

**ENGLISH WISE QUOTES AS MEDIA FOR STUDENTS' VOCABULARY
MASTERY AT SMP NEGERI 35 MAKASSAR**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA**

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MASTERY AT SMP NEGERI 35 MAKASSAR

SKRIPSI

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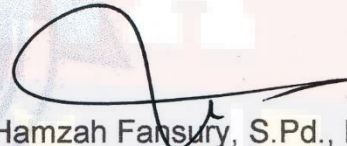
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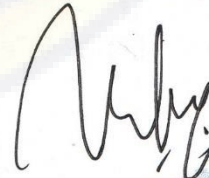
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ABSTRACT

A. Adinda Harliany Suci Ramadhani.2021. *English Wise Quotes As Media For Students' Vocabulary Mastery* (Supervised by Restu January Hamid and A. Hamzah Fansury).

This research focuses on the students' English vocabulary mastery through wise quotes. The purpose of this research was to find out whether with wise quotes, students' vocabulary understanding will increase or not. This research used a pre-experimental research method by giving a pre-test and post-test. The sample of this research is class VIII.7 SMP Negeri 35 Makassar in the academic year 2021/2022, totaling 20 people. This research uses SPSS v.16 which can show the results of the analysis of a significant increase in test scores and can prove the influence of this research. The results of this study indicate that the significance value is 0.000, which is smaller than 0.05, which means that this research has a significant effect. Therefore, it can be concluded that wise quotes have an increasing effect on students' vocabulary comprehension, and it can be seen that through wise quotes, students can become more motivated in the learning process.

Key Words : Wise Quotes, Mastery, Vocabulary

ABSTRAK

A. Adinda Harliany Suci Ramadhani.2021. *English Wise Quotes As Media For Students' Vocabulary Mastery* (Dibimbing oleh Restu Januarty Hamid dan A. Hamzah Fansury).

Penelitian ini berfokus pada penguasaan kosakata bahasa Inggris siswa melalui kutipan bijak. Tujuan dari penelitian ini adalah untuk mengetahui apakah dengan kutipan bijak, pemahaman kosakata siswa akan meningkat atau tidak. Penelitian ini menggunakan metode penelitian pra eksperimen dengan memberikan pre-test dan post-test. Sampel penelitian ini adalah siswa kelas VIII.7 SMP Negeri 35 Makassar tahun pelajaran 2021/2022 yang berjumlah 20 orang. Penelitian ini menggunakan program SPSS v.16 yang dapat menunjukkan hasil analisis peningkatan nilai tes yang signifikan dan dapat membuktikan pengaruh penelitian ini. Hasil penelitian ini menunjukkan nilai signifikansi .000 lebih kecil dari 0,05 yang berarti penelitian ini berpengaruh signifikan. Oleh karena itu, dapat disimpulkan bahwa kutipan bijak memiliki pengaruh yang meningkat pada pemahaman kosakata siswa, dan dapat dilihat bahwa melalui kutipan bijak, siswa dapat menjadi lebih termotivasi dalam proses pembelajaran.

Kata Kunci : Kutipan Bijak, Penguasaan, Kosakata

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Makassar, January 2022

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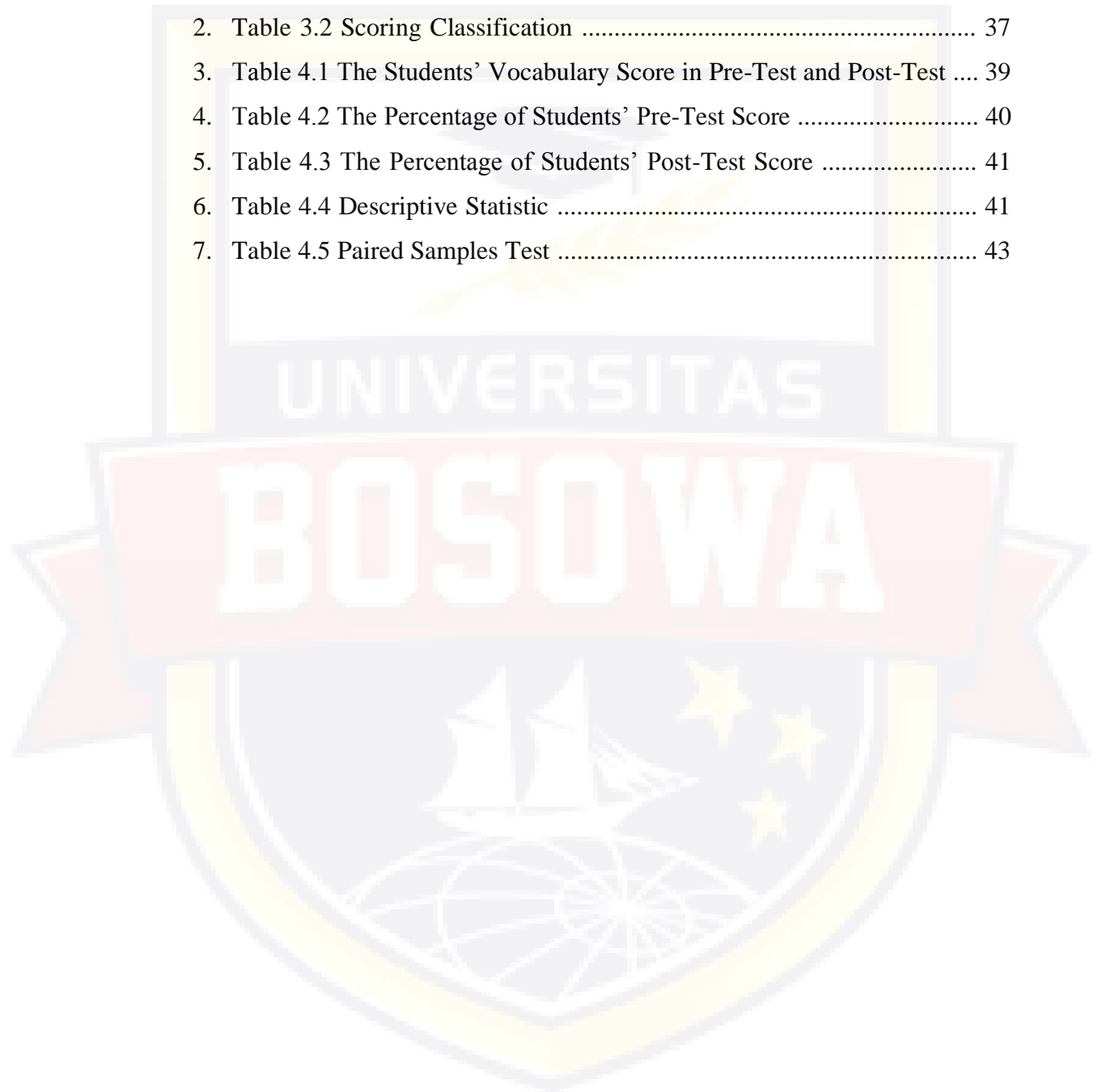
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CHAPTER I

INTRODUCTION

This chapter deals with the background, identification of problem, scope of the research, formulation of the problem, the objective of research, and the significance of the research.

A. Background

Language is a means of communication in human life. Through language, we can express our emotions, feelings and ideas. In Indonesia, English is a subject to learn from elementary school to university levels. Elementary school provides English as a local content which is not a “must” to teach. Whereas, junior high school and senior high school levels provide English as a compulsory subject that is included into the national curriculum. English as a compulsory subject for the students in secondary levels is because the students in that level are considered able to learn four English skills. The students can coordinate what they listen, speak, read and write. Besides that, it is prepared for the students in secondary levels to have a skill that perhaps will support their future career. One of the crucial skills is English that is considered important to support their career. It is because the role of English as international language, so that the students are expected able to communicate on global scale and do their career easier than those who are not mastering English. Finally, English is become a compulsory subject in secondary levels in Indonesia.

In junior high schools, students are expected to be able to communicate in English both oral and written. But in reality, there are many problems that cause students not to use English. Issues that always encountered is very less motivated students in learning English and lack of vocabulary that is owned by the students. This causes students to be unable to convey their ideas in English. It shows that they have limitations. Another problem that is often obtained by the students is the pronunciation errors caused scarcity of students practicing how to say the words.

Vocabulary is one of the significant components in language. Without mastery of vocabulary, a person will not be able to speak well, both in spoken and written language. In teaching English vocabulary as an element of language, it is considered the most important factor in improving mastery if students still lack vocabulary. According to Thornbury (2002: 13), mastering vocabulary means that students have comprehensive knowledge of vocabulary which includes meaning, spoken form, written form, grammatical behavior, word derivation, word collocation, spoken and written word registers, connotations. According to Chaer (2003: 45-46) receptive ability is the ability to receive cue language. While productive knowledge related to the words that the students understood, capable spoken correctly and used constructively in speaking and writing. Chaer (2003: 45) says that productive ability is a person's process in making or designing language. Measuring students' receptive vocabulary is believed to be more important because the language will be received receptively first.

There are many techniques that can be used to provide students' vocabulary understanding, one of which is to ask students to read a wise quote on the internet or in a book. Through wise quotes, students can be more motivated and challenged to read more words in English.

A wise quote is a group of words or short writing that has a wise meaning, and is taken from book, drama, speech or internet. Wise quotes are defined as goals or incentives, the purpose of which is to act as a driver for someone in trying to get or achieve what they want. Reading excerpt shown to have advantages and effectiveness in studying vocabulary. Quotations only have a few lines of writing, so students will not get bored and sleepy while reading. The more students read the words in the quote, the more vocabulary understanding students will get.

Based on the explanation above, the researcher interest to conduct research under the title **“English Wise Quotes as a Media for Students’ Vocabulary Mastery at SMP Negeri 35 Makassar”**.

B. Identification of Problem

Problem identification is very important, considering that there are several problems in research as follows:

1. Lack of student enthusiasm in the learning process.
2. The students still have a lack of vocabulary knowledge.

C. Scope of The Research

This study focuses on words of wisdom contained in simple quotes that can help improve students' vocabulary of eighth graders at SMP Negeri 35 Makassar.

D. Problem Statement of The Research

From the explanation above, the authors formulate the problem question: are the English Wise Quotes as a Teaching Media enhance the Students Vocabulary Mastery at SMP Negeri 35 Makassar?

E. Objective of the Research

The purpose of this study is to know whether or not the English Wise Quotes as a Teaching Media enhance the Students Vocabulary Mastery at SMP Negeri 35 Makassar.

F. Significance of the Research

The results of this research will give the good significance in the schools, teachers, students and other researchers.

1. To Schools

The results of this study can be used to solve teaching and learning problems in the classroom.

2. To Teachers

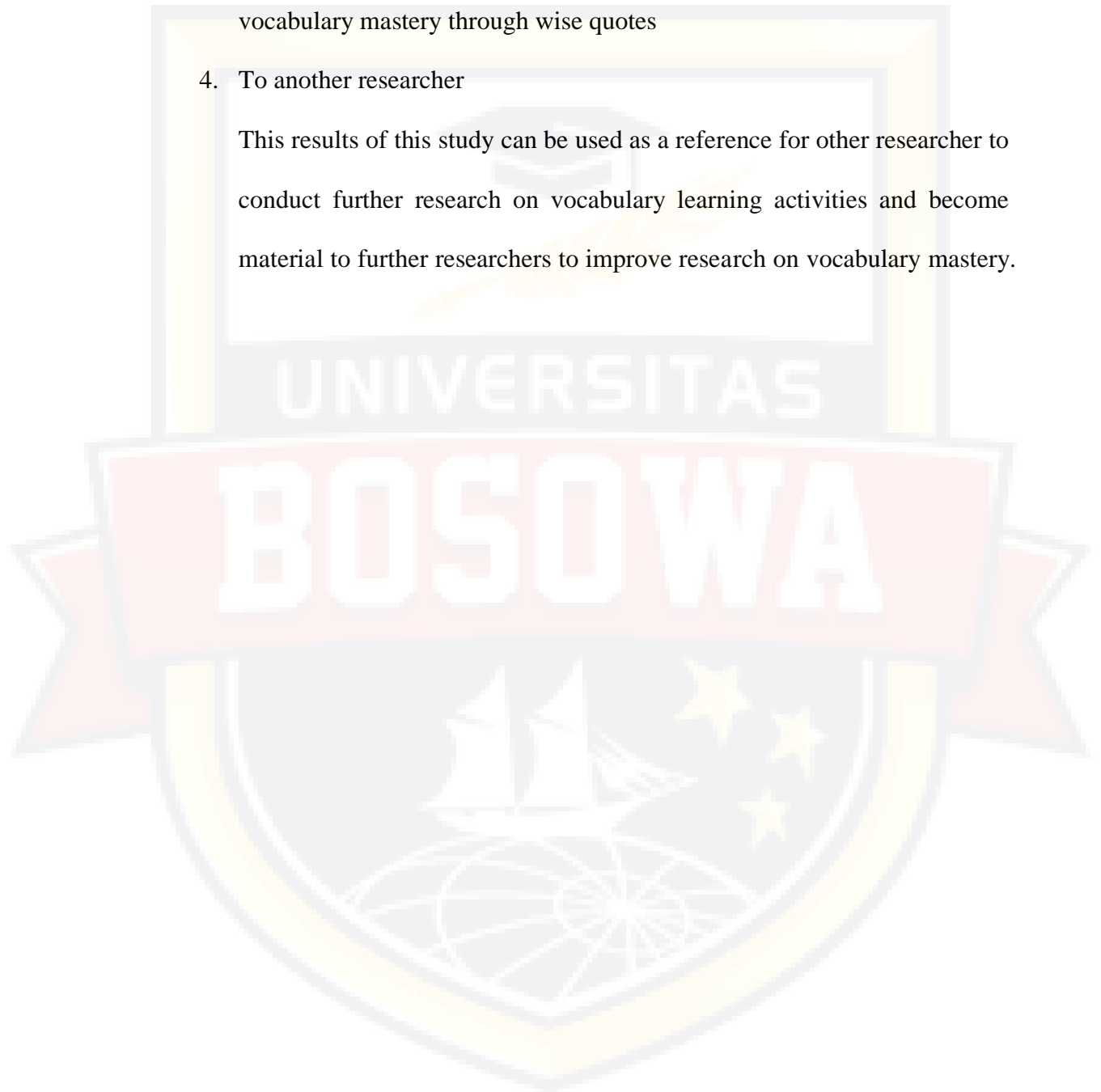
The results of this study can be used as a reference in teaching. It is hoping that this research can help teachers give teaching media to help students vocabulary mastery.

