

**THE EFFECTIVENESS OF EXPERIENTIAL LEARNING
TOWARD LEARNERS' VOCABULARY MASTERY**

THESIS



By:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG
JUNE, 2021

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
for the Degree of English Language Teaching (S.Pd) in the English Education
Department



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APPROVAL SHEET

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The Honorable,
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Assalamu'alaikum Wr. Wb.


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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without the acknowledgement, the work of any other person.
3. Should it later that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang, June 08th, 2021



Virgil Almira Rochman
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MOTTO

“Doing your best is great, but it is okay to take a break when you feel overwhelmed.” – Yoon Jeonghan

DEDICATION

The most important thing to remember is to be grateful to Allah SWT and Prophet Muhammad SAW for the numerous mercies and bounties that were given by Allah SWT. Thank you for providing the researcher with the knowledge, strength, and healthy life that helped the researcher to complete this thesis.

This thesis is wholeheartedly dedicated to the researcher's beloved parents, Miftachu Rochman and Anik Rohmah Isnaeni, who have been the researcher's source of inspiration and gave the researcher strength when the researcher thought of giving up and who continually provide their support. The researcher's brothers, Ahmad Marvel Al-Ayyubi Rochman and Achmad Brave Amru Rochman, who always pray and give the researcher overwhelming support in everything the researcher has done.

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Praise and deepest gratitude to Allah SWT for His enormous mercy and guidance showered upon the researcher, allowing this thesis to be finished appropriately. Greetings and *Shalawat* may be presented to Prophet Muhammad SAW at all times.

This thesis entitled “The Effectiveness of Experiential Learning Toward Learners’ Vocabulary Mastery” is structured to meet the requirements of the Bachelor of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. The researcher would like to express heartfelt gratitude for all of the support received, either directly or indirectly, throughout the preparation of this final thesis to be completed. However, the researcher would like to convey her honor, heartfelt gratitude, and thankfulness, particularly to:

1. Prof. Dr. H. Abd. Haris, M.Ag as the Rector of Maulana Malik Ibrahim State Islamic University Malang for giving permission and approving to carry out this bachelor thesis;
2. Dr. H. Agus Maimun, M.Pd as the Dean of Education and Teacher Training Faculty;
3. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department and Dr. Alam Aji Putera, M.Pd as the secretary of English Education Department;
4. Dr. Hj. Like Raskova Octaberlina, M.Ed as the advisor who guided and advised patiently during the arrangement of this final project;
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6. The English teacher of MTsN 3 Malang, Diah Laksmi Sari, S.Pd., who allowed the researcher to conduct the research in her class and helped the researcher during the process of collecting the data;

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9. Rizka Safitri as a powerful figure in the accomplishment of this thesis. Thank you for all of the help and advice so far.
10. Last but not least, those who cannot be named individually but who encouraged, motivated, and prayed for this research. The researcher really would like to express her thanks.

The researcher recognizes that this thesis was not perfect, either in terms of content or presentation. Suggestions and constructive criticism are welcome throughout the process of this research.

Furthermore, the researcher expects that this thesis will be valuable and gain some insight to the reader, as well as to the researcher.

Malang, June 08th, 2021

Virgil Almira Rochman
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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	A	ز	=	z	ق	=	q
ب	=	B	س	=	s	ك	=	k
ت	=	T	ش	=	sy	ل	=	l
ث	=	Ts	ص	=	sh	م	=	m
ج	=	J	ض	=	dl	ن	=	n
ح	=	<u>H</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	D	ع	=	'	ء	=	'
ذ	=	Dz	غ	=	gh	ي	=	y
ر	=	R	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

أ و = aw

أ ي = ay

أ و = ŭ

أ ي = î

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
R	Researcher
ET	English Teacher
S1	Student 1
S2	Student 2
S3	Student 3
S4	Student 4
S5	Student 5

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Appendix I Research Permission Letter

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ABSTRAK

Rochman, Virgil Almira. 2021. Efektifitas *Experiential Learning* Terhadap Kemampuan Kosakata Bahasa Inggris Siswa. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Ed

Kata Kunci: Experiential Learning, Kemampuan Kosakata

Kosakata menjadi salah satu komponen penting pada pembelajaran dan penguasaan suatu bahasa, terlebih khusus pada Bahasa Inggris. Hal ini dikarenakan kosakata menjadi salah satu komponen yang menghubungkan 4 (empat) keterampilan (mendengar, membaca, berbicara, menulis) yang mana sangat membutuhkan kosakata untuk membuat suatu kalimat. Meskipun kosakata adalah suatu komponen yang sangat penting, pada kenyataannya menguasai kosakata adalah hal yang sulit untuk dilakukan, khususnya dalam Bahasa Inggris. Sebagaimana hambatan tersebut ditemukan, maka suatu metode digunakan untuk mengatasi hambatan tersebut. *Experiential learning* adalah salah satu metode pembelajaran yang dapat digunakan untuk mempermudah para siswa dalam menguasai banyak kosakata sekaligus.

Penelitian ini diadakan dengan tujuan untuk menjawab rumusan masalah sebagaimana: (1) Bagaimana efektivitas *experiential learning* terhadap kemampuan kosakata Bahasa Inggris siswa?

Pada penelitian ini, peneliti menggunakan pendekatan kuantitatif dengan metode *pre-experimental*. Subjek dari penelitian ini adalah pelajar kelas 7 di MTsN 3 Malang. Para pelajar tersebut mendapatkan perlakuan *experiential learning* selama satu bulan. Kemudian, penelitian ini membandingkan antara hasil *pre-test* dan *post-test*. Hasil dari kedua tes tersebut diujikan secara statistik menggunakan metode *Paired Sample T-Test* dengan SPSS 26.00. Uji tersebut digunakan untuk menemukan signifikan atau tidaknya antara kedua tes tersebut.

Hasil penelitian ini menunjukkan bahwa *experiential learning* efektif terhadap kemampuan kosakata siswa. Hasil uji statistik menunjukkan bahwa nilai signifikansi (*Sig. 2-tailed*) adalah 0,007 yang mana nilai tersebut adalah $< 0,05$. Hal ini mengindikasikan bahwa *experiential learning* adalah efektif terhadap kemampuan kosakata para pelajar. *Experiential learning* direkomendasikan agar digunakan untuk teknik pembelajaran kosakata Bahasa Inggris.

ABSTRACT

Rochman, Virgil Almira. 2021. The Effectiveness of Experiential Learning Toward Learners' Vocabulary Mastery. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed

Keywords: Experiential Learning, Vocabulary Mastery

Vocabulary is an important component of learning and mastering a language, particularly English. This is due to the fact that vocabulary is one of the components that connect 4 (four) skills (listening, reading, speaking, and writing), which all need the vocabulary to form a sentence. Although vocabulary is an important component, understanding vocabulary, particularly in English, is a challenging task. As these difficulties are discovered, an approach is developed to overcome the problems. Experiential learning is a learning strategy that can be applied to enhance learners' study of vocabulary.

This research was conducted with the aim of answering research questions, as follows: (1) How effective is experiential learning toward learners' vocabulary mastery?

In this research, the researcher used a quantitative approach with a pre-experimental method. The subjects of this study were 7th-grade students at Islamic Junior High School 3 Malang. The students received experiential learning treatment for one month. Afterward, this research showed a result that there is a significant difference between the scores of the pre-test and post-test. The results of the two tests were tested statistically using the *Paired Sample T-Test* method with SPSS 26.00. The test is used to find out whether the two tests are significant or not.

The results of this research indicate that experiential learning is an effective method toward learners' vocabulary mastery. The results of statistical tests showed that the significance value (Sig. 2-tailed) was 0.007 which the value was less than 0.05. This result showed that experiential learning is effective toward learners' vocabulary mastery. Experiential learning is recommended to be used for English vocabulary learning techniques.

التخلص

رحمن, فيرغيل الميرا. 2021. إنفعالية التعليم التجريبي لترقية كفاءة الطلاب في مفردات اللغة الانجليزية. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية والتعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرفة : الدكتورة ليكي راسكوف أوكتايرليا الحاجة , الماجستير.

الكلمات المرشدة : التعليم التجريبي, كفاءة المفردات.

المفردات من العناصر المهمة ف تعليم اللغة و مهارته خاصة في اللغة الانجليزية, لأنها من العناصر الأربعة التي تعلّق بينها و بين العناصر الأخرى و هي الاستماع و القراءة و الكلام و الكتابة و هذه العناصر الأربعة تحتاج إلى المفردات لتأليف الجملة. مهما من أهميتها ما زالت المفردة شيئاً صعباً, خاصة في اللغة الانجليزية و لا بدّ من حلّ التحديّ فيها. و التعليم التجريبي من إحدى الطرق التعليمية المستخدمة لتسهيل الطلاب في نيل المفردات.

