

**CONTEXTUALIZED AND DECONTEXTUALIZED
VOCABULARY LEARNING TO ENHANCE
VOCABULARY UNDERSTANDING
(An Experimental Study in Vocabulary Learning
with Mixed-Methods)**



A THESIS

**In Partial Fulfillment of The Requirements
for Master Degree in Linguistics**

**Uswatunnisa
13020215410011**

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2017**

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, May 26th 2017



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A THESIS

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Uswatunnisa
13020215410011

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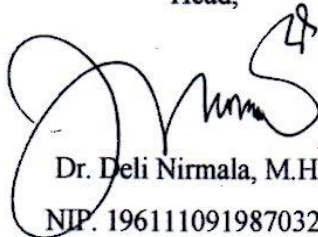
Advisor,



Dr. Suharno, M.Ed
NIP. 195205081983031001

Master Program in Linguistics

Head,



Dr. Deli Nirmala, M.Hum
NIP. 196111091987032001

A THESIS VALIDATION

CONTEXTUALIZED AND DECONTEXTUALIZED VOCABULARY
LEARNING TO ENHANCE VOCABULARY UNDERSTANDING
(An Experimental Study in Vocabulary Learning with Mixed-Methods)

Submitted by:

Uswatunnisa

13020215410011

Approved by


Strata II Thesis Examination Committee Master Degree in Linguistics

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Chairman

Dr. Suharno, M.Ed.

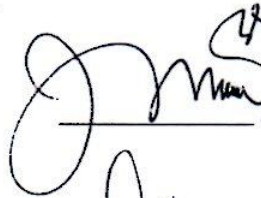
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 Date (15-06-2017)

First Member

Dr. Deli Nirmala, M.Hum.


NIP. 196111091987032001

 Date (21-06-2017)

Second Member

Dr. Nurhayati, M.Hum.


NIP. 196610041990012001

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Third Member

Dr. Agus Subiyanto, M.A.

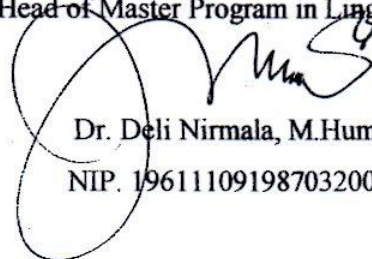
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Accepted and declared in Semarang

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Head of Master Program in Linguistics,



Dr. Deli Nirmala, M.Hum.

NIP. 196111091987032001

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People nowadays are faced in different decision in living their life that whether to focus on making money as much as they can make, to improve skills, or keep continuing the study and to place themselves amongst thinker community. I would rather be in the third choice is that to keep continuing my study and to place myself amongst them who concern on providing newest findings that might facilitate all people and the world for future life. I would like to be able to present an innovative work that might be useful to my reader and even for worldwide, specifically education world.

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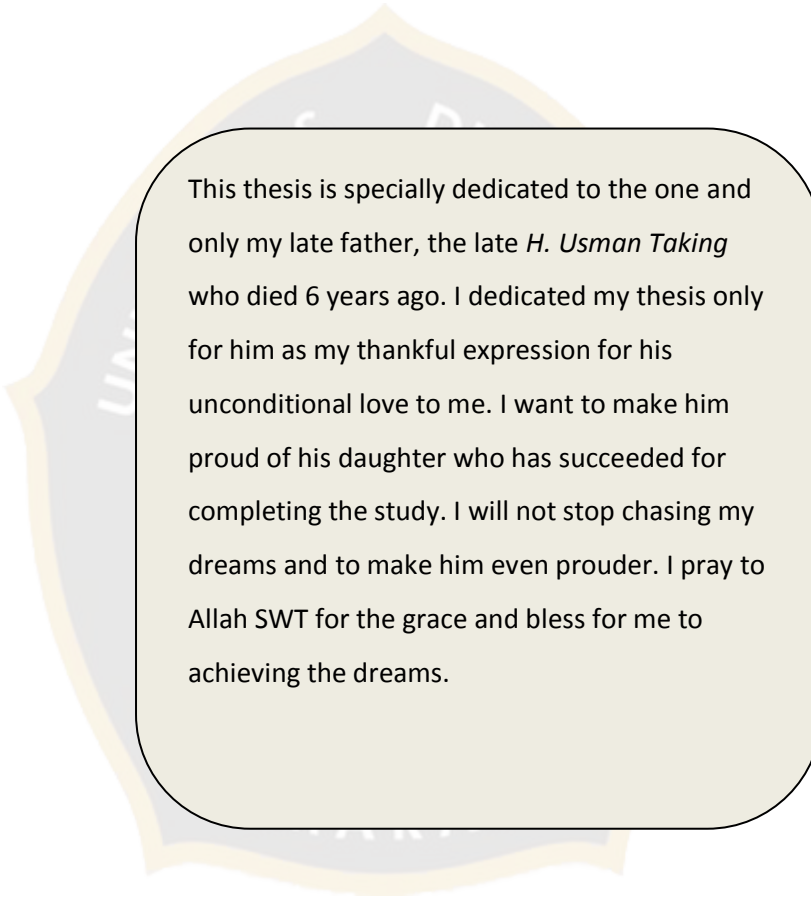
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DEDICATION

"To every action there is an equal and opposite reaction". Sir Isaac Newton

"Every moment of your life is infinitely creative and the Universe is endlessly bountiful. Just put forth a clear enough request, and everything your heart desires must come to you." Shakti Gawain



This thesis is specially dedicated to the one and only my late father, the late *H. Usman Taking* who died 6 years ago. I dedicated my thesis only for him as my thankful expression for his unconditional love to me. I want to make him proud of his daughter who has succeeded for completing the study. I will not stop chasing my dreams and to make him even prouder. I pray to Allah SWT for the grace and bless for me to achieving the dreams.

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**CONTEXTUALIZED AND DECONTEXTUALIZED VOCABULARY
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Uswatunnisa

13020215410011

Diponegoro University

nyd.nisa@gmail.com

Abstract

This research aims to elaborate the effectiveness of both contextualized and decontextualized vocabulary learning strategy in improving students' vocabulary understanding. This is a mixed-method study, applying QUAN-qual model. The quantitative research is conducted through quasi-experimental research and qualitative research is conducted through interview with the students after the quantitative data were collected. The subjects of this research are students in class XII A IPA as the control class and XII B IPA as the experimental class. The results show that both learning strategies are able to enhance students' vocabulary understanding, but contextualized vocabulary learning strategy is better to be used than decontextualized vocabulary learning strategy. Based on all findings of the statistical analysis and also supported by the interview results, it can be concluded that the enhancement of the students taught by using contextualized vocabulary learning strategy is more significant than the one taught by decontextualized vocabulary learning strategy. It helps the students to enhance their understand on the meaning, possible meaning of the words, word classes, word use, and word form.

Key words: *Contextualization, Decontextualization, Vocabulary Learning,
Vocabulary Understanding.*

PEMBELAJARAN KOSAKATA SECARA KONTEKSTUAL DAN NONKONTEKS UNTUK MENINGKATKAN PEMAHAMAN KOSAKATA

(Studi Eksperimen pada Pembelajaran Kosakata
dengan Metode Campuran)

Uswatunnisa

13020215410011

Universitas Diponegoro

nyd.nisa@gmail.com

Intisari

Penelitian ini bertujuan untuk menguraikan keefektifan dari strategi belajar *contextualized vocabulary* dan *decontextualized vocabulary* dalam meningkatkan pemahaman siswa akan kosa-kata. Penelitian ini adalah penelitian *mixed-method* dengan mengaplikasikan model penelitian QUAN-qual. Penelitian kuantitatif dilakukan dengan menerapkan kuasi eksperimental sedangkan penelitian kualitatif dilakukan dengan cara melakukan wawancara kepada siswa setelah data kuantitatif dikumpulkan. Subjek penelitian adalah siswa kelas XII A IPA sebagai kelas kontrol dan siswa kelas XII B IPA sebagai kelas eksperimental. Hasil penelitian menunjukkan bahwa kedua strategi belajar kosa-kata tersebut dapat meningkatkan pemahaman kosa-kata siswa, tetapi strategi belajar *contextualized vocabulary* lebih baik daripada *decontextualized vocabulary*. Berdasarkan semua hasil analisa statistik dan ditunjang oleh hasil wawancara dengan siswa, dapat disimpulkan bahwa peningkatan yang terjadi pada subjek yang diajarkan dengan menggunakan strategi belajar *contextualized vocabulary* jauh lebih signifikan. Melalui strategi belajar tersebut dapat meningkatkan pemahaman siswa terhadap makna sesungguhnya dan makna berdasarkan konteks kalimat, kelas kata, penggunaan kata, dan bentuk kata.

Kata Kunci : *Contextualization, Decontextualization, Pembelajaran Kosa Kata,*

Pemahaman Kosa Kata.

CHAPTER I

INTRODUCTION

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

1.1 Background

Vocabulary is fundamental to a language. It is a crucial matter in communication. Vocabulary is needed by every language learner in order to be able to communicate. It is considered one of language elements. Yet, it is the main element of a language to be learned in order to have a good language mastery. That a learner can produce and understand the language depends on vocabulary level that he has. As Fan (2003) stated that the biggest thing of language learning is the knowledge of vocabulary. A good vocabulary understanding will facilitate students in mastering English.

Vocabulary is important to be learned since childhood. Vocabulary can be learned in every language skill and in many different ways. Besides, in every language skill teaching, there has to be vocabulary learning inserted in it. Brown (2006) stated that vocabulary needs to be learned properly since it has become a part of child's language understanding and language skills. Referring to what Brown has stated, the researcher can conclude that vocabulary learning should be conducted precisely as early as possible.

Nowadays, English has become a crucial part in global life, especially in education. In Indonesia we learn English as a foreign language and it has become a crucial matter for people, especially students. The more modern the era is, the

more we need to have knowledge in English. In order to be able to master the language we need to start to enhance the vocabulary.

Vocabulary understanding is crucial for EFL students because before they can comprehend what they have read or heard, they will need sufficient knowledge of the words first (Teng, 2014a). The learners need to enhance their understanding on vocabulary to facilitate them in English mastery. Yet, the things mattered are what kind of vocabulary that they are going to learn about and what method that the teacher should use. Those points are kinds of issues that are still important to be discussed nowadays. Vocabulary understanding can be enhanced properly by choosing a right method for the students.

As we know the fact that in Indonesia there are some senior high schools and many universities which conduct vocabulary learning as a course. It proves that the teachers and the lecturers are concerned about enhancing students English skills by emphasizing the vocabulary learning first. Nevertheless, it is really important for the teacher to ensure what method is appropriate to be used in vocabulary learning. According to Nation and Newton (1997), EFL teachers are concerned more to the lexical related problems and the focus of language teaching has moved towards the center of the development of language curricula. It means that by focusing on lexical problem as a language teaching is a movement of development in language curriculum.

The researcher chose Pesantren Ikatan Mesjid Mushallah Indonesia Muthahidah (IMMIM) Makassar as the location of the research because she was interested in finding out the English competence of the students. After observing

the school, interviewing both the English teacher and the students, and watching how the teacher taught the students, eventually, the researcher came up with the main problem that the students had poor vocabulary understanding. Although the vocabulary learning has been conducted, yet it does not facilitate the students in mastering English.

The students still have poor reading skills, writing, listening, and speaking. The researcher knew that fact after she observed the students' English score in school exam, students' tasks and practices, and also their homework. Most of the students' score in school exam might not be as good as what the teacher has put in the progress report if the students were not do the remedial test. So, based on the observation results she found that most of the students had poor English mastery.

The researcher watched the teacher taught English to the students. The teacher taught the students all the English material orderly but there is no vocabulary learning inserted in the teaching materials. The teacher asked the students to find the definition of the word in monolingual dictionary and asked them to memorize the words without any further explanation of the words and proper example given. The teacher seemed to focus on finishing all the materials in the book in time.

After the observation done, the researcher then came to see the teacher and asked him about the reason he focused more on finishing the materials for one meeting in the book rather than considering whether or not the students can get what he explained. The teacher said that he was quite overwhelmed in fulfilling the curriculum demands so he hoped that the students will learn and enhance their

vocabulary understanding by themselves. Based on the problem described above, the researcher suggested that it is better for the teacher to apply different technique in helping the students to learn the vocabulary, but not degrading himself in finishing the materials for one meeting in order to fulfill the curriculum demands.

Nowadays, there are many techniques invented by the experts and the researchers which are related to vocabulary learning. Yet, the researcher chose contextualization learning strategy to help the students in enhancing their vocabulary understanding. It is because contextualized vocabulary learning is suitable for the students to understand words with proper meaning and to know how to use words wisely. Meanwhile, the researcher also applied decontextualized vocabulary learning strategy because the English teachers often apply it in teaching.

Contextualized vocabulary learning or learning words in context has many other terms, one of them is contextualized teaching. Contextualized vocabulary learning is about guiding the students to learn the new words by conceptualizing them and correlate them in the students' own context by relating the words to the factual things. It helps the students to understand more about the meaning of the words (Unaldi, et. al, 2013). Furthermore, they explain that learning words in context means the learners should give effort to make a conceptualization out of the new word relates to a different context, objects, things, people, or activities that can help the students to understand the words. Learning words in context can

help the students to know the words lasts longer and the learner acquires the knowledge of how to use the word properly.

Meanwhile, there are some experts that defined the meaning of decontextualized vocabulary learning as learning words out of context. According to Oxford and Crookall (1990), using decontextualized vocabulary learning means that the word is removed from any communicative context that might be a clue for the learner to remember and that might make any sense about the actual use of the word as a part of the language.

However, Nation (2001) explains decontextualization as “the word is removed from its message context to be focused on as a language item”. It means, by only applying decontextualized vocabulary learning strategy can drive the learners to focus on the actual meaning or basic definition of the word instead of the possible or the intended meaning. As we know the meaning of the word is determined by the context of the word itself. Furthermore, he explained that decontextualized words are neither isolated words nor unusable words in a sentence or any context. Words may occur in a story that the teacher reads aloud to the class or in a sentence written on the board as a sample.

The researcher suggested those strategies to be tested towards the students. The teaching and learning process are expected to be contextualized, relates it with reality and simple circumstances. Yet, many teachers use decontextualization learning strategy, although there are pros and contras about which learning strategy is better. Though before choosing the right learning strategy, the researcher ensures what method suits the learners' needs first. The researcher

realizes that by knowing and understanding the students' needs will make the teaching and learning process easier. Yet, the researcher was interested in finding out the effectiveness of both contextualization and decontextualization vocabulary learning strategies in enhancing vocabulary understanding of the Senior High School students. The researcher was also interested in elaborating what method that suits and useful for students.

Some researchers somehow show their concern more on improving proper teaching methods for teachers to use instead of improving the learning strategies for the learners to use. The researcher considered that there are many teaching methods studies compared to learning methods studies. Conducting studies about learning strategies is also as important as conducting studies about teaching methods. The study of learning strategies were meant for the learners but it is also useful for the teachers to look up to since in teaching there is a process of learning as well.

Based on those problems and situations happening at school Pesantren IMMIM Makassar, the researcher conducted a study by using the proposed techniques entitled "*Contextualized and Decontextualized Vocabulary Learning to Enhance Vocabulary Understanding*" (An Experimental Study in Vocabulary Learning with Mixed-Methods).

1.2 Problem Statement

The research subject of this study is the third year of Senior High School of Pesantren IMMIM Makassar, which were lack vocabulary understanding. This study focuses on the effectiveness of contextualized and decontextualized

vocabulary learning relates to students' vocabulary understanding enhancement, later on the elaboration and description of the findings.

Based on the research problems above, the researcher formulated four research questions as follows :

1. Can the use of contextualized vocabulary learning strategy enhance students' vocabulary understanding?
2. Which learning strategy does the Senior High School students prefer to? Why?
3. How is the effect of both contextualized and decontextualized vocabulary learning strategies towards the students' vocabulary understanding?
4. Does the learning strategy interest the students?

These four questions will be answered in the findings and discussion section. As this research is a mixed-method study, the research questions are related to the experimental and descriptive.

1.3 Objective of the Research

The goals of this research are to elaborate the effectiveness of both contextualized and decontextualized vocabulary learning strategies in enhancing students' vocabulary understanding. However, the researcher focuses on the contextualization learning strategy more than decontextualization. As stated before that the use of decontextualization in this study is just as the comparison to the strategy used since the teacher often taught the students using it.

Besides, the researcher also wants to find out what and why the method appropriates for the students, how the methods affect the students vocabulary

understanding in every way it could, and what part of the method interests the students the most. As this research has four research questions, the researcher will answer the research questions one by one in findings and discussion part by showing the analysis results. The researcher is also interested on applying a study that concern on learning strategy not teaching method which contextualization and decontextualization are learning strategies.

1.4 Scope of the Research

The scope of this research is viewed from three kinds of aspects: discipline, content, and activity. By discipline, this research is under language teaching and learning in which the researcher focused on applying learning strategies which are used. By content, this research concerned with how the learning strategies affect students' vocabulary understanding. This research discusses the effectiveness of two learning strategies because this research is a mixed-method study by applying QUAN-qual model.

Besides, one important point is that this research was not discussing about how to teach vocabulary, but rather how to learn vocabulary. In other words, it was expected to be applied by the students or learners themselves in enhancing their vocabulary understanding through the learning strategy applied. It is also about how the teacher should facilitate the students in learning vocabulary using contextualization learning strategy. So, this research is focused on providing students ways to learn vocabulary by themselves yet facilitated by the teacher helps.

The researcher also wants to limit the area of study as many people know in vocabulary area there are several terms used by different researchers. Those terms are vocabulary mastery, vocabulary knowledge, and vocabulary understanding. The researcher focuses the study on vocabulary understanding enhancement. It was about how the researcher encourages the students to have better understanding on vocabulary. Enhancing students' vocabulary understanding is not the same as enriching students' vocabulary level or mastery, but it is more onto improving their understanding on unfamiliar words or the familiar ones.

By activity, there were two different activities in this research. One activity is for the experimental class which conducted contextualized vocabulary learning. Another activity is for the control class which applied decontextualized vocabulary learning. The students in the experimental class were asked to interpret the meaning in context helped by the researcher. While, the activities for the control class were the students were given words and were asked to find the definition from the dictionary. The students then were asked to practice their vocabulary understanding through vocabulary exercises as the instruments.

1.5 Significance of the Research

Theoretically, the results of this research were expected to contribute and to provide new findings, new explanation and elaboration about the effectiveness of contextualized and decontextualized in vocabulary learning towards Senior High School students. Practically, the findings of this research were expected to facilitate the students and the teachers in vocabulary learning process and to

providing new way for the teachers and the students in enhancing vocabulary understanding. Besides, the improvement of the methods were also expected after the research was done.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous related studies, pertinent ideas, resume, conceptual framework, and hypothesis.

2.1 Previous Studies

There are some studies related to this study. These related studies were needed to be viewed to find the gap, similarities, and differences in each study. These studies came from experts in all around the world who are concerned about vocabulary.

The latest study that the researcher could find is from Kohlmyr (2015) who did a study which focused on vocabulary learning and discussed vocabulary acquisition through task-based framework. It concludes that all researchers, teachers, and lecturers who are concerned about vocabulary learning and acquisitions should consider the type of vocabulary been taught and relates it with the type of the method used. This study was experimental research that focused on vocabulary acquisition. It was about how the learners can acquire certain number of words through the method the researcher used, task-based framework. She concluded that in vocabulary learning, the one who helps the learners should realize first what the learners need and find a match method or strategy to solve the problem because she believes that when a teacher or a researcher mistook the strategy, it could affect nothing to the students.

Based on the first related study, the researcher can conclude that the similarity of this research to her study is we applied experimental research.

However, the differences are this research is a mixed-method study. The researcher also applied descriptive research. Referring to the results of what Kohlmyr got, the researcher agrees that in choosing a right learning strategy, firstly we have to know what the students need and not to give the students a bunch of words to be learned at one time but rather to provide them little by little.

Rowe (2013) conducted a study on decontextualized language towards the preschool children. The findings proved that the children who were being provided with some narratives and explanations about the past and future events by their parents are commonly to have better vocabulary mastery. This study was focused on vocabulary learning towards the children. The researcher believes that vocabulary should be learned as early as possible. The researcher focuses on children as the subjects and parents as the ones who treat them. The object of learning was stories and the strategy used was decontextualization.

Rowe's study has showed a different point of view of the effectiveness of decontextualization. However, through the findings the researcher can conclude that using decontextualization strategy is good to be used for improving children's vocabulary. As Kohlmyr said, different learners might need different treatment.

Öztürk (2012) investigated the effect of context on the students' achievement through vocabulary tests. The findings showed that students had better achievement through the contextualized test. The findings also indicated a difference among students' achievements happened significantly. There was a positive and direct correlation between the tests, in a degree of 56% proved that it was better to combine two kinds of contextualized tests.

Amirian and Momeni (2012) revealed that on the vocabulary post-test the students treated using decontextualized was better than the students treated using contextualized group. By using definition-based learning of decontextualized strategy improved students' vocabulary understanding effectively. In this study, we can also see different view of the use of decontextualized learning strategy. As stated before, studies about contextualization and decontextualization nowadays are still in pro and contra about which one is better than the other. Yet, all the researcher can say that actually each learning strategy has its own positive and negative sides. It depends on who the learners are because each learner has different style in learning as well as understanding the materials give by the teacher. It depends on which learning strategy the learners do prefer to.

Gillam and Reeceb (2012) intended to determine whether a new contextualized language intervention (CLI) or an existing decontextualized language intervention (DLI) caused children's language and narration in comparison to a no-treatment condition (CON) in greater changes. Effect size analyses found that the CLI group is better than the DLI group. There is a relation between the interventions and statistically significant gains on sentence and discourse-level measures when compared to a no-treatment condition.

Perin (2011) explored the nature and effectiveness of contextualization in improving outcomes for academically purposes towards college students. The contextualization method is formed in a conceptual framework relating to the skill and student motivation transfer; practitioners who used it got positive results, and the quantitative results indicated that it had the potential to improve achievement.

Soureshjani (2011) revealed significant differences between the two groups of the study treated using vocabulary memorization and sentence making. The results showed that sentence making was better than memorization words. The experimental group had a better achievement on a sentence making test than the control group. The experimental group outperformed those in the control group quite significantly on memorization test. This study was also discussed contextualization and decontextualization but the researcher only focused on the use of sentence making as both technique and instruments. Yet, this study is different with Souresjani's, it also focuses on the students' responses or feedback towards the strategy used. Beside that, the researcher also provides several kinds of vocabulary exercises as instruments.

Yu (2011) investigated rote learning and sentence writing methods to find out the best method in providing longterm retention of the meaning and spelling of words. Rote learning i.e word lists required students to memorize the definition of new words through L1 translation. Learning by sentence writing required students to memorize new words by making up their own sentences in order to establish links between old and new knowledge. The findings showed that words that were memorized using word lists only existed in the short-term retention, whereas the sentence writing method provided greater long-term retention.

Jurkovic (2006) conducted a study focusing on vocabulary learning strategies. She considered vocabulary learning strategies as an important thing of language learning. The researcher then described the main subjects of vocabulary learning strategies that will be used in her university.