3. To Students

It is hoped that this research can help motivate students to increase vocabulary mastery through wise quotes

4. To another researcher

This results of this study can be used as a reference for other researcher to conduct further research on vocabulary learning activities and become material to further researchers to improve research on vocabulary mastery.



CHAPTER II

REVIEW OF LITERATURE

In the review of literature are discusses about theoterical review, previous studies, conceptual framework, and hypothesis.

A. Theoterical Review

1. Media

The word media comes from the Latin *medius* which literally means "middle", "intermediary", "introduction". In Arabic, the media is an intermediary or introductory message from the sender to the recipient of the message. Some things that are included in the media are films, television, print media, video. Media is a tool that can help in needs and activities, where its nature can make it easier for anyone who uses it. Media is a tool that can help in the teaching and learning process. Arsyad (2007:3) says, the media is an inseparable part of the teaching and learning process in order to achieve educational goals. Media has an important function in the learning process, the media is also a place to exchange information.

According to Gerach & Ely (1971) in Rahmi (2020: 36) says, the media if understood in broad outline are human, material or events that build conditions that enable students to acquire knowledge, skills or attitudes. So that teachers, textbooks and the school environment are media.

According to Shaun Morees (2007: 7), media is an accessible yet challenging guide to ways of thinking about media and communication in modern life. Media should be taken to indicate a commitment to connecting

the analysis of media and communications with selected themes in contemporary social (and, to an extent, cultural) theory.

In his book (Len Masterman, 1985) says that, the media has seven priorities, namely: (1) the high rate of media consumption and the saturation of contemporary societies by the media (2) the ideological importance of the media, and their influence as consciousness industries (3) the growth in the management and manufacture of information, and its dissemination by the media (4) the increasing penetration of media into our central democratic processes (5) the increasing importance of visual communication and information in all areas (6) the importance of educating students to meet the demands of the future (7) the fast-growing national and international pressures to privatize information.

Fleming (1987:234) states that the media serves to regulate an effective relationship between two parties, namely students and the content of the lesson. The media is used to clarify what is being conveyed, the media is a tool that intervenes in clarifying information.

According to Irfandi Rahman (2012: 10) media is anything that can be used to transmit messages from sender to receiver. So that it can stimulate the thoughts, feelings, attention and interests of students in such a way that the learning process occurs.

From some of the above understanding, it can be concluded that the media is a source of introduction or intermediary of information, which is used by every human being, as for the media include, film, television, print media,

video. Media can be a very helpful tool in needs and activities, where its nature can make it easier for anyone who uses it.

2. Teaching Media

Various teaching media are used for their value or benefits. The same teaching materials can also be used. Media must have creative material content so that students who study the material will understand it well unconsciously. If the teaching media is good, students will quickly respond to the content of the material. Media in the learning process is anything that can stimulate the thoughts, feelings, interests, and attention of students so that it can encourage the learning process in students (Sadiman, et al, 2008: 7). According to Sudjana (1991:28) the use of media in learning makes teaching more attractive to students, lesson materials are clearer in meaning, teaching models are more varied, and students do more learning activities, because they do more other activities by observing, doing or demonstrating.

Sudjana and Rivai (2009: 2) explain the value and benefits of teaching media as follows: (1) Teaching will attract more attention to foster student learning motivation (2) Teaching materials will have clearer meaning so that they can be understood by students. students, and enable students to master teaching objectives better (3) Teaching methods will be more varied, not only verbal communication through the words of the teacher, so students are not bored especially when the teacher teaches every lesson (4) More students carry out learning activities, because they do not only listen to the teacher's

explanation, but also carry out other activities such as observing, demonstrating, etc.

Teaching media can be made with a learning process plan that is prepared and implemented by the teacher. They have to make it themselves because they know exactly the conditions and situations around their students' environment. The teaching process is limited by the allocation of time while they must deliver the material needed by students. Effective teaching media have certain criteria that must be met by the teacher. The method of fulfilling these criteria is considered to be done to determine the appropriate teaching media for a particular teaching material.

According to Sudjana and Rivai (2009: 4), there are several things that need to be considered about learning media. First, teachers need to have an understanding of teaching media, for example the types and benefits of teaching media, the use of media as teaching aids and follow-up to the use of media in the teaching and learning process. Second, teachers are able to make simple teaching media for teaching purposes, especially two-dimensional media or graphic media, three-dimensional media, and projection media. Third, knowledge and skills are needed in assessing the effectiveness of using media in the teaching process.

3. Learning Media

Learning media is a tool used by teachers so that learning activities take place effectively. According to Sadiman (2006: 7), media is anything that can be used to transmit messages from sender to recipient so as to stimulate

thoughts, feelings, concerns and interests and attention of students in such a way that the learning process occurs.

According to Sukiman in Rahma (2018: 22), that learning media is anything that can be used to deliver a message from the sender to the recipient so as to stimulate the mind, feelings, concerns, and interests and the willingness of students such that a process of learning in order to achieve the learning objectives effectively.

Hamalik (1986: 50), classifies educational media patterns as follows. (1) materials printed or reading (comics, newspapers, magazines, bulletins, and others, (2) the means of visual (ironing board, board outboard, diagrams, charts, posters, and others, (3) the means of audio (recording, song, radio, laboratory electronics, and others, (4) the means of audio-visual (film, television, *video*, *slides*, and others. In addition to the Hamalik also mentions that the resources of society be a relic of history, a collection of objects that exist in the environment as well as an example of the behavior of people is also a medium of learning that can be used to achieve the purpose of learning.

The media can be used in the process of learning in two ways, namely as a tool to help teach by teachers or *dependent* media and as a medium of learning that can be used alone by the participant students or *independent* media (Authority and Mukti, 1993:8).

Sumiati (2008) explains that learning media is an integral part of the learning system. Many kinds of learning media can be used. Its use includes many benefits as well. The use of learning media must be based on the right

selection. So that it can enlarge the meaning and function in supporting the effectiveness and efficiency of the learning process. Learning media can also be interpreted as everything that can be used to channel messages (messages), stimulate the thoughts, feelings, attention, and willingness of students so that they can encourage the learning process. The forms of learning media are used to improve the learning experience to be concrete. Learning by using learning media is not just using words (verbal symbols). Thus, we can expect the results of the learning experience to be more meaningful for students. In this case, Gagne and Briggs emphasize the importance of learning media as a tool to stimulate the learning process.

From the above opinion, it can be concluded that learning media is a tool or resource that can be used to provide a lesson or information to students. From the opinion above, it can be concluded that learning media is a tool or resource that can be used to provide a lesson or information to students. The types of learning media are print media such as books, newspapers and magazines, visual media, namely posters, audio media, namely recordings and songs, and audio-visual media such as video slides, television.

4. Vocabulary

a. Definition of Vocabulary

Vocabulary is a significant component of language. Without mastery of vocabulary, a person will not be able to speak well, both in spoken and written language. Vocabulary is the language unit that expresses our language. Vocabulary also a system, simbol, language group that has meaning in

expression, language specification, and knowledge. Vocabulary is important in learning a language. It is impossible to learn a language without knowing the vocabulary. Vocabulary is one of the components of language and there is no language without words. Words are used for ideas. They are the means by which people exchange thoughts. The more words we learn, the more ideas we should have, so that we can communicate ideas more effectively. Hamer stated that vocabulary is knowledge of words and their meanings. However, the vocabulary is more complex than this definition. First, the word comes from two: verbal and point. Spoken vocabulary includes two words that we recognize and use in listening and speaking. Printed vocabulary includes words we recognize and use in writing and reading. Second, the word knowledge also comes from two, namely receptive and productive. Receptive vocabulary includes the words we use when we speak or write.

Vocabulary is one aspect of language that must be learned. In learning vocabulary automatically we must know the meaning of the word itself and be able to use it in sentences. Vocabulary is generally defined as all the words that are known and used by a particular person. Nunan (2005:121) says that vocabulary is a collection of words that are known by an individual. Vocabulary is important in learning English. That is, it will be easier for students to use the language correctly if they know the words in the language because they know the meaning. Vocabulary usually grows and develops with age, and serves as a useful and fundamental tool for communication. Acquiring a broad vocabulary is one of the biggest challenges in learning a

foreign language. Vocabulary is a component of language that contains all the information about the meaning and use of words in a language. language processed by the speaker, writer or listener. Furthermore, Hornby (1989:1025) says that vocabulary is the total number of words that make up a language. According to Lado (1979:115) says that the vocabulary of the first language is learned at home in the great struggle of children to communicate their needs. He learns words from the people with whom they live, for the things they need and for the actions he wants to take or stop. This means that vocabulary is central to language teaching and learning. When a student learns English, the first thing he should learn is vocabulary.

Soedjito (in Tarigan 1991: 441), explained that vocabulary is: (1) all words contained in a language; (2) the richness of words that a person speaks; (3) words used in a scientific field; (4) a list of words arranged like a dictionary with a brief and practical explanation.

Vocabulary is a basic need that can affect students in learning English, without vocabulary students will find it difficult to communicate, read, and write, and it will be difficult to convey something. the more vocabulary understanding, the more fluent students will find information.

According to Rusda (2017: 10), vocabulary is all the language of the words contained in the language. In addition, vocabulary is all the words owned by someone which contains information about the meaning and usage of words in the language.

Meanwhile, according to Nurgiyanto (2014: 338), that vocabulary is the wealth of words owned by a speaker, writer, or a language. Vocabulary is also a language component that contains all information about the meaning and usage of words in the language. And according to Eka Anjarwati (2016: 12), vocabulary is a collection of words that a person uses in language activities.

Based on some of the opinions above, it can be concluded that vocabulary is a word that has meaning, which is used by someone to speak and provide information. Vocabulary is an element of language that is considered the most important factor in improving the mastery of language skills. Understanding a lot of vocabulary can help to get clearer information, without mastery vocabulary, someone will find it difficult to speak clearly, both spoken and written, and someone will also have difficulty getting clear information.

b. Types of Vocabulary

There are several types of vocabulary according to experts. Scott Thornbury (2002), divides vocabulary into two groups:

1) Receptive Vocabulary

Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2) Expressive Vocabulary

Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Gairns and Stuart (1986) have different classification :

a) Receptive Vocabulary

Receptive vocabulary means that language items which can only be recognized and comprehended in the context of reading and listening.

b) Productive Vocabulary

Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.

Johnson (2008: 93) also elaborates four different vocabularies, they are:

a) Listening Vocabulary

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

b) Speaking Vocabulary

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by

itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

c) Reading Vocabulary

Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.

d) Writing Vocabulary

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, Kamil and Hiebert (2005:3) also divide vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities

c. Kinds of Vocabulary

According to David (2000:31), words are traditionally allocated to one of the following word class ranges: nouns, pronouns, articles, verbs, adjectives, adverbs, prepositions, conjunctions, interjections and determiners. It's important to remember that while nouns are important, vocabulary is more than just nouns. As a teacher it is important to include verbs, adjectives, adverbs, and prepositions as a separate vocabulary curriculum (Caroline, 2005: 121).

In addition, Miller (2002: 35) states that there are two kinds of words such as: lexical or word content and grammatical or function words.

1. Content word

These words constituting the bulk of vocabulary of the language. There are some kinds of content words, such as:

a) Noun

According to Charles, noun is the name of person, place or thing.

(1) Person

Person its mean: man, woman, community, baby, people, police, soldier, nurse, etc are nouns.

(2) Place

Place may refer to all kinds of places, including common name, such as: city, Island, earth, month, river, office, house, sea, planet, etc, and proper name such as Bali, Japan, Sumatra, Australia, New York, England, Everest, Red Sea, Atlantic, Venus, Hilton Hotel, etc.

(3) Thing

Thing that includes something that substantively exists, be it solid or liquid such as: animals, sugar, oil, water, trees, cars, food, etc. Different types of gases such as: air, smoke, steam, etc. Furthermore, there is something substantial but conceptually not understandable and has certain qualities such as ideology, religion, dreams, behavior, concepts, feelings, hopes, voice, truth, appearances, news, profession, etc.

b) Verb

Verb is a word that show name of action by people. For example: think, get, come, go, etc. There are some kinds of verbs as follows:

(1) Action verb

Action verbs say what someone or something does or does physically or mentally. An action verb is transitive if it has an object.