الهدف من هذا البحث حلّ المسائل الآتية : (1) كيفية ترقية الطلاب في نيل المفردة بطريقة التعليم التجريبي.

استخدم هذا البحث طريقة البحث النوعي مع استخدام نظرية Pre- “ experimental . المبحث فيه طلاب فصل السابع بالمدرسة المتوسطة الحكومية الثالثة مالانج. كان الطلاب يستخدمون طريقة التعليم التجريبي شهراً كاملاً. و النتيجة من هذا البحث أن هناك فرق بعيد بين نتيجة الامتحان القبلي و الامتحان البعدي. و النتيجة فيهما ممتحنة بالإحصائيات مع طريقة ”

Paired Sample T-Test " بقيمة " SPSS " 26.00. و ذلك الامتحان لإيجاد

الفرق بينها الامتحان.

و النتيجة من هذا البحث : أن التعليم التجريبي ترقى كفاء مفردات الطلاب. و
نتيجة الاحصائيات تدل على نتيجة الترقى (Sig. 2-tailed) قدر 0,007 التي
كانت النتيجة $0,05 <$. هذه تدل على أن التعليم التجريبي منفعل لترقية كفاءة
مفردات الطلاب و مقدّم في طريقة تعليم مفردات الانجليزية.

CHAPTER I

INTRODUCTION

This chapter is an introductory chapter that provides the background of the research, research questions, research objectives, the significances of the research, and the definition of key terms.

1.1 Background of Research

There are four skills that must be acquired in English, which are; listening, reading, speaking, and writing. However, there is vocabulary in each of those four skills that play a significant role in those skills. This is because vocabulary is one of the components that connect those four skills in which all skills need vocabulary in producing sentences (Huyen and Nga, 2003). Since vocabulary becomes one of the most significant components in learning and mastering a language, particularly English, this will be the focus of the research in this thesis.

According to experts, vocabulary is a set of lexemes (dictionary word) that include single words (such as; sun, moon, flower, etc.), compound words (such as; sunflower, football, moonlight, etc.), and idioms (such as; break a leg, hang in there, break the ice, etc.) (Richard, Platt, and Weber, 1986). In addition, Allen and Valette (1977) also stated that vocabulary is a word or group of words that have a certain meaning. In other words, vocabulary is words that have a meaning that is owned by humans to be used in language.

According to Thornburn (2004), even without grammar, a little (word or sign) still can be understood. However, nothing is meaningful if there is no vocabulary. This indicates that even if one understands grammar well, it may be meaningless if they do not understand the vocabulary being used during communication. In relation to this, vocabulary is irreplaceable by other components being used during the communication. As an example, if we want to communicate with other people with limited language mastery, we still can understand one another only by saying the main word (vocabulary) as the core of the sentence. For example, instead of saying "I want to drink some water" if we do not know this full sentence expression, then we can simply say "drink" or "water". By saying this, the listener will understand what we intend to say.

This special and crucial characteristic of vocabulary has inspired the researcher's interest in bringing this further. Even though, vocabulary is the key point in communicating effectively in all languages, mastering vocabulary is not a simple process for language learners. This fact is strengthened by Lubis (2017) who stated that there are many barriers for language learners to master vocabulary.

The first barrier is language learners do not know how to choose appropriate vocabulary based on its use (context) in phrases, expressions, or even conversations. This problem also happens to students in Islamic Junior High School 3 Malang, only a few students paid attention to the sample sentences provided alongside the vocabulary. They prefer to pick and choose

their vocabulary, look up the meaning, and then compose a sequence of phrases in Indonesian, which they would then translate into English using Google Translate or other digital dictionaries. The second barrier is those language learners, including students in Islamic Junior High School 3 Malang, are not disciplined in using or memorizing vocabulary. Since they have just known that new vocabulary, they are scared to use that new word since they do not know how to pronounce it. The third barrier is those students are lacking of motivation. As a result, the desired expectations do not match reality.

Even though there are many barriers for students in mastering vocabulary, these problems still can be overcome to make the learners be able to master vocabulary much more easily. This has been proved by the verses in Al-Qur'an. In Al-Qur'an, Allah stated that Allah Almighty loves His knowledgeable and faithful people more. As Allah Almighty said on Q.S. Az-Zumar Verse 9 (39:9):

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ ﴿٩﴾

".... Say, "Can those who know and those who do not know become equal? It is only the people of understanding who are receptive the advice."

As mentioned in the verse above, Allah the Almighty states that people who know or understand are not the same as people who do not know or understand. The word "knowing" here, in a particular way, can be translated into understanding. Allah the Almighty has stated that people with common

sense will obtain advice or lessons. This verse is strong evidence that vocabulary is compulsory to be acquired.

There are several approaches that can be used to acquire vocabulary mastery. Among those several approaches, the researcher will focus on the use of experiential learning toward vocabulary mastery. Experiential learning is a learning process that uses experience as a learning medium and not only material that comes from books or teachers (Fathurrohman, 2015). Experiential learning is a learning and teaching method that assists teachers in connecting the knowledge in the source material to the actual situation so that students may get direct experience and knowledge. Teachers, for example, can employ hide and seek games when they are adopting experiential learning approaches. Students are challenged to pick words to form good sentences throughout the game. Learners have reflexively learned how to build sentences by learning multiple words at once using this approach. This occurs because the learners discover with enthusiasm, excitement, and comfort.

Based on the research done by Hariri and Yayuk (2017), it is discovered that learning through the experiential learning technique gives chances for learners to participate and interact with other students smoothly. Thus, learners would collaborate with others and be truthful while expressing thoughts. Discussions, conducted following each experiment, encouraged students to feel motivated to fully understand the purpose of the experiment. Throughout the discussion, the teacher guides learners to reach the intended conclusions. By using experiential learning, learners have acquired many

things unintentionally since this strategy allows learners more active and excited. Experiential learning also creates a setting in which learners may study more comfortably and without becoming bored.

Therefore, the researcher expects to explore more about the potentials and challenges of experiential learning for learning and mastering vocabulary. As a result, this research is expected to discover the potentials of experiential learning, in terms of vocabulary mastery. This research is also being conducted to determine the challenges of experiential learning that must be addressed in order for experiential learning to be optimized.

1.2 Research Questions

Based on the background and problem that have been explained by the researcher, the researcher is going to focus on observing the case below:

1. How effective is experiential learning toward learners' vocabulary mastery?

1.3 Research Hypotheses

Hypotheses are temporary answers to problems that are still presumption because the truth still has to be proven. The alleged answer is a temporary truth, which will be tested for truth with data collected through research. The hypotheses of this research are formulated as follows:

- Null Hypothesis (H_0)

Experiential learning is not effective and significant toward learners' vocabulary mastery.

- Alternative Hypothesis (H_a)

Experiential learning is effective and significant toward learners' vocabulary mastery.

1.4 Research Objectives

The objective is what can be gained from this research. The objective of this research is to solve the issues mentioned in the identification of problem. This research aimed to find out whether experiential learning is effective or not toward learner's vocabulary mastery.

1.5 Significances of the Research

The significances of this research will have practical and theoretical implications:

1. Practical Significance

a. Teacher

The findings of this research can be a reference for English vocabulary teacher to learn in an experiential learning.

b. Students

The research is expected to investigate the effect of students' vocabulary through experiential learning.

c. Researcher

It will be the researcher's starting point for following research. The following researcher can continue this research based on this research findings.

2. Theoretical Significance

a. Other Research

This research is expected to provide data, models, and sources for further studies and will hopefully be reviewed, updated, and reconstructed.

1.6 Limitation of the Research

This research focused to investigate the effectiveness of experiential learning toward learner's vocabulary and what are the potentials and challenges of experiential learning. This research is focused on 7th-grade students at Islamic Junior High School 3 Malang during one-month period.

1.7 Definition of Key Terms

Several definitions are proposed to explain the key terms used in this research, such as:

1. Effectiveness

Effectiveness is a measured communication that goes through a certain process, particularly the accomplishment of specified goals or objectives.

2. Experiential Learning

Experiential learning is learning directly from experience (usually in the form of a method specifically designed for that learning). During the lesson, learners do not just sit quietly listening to teachers' presentations but are actively involved in an activity.

3. Vocabulary Mastery

Vocabulary is a word that is used in every language. Vocabulary mastery is a basic skill that every language person should have. This research is more specific to English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains information from previous studies as a comparison, both regarding the existing strengths and weaknesses. Besides, it is also obtaining pre-existing information about the theory related to the title used to obtain a scientific theoretical basis.