Shen (2003) conducted a study focused on examining the vocabulary teaching and learning strategies which currently used at that time. The results show that the vocabulary teaching strategies should be interpreted to the vocabulary learning process by the learners because it makes the process of teaching and learning vocabulary more effective. In other words, it is crucial for the teachers to choose a learning strategy to be used which works effectively not only for short-term process but also for long-term process. It is also important for the teachers to invent a situation where the teaching strategy can also be used as learning strategy for students to apply individually outside the class.

Based on the studies above, the researcher then came up with one conclusion that each study has the same focus, it was about contextualized and decontextualized vocabulary learning. All the researchers above concern on the importance of vocabulary learning for EFL learners. Though, there are many other strategies that can be used in learning vocabulary. Aside of that, all of these studies are concerned on the students' achievement, improvement, or enhancement. Some researchers and experts argued that vocabulary cannot be taught but it is learned by inserting it to language skills. The teacher needs appropriate techniques to do that, such as contextualized and decontextualized strategy.

Each study has its own strength and weaknesses, but the researcher can conclude that all the studies did not focus on the sample's feedback as well as their opinion towards the method used. Besides, the previous studies explained above did not discuss the effectiveness, but rather discussing on the difference

only or just comparing them without finding out more on the effectiveness of each method used towards the subject.

More differences are, one study focused more on the effect of one technique to the students; one study focused more on the application of contextualized and decontextualized strategy; one study focused more on the differences relates to argumentation among experts about those techniques, and so on. The findings are different as well. There are studies concluding that contextualized learning is better but there are also studies that concluded decontextualized is better.

However, referring to all of those related studies, this research study has its own main focus that makes it novel and different from the related studies. This study focused more on the effectiveness of contextualization learning strategy in vocabulary learning to enhance the students' vocabulary understanding and also viewing the effectiveness of decontextualization vocabulary learning strategy. In other words, the researcher wants to find the effectiveness of each one of them and to find what makes them could affect the students in different way.

Nevertheless, the researcher also wants to explore and elaborate what are the advantages from contextualized and decontextualized vocabulary learning, to what extend each strategy can enhance students' vocabulary understanding, whether or not all of them can be used to enhance vocabulary understanding effectively so that the students will master English easily. In which, this point will also help the future researcher to know to what extend these two learning strategies better to be used and how good they can be. Besides, this study also

focus on the learner feedback. In which, whether or not the students are interested to the strategies used.

The research method of this study is also different from some of the related studies above. This study is a mixed-method study, a quasi-experimental research design mixed with qualitative research, interview. The researcher gained the statistical data results by doing the experimental research, the researcher then did the descriptive research part by focusing more on the learners side. She interviewed the students to know the learners' response to the strategies.

2.2 Theoretical Review

2.2.1 Vocabulary

2.2.1.1 Definitions of Vocabulary

There are various definitions of vocabulary according to experts. All of the experts contribute to expand vocabulary and to seek more about vocabulary as an important part of language.

Vocabulary is a challenging component of language. It is learned and becomes an important part of language learning for children which covers basic understanding in language use, oral skill, reading, and also writing. Besides, vocabulary is defined as meaningful words which heard, seen, and produced in all kinds of communication (Brown, 2006). It can be concluded that vocabulary acquisition is important for children as it is a basic step in mastering language.

Vocabulary is all the words of a language with meaning that someone know or use when they talk to each other, or words exist in a book meant to learn a foreign language (Hornby, 2000). Hornby emphasized vocabulary as words

which the user knows and uses in communication. This definition has its limitation by focusing on active and productive vocabulary only. Yet, Hornby added that words of foreign language which are meant to be learned are also called as vocabulary. It can be concluded that word that does not mean to be learned or written in a book, the unknown word, unused word cannot be defined as vocabulary yet.

Vocabulary establishes language, and measuring students' vocabulary understanding is needed (Schmitt, 2000). Vocabulary is defined by Schmitt as a basic element which form a language. Schmitt believes that in learning language, first the learners have to have good vocabulary understanding. To sum up all of the definitions of vocabulary stated by experts above, the researcher concluded that vocabulary is not just a word. Vocabulary is word that is known, used, and learned. Vocabulary is a crucial element which need to be understood first to facilitate the learners in learning languages.

2.2.1.2 Types of Vocabulary

There are two types of vocabulary according to experts. Murcia and Olshtain (2000:76) classify the types of vocabulary into two, receptive and productive vocabularies. Receptive vocabularies are the words which are understood when they are found in a text or listened. Productive vocabularies are the words which are used and produced for conversation or writing.

Read (2000) also states two types of vocabulary, receptive and productive. He points out that the number of words we recognize and understand is rather larger than the number we use in our own speech and writing. It means that people

receive vocabulary more than to produce them. Based on the description above, the researcher concludes that it is important for students to be aware of the type of vocabulary that they learn as the experts have explained about receptive and productive vocabulary. Receptive vocabulary is all the words that we understand by reading or seeing texts and also by hearing conversations, while productive vocabulary is all the words that we produce in speaking and writing as well.

2.2.1.3 Kinds of Vocabulary

All English words are commonly classified into seven parts of speech by experts, those are noun, verb, adjective, adverb, preposition, conjunction, and interjection (Ba'dulu, 2008). Furthermore, Kenesei (2010) stated that there were eight English word classifications in traditional grammars. However, only half of them have survived in the modern times, they are Nouns, Verbs, Adjectives, Adverbs while the rest of them which are still classified as word class called closed class, they are Pronouns, Prepositions, Conjunctions, and Interjections.

Referring to the descriptions above, the researcher had decided to focus only on four word classes enhancement, they are noun, verb, adjective, and adverb. This decision was based on the observation's result as well as the researcher's analysis on what kind of word classes that urgently needed for the students to be enhanced. The researcher considered that those four word classes are the main ones that always being used in language learning. Besides, in order to make this study run effectively, the researcher limits the kinds of vocabulary so that the students will not be overwhelmed learning all parts of speech. In conclusion, the students were focused on learning those four word classes.

2.2.1.4 Teaching and Learning Vocabulary

Almost all people agree that learning vocabulary is really important. In the process of learning foreign language the students should have adequate vocabulary understanding. Wallace (1982) stated nine principles of teaching and learning vocabulary as follows:

1) Aims

Aims or goals are important things that teacher should have. A teacher should have real aims about what the achievement that she or he wants to achieve. The purpose of learning vocabulary can be achieved fully. The aims of teaching and learning vocabulary should be clear, the students are expected to know the basic meaning of words as well as the other important points in vocabulary.

2) Quantity and Quality

In this part, teachers are expected to decide the quantity of vocabulary to be taught. Teachers should be able in deciding the number or the number of words that students can accept effectively. Teachers should not force students by teaching them too many words. However, teachers should not only focus on both quantity and quality of the words. Teaching students few words effectively will be so much better than to teach many words but messed up. Learning few words everyday will help the students to remember the words in long-term retention. To sum up, teaching and learning vocabulary should be less quantity but more quality.

3) Need

In choosing the vocabulary to be taught should be referred to the aims of the subject and the objectives of individual lessons. So that teachers who use courses book or syllabus can use them to know the aims and relates it with the students' need. However in this part, teachers are also expected to be creative in learning.

4) Frequent Exposure and Repetition

There should be certain amount of repetition until there is a proof that the students can consider the target words in teaching and learning vocabulary process. The students should be able in recognizing and identifying the words and their meaning as a proof that the learning process had been done.

5) Meaningful Presentation

Students are expected to understand what kind of words that is denoted or referred to. This requires that the words will be presented in such a way that their denotation and references are perfectly clear and unambiguous.

6) Situation Presentation

The technique in learning vocabulary is expected to be suitable with the situation of students. It should be in a fun condition, enough time consuming and a convenient method. By this situation presentation students will enjoy the learning activities and achieve what the teachers aim to in teaching vocabulary.

7) Presenting in Context

In learning vocabulary, students also should know the usual collocation that words occur in because words very seldom occur in isolation. Collocations are the words

that are commonly associated. In this point, by reading text the new words or unfamiliar words can be showed as a medium in teaching and learning vocabulary.

8) Learning Vocabulary in the Mother Tongue and Target Language

In teaching target language, sometimes teacher can use words from mother tongue as a tool to compare similarities and differences of the target words.

9) Inference (Guessing) Procedures in Vocabulary Learning

Guessing is also one of the techniques in teaching and learning vocabulary in which it leads students to think the meaning of the words that have been taught. The students guess the meaning of words by listening or reading the text or conversations used in certain context and certain situation.

As the explanations above Wallace (1982) stated nine principles of teaching and learning vocabulary, those are aims, quantity, need, frequent exposure and repetition, meaningful presentation, situation presentation, presenting in context, learning vocabulary, and inference (guessing). Those points are important for both teacher and students to know. Those nine points are needed in order to make a better and effective situation in teaching and learning vocabulary. The aims of the research for being conducted should be clear, it is to help the students enhancing their vocabulary understanding. So, both teacher and students should realize the point of this.

2.2.1.5 The Importance of Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching (Richards & Renandya, 2002). In other words, the teachers, experts, researchers were not focused on enhancing vocabulary understanding of students who learned English as a second language then, until the people realized and became interest in the importance of vocabulary in teaching and learning process during years recently.

Furthermore, experts who did researches on vocabulary aspects found out some lexical problems of language learners which proved that lexical problems commonly interfere with communication. In fact, communication breaks down when people do not use the right words (Allen, 1983). It is clearly stated by Allen that people need to learn vocabulary to have better vocabulary understanding about how to use and organize words correctly.

Words are the basic building blocks of language and it is the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed (Read, 2000; Schmitt, 2000). It means that by having a good knowledge on vocabulary will facilitate the learners to understand easily the meaning from larger context such as a reading text. There are many terms nowadays about vocabulary competencies. There are certain experts or researchers called it as vocabulary knowledge, vocabulary mastery, and so on. However, in this study the researcher focused on vocabulary understanding by relating it with certain theory from experts.

Ellis and Sinclair (1989) stated that knowing vocabulary involves understanding the word when it is spoken or written. The user should also know which other words can and cannot be used with it and knowing if the word has positive or negative connotations and when or when not to use it. To sum up all the previous explanations about knowing a word, the researcher also concerns on the statement from Cameron (2001) who stated that, “In the broadest sense, knowing about a word involves knowing about its form, its meaning, and its use”. It means, to have a better understanding and broader knowledge on vocabulary will not be enough by only knowing the definition of words only.

In accordance with the criteria of understanding a word, Hatch and Brown (1995, p.383) describe five essential steps in vocabulary learning based on research in learners’ strategies: (1) having resources for encountering new words, (2) getting a clear image, whether visual or auditory or both, for the new form of the words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meaning of the words, (5) using the words.

The description of the importance parts in vocabulary by Cameron will be expanded in this study. There are three important points, those are the form, meaning, and use. The form of vocabulary will be defined as the grammatical form. The meaning will be interpreted to the basic meaning and possible meaning relates to the context. The use of the words will be focused on how the words are organized to each other by choosing the right words to be used.

Besides of those terms, the researcher will also focus on the word classification. As Feder (1999) stated that learning about the parts of speech is the

first step in grammar study. It means, knowing the word classes will also facilitate the students to understand more about words components.

It is important to ensure what components are needed in vocabulary learning. This study mostly uses reading text as the instruments but combined with sentences and vocabulary exercises. We cannot deny that sometimes words in certain phrases or clauses have different meaning when they are in a broader context, such as in a text.

In order to be able to have a better understanding on meaning, the students need to explore more their understanding on phrases, clauses, sentences, and come up to the broadest level is reading text. The researcher did not stick to certain kinds of reading texts to be used, yet the researcher adjusted the handbook used in that school and adapted the reading text from certain referencies.

2.2.2 Contextualized and Decontextualized Vocabulary Learning

As we know, contextualized and decontextualized vocabulary learning have many other terms, one of them is intentional and incidental vocabulary learning. According to Hulstijn (2001) and Nation (2001), there are two major issues: acquisition through direct instruction of vocabulary (intentional) and incidental vocabulary acquisition through exposure to context.

Intentional vocabulary learning refers to activities that aim at vocabulary development predominantly (Shahrzad & Derakhshan, 2011) and incidental vocabulary acquisition refers to learning something for example vocabulary as the by-product of something else such as reading for comprehension. The researcher can conclude that intentional vocabulary acquisition is just the same as

decontextualized vocabulary learning strategy. Incidental vocabulary acquisition is the same as contextualized vocabulary learning strategy which concern on meaning more.

McCarthy (1990) stated that learning words in contexts that are meaningful is easy to understand and remember. Howard (2007) also stated that new words are better and more effective to be learned when they are practiced in contextual meaning. Furthermore, she explains that in learning new words in meaningful contexts should provide realistic contexts for words that will be studied in which the students should know the uses, meaning, and other related issues of the words.

Contextualized vocabulary learning is about guiding the students to learn the new words by conceptualizing them and correlate them in the students' own context by relating the words to the factual things. It helps the students to understand more about the meaning of the words (Unaldi, et. al, 2013).

Furthermore, they explain that learning words in context means the learners should give effort to make a conceptualization out of the new word relates to a different context, objects, things, people, or activities that can help the students to understand the words. Learning words in context can help the students to know the words lasts longer and the learner acquires the knowledge of how to use the word properly.

Words in context learning helps the students to understand more than the meaning and its linguistic understanding of the words but also the understanding of using words correctly. "The goal of contextualization is to create conditions for

more effective learning, expressed for example in higher grades and rates of retention in courses, and through progression to more advanced course work.” (Perin, 2011).

However, Nation (2001) stated that decontextualized vocabulary learning strategy is a way to learn vocabulary by focusing only on language as an item, in which the word is removed from the message context. In other words, the students are taught to know the actual meaning of the words only. According to Amirian and Momeni (2012), learning words through decontextualization will encourage the students to know one meaning only and to have poor vocabulary understanding. “The word is removed from any communicative context that might be a clue for the learner to remember and that might make any sense about the actual use of the word as a part of the language.” (Oxford and Crookall, 1990).

Based on the theories explained above and also relates to the previous studies, the researcher can conclude that there are advantages in applying contextualized vocabulary learning. Learning vocabulary is not as easy as some students think it is. It has to be practiced. The more practice we have in vocabulary, the more enhanced the vocabulary understanding is. So, by learning it through contextualization means we can have better understanding of vocabulary in many different context. As we know one single word could has different meaning in different context. So, through this way of learning can facilitate the students easier. Besides, learning through contextualization is applicable in all language skills, they are reading, writing, listening, and speaking.

Learning vocabulary through contextualization will also help the students to be more aware on the word classes. As stated before that word classes are also considered as main parts in grammar learning. So, it will be so much better for students to learn vocabulary through contextualization. In addition, according to experts and some researchers stated previously that by learning vocabulary through context which is driving ourselves to understand the words will make the words remain in long-term memory. It means that the students will not easily forget the words which are being learned because they stay in long-term memory.

In order to help and also facilitate the students in learning vocabulary, the researcher adapted kinds of vocabulary exercises from a vocabulary book (Howard, 2007). It aims to show the students that learning vocabulary has to be with practice. Beside that, the researcher also would like to show the students that in learning vocabulary through context is not difficult because they can start with making two or more different sentences for one word or they can adapt the context from reading text or listening audio.

In context-dependent vocabulary tests students need to make use of contextual clues. Many scholars believe that vocabulary testing in context can offer a real situation for test takers and, the usage of words is tested in such real situations. The decontextualized formats present students with words in isolation and require them to select meanings for the words without reference to any linguistic context (Read & Chapelle, 2001). So decontextualized vocabulary learning is just focused on the basic meaning of the words by ignoring the possible meaning surrounds.

The proponents of context-based learning argue that vocabulary learning is more than individual word learning. By learning words in context, the learner acquires not only linguistic knowledge of a word, such as phonetic, syntactic and semantic rules, but also the knowledge of how to use the word properly in a context. In conclusion, they also argue that in a definition-based learning only one definition or synonym or a translation of the word in the native language is given, i.e. the learner becomes familiar with just one meaning of the word and this leads to only a shallow level of word knowledge, and it does not increase comprehension of the text containing the instructed words (Amirian and Momeni 2012).

2.3 Hypothesis

Referring to the objectives of the study and all of the previous explanations above, the researcher then formulates the hypotheses for the quantitative part as follows:

1. Null Hypothesis (H_0): Contextualized vocabulary learning strategy affects students' vocabulary understanding.
2. Alternative Hypothesis (H_1): Contextualized vocabulary learning strategy does not affect students' vocabulary understanding.

There are two hypotheses in this research, null and alternative hypothesis. If the learning strategy affects students' vocabulary understanding, H_0 is valid. However, if the strategy affect nothing to students' vocabulary understanding, H_1 hypothesis is valid.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, variables and their operational definition, population and sample, research instrument, techniques of data collection, and techniques of data analysis.

3.1 Research Design

This research applied mixed-method research design using QUAN-qual model or well known as explanatory mixed methods design. It means that the quantitative part weighted more heavily than the qualitative part (Gay et al., 2006). In quantitative part, the researcher conducted quasi-experimental research. In which, there are experimental class, and control class as the comparison group, whereas, the qualitative part is conducted by interviewing the students after the quantitative research done.

Since this research applied QUAN-qual model, then the role of the qualitative data in this research is as a secondary data which support the primary data, numerical ones. Yet, all data are crucial to this research. The qualitative data are needed in this research, because the researcher has to find out the feedback, students' response, and to analyze to what extend the students' enhancement is. All of those important points are to be collected only by qualitative research.

In this research, the experimental class is treated by using contextualized vocabulary learning strategy, while the control class is treated by using decontextualized vocabulary learning strategy. Since the results of the quantitative part are in the numerical data, the researcher used PASW application in analyzing

the data collected. After the data collected, then the researcher conducted the qualitative research analyses to collect the qualitative data.

In collecting the quantitative data, the researcher employed quasi-experimental research design. As explained before that there were two tests given to the students, there were pre-test and post-test. The pre-test was administered before conducting the treatment and post-test was administered after conducting the treatment. The content of the test was the same for both experimental and control class. There are four analysis conducted, through them the researcher can find certain points mattered related to the goals of the research and the research questions.

3.2 Research Variables

There are two kinds of variable in this research, they are dependent and independent variables. The dependent variable is referred to the students' vocabulary understanding, while the independent variable is referred to the effectiveness of both contextualized and decontextualized vocabulary learning strategies.

3.3 Population and Sample

3.3.1 Population

The population of this research was the third year students of Senior High School in Pesantren IMMIM Makassar. There are three classes of the Senior High School, those are XII A IPA, XII B IPA, and XII C IPS. Each class has 16 students, so the total number of population was 48 students.

3.3.2 Sample

The researcher has no permission to merge all three classes into two in order to get many more sample, so she used cluster sampling technique to choose the sample. The samples of the Senior High School were the students of class XII A IPA as the control class and XII B IPA as the experimental class. Each class has 16 students, so the total number of samples was 32 students.

3.4 Research Procedures

There are some steps which need to be done before conducting the implementation of the research. The researcher made a Lesson Plan which contains rundown for 8 meetings of treatment, added with 3 meetings for pretest, posttest and interview, so the total meetings with the students are 11 meetings. Here are the implementation steps:

3.4.1 Contextualized Vocabulary Learning Strategy

At the very first step, the researcher introduced some important things in vocabulary such as the importance of it, the necessary thing in vocabulary, and also the main reason to have better knowledge in vocabulary. That step is conducted to attract students interests and students consideration on having a good vocabulary understanding.

The researcher introduced the vocabulary learning along with the contextualized strategy. The researcher explained the instruments that will be used, namely phrase, clause, sentence, and reading text. After that, the researcher discussed along with the students on how to learn vocabulary through those

instruments and using those terms to elaborate and define meaning in context. The meetings are continued with the learning process. During the learning process the students are given the exercises related to the contextualization and vocabulary test.

3.4.2 Decontextualized Vocabulary Learning Strategy

In order to attract students interests and students consideration on having a good vocabulary understanding, the researcher introduced the important points of vocabulary. The researcher introduced the vocabulary learning along with the decontextualized strategy. The researcher explained the instrument that is going to be used, it is vocabulary exercises as well as discussed what kind of words provided by the teacher. The meetings are continued with the learning process. During the learning process the students are given the exercises related to the word lists and the vocabulary test.

3.5 Research Instruments

The researcher conducted tests, pretest and posttest for the students as the quantitative instruments. There was also list of questions that are used for interviewing the students in collecting the qualitative data. The researcher also provided the rubric score or scoring formula to scoring the quantitative data.

Whereas, the instruments for both experimental and control class are different. The difference is on the way they do the exercises. In choosing the instruments for collecting data, the researcher integrated it with reading text, sentences, and the vocabulary exercises. The vocabulary exercises are given in

every meeting. The exercises will be in the same form as the vocabulary tests i.e. pretest and posttest.

3.6 Technique of Data Collection

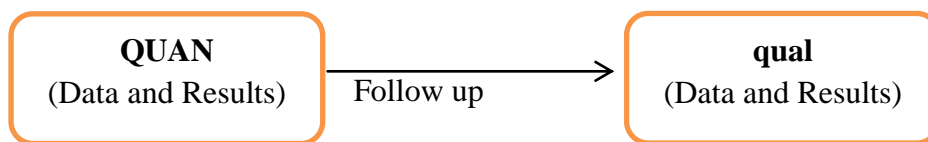
Treatment should be given and applied to both experimental and control group. In collecting the quantitative data, the researcher applied pretest, treatment, and posttest. Pretest is given to find out students' vocabulary understanding before conducting the treatment. Then, the treatment is given to find out the effectiveness of contextualized and decontextualized vocabulary learning strategies towards students' vocabulary understanding. After the treatment were finished, the posttest is administered to find the numerical data. In collecting the qualitative data, the researcher applied interview to the students after the quantitative part finished.

3.7 Technique of Data Analysis

Since this research conduct QUAN-qual research model, so there are two different parts in analyzing the data. The quantitative data is analyzed by using PASW program. PASW is a statistic application program to help the researchers in finding out the calculation result of the numerical data. The numerical data is taken from the results of students' pretest and posttest scores.

Supporting the numerical data, there are also qualitative data which is gotten from the interview and observation. The qualitative data which have been collected will be described and explained based on its procedures. According to Sutopo (2006:113), three important points involved are the data reduction, data

presentation or display, and concluded on drawing and verification. Here is the explanatory mixed methods designs formulated by Gay, et.al, (2006) :



The answers of the tests are assessed by using the following terms and formula. Each answer is scored based on scoring requirements, they are:

1. Add 1 point for correct answer.
2. Give 0 point for each incorrect answer.

The following formula is used to score the student's correct answer at pretest and posttest:

$$\text{Score} = \frac{\text{Students correct answer score}}{\text{The total number of items}} \times 100$$

(DEPDIKNAS, 2006)

The following categories will be used to classify the students score:

Table 3.1 The classification score

No	Mastery Level	Category
1.	86 – 100	Very Good
2.	71 – 85	Good
3.	56 – 70	Fair
4.	41 – 55	Poor
5.	< 40	Very Poor

(DEPDIKNAS, 2006)

Firstly, the researcher analyzed the distribution of frequency of the students' pretest and posttest. It aims to know the amount or the same or different frequency of the same score from pretest and posttest. The researcher finds it crucial as the first thing to be analyzed in order to know which class is actually shows the same knowledge averagely and which class that shows different one. Secondly, the researcher analyzed the mean score and standard deviation of the data in both classes.

