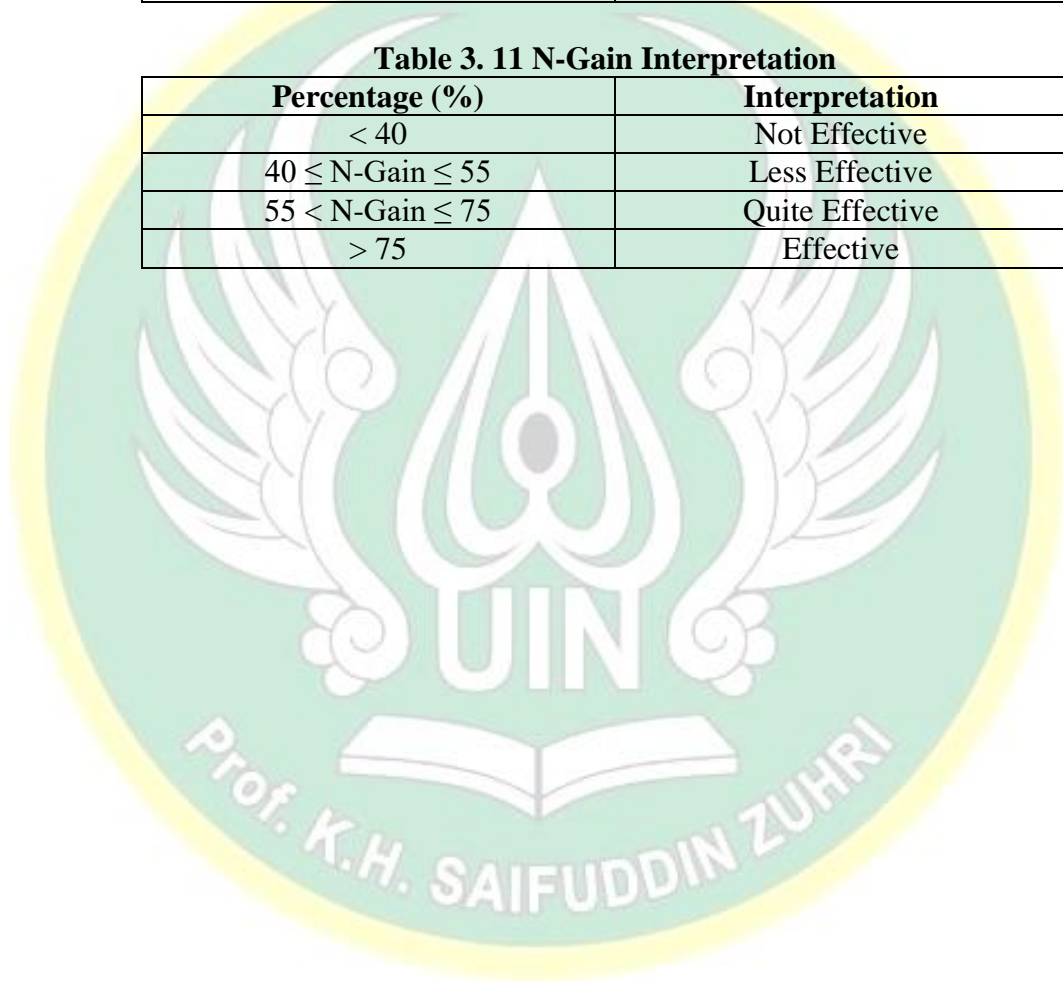
Next, the following classification is used to assess the calculation results (Oktavia et al., 2019):

**Table 3. 10 N-Gain Value Criteria**

<b>N-Gain Score</b>	<b>Criteria</b>
$0,70 \leq \text{N-gain} \leq 1,00$	High
$0,30 \leq \text{N-gain} < 0,70$	Enough
$0,00 < \text{N-gain} < 0,30$	Low
$\text{N-gain} = 0,00$	No advancement
$-1,00 \leq \text{N-gain} < 0,00$	There was decline

**Table 3. 11 N-Gain Interpretation**

<b>Percentage (%)</b>	<b>Interpretation</b>
$< 40$	Not Effective
$40 \leq \text{N-Gain} \leq 55$	Less Effective
$55 < \text{N-Gain} \leq 75$	Quite Effective
$> 75$	Effective



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter contains the study's findings and related discussion. In-depth data analysis is the main topic of this chapter.

#### A. Findings

The time frame for this study was August 13, 2024 until October 11, 2024 at SD Negeri Ledug. The goal of this study was to examine the influence of teaching students English vocabulary using the Two Stay Two Stray technique. This is a quantitative study with a quasi-experimental approach with a pretest-posttest control group design. The researcher employed two classes as samples from a class IV population consisting of four classes: class IVB as the experimental class and class IVC as the control class. The sample taken was a random sample based on a lottery. The treatments were then applied to classes IVB and IVC. The experimental class (IVB) used the Two Stay Two Stray (TSTS) technique, but the control class (IVC) did not. The table below shows the research process in the experimental and control classes:

**Table 4. 1 Schedule of Research Process in Experimental and Control class**

No	Day/Date	Class	Material
1	Tuesday, August 13, 2024	IVB	Pretest
		IVC	
2	Tuesday, August 20, 2024	IVB	Number 1-100 Color
3	Wednesday, August 21, 2024	IVC	Number 1-100 Color
4	Tuesday, August 27, 2024	IVB	Animals Part of Body
5	Wednesday, August 28, 2024	IVC	Animals Part of Body
6	Tuesday, September 3, 2024	IVB	Fruits Food and Drink
7	Wednesday, September 4, 2024	IVC	Fruits Food and Drink
8	Tuesday, September 10, 2024	IVB	Activities using verb-ing
9	Wednesday, September 11, 2024	IVC	Activities using verb-ing
10	Tuesday, September 17, 2024	IVB	Names of rooms in the house

11	Wednesday, September 18, 2024	IVC	Names of rooms in the house
12	Thursday, October 10, 2024	IVB	Posttest
13	Friday, October 11, 2024	IVC	Posttest

During the research, the following learning activities were conducted:

#### 1. Experimental Class

On August 20, 2024, the researcher taught the material "number 1-100 and color" using the TSTS technique. The learning process begins by explaining the material to the student. Then, the researcher gave each group a different set of vocabulary cards. The TSTS discussion activity begins, which entails (1) providing them time to answer or discuss. (2) Students are assigned duties based on the roles of "stay" and "stray". Whereas "stay" is responsible for sharing knowledge or the outcomes of group discussion, "stray" is responsible for gathering information or making notes. (3) return to the original group, with the role of "stray" explaining the knowledge gathered to their group. Learning ends by summarizing the lesson.

In the second meeting on August 27, 2024, the material studied at this meeting was "animals and part of body". Learning began by giving questions or material sheets to each group. Next, the TSTS discussion activities continue as they did at the earlier meeting. After that, students are required to give a presentation about the results of their group work or tell new information they get from other groups. Learning ends with appreciation and is closed with conclusions and greetings.

The third meeting, held on September 3, 2024, focused on "fruit, food, and drinks". The learning process starts with the teacher explaining the material. After that, a TSTS discussion was held, similar to the second meeting. The lesson concluded by mentioning all of the words that had been covered together.

At the fourth meeting on September 10, 2024. the techniques and steps used were still the same as in the third meeting. The topic of study was: activities that use verb-ing. The teacher explained the topic first, followed by



the TSTS discussion. Next, using the verb-ing vocabulary that was learned, the researcher offered the students a "guess style" task.

At the fifth meeting on September 17, 2024, the material studied was: "names of rooms in the house". Each group was given questions or material sheets to start the learning process. Afterward, the TSTS discussion activities continued as they did at the earlier meeting. After that, they were given a group assignment to write as many vocabulary words as possible on the board.

## 2. Control Class

On August 21, 2024, the researcher used conventional learning to teach "numbers 1-100; colors". First, mention the numbers 1-10 simultaneously. Next, a material-related explanation should be given. The following step is a question-and-answer session. Then give tasks in the form of short answers. The researcher then asks the students to play "number ladder" for the remainder of the time.

The second meeting was conducted on August 28, 2024, with the material "animals; part of body". The first lesson was to mention the word and its meaning, which students repeated. Subsequently assigning the task of vocabulary interpretation to students who were chosen at random. In the final step, students were given multiple-choice questions.

At the third meeting on September 4, 2024, the material taught was: "fruit, food and drink". The first action was to provide an explanation of the material. Then they are given different types of questions that they can choose to work on. Students who have successfully solved the quiz or oral questions have the first opportunity to choose questions.

The fourth meeting will be held on September 11, 2024. The material studied is "activities using verb-ing". In the first activity, the material is explained with the assistance of pictures. Then tasked with translating the words. The last assignment requires students to memorize or submit five vocabulary words linked to the lesson.

The fifth meeting, held on September 18, 2024, focused on "names of rooms in the house". The researcher presented the material first. Then they were given pictures questions about the names of rooms in the house. After that, they were given a group task to write as many vocabulary words as possible on the board.

After the lessons, the research data obtained were as follows:

#### 1. Data Description

The described data was taken through two types of tests, namely pretest and posttest as many as 38 multiple choice questions. The research data obtained are as follows:

**Table 4. 2 Descriptive Data of Experimental and Control Classes**

EXPERIMENT	PRE	POST	CONTROL	PRE	POST
E1	55	100	C1	47	92
E2	42	92	C2	32	79
E3	24	84	C3	21	61
E4	50	97	C4	21	50
E5	29	82	C5	39	63
E6	39	92	C6	29	66
E7	21	50	C7	34	79
E8	61	100	C8	45	95
E9	32	84	C9	34	45
E10	32	82	C10	24	61
E11	53	89	C11	37	71
E12	34	76	C12	18	42
E13	21	58	C13	26	53
E14	37	79	C14	32	63
E15	18	45	C15	45	92
E16	32	87	C16	21	55
E17	26	74	C17	37	68
E18	32	79	C18	24	58
E19	53	97	C19	58	87
E20	61	100	C20	47	66
E21	47	92	C21	50	74
E22	21	61	C22	58	79

E23	32	89	C23	63	100
E24	47	100	C24	42	84
E25	21	63	C25	39	58
TOTAL	920	2052	TOTAL	923	1741
MAX	61	100	MAX	63	100
MIN	18	45	MIN	18	42
MEAN	36,80	82,08	MEAN	36,92	69,64
MEAN DIFFERENT		45,28	MEAN DIFFERENT		32,72

Based on the score description in the experimental class above. According to the results of 25 students in the experimental class, the lowest pre-test score was 18 and the highest score was 61, with an average of 36,80. After the Two Stay Two Stray technique treatment, the students were given a post-test. The post-test results showed that the lowest score was 45 and the best was 100. Also, the post-test average is 82,08.

Subsequently, descriptive data analysis of the control class. The data from the pretest resulted in a minimum of 18, a maximum of 63, and an average of 36.92. Further, the posttest data has a minimum value of 42, a maximum value of 100, and an average of 69.64.

In general, both the control and experimental classes showed an increase in achievement. This can be proven based on each class's pretest and posttest results. However, further information confirmed that the mean difference in the control class, which is 32.72, is smaller than the mean difference in the experimental class, which is 45.28. In conclusion, descriptive statistics were more significant in the experimental class.

## 2. Data Analysis

### a. Assumption Test

Prior to conducting hypothesis testing, pre-test and post-test data are used to conduct a requirement test, namely the homogeneity and normality tests. In line with this, preventing bias in parametric statistics is the goal of the assumption test (Qomusuddin & Romlah, 2022).

### 1) Normality Test

Normality tests are used to assess whether the samples under investigation are normally distributed or not (Rukajat, 2018). Based on D'Agostino (1971), the Shapiro-Wilk sample size ranges from three to fifty. Consequently, Shapiro-Wilk was employed as the normality test in this study because the researcher's sample size was  $\leq 50$ . The significance level,  $\alpha = 0.05$ , is determined. If  $\text{sig.} > 0.05$ , it indicates that the data has a normal distribution. The results of the normality test conducted with IBM SPSS Statistics 27 are as follows:

**Table 4.3 Normality Test Results**

Class		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Experimental class	.161	25	.095	.929	25	.083
	Control class	.087	25	.200*	.958	25	.385

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

According to Table 4.3 above, the experimental class's value was 0.083, indicating a significance level greater than 0.05. Afterward, the readings in the control group were 0.385, indicating that the value was more than 0.05. It is concluded that both classes' pre-test data have a normal distribution.