(2) Linking verb

A linking is a verb that is used to connect a noun that works as a subject with another noun or adjective that is located in the predicate of the sentence. In some cases, linking verbs to help make a statement.

c) Adjective

Adjective is a word that modifies a noun or pronoun. (Modify means to limit or show or describe: the pen, red hair, etc.).

The examples:

1) Ana has short hair.

2) He is a handsome student in this class.

d) Adverb

Adverb is a word that describes how the job is done, where appropriate, when it happened. There are several types of adverbs:

1) Adverb of Place

Example: She shopping at the supermarket.

2) Adverb of Manner

Example: She walks quickly.

3) Adverb of Time

Examples: Yesterday we are meet

2. Function Word

Function words or grammatical words are words that have little lexical meaning or has ambiguous meaning, but serves to express grammatical relationships with other words in a sentence, or determine the attitude or mood of the speaker. Each function word provides some grammatical information on another word in a sentence or clause, and cannot be separated from other words.

a) Pronoun

A pronoun can replace a noun or another pronoun.

The examples:

(1) This is my pen.

(2) She is my mother.

b) Auxiliary Verb

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions.

The kinds of auxiliary verbs as follows:

- 1) Modal auxiliary : (can, shall, will, may, must, ought to, could, should, would, might, had to)
- 2) To be : (being, been, am, is, are, was, and were)
- To do : (does and did)
- Have : (has and had)

c) Conjunction

Conjunction is a word used to combine a word, expression and sentence

Example: I like bread but I prefer rice

d) Determiner

Determiner is a word that give detail to nouns. McCarthy (2002: 37), states that determiner includes: the, a, an, some, any, that, this etc.

e) Preposition

Preposition is a word that shows the relationship between nouns, pronouns and other words in the sentence.

Example: He read before I came.

d. Vocabulary Development

Tarigan (2015: 68) says that vocabulary development consists of synonyms, antonyms and homonyms.

a) Synonym

According to Keraf (1984: 131) synonyms are words that have different forms but have the same meaning. Understanding the same in here do not apply absolute, because the usage of daily did not exist two words similar meanings.

Tarigan (2015: 68), argues that synonyms are words that contain the meaning of the center are the same, but differ in the value of the word. Examining the synonym is an approach that is very good and menghe mat time to study vocabulary.

Example :

1. Dead = dead world
2. Smart = clever

b) Antonym

Chaer (2011: 390), argues that antonyms are two pieces of word meanings "are considered" contrary. Is said to be "considered" the opposite of the two words that are anonymous very relative, there is the absolute opposite and there are no absolute opposite.

Tarigan (2015: 68), explains antonyms consists of *anti* or *ant* that means "opponent" plus root word *Onim* or *Onuma* which means "name" is a word that contains the meaning of the opposite or opposed to other words.

Example :

1. Strong X Weak

2. Far X Near

c) Homonym

Homonyms are words that have the same form but have different meanings (Keraf, 1984: 131). Meanwhile, according to Rosdiana (2008: 411), the word homonym comes from the ancient Greek *onoma* which means "word" and *homos* which means "the same". In literal homonym mean said the same pronunciation and the spelling, but different meanings.

Tarigan (2015: 69), explains homonyms are words that sound the same, but have different meanings.

Example:

1. Fair (equitable) / Fair (beautiful)

2. Bat (a nocturnal flying mammal) / Bat (an implement used to hit a ball)

e. **Vocabulary Mastery**

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002:13) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Mastering vocabulary does not necessarily only remembering its spoken and written form. Thornbury (2002: 15) also emphasizes that in the most

basic level, someone is said already knowing a word when he/she knowing its form and its meanings. He explains that knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.

According to McCarten (2007: 21). He stated that learning vocabulary is about remembering something, and for that, students need to see, say, and write newly learned words many times in order for them to remember before they can say what they have learned.

Vocabulary mastery is not merely remember the words or words subsets. They should be pushed into long-term memory or never forgotten by attend them for many times. Moreover, remember them is not enough. Knowing words means knowing its denotative meaning and some aspects surround them. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs, (Yheni: 2014).

Vocabulary mastery according to Haris in Nurgiyantoro (1995:209) is receptive mastery, which can be interpreted as passive mastery, meaning that understanding is only found in the thought process. Receptive language activities are listening and reading. This mastery is also referred to as the decoding process. Productive mastery includes speaking and writing skills or also called encoding, which is the process of communicating ideas, thoughts, feelings through linguistic forms which means mastery of spoken or spoken speech. Vocabulary means the vocabulary or the wealth of words used. As a

benchmark for language skills, vocabulary is a measure of the vocabulary used, insight into the words used, and the accuracy of their use in the context of sentences (Subana, et al, 2000:252). Another opinion states, "Vocabulary is all the words contained in a language" (Chaer, 2007: 6).

According to some meanings of vocabulary understanding, it can be concluded that mastering a word means mastering the aspects of word knowledge. Knowledge of words includes, meaning, spoken form, written form, grammatical behavior, word derivation, word collocation, word lists-spoken and written, connotation or word association, and word frequency. Mastery of vocabulary does not necessarily only remember the spoken and written form, but also the meaning. The way to learn to understand vocabulary is to remember it, then say and write it. But to understand vocabulary, it needs to be done repeatedly so that the vocabulary can arrive in long-term memory, so that the vocabulary is not easy to forget.

5. Quotes

a. Quotes Definition

Quotes are loans sentence or the opinion of an author, or greeting someone who is famous, both contained in books and magazines. In addition to the quotes also be taken in oral form through the media electronics such as TV, radio, internet, and other so on. The goal is to strengthen the argument in an essay, and also as a motivation for someone.

The term quote is a translation of the word Quote which is a singular form in English, and in the plural form quotes means quotes. Initially quotes were

widely used for scientific papers by writing in accordance with existing sentences in the source or references which were generally written by experts.

But in its development, quotes are also used as a means of expression to express someone's thoughts and feelings. In addition, many quotes are now taken from various sources, ranging from movies, music, and social media. Quotes can be sentences containing motivation, inspiration, solutions, entertainment and so forth in various media derived from an author or speech of a person famous for his skills such as figures, officials, scientists, motivators and even ordinary people who have a broad meaning.

According to Azahari (2014) in Suheni (2020: 31) says, quotes are part of statements, opinions, ideas, definitions, formulas or research from other people or their own writings that have been documented, and quoted to be discussed and analyzed with regard to written material. Quotes not only describe the nature, but also explain the meaning.

According to Lexico, Quote (verb) means repeat or copy out words from a text or speech written or spoken by another person. Meanwhile, according to Oxford Learner's Dictionaries, quote is a group of words or a short piece of writing taken from a book, play, speech, ect. And repeated because it is interesting or useful.

From the explanation of the quote above, it can be concluded that a quote is a word that has a meaning that can be used as a lesson, motivation, and source for a work. Quote can be taken in written form such as in books, magazines, posters and in oral form such as on radio, songs, and films.

b. Quotes Function

The function of the quote is:

1. As a theoretical basis
2. Reinforcement for the author's opinion
3. An explanation for a description
4. Someone's motivation
5. Entertainment facility

c. Purpose Of Quotes

Quotes always exist in a scientific work, such as articles, papers, theses or theses. Because quotations aim to strengthen arguments in an essay. But quotes also have a function as a basis for teaching material because they have lesson value in them, such as wise quotes:

"You have to fight for your dreams, but you have to sacrifice and work hard to get them." - Lionel Messi.

"The ones that will survive are not the strongest species, nor the smartest ones, but the ones most capable of changing." - Charles Darwin.

d. Kinds Of Quotes

There are several types of quotes, namely:

a. Motivations Quotes

A quote used to motivate others. Usually quoting famous people who have experienced the same thing, but were able to get through it successfully.

Example:

“You’ve gotta dance like there’s nobody watching, love like you’ll never be hurt, sing like there’s nobody listening, and live like it’s heaven on earth.” — William W. Purkey

b. Famous Quotes

A quote or proverb that is commonly known by the public but it is not known who the main idea (anonymous).

Example:

"If you look at what you have in life, you'll always have more. If you look at what you don't have in life, you'll never have enough." – Oprah Winfrey

c. Love Quotes

Usually in the form of aphorisms that can be quoted from a fragment of a poem, story, movie, or proverb.

Example:

“Love many things, for therein lies the true strength, and whosoever loves much performs much, and can accomplish much, and what is done in love is done well.” – Vincent van Gogh

d. Wise Quotes

Wise quotes is a wise words are taken from a famous person. Can also taken from a book or movie that inspires.

Example:

“Real life’s a little bit more complicated than a slogan on a bumper stiker, real life is messy, we all have limitations, we all make mistakes, which

means glass half full, we all have a lot in common and the move we try to understand one another.” – Zootopia

"The saddest aspect of life today is that science gathers knowledge faster than society gathers wisdom." – Isaac Asimov

e. Funny Quotes

Usually quoted the words of public figures, artists, books, music or movies that touch of humor.

Example:

“Never follow anyone else’s path. Unless you’re in the woods and you’re lost and you see a path. Then by all means follow that path.”

— Ellen DeGeneres

6. Wise Quotes As A Learning Media

Wisdom is a reflection of a person's attitude and behavior towards something he sees based on what is in his mind and is able to take meaning or important lessons from what is. being wise is also a learning to shape character, in this case we can make it a learning medium for students such as giving them a wise quote. students can take the meaning of the quote and students can add insight from what is given.

The clear difference is that being smart is a learning process, while being wise is the result of experience. Wise people usually spill their experiences in a work, such as writing it in a story, poem or short quote that has a very deep meaning for those who read it. This wise quote can be a learning medium that can motivate students.

In general, the meaning of wise quotes is defined as a goal or encouragement, the purpose of which is to encourage someone to try to get or achieve what they want. Words from wise quotes are often used as a source of motivation. Words of wisdom contained in a quote, usually provide a motivational boost to the reader.

The words of wisdom contained in the quote can arouse students' motivation, because nowadays students prefer to learn to use cellphones rather than using books. These quotes are very easy to get through students' cellphones, and by using quotes in learning students will not get bored quickly if they have to read too long, because these quotes only have a few lines of sentences and contain motivational sentences that can inspire students.

In teaching using quotes the teacher must be creative to make interesting quotes as a medium to make students focus on the teaching and learning process. According to Sudjana and Rivan, quotes in an instrument function from a strict visual combination consisting of color and message as a means to complete one's attention in time for the full meaning of their idea. Teaching vocabulary through quotes is an interesting way to make students interesting in the teaching and learning process. Teaching vocabulary through quotations makes students more active during the learning process.

B. Previous Studies

Novinda Bersa Kareni (2016) "*Teaching Narrative Reading By Using Character Quotes Strategy To The Eleventh Grade Students Of MAN 1 Palembang*" in her research, the researcher used a citation strategy to examine

students, the researcher explained the significant scores she used after using this strategy. Learning to read a narrative using quotation strategy character very significant effect to scores of students reading comprehension.

Khoirul Umam (2010) in his research “Improving The Students’ Vocabulary Mastery With The Jakarta Post Newspaper Articles”, the research said that teaching English vocabulary using quotes from The Jakarta Post Newspaper Articles has an effect which means it is more effective than using textbooks. The research also said that the quote from The Jakarta Post Newspaper Article is an alternative that can be used by teachers in teaching and developing students’ vocabulary mastery.

Suheni (2018) “Improving Students’ Vocabulary Through Quotes At The Eighth Year Of SMP Negeri 5 Palopo”. In this research, the research uses a citation strategy in her research. In this study, Suheni saw an increase in students’ enthusiasm in learning English vocabulary, besides that students were also better at the given vocabulary test.

Based on the previous studies above, the researcher wants to conduct research related to how to give students’ mastery of English vocabulary with wise quotes. This research is different from the previous one. This research uses wise quotes as learning media, where wise quotes only consist of a few words that will not make students bored quickly, wise quotes can also improve students' vocabulary mastery because the words in quotes can motivate students in learning. This research is expected to make students more interested in learning to understand vocabulary through reading.

C. Conceptual Framework

The conceptual framework diagram underlying this research

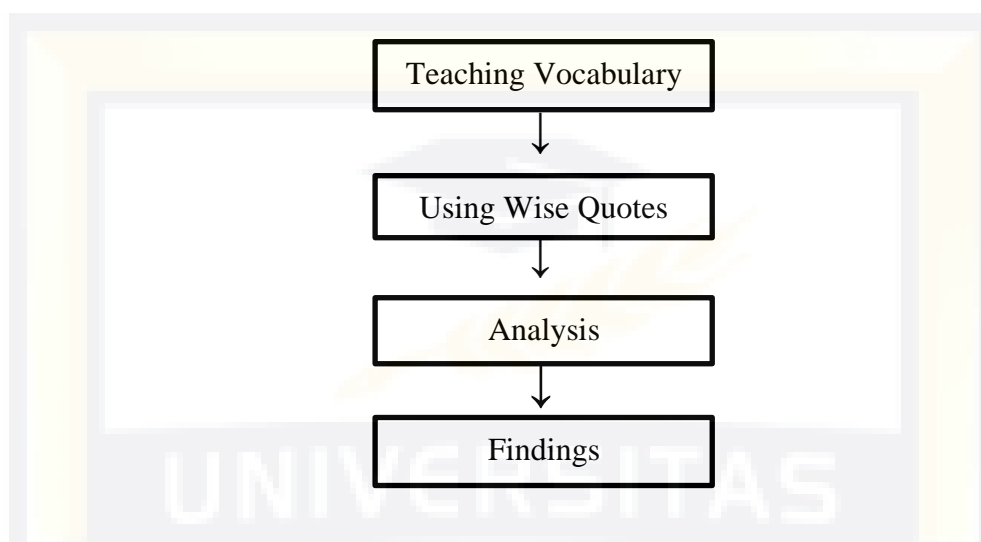


Figure 2.1 Conceptual Framework

The explanation of the meaning of the conceptual framework above is the researcher was give material to students, in which there is a learning process about vocabulary. Then the researcher used learning media with using wise quotes, from the process. From this analysis, the researcher get the significant improvement of students' vocabulary mastery.