Knowing the mean score of each class will help the researcher to identify which class has the lowest score and which class shows the reverse. Besides, these analysis were conducted to both data, pretest and posttest. So, the results will show the effectiveness of both learning strategies used through the numerical data. By finding out which class has the lowest score, the researcher then can concentrate to enhance the students' vocabulary understanding using the main learning strategy suggested, contextualization learning strategy to the class that supposed to.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the research findings and their discussion. The findings present the description of the data collected through the tests and interview. The further explanations and interpretation are given in the discussion section.

4.1 Findings

This part deals with the findings of the data analysis. As explained before, there are two parts of findings in this section. The first part is the result of the quantitative data which was analyzed by using PASW statistics application. The second part is the result of the qualitative data, the interview with the students.

The researcher applied decontextualized learning strategy as the comparison to the control class because the teacher has applied the strategy to the students before. However, in order to avoid repetition and such a wasted time and effort by applying the same learning strategy, the researcher did it with different ways of vocabulary learning by combining it with several vocabulary exercises. Learning vocabulary is about practicing. The researcher provides the vocabulary exercises for the students to facilitate them in practicing the words. She considered that the way of learning vocabulary is not the same as the way of learning language skills such as reading, listening, speaking, and writing. The students are expected to be more aware in learning vocabulary.

The researcher continues her quantitative analysis by finding out the correlation of the data collected. It is important because the goal of this analysis is

to find out the linearity of the data. If the data is not linear, the results will be not synchronous with the goals of the research.

The last analysis of the quantitative data is hypothesis testing by using t-test. This is the main core of the quantitative analysis that every experimental researcher should do in order to prove the hypothesis stated. As we know that hypothesis is only exist on the quantitative research, so hypothesis testing is needed to be proved in quantitative research. T-test analysis is aimed to test the effect of the independent variable towards the dependent variable of the research. The followings are the data collected through pretest and posttest that the researcher has analyzed:

Table 4.1

Scores of the Students in Control Class

Name	Pretest	Posttest
R. M.	60	65
M. F.	56	72
I.	59	63
A. K.	61	71
M. A. A.	62	78
A. F.	60	74
N. I. P.	75	81
M. A. I.	64	75
M. W.	65	79
M. F.	55	63
M. I.	56	72
M. H.	60	70
F. M.	62	72
M. J.	63	71
I. K.	60	70
A. L. S.	60	65

Table 4.2

Scores of the Students in Experimental Class

Name	Pretest	Posttest
M. Ai. G.	50	75
A. D. H	73	91
M. F. N. A	50	77
M. R. A.	53	75
N. J.	55	85
M. M.	57	82
M. Ao. G.	51	83
G. D.	56	76
F. B.	50	75
A. S.	50	75
Y. I.	55	76
G. A.	50	74
M. A. K.	64	89
M. A. S.	59	79
M. F.	59	80
M. A. F. L.	60	87

These are the data collected before the treatment starts and after it is done. As we can see from the table above the scores of the students from pretest to posttest are improved. However, the scores' improvement of control class not as significant as the improvement of the experimental class. In the table, we can view the different scores among pretest and posttest of both classes. There was no student who got 90 in the control class on posttest, yet only one student who got 80. Whereas, in experimental class, many students who got 80 on their posttest score. But, in order to have precise and valid conclusion, the researcher continues the analysis to the quantitative analysis. These are the results of the quantitative data analysis :

4.1.1 The Distribution of Frequency and Percentage of the Students' Pretest- Posttest

The distribution of frequency and percentage of the students' pretest and posttest are shown in the table below.

Table 4.3

The Distribution of Frequency and Percentage

PRETEST

NO	Classification	Range	EXPERIMENTAL		CONTROL	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86-100	0	0%	0	0%
2	Good	71 -85	1	6.25%	1	6.25%
3	Fair	56 -70	6	37.5%	14	87.5%
4	Poor	41 -55	9	56.25%	1	6.25%
5	Very Poor	< 40	0	0%	0	0%
TOTAL			16	100%	16	100%

Table 4.4

The Distribution of Frequency and Percentage

POSTTEST

NO	Classification	Range	EXPERIMENTAL		CONTROL	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 -100	3	18.75%	0	0%
2	Good	71 -85	13	81.25%	10	62.5%
3	Fair	56 -70	0	0%	6	37.5%
4	Poor	41 -55	0	0%	0	0%
5	Very Poor	< 40	0	0%	0	0%
TOTAL			16	100%	16	100%

From the table above, the frequency and the percentage of the experimental class on pretest was lower than the control class. It means, at pretest, the control class was better than the experimental class. 9 students of experimental class had poor vocabulary understanding while only 1 student of control class had poor vocabulary understanding.

However, the frequency of the student who had good vocabulary understanding on both experimental and control class were the same, each class had one student only. We can see that class XII B IPA had poorer vocabulary understanding compared to XII A IPA. The researcher then chose class XII B IPA as the experimental class and class XII A IPA as the control class of the research.

From the table 4.3, we can see that most students of the experimental class had poor vocabulary understanding. In other words, most students were failed on vocabulary understanding. It means the students of the experimental class had not been facilitated yet with the teacher's method in teaching them English. In the fact, for all the time during teaching and learning English process with the teacher, the teacher did not facilitate the students enough in vocabulary learning.

The students told the researcher when they were asked about the way of the teacher taught them, they said that they learned vocabulary by themselves. The teacher only asked the students to find new words or the unfamiliar words that they considered as difficult ones in the given text. Then, the teacher would ask them to memorize the words along with the meaning in Bahasa. Based on that situation and related to the students' score before, the researcher assumed that the method used by the teacher did not affect the vocabulary understanding of the

students' in experimental class. They need more improvement on the method used.

Based on the interview results, memorizing vocabularies were not effective and tiring. The students said that the method can only facilitate them in short period of time. In other words, the students only remembered the definition of the words at that moment, but after that they would soon forget them. The researcher considered the students' failure on understanding the truly essence of vocabularies as the effect of the situation and way of learning. Beside that, there was no further explanation from the teacher during the teaching and learning process. There was no continual process for vocabulary testing or even vocabulary practices.

However, in table 4.3 we can also see the frequency and its percentage of the students in the control class. The findings show that almost all of students had fair vocabulary understanding. As we can see the range score for the fair category is from 56 until 70. In order to be able to see the differences more clearly, the researcher has described the difference into descriptive analysis and bar chart.

Table 4.4 describes about posttest. Posttest was administered after the treatments conducted. There is significant improvement on experimental class. The frequency improved two levels up into good category. Whereas, on pretest most students were at poor category, in which two levels below. Based on the table above we can see that previously on pretest, there were 9 students which had poor vocabulary understanding and 6 students which had fair vocabulary understanding, but on posttest there was none.

As stated before, the competency level of the students in the experimental class was lower than the students in control class. The teacher used same teaching method in teaching English to both classes and apparently it did not affect the students' vocabulary understanding. So, the researcher chose contextualized vocabulary learning strategy used in facilitating the students of the experimental class in vocabulary learning. The results of the effect given by learning strategy used were positive to the students.

As we can see from table 4.4, there were 3 students who had very good vocabulary understanding and the rest 13 students had good vocabulary understanding. All students suit the learning strategy used. It is because the contextualized vocabulary learning strategy is not about memorizing words, but rather how to understand them by using the words in their own context. Besides, the words were also practiced in various vocabulary exercises. So, even when a student who had very poor competency level in teaching and learning process can use contextualized vocabulary learning strategy to help himself in enhancing their understanding on vocabulary.

The followings are the descriptive analysis and bar charts of the control class and experimental class in pretest:

Table 4.5

Descriptive Analysis of Pretest in the Control Class

Pretest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55,00	1	6,3	6,3	6,3
56,00	2	12,5	12,5	18,8

59,00	1	6,3	6,3	25,0
60,00	5	31,3	31,3	56,3
61,00	1	6,3	6,3	62,5
62,00	2	12,5	12,5	75,0
63,00	1	6,3	6,3	81,3
64,00	1	6,3	6,3	87,5
65,00	1	6,3	6,3	93,8
75,00	1	6,3	6,3	100,0
Total	16	100,0	100,0	

Table 4.6

Descriptive Analysis of Pretest in the Experimental Class

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50,00	5	31,3	31,3	31,3
51,00	1	6,3	6,3	37,5
53,00	1	6,3	6,3	43,8
55,00	2	12,5	12,5	56,3
56,00	1	6,3	6,3	62,5
57,00	1	6,3	6,3	68,8
59,00	2	12,5	12,5	81,3
60,00	1	6,3	6,3	87,5
64,00	1	6,3	6,3	93,8
73,00	1	6,3	6,3	100,0
Total	16	100,0	100,0	

Based on the table of descriptive analysis above, we can see the difference of pretest scores of each class. The followings are the bar charts for each class:

Table 4.7

Bar Chart for Pretest of Control Class

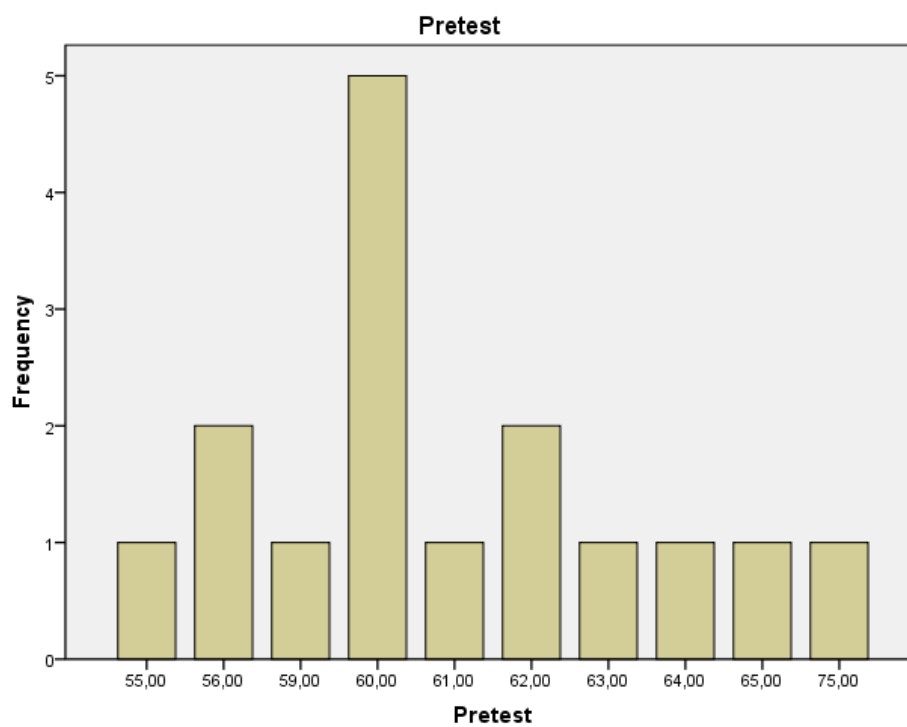
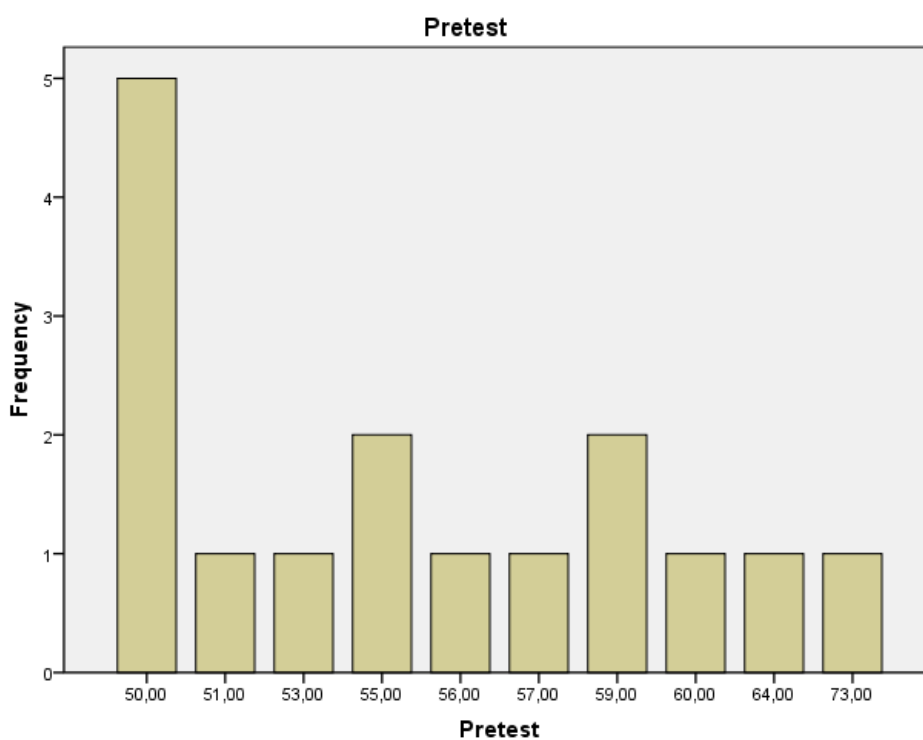


Table 4.8

Bar Chart for Pretest of Experimental Class



The researcher believes that the scores were still under average score in which they still need improvement to fulfill the criteria. However, if we compare the frequency and its percentage of the control class with the experimental class, the students of the control class had better vocabulary understanding than the experimental class.

However, actually the case is, why these different classes had different vocabulary understanding while the teacher applied the same teaching method in teaching them English. The researcher then considered the students in both classes had different competence level. The competency level of the students in the control class is quite higher than the students in the experimental class. In other words, the control class's students are faster in understanding the given materials.

Based on the fact, actually a new problem showed up. The researcher believes that the teacher must have known about the fact. The researcher questioned the teacher's act on applying the same teaching method towards the students who had different competency level. The researcher believe that, the students who had lower competency level should be taught or treated differently yet creatively in helping them to receive the materials effectively.

Considering these findings, the researcher then conducted treatments to both classes by applying different vocabulary learning strategy towards the students in order to enhance their vocabulary understanding. In table 4.3 and 4.4 we have seen the difference between pretest and posttest of each class. Here are the descriptive analysis and the bar charts for posttest results in both classes:

Table 4.9

Descriptive Analysis of Posttest in the Control Class

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 63,00	2	12,5	12,5	12,5
65,00	2	12,5	12,5	25,0
70,00	2	12,5	12,5	37,5
71,00	2	12,5	12,5	50,0
72,00	3	18,8	18,8	68,8
74,00	1	6,3	6,3	75,0
75,00	1	6,3	6,3	81,3
78,00	1	6,3	6,3	87,5
79,00	1	6,3	6,3	93,8
81,00	1	6,3	6,3	100,0
Total	16	100,0	100,0	

Table 4.10

Descriptive Analysis of Posttest in the Experimental Class

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 74,00	1	6,3	6,3	6,3
75,00	4	25,0	25,0	31,3
76,00	2	12,5	12,5	43,8
77,00	1	6,3	6,3	50,0
79,00	1	6,3	6,3	56,3
80,00	1	6,3	6,3	62,5
82,00	1	6,3	6,3	68,8
83,00	1	6,3	6,3	75,0
85,00	1	6,3	6,3	81,3
87,00	1	6,3	6,3	87,5
89,00	1	6,3	6,3	93,8

91,00	1	6,3	6,3	100,0
Total	16	100,0	100,0	

On posttest the students were upgraded to good and very good vocabulary understanding. There are 13 students which have good vocabulary understanding and 3 students which have very good vocabulary understanding. The researcher can conclude that, the students' vocabulary understanding of the experimental class enhanced significantly. Though, in control class there is also an improvement, but the improvement is not as significant as the experimental class. The table shows the frequency of the control class's students improved one level up into good category same as the experimental class. As we know that on pretest, most students were at fair category, in which one level below.

There was an increase on control class as well, but not as significant as the experimental one. On pretest there was 1 student which had poor vocabulary understanding, 14 students had fair vocabulary understanding, and 1 good. However on posttest, the result shows that none student has poor vocabulary understanding anymore, yet there are 6 students have fair vocabulary understanding and 10 students have good vocabulary understanding. The followings are the bar charts that showing the difference scores of control class and experimental class in posttest clearer:

Table 4.11

Bar Chart of Posttest in the Control Class

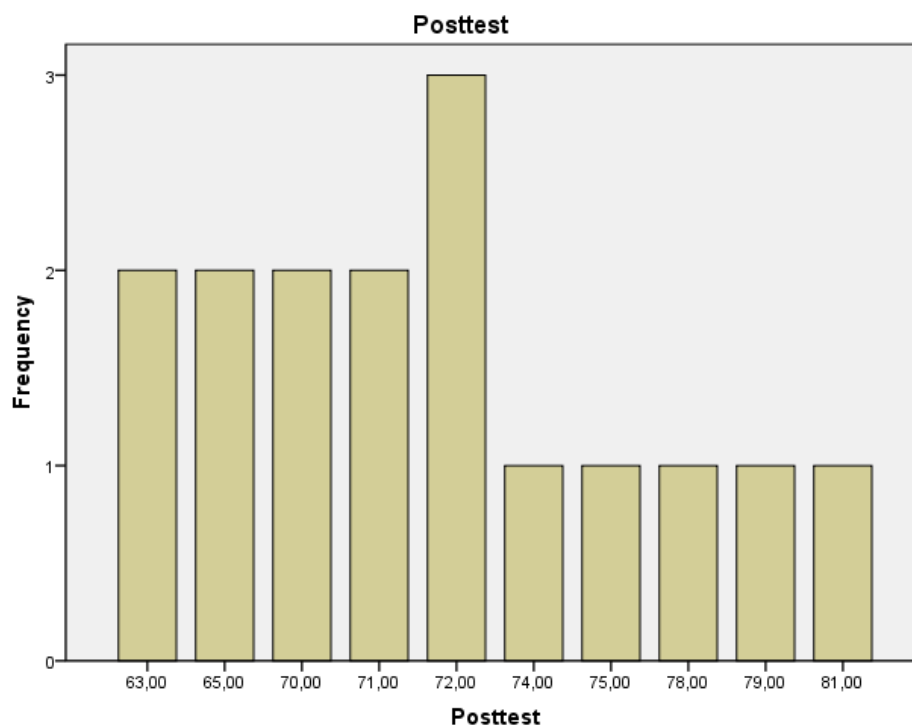
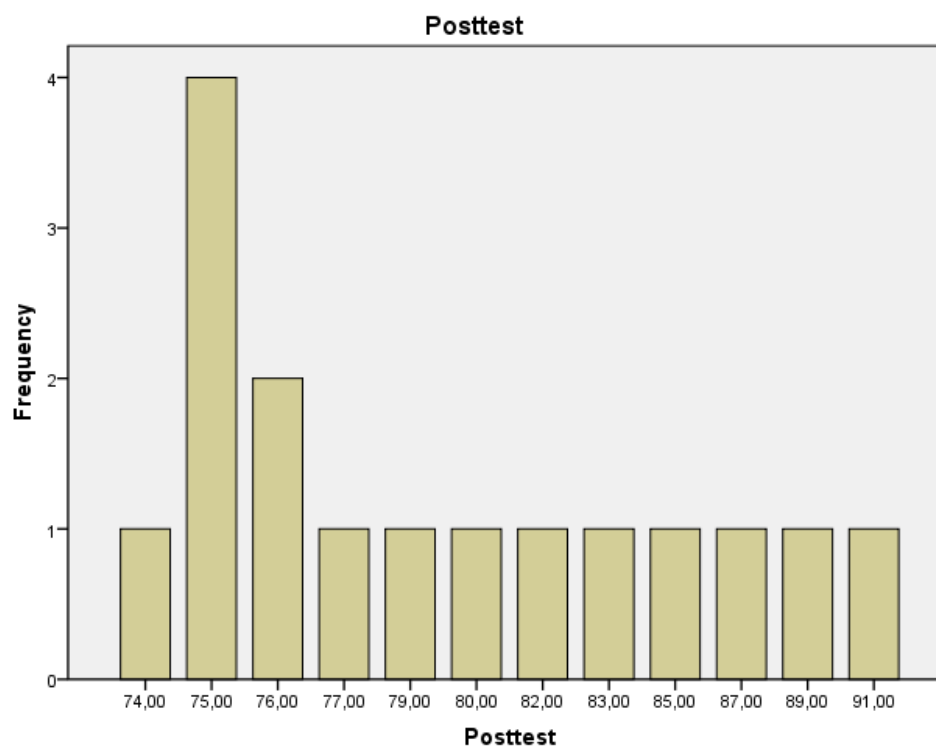


Table 4.12

Bar Chart of Posttest in the Experimental Class



The bar charts above show us the difference of posttest results in both classes. We can view the difference number of frequency that is shown in the table. The researcher can conclude that on posttest the scores' improvement on experimental class are showing much more progress averagely compared to the control class. Although, in experimental class itself there are 4 students who got the same score, it is 75 but the others show different ones.

However, based on all the tables, the researcher considered the improvement showed by the control class also as the effect of the method used but mostly because of the effect of vocabulary exercises provided by the researcher. Since the theory used in this research is also about practicing the vocabulary that is being learned. The researcher believe that the more the students get chances to practice the words learned, the more they understand the essence of using the words.

4.1.2 Mean Score and Standard Deviation

The mean score and standard deviation of the students' vocabulary understanding score are shown in table below.

Table 4.13

Group Statistics

	1.Experimental, 2.Control	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	16	55,75	6,34	1,6
	2	16	61,13	4,63	1,2

Based on the table above, we can see that the mean score of the students in experimental class was lower than the control class. The mean score of the

experimental class on pretest was 55,75 and the mean score of the control class was 61,13. It indicated the vocabulary understanding of the students in the experimental class was lower than the control class. The standard deviation of the experimental class was higher than the control class. The point is 6,34 for the experimental class and 4,63 for the control class. It proves that the teaching methods used by the teacher did not affect students averagely. More or less there are 6 points difference in the mean score of both classes.

Table 4.14

Group Statistics

1.Eksperimental, 2.Control	N	Mean	Std. Deviation	Std. Error Mean
Posttest 1	16	80	5,58	1,39484
2	16	71,3	5,42	1,35622

On posttest, the table shows that the mean score of the experimental class improved higher than the control class. Previously on pretest, the mean score for the experimental class was 55,75 and it improved on posttest until 80. Then, the mean score for the control class was 61,13 and it improved as well on posttest until 71,3. The researcher can conclude that although both of the methods used in this research affect students' vocabulary understanding, but the rate of the effect is not the same.

The pretest result proves that the students' scores are under average score. Their scores were not reach the expected score. However, on posttest the mean score of the students in the experimental class is increased by 24,75 point. While the control class also increased by 10 points. It proves that, the learning strategy

used in the experimental class is better than the learning strategy used in control class since the improvement in the experimental class was far more significant than the control class.