### 2) Homogeneity Test

The homogeneity test assesses the level of similarity between the variance of study data between one group and another (Majid & Qadar, 2021). The Levene test is used in this study's homogeneity test. The criteria for making decisions in the test are that the data is homogeneous if  $\text{sig.} > 0.05$  and non-homogeneous if  $\text{sig.} < 0.05$ . The results of the homogeneity test performed with IBM SPSS V 27 are as follows:



**Table 4. 4 Homogeneity Test Results**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.284	1	48	.596
	Based on Median	.078	1	48	.781
	Based on Median and with adjusted df	.078	1	45.792	.781
	Based on trimmed mean	.253	1	48	.617

From the result of the homogeneity test above, the pre-test significance value is 0.596. It is bigger than 0.05. So it can be concluded that the data of the two classes are homogeneous.

b. Hypothesis Tes

This research hypothesis employs parametric statistical methods. Parametric statistics refer to statistical analyses that take into account data distributions that follow a normal distribution and exhibit homogeneous variance (Kesumawati et al., 2019). Two tests were used by the researcher: the independent sample T-test and the N-Gain test.

1) Independent Sample T-test

In this study, hypotheses are tested using the independent sample T test. This test is designed to determine or compare the difference between two arithmetic means from two independent samples (Kesumawati et al., 2019). The outcomes of the research hypothesis test are as follows:

**Table 4. 5 Independent Sample T-Test Results**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	.284	.596	-.033	48	.974	-.120	3.666	-7.492	7.252
	Equal variances not assumed			-.033	47.851	.974	-.120	3.666	-7.493	7.253

Post-test	Equal variances assumed	.140	.710	2.758	48	.008	12.440	4.511	3.371	21.509
	Equal variances not assumed			2.758	47.998	.008	12.440	4.511	3.371	21.509

Analysis of the independent sample T-test index with the help of IBM SPSS version 27, the table above shows that the significance value of sig. (2-tailed) pretest of 0.974 or ( $p > 0.05$ ) proves that the Null Hypothesis ( $H_0$ ) is accepted and the Alternative Hypothesis ( $H_a$ ) is rejected. This means that there is no significant difference between the pretest in the experimental class and the control class. Furthermore, the result of the independent sample T-test on learning outcomes (post-test) has a value of  $0.008 < 0.05$ , indicating that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is a significant difference between the post-test control class and the experimental class.

## 2) N-Gain Test

The purpose of the N-Gain test in this study was to determine the increase in students' vocabulary mastery in each class. This is validated by Kesumawati et al., (2019) statement that educational research often uses the N-Gain test to analyze pre- and post-learning data to find “an increase”. The following is a recapitulation of the results of the N-Gain test calculations for the experimental and control classes:

### a) Experimental Class N-Gain Test Results

**Table 4. 6 Experimental Class N-Gain Results**

Experimental Class	Pre-Test	Post-Test	N-Gain
E1	55	100	1,00
E2	42	92	0,86
E3	24	84	0,79
E4	50	97	0,94
E5	29	82	0,75
E6	39	92	0,87
E7	21	50	0,37
E8	61	100	1,00
E9	32	84	0,76

E10	32	82	0,74
E11	53	89	0,77
E12	34	76	0,64
E13	21	58	0,47
E14	37	79	0,67
E15	18	45	0,33
E16	32	87	0,81
E17	26	74	0,65
E18	32	79	0,69
E19	53	97	0,94
E20	61	100	1,00
E21	47	92	0,85
E22	21	61	0,51
E23	32	89	0,84
E24	47	100	1,00
E25	21	63	0,53
Total			18,78
Maximum			1,00
Minimum			0,33
Average			0,75

Based on the N-Gain results data of the experimental class shown in Table 4.6, the maximum N-Gain value is 1.00 and the lowest value is 0.33. In addition, the average N-Gain result of the experimental class is 0.75. After that, the data is divided into the following categories:

**Table 4. 7 Distribution Data of Experimental Class N-Gain Results**

N-Gain Value	Criteria	Frequency	Percentage
$0,07 \leq \text{N-Gain} \leq 1,00$	High	16	64%
$0,30 \leq \text{N-Gain} < 0,70$	Medium	9	36%
$0,00 < \text{N-Gain} < 0,30$	Low	0	0%
N-Gain = 0,00	No Increase	0	0%
$-1,00 \leq \text{N-Gain} < 0,00$	Decrease	0	0%

From table 4.7 it can be seen that the results of the N-Gain score criteria for the experimental class, which consists of 25

students, there are 16 students in the high category with a percentage of 64%, and 9 students in the medium category with a percentage of 36%.

b) Control Class N-Gain Test Results

**Table 4. 8 Control Class N-Gain Results**

Control Class	Pre-Test	Post-Test	N-Gain
C1	47	92	0,85
C2	32	79	0,69
C3	21	61	0,51
C4	21	50	0,37
C5	39	63	0,39
C6	29	66	0,52
C7	34	79	0,68
C8	45	95	0,91
C9	34	45	0,17
C10	24	61	0,49
C11	37	71	0,54
C12	18	42	0,29
C13	26	53	0,36
C14	32	63	0,46
C15	45	92	0,85
C16	21	55	0,43
C17	37	68	0,49
C18	24	58	0,45
C19	58	87	0,69
C20	47	66	0,36
C21	50	74	0,48
C22	58	79	0,50
C23	63	100	1,00
C24	42	84	0,72
C25	39	58	0,31
Total			13,51
Maximum			1,00
Minimum			0,17
Avearge			0,54



Based on Table 4.8, information is obtained for the control class that the average N-Gain is 0.54; the highest value is 1.00; and the lowest value is 0.17. If the N-Gain value of each student is interpreted in the criteria table, the following will be obtained:

**Table 4.9 Distribution Data of Control Class N-Gain Results**

N-Gain Value	Criteria	Frequency	Percentage
$0,07 \leq \text{N-Gain} \leq 1,00$	High	5	20%
$0,30 \leq \text{N-Gain} < 0,70$	Medium	18	72%
$0,00 < \text{N-Gain} < 0,30$	Low	2	8%
N-Gain = 0,00	No Increase	0	0%
$-1,00 \leq \text{N-Gain} < 0,00$	Decrease	0	0%

Table 4.9 shows the results of the N-Gain criteria from 25 students in the control class: 5 students (20%) are in the high category, 18 students (72%) are in the medium category, and 2 students (8%) are in the low category.

c) Interpretation of N-Gain Effectiveness

After collecting all N-Gain data from each sample, the next step is to classify the N-Gain results based on their effectiveness. The N-Gain effectiveness results for the experimental and control classes are as follows:

**Table 4.10 Interpretation of Effectiveness of N-Gain Score**

Class	Average N-Gain	Percentage	Interpretation
Experiment	0,75	75%	Quite Effective
Control	0,54	54%	Less Effective

The data in Table 4.10 shows that the average value of the experimental class is 0.75 or 75% which indicates an effective category. In contrast, the control class is in the less effective category with an average value of 0.54 or 54%.

## B. Discussion

Various learning techniques can be used as an effort to improve student learning outcomes. In this study, the researcher applied a learning technique that had never been applied in SD Negeri Ledug, namely the Two Stay Two Stray

technique. The purpose of this study is to examine the Two Stay Two Stray technique's usefulness in terms of vocabulary mastery in grade IV of SD N Ledug, Banyumas. The research data collection was carried out from August to October 2024 with the research population being grade IV students in the odd semester of the 2024/2025 academic year.

Descriptive data analysis showed that the experimental class had an average pretest of 36.80 and an average post-test of 82.08. While the control class also had an average pre-test of 36.92 and an average post-test value of 69.64. So it can be concluded that both classes have low initial vocabulary mastery, and both have improved learning outcomes after being given treatment or lessons.

The next stage in this study is to conduct hypothesis testing using the independent samples t-test method. Before conducting hypothesis testing, normality and homogeneity tests must be carried out on the pre-test and post-test values of the two sample groups. The results of the Shapiro-Wilk test indicate that the data is normally distributed; specifically, the experimental class scores have a significance value of 0.083 (more than 0.05), while the control class has a significance value of 0.385 (more than 0.05). Furthermore, the homogeneity test outcomes presented a pre-test significance value of 0.596 (more than 0.05) indicating that the variance between the two samples is homogeneous.

Based on the calculation of IBM SPSS Statistics 27, it can be seen that the results of the t-test of two independent samples obtained a significance of 0.008, which is smaller than 0.05, so  $H_0$  is rejected and  $H_1$  is accepted, so it can be concluded that there is a significant influence on student's vocabulary mastery with TSTS techniques in 4th grade of SD Negeri Ledug, Banyumas. The results of this test are consistent with the findings of (Wahyudi, 2024), who investigated the Effect of Two Stay Two Stray Learning Method on Reading Comprehension Ability of Class VIII Students of SMPN 1 Wawotobi. The hypothesis test employing the t-test displayed a significant difference in the average t count and t table, with t count > t table ( $4.442 > 1.674$ ), and Sig. (2-tailed)  $0.000 < 0.05$ .

This means that the employment of the Two Stay Two Stray technique in English subject is effective.

Furthermore, based on the research results, it was obtained that English learning in the experimental class that applied the Two Stay Two Stray technique was more effective than English learning in the control class that applied the conventional model. This was reinforced by a comparison of the N-Gain test results between the experimental class and the control class. From the results of the N-Gain test calculation in the experimental class, the highest N-Gain value was 1.00 and the lowest N-Gain value was 0.33 with an average of 0.75. While in the control class, the highest N-Gain value was 1.00 and the lowest N-Gain value was 0.17 with an average of 0.54. It can be seen that the comparison of the average N-Gain values between the two sample classes has a very significant difference.

Besides, the results of the distribution of N-Gain values in the experimental class showed that 16 students were in the high category, and 9 students in the medium category. While in the control class, there were 5 students in the high category, 18 students in the medium category, and 2 students in the low category. In the experimental class, the average N-Gain value percentage was 75% which can be categorized as quite effective, while the control class obtained an average N-Gain value percentage of 54% which can be categorized as less effective. From the results of the average N-Gain, it can be proven that the Two Stay Two Stray technique applied in the experimental class is more effective than the conventional model applied in the control class.

The findings of this study are reinforced by research conducted by Sukmayasa (2022) & Mansurah et al. (2021) on the meta-analysis of the Two Stay Two Stray technique. It is demonstrated that the Two Stay Two Stray technique in elementary school students has a large effect size. Also, The Two Stay Two Stray technique has been the subject of research on vocabulary mastery. The study conducted by Gaffar et al. (2024) produced an average of 78.54 for cycle I and 86.66 for cycle II. Consistent with the study of Anwar (2023), it was found that an average of 70,65 (cycle I), and increased to 78,80



(cycle II). Furthermore, Lubis et al. (2022) received an average value in cycles I (71.96) and II (79.90). Another study was carried out by Muwafiquddin & Anwar (2024) which found that the pre-test average score was 54.50 prior to treatment. In the meantime, the average score of 71.68 (post-test) significantly increased after implementing the TSTS technique.

Learning conditions that can support the Two Stay Two Stray technique are better than conventional models namely, students are more active in participating in the learning process. It begins with recalling the material that has been obtained previously and then sharing knowledge with other group members. As research has been conducted by Salamun (2021) which examines that the application of the TSTS technique involves students in better two-way communication and interaction than just listening to the teacher explain the material or finishing the task alone. (Irianti, 2022) explains that the TSTS Technique helps student build cooperative and team-based learning in their classroom. Students are encouraged to work in groups during the session with their respective roles in order to ensure that every student participates and understands the material. In contrast, students with conventional methods tend to feel bored and passive. (Novitasari et al., 2023) concurs that elementary school students typically have active and concrete thought. In order to keep students from becoming bored, teachers must refresh their teaching techniques. His research demonstrates that the Two Stay Two Stray learning approach is more effective than lecture or traditional methods, as indicated by improved student cooperation abilities and learning outcomes. As the reality is that elementary school students expressed joy after implementing the Two Stay Two Stray learning technique, because basically, elementary-age students cannot just stay in place (Hasibuan, 2023). It is concluded that the Two Stay Two Stray technique outperforms the conventional method and can be applied to help fourth grade at SD Negeri Ledug, Banyumas to increase their vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions, limitations of the research, and suggestions for teachers, students, and other researchers.

#### **A. Conclusion**

Based on the study that has been conducted, the formulation of the research's problems has been answered with the following conclusions:

There is a significant influence on the students' vocabulary mastery of the 4<sup>th</sup> grade of SD Negeri Ledug, Banyumas who are taught by using the Two Stay Two Stray technique. Based on the descriptive data analysis, the experimental class had an average pre-test score of 36.80 and a post-test score of 82.08. In contrast, the control group's average pre-test score was 36.92, while their average post-test score was 69.64. Thus, it can be said that both classes showed an increase in learning outcomes after therapy or instruction, despite having low initial vocabulary mastery. Furthermore, this can be seen from the results of the t-test which shows a value of  $0.008 < 0.05$ , which means that the application of the Two Stay Two Stray technique in learning influences the vocabulary mastery of fourth-grade students at SD Negeri Ledug, Banyumas. Afterward, an N-Gain test was conducted to determine the significance of the variable or to determine the increase in students' vocabulary mastery in each class. The n-gain interpretation data demonstrate that the Two Stay Two Stray technique is quite effective, with an average percentage value of 75%. In contrast to the control class, which has a less effective interpretation with an average percentage value of 54%. Therefore  $H_0$  is rejected, and  $H_a$  is accepted. It can be concluded that the Two Stay Two Stray was effective towards students' vocabulary mastery in the 4<sup>th</sup> Grade of SD Negeri Ledug, Banyumas.