D. Hypothesis

The research hypothesis is formulated as follows:

1. H_0 : There is no significant with use wise quotes as media for students' vocabulary mastery to eighth grade at SMP 35 Makassar academic year 2021/2022

2. H₁ : There is a significant influence with the use of wise quotes as media for students' vocabulary mastery to eighth grade at SMP 35

Makassar academic year 2021/2022



CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

The researcher used pre-experimental design. In this research, the researcher was administer a pre-test to all subject before the students using wise quotes to assess their vocabulary mastery. A post-test was conducted after the students using wise quotes to learn, this action for see the students result.

The design involves one class to which the researcher administer a pre-test, treat the students to use wise quotes and administer a post-test. The success of the using of wise quotes was determine by comparing the result of pre-test and post-test.

The design can be presented as follow:

Pre-test	Using Wise Quotes	Post-test
O_1	X	O_2

Where : O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Time And Location Of The Research

This research was conducted on September, 2021 at the second grade students of SMP Negeri 35 Makassar, in 2021/2022 academic year.

C. Population And Sample Of The Research

1. Population

The population of this research was the eighth grade students of SMPN 35 Makassar in academic year 2021/2022 consisting of 270 students divided into nine classes.

2. Sample

Researcher take samples of 8th grade students at SMP Negeri 35 Makassar. They came from VIII.7 students of SMP Negeri 35 Makassar. The researcher chose 20 students.

D. Research Variable And Operational Definition

1. Variable Of The Research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is wise quotes, while the dependent variable is the students' vocabulary influence.

2. Operational Definition Of Variable

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involved variables are formulated as follows:

- 1) A wise quote usually consists of several lines, in which the quote usually contains the value of motivation, learning, love and art.

- 2) Students' vocabulary mastery is a students' comprehensive knowledge of understanding a word in English

E. Instrument Of The Research

The instrument use in this research is a written test. The purpose of the written test is to measure students' understanding of vocabulary mastery. The instrument use to collect data is a test. The written test is to give students a wise quote, after which students will read and will understand some new vocabulary in the wise quotation given, after which students will be asked to answer the questions contained in the quote. This research instrument has 20 number of questions in the form of multiple choice. The research instrument that researchers take sourced from (Ummar, 2019).

F. Procedure Of Collecting Data

1. Determining the subject of the research

In this stage, the researcher chooses an eighth grade of SMPN 35 Makassar as a subject of the research. One group taught by using wise quotes as an experimental class and another one used reading aloud method in control class.

2. Pre-test

The pre-test aim at capturing the students' initial ability. The pre-test taken 90 minutes for both the experimental and control group.

3. Treatment

After the researcher give the pre-test to the students, the researcher would ask for the students to read some wise quotes and answer the question.

4. Post-test

Post-test aim to found whether there is an enhancement in the students' acvievement in vocabulary mastery. The researcher administers the post-test in order to known the students' ability after the treatment.

G. Technique Of Data Analysis

1. Test

This analysis was compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher was use scoring guide which provides rating scale for criteria of vocabulary mastery.

To know the students' ability in vocabulary mastery, the researcher was converted the students' vocabulary mastery ability score using the following formula:

$$Score = \frac{\text{the total of students' correct answer}}{\text{total number of items in test}} \times 10$$

Helmin in Rustan (2010:21)

Then, classifying the students score based on the following class classification:

Table 3.2
Scoring Classification

No	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	< 50	Very poor

Depdiknas (2017:13)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS (Statistic Product and Statistic Solution) version 22.0 program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the results of findings and discussions of Wise Quotes For Students' Vocabulary Mastery at SMP Negeri 35 Makassar. This chapter also discusses students' vocabulary pre and post test scores, static descriptive and paired samples test. The findings that the researcher gave in this research are based on the data collection analysis techniques described in the previous chapter.

A. Findings

The test was carried out by the researcher twice, pre-test and post-test, before giving the material, the researcher gave the students a vocabulary test as the first test and the researcher gave another vocabulary test after giving the instrument. Giving the test in order to determine the increase in students' English vocabulary mastery. The researcher uses wise quotes as an instrument in data collection. Pre-test and Post-test were conducted to get students' vocabulary scores.

Students' scores on the pre-test and post-test are presented in the following table:

Table 4.1**The Students' Vocabulary Score in Pre-Test and Post-Test**

No.	Students' Initial	Score Pre-Test	Classification	Score Post-Test	Classification
1.	M	60	Poor	90	Good
2.	IEP	75	Average	95	Excellent
3.	VAP	70	Average	80	Good
4.	NS	30	Very Poor	75	Average
5.	AAT	70	Average	100	Excellent
6.	APT	60	Poor	90	Good
7.	AGWZ	65	Average	90	Good
8.	A	60	Poor	75	Average
9.	NBN	75	Average	100	Excellent
10.	MDRR	70	Average	80	Good
11.	HAK	50	Very Poor	85	Good
12.	NAR	30	Very Poor	70	Average
13.	DV	60	Poor	95	Excellent
14.	MAY	65	Average	80	Good
15.	S	45	Very Poor	75	Average
16.	AF	60	Poor	85	Good
17.	MAA	55	Poor	80	Good
18.	MFR	50	Very Poor	70	Average
19.	ROM	65	Average	85	Good
20.	RP	50	Very Poor	80	Good

Based on table 4.1, for the pre-test it can be concluded that there are no students' who get score 91-100 with the excellent classification, in the table there are also no students' who get score 76-90 with the good classification, there are eight students' who get score 61-75 with the average classification, six students' get score 51-60 with the poor classification and there were six students' get scored <50 with classification very poor. And for the post-test it was concluded that four students' scored 91-100 with excellent classification, eleven other students' scored 76-90 with good classification, and five students'

scored 61-75 with average classification, no students' scored 51-60 with poor classification and <50 with very classification.

As explained in the previous table, the following table shows the results of the student pre-test classification analysis in the form of a percentage.

Table 4.2

The Percentage of Students' Pre-Test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	0	0
Average	61-75	8	40%
Poor	51-60	6	30%
Very Poor	<50	6	30%
Total		20	100%

The table below is the percentage of students' classification in the five pre-test scores consisting of excellent, good, average, poor and very poor. Based on table 4.2 above, it shows that, in the pre-test percentage, there are no students' frequency who have percentage in excellent classification, there are no students' frequency who have percentage in good classification, there are eight students' frequency with 40% in average classification, six students' frequency who have 30% in poor classification and six students' frequency who have 30% in very poor classification.

As explained in the previous table, the following table shows the results of the student post-test classification analysis in the form of a percentage.

Table 4.3
The Percentage of Students' Post-Test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	4	20%
Good	76-90	11	55%
Average	61-75	5	25%
Poor	51-60	0	0
Very Poor	<50	0	0
Total		20	100%

In the table 4.3 above, it is illustrated that from a total of 20 students' frequencies, four students' frequency get 20% with excellent classification, in good classification, there are eleven frequencies of students' who get 55%, five students' frequency get 25% with average classification, in the poor and very poor classification, there are no students' who get percentage score.

After analyzing the results of the students' pre-test and post-test, the following table shows the results of the mean and standard deviation of the students' presented in the statistical descriptive table.

Table 4.4
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	20	30.00	75.00	1165.00	58.2500	12.80162
Post-Test	20	70.00	100.00	1675.00	83.7500	9.44165
Valid N (listwise)	20					

Based on the table data above, it can be concluded that there was a significant increase between the pre-test and post-test of students' after being given treatment. In the pre-test, it can be seen in the table the sum is 1165, the mean is 58.25 and the standard deviation is 12.801. For the post-test, it can be seen an increase with a sum is 1675, mean is 83.75, and a standard deviation is 9.441. In the table it can be seen that the sum and the mean of the post-test is higher than the pre-test.

After conducting the students' pre-test and post-test score in experiment class, the writer used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' means scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 16.0, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_0) stated that the no significant with use wise quotes as media for students' vocabulary mastery to eighth grade at SMP 35 Makassar academic year 2021/2022. While the Alternative hypothesis (H_1) state that there the significant influence with the use of wise quotes as media for students' vocabulary mastery to eighth grade at SMP 35 Makassar academic year 2021/2022. If the value of significance 2 or sig. (2-tailed) lower than 0,05, H_1 accepted and H_0 rejected.

Table 4.5
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-2.55000E1	8.87041	1.98348	-29.65148	-21.34852	-12.856	19	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the wise quotes can enhance the students' vocabulary at the eighth grade at SMP 35 Makassar academic year 2021/2022.

B. Discussion

This section presents a discussion of the tests, namely pre-test and post-test as well as research results. The question posed in this study is whether wise quotes in English as a teaching medium improve students' vocabulary understanding at SMP Negeri 35 Makassar. In this study, the results that have been tested by researchers on students using wise quotes have been seen, while the results can be seen from the students' pre-test and post-test scores, on the test significant changes can be seen. This research was conducted at SMP Negeri 35 Makassar, the researchers chose a sample of class VIII.7 with 20 students.

This research was conducted in three steps, in the first step students will be given an initial test or pre-test, this is done to determine the score of students' vocabulary understanding before being given treatment, the second step is the researcher gives treatment, in this step, the researcher will give wise quotes as treatment, the researcher will explain about this material, this treatment is as material to increase students' vocabulary understanding and the last step is to give a test or post-test, this is done to see the score of students' vocabulary understanding after being given treatment in the form of wise quotes.

The achievement of students' vocabulary understanding before being given treatment was categorized as lacking, this can be seen from the percentage of scores on the students' pre-test. From the statistical analysis that has been carried out, it can be seen that the students' vocabulary understanding for the pre-test there were no students who scored 91-100 with very good classification and 76-90 with good classification, 8 (40%) students scored 61-75 with moderate classification, 6 (30%) students scored 51-60 with poor classification, and 6 (30%) students scored <50 with very poor classification. The writer concludes that the students at SMP Negeri 35 Makassar are still lacking in vocabulary. After giving the pre-test to the students, and knowing the results, the researcher then gave a treatment in the form of a wise quote video slide. In the video slide there are several wise quotes that students can see, the researcher explains the meaning of each quote, after that the researcher gives some simple vocabulary to the students..

However, after being given treatment, the achievement of students' vocabulary understanding after being given treatment was categorized as very good, this can be seen from the percentage of scores on the students' post-test. From the statistical analysis that has been carried out, it can be seen that the students' vocabulary understanding for the post-test is 4 (20%) students who get a score of 91-100 with a very good classification, 11 (55%) students get a score of 76-90 with a good classification, 5 (25%) students scored 61-75 with a moderate classification, and no students scored 51-60 with a poor classification, and scores <50 with a very poor classification. From the results of the analysis, it can be seen that there is an increase in vocabulary mastery after being given treatment.

The results of the t-test analysis showed that there was a significant difference between the pre-test and post-test results. In the pre-test the mean score was 58.25 with a standard deviation of 12.80. while the mean score on the post-test was 83.75 with a standard deviation of 9.441. it can be seen from the significant value which means that the use of wise quotes as a medium of learning has an effect on students' vocabulary understanding. It can also be seen in the t-test results that Sig. (2-tailed) is 0.000 which means the result of Sig. (2-tailed) is lower than the significance level. From these results there is a significant difference between pre-test and post-test, in other words, the use of wise quotes as a medium for students' vocabulary mastery can be increased.

From the results of research conducted by researchers, it can be seen that there is a significant influence on students after being given a treatment which

includes a wise quote as a medium for student learning. And it can be seen, through this treatment, students have a motivation to learn, as evidenced by the results of tests conducted by researchers. There is an increase in students' vocabulary understanding before being given treatment. The use of wise quotes as a medium for students' vocabulary has a good influence on students, students become more enthusiastic and more active during the learning process, because also uses wise quotes as learning media, where wise quotes only consist of a few words that will not make students bored quickly, wise quotes can also improve students' vocabulary mastery because the words in quotes can motivate students in learning. Suheni (2018:70) said that students learning vocabulary using quotes experienced an increase in understanding, and teachers could apply quotes in teaching English, especially in students' vocabulary.

Meanwhile, in conducting this research, the researchers found obstacles, such as the difficulty of the learning process due to some students having difficulty getting the internet network, resulting in the learning process being disrupted, and some students being restricted by their parents from using their mobile phones. However, the learning process continues and is well received by students, students are still active and can still master the vocabulary given well in learning even though it is only through online. From the research process that has been carried out, it can be seen that the use of wise quotes is very influential on students of class VIII.7 SMP Negeri 35 Makassar as a medium for mastering English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusions and suggestion for this research

A. Conclusion

This section presents the conclusions of this study. In the previous chapter there was a question whether wise quotes in English can affect students' vocabulary understanding. This research was conducted at SMP Negeri 35 Makassar, the authors chose class VIII.7 with a total sample of 20 students.