The method used for the experimental class gives more improvement than the method used for the control class. As we can see the tables above, firstly the experimental class has lower vocabulary understanding than the control class proven by the pretest mean score. Secondly after the treatment was conducted and posttests were given, the mean score showed that the experimental class improved higher than the control class. In other words, by using the contextualized vocabulary learning method the students could have more quick improvement on vocabulary understanding than using decontextualized vocabulary learning method.

The standard deviation of both experimental and control class were also not the same. As we know that, standard deviation is one of the important parts of descriptive analysis which accumulates the amount of variation of the students' score. The more high standard deviation is means that the more at variance the score was and the more low the standard deviation is means that the more similar all the score was.

The standard deviation of the experimental class on pretest was 6,34 which was a little bit higher than the control class 4,63. It means that, the score for each students in experimental was a little bit at variance than the control class. Or in other words, there were un-equal vocabulary understanding competencies among students in the experimental class. While, in the control class, the standard

deviation score pointed out that each student had more stable or same competence in vocabulary understanding.

On posttest, the score is also different but not the same as the pretest. It was 5,58 on experimental class and 5,42 on control class. The results show that the standard deviation on experimental class decreased. It means that during all the treatment conducted by using contextualized vocabulary learning strategy can enhance each students' vocabulary understanding averagely. Or in other words, the students were affected equally. While on the control class, the standard deviation increased, it means that the students' score on posttest was a little bit at variance than on pretest.

In interview, most students in the experimental class agree that by using contextualized vocabulary learning strategy can help them to understand more and even aware on their word use, word meaning, word formation, and word class understanding. They also got facilitated with the vocabulary exercises. The responses given by the students also support the quantitative findings that show improvement on posttest. Both pretest and posttest were about the students' vocabulary understanding that focused on word use, word meaning, word formation, and word class.

However, apparently the students in the control class did not feel the same as the experimental class. Most students consider that using decontextualized vocabulary learning strategy cannot affect their understanding on word use, word formation, word class, and word meaning significantly. There were some students who said that the learning strategy and the exercises really facilitate them to

understand more about those word meaning, word class, word use, and word form better than before.

These findings also answer the third research question which questioned the effect of both contextualized and decontextualized vocabulary learning strategy. The researcher can conclude that by using contextualized vocabulary learning strategy, there is a significant improvement that affects to their vocabulary understanding on word use, word form, word class, and especially word meaning.

Then, as a matter of fact, decontextualized vocabulary learning strategy cannot affect the vocabulary understanding of the students significantly. However, it may be more useful to be used on helping the students to enhance their vocabulary mastery on short-term retention for facing certain crucial matter, such as mastering vocabulary for facilitating them in English test or English National Exam.

This conclusion supports one of the previous studies stated before by Yu (2011) who conducted research by comparing memorization through word list and sentence-writing learning in vocabulary. The result shows that memorization through word list can only make the students remember the words in the short-term retention. Meanwhile, by practicing words through writing sentences or contextualized vocabulary learning can make the words stay in long-term retention.

4.1.3 Correlation Analysis

The following tables show the result of correlation analysis on pretest and posttest of both classes.

4.1.3.1 Experimental Class

The table below is the result of the statistical analysis on pretest and posttest correlation of the experimental class.

Table 4.15

Correlations

		PreTest	PostTest
PreTest	Pearson Correlation	1	.808**
	Sig. (2-tailed)		.000
	N	16	16
PostTest	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.000	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, we can see the result of pretest and posttest correlation proven by the r_{xy} value = 0,808 > r table (0,497) (higher than the r table), and Sig. (2-tailed) = 0,000 < 5% (smaller than 5%). The statistical analysis shows that pretest and posttest on experimental class have good and positive correlation.

Correlation analysis is used to find out the linearity of the data. Based on the table, there are 2 important matters, they are Pearson Correlation and the Sig. (2-tailed). The more the score close to 1 point, the more positive the linearity as well as the effect is. The table shows that the r_{xy} value = 0,808 > r table (0,497) it is higher than the r table. The r table is the minimum score of pearson correlation.

So, based on the finding, the data between pretest to posttest of the experimental class is positive and correlated. The Sig. (2-tailed) of the experimental class is $0,000 < 5\%$ it is smaller than 5%. The researcher can conclude that the pretest and posttest of the experimental class is really significant at 0,000 score. It means that the data are real and valid.

4.1.3.2 Control Class

The following table shows the result of the statistical analysis on both pretest and posttest correlation in control class.

Table 4.16

Correlations

		PreTest	PostTest
PreTest	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.004
	N	16	16
PostTest	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.004	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

On control class, we can see the result of pretest and posttest correlation showed in the table above. The statistical analysis shows that pretest and posttest on control class have good and positive correlation. However, the Sig. 2 tailed of the control class was a bit higher than the experimental class. It was correlated with the pearson correlation result.

In control class, the result shows that the r_{xy} value is 0,680 higher than the r table (0,497). Sig. (2-tailed) is $0,004 < 5\%$ it is smaller than 5%. Referring to the

findings above, the researcher can conclude that the pretest and posttest of the control class is also significant but the score is a little bit higher than the experimental class, it was at 0,004 score.

It can be related with the interview result that describes the responses of the students in the experimental class when they were asked about their opinion towards the learning strategy used in their class, contextualized vocabulary learning strategy are positive. Half students said that contextualized vocabulary learning strategy is good to be used, while other 3 students said that contextualized vocabulary learning strategy is helpful for students who prefer not to memorize words but to understand it by the meaning and practice it through context.

The response support the quantitative findings that the students in the experimental class had better improvement on posttest as well as positive effect on posttest compared to the students in the control class. The students in the experimental class also said that they considered matching meaning, making sentences and writing POS, and choosing a synonym in parentheses are the easier exercise for them.

While, fill in the blank spaces and finding the true or false answer are the difficult one. The responses support the fact that the contextualized vocabulary learning strategy is good at vocabulary understanding enhancement since the learning strategy is about contextualized meaning. It also supports the definition and the theory which stated by Unaldi, et al. (2013) that by making contexts of the

words using the students' own words will help them to understand more about the words.

The response of the students in control class was different. The responses from the students were a little bit negative. It relates with the pearson correlation result that is lower than the experimental's. In which, the score was also closer more to the *r table* rather than the maximum point that describes positive effect.

Besides, as stated before that the *Significancy* score of the experimental class is also higher than the experimental's. Some students said that decontextualized learning strategy is too simple and need other learning strategy to mix with, although to some students the vocabulary exercises were helpful but they prefer to use the method but mixed with another one.

Based on the interview result, most students chose finding the true or false answer are the easier exercise, while making sentences and writing POS and choosing a synonym in parentheses are the difficult one. It can be said that the decontextualized vocabulary learning strategy does not suit the students in order to enhance their vocabulary understanding. It is because, the control class students feel not being facilitated especially on learning word use and word meaning viewed by the exercises that they considered difficult through decontextualized vocabulary learning strategy.

The researcher can conclude that contextualized vocabulary learning strategy is better. The findings and its discussion stated above answer the second research question about what learning strategy suits the students the most in case of vocabulary understanding enhancement.

4.1.4 Hypothesis testing: using T-Test

The last descriptive analysis to the quantitative data is to test the t-test through independent sample test via PASW statistical analysis programme. In order to prove the hypothesis of the research and to find out whether or not the difference between pretest and posttest was statistically significant, the t-test statistical analysis was employed. The following table shows the result of t-test calculation:

Table 4.17

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post Equal test variances assumed	,311	,581	4,43	30	,000	8,62500	1,94548	4,65180	12,59820	
Equal variances not assumed			4,43	29,976	,000	8,62500	1,94548	4,65167	12,59833	

Based on that situation, the result data that must be read is the Equal variances assumed. It is because the Sig. score shows high one up to 5% in which stated that the valid data to be read is the first one. It is because, if the result is higher than (α) 5% then the data will be the Equal variances assumed and if the result is smaller than (α) 5% then the data will be the Equal variances not assumed. In reading the table we should notice the (sig.) of *Levene's test for equality of variances* score first.

The data in the Equal variances assumed column shows the t-value is 4,43 with the Sig (2-tailed) value is 0,000 = 0 % < 5% (0% is smaller than 5%) which means significant. As we know that the independent variables are contextualized and decontextualized vocabulary learning strategies, and the dependent variable is the vocabulary understanding. In order to find the effect of the independent variable towards the dependent variable of the research, the t-test analysis is conducted.

The sig. is 0.581 = 58,1% > 5%, it is higher than 5%. The t-value is 4,433 with the Sig. (2-tailed) value is 0,000 = 0 % < 5%, it is smaller than 5% which means it is significant. So, based on the t-test result and supported by all the findings above, the researcher can conclude that H_0 is accepted and H_1 is rejected. It means that contextualized and decontextualized vocabulary learning strategy affect students' vocabulary understanding.

The findings also answered the first research question that both learning strategies can affect the students' vocabulary understanding. The conclusion is also supported by all results presented on the table 4.1 to 4.7 that show the experimental class is better than the control class after the treatment conducted. Though at first on pretest before the treatment conducted, the results show that the control class is better than the experimental class.

On the final question of the interview, the researcher asked the students in both classes to give score to the learning strategy used. Half students in the experimental class gave 8,5, and the rest of them gave 8 and 7,5. On the other way, half of the students in the control class gave 6 to the learning strategy used,

and the other said 6,5 and 7. It can be said, the students of the control class do not really interested to decontextualized learning strategy as the students of the experimental class are interested to the contextualized in case of vocabulary understanding enhancement. The students in the control class considered learning words by only focusing on the actual meaning only is providing them depthless understanding on vocabulary.

Since the results of the last statistical analysis which described about the effect of independent variables towards the dependent variables is showing the significant effect. It proves that by using those learning strategies supported by providing vocabulary exercises can enhance students understanding on vocabulary. The students are more facilitated by combining learning strategies with various vocabulary exercises that consist of word use, word meaning, word form, and word class practice.

For all the time during teaching and learning English in the class, the teacher only focused on improving all language skills and one language elements, such as reading competence, speaking, writing, listening, and structure. The teacher seemed denying vocabulary learning. In fact, the students' main problem on failing in English mastery is because they were lack vocabulary understanding.

The students were failed on reading, speaking, listening, and writing just because most of the students had poor vocabulary understanding. In other words, the teacher keep improving the students' English mastery without solving and fixing the main problem happened to the students first. So, the researcher

conclude this as the reason of why before this research was conducted to the students they still had poor English competencies.

To sum up the data analysis above, the researcher could say that there is a significant differences on experimental class and control class. Since the t-test value is smaller than $(\alpha) = 0.05$ (5%), it means H_0 is rejected and H_1 is accepted. It means that there is a significant difference between the pretest and posttest mean score of the students' vocabulary understanding.

In collecting the qualitative data, the researcher interviewed the students by recording the response and took some notes. Each class was represented by 10 students, so it means that there were twenty interviewee of experimental and control class. There were 8 questions in the list, but the content was a little bit different for each class. The following tables are the result of the interview with the students.

Here is the result of the interview with the students in experimental class and control class. The interview was about the response from the students towards the method used in the class, contextualized vocabulary learning. The responses were different for some students. Also, for the control class, it was about the response from the students towards the method used, decontextualized vocabulary learning. The responses were also different for some students. The table below shows the responses and its percentage as the acumulation of the same response.

Table 4.18 Interview Result

	EXPERIMENTAL CLASS	CONTROL CLASS
	Students' opinion towards the learning strategies.	
1.	<ul style="list-style-type: none"> - 5 students (50%) : good - 3 students (30%) : helpful - 2 students (20%) : useful 	<ul style="list-style-type: none"> - 4 students (40%) : too simple - 4 students (40%) : the learning strategy is same with their teacher used - 2 students (20%) : helpful enough
	The easier vocabulary exercises.	
2.	<ul style="list-style-type: none"> - 5 students (50%) : matching meaning - 3 students (30%) : making sentences and writing POS - 2 students (20%) : choosing a synonym in parentheses 	<ul style="list-style-type: none"> - 6 students (60%) : finding true or false answer - 3 students (30%) : matching meaning - 1 student (10%) : fill in the blank spaces
	The difficult vocabulary exercises.	
3.	<ul style="list-style-type: none"> - 3 students (30%) : fill in the blank spaces - 3 students (30%) : finding true or false answer - 2 students (20%) : making sentences and writing POS 	<ul style="list-style-type: none"> - 5 students (50%) : making sentences and writing POS - 3 students (30%) : choosing synonym in parentheses - 2 students (20%) : matching meaning

	- 2 students (20%) : none.	
	Effect on word use.	
4.	- 7 students (70%) : yes, it does - 3 students (30%) : it does affect them enough	- 3 students (30%) : yes, it does - 4 students (40%) : a little bit - 3 students (30%) : no, it does not
	Effect on word meaning.	
5.	- 8 students (80%) : yes, it does - 2 students (20%) : it is helpful	- 4 students (40%) : yes, it does - 3 students (30%) : a little bit - 3 students (30%) : no, it does not
	Effect on word form.	
6.	- 8 students (80%) : yes, it does - 2 students (20%) : it is enough	- 3 students (30%) : yes, it does - 7 students (70%) : no, it does not
	Effect on word class.	
7.	- 8 students (80%) : yes, it does - 2 students (20%) : a little bit	- 6 students (60%) : yes, it does - 4 students (40%) : no, it does not
	Scores given by students to the learning strategies used.	
8.	- 5 students (50%) : 8,5 - 3 students (30%) : 8 - 1 student (10%) : 7,9 - 1 student (10%) : 7,5	- 5 students (50%) : 6 - 4 students (40%) : 6,5 - 1 student (10%) : 7

There are some additional explanation by the students to certain questions. On the first question, the students in the experimental class explain that contextualized vocabulary learning strategy is good because they can learn about

word-use, word-meaning, word-class, and word form. Besides, the learning strategy is helpful and useful for those who do not like memorizing technique because they can understand the word by the meaning and making sentences.

It is contrary to the control class, during the interview the students explain that decontextualized vocabulary learning strategy is too simple to be used to enhance students' vocabulary understanding and the learning strategy is same as the learning strategy that the English teacher used in vocabulary learning. Although, there are others two students who said that this learning strategy is easy yet helpful enough.

On the fourth question, the students in the experimental class elaborate that the learning strategy facilitate them in making sentences and through all 8 treatments they can understand how to learn vocabulary better. While, the students in the control class did not explain more the answer. On the fifth question, the students in the experimental class explain that by using the contextualized vocabulary learning strategy they feel that their understanding about word meaning is enhanced, they also said that they can learn about possible meaning, too.

The students in the control class said that decontextualized vocabulary learning is helpful enough but it needs improvement, they also said that their understanding about word meaning is improved but not significantly since the learning strategy is about the actual meaning of the word. The students also explain that sometimes by knowing the actual meaning only can facilitate them in communicating through speaking but not in writing and especially reading.

On the sixth question, the students in the experimental class responded that through all treatment and by using the learning strategy has introduced them to word formation and help the students to understand it. Most students did not know much about word formation. Though, there are others two students who said that this learning strategy is good enough to be used. Same responses are also showed by the students in the control class, they explain that they were new to the term word formation. They explain that their teacher did not explain them or tell them about main components in vocabulary learning specifically. The teacher only asked them to make notes filled by the new words and asked the students to find the meaning from the dictionary and then memorize the words.

On the seventh question was about the students' opinion about word class enhancement. The students in the experimental class said that by using contextualized vocabulary learning strategy can help them to understand about word class better than before. They said that, it helps them to know that a word could has two or more word class and it help them in making sentences exercises. Some students in the control class also give the same responses that they understanding about word class is better than before the treatment was conducted. It is because their teacher never explained them about word class in a specific way. The other students said that there might be an improvement but not significant.

All of these responses are related and in accordance to the quantitative findings. These qualitative findings support all the quantitative findings and answer three research questions. So, based on all findings of both quantitative

such as frequency and the percentage, mean score and standard deviation, correlation analysis, and t-test analysis, and supported by the interview results, the researcher can conclude that by using contextualized vocabulary learning strategy can enhance students' vocabulary understanding significantly. This also supports the findings of the previous studies such as Öztürk (2012), Gillam and Reeceb (2012), and Perin (2011). All of those studies and this research are same in one conclusion that contextualized learning is better than decontextualized learning in enhancing students vocabulary understanding.

4.2 Discussion

The researcher will explain some important things of this research in this discussion part. The researcher will discuss the relation of the quantitative and qualitative findings in both experimental and control class and the relation of all findings and previous discussion to the research questions and the theory related to this research. This research is a mixed-method research conducted in the Senior High School of Pesantren IMMIM Makassar. The researcher mixed quasi-experimental research with descriptive qualitative. As stated before, the researcher focus on students' vocabulary understanding improvement by providing them new method.

Previously on findings, the researcher has shown all result of the statistical analysis of the data collected through pretest and posttest. There were four main parts of the analysis result, they are frequency and percentage of pretest and posttest, mean score and standard deviation, correlation, and t-test analysis. Based

on the findings, the researcher can conclude that contextualized vocabulary learning strategy can enhance students' vocabulary understanding significantly.

The researcher gave pretest to class XII A IPA and XII B IPA on November 14th 2016 but at different time. At that time the researcher had not decided which class was the experimental and control yet. Before the pretest was conducted, the researcher explained to the students what the research was about and how to fill the answer sheet. Before the class was over, the researcher along with the students discussed the pretest and the research. After the researcher analyzed the pretest result, the researcher found that the students competencies of class XII B IPA is lower than the XII A IPA. So, she decided to choose XII B IPA as her experimental class and XII A IPA as her control class.

The first treatment began on the next day after the pretest conducted, it was on November 15th 2016. All treatment of the experimental class were conducted at the same day as control class. The treatments are different on experimental and control class. The researcher did not expect much on the first treatment because most of them actually did not have such high self-consideration in learning vocabulary. The students are most likely showing their huge intention in learning English but they did not know how to explore it more.

In the first treatment, the researcher introduced the students to some things that will be used and applied such as the contextualization learning strategy and all included in instruments. As the instruments are vocabulary exercises that have several different tasks and forms, so the researcher explained them one by one and what benefit or results expected through each task. The researcher also explains to

the students about what actually contextualization is and how to apply it for daily learning.

On the experimental class, the researcher introduced students to the contextualized vocabulary learning strategy and explained them about word class, word meaning, word formation, and word use that those points are important to be understood in vocabulary learning. The researcher also did the same to the control class. The first treatment on the control class conducted after the experimental class. The first treatment on both classes was about the word meaning and possible meaning. There were three vocabulary exercises in the first treatment for both classes and 10 words listed for the students.

Through this first treatment, the students were expected to understand how to use contextualization learning strategy in learning vocabulary and know more about meaning and the possible meaning of words. The students were expected to know that one single word could have 2 or more meanings in different contexts. The researcher then asked the students to make sentences as the sample of different meanings in different contexts of the words given. At that time, the students' response to the treatment was better than the researcher ever expected before. She thinks that because of the students were not asked to memorize words, but rather to practice it and to contextualize it based on their own understanding.

The second treatment was held on November 17th 2016. It was about contextualization and meaning on the experimental class. In this second treatment, the researcher asked the students to practice more in contextualizing words using their own words and try to not memorize words only but to understand the

meaning and its possible meaning. On control class, the treatment was about definition of words and meaning. So, the researcher asked the students to find only one definition of the words through the dictionary. The researcher also has provided the sample sentence of the words, all the students of both classes were asked to guess the meaning of the word based on the sentence made by the researcher.

The third treatment was conducted on November 19th 2016. It was about word use and word meaning on both classes. The fourth treatment was held on November 21st 2016 and the fifth treatment was on November 23rd 2016. The focus on those days were about word class and word use. The sixth treatment was given on November 26th 2016 and it was about word class, word meaning, word use, and word form. The seventh treatment was employed on November 28th and the topic was also about word class, word meaning, word use, and word form. Then, the last treatment was employed on November 30th 2016. On the last treatment, the researcher made sure that all students especially the experimental class have already understood about four main components in vocabulary learning, those are word meaning, word class, word use, and word form.

The posttest was administered to the both classes on December 3rd 2016. As stated before that posttest is administered to the students to find out the students' competencies after the treatment done. The results show that on posttest the students have better vocabulary understanding, especially on experimental class. The findings show that by using contextualized vocabulary learning strategy can enhance students' vocabulary understanding significantly.

Table 4.3 until 4.12 show that the frequency and its percentage of the pretest and posttest result was really different, especially for the experimental class. For over 50% students in the experimental class had poor vocabulary understanding. To be exact, there were 9 from 16 students who had poor vocabulary understanding. It proved that before the researcher conducted her treatment, most students were lack of vocabulary understanding.

However, the situation in the experimental class was different with control class. The analysis result of the frequency and its percentage showed that over 80% students in the control class had fair vocabulary understanding. To be exact, there were 14 students which had been categorized onto fair vocabulary understanding and only one student that had been categorized onto poor one.

Based on this first difference should have made people who realize the situation questioning the reason of why this can be happening since all the students are taught by the same teacher. As the researcher has explained before (*see chapter 1*), all the students in the research location are already classified into the same level competencies. So, the researcher chose the experimental class as her experiment subject also because of the fact that some of the students in the class had poor vocabulary understanding than the other class and the researcher felt more challenged to help the students to improve their vocabulary understanding.

The students' score after the treatment was given shows an improvement in both experimental and control class. Based on the *table 4.4* frequency and percentage table for posttest, for over 80% students in the experimental class had

been categorized into good vocabulary understanding. To be exact, there were 13 students of 16 which have good vocabulary understanding. Other 3 students (18,75%) have very good vocabulary understanding. Compared to the pretest analysis, the posttest shows a significant improvement since there was no more students which had poor vocabulary understanding. It means, the contextualized vocabulary learning strategy is good for students.

On the other side, the posttest frequency of control class was also increased but not as significant as the experimental one. Previously on pretest there were 14 students (87,5%) which had fair vocabulary understanding and one student (6,25%) had poor vocabulary understanding. On posttest result, 62,5% or exactly 10 students have been classified into good vocabulary understanding, while other 6 students (37,5%) have been classified into fair vocabulary understanding.

The improvement was also supported by the result of the statistical analysis of the mean score and standard deviation. The mean score of the experimental class on pretest was 55,75 and improved to 80 on posttest. The mean score of the experimental class improved 24,25 points to be exact. Whereas, for the control class had 61,13 on pretest higher than the experimental class but also improved on posttest to 71,3. The mean score of the control class improved 10,17 points. These mean scores improvement on both classes happened as the effect of the treatment that was given to both classes. It means that there is a significant difference between the pretest and posttest mean score of the students' vocabulary understanding.

Though, the control class also showed the improvement on vocabulary understanding after all eight treatment done, but the point does not reach the half of the experimental class score. In other words, contextualized vocabulary learning strategy is better than decontextualized vocabulary learning strategy. Beside that, the standard deviation score also supports the fact that contextualized vocabulary learning strategy is better. As the researcher has mentioned before on findings that the standard deviation shows the accumulation of the amount of students' score variation.