2.1 Experiential Learning

Experiential learning is an approach to any learning that allows learners to contribute their experience and conceptual awareness to major issues or circumstances where the teacher guides and encourages learning (Sharifi and Shariati, 2017).

2.1.1 The Definition of Experiential Learning

Experiential learning is a learning process that uses experience as a learning medium and not only material that comes from books or teachers (Fathurrohman, 2015). Experiential learning is a strategy that helps teachers to link the information of the source material to the actual situation so that through this direct experience, learners can remember and understand the information they have acquired in learning in aiming to enhance the quality of their learning. If someone has been actively involved in the learning process, they will learn better. This is because learning actively considers what is learned as

well as how to apply what has already been learned in actual practice in the learning process.

Experiential learning defines learning as the process by which knowledge is created through changing forms of experience. Knowledge results from a combination of understanding and transforming experience (Kolb, 2014). Experiential learning is learning that occurs as a result of reflection as well as a means of deriving meaning from actual experience. Experiential learning is a student-centered approach that is based on the idea that people learn better by experience and it focuses on each individual's learning experience.

2.1.2 The Process of Experiential Learning

Experiential learning as a learning method can be seen as a cycle consisting of two different series; has a catch in understanding and has a sustainable goal. However, they must all be integrated into a sequence to learn what happened. The perceptiveness of understanding something is very much influenced by the observation experienced through experience, while the continuous goal is related to the change of experience. These components must be interrelated to acquire knowledge.

The experience that has been reflected is then rearranged to form new understandings that will guide the creation of new experiences or behaviors. The process of experience and reflection is

categorized as a process of finding out, while the process of conceptualization and implementation is categorized as a process of application (taking action). Experiential learning models are compiled and implemented by departing from the things that are owned by students. This principle is also related to the experience in carrying out tasks as well as in learning methods that are usually carried out by students.

However, the experience of its own is not enough to understand. This needs to be done in-depth, and the changes taken on their own cannot reflect what learning needs to be done, since they require the required changes in learning. Experiential learning is an effort to clarify that learning through this method is different and able to accomplish goals. This is shown by the acquisition of sufficiently strong capabilities provided by certain individuals after already being compared to other individuals.

According to David Kolb (2014), experiential learning has 4 (four) phases that need to be done, as follows:

1. Concrete Experience

At this phase, students should consider integrating the material topics to be learned with daily life in an attempt to understand the learning to be carried out. It is not just that, but students must remember previous experiences relevant to the subject to be learned.

2. Reflective Observation

Students, at this phase, use the media presented to discover new ideas and concepts by linking prior knowledge or experiences of daily life.

3. Abstract Conceptualization

Students are supposed to be able to generate new hypotheses or ideas based on the outcomes of their experiments with their respective claims at this phase.

4. Active Experimentation

At this phase, students apply the lessons or theories that they have learned to cope with a variety of issues that exist in daily life that are still relevant to the subject covered.

Those four phases have a relationship that demonstrates the presence of a cycle, allowing it to reach the intended learning goal as efficiently as possible.

2.1.3 The Advantages and Disadvantages of Experiential Learning

Experiential learning offers the requirements to facilitate teaching and learning in an optimum way. Once learners participate in the educational process, learners will recognize any importance; learners will gain an improved desire to learn. Learners are often inspired because they have the ability to learn and also get advice.

The implementation of the experiential learning model can be a solution to students' low activeness, because with this approach

students may work freely and share thoughts without any loss of trust.

Since what is explored is similar to interactions of real life, it becomes more comfortable with the material discussed. In addition, learners also learn to be cooperative and to accept the views of their colleagues.

The courage of students to share their views and value the viewpoints of others is a skill that all students must possess.

There are several things that need to be considered for using this learning model (Kolb, 2014), such as:

1. The implementation of the experiential learning model would rely on student learning experiences in order to improve students' activeness and comprehension of the subject.
2. Experiential learning may be used as an approach to increase student activity and other factors that are more nuanced and wide in range, and they cannot be ruled out as a possibility for improving student learning outcomes.
3. Experiential learning should be used in collaboration with other related learning frameworks to assess students' participation in the conventional guidance service process or in the learning process.
4. The use of the experiential learning paradigm would be more successful if done in small classes rather than large groups or even in a single large class.

2.2 Vocabulary Mastery

Vocabulary mastery is an important element or skill for language learners. This occurs as a result of the limited vocabulary in the second or foreign language, which hinders effective communication. Schmitt (2000) mentioned that vocabulary knowledge is important for communicative competence and language learning.

2.2.1 The Definition and Objective of Vocabulary Mastery

Husna and Leni (2017) stated that the important element of all aspects of linguistic skills is vocabulary. Therefore, the vocabulary owned by someone is very influential for their ability to learn a foreign language, in concern in this research is English. It can be said that vocabulary skill is important for language learners. As mentioned before, if someone only masters a little vocabulary then it might restrict that person's communication with others (Alqahtani, 2015). This means that vocabulary skills are very important for everyone who speaks.

Vocabulary is even more important than grammar skills because when communicating directly, many foreign learners ignore grammar. They ignored it since the most important point is that the listener understands the vocabulary. Besides, vocabulary mastery is more difficult than grammar. A language has so many words and this is considered to be a barrier to smooth communication skills using other languages.

2.2.2 The Process of Learning Vocabulary

According to Grauberg (1997), the process of learning vocabulary has 4 (four) phases (as cited in Rohmatillah (2014), p.72), those are;

1) Discrimination

The first phase is discrimination. Learners are required to learn the pronunciation and letters in a word. This process is the most basic in learning vocabulary.

2) Understanding meaning

The second phase is understanding meaning. In this phase, learners are required to understand the meaning of the concept of a word.

3) Remembering

The third phase is remembering. This phase is sometimes difficult to do because vocabulary learning that occurs in batches makes it easy to forget the words that have been learned.

4) Consolidation and extension of meaning

The fourth phase is consolidation and extension of meaning. This is different from the second phase which only focuses on understanding words. This phase is more to expand the meaning of a word that the learners have remembered and understood. So, its use will be easier.

2.2.3 The Previous Research

The researcher is looking at the analysis that has been conducted by previous researchers as a guide in this review. The previous research by Rohmatillah (2011) was discussing a study on students' difficulties in learning vocabulary. The objectives of this previous study were to find out the kinds and factors of students' difficulties in learning vocabulary. The samples were 36 first-semester students of the English Education Department at IAIN Raden Intan Lampung. The previous researcher conducted an interview and gave a questionnaire to the samples.

The results were almost all of the samples have difficulties in learning vocabulary. They were also difficult to learn grammar and it gave an impact on their English learning. The samples thought that mastering English is too challenging for them. They were found the difficult in using the right words based on the context. The differences of the previous research are the previous research did not do any treatment to the subject and also this current research aimed to find out the difficulties of learning vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research technique, which explains in-depth how the researcher conducts data collection and interpretation using the approach used by the researcher. This chapter contains the research design, subject of the research, research instrument, data collection, and data analysis.

3.1 Research Design

Based on the research question which had been mentioned before, the researcher used a quantitative approach. The researcher chose to use a quantitative approach in order to achieve the objectives or the aims of this research and get the best results. This research aimed to find out whether experiential learning is an effective method toward learners' vocabulary skills.

Aliaga and Gunderson (2002) described the quantitative analysis approach as an explanation of an issue or phenomenon by collecting data in numerical form and evaluating data using statistical methods (as cited in Apuke (2017), p.41). It signifies that a quantitative approach is a systematic investigation of the components and phenomena, as well as the chronology of their interactions. Quantitative is using the measurement process and get the results in numerical form. The difference between quantitative and qualitative is that quantitative is more objective than qualitative which is subjective.

The type of research that had been decided by the researcher in this research is pre-experimental one-group pre-test and post-test research. This design is said to be a pre-experimental design because it is not a real experiment. In this experiment, there are still external variables that influence the formation of the dependent variable. This design is useful for obtaining initial information on the questions in the research. There are several types of pre-experimental designs, including (Sugiyono, 2010):

1. One Shoot Case Study

Where in this research design there is a group given treatment (treatment) and then the results are observed (treatment is as an independent variable and the results are as the dependent variable). In this experiment, the subject was presented with several types of treatment and then the results were measured.

2. One Group Pre-test Post-test

If in the previous design there was no pre-test, then in this design there was a pre-test before being given treatment. Thus, the results of treatment can be known to be more accurate, because can be compared with the conditions before being treated.

3. Intact Group Comparison

In this design, there is one group used for research but divided into two, namely; half the experimental group (treated) and half the control group (untreated).