For the first meeting, the researcher will give a test called a pre-test, this test is carried out to see the ability of students before being given treatment. After giving the pre-test to the students, the researcher will give the treatment, in this treatment, the researcher will give some examples of wise quotes in the form of video slides, the researcher will explain the meaning in the quote, after that the researcher will give some vocabulary that is in the treatment. at the last meeting, the researcher will give a final test or post-test, the purpose of giving this post-test is to determine the development of students' abilities in understanding vocabulary after being given a treatment.

After the researcher completes her research, the researcher can draw conclusions. This conclusion is based on the test results by using wise quotes. in the findings of the previous chapter, the researcher has found significant results on students' vocabulary comprehension skills, in the results of the analysis, there is a significant increase in vocabulary mastery of class VIII.7

students of SMP Negeri 35 Makassar which was tested in the pre-test and post-test.

Research using wise quotes media to give students a better mastery of English vocabulary has a good effect. Therefore, it can be concluded that wise quotes have an effect on students' understanding of English vocabulary.

B. Suggestion

The success of learning English does not depend on the lesson alone, but more importantly if the teacher presents the lesson and uses various methods to manage the class to make it more lively and fun. These quotes also help the teacher to manage the class well and provide many opportunities for students to be active in the teaching and learning process. Regarding vocabulary learning by using quotations, the researcher gives some suggestions as follows:

The first suggestion is for teachers. Teachers must provide interesting media for students, so that they do not get bored quickly when they are studying.

The second suggestion is for students. Students should focus more on learning, students should think that learning English is not boring, learning English is easy.

The third suggestion is for the next researchers. The researchers can use this research as a research source, and can examine more deeply related to the use of quotes for student learning media in order to provide students with an understanding of English vocabulary.

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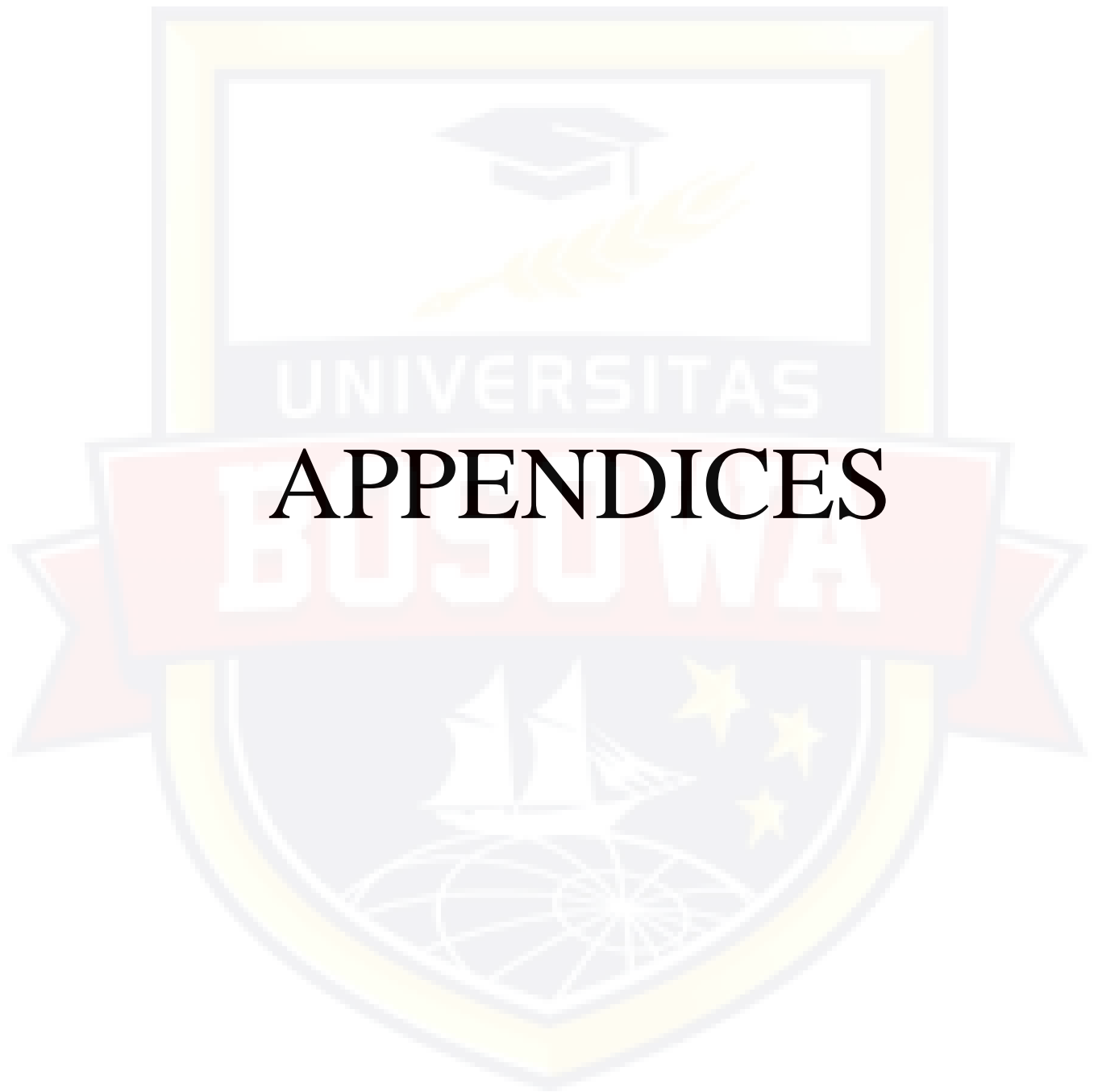
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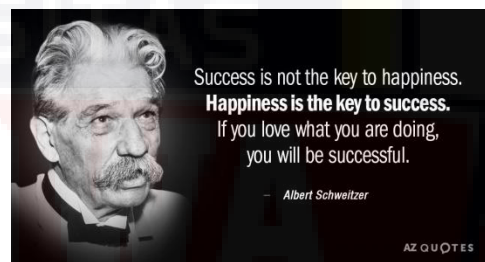
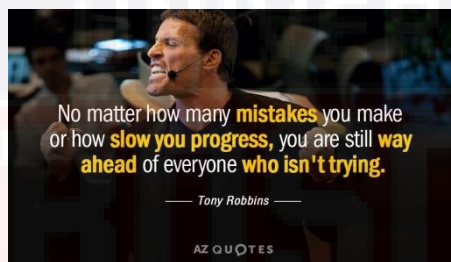
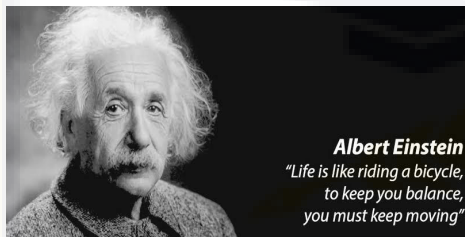
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APPENDIX 1 : TREATMENT

RESEARCH INSTRUMENT

TREATMENT



After seeing the video quotes that will be given, fill in the following table with the answers in the video correctly.

No	Word	Meaning
1	Understand	
2	Mistake	
3	Spelling	
4	Sails	
5	Direction	
6	Arrive	
7	Courage	
8	Happiness	
9	Trying	
10	Future	
11	Building	

12	Wind	
13	Bicycle	
14	Riding	
15	Family	
16	Dream	
17	Old	
18	Moving	
19	Goal	
20	Young	

UNIVERSITAS

BOSOWA

APPENDIX 2 : PRE – TEST

RESEARCH INSTRUMENT

PRE TEST

Name :

Class :

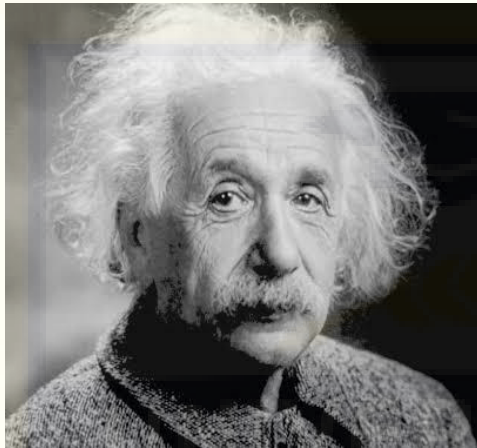
No Absen :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah pertanyaan-pertanyaan di bawah ini.
3. Jawablah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d

The text is for number 1-5

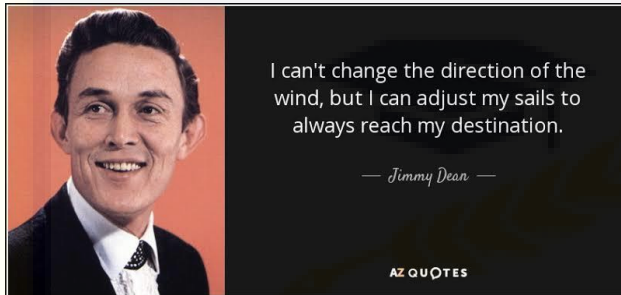


Albert Einstein
*"Life is like riding a bicycle,
to keep you balance,
you must keep moving"*

1. What is the meaning from the quotes?
 - a. If want a good life, keep trying like you riding a bicycle
 - b. It is about how to riding bicycle
 - c. Life keep moving
 - d. Life must go on
2. Who is the author of the text?
 - a. Newton
 - b. The Beatles
 - c. Albert Einstein
 - d. I.r Soekarno
3. What is advantage of the text?
 - a. Motivate to live better by trying
 - b. To make others understand love
 - c. To inform other about music
 - d. To inform that a father loves his child
4. What is "bicycle" in Indonesia?
 - a. Mobil
 - b. Sepeda
 - c. Motor
 - d. Kereta

5. What is “moving” in Indonesia?
- | | |
|-------------|----------|
| a. Jalan | c. Tidur |
| b. Bergerak | d. Malas |

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?
- | |
|-------------------------------------|
| a. We can follow the wind blows |
| b. We can't change the God's will |
| c. We need to change our wind blows |
| d. We should follow the rule |
7. What does the word adjust means in the caption?
- | |
|-------------------------------------|
| a. We can decide our ways |
| b. We can arrange our plans |
| c. We can make our ways |
| d. We need someone to give advances |
8. The words Sails mean....
- | | |
|-----------------|--------------|
| a. Our goal | c. Our dream |
| b. Our decision | d. Our ways |
9. The translation of *Sails* is....
- | | |
|----------|-----------|
| a. Kapal | c. Layar |
| b. Laut | d. Perahu |
10. What do you feel after reading the caption?
- | |
|----------------------------|
| a. Sad |
| b. Get motivation |
| c. Confused with the world |
| d. Feel better in my life |

The text is for number 11-15

Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?
- Name is not a mistake
 - The writer's name is fault
 - Ms. World is just a program
 - We can not depend on the program
12. What is "understand" in Indonesia?
- | | |
|----------|-------------|
| a. Lari | c. Memahami |
| b. Makan | d. Membaca |
13. What is the Microsoft Word?
- A channel on tv
 - A program of internet
 - A program of computer
 - A tool of internet
14. What is "spelling" in Indonesia?
- Mengeja
 - Membaca
 - Menulis
 - Mendengar
15. What is "mistake" in Indonesia?
- | | |
|------------------|--------------|
| a. Keinginan | c. Kemauan |
| b. Keingintahuan | d. Kesalahan |

The text is for number 16-20



16. Who is the author of the text?
- a. C.S Lewis
 - b. The Beatles
 - c. Queen Elisabeth
 - d. I.r Soekarno
17. What is the meaning of “dream”?
- a. Impian
 - b. Lamunan
 - c. Angan-angan
 - d. Keinginan
18. What is the purpose of the text?
- a. To inform readers
 - b. To educate readers
 - c. To make surprised
 - d. To motivate readers
19. What is the meaning of “goal”?
- a. Tujuan
 - b. Harapan
 - c. Keinginan
 - d. Cita-cita
20. The antonym of the word “old” is?
- a. Past
 - b. Mature
 - c. Senior
 - d. Young

Adopted by Ummar (2019)

APPENDIX 3 : POST – TEST

RESEARCH INSTRUMENT

POST TEST

Name :

Class :

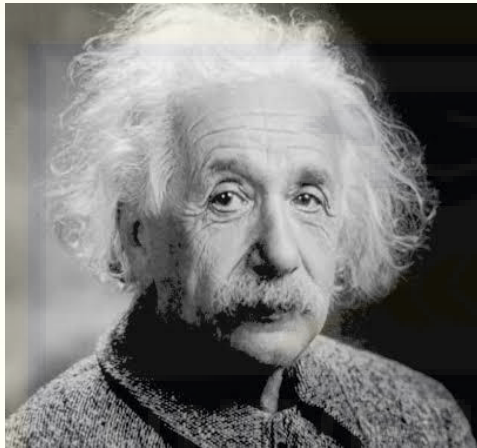
No Absen :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksa jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Choose the correct answer from the option a,b,c, or d

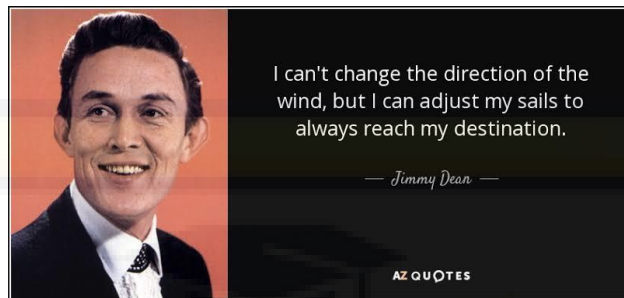
The text is for number 1-5



Albert Einstein
*"Life is like riding a bicycle,
to keep you balance,
you must keep moving"*