On pretest, the standard deviation on experimental class was higher 1,71 point than the control class. It means that at that time the students competencies in the experimental class on vocabulary understanding was at variance which means that some student had different score on pretest, the amount of the same score was not much (*see appendix*). However, on posttest the standard deviation of both classes has changed.

On experimental class the score decreased into 5,58 which means that the method used did affect all students averagely. On control class however, the score was increased a bit into 5,42. The score improved to 0,79 point, though it was small point improvement but it proved that the method used in the control class did affect students differently. In other words, the students score of the control class was a little bit more at variance than on pretest.

The researcher also conducted correlation descriptive analysis in order to support the findings of the research. The result shows that both pretest and posttest on experimental class are significant and have positive correlation. That

fact was proved by the score of Sig. (2-tailed) = 0,000 which is smaller than 5%. Besides, the score of $r_{xy} = 0,808$ is higher than the r table 0,497. The more significant the pretest-posttest are then the more high the r_{xy} score compared to the r table is.

On control class, the result also shows that both pretest and posttest are significant and have positive correlation. The Sig. (2-tailed) score for the control class was 0,004 smaller than 5%. The score for the control class was a bit higher than the experimental class which proves that the experimental class was better than the control class on pretest-posttest correlation. In addition, the r_{xy} score = 0,680 is also higher than the r table 0,497 which means that result is also significant. As we can see that the experimental class's r_{xy} score was higher than the control class. It means that the experimental class's pretest to posttest is more significant than the control class.

The researcher also conducted independent sample t-test analysis in order to test the research hypothesis stated before. The result shows that there is a significant improvement on students' vocabulary understanding based on the t-test analysis. It is proven by the Sig. (2-tailed) = 0,000 which is less than the $\alpha = 0,05$ or 5%. Referring to all quantitative findings and its discussion above, it can be concluded that H_0 is rejected and H_1 is accepted. It means that both Contextualized and Decontextualized vocabulary learning strategy do affect students' vocabulary understanding.

Beside that, all of the quantitative findings and its discussion above also answer the first research question, which proved that by using contextualized or

decontextualized vocabulary learning strategy can enhance students' vocabulary understanding. Although, the effect given by each method is different but they both do affect the students' vocabulary understanding. The researcher explains and answers the other research questions of this research on qualitative discussion.

As explained before, the researcher conducted interview to the students in collecting the qualitative data. The interview was employed on December 4th 2016, a day after the posttest was administered. On findings the researcher has described the students' response to the questions given. There were 8 questions to each class. There were same questions but there were different questions as well (*see chapter 4*). Based on the findings of the qualitative research, the researcher came up with the conclusions which also answer the remain research questions. In this part the researcher will discuss more about the qualitative data and relate it with the quantitative findings.

In this class there were 10 students who were willingly to be interviewed. The researcher gave a list of 8 questions to the students to be read and answered one by one. On the first question, the researcher asked about the students' opinion to the method used in the class for all 8 meetings. The students gave different answers, but half of them (50%) agree that contextualized vocabulary learning strategy is good to be used.

The students said that by using the method, they can learn about word-use, word-meaning, and word-form. 3 students (30%) who do not like memorizing technique said that contextualized vocabulary learning strategy is helpful for students who prefer not to memorize words but to understand it by the meaning

and practice it through context. The rest 2 students (20%) answer that the method is useful.

Referring to their answers, it relates to the fact that on quantitative findings such as the frequency and its percentage as well as the mean score that the students' score is much better on posttest than the pretest. The students show positive response in both quantitative and qualitative findings. The students response to the first question support the findings that there were no more students who categorized into poor vocabulary understanding on posttest. The students consider the contextualized vocabulary learning strategy as a good method to be used in order to enhance their vocabulary understanding.

On the second question, the researcher asked about the students' opinion towards the easier vocabulary exercise. Some students (50%) said that matching meaning is the easier, 3 students (30%) chose making sentences and writing POS, and 2 students (20%) chose choosing a synonym in parentheses. The answer is relate to the use and focus point of contextualized vocabulary learning strategy since the method is about meaning in contexts, making contexts or sentences, and finding out the possible meaning of the words.

There are variants answer on the third question as well, it was about which one the difficult vocabulary exercise is. There were 3 (30%) of 10 students who chose fill in the blank spaces and also 3 (30%) of 10 students chose finding the true or false answer. Fill in the blank spaces is actually an exercise for word use and finding the true or false answer is another kind of exercise for word meaning. Few students considered those exercises difficult because those exercises require

the students to have plenty words bank in mind or in other words, it will be difficult to do those exercises if the students are lack on vocabulary mastery, in which the students should stick to their dictionary to find the definition of the new words and contextualized them.

The fourth question was about the students' opinion about the effect of the method used towards their word use knowledge. 7 (70%) of 10 students said yes, it does. Though on previous question there were 3 students who considered one of word-use exercises was difficult but out of that, the researcher can conclude that most students agree on by using contextualized vocabulary learning strategy can affect their word-use knowledge. The students then added that, they are facilitated more on making sentences.

The fifth question was about the students' opinion towards their word-meaning knowledge after the treatment done. 8 (80%) of 10 students said yes, it really does since the method was about meaning and contextualization. Then, the sixth question was about the effect of the method used towards their word-form knowledge. 6 (60%) of 10 students said yes, it does. The seventh question was about the students' opinion towards their understanding on word class. The response was also positive, 8 (80%) of 10 students said yes, it does. These responses support the quantitative findings which show improvement on posttest result. In which both pretest and posttest were about word class, word meaning, word use, and word formation.

The final question was about the students were asked to give score to the method used on scale 1 to 10. The responses were at variance (*see chapter 4,*

findings), but half of them (50%) gave 8,5 to the contextualized vocabulary learning strategy. It means that the students like the method used. All of these positive responses are relate and in accordance to the quantitative findings of the experimental class. These qualitative findings support all the quantitative findings. So, based on all findings of both quantitative such as frequency and the percentage, mean score and standard deviation, correlation analysis, and t-test analysis, and all interview results the researcher can conclude that by using contextualized vocabulary learning strategy can enhance students' vocabulary understanding.

The total number of students who want to be interviewed in control class was the same as the experimental class, there were 10 interviewee as well. The procedure was also the same as the experimental class. The researcher provided a list of eight questions to each interviewee. On the first question the researcher asked the students to give their opinion about the method used in the class for all 8 meetings. 4 (40%) of 10 students said that this method is too simple and need another method to mix with. Another 4 (40%) students said that this method is just the same as their teacher use during teaching and learning process. 2 (20%) students said that this method is easy and helpful enough.

Based on this response, the researcher can say that most students considered decontextualized vocabulary learning strategy as a simple and easy method to be used because it is just about finding the definition or the actual meaning of the difficult words in dictionary and make the sentences. This method is just the same as what their teacher has taught them. This response is actually

support the quantitative findings which show improvement in the control class as well. The method used is simple and it can also improve the students' vocabulary understanding.

On the second question was about the students' choice for the easier vocabulary exercise. 6 (60%) of 10 students chose finding the true or false answer is the easier exercise of all. The researcher can say that most students in control class chose finding the true or false answer as their easier vocabulary exercise in which on experimental class response the opposite.

As the researcher has stated before that, finding the true or false answer is another kind of exercise for word meaning. Besides that, other 3 (30%) of 10 students chose matching meaning and 1 (10%) student chose fill in the blank spaces. As explained before, those exercises especially finding the true or false answer expect the students to have good vocabulary mastery or in other words, the students will be more facilitated to do the tasks when they master plenty words.

Meanwhile, on the third question was about the difficult exercise. The students response that, half of them (50%) chose making sentences and writing POS. 3 (30%) of 10 students chose choosing a synonym in parentheses and the rest 2 (20%) students chose matching meaning. The control class considered these exercises as their difficult ones while the experimental class considered the opposite. So, based on this and previous response, the researcher can conclude that the control class lack on vocabulary understanding but good at vocabulary mastery. The students of the control class were good at exercises which require

good vocabulary mastery but lack at exercises that require good vocabulary understanding.

On the fourth question was about the students' opinion towards the effect of the method used to their word-use knowledge. The response was at variance, 4 (40%) of 10 students said a little bit, 3 (30%) of 10 students said that it affects them enough, and the rest 3 (30%) students said no, it does not. Fifth question was about the effect of the method used towards their word-meaning knowledge. 4 (40%) of 10 students said yes, it does helpful enough, 3 (30%) of 10 students said that this method does affect them but not significantly, and the rest 3 (30%) of 10 students said no, it does not.

The sixth question was about the students' opinion towards their word-formation knowledge after the treatment done. Most students (70%) said no, the method does not affect them or in other words they do not feel that by using this method can enhance their knowledge on word formation. In fact, the rest 3 (30%) students said that they were new to the term of word formation, which means that their teacher did not teach them about word formation of all the time teaching and learning English process going.

While, on the seventh question was about their word-class understanding, and the response was 4 students (40%) said yes, they feel that their knowledge about word class enhance, 4 (40%) students said no, it does not, and the rest 2 (20%) students said better than before. Based on the students' responses to the fourth until the seventh question, the researcher can conclude that most students

consider by using decontextualized vocabulary learning strategy cannot enhance vocabulary understanding significantly.

The last question was also the same as the experimental class, it was about the score that the students think suit the method. The score that supposed to be given is from scale 1 to 10. The students' answers were at variance as well but half of them (50%) gave 6, 4 (40%) students gave 6,5, and the last 1 (10%) student gave 7. The score given by the control class students to decontextualized vocabulary learning strategy is lower than the experimental class gave to the contextualized vocabulary learning strategy. The researcher can conclude that the students of the control class consider the method used is not good enough to be used in enhancing their vocabulary understanding since it is too simple and easy.

All findings have shown the same results that contextualization is better to be used than decontextualization. When the first time the researcher considered and then chose the strategy, she has already believed that the strategy might help the students to enhance their own vocabulary understanding. It was because the researcher chose a learning strategy that was appropriate to use in solving the current problem of the students. So, the method used was in accordance and related to the students' needs.

Furthermore, the researcher also provided kinds of vocabulary exercises for students to use to practice the words given. The researcher realizes that those vocabulary exercises do contribute to the students success in vocabulary enhancement because when the students are well practiced then their knowledge will be enhanced. The students are expected to keep applying the learning strategy

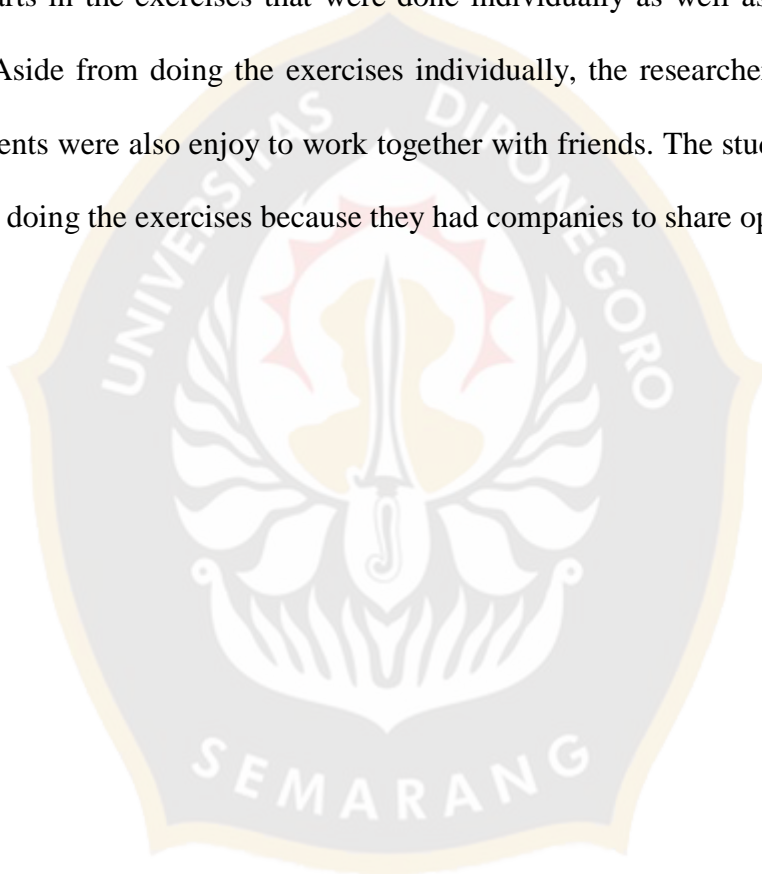
in learning vocabulary whenever and wherever because it will help the students to remember the words for long-term period. The researcher also expects the students to keep practicing the words they were learning by applying the similar kinds of vocabulary exercises that the researcher has applied.

The main reason of why this learning strategy successfully and effectively enhanced the students' vocabulary understanding compared to decontextualization strategy because this strategy does not demand the students to memorize the words. Based on the theory used about contextualization, the researcher can conclude that the students succeed in enhancing their vocabulary understanding because of the strategy drives the students to learn vocabulary in many different contexts. The students learn the different meaning as well as the word class from different context. Through contextualization the students can also enhance their understanding in word use and word form since they can view how the words are formed and used based on the context. The more they learn words in context, the richer their knowledge in vocabulary, especially in word meaning.

Comparing to the other strategy, decontextualization, the theory said that the context of the word is no longer important when the students learn vocabulary through decontextualization. In other words, through this strategy the students are driven to learn words based on the actual meaning. When the learners ignored to view a word from its context, it means the learners can only focus on language as one item by not considering the word class, word form, and word use from the context. So, the researcher can conclude that learning vocabulary through

decontextualization make the students lack vocabulary understanding on meaning, word class, word form, and also word use.

In interview the students said that they do not like to memorize words, so this strategy has facilitated them in learning vocabulary as they want. As stated before that the instruments were about practicing the vocabulary. There were some parts in the exercises that were done individually as well as in pairs or in group. Aside from doing the exercises individually, the researcher assumed that the students were also enjoy to work together with friends. The students felt more enjoy in doing the exercises because they had companies to share opinion with.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

5.1 Conclusion

Previously, the researcher has discussed and has related all the findings collected from the statistical analysis and the interview. On pretest, the students of the experimental class had lower vocabulary understanding compared to the control class. On frequency and its percentage of pretest, most students of the experimental class were categorized into poor vocabulary understanding. and most students of the control class were categorized into fair vocabulary understanding.

On frequency and its percentage of posttest, almost all of the students of the experimental class were categorized into good vocabulary understanding. and most students of the control class were categorized into good vocabulary understanding, and the rest were still in fair. The mean score of the experimental class increased by 24,75 points from pretest to the posttest. While, the mean score of the control class increased by 10,13 points from pretest to the posttest. The findings prove that both contextualized and decontextualized vocabulary learning strategy can enhance students' vocabulary understanding but at different level.

On experimental class, the correlation analysis shows the Sig. (2-tailed) result in $0,000 < 5\%$, while on the control class the Sig. (2-tailed) result is in $0,004 < 5\%$. The t-test value shows that the posttest result is significant at $0,000 < 5\%$.

The researcher concludes that contextualized vocabulary learning strategy is better than decontextualized in enhancing students' vocabulary understanding. It proves that contextualized vocabulary learning strategy suits the students more in case of enhancing their vocabulary understanding supported by the statistical results and interview results.

Based on the statistical analysis results supported by interview result, both contextualized and decontextualized vocabulary learning strategy show different effect to the students' vocabulary understanding. It shows that contextualized vocabulary learning strategy is better to be used for students rather than decontextualized vocabulary learning strategy in enhancing vocabulary understanding because it provides greater effect to the students.

The students in the control class did not interest in decontextualized vocabulary learning strategy as the experimental class did. Referring to the interview results, almost in all questions the students give negative response to the learning strategy used. The students show that they are not interested in decontextualized vocabulary learning strategy. That also can be the reason of their improvement that is lower than the students in the experimental class.

Whereas, the students in the experimental class give positive response during the interview, the researcher can conclude that the students are interested and excited in using contextualized vocabulary learning strategy. It is also supported by all the quantitative findings that prove contextualized vocabulary learning strategy is better and can interest students.

The researcher can conclude that decontextualized vocabulary learning strategy does not effective enough to be used by the English teacher in enhancing the students' vocabulary understanding, but it may be better on vocabulary mastery enhancement for specific purposes. The researcher suggests the future researcher or the reader who is interested in conducting vocabulary research to do research focus on the use of decontextualized vocabulary learning strategy.

5.2 Suggestions

Referring to all results that have been found, the researcher finds out that by using contextualization learning strategy in enhancing students' vocabulary understanding can help and facilitate students better in mastering English as an international language. The researcher suggests the teacher in that school to apply this learning strategy in helping the students to understand things mattered in vocabulary. Those mattered things are word meaning, word use, word formation, and word class. In which the students are expected to be able to understand the meaning of the vocabulary they know and not.

Besides, the researcher also implies the teacher and both students to define every single strange, difficult, or new word in English, and imagine it in circumstances related to real life that can help us to remember the word easily. Contextualizing the word is actually easy to do. Someway and somehow it depends on the person who do it. Some people feel facilitated when they contextualizing things into sentences, events, moments, things, songs, melody, and so on.

The way of people or students studying or learning something is different. However, it is the teacher's duty and responsibility to give, to show, and to provide the students several ways of learning because the teacher should also aware of how the students can accept materials easily. The teacher should not only aware of the teaching methods he is going to use in the class, instead he should also aware himself whether or not the students will get the materials properly as how it is expected.

The researcher also suggests both the reader and especially the future researcher to conduct study about learning strategies or ways of learning instead of focusing on teaching methods because we rather find research on teaching methods than learning strategies. Learning methods are also crucial to study about since lots of people love to learn something by themselves. So, we do need to upgrade and even to find new learning methods that can be used formally in school or personally at home.

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PRETEST and POSTTEST

NAME :
NIS :
CLASS :
SCHOOL :

Test 1 :Find the Part of Speech (Word Class), describe the meaning, and make a sentence for each words below.

NO	WORD	POS	MEANING	SENTENCE
1	Aware			
2	Factor			
3	Research			
4	Conduct			
5	Technique			
6	Affect			
7	Benefit			
8	Credit			
9	Item			
10	Constant			
11	Define			
12	Impact			
13	Seek			
14	Joy			
15	Reboot			
16	Repair			

17	Occur			
18	Expand			
19	Tend			
20	Prior			
21	Initial			
22	Assume			
23	Distinguish			
24	Coordination			
25	Purchase			

Test 2 : Decide if each sentence is true or false. Write T for true and F for false.

1. Shoppers can get **benefit** from sales and specials. ()
2. When you buy things with **credit**, you must pay for them immediately. ()
3. If you know and think about something, you are **aware** of it. ()
4. A good vocabulary understanding may **affect** students' English mastery. ()
5. Something that is **constant** happens constantly. ()
6. A **technique** is a way of doing something. ()
7. A **factor** is a statement that is always true. ()
8. A cartoon of a dozen eggs counts as twelve **items** at the supermarket. ()
9. By **conducting** a **research**, we can find out students' English comprehension.()
10. The students have to **conduct** their homework on time. ()

Test 3 : Find the best word to replace the word in bold.

1. As a human being we have to pray to Allah SWT all the time, especially when bad things **occur** (continue / happen).
2. She was **distinguished** from (differentiated / moved) the other girls for her age.
3. In every university, there is a special **coordination** (organization / communication) of students who care about nature and social life called MAPALA.
4. The teacher ask students to memorize the **definition** (statement / meaning) of the given words.

5. Be **joyful** (cheerful / awful).
6. The store has been designed to make every customer want to **purchase** (see / buy) as much as possible.
7. Negative thinking gives bad **impact** (influence / cause) on our life.
8. Every person has his own assumption about English, someone may **assume** (hope / regard) that English is difficult.
9. They came to my house to **seek** (find / look for) shelter for living.
10. Strangers who come from other countries **tend** (are more likely / usually) to be more polite when they speak and interact with us.
11. **Prior** (before / after) to the late twentieth century, some people were prefer to walk on pedestrian rather than driving a car.
12. Referring to the grammar rules, if the **initial** (first / last) sound-phoneme of a word is vowel then we must use article 'an' before the word.
13. My dad is a businessman and he **expands** (continue / enlarge) his business to the real estate and properties.
14. I need to get my washing-machine **repaired** (fixed / improved)
15. We may need to **reboot** (on / restart) our cellphone whenever it loads too long.



THANK YOU

QUESTIONS FOR INTERVIEW

1. What do you think about the learning strategy I used for our 8 meetings?
2. What vocabulary exercise is the easier one?
3. What vocabulary exercise is the difficult one?
4. Does this learning strategy affect your knowledge on word-use?
5. Does this learning strategy affect your knowledge on word-meaning?
6. Does this learning strategy affect your knowledge on word-form?
7. Does this learning strategy affect your knowledge on word-class?
8. On scale 1 to 10, what score do you think you can give this learning strategy?

NAME :
NIS :
CLASS :
SCHOOL :

T-1

Find the Part of Speech (Word Class), describe the context, and make a sentence for each words below.

NO	WORD	POS	CONTEXT	SENTENCE
1	Security			
2	Assess			
3	Version			
4	Approach			
5	Concept			
6	Parallel			
7	Element			
8	Technical			
9	Previous			
10	Contain			

Exercise 1 : Choose the synonym of the bold words.

1. There are two **versions** (form / poetry) of my English coursebook. Each version is **parallel** (different / matching). The books are used as main coursebook. One version **contains** (possess / have) materials for language **elements** (parts / subjects) teaching, and another contains materials for language skills.
2. Everyone has different **concepts** (ideas / sentences) about English. Some people considered English as a difficult course, but some people did not. Somehow, English is learned by the students for **technical** (difficult / specialized) needs such as to pass the national exam. English national exam is used to **assess** (describe / analyze) students' competence in English.
3. In **previous** (later / earlier) study of English, the students used bilingual dictionary in learning process. Bilingual dictionaries are better than monoilingual ones because they provide both of the exact meaning and **approach** (possible / close) meaning simply. Besides, bilingual dictionaries also give the students feeling of **security** (safety / danger).

Exercise 2 : Find the match meaning.

- | | |
|---------------|--|
| 16. Security | a. Judge the importance, worth, etc of something. |
| 17. Assess | b. General idea. |
| 18. Version | c. Always at the same distance from each other/very similar. |
| 19. Approach | d. Protection against something bad that might happen in the future. |
| 20. Concept | e. Happening or existing before something else. |
| 21. Parallel | f. Copy of somethings that is slightly different from the original. |
| 22. Element | g. Come nearer to somebody or something. |
| 23. Technical | h. Have or hold something inside. |
| 24. Previous | i. Necessary or typical part of something. |
| 25. Contain | j. Concerned with the practical use of machinery, methods, etc. |

Contextualized – Game : make a group of five and listen to the instructions from teacher.

NAME :
NIS :
CLASS :
SCHOOL :

T-2

Find the Part of Speech (Word Class), describe the context, and make a sentence for each words below.

NO	WORD	POS	CONTEXT	SENTENCE
1	Goal			To graduate from college is a common GOAL of students
2	Precise			Architects must make very PRECISE drawings
3	Task			TASK is good for students
4	Complex			All languages are equally COMPLEX and difficult to learn
5	Potential			Everyone has the POTENTIAL to learn more than one language
6	Conduct			We CONDUCT funerals to respect the dead and to show our love
7	Link			Internet LINK people who live in countries that are far from each other
8	Aware			If you are AWARE of something, you know about it
9	Factor			Price is an important FACTOR to know before buying something
10	Research			RESEARCH is needed to solve current issues

Exercise 1 : Choose a word in parentheses that is nearer in meaning to bold word.