3.2 Subjects of the Research

The researcher utilized the purposive sampling technique to choose the research subject. Purposive sampling is a method of obtaining samples depending on specific predefined criteria (Sugiyono, 2010). Purposive sampling is used to obtain specific aims based on certain considerations.

The sample is considered in determining many factors such as the research's limited time, costs, labor, and other economic considerations. Based on these factors, the samples collected by the researcher the 7th-grade students in Islamic Junior High School 3 Malang. This option was chosen because research on 7th-grade students can be conducted in more depth since students in 7th grade are still adjusting to their new learning environment, and many of them have learning problems. Furthermore, the researcher decided to choose 7-E students who have similar skills. Hence, the research subject is a class of 7th grade in Islamic Junior High School 3 Malang. The class had 29 students.

3.3 Research Instrument

The data resource of this research obtains from several instruments of research. Some of these instruments have their respective uses and are complementary to each other. The instruments of research are interviews, observation, and tests.

1. Interview

An interview is an activity of verbal questioning to obtain information. Interviews with one English teacher and 5 (five) students

had been carried out. As an instructional point, the teacher considers how challenging it is to apply experiential learning. Students as the point of view that accept or do the experiential learning method.

2. Observation

Observation is activity towards a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. This research used observations that were using 2 (two) methods; participant observation and structured observation. Participant observation is an observation made with the researcher involved in the activity that is being observed or used as a source of research data. Then, structured observation is an observation that has been systematically designed about what is observed, when and where observations are made. The observation had been conducted for learners and during the treatment. Data from observations would support the final results of this research.

3. Test (Pre-test and Post-test)

The test was separated into 2 (two) types; pre-test and post-test. The pre-test was provided before the evaluation. When the pre-test finished, the post-test performed. Both of pre-test and post-test has 20 items of multiple choice and 20 items of fill-in question about synonym and antonym. The test was used to measure the success of the participants throughout treatment. The test result objectively assessed by using the T-

Test formula. The goal is to see the significant difference between the pre-test with the post-test.

3.4 Data Collection

Data collection is an important part of every research. Data collection is the process of obtaining information that is the target of the researcher in a definite system. The researcher can achieve a research goal with the data that has been collected.

The researcher conducted the research for three meetings. The researcher interviewed one English teacher and 5 (five) students that were chosen randomly. The research subject took a pre-test by the researcher to measure their understanding of English vocabulary. The research subject received treatment which is the experiential learning method. After three meetings, the researcher held a post-test. The result of the post-test compared with the pre-test to know how the significance of using experiential learning toward learners' vocabulary mastery.

3.5 Data Analysis

The researcher calculated the difference score from the pre-test and post-test by statistical analyzes. After the pre-test and post-test, the data obtained using the SPSS 26.00 edition. The data analyzed through paired sample T-test. Paired sample T-test is used as a comparative or difference test if the data scale of the two variables is quantitative (interval or ratio). Paired sample T-test is a parametric difference test on two paired data. Then, it can be explained in more detail that this test is intended for different tests or

comparative tests. This means that this test will compare whether there is a difference in the mean or average of the two paired groups. Paired implies that the data source comes from the same research subject.

The requirement to use the paired sample test is that the difference between the two data groups to be tested must be normally distributed. Then it must be done first with a normality test on the differences between the two groups. The normality test is a test that is carried out to assess the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. Normality test is useful for determining data that has been collected is normally distributed or taken from the normal population. In this research, the researcher used the *Kolmogorov Smirnov* test to test the normality statistics on the data that the researcher had. In the normality test, there is the basis for decision making of normality of the data (Sugiyono, 2010):

- a. If the significance value is $> 0,05$, the residual value is normally distributed;
- b. If the significance value is $< 0,05$, the residual value is not normally distributed.

Residual is the difference between the observed value and the predicted value obtained by using the estimation regression model. For each combination of predictor values, it is assumed that the residual distribution is normal.

Therefore, the paired sample T-test had two decision-making bases (Sugiyono, 2010):

- a. If the significance value (2-tailed) is $< 0,05$, there is a significant difference between the two variables;
- b. If the significance value (2-tailed) is $> 0,05$, there is no significant difference between the two variables.

The T-Test formula is defined below (Hartono, 2009):

- 1) Finding the difference (D) of each subject

$$D = X - Y$$

X = Pre-test score

Y = Post-test score

- 2) Finding the mean of difference (MD)

$$MD = \frac{\sum D}{n}$$

$\sum D$ = Total value of difference

n = Number of subjects

- 3) Finding the deviation standard of difference (SD_D)

$$SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$$

$\sum D$ = Total value of difference

n = Number of subjects

- 4) Finding the error standard of the difference's mean (SE_{MD})

$$SE_{MD} = \frac{SD_D}{\sqrt{n-1}}$$

SD_D = Deviation standard of difference

n = Number of subjects

5) Finding the t-count (t_o)

$$t_o = \frac{MD}{SE_{MD}}$$

M_D = Mean of difference

SE_{MD} = Error standard of difference's mean

After calculating all the scores, the researcher determined the degree of freedom for finding the T-Table (t_t) by adding number of research subjects.

The following formula is shown below (Arikunto, 2009):

$$df = n - 1$$

df = degree of freedom

n = Number of subjects

Standard of significance = 0.05

After following those steps, the researcher concluded the findings of the analysis by testing the hypothesis. The statistical analysis of this research is shown as follows:

- 1) If T-Test (t_o) > T-Table (t_t) in the significant degree of 0.05, H_a (alternative hypothesis) cannot be rejected. This means that the average score of the post-test is higher than the pre-test. It also means that experiential learning is significant toward learners' vocabulary mastery.
- 2) If T-Test (t_o) < T-Table (t_t) in the significant degree of 0.05, H_a (alternative hypothesis) can be rejected. This means that the average score of the post-test is the same or lower than the pre-test. It also means

that experiential learning is significant toward learners' vocabulary mastery.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher needs to deliver research findings and discussion throughout this chapter. In this chapter, the researcher refers to the research questions from the first chapter. The research question is (1) How significant is experiential learning toward learners' vocabulary mastery.

4.1 Research Findings

The research findings focus on providing explanations to the previously defined research questions. The data is given based on observations, interviews, and tests.

4.1.1 Analysis of Observations

The researcher described in detail the observation approach in chapter 3. Previously, the researcher was scheduled for one month with four meetings. However, due to the Ramadhan activities during the research, the research can only be done 3 (three) meetings for a month.

4.1.1.1 The First Observation

The first observation was held on April 09th, 2021. Data was collected online due to the COVID-19 pandemic. Research subjects and researcher interacted via WhatsApp Group and e-learning that had been provided by the

observation site (school). Learning materials were sent via e-learning and in the teaching materials section. WhatsApp Group and e-learning were chosen because research subjects could not always access online meeting applications such as Zoom or Google Meet due to limited quota or internet data packages for research subjects and limited signals in each research subject's place.

Learning began with the researcher giving greetings and explaining just a little about the material for the day on the homepage of the e-learning class. Then, research subjects learned material about "Describing People" through YouTube videos that had been made by researchers. After the estimated time duration of the video was over, the researcher asked about the video that the research subjects had watched on the WhatsApp Group.

The response received by researchers was very low. There were only two research subjects who answered this question. Then, when the researcher asked whether the research subject had any questions related to the video, none of the research subjects answered. There was a research subject that immediately asked through personal chat, he asked permission not to immediately watch the video because there

was a quota problem or a limited internet data package. Thus, he had to wait for wi-fi access.

4.1.1.2 The Second Observation

The second observation was held on April 16th, 2021. Data collection was carried out as in the first week. The researcher had been planned to use Google Meet for the second meeting. Due to the researcher's signal constraints, the researcher was forced to postpone it. The learning material is in the form of a video taken from YouTube about "Describing Animal." The research was continued by providing learning materials in the form of a video taken from YouTube about "Describing Animal" from *VK's project* channel.

Learning began with the researcher giving the opening greeting to e-learning. Furthermore, research subjects accessed the video on teaching materials. An hour after giving the video material, the researcher gave the Quizizz link for the weekly assignment via WhatsApp Group. Like the research activity in the first week, the researcher allowed research subjects to ask questions about assignments that they felt unclear.

The responses of the research subjects were still passive as the same as the first week. There was only one person who asked about the scoring systems on Quizizz, not learning

materials. However, research subjects were faster in working on assignments at Quizizz than the first week. It didn't take up to a week (such as the first-week assignment) to complete. Most of the research subjects also scored well.

4.1.1.3 The Third Observation

The Third observation was held on April 30th, 2021. The third week was the last meeting between researchers and research subjects for research activities. For the third meeting, data collection could be done offline or in a direct meeting with research subjects. This was because the research place or the school was holding offline trial meetings for students and teachers. However, which used to be a class, 29 students were divided into 2 (two) classes. So, the space used was very wide. The distance between the front and back was far within the standard teaching range.