#### **B. Limitation of Study**

The study "The Influence of Two Stay Two Stray Technique towards Students' Vocabulary Mastery in the 4th Grade of SD Negeri Ledug, Banyumas"

has research limitations. First, because of the short time frame time for the implementation of this study, only five meetings or treatments were included in this study, which might not be sufficient to fully assess the technique's efficacy. Second, the study was limited to the use of experimental and control samples in order to understand the significant impact of the TSTS technique on students' vocabulary mastery. Lastly, it cannot prevent extrinsic effects such as the classroom atmosphere or social interactions outside the classroom. Therefore, it must be acknowledged that the outcomes might not accurately represent the impact of this technique in a larger context.

### **C. Suggestion**

In the research thesis on the “The Influence of Two Stay Two Stray Technique towards Students' Vocabulary Mastery in the 4<sup>th</sup> Grade of SD Negeri Ledug, Banyumas”, there are several suggestions that can be considered to improve the effectiveness of the application of this technique:

#### **1. Students**

Students are expected to participate more actively in the learning process by utilizing the TSTS technique to the maximum, or students are expected to help each other and learn from each other. Also, develop collaborative and communication skills through group discussions.

#### **2. Teacher**

Teachers should have an open mind regarding knowledge about various methods of teaching and learning, especially the TSTS technique. Second, it is crucial to provide instructions on how to apply the TSTS technique successfully, including strategies for managing group movement and ensuring that each student is involved in the learning process. Lastly, teachers should establish and allocate time for each section when using the Two Stay Two Stray (TSTS) Technique.

#### **3. Researcher**

Other researchers, it suggested conducting further research exploring variations in the application of the TSTS technique by integrating technology

such as online platforms. In addition, a comparative study between the Two Stay Two Stray technique with other learning models (apart from the traditional model) can be undertaken to further understand how effective this strategy is in increasing student learning outcomes. Following these suggestions, it is hoped that applying the TSTS technique can be more optimal and positively impact all parties involved.



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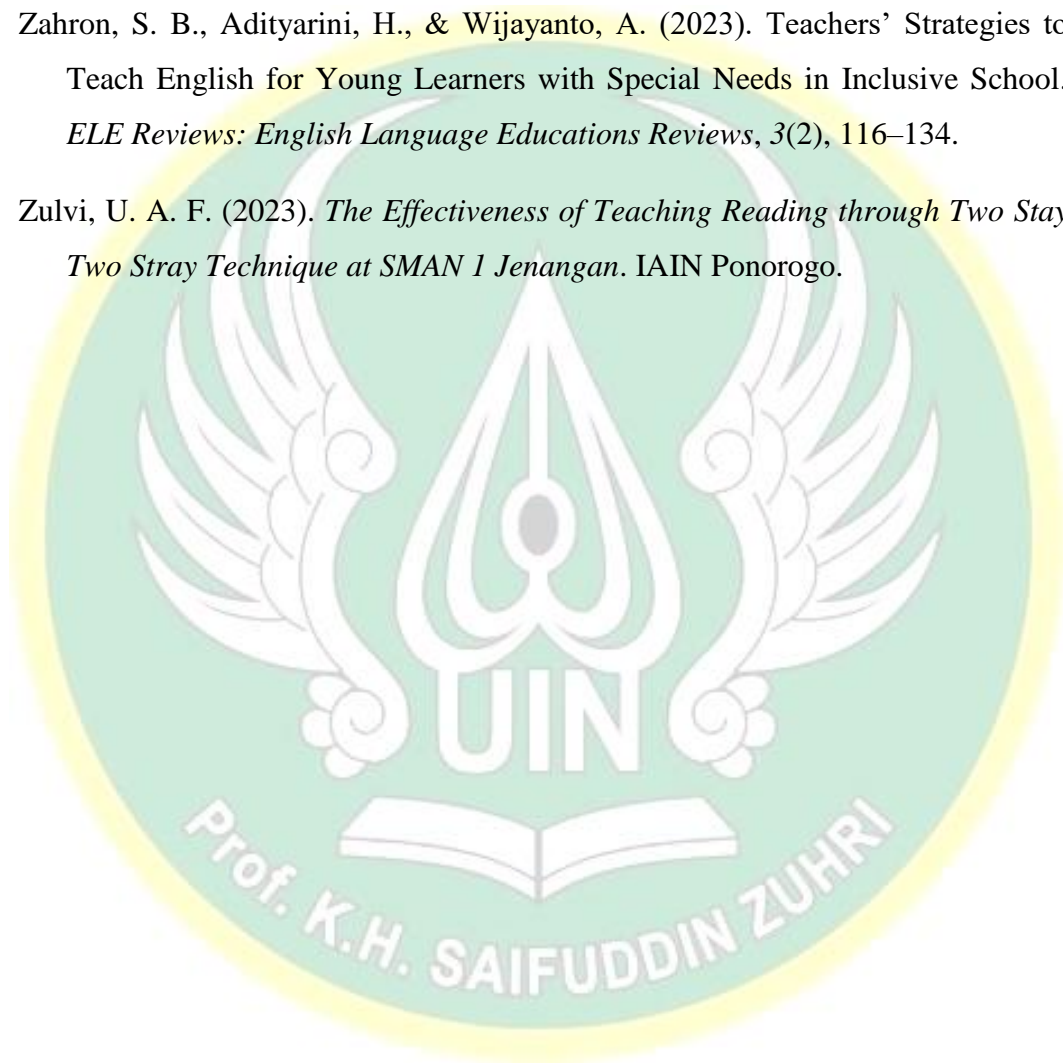
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## APPENDICES

### Appendix 1 Official Letter of Preliminary Observation



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
**SEKOLAH DASAR NEGERI LEDUG**  
*Jl. Purnawira I Ledug, Kec. Kembaran Kab. Banyumas Kode POS 53182*

#### SURAT KETERANGAN

Nomor : 421.2/248/2024

Yang bertanda tangan di bawah ini Kepala SD Negeri Ledug Kecamatan Kembaran Kabupaten Banyumas :

Nama : Prasetija Rini, S.Pd  
NIP : 19670514 199102 2 002  
Pangkat / Golongan : Pembina Tingkat I/ IVb  
Jabatan : Kepala Sekolah

Dengan ini menerangkan dengan sesungguhnya bahwa:

Nama : Dwi Anggraeni Somediono  
Prodi/Universitas : Prodi Tadris Bahasa Inggris Universitas Saifuddin Zuhri

Mahasiswa tersebut telah melaksanakan observasi pendahuluan di SD Negeri Ledug pada tanggal 17 April 2024.

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

Ledug, 18 April 2024  
Kepala SD Negeri Ledug  
  
Prasetija Rini, S.Pd  
NIP 19670514 199102 2 002

Appendix 2 Official Letter of Individual Research



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
KORWILCAM DINDIK KEMBARAN  
SEKOLAH DASAR NEGERI LEDUG

Jl. Purnawirra No. 01, Desa Ledug Kec. Kembaran, Kab. Banyumas Telp (0281) 6571195

SURAT KETERANGAN  
Nomor : 421.2/001/2025

Yang bertanda tangan di bawah ini Kepala SD Negeri Ledug Korwilcam Dindik Kembaran Kabupaten Banyumas Provinsi Jawa Tengah :

Nama : Prasetija Rini, S.Pd  
NIP : 19670514 199102 2 002  
Pangkat / Golongan : Pembina Utama Muda / IVC  
Jabatan : Kepala Sekolah

Dengan ini menerangkan dengan sesungguhnya bahwa:

Nama : Dwi Anggraeni Somediono  
Program Studi : Tadris Bahasa Inggris  
Nama Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Yang bersangkutan telah melaksanakan kegiatan Riset Individu di SD Negeri Ledug pada tanggal 13 Agustus – 11 Oktober 2024.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Ledug, 06 Januari 2025  
Kepala SD Negeri Ledug  
  
PRASETIJA RINI, S.Pd  
NIP 19670514 199102 2 002

## Appendix 3 Instrument Validity Sheet Expert I

### LEMBAR VALIDASI SOAL PILIHAN GANDA

Yang bertanda tangan dibawah ini:

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

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa pre-test dan post-test yang akan digunakan untuk penelitian berjudul "*The Influence of Two Stay Two Stray Technique Towards Students' Vocabulary Mastery in the 4<sup>th</sup> of SD Negeri Ledug, Banyumas*" yang dibuat oleh:

Nama : Dwi Anggraeni Somediono  
NIM : 1917404083  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

- Layak digunakan  
 Layak digunakan dengan revisi  
 Tidak layak digunakan

Catatan (bila perlu):

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Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 3 Juni 2024  
Validator

  
Dr. H. Munjin, M.Pd.I.  
NIP. 196103051992031003



## Appendix 4 Instrument Validity Sheet Expert II

### LEMBAR VALIDASI SOAL PILIHAN GANDA

Yang bertanda tangan dibawah ini:

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

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa pre-test dan post-test yang akan digunakan untuk penelitian berjudul "*The Influence of Two Stay Two Stray Technique Towards Students' Vocabulary Mastery in the 4<sup>th</sup> of SD Negeri Ledug, Banyumas*" yang dibuat oleh:

Nama : Dwi Anggraeni Somediono  
NIM : 1917404083  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

- Layak digunakan  
 Layak digunakan dengan revisi  
 Tidak layak digunakan

Catatan (bila perlu):

---

---

---

---

---

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 12 Juni 2024  
Validator



Khairunnisa Dwinalida, M.Pd.  
NIP. 199211152019032034

Appendix 5 Official Letter of Pilot Test



مدرسة الإرشاد الإسلامية الابتدائية الأولى  
YAYASAN AL IRSYAD AL ISLAMIYYAH  
SEKOLAH DASAR AL IRSYAD AL ISLAMIYYAH 01  
PURWOKERTO

Jalan Ragasemang No. 27 Purwokerto 53114 Telp. : (0281) 628859, 628522 Fax. : (0281) 636623  
Website : [www.sdalirsyad01pwt.sch.id](http://www.sdalirsyad01pwt.sch.id) ■ E-mail : [sdalirsyad01pwt@gmail.com](mailto:sdalirsyad01pwt@gmail.com)  
Facebook : SD Al Irsyad 01 Pwt ■ Instagram : sdalirsyad01pwt ■ Youtube : SD AL IRSYAD 01 PWT

**SURAT KETERANGAN**

**Nomor : 012/10307/L-1.2/KET/VIII/2024**

Yang bertanda tangan di bawah ini Kepala SD Al Irsyad Al Islamiyyah 01 Purwokerto Kecamatan Purwokerto Timur Kabupaten Banyumas :

Nama : Alfian Nur Aziz, S.Pd.  
NIP : -  
Pangkat / Golongan : -  
Jabatan : Kepala Sekolah

Memberi menerangkan dengan sesungguhnya bahwa :

Nama : Dwi Anggraeni  
NIM : 1917404083  
Prodi : TBI/Tadris Bahasa Inggris  
Universitas : UIN Prof K.H. Saifuddin Zuhri Purwokerto

Mahasiswa tersebut telah melaksanakan uji coba instrumen / uji pilot di SD Al Irsyad Al Islamiyyah 01 Purwokerto pada tanggal 7 Agustus 2024.

Demikian surat tugas ini dibuat, untuk dapat dilaksanakan dengan penuh tanggung jawab.

Purwokerto, 7 Agustus 2024  
Kepala Sekolah  
  
Alfian Nur Aziz, S.Pd.  
NIP. -

**PRE-TEST**

Name :

Class :

Choose the right answer from the image question?