1. Many people are not **aware** (do not like / do not think about how) of how to keep maintaining their healthy.
2. Price is often the most important **factor** (reason for / cost in) buyers' decisions.
3. **Research** (lesson / study) is **conducted** (held / finished) to expand the theories of any knowledge.
4. The **goal** (problem / purpose) of a library is to make knowledge and information available.
5. Mathematics is a **complex** (complicated / dangerous) subject, we must use each formula **precisely** (exactly / carefully). Besides, the teacher always gives us **tasks** (things to do / things to consider) to make us keep practicing.
6. In this modern era, many are **linked** (introduced / connected) via internet. Internet has become a place for people not only to interact socially but also to do a business. It becomes a **potential** (serious / possible) yet promising business industry in this era.

Exercise 2 : Find the match meaning.

- | | |
|---------------|---|
| 1. Aware | a. Knowing or realizing something |
| 2. Factor | b. Something that you hope to achieve |
| 3. Research | c. Detailed study of a subject to discover new facts about it |
| 4. Conduct | d. Fact, circumstance, etc that helps to produce a result |
| 5. Goal | e. Clear and accurate, exact, showing care about small details |
| 6. Complex | f. Piece of work that has to be done |
| 7. Precise | g. Organize and do a particular activity |
| 8. Task | h. Made up of many different parts, difficult to understand or explain |
| 9. Link | i. That can develop into something or be developed in the future |
| 10. Potential | j. Connection or relationship between two or more people or things, make a connection between two or more people or things. |

Exercise 3 : Decide if each sentence is true or false. Write T for true, and F for false.

1. If something is **potential**, we are absolutely sure it will happen. ()
2. The grammar of all languages is very **complex**. ()
3. Vacuuming, dusting, and cooking are household **tasks**. ()
4. In mathematics, it is important to be **precise**. ()
5. Preparing for careers and getting degrees are typical **goals** for college students. ()

6. A **link** is something that separates two things. ()

Contextualized – Game : make a group of five and listen to the instructions from teacher.

NAME : **T-3**
NIS :
CLASS :
SCHOOL :

The Importance of English Language

I personally think that English is the world's most important **language**. Why do I say that? Firstly, English is an international language. It is **spoken** by many people all over the world, either as a first or second language. Secondly, English is also the key which opens door to scientific and technical **knowledge**, which is needed for the economic and political **development** of many countries in the world. Thirdly, English is a top **requirement** of those seeking for jobs. **Applicants** who **master** either active or passive English are more **favorable** than those who do not. From the facts above, it is **obvious** that everybody needs to learn to **greet** the global era.

Questions :

1. Define in context each sentence using your own words!
2. What is exactly this text about?
3. Find 5 your difficult words in that text!

Exercise 1 : Match the words in Column A with their meanings in Column B.

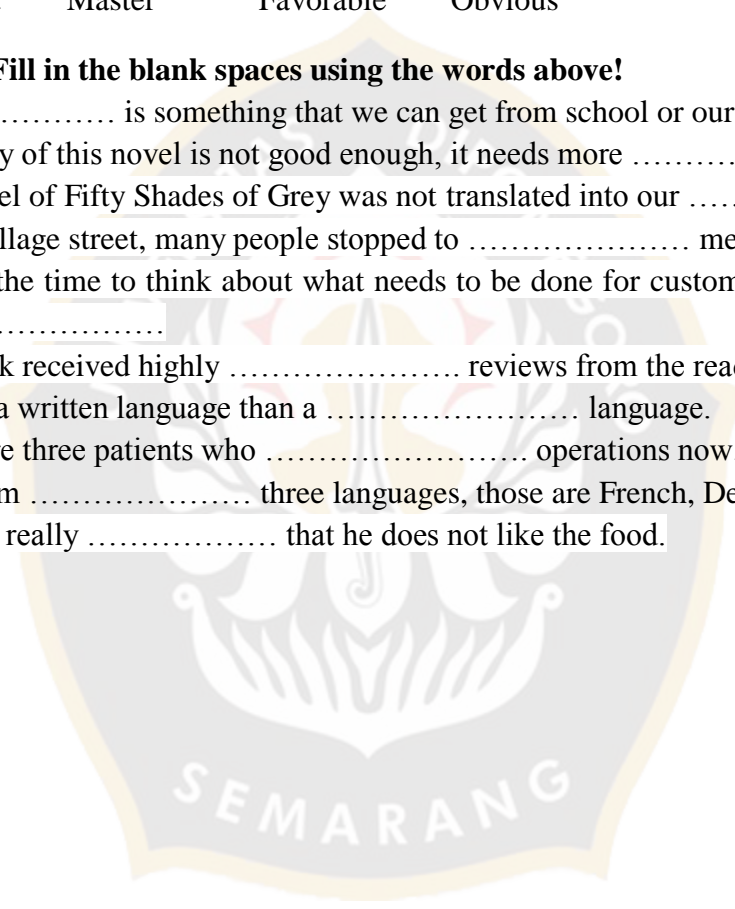
Column A	Column B
1. Language (n)	A. Need for a particular purpose
2. Spoken (adj)	B. Acquire complete knowledge or skill in an accomplishment
3. Knowledge (n)	C. A person who makes a formal application for a job
4. Development (n)	D. The method of human communication, spoken or written
5. Require (v)	E. Expressing approval
6. Applicant (n)	F. Give a polite word or sign of welcome to someone
7. Master (v)	G. Speaking in a specified way

8. Favorable (adj)	H.The process of developing or being developed
9. Obvious (adj)	I.Facts, information, skills, and experience or education
10. Greet (v)	J.Easily perceived or understood, clear, self-evident, apparent

Language Spoken Knowledge Development Require
Applicant Master Favorable Obvious Greet

Exercise 2 : Fill in the blank spaces using the words above!

1. is something that we can get from school or our experiences.
2. The story of this novel is not good enough, it needs more
3. The novel of Fifty Shades of Grey was not translated into our
4. In the village street, many people stopped to me and welcome me.
5. Now is the time to think about what needs to be done for customers, employees and job
6. The book received highly reviews from the reader.
7. I prefer a written language than a language.
8. There are three patients who operations now.
9. Now I am three languages, those are French, Deutsch, and English.
10. It seems really that he does not like the food.



NAME :
NIS :
CLASS :
SCHOOL :

T-4

What is Global Warming?

Global warming is a term used to describe a **gradual** increase in the earth's average ground and atmospheric temperatures across the whole planet. **Measurements indicate** that the global temperature has increased by about 1 degree Fahrenheit in the past century. This is **appeared** during a period when human activities were beginning to increase the carbon dioxide (CO₂) and other greenhouse gases in the atmosphere.

Although most scientists believe that a **rise** in carbon dioxide emissions will lead to further global warming, uncertainties remain about the timing and **severity** of resulting climatic change. Nevertheless, many are **convinced** that human activities are partly responsible for the long-term warming of the past century and that climatic changes caused by greenhouse gas increases will be a continuing part of our future.

The impact of global warming could be **devastating**. Global warming causes ozone **depletion**, melting polar ice, and rising ocean levels. The ozone layer, which protects all life from ultraviolet (UV) radiation, is being destroyed by the release of chlorofluorocarbons (CFCs) into the atmosphere. The **widening** holes in the ozone layer allow in more UV rays, which can cause skin cancers, cataracts, and immune system damage. UV rays are detrimental to pollination, seed production, and marine life food supplies as well.

Questions :

1. Define in context each paragraph using your own words!
2. What is exactly this text about?
3. Find 5 your difficult words in that text!

Exercise 1 : Write down the POS, Match the meaning, and Write the meaning again in Bahasa using your own words

Column A	Column B
1. Gradual ()	A. Give the impression of being seem
2. Measurement ()	B. Come or go upwards, increase in a number
3. Indicate ()	C. Taking place slowly over a period of time, not sudden
4. Appear ()	D. Completely destroy a place or an area
	E. Show something specially by pointing, be a sign of

5. Rise ()	something
6. Severity ()	F. Act of measuring something
7. Convince ()	G. The fact or condition of being severe
8. Devastate ()	H. Make somebody believe that something is true
9. Depletion ()	I. Become or make something wider
10. Widen ()	J. Reduction in the number or quantity of something

Exercise 2 : Make sentences using the words below!

1. Gradual 2. Measurement 3. Indicate 4. Appear 5. Rise
6. Severity 7. Convince 8. Devastate 9. Depletion 10. Widen

Exercise 3 : Fill in the blank spaces using the words above!

- The police that there was fraud of the election results last year.
- The sun in the morning.
- The purity of a gold will be known by the accurate and high level
- The city was by an earthquake that happened since 3 days ago.
- Government do the eviction around the river area to it.
- The scientists should discover their discovery in a step.
- Isabella does not in my party, maybe she will not attend.
- My parents me that medical school is better for me rather than musical school.
- Air conditioner, greenhouse effect, and burning forest are the effects of ozone layer's
- Another cause I would suggest for the of the youth unemployment problem is buck passing.

NAME :
NIS :
CLASS :
SCHOOL :

T-5

What is nuclear energy?

Everything around you is made up of tiny objects called atoms. Most of the mass of each atom is concentrated in the center (which is called the nucleus), and the rest of the mass is in the cloud of electrons surrounding the nucleus. Protons and neutrons are subatomic particles that **comprise** the nucleus.

Under **certain** circumstances, the nucleus of a very large atom can **split** in two. In this process, a certain amount of the large atom's mass is **converted** to pure energy following Einstein's famous formula $E = MC^2$, where M is the small amount of mass and C is the speed of light (a *very* large number). In the 1930s and '40s, humans discovered this energy and **recognized** its potential as a weapon. Technology developed in the Manhattan Project successfully used this energy in a **chain** reaction to create nuclear bombs. Soon after World War II ended, the newfound energy source found a home in the **propulsion** of the nuclear navy, providing submarines with engines that could run for over a year without refueling. This technology was quickly transferred to the public sector, where commercial power plants were developed and **deployed** to produce electricity. Read more about the history of nuclear energy.

<https://whatisnuclear.com/articles/nucenergy.html>

Questions :

1. Contextualized each paragraph using your own words!
2. What is exactly this text about?
3. Find 5 your difficult words in that text!

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Comprise ()	A.Remove or be removed by breaking, separating, or dividing
2. Certain ()	B.Extreme tiredness resulting from mental or physical exertion or illness
3. Split ()	C.Having or showing complete conviction about something
4. Convert ()	D.The action of driving or pushing forwards
5. Recognize ()	

6. Chain ()	E. Have somebody/something as parts or members
7. Propulsion ()	F. Move (troops or equipment) into position for military action
8. Deploy ()	G. Change the form, character, or function of something
9. Withdraw ()	H. Remove or take away (something) from a particular place or position
10. Fatigue ()	I. Identify (someone or something) from having encountered them before; know again
	J. A series of linked metal rings used for fastening or securing something, or for pulling loads

Exercise 2 : Make the contextualization based on the definition and make sentences.

1. Comprise =
2. Certain =
3. Split =
4. Convert =
5. Recognize =
6. Chain =
7. Propulsion =
8. Deploy =
9. Withdraw =
10. Fatigue =

Exercise 3 : Arrange these words into correct sentences

1. *He – with – was – dead – nearly – FATIGUE*
2. *Julia – RECOGNIZED – Jill – they – when – met – hardly*
3. *The – CHAINS – is – in – dealer – drug – in – kept – being*
4. *Documents – words – are – COMPRISED – of*
5. *The – SPLIT – cracked – ice – and*
6. *Are – you – CERTAIN – about – absolutely – this?*
7. *They – and – dive – use – PROPULSION – for – under – wings – water – their*
8. *Many – CONVERT – Islam – Jews – Christians – America – and – in*
9. *Normally – Rp.50.000 – you – WITHDRAW – cash – up – can – to – in*
10. *Forces – DEPLOYED – at – locations – were – strategic*

NAME :
 NIS :
 CLASS :
 SCHOOL :

T-6

Bullying is a crime, not just a problem

*Michael Corry believes that **bullying** should be **regarded** as a work-related **injury** and that bullies should **face criminal prosecution***

Bully: a person who hurts, **persecutes**, or intimidates weaker people (Collins English Dictionary); a person who uses strength or power to **coerce** or intimidate weaker persons (Oxford).

To harass: to trouble, **torment**, or confuse by **persistent** continual attacks, questions, etc. (Collins); to trouble by repeated attacks, to subject to constant **molesting** or persecution (Oxford).

To intimidate: to make **timid** or frightened, to scare; to discourage, restrain, or silence illegally or unscrupulously, as by threats or blackmail (Collins); to terrify, overawe, cow; to deter from some action by threats or violence (Oxford).

<http://wellbeingfoundation.com/bullying.html>

Questions :

1. Define each sentence using your own words!
2. Find 5 your difficult words in that text!

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Bully ()	A.The institution and conducting of legal proceedings against someone in respect of a criminal charge
2. Regard ()	B.Harass or annoy (someone) persistently
3. Face ()	C.A person who uses strength or influence to harm or intimidate those who are weaker
4. Prosecution ()	D.Severe physical or mental suffering
5. Persecute ()	E.Consider or think of in a specified way
6. Coerce ()	F.Assault or abuse (a person, especially a woman or child) sexually
7. Torment ()	G.Showing a lack of courage or confidence; easily frightened
8. Persistent ()	
9. Molest ()	

10. Timid ()	<p>H.Continuing to exist or occur over a prolonged period</p> <p>I.Be positioned with the face or front towards (someone or something)</p> <p>J.Persuade (an unwilling person) to do something by using force or threats</p>
---------------	--

Exercise 2 : Make the contextualization based on the definition and make sentences.

1. Bully =
2. Regard =
3. Face =
4. Prosecution =
5. Persecute =
6. Coerce =
7. Torment =
8. Persistent =
9. Molest =
10. Timid =

Exercise 3 : Arrange these words into correct sentences

1. *The - **FACING** - are - prosecution - organizers - for - noise - nuisance*
2. *He - **COERCED** - was - into - evidence - giving*
3. *Their - families - deaths - have - both - **TORMENT** - left - in - them*
4. *He - charged - with - was - of - and - ten-year-old-boy - obscene - a - photographs - **MOLESTING***
5. *Hilda - **PERSECUTED** - the - by - was - of - other - some - girls*
6. *The - **PROSECUTION** - organizers - are - for - facing - nuisance - noise*
7. *She - London - **REGARDED** - as - base - her*
8. *I - wanted - was - **TIMID** - to - for - too - will - what - persistent - I - rain - affect - areas - many*
9. ***BULLYING** - a - crime - and - is - government - should - the - take - to - stop - actions - it*
10. ***PERSISTENT** - affect - will - rain - many - causes flood - areas*

NAME :
 NIS :
 CLASS :
 SCHOOL :

T-7

Bullying is a crime, not just a problem

To intimidate: to make timid or **frightened**, to scare; to **discourage, restrain**, or silence illegally or **unscrupulously**, as by threats or **blackmail** (Collins); to **terrify, overawe, cow**; to **deter** from some action by threats or violence (Oxford). Bullying is an act of violence and abuse. It's a **vicious** assault on the mind, body and spirit.

<http://wellbeingfoundation.com/bullying.html>

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Frighten ()	A. Make (someone) afraid or anxious
2. Discourage ()	B. Deliberately cruel or violent
3. Restrain ()	C. Cause (someone) to lose confidence or enthusiasm
4. Unscrupulously ()	D. Cause to feel extreme fear
5. Blackmail ()	E. Prevent (someone or something) from doing something; keep under control or within limits
6. Terrify ()	F. Discourage (someone) from doing something by instilling doubt or fear of the consequences
7. Overawe ()	G. The action, treated as a criminal offence, of demanding money from someone in return for not revealing compromising information which one has about them
8. Cow ()	H. Impress (someone) so much that they are silent or inhibited
9. Deter ()	I. Having or showing no moral principles; not honest or fair
10. Vicious ()	J. Frighten Somebody into doing what you want

Exercise 2 : Make the contextualization based on the definition and make sentences.

1. Frighten =
2. Discourage =
3. Restrain =
4. Unscrupulously =
5. Blackmail =
6. Terrify =
7. Overawe =
8. Cow =
9. Deter =
10. Vicious =

Exercise 3 : Arrange these words into correct sentences!

1. Subsequently - further - VICIOUS - was - this - extended - principle - still
2. Snow - not - DETER - from - trip - his - will - him
3. She - like - to be - looks - by - OVERAWED - ability - his
4. Halloween - most - the - TERRIFYING - is - me - event - to
5. She - COWED - by - threats - husband's - was - her
6. I - not - FRIGHTENED - like - to be - do - by - toys - scary
7. Do - DISCOURAGE - envy - and - not - with - jealousy - let - you - people
8. Sometimes - to - we - anger - need - RESTRAIN - our
9. UNSCRUPULOUS - be - harass - tenants - landlords - might - tempted - existing - to
10. Most - consider - the - a - people - as - threats - crime - BLACKMAIL

Exercise 4 : Fill in the blank spaces.

1. The savagery of his thoughts him
2. I don't want to you, but I don't think it's such a good idea
3. They were acquitted of charges of
4. These rulers violated every principle of Islam to survive in power
5. He had to be from walking out of the meeting
6. Only a health problem would him from seeking re-election
7. A assault
8. The thought me
9. The intellectuals had been into silence
10. He used firepower to the hostile tribes

NAME :
 NIS :
 CLASS :
 SCHOOL :

T-8

Bullying is a crime, not just a problem

Bullying is an act of violence and abuse. It's a vicious **assault** on the mind, body and spirit. The **extent** of its impact is rarely appreciated. As a criminal act, it needs to be addressed more seriously by the **courts**. In my opinion, bullying is **akin** to the trauma of sexual abuse, rape, and **torture**. It crushes the will, breaks the heart and sends the mind into **turmoil**. In its wake it brings shame, guilt, **self-loathing**, isolation and **seething** anger. It can destroy relationships and **wreck** family life. It opens a Pandora's box of psychological phenomena: **anxiety**, poor concentration, forgetfulness, obsessional ruminations, flashbacks, insomnia, nightmares, panic attacks, social withdrawal, loss of libido, mistrust, de-motivation, depression, suicidal thoughts, loss of hope and even suicide itself.

<http://wellbeingfoundation.com/bullying.html>

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Assault ()	A. A body of people presided over by a judge, judges, or magistrate, and acting as a tribunal in civil and criminal cases
2. Extent ()	B. Make a physical attack on
3. Court ()	C. Hating on him/herself
4. Akin ()	D. The size or scale of something
5. Torture ()	E. Related by blood
6. Turmoil ()	F. Be angry about something but try not to show it
7. Self-loathing ()	G. A state of great disturbance, confusion, or uncertainty
8. Seethe ()	H. A feeling of worry, nervousness, or unease about something with an uncertain outcome
9. Wreck ()	I. The action or practice of inflicting severe pain on someone as a punishment or in order to force them to do or
10. Anxiety ()	

	say something
	J. A person whose physical or mental health or strength has failed

Exercise 2 : Make the contextualization based on the definition and make sentences.

1. Assault =
2. Extent =
3. Court =
4. Akin =
5. Torture =
6. Turmoil =
7. Self-loathing =
8. Seethe =
9. Wreck =
10. Anxiety =

Exercise 3 : Arrange these words into correct sentences.

1. She – the – will – to – matter – COURT – take – the
2. *She - sexually – a - ASSAULTED - was - as - child*
3. *The - not - of - the - is - crime - still - known - EXTENT*
4. *My - half - parents – AKIN – were – cousins – probably*
5. *The - left - WRECKS - the - scandal - emotional - family*
6. He – a – surge – felt – ANXIETY – of
7. I - outside - TORTURED - was – and - inside
8. Because - TURMOIL - of - everywhere - in - city - the - is – war - in
9. SELF-LOATHING - a - disappoint - condition - we – when - on - ourselves - is
10. Even - SEETHED - anger - be – could

Exercise 4 : Fill in the blank spaces.

1. *The of global warming will cause dray*
2. *I and Santi are because my mother and her mother are sisters.*
3. *the country was in*
4. *anger is emotion*
5. *..... is one of side effects of Lupus*
6. *..... is not good to ourselves, it can weaken us mentally*
7. *Bullying can family life*
8. *All of bullied people need to take their cases to the*
9. *Most of the victims had been brutally*

10. He feels sorry for his children

NAME :
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T-1

Find the Part of Speech (Word Class) and write the definition.

NO	WORD	POS	DEFINITION
1	Security		
2	Assess		
3	Version		
4	Approach		
5	Concept		
6	Parallel		
7	Element		
8	Technical		
9	Previous		
10	Contain		

Exercise 1 : Choose the synonym of the bold words.

1. There are two **versions** (form / poetry) of my English coursebook. Each version is **parallel** (different / matching). The books are used as main coursebook. One version **contains** (possess / have) materials for language **elements** (parts / subjects) teaching, and another contains materials for language skills.

2. Everyone has different **concepts** (ideas / sentences) about English. Some people considered English as a difficult course, but some people did not. Somehow, English is learned by the students for **technical** (difficult / specialized) needs such as to pass the national exam. English national exam is used to **assess** (describe / analyze) students' competence in English.
3. In **previous** (later / earlier) study of English, the students used bilingual dictionary in learning process. Bilingual dictionaries are better than monoilingual ones because they provide both of the exact meaning and **approach** (possible / close) meaning simply. Besides, bilingual dictionaries also give the students feeling of **security** (safety / danger).

Exercise 2 : Find the match meaning.

- | | |
|--------------|--|
| 1. Security | a. Judge the importance, worth, etc of something. |
| 2. Assess | b. General idea. |
| 3. Version | c. Always at the same distance from each other/very similar. |
| 4. Approach | d. Protection against something bad that might happen in the future. |
| 5. Concept | e. Happening or existing before something else. |
| 6. Parallel | f. Copy of somethings that is slightly different from the original. |
| 7. Element | g. Come nearer to somebody or something. |
| 8. Technical | h. Have or hold something inside. |
| 9. Previous | i. Necessary or typical part of something. |
| 10. Contain | j. Concerned with the practical use of machinery, methods, etc. |

NAME :
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T-2

Find the Part of Speech (Word Class), write the definition, and make a sentence for each words below.

NO	WORD	POS	DEFINITION
1	Goal		
2	Precise		
3	Task		
4	Complex		
5	Potential		
6	Conduct		
7	Link		
8	Aware		
9	Factor		
10	Research		

Exercise 1 : Choose a word in parentheses that is nearer in meaning to bold word.

1. Many people are not **aware** (do not like / do not think about how) of how to keep maintaining their healthy.
2. Price is often the most important **factor** (reason for / cost in) buyers' decisions.
3. **Research** (lesson / study) is **conducted** (held / finished) to expand the theories of any knowledge.
4. The **goal** (problem / purpose) of a library is to make knowledge and information available.