1. What is the meaning from the quotes?
 - a. If want a good life, keep trying like you riding a bicycle
 - b. It is about how to riding bicycle
 - c. Life keep moving
 - d. Life must go on
2. Who is the author of the text?
 - a. Newton
 - b. The Beatles
 - c. Albert Einstein
 - d. I.r Soekarno
3. What is advantage of the text?
 - a. Motivate to live better by trying
 - b. To make others understand love
 - c. To inform other about music
 - d. To inform that a father loves his child
4. What is "bicycle" in Indonesia?
 - a. Mobil
 - b. Sepeda
 - c. Motor
 - d. Kereta
5. What is "moving" in Indonesia?
 - a. Jalan
 - b. Bergerak
 - c. Tidur
 - d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?
 - a. We can follow the wind blows
 - b. We can't change the God's will
 - c. We need to change our wind blows
 - d. We should follow the rule
7. What does the word adjust means in the caption?
 - a. We can decide our ways
 - b. We can arrange our plans
 - c. We can make our ways
 - d. We need someone to give advances
8. The words Sails mean....
 - a. Our goal
 - b. Our decision
 - c. Our dream
 - d. Our ways
9. The translation of *Sails* is....
 - a. Kapal
 - b. Laut
 - c. Layar
 - d. Perahu
10. What do you feel after reading the caption?
 - a. Sad
 - b. Get motivation
 - c. Confused with the world
 - d. Feel better in my life

The text is for number 11-15

Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?
- Name is not a mistake
 - The writer's name is fault
 - Ms. World is just a program
 - We can not depend on the program
12. What is "understand" in Indonesia?
- Lari
 - Makan
 - Memahami
 - Membaca
13. What is the Microsoft Word?
- A channel on tv
 - A program of internet
 - A program of computer
 - A tool of internet
14. What is "spelling" in Indonesia?
- Mengeja
 - Membaca
 - Menulis
 - Mendengar
15. What is "mistake" in Indonesia?
- Keinginan
 - Keingintahuan
 - Kemauan
 - Kesalahan

The text is for number 16-20



16. Who is the author of the text?
- a. C.S Lewis
 - b. The Beatles
 - c. Queen Elisabeth
 - d. I.r Soekarno
17. What is the meaning of “dream”?
- a. Impian
 - b. Lamunan
 - c. Angan-angan
 - d. Keinginan
18. What is the purpose of the text?
- a. To inform readers
 - b. To educate readers
 - c. To make surprised
 - d. To motivate readers
19. What is the meaning of “goal”?
- a. Tujuan
 - b. Harapan
 - c. Keinginan
 - d. Cita-cita
20. The antonym of the word “old” is?
- a. Past
 - b. Mature
 - c. Senior
 - d. Young

Adopted by Ummar (2019)

ANSWER KEY

1. a

11. a

2. c

12. c

3. a

13. c

4. b

14. a

5. b

15. d

6. d

16. a

7. a

17. a

8. d

18. d

9. c

19. a

10. b

20. d

APPENDIX 4 : LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Negeri 35 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII.7 / Ganjil

Materi Pokok : Part Of Speech

Tema : Vocabulary

Alokasi Waktu : 3x Pertemuan

A. Kompetensi Inti

Mencoba, mengolah dan menyaji berbagai hal dalam ranah sekolah sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

1. Mengetahui dan memahami kosakata di sekitar lingkungan siswa.
2. Mampu menggunakan bahasa inggris setiap kali ada kesempatan untuk menyebutkan atau menyatakan kosakata part of speech di lingkungan siswa
3. Menerapkan pemahaman kosakata bahasa inggris dalam melakukan sesuatu.

C. Media Pembelajaran

1. Video quotes bijaksana.
2. Buku cetak sekolah.

D. Materi Pembelajaran

Kata benda, kata sifat, kata kerja yang dapat memberikan keteladanan tentang perilaku percaya diri, bertanggung jawab dan kerja sama.

E. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru memberikan salam pembuka dan berdoa untuk memulai pembelajaran.2. Guru menanyakan kabar para siswa dan mengabsen para siswa.3. Guru menjelaskan judul materi pembelajaran, dan tujuan pembelajaran.	
Kegiatan Inti	<ol style="list-style-type: none">1. Guru mempersiapkan materi yang akan diajarkan.2. Guru memberikan sebuah quotes bijaksana sebagai awal pembelajaran.3. Guru menjelaskan materi dan memutarakan sebuah video quotes bijaksana.4. Guru meminta siswa untuk memperhatikan dan mengatakan apa yang dilihat siswa dalam media yang ditunjukkan guru kepada mereka.5. Guru memberikan tes kepada siswa tentang apa yang mereka pelajari.6. Guru memberikan nilai kepada siswa	
Kegiatan	<ol style="list-style-type: none">1. Guru memberikan kesimpulan tentang materi yang telah diberikan.	

penutup	2. Guru menutup pelajaran dengan memberikan sebuah quotes bijaksana. 3. Guru mempersilahkan siswa berdoa di akhir pelajaran 4. Guru memberikan salam	
----------------	--	--

F. Penilaian

1. Teknik : Tes tulis
2. Bentuk : Tes Pilihan Ganda dan isian
3. Instrumen : Fill the table, Choose the correct answer from the option a,b,c, or d

Makassar, July 2021

Mengetahui

Guru Mata Pelajaran

Observer

Yoseb R. Mangallo, S.Pd

NIP. 196403171989031012

A. Adinda Harliany S.R

NIM: 4517101005

APPENDIX 5 : THE RESULT OF STUDENTS' PRE-TEST

Pre-Test <https://docs.google.com/forms/u/0/d/1FqQvcKWHSxL.DwpMaEn3TL...>

Pre-Test

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksa jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Name *

Neva Salsabila

Class *

8.7

No absen *

16

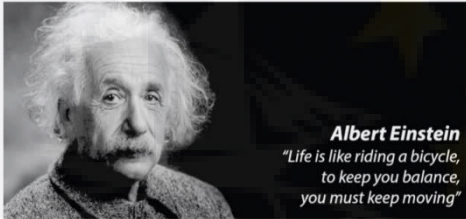
30

Benar : 6
Salah : 14

1 of 10 2/1/2022, 3:21 PM

Pre-Test <https://docs.google.com/forms/u/0/d/1FqQvcKWHSxL.DwpMaEn3TL...>

The text is for number 1-5



Albert Einstein
*"Life is like riding a bicycle,
to keep you balance,
you must keep moving"*

1. What is the meaning from the quotes?

- a. If want a good life, keep trying like you riding a bicycle ✓
- b. It is about how to riding bicycle
- c. Life keep moving
- d. Life must go on

2. Who is the author of the text?

- a. Newton
- b. The beatles
- c. Albert Enstein ✓
- d. I.r Soekarno

1 of 10 2/1/2022, 3:21 PM

3. What is advantage of the text?

- a. Motivate to live better by trying
- b. To make others understand love
- c. To inform other about music
- d. To inform that a father loves his child ✕

4. What is "bicycle" in Indonesia?

- a. Mobil
- b. Sepeda
- c. Motor ✕
- d. Kereta

5. What is "moving" in Indonesia?

- a. Jalan
- b. Bergerak
- c. Tidur ✕
- d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?

- a. We can follow the wind blows
- b. We can't change the God's will ✕
- c. We need to change our wind blows
- d. We should follow the rule

7. What does the word adjust means in the caption?

- a. We can decide our ways
- b. We can arrange our plans
- c. We can make our ways
- d. We need someone to give advances ✕

8. The words Sails mean....

- a. Our goal
- b. Our decision
- c. Our dream ✕
- d. Our ways

9. The translation of Sails is....

- a. Kapal
- b. Laut
- c. Layar ✓
- d. Perahu

10. What do you feel after reading the caption?

- a. Sad
- b. Get motivation
- c. Confused with the world
- d. Feel better in my life ✕

5 of 10
Pre-Test

<https://docs.google.com/forms/u/0/d/1FnQvcKWHStL.DwpMaEn3TL...> 2/1/2022, 3:21 PM

The text is for number 11-15

Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?

- a. Name is not a mistake ✓
- b. The writer's name is fault
- c. Ms. World is just a program
- d. We can not depend on the program

5 of 10

2/1/2022, 3:21 PM

12. What is "understand" in Indonesia?

- a. Lari
- b. Makan
- c. Memahami
- d. Membaca ✕

13. What is the Microsoft Word?

- a. A channel on tv
- b. A program of internet
- c. A program of computer
- d. A tool of internet ✕

14. What is "spelling" in Indonesia?

- a. Mengeja
- b. Membaca ✕
- c. Menulis
- d. Mendengar

7 of 10
Pre-Test

<https://docs.google.com/forms/u/0/d/1FnQvcKWHStL.DwpMaEn3TL> 2/1/2022, 3:21 PM

15. What is "mistake" in Indonesia?

- a. Keinginan ✕
- b. Keingintahuan
- c. Kemauan
- d. Kesalahan

The text is for number 16-20



16. Who is the author of the text?

- a. C.S Lewis ✓
- b. The beatles
- c. Queen Elisabeth
- d. I.r Soekarno

8 of 10

2/1/2022, 3:21 PM

17. What is the meaning of "dream"?

- a. Impian
- b. Lamunan ✕
- c. Angan-angan
- d. Keinginan

18. What is the purpose of the text?

- a. To inform readers
- b. To educate readers
- c. To make surprised ✕
- d. To motivate readers

19. What is the meaning of "goal"?

- a. Tujuan
- b. Harapan
- c. Keinginan ✕
- d. Cita-cita

20. The antonym of the word "old" is?

- a. Past
- b. Mature
- c. Senior
- d. Young ✓

This content is neither created nor endorsed by Google.

Google Forms

Pre-Test

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Name *

Mutmainnah

Class *

8.7

No absen *

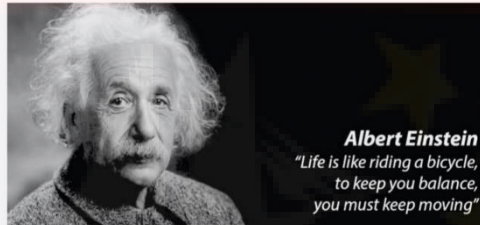
12

60

Benar : 12

Salah : 8

The text is for number 1-5



1. What is the meaning from the quotes?

- a. If want a good life, keep trying like you riding a bicycle
- b. It is about how to riding bicycle
- c. Life keep moving ✕
- d. Life must go on

2. Who is the author of the text?

- a. Newton
- b. The beatles
- c. Albert Enstein ✓
- d. I.r Soekarno

3. What is advantage of the text?

- a. Motivate to live better by trying
- b. To make others understand love
- c. To inform other about music ✗
- d. To inform that a father loves his child

4. What is "bicycle" in Indonesia?

- a. Mobil
- b. Sepeda ✓
- c. Motor
- d. Kereta

5. What is "moving" in Indonesia?

- a. Jalan
- b. Bergerak ✓
- c. Tidur
- d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?

- a. We can follow the wind blows
- b. We can't change the God's will ✗
- c. We need to change our wind blows
- d. We should follow the rule

7. What does the word adjust means in the caption?

- a. We can decide our ways
- b. We can arrange our plans
- c. We can make our ways ✗
- d. We need someone to give advances

8. The words Sails mean....

- a. Our goal
- b. Our decision ✕
- c. Our dream
- d. Our ways

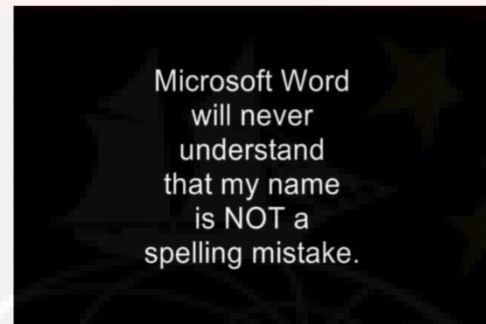
9. The translation of Sails is....

- a. Kapal
- b. Laut
- c. Layar ✓
- d. Perahu

10. What do you feel after reading the caption?

- a. Sad
- b. Get motivation ✓
- c. Confused with the world
- d. Feel better in my life

The text is for number 11-15



11. What is the meaning of the text?

- a. Name is not a mistake ✓
- b. The writer's name is fault
- c. Ms. World is just a program
- d. We can not depend on the program

12. What is "understand" in Indonesia?

- a. Lari
- b. Makan
- c. Memahami ✓
- d. Membaca

13. What is the Microsoft Word?

- a. A channel on tv
- b. A program of internet
- c. A program of computer ✓
- d. A tool of internet

14. What is "spelling" in Indonesia?

- a. Mengeja ✓
- b. Membaca
- c. Menulis
- d. Mendengar

7 of 10
Pre-Test

2/1/2022, 3:20 PM
<https://docs.google.com/forms/u/0/d/1FmQvcKWHStLDwpMaEn3TL...>

15. What is "mistake" in Indonesia?

- a. Keinginan
- b. Keingintahuan
- c. Kemauan
- d. Kesalahan ✓

The text is for number 16-20



16. Who is the author of the text?

- a. C.S Lewis ✓
- b. The Beatles
- c. Queen Elisabeth
- d. I. I. Soekarno

8 of 10

2/1/2022, 3:20 PM

17. What is the meaning of "dream"?

- a. Impian
- b. Lamunan
- c. Angan-angan ✗
- d. Keinginan

18. What is the purpose of the text?

- a. To inform readers
- b. To educate readers
- c. To make surprised
- d. To motivate readers ✓

19. What is the meaning of "goal"?

- a. Tujuan
- b. Harapan ✗
- c. Keinginan
- d. Cita-cita

20. The antonym of the word "old" is?

- a. Past
- b. Mature
- c. Senior ✗
- d. Young

This content is neither created nor endorsed by Google.