The learning was divided into 3 (three) sessions by the researcher, namely; the delivery of material, guessing game, and post-test. Learning began with the researcher gave an opening greeting and self-introduction (because the first introduction on the first meeting was only through text message). The first session, which was the delivery of material that began with the researcher, reviewed the material in the first and second weeks. This was done in order to recheck or

recall what they had learned in the past and related it to the third material. The third material was "Describing Things." Doing offline learning activities in this material made it easier for experiential learning activities (which was the method used in this research). The researcher discussed the material starting from the shape, properties or characteristics, to the age of the objects. The material was also conveyed by giving examples by making use of objects around them.

The learning continued to the second session, namely the guessing game. For the guessing game, the researcher divided the research subjects into 2 (two) groups. The first group was in the front class, while the second group was in the back class. Then, one of them asked the researcher to come forward and became a representative. The representative changed for every topic the group representative had guessed. The game started with the researcher showed the image to non-group representatives. Then, they provided several clues with the vocabularies that the researcher had provided and the research subjects mastered during the research period. After that, group representatives tried to guess what topics or things were right. After finishing the guessing game, they had to do the post-test.

The responses of research subjects were more active than when they were learning through an online meeting. They

responded more to researchers. The researcher also found it easier to see every ability of the research subjects. When the researcher asked for other examples related to the material (which the researcher had previously exemplified), there were research subjects who actively answered the questions or giving other examples. However, as many as 29 research subjects took part in learning activities, was not more than 5 (five) people who were active always answered the questions raised by the researcher. Apart from these 5 (five) people, research subjects needed a direct appointment by the researcher to answer a question that given by the researcher. Research subjects were still felt awkward or embarrassed in answering due to English is a foreign language and, so far, between researcher and research subjects as well as between research subjects each only had been meeting online.

The researcher received different responses when held the guessing game. Research subjects were more active in expressing opinions or sentences that could help their friends who were in front of them to win the game. The research subjects tried their best to throw out the various vocabularies they had learned so far. They also used the best possible grammar. If there were mistakes in pronunciation, vocabulary, or grammar, the researcher immediately confirmed or gave the

right sentences. Research subjects were more active because there was a sense of competitiveness that came when the guessing game was held and this could greatly affect the activeness of research subjects.

4.1.1.4 Descriptive Analysis

The activities described in the analysis of observations were all consistent with the experiential learning process described by David Kolb (2014) and the vocabulary mastering stage described by Grauberg (1997), both of which have been mentioned in the previous chapter, chapter 2. In the activity of providing material, the students reached the first phase (concrete experience). In this phase, the students learn the topic of "describing people and animals" by watching a video and then on the topic of "describing things" the students were given direct learning and real examples by the teacher. This is based on Kolb's (2014) theory, which states that experiential learning must be integrated with existing learning frameworks or topics. Thus, the students have entered the concrete experience phase because, while studying the topic, they direct and indirect connected with daily-life experiences that are relevant to the topic. When describing things, for example, students remember things they have seen at home or school. The teacher also explained how to pronounce these things or

objects in English and the meaning of the word that has entered the first (discrimination) and second (understanding meaning) phases at the vocabulary process.

Following the previous phase, the reflective observation and abstract conceptualization phases were carried out, in which students used the media provided by the teacher and then connected it with the experiences or activities they had or did in their daily lives while developing new ideas or examples. As in discussions between teachers and students, the teacher stimulates student activity by asking some questions that encourage students to express their relevant answers or opinions. The third phase of the vocabulary stage, remembering, is also carried out during this phase. This phase is classified as remembering because learners memorize the words they have learned and afterwards recall them with the teacher during discussions or questions and answers.

Furthermore, in the last phase (active experimentation), students apply what they have learned to the guessing game performed by their classmates. During the guessing game, the students will reveal or say what they have learned before. Students would recall what characteristics were in the doll when they had to describe it, for example. In the previous phase, the doll's characteristics were studied. This phase is also

linked to the last phases of vocabulary mastering, consolidation and extension of meaning. This is due to the fact that at this point, students have not only understood the meaning of the current term, but have also expanded it.

As a result, in the last phase the experiential learning method proved to be effective and increased the activeness of the students. This proves Kolb's (2014) concept that experiential learning may indeed be utilized to boost students' engagement.

4.1.2 Analysis of Tests

Tests were conducted to support research results which were also obtained from other instruments (observation and interviews). The test was also used to answer the first research question or how effective the experiential learning method is. The test was carried out in 2 (two) stages, namely, pre-test and post-test. The pre-test was carried out one week before the research began. Research subjects did the pre-test in their respective places and collected answers online via WhatsApp Group or personal chat with the researcher. Meanwhile, the post-test was carried out during the last research session or in the third week.

Table 4.1 The Result of Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	13.14963663
Most Extreme Differences	Absolute	.210
	Positive	.136
	Negative	-.210
Test Statistic		.210
Asymp. Sig. (2-tailed)		.073 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the result of the statistical normality test using the *Kolmogorov Smirnov Test* on the SPSS 26.00 edition, it is known that the data significance is 0.073. As mentioned in the previous chapter, there is a decision-making basis for the normality test. In this research data normality test, it is known that the significance is 0.073 and that Number is $> 0,05$ (more than 0,05). Hence, it has been determined that the data in this study have been tested normal.

4.1.2.1 Pre-Test

The pre-test is done by asking students to make descriptive text to check how much vocabulary they have mastered. The test was chosen in this form because it adjusts the continuing material at the same time and researcher can

observe each student's vocabulary skills through multiple choice.

Table 4.2 The Data Result of Pre-test

Students' Number	Score
1	-
2	56
3	56
4	-
5	-
6	-
7	60
8	56
9	60
10	56
11	60
12	56
13	52
14	-
15	84
16	52
17	56
18	56
19	64
20	56
21	-
22	60
23	-
24	-
25	64
26	52
27	72
28	60
29	60

The data above shows the result of pre-test. It shows that only 21 students who took or did the pre-test. The other 8 students were missing. After the researcher got the data result, the value obtained from the pre-test calculated using the SPSS 26.00 edition.

Table 4.3 The Statistic Result of Pre-Test

Pre-test		
N	Valid	21
	Missing	8
Mean		59.4286
Std. Deviation		7.29775
Minimum		52.00
Maximum		84.00

The data above is showing the results of the pre-test that has been carried out by the research subjects. From the statistical data shown by the SPSS 26.00 edition above, the data have shown that the smallest score is 52 and the highest score is 84. By using SPSS, it can also be seen that the average score obtained by students (research subjects) is 59 and the standard deviation is 7,29775.

Table 4.4 The Frequency Distribution of Pre-Test

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.00	3	10.3	14.3	14.3
	56.00	8	27.6	38.1	52.4
	60.00	6	20.7	28.6	81.0
	64.00	2	6.9	9.5	90.5
	72.00	1	3.4	4.8	95.2
	84.00	1	3.4	4.8	100.0
	Total	21	72.4	100.0	
Missing	System	8	27.6		
Total		29	100.0		

The table above shows the pre-test result data that is more detailed than before. In the frequency column, it is shown that the sample was taken from a total of 29 students. Of these students, there were 8 students who did not take the pre-test. The percent column showed the percentage of the scores obtained from the pre-test. This can be verified by dividing the amount in the frequency column by the value in the last row of the table or the total (29). This is calculated as follows:

- Students who score 52 are $3/29 = 10,3\%$
- Students who score 56 are $8/29 = 27,6\%$
- Students who score 60 are $6/29 = 20,7\%$
- Students who score 64 are $2/29 = 6,9\%$
- Student who scores 72 is $1/29 = 3,4\%$

- Student who scores 84 is $1/29 = 3.4\%$
- The rest are students who did not take the pre-test = 27.6%

Furthermore, the valid percent column measured the amount of non-missing test results that were scored in the category. The proportions for each score might well be confirmed by dividing its amount in the frequency column by the amount of total that occurs after the final qualifying category (21). This is calculated as follows:

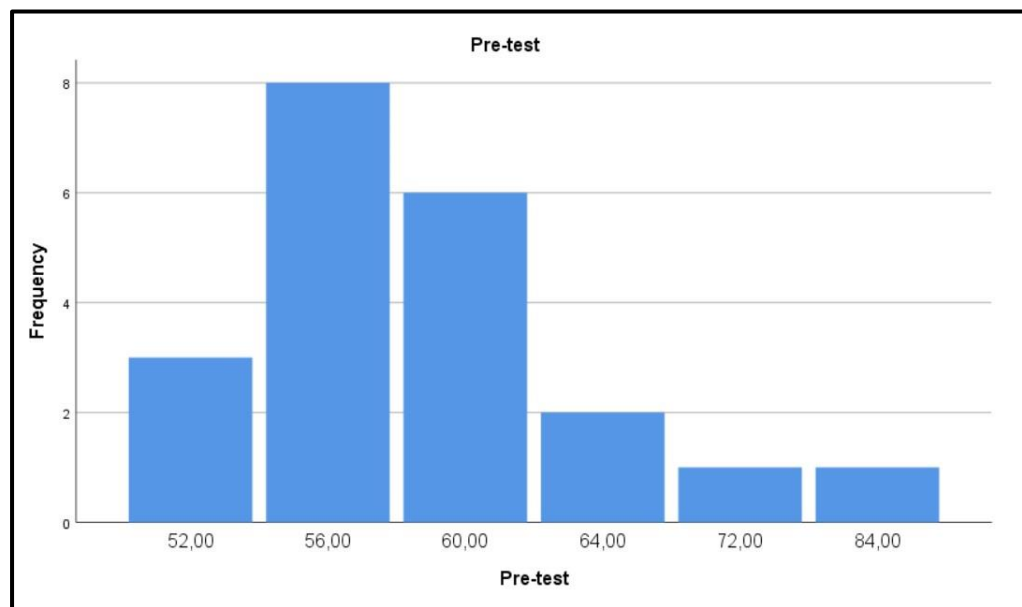
- Students who score 52 are $3/29 = 14,3\%$
- Students who score 56 are $8/29 = 38,1\%$
- Students who score 60 are $6/29 = 28,6\%$
- Students who score 64 are $2/29 = 9,5\%$
- Student who scores 72 is $1/29 = 4,8\%$
- Student who scores 84 is $1/29 = 4,8\%$

In addition, the cumulative percent column is the overall percentage of participants adjusted to account for up towards that row. It was calculated by accumulating all of the values in the valid percent column above the current row. This is calculated as follows:

- Student who scores 52 got 14,3%
- Student who scores 56 got 52,4%
- Student who scores 60 got 81%

- Student who scores 64 got 90,5%
- Student who scores 72 got 95,2%
- Student who scores 84 got 100%

Graphic 4.1 The Frequency Distribution of Pre-Test



From the graphic above, it is shown that the dominant score is 56. There were also about equivalent numbers of students who had scores of 72 and 84.

4.1.2.2 Post-Test

The post-test was conducted at the last hour of the third meeting. The third meeting was held offline or direct meeting, so the post-test was also carried out offline. However, due to certain limitations related to the COVID-19 pandemic, researchers shared the post-test via Google Form. This made it easier for students or research subjects to access the post-

test. This also made it easier for the researcher because the researcher did not need to make print-out tests and was more economical. The researcher made multiple-choice questions that contained material that had been taught to the students during the meetings. There are 4 (four) stages, namely; describing people, describing animals, antonym, and synonym. All of these had been conveyed to the class with the researcher.

Table 4.5 The Data Result of Post-Test

Students' Number	Score
1	-
2	-
3	55
4	75
5	-
6	67,5
7	-
8	85
9	-
10	80
11	80
12	77,5
13	82,5
14	60
15	60
16	42,5
17	-
18	62,5
19	-
20	60
21	97,5
22	70
23	77,5
24	57,5
25	92,5
26	80
27	90
28	-
29	67,5

The data above shows the result of pre-test. It shows that only 21 students who took or did the pre-test. The other 8 students were missing. After getting the results or post-test

scores, the researcher presented statistical calculations using the SPSS 26.00 edition.

Table 4.6 The Statistic Result of Post-Test

Post-test		
N	Valid	21
	Missing	8
Mean		72.3810
Std. Deviation		13.90765
Minimum		42.50
Maximum		97.50

The statistics shown above are the findings of the post-test that the research subjects completed. According to the statistical data displayed by the SPSS 26.00 version above, the lowest score is 42,5 and the highest score is 97,5. Applying SPSS, the average score (mean) achieved by students (research subjects) is 72 and the standard deviation is 13,90765.

Table 4.7 The Frequency Distribution of Post-Test

Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.50	1	3.4	4.8	4.8
	55.00	1	3.4	4.8	9.5
	57.50	1	3.4	4.8	14.3
	60.00	3	10.3	14.3	28.6
	62.50	1	3.4	4.8	33.3
	67.50	2	6.9	9.5	42.9
	70.00	1	3.4	4.8	47.6
	75.00	1	3.4	4.8	52.4
	77.50	2	6.9	9.5	61.9
	80.00	3	10.3	14.3	76.2
	82.50	1	3.4	4.8	81.0
	85.00	1	3.4	4.8	85.7
	90.00	1	3.4	4.8	90.5
	92.50	1	3.4	4.8	95.2
	97.50	1	3.4	4.8	100.0
	Total	21	72.4	100.0	
Missing	System	8	27.6		
Total		29	100.0		

The following table shows more thorough post-test outcome data than previously. The sample was drawn from a total of 29 students, as stated in the frequency column. There were 8 students who did not take the post-test out of this category. The percent column displayed the proportion of the post-test scores. This can be confirmed by dividing the Number in the frequency column by the value in the table's last row or total (29). The following measure indicates this:

- Student who scores 42,5 is $1/29 = 3,4\%$
- Student who scores 55 is $1/29 = 3,4\%$
- Student who scores 57,5 is $1/29 = 3,4\%$
- Students who score 60 are $3/29 = 10,3\%$
- Student who scores 62,5 is $1/29 = 3,4\%$
- Students who score 67,5 are $2/29 = 6,9\%$
- Student who scores 70 is $1/29 = 3,4\%$
- Student who scores 75 is $1/29 = 3,4\%$
- Students who score 77,5 are $2/29 = 6,9\%$
- Students who score 80 are $3/29 = 10,3\%$
- Student who scores 82,5 is $1/29 = 3,4\%$
- Student who scores 85 is $1/29 = 3,4\%$
- Student who scores 90 is $1/29 = 3,4\%$
- Student who scores 92,5 is $1/29 = 3,4\%$
- Student who scores 97,5 is $1/29 = 3,4\%$
- The rest are the students who did not take the post-test =
27,6%

In addition, the valid percent column calculated the number of non-missing test results that earned in the category. The proportions for each score could well be validated by dividing its quantity in the frequency column by the entire amount that happens following the last qualifying category (21). This is determined as follows:

- Student who scores 42,5 is $1/29 = 4,8\%$
- Student who scores 55 is $1/29 = 4,8\%$
- Student who scores 57,5 is $1/29 = 4,8\%$
- Students who score 60 are $3/29 = 14,3\%$
- Student who scores 62,5 is $1/29 = 4,8\%$
- Students who score 67,5 are $2/29 = 9,5\%$
- Student who scores 70 is $1/29 = 4,8\%$
- Student who scores 75 is $1/29 = 4,8\%$
- Students who score 77,5 are $2/29 = 9,5\%$
- Students who score 80 are $3/29 = 14,3\%$
- Student who scores 82,5 is $1/29 = 4,8\%$
- Student who scores 85 is $1/29 = 4,8\%$
- Student who scores 90 is $1/29 = 4,8\%$
- Student who scores 92,5 is $1/29 = 4,8\%$
- Student who scores 97,5 is $1/29 = 4,8\%$

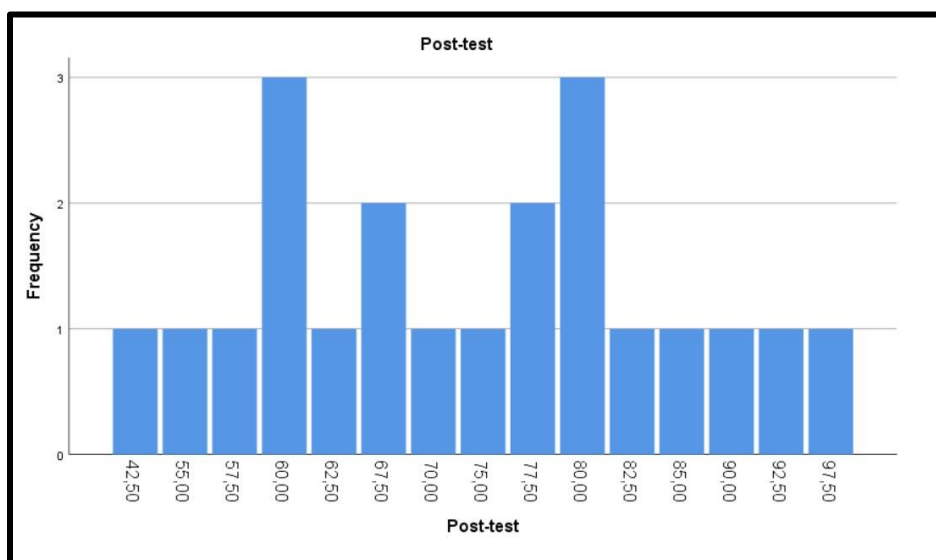
Moreover, the cumulative percent column is the total percentage of participants modified to account for up to that row. It was computed by summing together all of the numbers in the valid percent column above the current row.