5. Mathematics is a **complex** (complicated / dangerous) subject, we must use each formula **precisely** (exactly / carefully). Besides, the teacher always gives us **tasks** (things to do / things to consider) to make us keep practicing.
6. In this modern era, many are **linked** (introduced / connected) via internet. Internet has become a place for people not only to interact socially but also to do a business. It becomes a **potential** (serious / possible) yet promising business industry in this era.

Exercise 2 : Find the match meaning.

- | | |
|---------------|---|
| 1. Aware | a. Knowing or realizing something |
| 2. Factor | b. Something that you hope to achieve |
| 3. Research | c. Detailed study of a subject to discover new facts about it |
| 4. Conduct | d. Fact, circumstance, etc that helps to produce a result |
| 5. Goal | e. Clear and accurate, exact, showing care about small details |
| 6. Complex | f. Piece of work that has to be done |
| 7. Precise | g. Organize and do a particular activity |
| 8. Task | h. Made up of many different parts, difficult to understand or explain |
| 9. Link | i. That can develop into something or be developed in the future |
| 10. Potential | j. Connection or relationship between two or more people or things, make a connection between two or more people or things. |

Exercise 3 : Decide if each sentence is true or false. Write T for true, and F for false.

1. If something is **potential**, we are absolutely sure it will happen. ()
2. The grammar of all languages is very **complex**. ()
3. Vacuuming, dusting, and cooking are household **tasks**. ()
4. In mathematics, it is important to be **precise**. ()
5. Preparing for careers and getting degrees are typical **goals** for college students. ()
6. A **link** is something that separates two things. ()

NAME :
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T-3

The Importance of English Language

I personally think that English is the world's most important **language**. Why do I say that? Firstly, English is an international language. It is **spoken** by many people all over the world, either as a first or second language. Secondly, English is also the key which opens door to scientific and technical **knowledge**, which is needed for the economic and political **development** of many countries in the world. Thirdly, English is a top **requirement** of those seeking for jobs. **Applicants** who **master** either active or passive English are more **favorable** than those who do not. From the facts above, it is **obvious** that everybody needs to learn to **greet** the global era.

Questions :

1. Define each sentence using your own words!
2. What is exactly this text about?
3. Find 5 your difficult words in that text!

Exercise 1 : Match the words in Column A with their meanings in Column B.

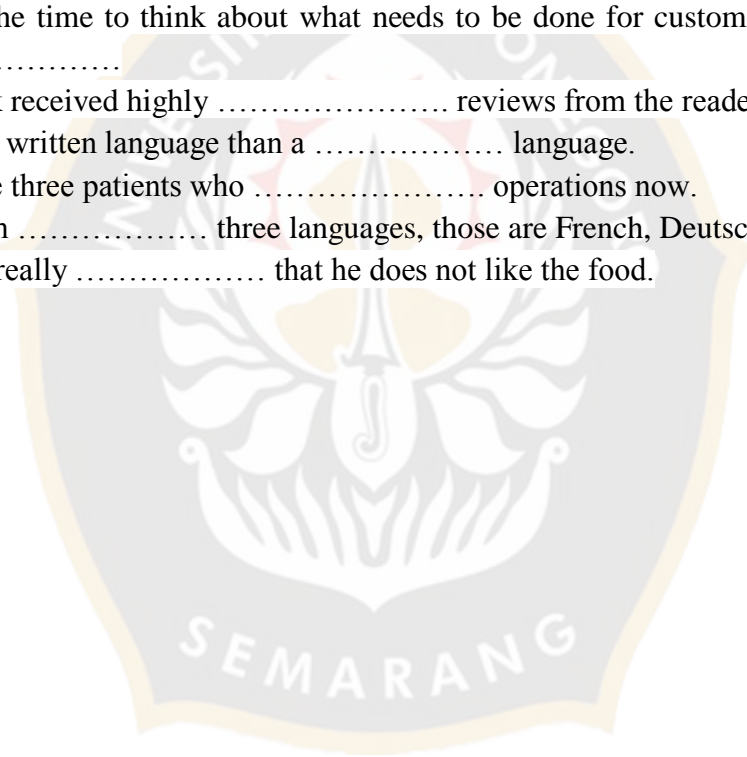
Column A	Column B
1. Language (n)	A. Need for a particular purpose
2. Spoken (adj)	B. Acquire complete knowledge or skill in an accomplishment
3. Knowledge (n)	C. A person who makes a formal application for a job
4. Development (n)	D. The method of human communication, spoken or written
5. Require (v)	E. Expressing approval
6. Applicant (n)	F. Give a polite word or sign of welcome to someone
7. Master (v)	G. Speaking in a specified way
8. Favorable (adj)	H. The process of developing or being developed
9. Obvious (adj)	I. Facts, information, skills, and experience or education
10. Greet (v)	J. Easily perceived or understood, clear, self-evident,

	apparent
--	----------

Language Spoken Knowledge Development Require
Applicant Master Favorable Obvious Greet

Exercise 2 : Fill in the blank spaces using the words above!

1. is something that we can get from school or our experiences.
2. The story of this novel is not good enough, it needs more
3. The novel of Fifty Shades of Grey was not translated into our
4. In the village street, many people stopped to me and welcome me.
5. Now is the time to think about what needs to be done for customers, employees and job
6. The book received highly reviews from the reader.
7. I prefer a written language than a language.
8. There are three patients who operations now.
9. Now I am three languages, those are French, Deutsch, and English.
10. It seems really that he does not like the food.



NAME :
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T-4

What is Global Warming?

Global warming is a term used to describe a **gradual** increase in the earth's average ground and atmospheric temperatures across the whole planet. **Measurements indicate** that the global temperature has increased by about 1 degree Fahrenheit in the past century. This is **appeared** during a period when human activities were beginning to increase the carbon dioxide (CO₂) and other greenhouse gases in the atmosphere.

Although most scientists believe that a **rise** in carbon dioxide emissions will lead to further global warming, uncertainties remain about the timing and **severity** of resulting climatic change. Nevertheless, many are **convinced** that human activities are partly responsible for the long-term warming of the past century and that climatic changes caused by greenhouse gas increases will be a continuing part of our future.

The impact of global warming could be **devastating**. Global warming causes ozone **depletion**, melting polar ice, and rising ocean levels. The ozone layer, which protects all life from ultraviolet (UV) radiation, is being destroyed by the release of chlorofluorocarbons (CFCs) into the atmosphere. The **widening** holes in the ozone layer allow in more UV rays, which can cause skin cancers, cataracts, and immune system damage. UV rays are detrimental to pollination, seed production, and marine life food supplies as well.

Questions :

1. Define each paragraph using your own words!
2. What is exactly this text about?
3. Find 5 your difficult words in that text!

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Gradual ()	A. Give the impression of being seem
2. Measurement ()	B. Come or go upwards, increase in a number
3. Indicate ()	C. Taking place slowly over a period of time, not sudden
4. Appear ()	D. Completely destroy a place or an area
5. Rise ()	E. Show something specially by pointing, be a sign of

6. Severity ()	something
7. Convince ()	F. Act of measuring something
8. Devastate ()	G. The fact or condition of being severe
9. Depletion ()	H. Make somebody believe that something is true
10. Widen ()	I. Become or make something wider
	J. Reduction in the number or quantity of something

Exercise 2 : Fill in the blank spaces using the words above!

1. The police that there was fraud of the election results last year.
2. The sun in the morning.
3. The purity of a gold will be known by the accurate and high level
4. The city was by an earthquake that happened since 3 days ago.
5. Government do the eviction around the river area to it.
6. The scientists should discover their discovery in a step.
7. Isabella does not in my party, maybe she will not attend.
8. My parents me that medical school is better for me rather than musical school.
9. Air conditioner, greenhouse effect, and burning forest are the effects of ozone layer's
10. Another cause I would suggest for the of the youth unemployment problem is buck passing.

NAME :
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T-5

What is nuclear energy?

Everything around you is made up of tiny objects called atoms. Most of the mass of each atom is concentrated in the center (which is called the nucleus), and the rest of the mass is in the cloud of electrons surrounding the nucleus. Protons and neutrons are subatomic particles that **comprise** the nucleus.

Under **certain** circumstances, the nucleus of a very large atom can **split** in two. In this process, a certain amount of the large atom's mass is **converted** to pure energy following Einstein's famous formula $E = MC^2$, where M is the small amount of mass and C is the speed of light (a *very* large number). In the 1930s and '40s, humans discovered this energy and **recognized** its potential as a weapon. Technology developed in the Manhattan Project successfully used this energy in a **chain** reaction to create nuclear bombs. Soon after World War II ended, the newfound energy source found a home in the **propulsion** of the nuclear navy, providing submarines with engines that could run for over a year without refueling. This technology was quickly transferred to the public sector, where commercial power plants were developed and **deployed** to produce electricity. Read more about the history of nuclear energy.

<https://whatisnuclear.com/articles/nucenergy.html>

Questions :

1. Define each paragraph using your own words!
2. What is exactly this text about?
3. Find 5 your difficult words in that text!

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Comprise ()	A.Remove or be removed by breaking, separating, or dividing
2. Certain ()	B.Extreme tiredness resulting from mental or physical exertion or illness
3. Split ()	C.Having or showing complete conviction about something
4. Convert ()	
5. Recognize ()	

6. Chain ()	D.The action of driving or pushing forwards
7. Propulsion ()	E.Have somebody/something as parts or members
8. Deploy ()	F.Move (troops or equipment) into position for military action
9. Withdraw ()	G.Change the form, character, or function of something
10. Fatigue ()	H.Remove or take away (something) from a particular place or position
	I.Identify (someone or something) from having encountered them before; know again
	J.A series of linked metal rings used for fastening or securing something, or for pulling loads

Exercise 2 : Write the definition in Bahasa.

1. Comprise =
2. Certain =
3. Split =
4. Convert =
5. Recognize =
6. Chain =
7. Propulsion =
8. Deploy =
9. Withdraw =
10. Fatigue =

Exercise 3 : Arrange these words into correct sentences

1. *He – with – was – dead – nearly – FATIGUE*
2. *Julia – RECOGNIZED – Jill – they – when – met – hardly*
3. *The – CHAINS – is – in – dealer – drug – in – kept – being*
4. *Documents – words – are – COMPRISED – of*
5. *The – SPLIT – cracked – ice – and*
6. *Are – you – CERTAIN – about – absolutely – this?*
7. *They – and – dive – use – PROPULSION – for – under – wings – water – their*
8. *Many – CONVERT – Islam – Jews – Christians – America – and – in*
9. *Normally – Rp.50.000 – you – WITHDRAW – cash – up – can – to – in*
10. *Forces – DEPLOYED – at – locations – were – strategic*

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T-6

Bullying is a crime, not just a problem

*Michael Corry believes that **bullying** should be **regarded** as a work-related **injury** and that bullies should **face criminal prosecution***

Bully: a person who hurts, **persecutes**, or intimidates weaker people (Collins English Dictionary); a person who uses strength or power to **coerce** or intimidate weaker persons (Oxford).

To harass: to trouble, **torment**, or confuse by **persistent** continual attacks, questions, etc. (Collins); to trouble by repeated attacks, to subject to constant **molesting** or persecution (Oxford).

To intimidate: to make **timid** or frightened, to scare; to discourage, restrain, or silence illegally or unscrupulously, as by threats or blackmail (Collins); to terrify, overawe, cow; to deter from some action by threats or violence (Oxford).

<http://wellbeingfoundation.com/bullying.html>

Questions :

- 1 Define each sentence using your own words!
2. Find 5 your difficult words in that text!

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Bully ()	A.The institution and conducting of legal proceedings against someone in respect of a criminal charge
2. Regard ()	B.Harass or annoy (someone) persistently
3. Face ()	C.A person who uses strength or influence to harm or intimidate those who are weaker
4. Prosecution ()	D.Severe physical or mental suffering
5. Persecute ()	E.Consider or think of in a specified way
6. Coerce ()	F.Assault or abuse (a person, especially a woman or child) sexually
7. Torment ()	G.Showing a lack of courage or confidence; easily frightened
8. Persistent ()	
9. Molest ()	

10. Timid ()	<p>H.Continuing to exist or occur over a prolonged period</p> <p>I.Be positioned with the face or front towards (someone or something)</p> <p>J.Persuade (an unwilling person) to do something by using force or threats</p>
---------------	--

Exercise 2 : Write the definition in Bahasa.

1. Bully =
2. Regard =
3. Face =
4. Prosecution =
5. Persecute =
6. Coerce =
7. Torment =
8. Persistent =
9. Molest =
10. Timid =

Exercise 3 : Arrange these words into correct sentences

1. *The - **FACING** - are - prosecution - organizers - for - noise - nuisance*
2. *He - **COERCED** - was - into - evidence - giving*
3. *Their - families - deaths - have - both - **TORMENT** - left - in - them*
4. *He - charged - with - was - of - and - ten-year-old-boy - obscene - a - photographs - **MOLESTING***
5. *Hilda - **PERSECUTED** - the - by - was - of - other - some - girls*
6. *The - **PROSECUTION** - organizers - are - for - facing - nuisance - noise*
7. *She - London - **REGARDED** - as - base - her*
8. *I - wanted - was - **TIMID** - to - for - too - will - what - persistent - I - rain - affect - areas - many*
9. ***BULLYING** - a - crime - and - is - government - should - the - take - to - stop - actions - it*
10. ***PERSISTENT** - affect - will - rain - many - causes flood - areas*

NAME :
 NIS :
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T-7

Bullying is a crime, not just a problem

To intimidate: to make timid or **frightened**, to scare; to **discourage, restrain**, or silence illegally or **unscrupulously**, as by threats or **blackmail** (Collins); to **terrify, overawe, cow**; to **deter** from some action by threats or violence (Oxford). Bullying is an act of violence and abuse. It's a **vicious** assault on the mind, body and spirit.

<http://wellbeingfoundation.com/bullying.html>

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Frighten ()	A. Make (someone) afraid or anxious
2. Discourage ()	B. Deliberately cruel or violent
3. Restrain ()	C. Cause (someone) to lose confidence or enthusiasm
4. Unscrupulously ()	D. Cause to feel extreme fear
5. Blackmail ()	E. Prevent (someone or something) from doing something; keep under control or within limits
6. Terrify ()	F. Discourage (someone) from doing something by instilling doubt or fear of the consequences
7. Overawe ()	G. The action, treated as a criminal offence, of demanding money from someone in return for not revealing compromising information which one has about them
8. Cow ()	H. Impress (someone) so much that they are silent or inhibited
9. Deter ()	I. Having or showing no moral principles; not honest or fair
10. Vicious ()	J. Frighten Somebody into doing what you want

Exercise 2 : Write the definition in Bahasa.

1. Frighten =
2. Discourage =
3. Restrain =
4. Unscrupulously =
5. Blackmail =
6. Terrify =
7. Overawe =
8. Cow =
9. Deter =
10. Vicious =

Exercise 3 : Arrange these words into correct sentences!

1. Subsequently - further - VICIOUS - was - this - extended - principle - still
2. Snow - not - DETER - from - trip - his - will - him
3. She - like - to be - looks - by - OVERAWED - ability - his
4. Halloween - most - the - TERRIFYING - is - me - event - to
5. She - COWED - by - threats - husband's - was - her
6. I - not - FRIGHTENED - like - to be - do - by - toys - scary
7. Do - DISCOURAGE - envy - and - not - with - jealousy - let - you - people
8. Sometimes - to - we - anger - need - RESTRAIN - our
9. UNSCRUPULOUS - be - harass - tenants - landlords - might - tempted - existing - to
10. Most - consider - the - a - people - as - threats - crime - BLACKMAIL

Exercise 4 : Fill in the blank spaces.

1. The savagery of his thoughts him
2. I don't want to you, but I don't think it's such a good idea
3. They were acquitted of charges of
4. These rulers violated every principle of Islam to survive in power
5. He had to be from walking out of the meeting
6. Only a health problem would him from seeking re-election
7. A assault
8. The thought me
9. The intellectuals had been into silence
10. He used firepower to the hostile tribes

NAME :
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T-8

Bullying is a crime, not just a problem

Bullying is an act of violence and abuse. It's a vicious **assault** on the mind, body and spirit. The **extent** of its impact is rarely appreciated. As a criminal act, it needs to be addressed more seriously by the **courts**. In my opinion, bullying is **akin** to the trauma of sexual abuse, rape, and **torture**. It crushes the will, breaks the heart and sends the mind into **turmoil**. In its wake it brings shame, guilt, **self-loathing**, isolation and **seething** anger. It can destroy relationships and **wreck** family life. It opens a Pandora's box of psychological phenomena: **anxiety**, poor concentration, forgetfulness, obsessional ruminations, flashbacks, insomnia, nightmares, panic attacks, social withdrawal, loss of libido, mistrust, de-motivation, depression, suicidal thoughts, loss of hope and even suicide itself.

<http://wellbeingfoundation.com/bullying.html>

Exercise 1 : Write down the POS and Match the meaning.

Column A	Column B
1. Assault ()	A. A body of people presided over by a judge, judges, or magistrate, and acting as a tribunal in civil and criminal cases
2. Extent ()	B. Make a physical attack on
3. Court ()	C. Hating on him/herself
4. Akin ()	D. The size or scale of something
5. Torture ()	E. Related by blood
6. Turmoil ()	F. Be angry about something but try not to show it
7. Self-loathing ()	G. A state of great disturbance, confusion, or uncertainty
8. Seethe ()	H. A feeling of worry, nervousness, or unease about something with an uncertain outcome
9. Wreck ()	I. The action or practice of inflicting severe pain on someone as a punishment or in order to force them to do or
10. Anxiety ()	

	say something
	J. A person whose physical or mental health or strength has failed

Exercise 2 : Write the definition in Bahasa.

1. Assault =
2. Extent =
3. Court =
4. Akin =
5. Torture =
6. Turmoil =
7. Self-loathing =
8. Seethe =
9. Wreck =
10. Anxiety =

Exercise 3 : Arrange these words into correct sentences.

1. She – the – will – to – matter – COURT – take – the
2. *She - sexually – a - ASSAULTED - was - as - child*
3. *The - not - of - the - is - crime - still - known - EXTENT*
4. *My - half - parents – AKIN – were – cousins – probably*
5. *The - left - WRECKS - the - scandal - emotional - family*
6. He – a – surge – felt – ANXIETY – of
7. I - outside - TORTURED - was – and - inside
8. Because - TURMOIL - of - everywhere - in - city - the - is – war - in
9. SELF-LOATHING - a - disappoint - condition - we – when - on - ourselves - is
10. Even - SEETHED - anger - be – could

Exercise 4 : Fill in the blank spaces.

1. *The of global warming will cause dray.*
2. *I and Santi are because my mother and her mother are sisters.*
3. *the country was in*
4. *anger is emotion.*
5. *..... is one of side effects of Lupus.*
6. *..... is not good to ourselves, it can weaken us mentally.*
7. *Bullying can family life.*
8. *All of bullied people need to take their cases to the*
9. *Most of the victims had been brutally*

10. He feels sorry for his children.

List of Given Words

- | | |
|-----------------|--------------------|
| 1. Security | 41. Comprise |
| 2. Assess | 42. Certain |
| 3. Version | 43. Split |
| 4. Approach | 44. Convert |
| 5. Concept | 45. Recognize |
| 6. Parallel | 46. Chain |
| 7. Element | 47. Propulsion |
| 8. Technical | 48. Deploy |
| 9. Previous | 49. Withdraw |
| 10. Contain | 50. Fatigue |
| 11. Aware | 51. Bully |
| 12. Factor | 52. Regard |
| 13. Research | 53. Face |
| 14. Conduct | 54. Prosecution |
| 15. Goal | 55. Persecute |
| 16. Complex | 56. Coerce |
| 17. Precise | 57. Torment |
| 18. Task | 58. Persistent |
| 19. Link | 59. Molest |
| 20. Potential | 60. Timid |
| 21. Language | 61. Frighten |
| 22. Spoken | 62. Discourage |
| 23. Knowledge | 63. Restrain |
| 24. Development | 64. Unscrupulously |
| 25. Require | 65. Blackmail |
| 26. Applicant | 66. Terrify |
| 27. Master | 67. Overawe |
| 28. Favorable | 68. Cow |
| 29. Obvious | 69. Deter |
| 30. Greet | 70. Vicious |
| 31. Gradual | 71. Assault |
| 32. Measurement | 72. Extent |
| 33. Indicate | 73. Court |
| 34. Appear | 74. Akin |
| 35. Rise | 75. Torture |
| 36. Severity | 76. Turmoil |

- 37. Convince
- 38. Devastate
- 39. Depletion
- 40. Widen

- 77. Self-loathing
- 78. Seethe
- 79. Wreck
- 80. Anxiety

1. Correlation for Experimental Class

Correlations

		PreTest	PostTest
PreTest	Pearson Correlation	1	.808**
	Sig. (2-tailed)		.000
	N	16	16
PostTest	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.000	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

2. Correlation for Control Class

Correlations

		PreTest	PostTest
PreTest	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.004
	N	16	16
PostTest	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.004	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

3. Descriptive Analysis for Experimental Class

Statistics

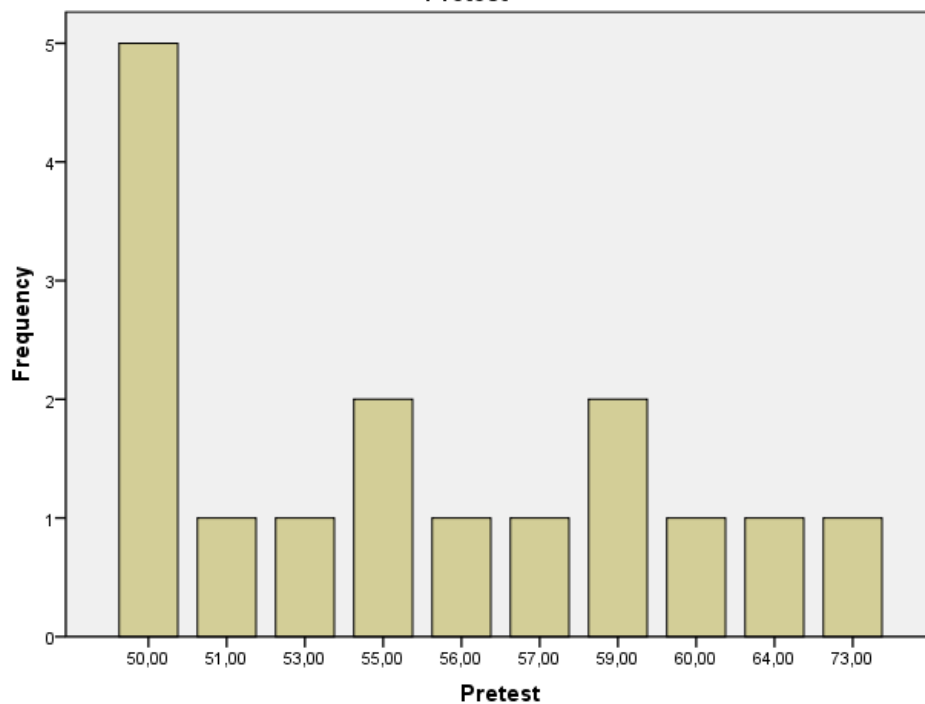
		Pretest	Posttest
N	Valid	16	16
	Missing	0	0
Mean		55,7500	79,9375
Std. Error of Mean		1,58509	1,39484
Median		55,0000	78,0000
Mode		50,00	75,00