Google Forms

Pre-Test

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksa jawab anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Name *

naabil budi nugraha

Class *

8.7

No absen *

14

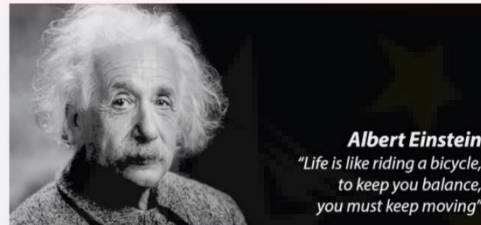
75

Benar : 15

Salah : 5

1 of 10
Pre-Test<https://docs.google.com/forms/u/0/d/1FnQvcKWHStL.DwpMaEn3TL...> 2/1/2022, 3:22 PM

The text is for number 1-5



1. What is the meaning from the quotes?

- a. If want a good life, keep trying like you riding a bicycle ✓
- b. It is about how to riding bicycle
- c. Life keep moving
- d. Life must go on

2. Who is the author of the text?

- a. Newton
- b. The beatles
- c. Albert Enstein ✓
- d. I. R. Soekarno

2 of 10

2/1/2022, 3:22 PM

3. What is advantage of the text?

- a. Motivate to live better by trying ✓
- b. To make others understand love
- c. To inform other about music
- d. To inform that a father loves his child

4. What is "bicycle" in Indonesia?

- a. Mobil
- b. Sepeda ✓
- c. Motor
- d. Kereta

5. What is "moving" in Indonesia?

- a. Jalan
- b. Bergerak ✓
- c. Tidur
- d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?

- a. We can follow the wind blows
- b. We can't change the God's will ✗
- c. We need to change our wind blows
- d. We should follow the rule

7. What does the word adjust means in the caption?

- a. We can decide our ways
- b. We can arrange our plans
- c. We can make our ways ✗
- d. We need someone to give advances

8. The words Sails mean....

- a. Our goal ✕
- b. Our decision
- c. Our dream
- d. Our ways

9. The translation of Sails is....

- a. Kapal
- b. Laut
- c. Layar ✓
- d. Perahu

10. What do you feel after reading the caption?

- a. Sad
- b. Get motivation ✓
- c. Confused with the world
- d. Feel better in my life

The text is for number 11-15

Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?

- a. Name is not a mistake
- b. The writer's name is fault
- c. Ms. World is just a program
- d. We can not depend on the program ✕

12. What is "understand" in Indonesia?

- a. Lari
- b. Makan
- c. Memahami ✓
- d. Membaca

13. What is the Microsoft Word?

- a. A channel on tv
- b. A program of internet
- c. A program of computer ✓
- d. A tool of internet

14. What is "spelling" in Indonesia?

- a. Mengeja ✓
- b. Membaca
- c. Menulis
- d. Mendengar

7 of 10
Pre-Test

2/1/2022, 3:22 PM
<https://docs.google.com/forms/u/0/d/1FwQvcKWHStL.DwpMaEn3TL>

15. What is "mistake" in Indonesia?

- a. Keinginan
- b. Keingintahuan
- c. Kemauan
- d. Kesalahan ✓

The text is for number 16-20



16. Who is the author of the text?

- a. C.S Lewis ✓
- b. The Beatles
- c. Queen Elisabeth
- d. I. I Soekarno

8 of 10

2/1/2022, 3:22 PM

17. What is the meaning of "dream"?

- a. Impian ✓
- b. Lamunan
- c. Angan-angan
- d. Keinginan

18. What is the purpose of the text?

- a. To inform readers
- b. To educate readers
- c. To make surprised
- d. To motivate readers ✓

19. What is the meaning of goal?

- a. Tujuan ✓
- b. Harapan
- c. Keinginan
- d. Cita-cita

20. The antonym of the word "old" is?

- a. Past
- b. Mature ✗
- c. Senior
- d. Young

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APPENDIX 6 : THE RESULT OF STUDENTS' POST-TEST

Post-Test <https://docs.google.com/forms/u/0/d/17q8SGmLKiAqLzSGVyh5R7z...>

Post-Test

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Name *
Neva Salsabila

Class *
8.7

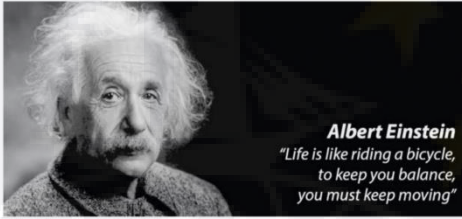
No absen *
16

75
Benor : 15
Salah : 5

1 of 10 2/1/2022, 11:45 AM

Post-Test <https://docs.google.com/forms/u/0/d/17q8SGmLKiAqLzSGVyh5R7z...>

The text is for number 1-5



Albert Einstein
*"Life is like riding a bicycle,
to keep you balance,
you must keep moving"*

1. What is the meaning from the quotes?

- a. If want a good life, keep trying like you riding a bicycle ✓
- b. It is about how to riding bicycle
- c. Life keep moving
- d. Life must go on

2. Who is the author of the text?

- a. Newton
- b. The Beatles
- c. Albert Einstein ✓
- d. I. I. Soekarno

3. What is advantage of the text?

- a. Motivate to live better by trying
- b. To make others understand love
- c. To inform other about music
- d. To inform that a father loves his child ✕

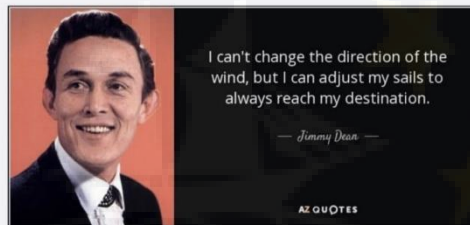
4. What is "bicycle" in Indonesia?

- a. Mobil
- b. Sepeda ✓
- c. Motor
- d. Kereta

5. What is "moving" in Indonesia?

- a. Jalan
- b. Bergerak ✓
- c. Tidur
- d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?

- a. We can follow the wind blows
- b. We can't change the God's will
- c. We need to change our wind blows
- d. We should follow the rule ✓

7. What does the word adjust means in the caption?

- a. We can decide our ways ✓
- b. We can arrange our plans
- c. We can make our ways
- d. We need someone to give advances

8. The words Sails mean....

- a. Our goal ✗
- b. Our decision
- c. Our dream
- d. Our ways

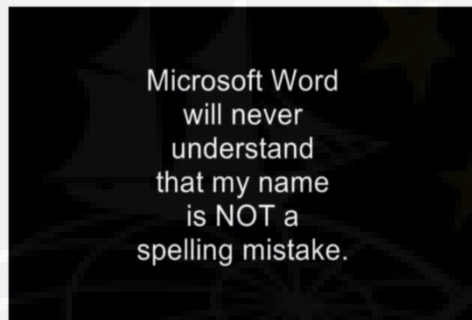
9. The translation of Sails is....

- a. Kapal
- b. Laut
- c. Layar ✓
- d. Perahu

10. What do you feel after reading the caption?

- a. Sad
- b. Get motivation
- c. Confused with the world
- d. Feel better in my life ✗

The text is for number 11-15



Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?

- a. Name is not a mistake
- b. The writer's name is fault
- c. Ms. World is just a program ✗
- d. We can not depend on the program

12. What is "understand" in Indonesia?

- a. Lari
- b. Makan ✗
- c. Memahami
- d. Membaca

13. What is the Microsoft Word?

- a. A channel on tv
- b. A program of internet
- c. A program of computer ✓
- d. A tool of internet

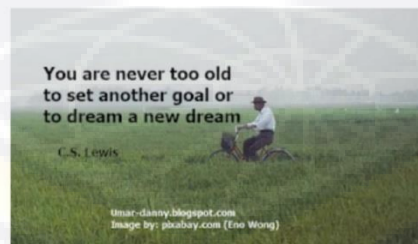
14. What is "spelling" in Indonesia?

- a. Mengeja ✓
- b. Membaca
- c. Menulis
- d. Mendengar

15. What is "mistake" in Indonesia?

- a. Keinginan
- b. Keingintahuan
- c. Kemauan
- d. Kesalahan ✓

The text is for number 16-20



16. Who is the author of the text?

- a. C.S Lewis ✓
- b. The beatles
- c. Queen Elisabeth
- d. I.r Soekarno

17. What is the meaning of "dream"?

- a. Impian ✓
- b. Lamunan
- c. Angan-angan
- d. Keinginan

18. What is the purpose of the text?

- a. To inform readers
- b. To educate readers
- c. To make surprised
- d. To motivate readers ✓

19. What is the meaning of goal?

- a. Tujuan ✓
- b. Harapan
- c. Keinginan
- d. Cita-cita

UNIVERSITAS

BOSOWA

20. The antonym of the word "old" is?

- a. Past
- b. Mature
- c. Senior
- d. Young ✓

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Google Forms

Post-Test

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksaalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Name *

Mutmainnah

Class *

8.7

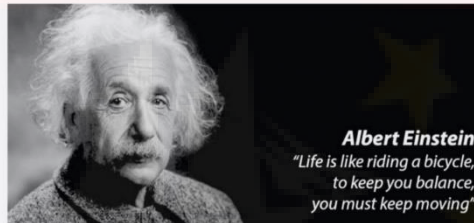
No absen *

12

90

Benar : 18
Salah : 2

The text is for number 1-5



1. What is the meaning from the quotes?

- a. If want a good life, keep trying like you riding a bicycle ✓
- b. It is about how to riding bicycle
- c. Life keep moving
- d. Life must go on

2. Who is the author of the text?

- a. Newton
- b. The bealles
- c. Albert Einstein ✓
- d. Ir Soekarno

3. What is advantage of the text?

- a. Motivate to live better by trying ✓
- b. To make others understand love
- c. To inform other about music
- d. To inform that a father loves his child

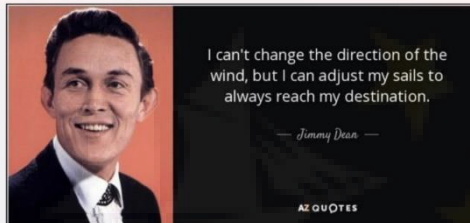
4. What is "bicycle" in Indonesia?

- a. Mobil
- b. Sepeda ✓
- c. Motor
- d. Kereta

5. What is "moving" in Indonesia?

- a. Jalan
- b. Bergerak ✓
- c. Tidur
- d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?

- a. We can follow the wind blows
- b. We can't change the God's will
- c. We need to change our wind blows
- d. We should follow the rule ✓

7. What does the word adjust means in the caption?

- a. We can decide our ways ✓
- b. We can arrange our plans
- c. We can make our ways
- d. We need someone to give advances

8. The words Sails mean....

- a. Our goal
- b. Our decision
- c. Our dream
- d. Our ways ✗

9. The translation of Sails is....

- a. Kapal ✗
- b. Laut
- c. Layar
- d. Perahu

10. What do you feel after reading the caption?

- a. Sad
- b. Get motivation ✓
- c. Confused with the world
- d. Feel better in my life

The text is for number 11-15

Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?

- a. Name is not a mistake ✓
- b. The writer's name is fault
- c. Ms. World is just a program
- d. We can not depend on the program

12. What is "understand" in Indonesia?

- a. Lari
- b. Makan
- c. Memahami ✓
- d. Membaca

13. What is the Microsoft Word?

- a. A channel on tv
- b. A program of internet
- c. A program of computer ✓
- d. A tool of internet

14. What is "spelling" in Indonesia?

- a. Mengeja ✓
- b. Membaca
- c. Menulis
- d. Mendengar

15. What is "mistake" in Indonesia?

- a. Keinginan
- b. Keingintahuan
- c. Kemauan
- d. Kesalahan ✓

The text is for number 16-20



16. Who is the author of the text?

- a. C.S Lewis ✓
- b. The Beatles
- c. Queen Elisabeth
- d. Ir Soekarno

17. What is the meaning of "dream"?

- a. Impian ✓
- b. Lamunan
- c. Angan-angan
- d. Keinginan

18. What is the purpose of the text?

- a. To inform readers
- b. To educate readers
- c. To make surprised
- d. To motivate readers ✓

19. What is the meaning of goal?

- a. Tujuan ✓
- b. Harapan
- c. Keinginan
- d. Cita-cita

20. The antonym of the word "old" is?

- a. Past
- b. Mature
- c. Senior
- d. Young ✓

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Google Forms

Post-Test

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

Name *

naabil budi nugraha

Class *

8.7

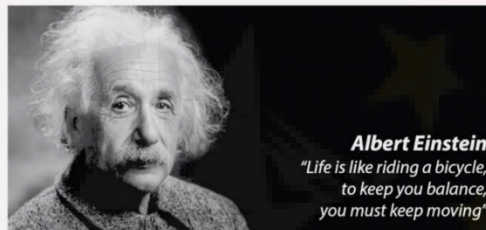
No absen *

14

100

Benar : 20
Salah : 0

The text is for number 1-5



1. What is the meaning from the quotes?

- a. If want a good life, keep trying like you riding a bicycle ✓
- b. It is about how to riding bicycle
- c. Life keep moving
- d. Life must go on

2. Who is the author of the text?

- a. Newton
- b. The Beatles
- c. Albert Einstein ✓
- d. I. r Soekarno

3. What is advantage of the text?

- a. Motivate to live better by trying ✓
- b. To make others understand love
- c. To inform other about music
- d. To inform that a father loves his child

4. What is "bicycle" in Indonesia?

- a. Mobil
- b. Sepeda ✓
- c. Motor
- d. Kereta

5. What is "moving" in Indonesia?

- a. Jalan
- b. Bergerak ✓
- c. Tidur
- d. Malas

The text is for number 6-10



6. I can't change the direction of the wind what does the sentence mean?

- a. We can follow the wind blows
- b. We can't change the God's will
- c. We need to change our wind blows
- d. We should follow the rule ✓

7. What does the word adjust means in the caption?

- a. We can decide our ways ✓
- b. We can arrange our plans
- c. We can make our ways
- d. We need someone to give advances

8. The words Sails mean....

- a. Our goal
- b. Our decision
- c. Our dream
- d. Our ways ✓

9. The translation of Sails is....

- a. Kapal
- b. Laut
- c. Layar ✓
- d. Perahu

10. What do you feel after reading the caption?

- a. Sad
- b. Get motivation ✓
- c. Confused with the world
- d. Feel better in my life

The text is for number 11-15

Microsoft Word
will never
understand
that my name
is NOT a
spelling mistake.