1. What is color?



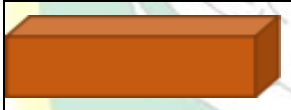
- a. brown
- b. green
- c. grey
- d. purple

2. What is it?



- a. cow
- b. monkey
- c. duck
- d. tiger

3. What is color?



- a. black
- b. blue
- c. brown
- d. grey

4. What is this shirt?



- a. Purple and Pink
- b. Blue and White
- c. Purple and White
- d. Blue and Brown

5. What is it?



- a. fried fish
- b. soup
- c. fried tofu
- d. soy milk

6. What color is carrot?

a. orange

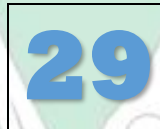
c. grey



b. brown

d. yellow

7. What is it?



a. fifty two

c. twenty

b. two nine

d. twenty nine

8. What is it?



a. laundry room

c. living room

b. bedroom

d. kitchen

9. What is it?



a. forty six

c. nine six

b. sixty nine

d. ninety six

10. What is it?



a. snail

c. cow

b. butterfly

d. ant

11. What is it?



- a. berry
- b. strawberry
- c. watermelon
- d. peach

12. What is it?



- a. swimming
- b. cycling
- c. writing
- d. throwing

13. What is it?



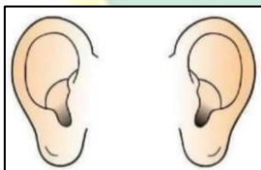
- a. bird
- b. mouse
- c. giraffe
- d. camel

14. What is it?



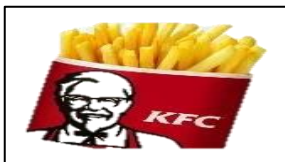
- a. snake fruit
- b. dragon fruit
- c. pomegranate
- d. tomato

15. What is it?



- a. nose
- b. ear
- c. eye
- d. elbow

16. What is it?



- a. pistachios
- b. pepperoni
- c. mashed potatoes
- d. French fries

17. What is it?



- a. cleaning the window
- b. mopping the floor
- c. washing the clothes
- d. ironing the clothes

18. What is the total?

$$61 + 22$$

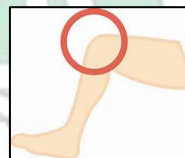
- a. eighty three
- b. sixty one
- c. twenty two
- d. sixty

19. what is it?



- a. sugarcane
- b. pear
- c. sugar
- d. lettuce

20. What is it?



- a. knee
- b. stomach
- c. ear
- d. head

21. What is the total?

$$99 + 1$$

- a. ninety nine
- b. ninety one
- c. one
- d. one hundred

22. What is it?



- a. basement
- b. front yard
- c. dressing room
- d. dining room



23. What is it?



- a. bear
- b. snake
- c. goat
- d. chicken

24. What is it?



- a. cooking
- b. singing
- c. napping
- d. jogging

25. What is it?



- a. hall
- b. terrace
- c. playroom
- d. toilet

26. What is it?



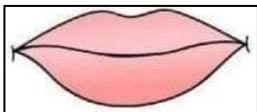
- a. cake
- b. egg
- c. cheese
- d. bread

27. What is it?



- a. forty eight
- b. forty three
- c. fourty
- d. four three

28. What is it?



- a. stomach
- b. mouth
- c. leg
- d. hair

29. What is it?



- a. tea
- b. juice
- c. milk
- d. ice cream

30. What is it?



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

31. What is it?



- a. prawn
- b. zebra
- c. shrimp
- d. hippopotamus

32. What is it?



- a. washing hand
- b. mopping the floor
- c. listening the music
- d. reading book

33. What is it?



- a. rooftop
- b. bedroom
- c. bathroom
- d. ballroom

34. What is it?



- a. playing football
- b. playing with dolls
- c. eating
- d. crying

35. What is it?



- a. corn
- b. rice
- c. satay
- d. noodles

36. What is it?



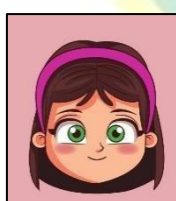
- a. date
- b. honey
- c. apple
- d. guava

37. What is it?



- a. longan
- b. lemon
- c. date
- d. lychee

38. What is it?



- a. hand
- b. head
- c. foot
- d. tooth



## POST TEST

Name :

Class :

Choose the right answer from the image question.

1. What color is the umbrella?



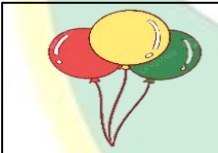
- a. yellow
- b. green
- c. purple
- d. pink

2. What is it?



- a. soya bean
- b. lettuce
- c. peanuts
- d. seaweed

3. What color are the three balloons?



- a. red, brown, and green.
- b. green, brown, and yellow.
- c. red, yellow, and green.
- d. red, orange, and grey

4. What is it?



- a. walking
- b. singing
- c. dancing
- d. watching

5. What is the total?

$$50+11$$

- a. sixty one
- b. eleven
- c. fifty
- d. seventy one

6. What is it?



- a. ear
- b. nose
- c. lips
- d. eye

7. What is the total?

$$30+3$$

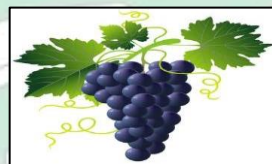
- a. three
- b. thirty four
- c. thirty
- d. thirty three

8. What is it?



- a. dog
- b. elephant
- c. chicken
- d. duck

9. What is it?



- a. strawberry
- b. lychee
- c. grape
- d. apple

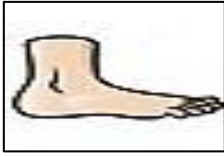
10. What is it?



- a. butterfly
- b. frog
- c. fish
- d. elephant



11. What is it?



- a. hair
- b. foot
- c. nose
- d. arm

12. What is it?



- a. coffee
- b. sparkling water
- c. ice chocolate
- d. smoothies

13. What is it?



- a. ear
- b. neck
- c. head
- d. fingers

14. What is it?



- a. mangosteen
- b. water apple
- c. star fruit
- d. dragon fruit

15. What is it?



- a. swimming
- b. watering
- c. listening
- d. drawing

16. What is it?



- a. fifty seven
- b. fivety seven
- c. five seven
- d. one hundred

17. What is it?



- a. bathroom
- b. home office
- c. bedroom
- d. pantry

18. What is it?



- a. snail
- b. elephant
- c. frog
- d. cow

19. What is it?



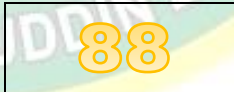
- a. sitting
- b. eating
- c. running
- d. studying

20. What is it?



- a. garage
- b. conservatory
- c. pantry
- d. bathroom

21. What is it?



- a. eight one
- b. eight eight
- c. eightty eight
- d. eighty eight

22. What is it?



- a. fish
- b. lion
- c. crocodile
- d. cat



23. What is it?



- a. lime
- b. lemongrass
- c. pomegranate
- d. banana

24. What is it?



- a. rice
- b. noodles
- c. sandwich
- d. meatball

25. What is it?



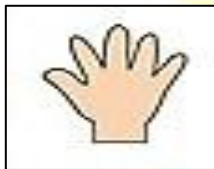
- a. coconut
- b. Jackfruit
- c. avocado
- d. mangosteen

26. What is color?



- a. grey
- b. brown
- c. green
- d. black

27. What is it?



- a. hair
- b. hand
- c. eye
- d. head

28. What is color?



- a. red
- b. yellow
- c. purple
- d. grey

29. What is it?



- a. jelly
- b. milk
- c. water
- d. candy

30. What is it?



- a. waiting bus
- b. mopping the floor
- c. cooking cake
- d. buying books

31. What is it?



- a. library
- b. bathroom
- c. bedroom
- d. living room

32. What is it?



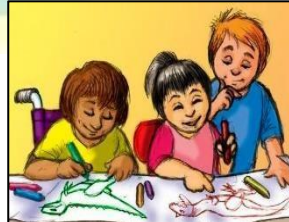
- a. jackfruit
- b. dragon fruit
- c. pineapple
- d. apple

33. What is it?



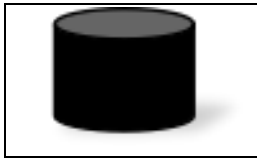
- a. bear
- b. deer
- c. duck
- d. panda

34. What is it?



- a. borrowing books
- b. watching television
- c. cleaning the floor
- d. drawing pictures

35. What is color?



- a. blue
- b. brown
- c. black
- d. green

36. What is it?



- a. six two
- b. sixteen
- c. sixty twoty
- d. sixty two

37. What is it?



- a. storeroom
- b. dining room
- c. kitchen
- d. pantry

38. What is it?



- a. cucumber
- b. candy
- c. strawberry jam
- d. peanut butter

UIN  
Prof. K.H. SAIFUDDIN ZUHRI


Appendix 8 Student's Worksheet


55


55

Name : AISHA Lovina Sabbinim PRE-TEST  
 Class : 4B  
 Answer


Choose the right answer from the image question?

1. What is color?  
  
 a. brown  ~~grey~~  
 b. green  ~~d. purple~~


2. What is it?  
  
 a. cow  ~~c. duck~~  
 b. monkey  ~~tiger~~

3. What is color?  
  
 a. black  ~~brown~~  
 b. blue  ~~d. grey~~


4. What is this shirt?  
  
 a. Purple and Pink   
 Blue and White  
 c. Purple and White   
 d. Blue and Brown


5. What is it?  
  
 a. fried fish  ~~fried tofu~~  
 b. soup  ~~d. soy milk~~


6. What color is carrot?  
  
 orange  ~~c. grey~~  
 b. brown  ~~d. yellow~~


7. What is it?  
  
 a. fifty two  ~~c. twenty~~  
 two nine  ~~d. twenty nine~~

8. What is it?  
  
 a. laundry room  ~~living room~~  
 b. bedroom  ~~d. kitchen~~

9. What is it?  
  
 a. forty six  ~~nine six~~  
 b. sixty nine  ~~d. ninety six~~

10. What is it?  
  
 a. snail  ~~c. cow~~  
 b. butterfly  ~~ant~~

11. What is it?  
  
 a. berry  ~~watermelon~~  
 b. strawberry  ~~d. peach~~

12. What is it?  
  
 a. swimming  ~~writing~~  
 b. cycling  ~~d. throwing~~

13. What is it?



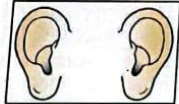
- a. bird
- mouse
- c. giraffe
- d. camel

14. What is it?



- snake fruit
- b. dragon fruit
- c. pomegranate
- d. tomato

15. What is it?



- a. nose
- b. ear
- c. eye
- elbow

16. What is it?



- a. pistachios
- pepperoni
- c. mashed potatoes
- d. French fries

17. What is it?



- a. cleaning the window
- b. mopping the floor
- c. washing the clothes
- ironing the clothes

18. What is the total?

$$61 + 22$$

- a. eighty three
- b. sixty one
- c. twenty two
- sixty

19. what is it?



- a. sugarcane
- pear
- c. sugar
- d. lettuce

20. What is it?



- a. knee
- stomach
- c. ear
- d. head

21. What is the total?

$$99 + 1$$

- a. ninety nine
- b. ninety one
- c. one
- d. one hundred

22. What is it?



- a. basement
- b. front yard
- c. dressing room
- d. dining room

23. What is it?



- bear
- b. snake
- c. goat
- d. chicken

24. What is it?



- a. cooking
- singing
- c. napping
- d. jogging

25. What is it?



- a. hall
- terrace
- c. playroom
- d. toilet



26. What is it?



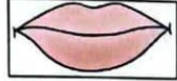
- a. cake
- b. cheese
- c. egg
- d. bread

27. What is it?

43

- a. forty eight
- b. forty three
- c. fourty
- d. four three

28. What is it?



- a. stomach
- b. mouth
- c. leg
- d. hair

29. What is it?



- a. tea
- b. juice
- c. milk
- d. ice cream

30. What is it?



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

31. What is it?



- a. prawn
- b. zebra
- c. shrimp
- d. hippopotamus

32. What is it?



- a. washing hand
- b. mopping the floor
- c. listening the music
- d. reading book

33. What is it?



- a. rooftop
- b. bedroom
- c. bathroom
- d. ballroom

34. What is it?



- a. playing football
- b. playing with dolls
- c. eating
- d. crying

35. What is it?



- a. corn
- b. rice
- c. satay
- d. noodles

36. What is it?



- a. date
- b. honey
- c. apple
- d. guava

37. What is it?



- a. longan
- b. lemon
- c. date
- d. lychee

38. What is it?



- a. hand
- b. head
- c. foot
- d. tooth

Name : AISHA Lovina s2b6i POST TEST his m2 A099050

Class : 4B

Choose the right answer from the image question.

1. What color is the umbrella?



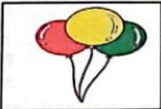
- a. yellow  
 b. green  
 c. purple  
 d. pink

2. What is it?



- a. soya bean  
 b. lettuce  
 c. peanuts  
 d. seaweed

3. What color are the three balloons?



- a. red, brown, and green.  
 b. green, brown, and yellow.  
 c. red, yellow, and green.  
 d. red, orange, and grey.