The following measure indicates this:

- Student who scores 42,5 got 4,8%
- Student who scores 55 got 9,5%

- Student who scores 57,5 got 14,3%
- Student who scores 60 got 28,6%
- Student who scores 62,5 got 33,3%
- Student who scores 67,5 got 42,9%
- Student who scores 70 got 47,6%
- Student who scores 75 got 57,4%
- Student who scores 77,5 got 61,9%
- Student who scores 80 got 76,2%
- Student who scores 82,5 got 81%
- Student who scores 85 got 85,7%
- Student who scores 90 got 90,5%
- Student who scores 92,5 got 95,2%
- Student who scores 97,5 got 100%

Graphic 4.2 Frequency Distribution of Post-Test



According to the graph above, it is shown that the dominant scores are 60 and 80. This graph also shows that the post-test data has 11 (eleven) scores that have the same student frequency. The scores are 42,5, 55, 57, 62,5, 70, 75, 82,5, 85, 90, 92,5, and 97.5.

4.1.2.3 Paired Sample T-Test

This test necessitates the inclusion of two parameters that can be determined. The table below includes the information about the data result of pre-test and post-test. It can be seen that only 15 students who took both of the pre-test and post-test. Thus, only those 15 students who can be compared through Paired Sample T-Test.

Table 4.8 The Data Result of Pre-Test and Post-Test

Students' Number	Score	
	Pre-Test	Post-Test
1	-	-
2	56	-
3	56	55
4	-	75
5	-	-
6	-	67,5
7	60	-
8	56	85
9	60	
10	56	80
11	60	80
12	56	77,5
13	52	82,5
14	-	60
15	84	60
16	52	42,5
17	56	-
18	56	62,5
19	64	-
20	56	60
21	-	97,5
22	60	70
23	-	77,5
24	-	57,5
25	64	92,5
26	52	80
27	72	90
28	60	-
29	60	67,5

After calculating each data result (pre-test and post-test), the researcher compared the data result to know how the significance and effective is experiential learning toward learners' vocabulary mastery. Through the table above.

Table 4.9 The Statistics of Paired Sample T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	59.4667	15	8.53452	2.20360
	Post-test	72.3333	15	14.15686	3.65529

According to the table above, it is shown that the N or sample is 15. It was because only 15 samples who done the pre-test and post-test. The other sample did the pre-test or the post-test, not both of the tests. The table showing the average score (mean) of the pre-test is 59,4 and the standard deviation is 8,53452. While for the post-test, the mean is 72,3 and the standard deviation is 14,15686.

Table 4.10 Result of Paired Sample T-Test

Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence ...
Pair 1	Pre-test - Post-test	-12.86667	15.87503	4.09892	Lower
Paired Samples Test					
		Paired ...			
		95% Confidence Interval of the ...			
		Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-4.07537	-3.139	14	.007

The researcher had described the passing standard for the paired sample t-test on the data analysis of the third chapter. That chapter had been explained that if the

significance value (2-tailed) is < 0.05 , it indicates that there is a significant difference between the initial variable and the final variable (H_a is accepted and H_0 is rejected). The table above show that the significance value (2-tailed) is 0,007, which is < 0.05 (less than 0.05). Hence, this indicates that there is a significant difference in the pre-test and post-test scores.

4.1.2.4 Descriptive Analysis

Each mean was utilized to assess whether experiential learning proved successful or not for learners' vocabulary mastery in the analytical test that was conducted on the pre-test and post-test. The important design of this study is the use of SPSS 26.00 version for calculations. According to the calculation findings, the mean score of the pre-test was 59.4. Meanwhile, the mean score of the post-test was 72.3. When looking at the mean scores, it can be observed that students' scores improve after receiving learning treatment through the experiential learning approach. However, simply getting to that point in the calculation is not enough.

The Paired Sample T-Test was being used to evaluate the level of significance between the pre-test and post-test scores. The significant result discovered after performing the Paired Sample T-test with SPSS 26.00 was 0.007. This value is less

than 0.05. According to Sugiyono (2010), the pre-test and post-test results have significant differences.

As a conclusion for the analysis of tests, Kolb's (2014) opinion that experiential learning will be more successful in classes with small than large capacities is proven correct. In this study, the research subjects were 29 students with only one class. The analysis calculation using the T-test also proves that Kolb's (2014) theory which reveals that experiential learning can improve student learning outcomes is proven correct.

4.1.3 Analysis of Interviews

Interviews were conducted with teachers and students to get different perspectives to support the research results. The first perspective was taken from the teacher as instructor or class controller. The second perspective was taken from representatives of 5 (five) students who have been randomly assigned to get different perspectives. Where students are treated as how the teacher teaches vocabulary and how they understand it.

4.1.3.1 Teacher

Interview conducted with the teacher who taught English in the experimental class of research. Interview conducted to find out what learning methods were carried out by the teacher. This interview was also conducted to find out what obstacles were in learning with the previous method.

This also aimed to know the specific differences between before and after the treatment (experiential learning) in the perspective of the teacher. The teacher currently teaches a total of eight classes in one such school. The current teacher has entered the fourth year of teaching.

ET : *Kalau untuk daring tidak ada metode khusus. Biasanya saya menggunakan pendekatan scientific, karena pendekatan ini tidak harus anak-anak bekerja kelompok. Karena sekarang anak-anak sangat bisa, tapi kalau terlalu sering ada kerja kelompok juga akan menyulitkan anak-anak, karena mereka belajar di rumah masing-masing.* (There is no special method for online learning. Usually I use a scientific approach, because this approach does not have to involve students working in groups. Now the students are very capable, but if there is too much group work, it will also make it difficult for them, because they study in their own homes)

Teachers during online teaching do not have a special method of teaching. The method that is sometimes used is the scientific method which does not require students to work in groups. This is because group work is difficult for the students. After providing material on e-learning, a question and answers session were held on the WhatsApp Group. Then, there is usually a discussion. The discussion itself cannot be held frequently. Discussions are usually carried out with voice notes on WhatsApp Group or Google Meet. When conducting online discussions, students are enthusiastic in answering and asking questions. However, students who

attended the online discussion were only about 20 students out of 29 students. At this time, the teacher focused on discipline and responsibility for the assignment. Teachers are not too focused on student grades. So, now it is more focused on the character of students.

During the class teaching, there was only one face-to-face meeting. It is divided into two classes. The students' responses were enthusiastic, but when they were in the class, they were just silent. Students are felt to prefer face-to-face meetings. Teachers are also more enthusiastic because they can better know the characteristics of students.

ET : *Saat kosa kata, saya kurang percaya dengan anak-anak. Karena mereka di rumah, mereka lebih bebas membuka kamus atau google translate. Jadi, saat saya menanyakan kepahaman mereka, mereka akan menjawab paham. Namun, apakah itu benar-benar paham?* (When it comes to vocabulary, I do not trust the students. Because they are at home, they are more released to open a dictionary or google translate. So, when I ask their understanding, they will answer understand. However, are they really understand?)

Currently, the teacher feels it is difficult because they do not meet students. After all, when the teacher is active, students cannot or are more passive. The teacher also felt that there were some materials which if explained in an online meeting were difficult. For vocabulary improvement, teachers do not trust because students are at home and many

things can help them. During the live meeting trial, it turned out that many students had not mastered a lot of vocabulary.

4.1.3.2 Students

Interviews were conducted with representatives of five students who had been randomly selected. Interviews were conducted via WhatsApp personal chat between researcher and research subjects. Researchers chose five people because they were deemed sufficient to meet the criteria from the student's perspectives. In the interview, the researcher got several things which are explained below.

S1 : *Tidak terlalu sulit. Karena dalam kehidupan sehari-hari kita juga pasti selalu nemuin kosa kata Bahasa Inggris. Jadi, lebih mudah buat belajar atau mengingatnya. Sulitnya mungkin dikurang belajar seriusnya (kayak di Sekolah). Soalnya biasanya kalo nemuin, contoh: di Internet, pasti random kosa katanya dan itu beda dengan di sekolah. Karena di sekolah kita belajar bab 1 tentang ini atau itu. Jika di internet, tidak seperti itu.* (It is not too difficult. Because in our daily life, we must always find English vocabulary. So, it is easier to learn or remember. The difficulty may be less serious learning (like in school). The problem is usually if you find it, for example: on the Internet, the vocabulary is definitely random and it is different from the school. Because in school we learn chapter one about this or that. If on the internet, it is not like that.)