Std. Deviation	6,34035	5,57935
Variance	40,200	31,129
Range	23,00	17,00
Minimum	50,00	74,00
Maximum	73,00	91,00
Sum	892,00	1279,00

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	5	31,3	31,3	31,3
	51,00	1	6,3	6,3	37,5
	53,00	1	6,3	6,3	43,8
	55,00	2	12,5	12,5	56,3
	56,00	1	6,3	6,3	62,5
	57,00	1	6,3	6,3	68,8
	59,00	2	12,5	12,5	81,3
	60,00	1	6,3	6,3	87,5
	64,00	1	6,3	6,3	93,8
	73,00	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

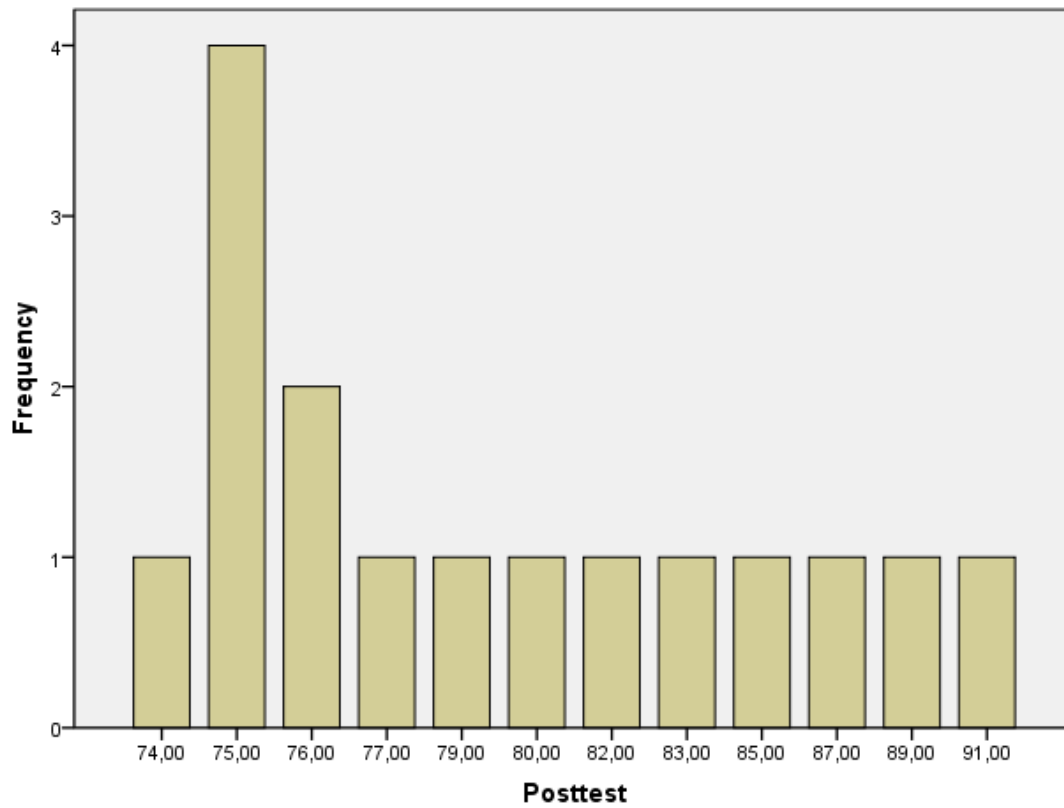
Pretest



Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	74,00	1	6,3	6,3	6,3
	75,00	4	25,0	25,0	31,3
	76,00	2	12,5	12,5	43,8
	77,00	1	6,3	6,3	50,0
	79,00	1	6,3	6,3	56,3
	80,00	1	6,3	6,3	62,5
	82,00	1	6,3	6,3	68,8
	83,00	1	6,3	6,3	75,0
	85,00	1	6,3	6,3	81,3
	87,00	1	6,3	6,3	87,5
	89,00	1	6,3	6,3	93,8
	91,00	1	6,3	6,3	100,0
Total		16	100,0	100,0	

Posttest



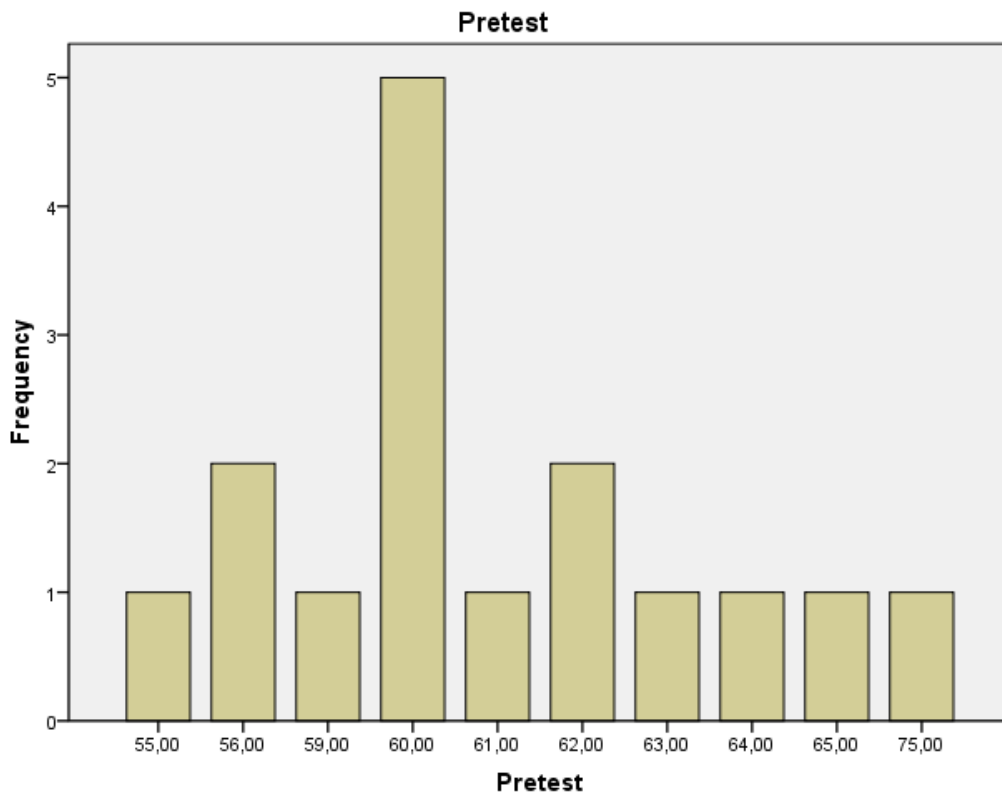
4. Descriptive Analysis for Control Class

Statistics

		Pretest	Posttest
N	Valid	16	16
	Missing	0	0
Mean		61,1250	71,3125
Std. Error of Mean		1,15785	1,35622
Median		60,0000	71,5000
Mode		60,00	72,00
Std. Deviation		4,63141	5,42487
Variance		21,450	29,429
Range		20,00	18,00
Minimum		55,00	63,00
Maximum		75,00	81,00
Sum		978,00	1141,00

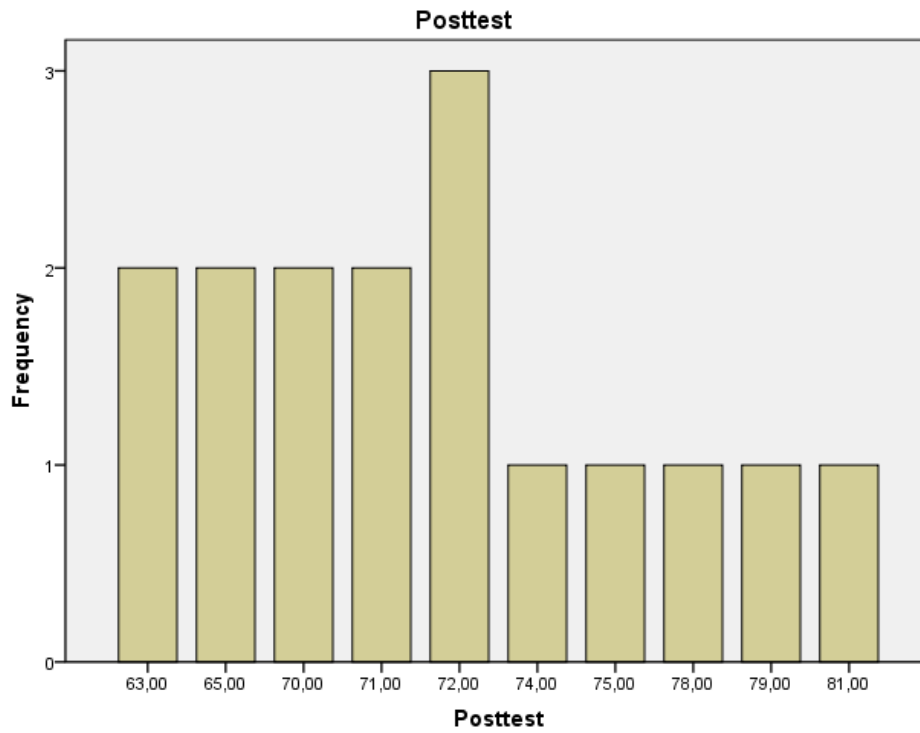
Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55,00	1	6,3	6,3	6,3
	56,00	2	12,5	12,5	18,8
	59,00	1	6,3	6,3	25,0
	60,00	5	31,3	31,3	56,3
	61,00	1	6,3	6,3	62,5
	62,00	2	12,5	12,5	75,0
	63,00	1	6,3	6,3	81,3
	64,00	1	6,3	6,3	87,5
	65,00	1	6,3	6,3	93,8
	75,00	1	6,3	6,3	100,0
	Total	16	100,0	100,0	



Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63,00	2	12,5	12,5	12,5
	65,00	2	12,5	12,5	25,0
	70,00	2	12,5	12,5	37,5
	71,00	2	12,5	12,5	50,0
	72,00	3	18,8	18,8	68,8
	74,00	1	6,3	6,3	75,0
	75,00	1	6,3	6,3	81,3
	78,00	1	6,3	6,3	87,5
	79,00	1	6,3	6,3	93,8
	81,00	1	6,3	6,3	100,0
Total		16	100,0	100,0	



5. Frequencies for Pretest

Statistics

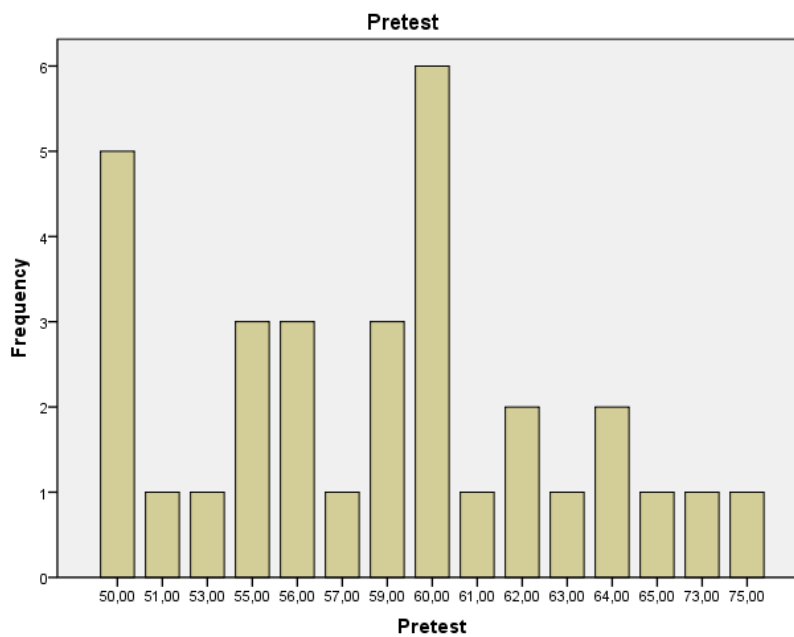
Pretest

N	Valid	32
	Missing	0
Mean		58,4375
Std. Error of Mean		1,07944
Median		59,0000
Mode		60,00
Std. Deviation		6,10625
Variance		37,286
Range		25,00
Minimum		50,00
Maximum		75,00
Sum		1870,00

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50,00	5	15,6	15,6	15,6
51,00	1	3,1	3,1	18,8
53,00	1	3,1	3,1	21,9

55,00	3	9,4	9,4	31,3
56,00	3	9,4	9,4	40,6
57,00	1	3,1	3,1	43,8
59,00	3	9,4	9,4	53,1
60,00	6	18,8	18,8	71,9
61,00	1	3,1	3,1	75,0
62,00	2	6,3	6,3	81,3
63,00	1	3,1	3,1	84,4
64,00	2	6,3	6,3	90,6
65,00	1	3,1	3,1	93,8
73,00	1	3,1	3,1	96,9
75,00	1	3,1	3,1	100,0
Total	32	100,0	100,0	



Statistics

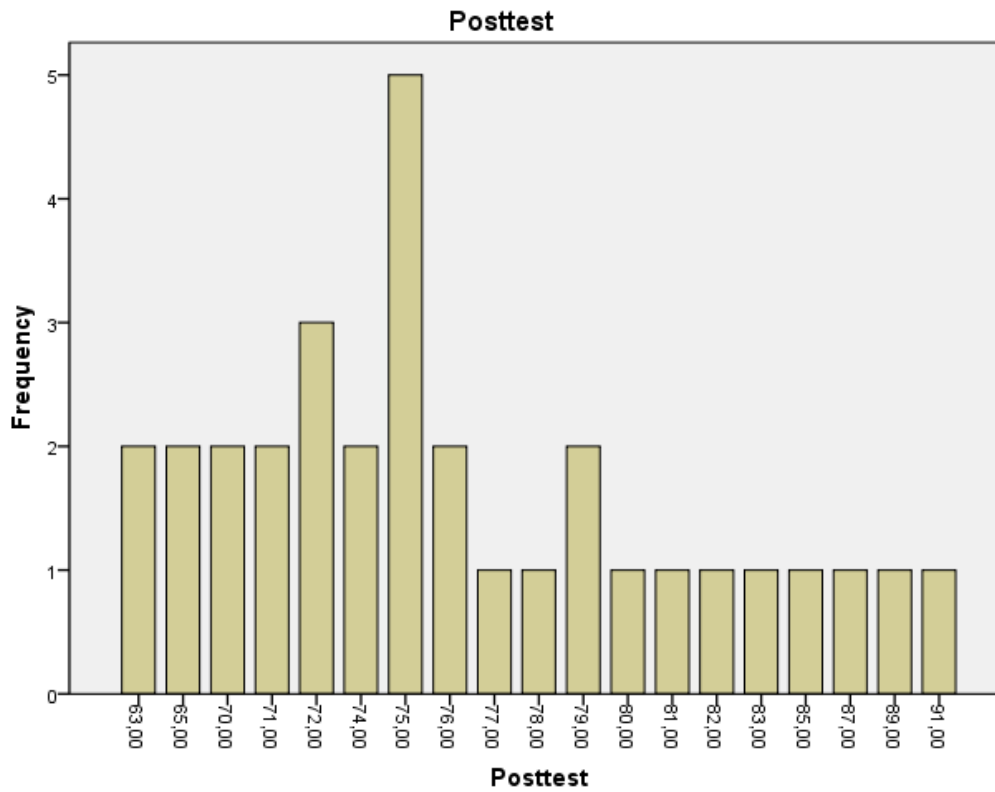
Posttest

N	Valid	32
	Missing	0
Mean		75,6250
Std. Error of Mean		1,23111
Median		75,0000
Mode		75,00

Std. Deviation	6,96419
Variance	48,500
Range	28,00
Minimum	63,00
Maximum	91,00
Sum	2420,00

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63,00	2	6,3	6,3	6,3
	65,00	2	6,3	6,3	12,5
	70,00	2	6,3	6,3	18,8
	71,00	2	6,3	6,3	25,0
	72,00	3	9,4	9,4	34,4
	74,00	2	6,3	6,3	40,6
	75,00	5	15,6	15,6	56,3
	76,00	2	6,3	6,3	62,5
	77,00	1	3,1	3,1	65,6
	78,00	1	3,1	3,1	68,8
	79,00	2	6,3	6,3	75,0
	80,00	1	3,1	3,1	78,1
	81,00	1	3,1	3,1	81,3
	82,00	1	3,1	3,1	84,4
	83,00	1	3,1	3,1	87,5
	85,00	1	3,1	3,1	90,6
	87,00	1	3,1	3,1	93,8
	89,00	1	3,1	3,1	96,9
	91,00	1	3,1	3,1	100,0
Total		32	100,0	100,0	



7. Mean Score and Standard Deviation

- Pretest

Group Statistics

1.Eksperimental, 2.Control		N	Mean	Std. Deviation	Std. Error Mean
Pretest	1,00	16	55,7500	6,34035	1,58509
	2,00	16	61,1250	4,63141	1,15785

- Posttest

Group Statistics

1.Eksperimental, 2.Control		N	Mean	Std. Deviation	Std. Error Mean
Posttest	1,00	16	79,9375	5,57935	1,39484
	2,00	16	71,3125	5,42487	1,35622

8. Independent Sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	,311	,581	4,433	30	,000	8,62500	1,94548	4,65180	12,59820
	Equal variances not assumed			4,433	29,976	,000	8,62500	1,94548	4,65167	12,59833



LESSON PLAN

This lesson plan was created by the researcher Uswatunnisa, revised by her advisor and approved by the English teacher and the Headmaster of the school.

School : Pesantren IMMIM Makassar
Grade : Madrasah Aliyah (MA)
Title : Vocabulary Enhancement
Skills : Writing and Speaking
Class : XII A IPA and XII B IPA
Number of students : 32 students
English Proficiency Levels : Intermediate
Meetings : 8 meetings (16 x 45)
Source of Materials : Vocabulary Exercises / Tests from TOEFL form and Julie Howard's book.

Preparation (Goals) :

a. Content Objectives

- To make learning vocabulary easier and effective.
- To introduce and to make the students to understand more about word meaning, word use, word formation, and word class through exercises and researcher's explanation.
- To make the students realize that vocabulary should be practiced not memorized.

b. Vocabulary Objectives

- To facilitate the students in word meaning, word use, word formation, and word class understanding.
- To enhance students' vocabulary understanding.

Materials : (See appendix 1 – Experimental Class)

Treatment	Materials	Exercises	
		Experimental Class	Control Class
First	Word Meaning Word Use Word Class	<i>Contextualization, making sentences and writing pos , choosing synonym, matching meaning.</i>	<i>Writing pos and definition, choosing synonym, matching meaning.</i>
Second	Word Meaning Word Form	<i>Contextualization, writing pos, choosing</i>	<i>Writing pos and definition, choosing</i>

	Word Class	<i>synonym, matching meaning, and finding true or false.</i>	<i>synonym, matching meaning, and finding true or false.</i>
Third	Word Meaning Word Use	<i>Contextualization based on text, matching meaning, fill in the blank spaces.</i>	<i>Defining the text, matching meaning, fill in the blank spaces.</i>
Fourth	Word Meaning Word Use Word Class	<i>Contextualization based on text, matching meaning and writing pos, making sentences, fill in the blank spaces.</i>	<i>Defining the text, matching meaning and writing pos, fill in the blank spaces.</i>
Fifth	Word Meaning Word Use Word Class Word Form	<i>Contextualization based on text, matching meaning and writing pos, contextualization based on the given words, arranging words into sentences.</i>	<i>Defining the text, matching meaning and writing pos, writing the definition, arranging words into sentences.</i>
Sixth	Word Meaning Word Use Word Class Word Form	<i>Contextualization based on text, matching meaning and writing pos, contextualization based on the given words, arranging words into sentences.</i>	<i>Defining the text, matching meaning and writing pos, writing the definition, arranging words into sentences.</i>
Seventh	Word Meaning Word Use Word Class Word Form	<i>Matching meaning and writing pos, contextualization based on the given words, arranging words into sentences, fill in the blank spaces.</i>	<i>Matching meaning and writing pos, writing the definition, arranging words into sentences, fill in the blank spaces.</i>
Eighth	Word Meaning Word Use Word Class Word Form	<i>Matching meaning and writing pos, contextualization based on the given words, arranging words into sentences, fill in the blank spaces.</i>	<i>Matching meaning and writing pos, writing the definition, arranging words into sentences, fill in the blank spaces.</i>

Steps and application :

Experimental Class – XII B IPA

First Meeting		
No.	Activity	Time
1	Greetings and preparation before teaching	3 min
2	Introducing and explaining vocabulary learning through contextualized learning strategy	5 min
3	Introducing and explaining word meaning, word use, word class, and word formation.	5 min
4	Questions and answer	2 min
5	Students are asked to do the exercises	40 min
6	Discussion	27 min
7	Closing	3 min
Second Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining contextualization and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Third Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word use and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Fourth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word use and word class	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Fifth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word use and word formation	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Sixth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word class, word use, word form, and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min

Seventh Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word class, word use, word form, and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Eighth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word class, word use, word form, and word meaning	7 min
3	Students are asked to do the exercises	45 min
4	Discussion	30 min
5	Closing	5 min

Control Class - XII A IPA

First Meeting		
No.	Activity	Time
1	Greetings and preparation before teaching	3 min
2	Introducing and explaining vocabulary learning through decontextualized learning strategy	5 min
3	Introducing and explaining word meaning, word use, word class, and word formation.	5 min
4	Questions and answer	2 min
5	Students are asked to do the exercises	40 min
6	Discussion	27 min
7	Closing	3 min
Second Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining decontextualization and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Third Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word use and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Fourth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word use and word class	7 min

3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Fifth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word use and word formation	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Sixth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word class, word use, word form, and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Seventh Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word class, word use, word form, and word meaning	7 min
3	Students are asked to do the exercises	50 min
4	Discussion	27 min
5	Closing	3 min
Eighth Meeting		
1	Greetings and preparation before teaching	3 min
2	Explaining word class, word use, word form, and word meaning	7 min
3	Students are asked to do the exercises	45 min
4	Discussion	30 min
5	Closing	5 min

STUDENTS' SCORE

Control Class

Name	Pretest	Posttest
R. M.	60	65
M. F.	56	72
I.	59	63
A. K.	61	71
M. A. A.	62	78
A. F.	60	74
N. I. P.	75	81
M. A. I.	64	75
M. W.	65	79
M. F.	55	63
M. I.	56	72
M. H.	60	70
F. M.	62	72
M. J.	63	71
I. K.	60	70
A. L. S.	60	65

Experimental Class

Name	Pretest	Posttest
M. Ai. G.	50	75
A. D. H	73	91
M. F. N. A	50	77
M. R. A.	53	75
N. J.	55	85
M. M.	57	82
M. Ao. G.	51	83
G. D.	56	76
F. B.	50	75
A. S.	50	75
Y. I.	55	76
G. A.	50	74
M. A. K.	64	89
M. A. S.	59	79
M. F.	59	80
M. A. F. L.	60	87

1. Control Class



2. Experimental Class