4. What is it?



- a. walking  
 b. singing  
 c. dancing  
 d. watching

5. What is the total?

$$50+11$$

- a. sixty one  
 b. eleven  
 c. fifty  
 d. seventy one

6. What is it?



- a. ear  
 b. nose  
 c. lips  
 d. eye

7. What is the total?

$$30+3$$

- a. three  
 b. thirty four  
 c. thirty  
 d. thirty three

8. What is it?



- a. dog  
 b. elephant  
 c. chicken  
 d. duck

9. What is it?



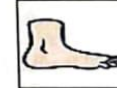
- a. strawberry  
 b. lychee  
 c. grape  
 d. apple

10. What is it?



- a. butterfly  
 b. lychee  
 c. fish  
 d. elephant

11. What is it?



- a. hair  
 b. foot  
 c. nose  
 d. arm

12. What is it?



- a. coffee  
 b. sparkling water  
 c. ice chocolate  
 d. smoothies

13. What is it?



- a. ear
- b. neck
- c. head
- d. fingers

14. What is it?



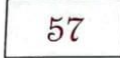
- a. mangosteen
- b. water apple
- c. star fruit
- d. dragon fruit

15. What is it?



- a. swimming
- b. watering
- c. listening
- d. drawing

16. What is it?



- a. fifty seven
- b. fivety seven
- c. five seven
- d. one hundred

17. What is it?



- a. bathroom
- b. home office
- c. bedroom
- d. pantry

18. What is it?



- a. snail
- b. elephant
- c. frog
- d. cow

19. What is it?



- a. sitting
- b. eating
- c. running
- d. studying

20. What is it?



- a. garage
- b. conservatory
- c. pantry
- d. bathroom

21. What is it?



- a. eight one
- b. eight eight
- c. eightty eight
- d. eighty eight

22. What is it?



- a. fish
- b. lion
- c. crocodile
- d. cat

23. What is it?



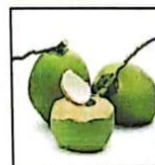
- a. lime
- b. lemongrass
- c. pomegranate
- d. banana

24. What is it?



- a. rice
- b. noodles
- c. sandwich
- d. meatball

25. What is it?



- a. coconut
- b. Jackfruit
- c. avocado
- d. mangosteen

26. What is color?



- a. grey
- b. brown
- c. green
- d. black

27. What is it?



- a. hair
- b. hand
- c. eye
- d. head

28. What is color?



- a. red
- b. yellow
- c. purple
- d. grey

29. What is it?



- a. jelly
- b. milk
- c. water
- d. candy

30. What is it?



- a. waiting bus
- b. mopping the floor
- c. cooking cake
- d. buying books

31. What is it?



- a. library
- b. bathroom
- c. bedroom
- d. living room

32. What is it?



- a. jackfruit
- b. dragon fruit
- c. pineapple
- d. apple

33. What is it?



- a. bear
- b. deer
- c. panda
- d. duck

34. What is it?



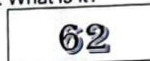
- a. borrowing books
- b. watching television
- c. cleaning the floor
- d. drawing pictures

35. What is color?



- a. blue
- b. brown
- c. black
- d. green

36. What is it?



- a. six two
- b. sixteen
- c. sixty twoty
- d. sixty two

37. What is it?



- a. storeroom
- b. dining room
- c. kitchen
- d. pantry

38. What is it?



- a. cucumber
- b. candy
- c. strawberry jam
- d. peanut butter



21

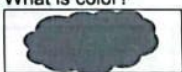
PRE-TEST

Name Batrisiya Gahssani

Class : 4B

Choose the right answer from the image question?

1. What is color?



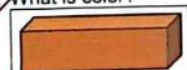
- a. brown
- b. green
- c. grey
- d. purple

2. What is it?



- a. cow
- b. monkey
- c. duck
- d. tiger

3. What is color?



- a. black
- b. blue
- c. brown
- d. grey

4. What is this shirt?



- a. Purple and Pink
- b. Blue and White
- c. Purple and White
- d. Blue and Brown

5. What is it?



- a. fried fish
- b. soup
- c. fried tofu
- d. soy milk

6. What color is carrot?



- a. orange
- b. brown
- c. grey
- d. yellow

7. What is it?



- a. fifty two
- b. two nine
- c. twenty
- d. twenty nine

8. What is it?



- a. laundry room
- b. bedroom
- c. living room
- d. kitchen

9. What is it?



- a. forty six
- b. sixty nine
- c. nine six
- d. ninety six

10. What is it?



- a. snail
- b. butterfly
- c. cow
- d. ant

11. What is it?



- a. berry
- b. strawberry
- c. watermelon
- d. peach

12. What is it?



- a. swimming
- b. cycling
- c. writing
- d. throwing

13. What is it?



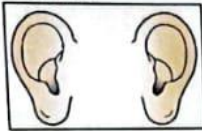
- ~~a.~~ bird
- b. mouse
- c. giraffe
- d. camel

14. What is it?



- a. snake fruit
- b. dragon fruit
- c. pomegranate
- ~~d.~~ tomato

15. What is it?



- a. nose
- b. ear
- c. eye
- ~~d.~~ elbow

16. What is it?



- a. pistachios
- ~~b.~~ pepperoni
- c. mashed potatoes
- d. French fries

17. What is it?



- a. cleaning the window
- b. mopping the floor
- c. washing the clothes
- ~~d.~~ ironing the clothes

18. What is the total?

$$61+22$$

- a. eighty three
- b. sixty one
- c. twenty two
- ~~d.~~ sixty

19. what is it?



- a. sugarcane
- ~~b.~~ pear
- c. sugar
- d. lettuce

20. What is it?



- a. knee
- ~~b.~~ stomach
- c. ear
- d. head

21. What is the total?

$$99+1$$

- a. ninety nine
- b. ninety one
- ~~c.~~ one
- d. one hundred

22. What is it?



- a. basement
- ~~b.~~ front yard
- c. dressing room
- d. dining room

23. What is it?



- a. bear
- ~~b.~~ snake
- c. goat
- d. chicken

24. What is it?



- a. cooking
- b. singing
- ~~c.~~ napping
- d. jogging

25. What is it?



- a. hall
- b. terrace
- ~~c.~~ playroom
- d. toilet

26. What is it?



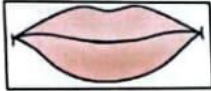
- a. cake
- ~~b. egg~~
- c. cheese
- ~~d. bread~~

27. What is it?

43

- a. forty eight
- b. forty three
- ~~c. forty~~
- d. four three

28. What is it?



- a. stomach
- b. mouth
- ~~c. leg~~
- d. hair

29. What is it?



- ~~a. tea~~
- b. juice
- c. milk
- d. ice cream

30. What is it?



- a. living room
- b. dining room
- ~~c. kitchen~~
- d. garage

31. What is it?



- a. prawn
- ~~b. zebra~~
- c. shrimp
- d. hippopotamus

32. What is it?



- a. washing hand
- b. mopping the floor
- c. listening the music
- ~~d. reading book~~

33. What is it?



- a. rooftop
- b. bedroom
- ~~c. bathroom~~
- d. ballroom

34. What is it?



- a. playing football
- b. playing with dolls
- c. eating
- ~~d. crying~~

35. What is it?



- a. corn
- b. rice
- c. satay
- ~~d. noodles~~

36. What is it?



- a. date
- b. honey
- ~~c. apple~~
- d. guava

37. What is it?



- a. longan
- b. lemon
- ~~c. date~~
- d. lychee

38. What is it?



- ~~a. hand~~
- b. head
- c. foot
- d. tooth

50

Name : Balalsiya Ghassani

POST TEST

Class : 4B

Choose the right answer from the image question.

1. What color is the umbrella?



- a. yellow
- b. green
- c. purple
- ~~d. pink~~

2. What is it?



- ~~a. soya bean~~
- b. lettuce
- c. peanuts
- d. seaweed

3. What color are the three balloons?



- a. red, brown, and green.
- b. green, brown, and yellow.
- ~~c. red, yellow, and green.~~
- d. red, orange, and grey.

4. What is it?



- a. walking
- b. singing
- ~~c. dancing~~
- d. watching

5. What is the total?

$$50 + 11$$

- a. sixty one
- b. eleven
- c. fifty
- ~~d. seventy one~~

6. What is it?



- a. ear
- b. nose
- ~~c. lips~~
- d. eye

7. What is the total?

$$30 + 3$$

- a. three
- ~~b. thirty four~~
- c. thirty
- d. thirty three

8. What is it?



- ~~a. dog~~
- b. elephant
- c. chicken
- d. duck

9. What is it?



- a. strawberry
- b. lychee
- ~~c. grape~~
- d. apple

10. What is it?



- a. butterfly
- ~~b. frog~~
- c. fish
- d. elephant

11. What is it?



- a. hair
- ~~b. foot~~
- c. nose
- d. arm

12. What is it?



- a. coffee
- ~~b. sparkling water~~
- c. ice chocolate
- d. smoothies



13. What is it?



- a. ear
- b. neck
- c. head
- d. fingers

14. What is it?



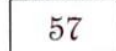
- a. mangosteen
- b. water apple
- c. star fruit
- d. dragon fruit

15. What is it?



- a. swimming
- b. watering
- c. listening
- d. drawing

16. What is it?



- a. fifty seven
- b. fivety seven
- c. five seven
- d. one hundred

17. What is it?



- a. bathroom
- b. home office
- c. bedroom
- d. pantry

18. What is it?



- a. snail
- b. elephant
- c. frog
- d. cow

19. What is it?



- a. sitting
- b. eating
- c. running
- d. studying

20. What is it?



- a. garage
- b. conservatory
- c. pantry
- d. bathroom

21. What is it?



- a. eight one
- b. eight eight
- c. eighty eight
- d. eighty eight

22. What is it?



- a. fish
- b. lion
- c. crocodile
- d. cat

23. What is it?



- a. lime
- b. lemongrass
- c. pomegranate
- d. banana

24. What is it?



- a. rice
- b. noodles
- c. sandwich
- d. meatball

25. What is it?



- a. coconut
- b. Jackfruit
- c. avocado
- d. mangosteen

26. What is color?



- a. grey
- b. brown
- c. green
- d. black

27. What is it?



- a. hair
- b. hand
- c. eye
- d. head

28. What is color?



- a. red
- b. yellow
- c. purple
- d. grey

29. What is it?



- a. jelly
- b. milk
- c. water
- d. candy

30. What is it?



- a. waiting bus
- b. mopping the floor
- c. cooking cake
- d. buying books

31. What is it?



- a. library
- b. bathroom
- c. bedroom
- d. living room

32. What is it?



- a. jackfruit
- b. dragon fruit
- c. pineapple
- d. apple

33. What is it?



- a. bear
- b. deer
- c. duck
- d. panda

34. What is it?



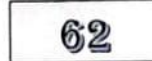
- a. borrowing books
- b. watching television
- c. cleaning the floor
- d. drawing pictures

35. What is color?



- a. blue
- b. brown
- c. black
- d. green

36. What is it?



- a. six two
- b. sixteen
- c. sixty two
- d. sixty two

37. What is it?



- a. storeroom
- b. dining room
- c. kitchen
- d. pantry

38. What is it?



- a. cucumber
- b. candy
- c. strawberry jam
- d. peanut butter

Name : Wildan Bagoh Permana PRE-TEST 63  
Class : 4C

Choose the right answer from the image question?

1. What is color?



- a. brown
- b. green
- grey
- d. purple

2. What is it?



- a. cow
- b. monkey
- tiger
- c. duck

3. What is color?



- a. black
- b. blue
- brown
- d. grey

4. What is this shirt?



- a. Purple and Pink
- Blue and White
- c. Purple and White
- d. Blue and Brown

5. What is it?



- a. fried fish
- b. soup
- fried tofu
- d. soy milk

6. What color is carrot?



- orange
- b. brown
- c. grey
- d. yellow

7. What is it?



- a. fifty two
- two nine
- c. twenty
- d. twenty nine

8. What is it?



- laundry room
- b. bedroom
- c. living room
- d. kitchen

9. What is it?



- a. forty six
- b. sixty nine
- ninety six
- c. nine six

10. What is it?



- snail
- b. butterfly
- c. cow
- d. ant

11. What is it?



- a. berry
- b. strawberry
- watermelon
- d. peach

12. What is it?



- swimming
- b. cycling
- c. writing
- d. throwing

13. What is it?



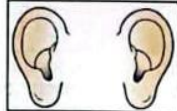
- a. bird
- mouse
- c. giraffe
- d. camel

14. What is it?



- a. snake fruit
- b. dragon fruit
- pomegranate
- d. tomato

15. What is it?



- a. nose
- b. ear
- c. eye
- elbow

16. What is it?



- a. pistachios
- b. pepperoni
- mashed potatoes
- d. French fries

17. What is it?



- a. cleaning the window
- b. mopping the floor
- washing the clothes
- d. ironing the clothes

18. What is the total?

$$61+22$$

- a. eighty three
- b. sixty one
- c. twenty two
- sixty

19. what is it?