11. What is the meaning of the text?

- a. Name is not a mistake ✓
- b. The writer's name is fault
- c. Ms. World is just a program
- d. We can not depend on the program

12. What is "understand" in Indonesia?

- a. Lari
- b. Makan
- c. Memahami ✓
- d. Membaca

13. What is the Microsoft Word?

- a. A channel on tv
- b. A program of internet
- c. A program of computer ✓
- d. A tool of internet

14. What is "spelling" in Indonesia?

- a. Mengeja ✓
- b. Membaca
- c. Menulis
- d. Mendengar

15. What is "mistake" in Indonesia?

- a. Keinginan
- b. Keingintahuan
- c. Kemauan
- d. Kesalahan ✓

The text is for number 16-20



16. Who is the author of the text?

- a. C.S Lewis ✓
- b. The Beatles
- c. Queen Elisabeth
- d. I. Soekarno

17. What is the meaning of "dream"?

- a. Impian ✓
- b. Lamunan
- c. Angan-angan
- d. Keinginan

18. What is the purpose of the text?

- a. To inform readers.
- b. To educate readers
- c. To make surprised
- d. To motivate readers ✓

19. What is the meaning of goal?

- a. Tujuan ✓
- b. Harapan
- c. Keinginan
- d. Cita-cita

20. The antonym of the word "old" is?

- a. Past
- b. Mature
- c. Senior
- d. Young ✓

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APPENDIX 7 : THE STUDENTS' SCORE IN PRE-TEST AND POST-TEST

The Students' Score and Data SPSS

A. The Students' pre-test and post-test score

No.	Students' Initial	Score Pre-Test	Classification	Score Post-Test	Classification
1.	M	60	Poor	90	Good
2.	IEP	75	Average	95	Excellent
3.	VAP	70	Average	80	Good
4.	NS	30	Very Poor	75	Average
5.	AAT	70	Average	100	Excellent
6.	APT	60	Poor	90	Good
7.	AGWZ	65	Average	90	Good
8.	A	60	Poor	75	Average
9.	NBN	75	Average	100	Excellent
10.	MDRR	70	Average	80	Good
11.	HAK	50	Very Poor	85	Good
12.	NAR	30	Very Poor	70	Average
13.	DV	60	Poor	95	Excellent
14.	MAY	65	Average	80	Good
15.	S	45	Very Poor	75	Average
16.	AF	60	Poor	85	Good
17.	MAA	55	Poor	80	Good
18.	MFR	50	Very Poor	70	Average
19.	ROM	65	Average	85	Good
20.	RP	50	Very Poor	80	Good

B. Paired T-test Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	20	30.00	75.00	1165.00	58.2500	12.80162
Post-Test	20	70.00	100.00	1675.00	83.7500	9.44165
Valid N (listwise)	20					

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-2.55000E1	8.87041	1.98348	-29.65148	-21.34852	-12.856	19	.000

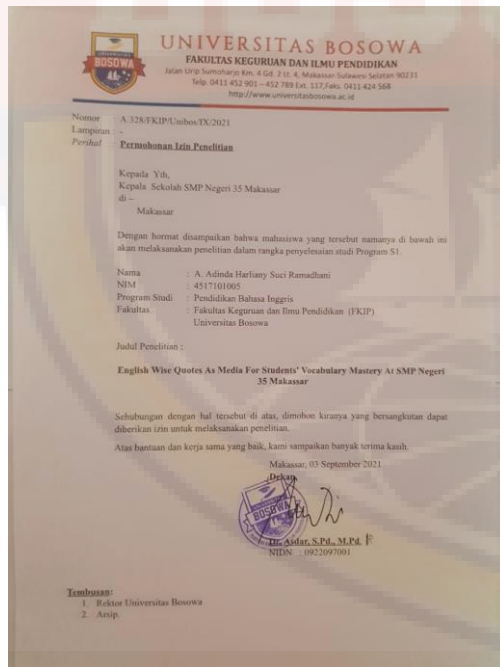
Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	10.0	10.0
	45	1	5.0	15.0
	50	3	15.0	30.0
	55	1	5.0	35.0
	60	5	25.0	60.0
	65	3	15.0	75.0
	70	3	15.0	90.0
	75	2	10.0	100.0
Total	20	100.0	100.0	

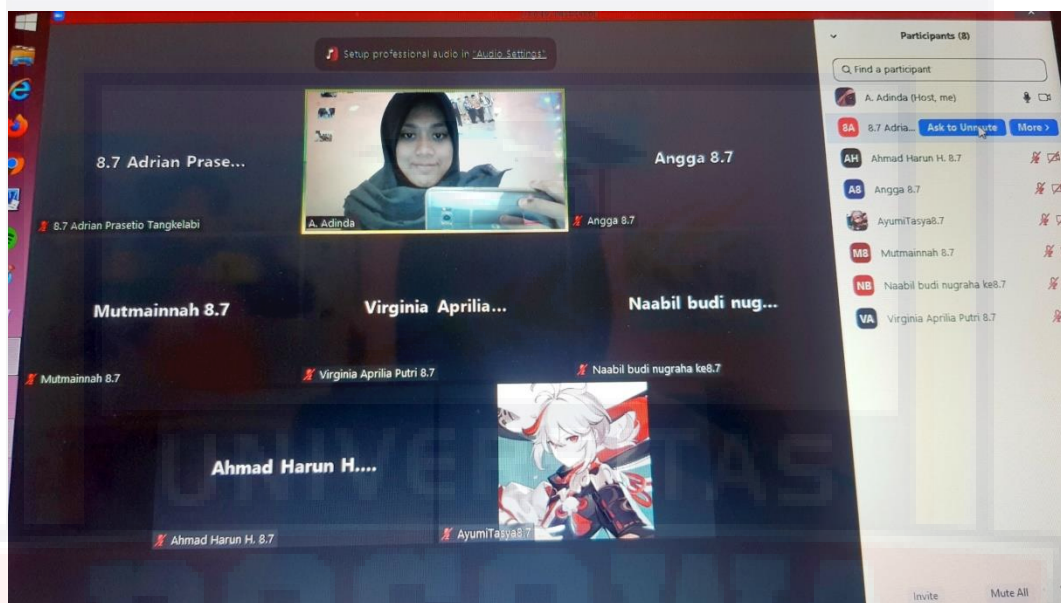
Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	15.0	15.0	15.0
	75	2	10.0	10.0	25.0
	80	5	25.0	25.0	50.0
	85	3	15.0	15.0	65.0
	90	3	15.0	15.0	80.0
	95	2	10.0	10.0	90.0
	100	2	10.0	10.0	100.0
Total		20	100.0	100.0	

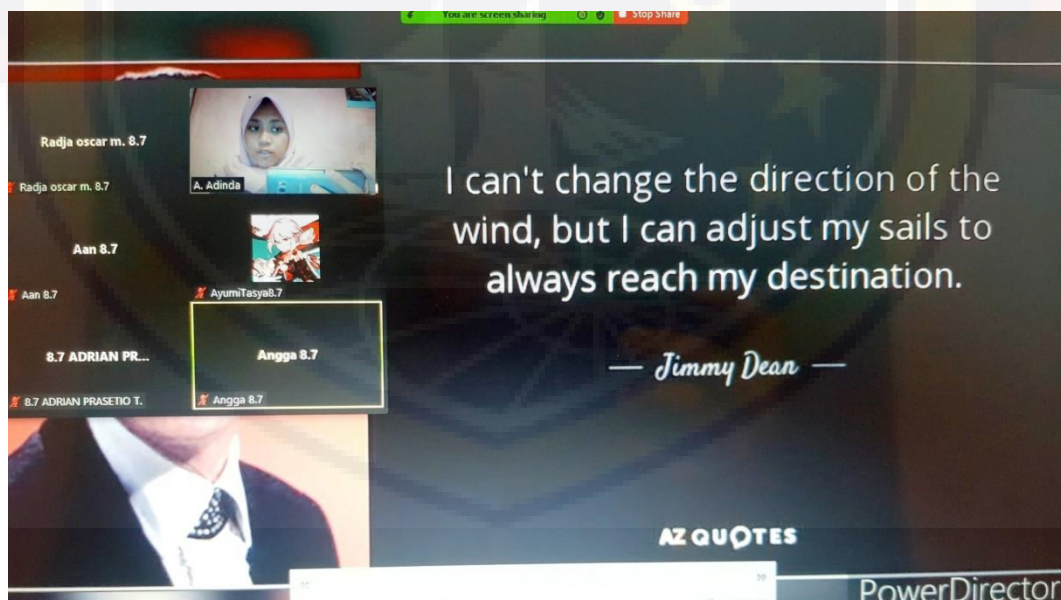
APPENDIX 8 : ADMINISTRATION



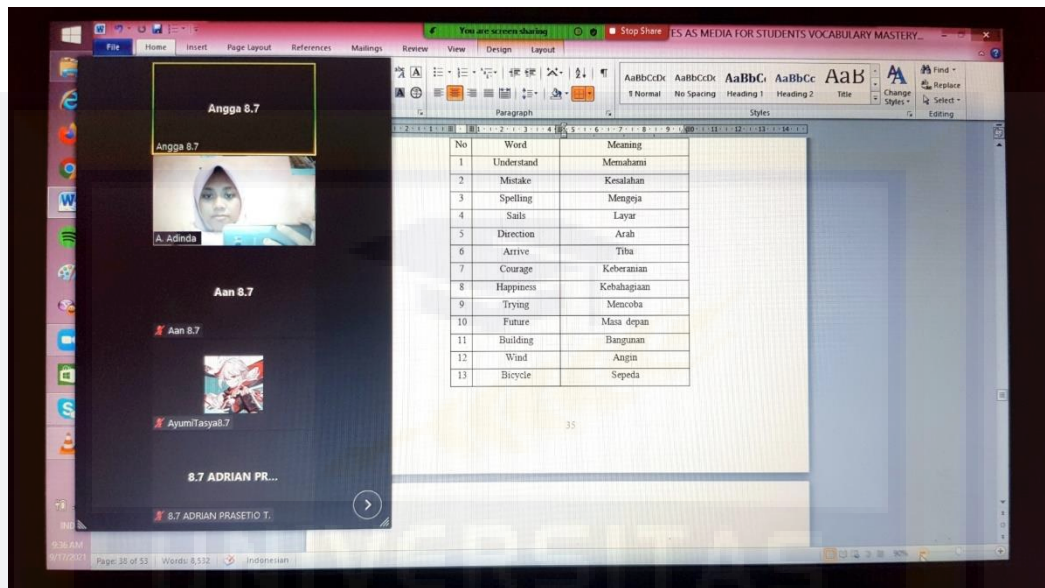
APPENDIX 9 : DOCUMENTATION



Picture 1: The researcher was giving the guidance before giving a pre-test



Picture 2: The researcher was explain the material about wise quotes, and explains the meaning of the meaning of the quoted quotes



Picture 3: The researcher was explain the material about wise quotes, and explains the meaning of the meaning of the quoted quotes



Picture 4: Researcher provide input before giving post-test

BIOGRAPHY



A. Adinda Harliany Suci Ramadhani was born in Barru, December 29th, 1998. Her father is A. Harlan and her mother is A. Dharma Sari. She is the second of seven siblings. She has two sisters and four brothers. She started her elementary school education at SDN Sipala I Makassar from 2005 to 2011. After graduating in 2011, she studied at SMPN 35 Makassar and finished in 2014. She completed her high school education at SMAN 18 Makassar and graduated in 2017. Then, she decided to continue her study at of English Education Study Program, Faculty of Teacher Training and Education, Bosowa University Makassar, undergraduate program and finished in 2022. In campus, she is also a member of the BEM, and a member of the English Association, she is a member of public relations in her association. She has been a steering committee in her association activity, namely English Camp 2021.