- a. sugarcane
- pear
- c. sugar
- d. lettuce

20. What is it?



- a. knee
- stomach
- c. ear
- d. head

21. What is the total?

$$99+1$$

- a. ninety nine
- ninety one
- c. one
- d. one hundred

22. What is it?



- a. basement
- front yard
- c. dressing room
- d. dining room

23. What is it?



- a. bear
- snake
- c. goat
- d. chicken

24. What is it?



- a. cooking
- singing
- c. napping
- d. jogging

25. What is it?



- a. hall
- terrace
- c. playroom
- d. toilet



26. What is it?



- a. cake
- b. egg
- c. cheese
- d. bread

27. What is it?

43

- a. forty eight
- b. forty three
- c. forty
- d. four three

28. What is it?



- a. stomach
- b. mouth
- c. leg
- d. hair

29. What is it?



- a. tea
- b. juice
- c. milk
- d. ice cream

30. What is it?



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

31. What is it?



- a. prawn
- b. zebra
- c. shrimp
- d. hippopotamus

32. What is it?



- a. washing hand
- b. mopping the floor
- c. listening the music
- d. reading book

33. What is it?



- a. rooftop
- b. bedroom
- c. bathroom
- d. ballroom

34. What is it?



- a. playing football
- b. playing with dolls
- c. eating
- d. crying

35. What is it?



- a. corn
- b. rice
- c. satay
- d. noodles

36. What is it?



- a. date
- b. honey
- c. apple
- d. guava

37. What is it?



- a. longan
- b. lemon
- c. date
- d. lychee

38. What is it?



- a. hand
- b. head
- c. foot
- d. tooth

100

POST TEST

100

Name : Wildan Gagah Permana

Class : 4C

Choose the right answer from the image question.

1. What color is the umbrella?



- a. yellow
- b. green
- c. purple
- d. pink

2. What is it?



- a. soya bean
- b. lettuce
- c. peanuts
- d. seaweed

3. What color are the three balloons?



- a. red, brown, and green.
- b. green, brown, and yellow.
- c. red, yellow, and green.
- d. red, orange, and grey.

4. What is it?



- a. walking
- b. singing
- c. dancing
- d. watching

5. What is the total?

50+11

- a. sixty one
- b. eleven
- c. fifty
- d. seventy one

6. What is it?



- a. ear
- b. nose
- c. lips
- d. eye

7. What is the total?

30+3

- a. three
- b. thirty four
- c. thirty
- d. thirty three

8. What is it?



- a. dog
- b. elephant
- c. chicken
- d. duck

9. What is it?



- a. strawberry
- b. lychee
- c. grape
- d. apple

10. What is it?



- a. butterfly
- b. frog
- c. fish
- d. elephant

11. What is it?



- a. hair
- b. foot
- c. nose
- d. arm

12. What is it?



- a. coffee
- b. sparkling water
- c. ice chocolate
- d. smoothies

13. What is it?



- a. ear
- neck
- c. head
- d. fingers

14. What is it?



- mangosteen
- b. water apple
- c. star fruit
- d. dragon fruit

15. What is it?



- a. swimming
- watering
- c. listening
- d. drawing

16. What is it?



- fifty seven
- b. fifty seven
- c. five seven
- d. one hundred

17. What is it?



- a. bathroom
- bedroom
- b. home office
- d. pantry

18. What is it?



- snail
- b. elephant
- c. frog
- d. cow

19. What is it?



- a. sitting
- b. eating
- running
- d. studying

20. What is it?



- garage
- b. conservatory
- c. pantry
- d. bathroom

21. What is it?



- a. eight one
- b. eight eight
- c. eighty eight
- eighty eight

22. What is it?



- a. fish
- lion
- c. crocodile
- d. cat

23. What is it?



- lime
- b. lemongrass
- b. pomegranate
- d. banana

24. What is it?



- a. rice
- b. noodles
- c. sandwich
- meatball

25. What is it?



- coconut
- b. Jackfruit
- c. avocado
- d. mangosteen

26. What is color?



- a. grey
- b. brown
- green
- d. black

27. What is it?



- a. hair
- hand
- c. eye
- d. head

28. What is color?



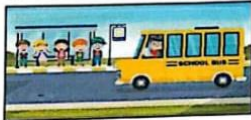
- a. red
- b. yellow
- purple
- d. grey

29. What is it?



- jelly
- b. milk
- c. water
- d. candy

30. What is it?



- waiting bus
- b. mopping the floor
- c. cooking cake
- d. buying books

31. What is it?



- a. library
- b. bathroom
- c. bedroom
- living room

32. What is it?



- jackfruit
- b. dragon fruit
- c. pineapple
- d. apple

33. What is it?



- a. bear
- b. deer
- c. duck
- panda

34. What is it?



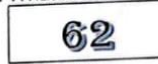
- a. borrowing books
- b. watching television
- c. cleaning the floor
- drawing pictures

35. What is color?



- a. blue
- b. brown
- black
- d. green

36. What is it?



- a. six two
- b. sixteen
- c. sixty twoty
- sixty two

37. What is it?



- storeroom
- b. dining room
- c. kitchen
- d. pantry

38. What is it?



- a. cucumber
- b. candy
- strawberry jam
- d. peanut butter



PRE-TEST

Name : Manssa aqilla arantasya

Class : IV c

Choose the right answer from the image question?

1. What is color?



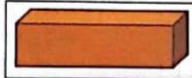
- a. brown
- b. green
- c. grey
- d. purple

2. What is it?



- a. cow
- b. monkey
- c. duck
- d. tiger

3. What is color?



- a. black
- b. blue
- c. brown
- d. grey

4. What is this shirt?



- a. Purple and Pink
- b. Blue and White
- c. Purple and White
- d. Blue and Brown

5. What is it?



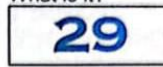
- a. fried fish
- b. soup
- c. fried tofu
- d. soy milk

6. What color is carrot?



- a. orange
- b. brown
- c. grey
- d. yellow

7. What is it?



- a. fifty two
- b. two nine
- c. twenty
- d. twenty nine

8. What is it?



- a. laundry room
- b. bedroom
- c. living room
- d. kitchen

9. What is it?



- a. forty six
- b. sixty nine
- c. nine six
- d. ninety six

10. What is it?



- a. snail
- b. butterfly
- c. cow
- d. ant

11. What is it?



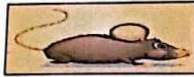
- a. berry
- b. strawberry
- c. watermelon
- d. peach

12. What is it?



- a. swimming
- b. cycling
- c. writing
- d. throwing

13. What is it?



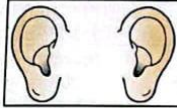
- a. bird
- b. mouse
- c. giraffe
- d. camel

14. What is it?



- a. snake fruit
- b. dragon fruit
- c. pomegranate
- d. tomato

15. What is it?



- a. nose
- b. ear
- c. eye
- d. elbow

16. What is it?



- a. pistachios
- b. pepperoni
- c. mashed potatoes
- d. French fries

17. What is it?



- a. cleaning the window
- b. mopping the floor
- c. washing the clothes
- d. ironing the clothes

18. What is the total?

$$61 + 22$$

- a. eighty three
- b. sixty one
- c. twenty two
- d. sixty

19. what is it?



- a. sugarcane
- b. pear
- c. sugar
- d. lettuce

20. What is it?



- a. knee
- b. stomach
- c. ear
- d. head

21. What is the total?

$$99 + 1$$

- a. ninety nine
- b. ninety one
- c. one
- d. one hundred

22. What is it?



- a. basement
- b. front yard
- c. dressing room
- d. dining room

23. What is it?



- a. bear
- b. snake
- c. goat
- d. chicken

24. What is it?



- a. cooking
- b. singing
- c. napping
- d. jogging

25. What is it?



- a. hall
- b. terrace
- c. playroom
- d. toilet

26. What is it?



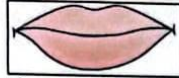
- a. cake
- b. egg
- ~~a~~ c. cheese
- ~~a~~ d. bread

27. What is it?



- ~~a~~ forty eight
- b. forty three
- c. forty
- d. four three

28. What is it?



- ~~a~~ stomach
- b. mouth
- c. leg
- d. hair

29. What is it?



- ~~a~~ tea
- b. juice
- c. milk
- d. ice cream

30. What is it?



- a. living room
- b. dining room
- c. kitchen
- ~~a~~ d. garage

31. What is it?



- a. prawn
- ~~a~~ b. zebra
- c. shrimp
- d. hippopotamus

32. What is it?



- a. washing hand
- b. mopping the floor
- ~~a~~ c. listening the music
- d. reading book

33. What is it?



- a. rooftop
- b. bedroom
- c. bathroom
- ~~a~~ d. ballroom

34. What is it?



- a. playing football
- ~~a~~ b. playing with dolls
- c. eating
- d. crying

35. What is it?



- a. corn
- b. rice
- ~~a~~ c. satay
- d. noodles

36. What is it?



- a. date
- b. honey
- ~~a~~ c. apple
- d. guava

37. What is it?



- a. longan
- b. lemon
- c. date
- ~~a~~ d. lychee

38. What is it?



- ~~a~~ b. hand
- c. foot
- d. tooth

42

POST TEST 42

Name : Monssa Aquilo anantasyo  
Class : 4c

Choose the right answer from the image question.

1. What color is the umbrella?



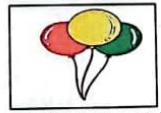
- a. yellow
- b. green
- c. purple
- ~~d. pink~~

2. What is it?



- a. soya bean
- b. lettuce
- c. peanuts
- ~~d. seaweed~~

3. What color are the three balloons?



- a. red, brown, and green.
- b. green, brown, and yellow.
- ~~c. red, yellow, and green.~~
- d. red, orange, and grey.

4. What is it?



- ~~a. walking~~
- b. singing
- c. dancing
- d. watching

5. What is the total?

**50+11**

- a. sixty one
- ~~b. eleven~~
- c. fifty
- d. seventy one

6. What is it?



- a. ear
- b. nose
- ~~c. lips~~
- d. eye

7. What is the total?

**30+3**

- ~~a. three~~
- b. thirty four
- c. thirty
- d. thirty three

8. What is it?



- ~~a. dog~~
- b. elephant
- c. chicken
- d. duck

9. What is it?



- a. strawberry
- b. lychee
- ~~c. grape~~
- d. apple

10. What is it?



- a. butterfly
- ~~b. frog~~
- c. fish
- d. elephant

11. What is it?



- a. hair
- ~~b. foot~~
- c. nose
- d. arm

12. What is it?



- ~~a. coffee~~
- b. sparkling water
- c. ice chocolate
- d. smoothies



13. What is it?



- a. ear
- b. neck
- ~~c. head~~
- d. fingers

14. What is it?



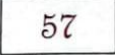
- a. mangosteen
- b. water apple
- ~~c. star fruit~~
- d. dragon fruit

15. What is it?



- a. swimming
- ~~b. watering~~
- c. listening
- d. drawing

16. What is it?



- a. fifty seven
- ~~b. fifty seven~~
- c. five seven
- d. one hundred

17. What is it?



- a. bathroom
- b. home office
- ~~c. bedroom~~
- d. pantry

18. What is it?



- a. snail
- b. elephant
- ~~c. frog~~
- d. cow

19. What is it?



- a. sitting
- ~~b. eating~~
- c. running
- d. studying

20. What is it?



- a. garage
- ~~b. conservatory~~
- c. pantry
- d. bathroom

21. What is it?



- a. eight one
- b. eight eight
- ~~c. eighty eight~~
- d. eighty eight

22. What is it?



- a. fish
- b. lion
- ~~c. crocodile~~
- d. cat

23. What is it?



- a. lime
- ~~b. lemongrass~~
- c. pomegranate
- d. banana

24. What is it?



- a. rice
- b. noodles
- ~~c. sandwich~~
- d. meatball

25. What is it?



- ~~a. coconut~~
- b. Jackfruit
- c. avocado
- d. mangosteen

26. What is color?



- a. grey
- b. brown
- ~~c. green~~
- d. black

27. What is it?



- a. hair
- b. hand
- c. eye
- d. head

28. What is color?



- a. red
- b. yellow
- c. purple
- d. grey

29. What is it?



- a. jelly
- b. milk
- c. water
- d. candy

30. What is it?



- a. waiting bus
- b. mopping the floor
- c. cooking cake
- d. buying books

31. What is it?



- a. library
- b. bathroom
- c. bedroom
- d. living room

32. What is it?



- a. jackfruit
- b. dragon fruit
- c. pineapple
- d. apple

33. What is it?



- a. bear
- b. deer
- c. duck
- d. panda

34. What is it?



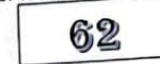
- a. borrowing books
- b. watching television
- c. cleaning the floor
- d. drawing pictures

35. What is color?



- a. blue
- b. brown
- c. black
- d. green

36. What is it?



- a. six two
- b. sixteen
- c. sixty two
- d. sixty two

37. What is it?



- a. storeroom
- b. dining room
- c. kitchen
- d. pantry

38. What is it?



- a. cucumber
- b. candy
- c. strawberry jam
- d. peanut butter

## Appendix 9 Lesson Plan Validation Sheet

### LEMBAR VALIDASI RPP

Yang bertanda tangan dibawah ini:

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

Setelah membaca, menelaah, dan mencermati RPP yang akan digunakan untuk penelitian berjudul "*The Influence of Two Stay Two Stray Technique Towards Students' Vocabulary Mastery in the 4<sup>th</sup> of SD Negeri Ledug, Banyumas*" yang dibuat oleh:

Nama : Dwi Anggraeni Somediono  
NIM : 1917404083  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan RPP tersebut,

- Layak digunakan  
 Layak digunakan dengan revisi  
 Tidak layak digunakan

Komentar/saran:

Merivni makri yang diajarkan

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Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 4 Juni 2024  
Validasi

  
Irra Wahidiyati, M.Pd.  
NIP. 19811302019082001

Appendix 10 Lesson Plan

**RPP KELAS EKSPERIMEN  
TAHUN PELAJARAN 2024/2025**

INFORMASI UMUM			
📄	<b>IDENTITAS MODUL</b>		
	Nama Penyusun : Dwi Anggraeni Somediono	Alokasi Waktu : 2 x 35 Menit	
	Satuan Pendidikan : SD Negeri Ledug	Tahun : 2024	
	Kelas / Semester : IV / Ganjil	Fase : B	
	Elemen Mapel : Membaca-Memirsia Menulis-Mempresentasikan	Mata Pelajaran : Bahasa Inggris	
🔌	<b>KOMPETENSI AWAL</b>		
	<ul style="list-style-type: none"> <li>• Peserta didik telah mengenal angka 1-20 dan dapat menghitung benda konkret.</li> <li>• Peserta didik memiliki pengetahuan tentang warna-warna dasar.</li> <li>• Peserta didik mengenal beberapa nama hewan.</li> <li>• Peserta didik telah mengenal bagian tubuh dasar manusia dan dapat menunjukkannya pada diri sendiri.</li> <li>• Peserta didik telah mengenal beberapa jenis buah dan dapat menyebutkan nama buah-buahan yang mereka suka.</li> <li>• Peserta didik memiliki pengetahuan tentang makanan dan minuman yang umum dikonsumsi sehari-hari.</li> <li>• Peserta didik telah familiar dengan beberapa aktivitas sehari-hari.</li> <li>• Peserta didik telah mengenal beberapa ruangan di rumah dan dapat menunjukkannya pada gambar.</li> </ul>		
🗨️	<b>SARANA DAN PRASARANA</b>		
	1. Buku Teks	4. Spidol/ kapur tulis	
	2. Lembar Kerja	5. Flashcard	
	3. Papan tulis/ white board	6. Referensi lain yang mendukung	
👥	<b>MODEL PEMBELAJARAN</b>		
	<i>Cooperative learning</i>		
👥	<b>TEKNIK PEMBELAJARAN</b>		
	<i>Two Stay Two Stray</i>		
👤	<b>PROFIL PELAJAR PANCASILA</b>		👥 <b>JUMLAH PESERTA DIDIK</b>
	<ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan yang maha Esa</li> <li>2. Bergotong royong</li> <li>3. Kreatif</li> </ol>		
<b>KOMPETENSI INTI</b>			



<b>I.</b>	<b>TUJUAN KEGIATAN PEMBELAJARAN</b>
	<ul style="list-style-type: none"> <li>❖ <b>Capaian Pembelajaran</b> <ul style="list-style-type: none"> <li>• <b>Membaca-Memirsa</b> Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.</li> <li>• <b>Menulis-Mempresentasikan</b> Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar. Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.</li> </ul> </li> <li>❖ <b>Tujuan Pembelajaran</b> <ul style="list-style-type: none"> <li>• Peserta didik mampu menghitung dan mengenali angka dari 1 hingga 100 dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan dan mengenali berbagai warna dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan nama-nama hewan dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan dan mengenali bagian-bagian tubuh manusia dalam Bahasa Inggris.</li> <li>• Peserta didik mampu mengenali jenis buah-buahan dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan makanan dan minuman dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan aktivitas menggunakan verb-ing</li> <li>• Peserta didik mampu menyebutkan nama-nama ruangan di rumah dalam Bahasa Inggris.</li> </ul> </li> </ul>
<b>II.</b>	<b>PEMAHAMAN BERMAKNA</b>
	<ul style="list-style-type: none"> <li>• Can you count from one to twenty in English? One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, etc.</li> <li>• What colors do you see in the classroom? Black, red, white, green, etc.</li> <li>• What animals do you remember? Dogs, lions, snails, mice, goats, etc.</li> <li>• Can you mention the body parts in English? Hands, knees, ears, head, feet, etc.</li> <li>• How many names of fruits do you know? mention it! Watermelon, snake fruit, pear, apple, longan, lime, coconut, grape, etc.</li> <li>• What are your favorite foods and drinks? Satay, meatballs, jam, coffee, cheese, french fries, etc.</li> <li>• What are you doing?; What is she/he doing?</li> </ul>

	<p>Watering, singing, playing, having breakfast, watching, swimming, etc.</p> <ul style="list-style-type: none"> <li>• Can you mention all the rooms in your house?</li> </ul> <p>Living room, bedroom, kitchen, terrace, yard, storeroom, etc.</p>
<b>III.</b>	<b>PERTANYAAN PEMATIK</b>
	<ul style="list-style-type: none"> <li>• Can you count from one to twenty in English?</li> <li>• How many English books are there?</li> <li>• What colors do you know?</li> <li>• What is your favorite animal, and what do you know about it?</li> <li>• Which body part do you think is the most important, and why?</li> <li>• What is your favorite fruit, and how do you like to eat it?</li> <li>• What are your favorite foods and drinks?</li> <li>• What are you doing?</li> <li>• What is your favorite room in your house?</li> </ul>
<b>IV.</b>	<b>KEGIATAN PEMBELAJARAN</b>
Pertemuan ke-1	
Kegiatan Pendahuluan (20 menit)	<ul style="list-style-type: none"> <li>• Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>• Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>• Guru memandu tepuk semangat.</li> <li>• Guru memberikan pendahuluan materi "angka – 100 dan warna".</li> </ul>
Kegiatan Inti (40 menit)	<ul style="list-style-type: none"> <li>• Guru membagi peserta didik menjadi beberapa kelompok masing-masing terdiri 4 orang dan membagi peran <i>stay</i> dan peran <i>stray</i> dalam setiap kelompok.</li> <li>• Guru membagikan set kartu kosakata yang berbeda pada setiap kelompok.</li> <li>• Guru meminta siswa berdiskusi mengenai kosakata dengan kelompoknya.</li> <li>• Setelah berdiskusi, guru meminta peserta didik melakukan perputaran kelompok sesuai tugas/peran dari <i>stay</i> dan <i>stray</i>.</li> <li>• Setelah mengunjungi kelompok lain, guru meminta peserta didik yang berperan <i>stray</i> untuk kembali pada kelompok asal dan menyampaikan informasi yang mereka dapatkan kepada kelompoknya.</li> </ul>
Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"> <li>• Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>• Guru menyampaikan materi pertemuan selanjutnya.</li> <li>• Guru memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-2	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>• Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>• Guru memandu tepuk semangat.</li> <li>• Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata yang telah dipelajari sebelumnya.</li> </ul>

	<ul style="list-style-type: none"> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran, atau menyampaikan topik materi "hewan dan bagian tubuh".</li> </ul>
Kegiatan Inti (55 menit)	<ul style="list-style-type: none"> <li>Guru membagikan soal/bahan bacaan materi yang berbeda pada setiap kelompok.</li> <li>Guru meminta peserta didik berdiskusi mengenai hal tersebut dengan masing-masing kelompok.</li> <li>Setelah berdiskusi, guru meminta peserta didik melakukan perputaran kelompok sesuai tugas/peran dari <i>stay</i> dan <i>stray</i>.</li> <li>Setelah mengunjungi kelompok lain, guru meminta peserta didik yang berperan <i>stray</i> untuk kembali pada kelompok asal dan menyampaikan informasi yang mereka dapatkan kepada kelompoknya.</li> <li>Guru meminta setiap kelompok mempresentasikan hasil kerja kelompok dan menceritakan informasi baru yang mereka dapatkan dari kelompok lain.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-3	
Kegiatan Pendahuluan (20 menit)	<ul style="list-style-type: none"> <li>Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi dan tempat duduk peserta didik.</li> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>Guru memberikan ice breaking "ikuti arah/gerakan bolpen".</li> <li>Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata yang telah dipelajari sebelumnya.</li> <li>Guru menjelaskan materi "buah, makanan dan minuman".</li> </ul>
Kegiatan Inti (40 menit)	<ul style="list-style-type: none"> <li>Guru membagikan soal terkait materi.</li> <li>Guru memberikan waktu setiap kelompok untuk berdiskusi.</li> <li>Setelah berdiskusi, guru meminta peserta didik melakukan perputaran kelompok sesuai tugas/peran dari <i>stay</i> dan <i>stray</i>.</li> <li>Setelah mengunjungi kelompok lain, guru meminta peserta didik yang berperan <i>stray</i> untuk kembali pada kelompok asal dan menyampaikan informasi yang mereka dapatkan kepada kelompoknya.</li> </ul>
Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik bersama-sama menyebutkan semua kosakata yang telah dipelajari.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-4	
Kegiatan Pendahuluan (15 menit)	<ul style="list-style-type: none"> <li>Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa presensi, kerapihan pakaian, kerapihan posisi dan tempat duduk peserta didik.</li> </ul>



	<ul style="list-style-type: none"> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata yang telah dipelajari sebelumnya.</li> <li>Guru menjelaskan materi "aktivitas yang menggunakan verb-ing".</li> </ul>
Kegiatan Inti (50 menit)	<ul style="list-style-type: none"> <li>Guru memberikan soal yang berbeda pada setiap kelompok.</li> <li>Guru memberikan waktu setiap kelompok untuk berdiskusi.</li> <li>Setelah berdiskusi, guru meminta peserta didik melakukan perputaran kelompok sesuai tugas/peran dari <i>stay</i> dan <i>stray</i>.</li> <li>Setelah mengunjungi kelompok lain, guru meminta peserta didik yang berperan <i>stray</i> untuk kembali pada kelompok asal dan menyampaikan informasi yang mereka dapatkan kepada kelompoknya.</li> <li>Guru memberikan tugas berupa game tebak gaya yang akan diperagakan oleh salah satu kelompok secara bergantian dan kelompok lain akan menebaknya secara rebutan (ditebak secara lisan atau tulisan). Kelompok yang dapat menebak secara lisan mendapat satu point dan kelompok yang menebak secara tulisan mendapat dua point.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-5	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa presensi, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>Guru memberikan ice breaking "1-5 sarangheo"</li> <li>Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata dan angka dalam Bahasa Inggris.</li> </ul>
Kegiatan Inti (55 menit)	<ul style="list-style-type: none"> <li>Guru memberikan soal pada setiap kelompok terkait materi "nama-nama ruangan di rumah".</li> <li>Guru memberikan waktu setiap kelompok untuk berdiskusi.</li> <li>Setelah berdiskusi, guru meminta peserta didik melakukan perputaran kelompok sesuai tugas/peran dari <i>stay</i> dan <i>stray</i>.</li> <li>Setelah mengunjungi kelompok lain, guru meminta peserta didik yang berperan <i>stray</i> untuk kembali pada kelompok asal dan menyampaikan informasi yang mereka dapatkan kepada kelompoknya.</li> <li>Guru memberikan tugas kepada peserta didik, berlomba secara kelompok menuliskan kosakata yang telah dipelajari di papan tulis sebanyak-banyaknya.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat dan diakhiri dengan salam.</li> </ul>



<b>V.</b>	<b>REFLEKSI</b>
	<ul style="list-style-type: none"> <li>❖ Refleksi Guru <ul style="list-style-type: none"> <li>• Bagaimana reaksi peserta didik dalam mengikuti pembelajaran ini?</li> <li>• Apakah yang menjadi kendala selama pembelajaran ini?</li> <li>• Bagaimana pencapaian keberhasilan dalam pembelajaran ini?</li> <li>• Apa point penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran ini?</li> </ul> </li> <li>❖ Refleksi Peserta Didik <ul style="list-style-type: none"> <li>• Peserta didik mengungkapkan secara lisan apa yang telah dipelajarinya.</li> </ul> </li> </ul>
<b>VI.</b>	<b>ASSESMEN/ PENILAIAN</b>
	Tertulis dan Performa

Mengetahui,  
Guru Kelas 4B SD Negeri Ledug










Kuswati, S.Pd  
NIP. 198410172022212021

Purwokerto, 13 Agustus 2024  
Praktika,



Dwi Anggraeni Samediono  
NIM. 1917404083

**RPP KELAS KONTROL  
TAHUN PELAJARAN 2024/2025**

INFORMASI UMUM			
	<b>IDENTITAS MODUL</b>		
	Nama Penyusun : Dwi Anggraeni Somediono	Alokasi Waktu : 2 x 35 Menit	
	Satuan Pendidikan : SD Negeri Ledug	Tahun : 2024	
	Kelas / Semester : IV / Ganjil	Fase : B	
	Elemen Mapel : Membaca-Memirsra	Mata Pelajaran : Bahasa Inggris	
	Menulis-Mempresentasikan		
	<b>KOMPETENSI AWAL</b>		
	<ul style="list-style-type: none"> <li>• Peserta didik telah mengenal angka 1-20 dan dapat menghitung benda konkret.</li> <li>• Peserta didik memiliki pengetahuan tentang warna-warna dasar.</li> <li>• Peserta didik mengenal beberapa nama hewan.</li> <li>• Peserta didik telah mengenal bagian tubuh dasar manusia dan dapat menunjukkannya pada diri sendiri.</li> <li>• Peserta didik telah mengenal beberapa jenis buah dan dapat menyebutkan nama buah-buahan yang mereka suka.</li> <li>• Peserta didik memiliki pengetahuan tentang makanan dan minuman yang umum dikonsumsi sehari-hari.</li> <li>• Peserta didik telah familiar dengan beberapa aktivitas sehari-hari.</li> <li>• Peserta didik telah mengenal beberapa ruangan di rumah dan dapat menunjukkannya pada gambar.</li> </ul>		
	<b>SARANA DAN PRASARANA</b>		
	1. Buku Teks	4. Spidol/ kapur tulis	
	2. Lembar Kerja	5. Referensi lain yang mendukung.	
	3. Papan tulis/ white board		
	<b>MODEL PEMBELAJARAN</b>		
	<i>Conventional Learning</i>		
	<b>TEKNIK PEMBELAJARAN</b>		
	<i>Drilling Technique</i>		
	<b>PROFIL PELAJAR PANCASILA</b>		 <b>JUMLAH PESERTA DIDIK</b>
	1. Beriman dan bertakwa kepada Tuhan yang maha Esa		
	2. Mandiri		
<b>KOMPETENSI INTI</b>			
<b>I.</b>	<b>TUJUAN KEGIATAN PEMBELAJARAN</b>		

	<p>❖ <b>Capaian Pembelajaran</b></p> <ul style="list-style-type: none"> <li>• <b>Membaca-Memirs</b> Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.</li> <li>• <b>Menulis-Mempresentasikan</b> Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar. Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.</li> </ul> <p>❖ <b>Tujuan Pembelajaran</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mampu menghitung dan mengenali angka dari 1 hingga 100 dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan dan mengenali berbagai warna dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan nama-nama hewan dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan dan mengenali bagian-bagian tubuh manusia dalam Bahasa Inggris.</li> <li>• Peserta didik mampu mengenali jenis buah-buahan dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan makanan dan minuman dalam Bahasa Inggris.</li> <li>• Peserta didik mampu menyebutkan aktivitas menggunakan verb-ing</li> <li>• Peserta didik mampu menyebutkan nama-nama ruangan dalam Bahasa Inggris..</li> </ul>
<b>II.</b>	<p><b>PEMAHAMAN BERMAKNA</b></p> <ul style="list-style-type: none"> <li>• Can you count from one to twenty in English? One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, etc.</li> <li>• What colors do you see in the classroom? Black, red, white, green, etc.</li> <li>• What animals do you remember? Dogs, lions, snails, mice, goats, etc.</li> <li>• Can you mention the body parts in English? Hands, knees, ears, head, feet, etc.</li> <li>• How many names of fruits do you know? mention it! Watermelon, snake fruit, pear, apple, longan, lime, coconut, grape, etc.</li> <li>• What are your favorite foods and drinks? Satay, meatballs, jam, coffee, cheese, french fries, etc.</li> <li>• What are you doing?; What is she/he doing? Watering, singing, playing, having breakfast, watching, swimming, etc.</li> <li>• Can you mention all the rooms in your house? Living room, bedroom, kitchen, terrace, yard, storeroom, etc.</li> </ul>

<b>III. PERTANYAAN PEMATIK</b>	
	<ul style="list-style-type: none"> <li>• Can you count from one to twenty in English?</li> <li>• How many English books are there?</li> <li>• What colors do you know?</li> <li>• What is your favorite animal, and what do you know about it?</li> <li>• Which body part do you think is the most important, and why?</li> <li>• What is your favorite fruit, and how do you like to eat it?</li> <li>• What are your favorite foods and drinks?</li> <li>• What are you doing?</li> <li>• What is your favorite room in your house?</li> </ul>
<b>IV. KEGIATAN PEMBELAJARAN</b>	
Pertemuan ke-1	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>• Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>• Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>• Guru memandu tepuk semangat.</li> </ul>
Kegiatan Inti (55 menit)	<ul style="list-style-type: none"> <li>• Guru dan peserta didik secara bersama-sama menyebutkan angka 1-10.</li> <li>• Guru menjelaskan materi "angka 1-100, dan warna".</li> <li>• Guru melakukan sesi tanya jawab.</li> <li>• Guru memberikan soal berupa isian singkat.</li> <li>• Guru mengajak peserta didik bermain tangga angka.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>• Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>• Guru menyampaikan materi pertemuan selanjutnya.</li> <li>• Guru memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-2	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>• Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>• Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>• Guru memandu tepuk semangat.</li> <li>• Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata yang telah dipelajari sebelumnya.</li> </ul>
Kegiatan Inti (50 menit)	<ul style="list-style-type: none"> <li>• Guru menyebutkan kosakata terkait "hewan dan bagian tubuh". Kemudian, peserta didik mendengarkan dan menirukannya secara bersama-sama.</li> <li>• Setelah, guru menyebutkan kosakata secara bersama-sama, guru menunjuk peserta didik secara acak untuk mengartikan kosakata.</li> <li>• Guru melakukan sesi tanya jawab</li> <li>• Guru meminta peserta didik mengerjakan tugas pilihan ganda.</li> </ul>



Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-3	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>Guru memandu tepuk semangat.</li> <li>Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata yang telah dipelajari sebelumnya.</li> </ul>
Kegiatan Inti (55 menit)	<ul style="list-style-type: none"> <li>Guru menjelaskan materi "buah, makanan, dan minuman".</li> <li>Guru melakukan sesi tanya jawab.</li> <li>Guru memberikan tugas kepada peserta didik melalui lembaran soal yang dapat dipilih.</li> <li>Sebelum mendapatkan soal, guru akan memberikan pertanyaan kosakata yang telah dipelajari. Peserta didik yang berhasil menjawab akan mendapat giliran terlebih dahulu memilih soalnya.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-4	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa presensi, kerapian pakaian, kerapian posisi dan tempat duduk peserta didik.</li> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>Guru memandu tepuk semangat.</li> <li>Guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata yang telah dipelajari sebelumnya.</li> </ul>
Kegiatan Inti (55 menit)	<ul style="list-style-type: none"> <li>Guru menjelaskan materi "aktivitas yang menggunakan verb-ing".</li> <li>Guru melakukan sesi tanya jawab.</li> <li>Guru memberikan tugas berupa mencari dan menterjemahkan kosakata yang ada di buku.</li> <li>Guru meminta siswa menghafal 5 kosakata yang ditemukan, dan menyetorkannya kepada guru.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat dan diakhiri dengan salam.</li> </ul>
Pertemuan ke-5	

Kegiatan Pendahulua (10 menit)	<ul style="list-style-type: none"> <li>Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa presensi, kerapihan pakaian, kerapihan posisi dan tempat duduk peserta didik.</li> <li>Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.</li> <li>Guru memandu tepuk semangat.</li> <li>Guru memberikan ice breaking "ikuti arah/gerakan bolpen".</li> <li>Guru guru melakukan apersepsi dengan mengajak peserta didik mengingat dan menyebutkan kosakata dan angka dalam Bahasa Inggris.</li> </ul>
Kegiatan Inti (20 menit)	<ul style="list-style-type: none"> <li>Guru menjelaskan materi "nama-nama ruangan di rumah".</li> <li>Guru melakukan sesi tanya jawab.</li> <li>Guru memberikan tugas bergambar berupa menjodohkan.</li> <li>Guru memberi tugas kelompok menulis kosakata sebanyak-banyaknya di papan tulis.</li> </ul>
Kegiatan Penutup (5 menit)	<ul style="list-style-type: none"> <li>Guru dan peserta didik menyimpulkan pembelajaran.</li> <li>Guru menyampaikan materi pertemuan selanjutnya.</li> <li>Guru memberikan pesan dan motivasi tetap semangat dan diakhiri dengan salam.</li> </ul>
<b>V. REFLEKSI</b>	
	<ul style="list-style-type: none"> <li>❖ Refleksi Guru <ul style="list-style-type: none"> <li>• Bagaimana reaksi peserta didik dalam mengikuti pembelajaran ini?</li> <li>• Apakah yang menjadi kendala selama pembelajaran ini?</li> <li>• Bagaimana pencapaian keberhasilan dalam pembelajaran ini?</li> <li>• Apa point penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran ini?</li> </ul> </li> <li>❖ Refleksi Peserta Didik <ul style="list-style-type: none"> <li>• Peserta didik mengungkapkan secara lisan apa yang telah dipelajarinya.</li> </ul> </li> </ul>
<b>VI. ASSESMENT/ PENILAIAN</b>	
	Tertulis dan Performa

Mengetahui,  
Guru Kelas 4C SD Negeri Ledug



Dwi Rosita, S.Pd.SD  
NIP.198301302014062003

Purwokerto, 13 Agustus 2024  
Praktika,



Dwi Anggraeni Samediono  
NIM. 1917404083

Appendix 11 Documentation of the Research

	
Pre-test of experimental class	Pre-test of control class
	
Two Stay Two Stray treatment	Conventional learning
	
Post-test of experimental class	Post-test of control class



Appendix 12 List of Student names

<b>NO</b>	<b>Siswa Kelas IV B</b>	<b>Siswa Kelas IV C</b>
1	Aisha Lovina Sabbihisma Anggoro	Adzkia Asyila Rahma
2	Al Ghazali Pradipta Reza	Al Dafa Fidyah Putra Ramadhan
3	Amora Syakira Farizal	Dzakwan Absyah Tanjung
4	Arsyila Qurrota A'yun	Eldrick Devandra Abrizam Ramadhan
5	Aura Astila Rahma	Faiza Alya Anindita
6	Azzahra Asyila Rahma	Gea Da Silva
7	Batrisyia Ghassani	Ibnu Fauzi Al'Fatah
8	Evaliany Nur Khasanah	Hanif Umair Shafiq
9	Fachriza Dwi Saputra	Iqbal Raziq Athallah
10	Ibrahim Alkalifi Wibowo	Kayla Labibah Putri Eva
11	Inarah Zildjiana Syifa	Kirana Putri Utami
12	Ismaya Bradjanegara	Marissa Aqila Anantasya
13	Jovian Khiar Fathan	Mohammad Ken Norton
14	Junna Rifki Aditya	Nazwa Asyiela Putri Nala
15	Khoirunnisa	Nicho Putra Bratama
16	Muhammad Alfa Rizdzi	Nurul Aulia Hidayah
17	Muhammad Haritsa Nu'man	Robi Al Yasin
18	Muhammad Samil Nur Aziz	Shakka Affarizqi Lennon
19	Naufal Abizar Faeza	Syaqia Yasmine El Fimazida
20	Rizki Setiawan	Talita Hasna Lutfia
21	Satria Rizky Pratama	Tsabitah Tufah Hati
22	Tasya Gendis Purwatiningtyas	Salsabila Rizqi Nur Jannah
23	Ulfa Apriliana	Wildan Gagah Permana
24	Vera Aulya Amanda	Zahva Sessa Aulia
25	Yuletta Silvia Mentari Putri	Ziyan Abdul Zen



## Appendix 13 Verify Plagiarism

### Turnitin Dwi Anggraeni Somediono.pdf

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## CURRICULUM VITAE

### A. Profile

Name : Dwi Anggraeni Somediono  
Student Number : 1917404083  
Place / Date of Birth : Biak/ Mei 22th 2001  
Address : Kalikudi, Adipala, Cilacap, Central Java  
Name of Father : Somediono  
Name of Mother : Yuyun Suryani

### B. Educational Background

#### 1. Formal Education

- a. SD N 1 Biak, Graduation Year 2013
- b. SMP N 1 Biak, Graduation Year 2016
- c. MAN 1 Cilacap, Graduation Year 2019
- d. S1 UIN Prof. KH. Saifuddin Zuhri Purwokerto, Year of Entry 2019

#### 2. Non-Formal Education

- a. Islamic boarding school Anwaarunnajaah Cilacap, 2016-2019
- b. Islamic boarding school Darul Abror Purwokerto, 2020-2022

### C. Organizational Experience

1. Members of HMJ TBI 2021-2022
2. Members of GPI 2022-2023

Purwokerto, February 5 ,2025



Dwi Anggraeni Somediono  
S.N 1917404083