When the respondents were asked about the difficulties in learning English, the respondents answered that learning vocabulary was not difficult. They feel that it is easy to understand. One respondent (female) said that in daily life,

she can always learn English vocabulary. She also revealed that she could also learn from the internet. That activity or learning technique makes vocabulary easy to learn or remember. But sometimes, it is also a little difficult for her because it is not commensurate with the material learned in school.

S2 : *Lebih suka tentang idola saya.* (I prefer about my idol)

S4 : *Saya lebih suka berbicara tentang idola.* (I prefer to talk about the idol)

S5 : *Saya lebih suka berbicara tentang idola saya, Miss.* (I prefer to talk about my idol, Miss)

Other respondents also felt that they did not find it difficult when learning English vocabulary with objects or the surrounding environment. They can also stimulate their enthusiasm for learning English by telling stories about their environment. 3 out of 5 respondents answered that they prefer to tell stories about their idols to increase their vocabulary rather than telling stories about their family, friends, or favorite animals.

S1 : *Sedikit paham maksud videonya. Pake subtitle aja. Tapi aku pernah nonton video Bahasa Inggris pake subtitle jadi bingung. Kalo kita focus ke Bahasa Indonesia (missal), aku memahami materi yang dijelaskan. Kalo gak pake, gak ngerti apa yang diperlajari tapi nambah kosa kata, kak.* (Little did I understand the meaning of the video. Just use subtitles. But I have watched English videos with subtitles, I am confused. If we focus on Indonesian (for example), I understand the

material being explained. If I do not use it, I do not know what I was learning, but it adds to my vocabulary.)

S3 : *Perlu sekali dibantu subtitle.* (I really need the subtitle)

S4 : *Saya masih perlu subtitle.* (I still need the subtitle)

S5 : *Saya pahamnya kalau ada bahasa Indonesia dalam video tersebut.* (I understand if the video has Indonesian language.)

However, when the respondents were asked about using subtitles when watching English videos, 4 out of 5 respondents answered that they still need subtitles. This is done to better understand the videos they see. One respondent revealed that she needed to use English subtitles to better understand the video. The respondents also revealed that they could increase their vocabulary mastery by playing games. However, their teacher has never done this in their learning method.

4.1.3.1 Descriptive Analysis

Before the treatment, interviews were performed in this study to determine the perceptions of teacher and students. Several issues were mentioned by the teacher during the interview. Because learning in 7th grade was using online learning based, the teacher claimed that group discussions or assignments were difficult. The teacher also indicated that it was difficult for the students to be active, despite the fact that

the teacher tried to be more active than the students. The researcher, on the other hand, discovered something much more different. Students were shown to be more active while employing experiential learning, and the test results revealed a significant difference between the pre-test and post-test. The use of experiential learning achieves the goal or theory stated by Kolb (2014) that experiential learning can increase student activity in the learning process.

Interviews were also conducted with representatives of five students. These five students were randomly selected from one class under this research. The students revealed that they did not find it difficult when learning vocabulary because they could easily learn various vocabularies through objects or circumstances around them. The results of this interview also strengthen the research conducted by Hariri and Yayuk (2017). In the previous study, those researchers revealed that experiential learning can easily improve students' mastery of the material being taught. In addition, through the discussion process in experiential learning, students can easily interact with other students and they can also be more enthusiastic in learning sessions.

4.2 Discussion

This research is pre-experimental research to examine the effectiveness of experiential learning toward learners' vocabulary mastery and it was being done on 7th-grade students in Islamic Junior High School 3 Malang.

4.2.1 The Effectiveness of Experiential Learning Toward Learners' Vocabulary Mastery

Based on the result of the statistical data that had been calculated by the researcher using SPSS 26.00 edition above, it is found that experiential learning is effective toward vocabulary mastery. In the calculated result, the post-test showed that it had a higher mean value than the pre-test which is indicated that there is a significant difference between the two tests. It means that H_a (Alternative Hypothesis) is accepted and H_0 (Null Hypothesis) is rejected. This means that experiential learning is an effective method toward learners' vocabulary mastery. This research results proved that Kolb's (2014) theory about experiential learning which Kolb had been stated that experiential learning is a learning method that can be used for improving students learning outcomes.

This is also due to several other factors that were supportive of using experiential learning methods during online learning as it is today. Hence, it can be concluded that experiential learning can be used for further learning and mastering vocabulary for both learners and teachers.

4.2.2 The Potentials of Experiential Learning Toward Learners' Vocabulary Mastery

Due to the overall supportive or potential factors, the experiential learning method has been shown to be successful. The researcher discovered various potential factors that impact this research when applying the method. During the third meeting, more potential factors were discovered, specifically in face-to-face learning.

The first potential is that students easily memorize existing vocabulary. This is obtained because there are real examples when the teacher explains the material. Such as when the teacher explains about describing things. The teacher asked students to show objects that have the characteristics that have been mentioned, they could directly name or show these objects even though they were still shy or had a less loud voice.

The second potential that emerges is during the guessing game. Students could enthusiastically bring out any English vocabulary they could remember or have mastered. This proved that through direct play, they could easily boost their memory on the vocabulary they had been learned. In the guessing game, there was very little time available and it made them unable to open the dictionary on their respective cellphones. This was also due to the direct supervision of the teacher. Even though they could not open the online dictionary, they still tried to spit out various vocabularies.

4.2.3 The Challenges of Experiential Learning Toward Learners' Vocabulary Mastery

Even though experiential learning has been shown to be an effective method toward students' vocabulary skills, there are several challenges in applying this type of learning.

The first obstacle is that only the third meeting is held face-to-face, whereas the first and second meetings are held online. Then, during the online meeting, each student is in their respective places and is not fully supervised by the teacher. Thus, the method for vocabulary material is quite difficult. This had also been mentioned by the English teacher in the interview with the researcher. The teacher said that she never focused on teaching vocabulary mastery. Because, it could be that when doing a test or a given assignment, students open an online dictionary or other platforms that make it easier for them.

The second obstacle is the inactivity of students in the learning process. This had been disclosed in the observation data analysis section. The results of the research acquired will be more significant if the students are more active.

Despite the fact that there are many problems that arise during the implementation of the experiential learning method, it has proven to be as effective for use in an online learning method as it is today.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the research findings and discussions which have been presented in the previous chapter, it can be concluded that there is a significant difference in the use of experiential learning toward learners' vocabulary mastery. This result has been proven by the researcher while calculating the pre-test and post-test done by the students using the paired sample t-test. Accurate data calculations using the SPSS 26.00 edition show that the post-test has a higher mean value (72,3) than the pre-test (59,4). This causes the Alternative Hypothesis or H_a to be accepted, which there is a significance difference in the pre-test and post-test.

The willingness of learners to master vocabulary through objects or circumstances around them is one of the significant variables that contribute to experiential learning being an effective method. This was disclosed by learner's representatives in interviews with the researcher. This is also seen in learning activities. Some learners are very active in expressing vocabulary that correlates to the requirements specified by the teacher.

Although these helpful factors exist, the hindering factors are also felt when implementing experiential learning methods toward learners' vocabulary skills. The obstacle is that not all learners participate in learning activities. This is further supported by the fact that a large number of students

took both tests. According to the calculations performed by SPSS 26.00 edition, only 15 students took the pre-test and post-test. However, these obstacles have less effect on the effectiveness of experiential learning.

Thus, the final results of this research indicate that experiential learning is an effective learning method toward students' vocabulary mastery.

5.2 Suggestions

Based on the data findings and summaries that have been mentioned by the researcher, several parties are suggested by the researcher for further research.

1. The English Teachers

Based on the research findings, experiential learning is an effective method toward learners' vocabulary mastery. This method may be used by teachers for vocabulary learning activities. When adopting this method, teachers may discover additional potentials and/or challenges. This method has also been shown to be beneficial when used for restricted or online learning.

Teachers are also strongly advised to always monitor student activity even when learning online. This is because students are more familiar with the material being taught. In addition to monitoring, teachers can also motivate students to be active in every class or learning material. This had to be done so that no student is left behind.

2. The English Students

Students are expected to be more active in any learning given by the teacher. If students are more active, the learning objectives can be achieved more easily. Students also need more practice to help improve their existing English vocabulary skills. Many activities can be done to improve English skills at a time like this. Students can learn more in the environment if they are bored with the classics. This is also very helpful because learning from real experience will be easier to understand.

3. The Other Researchers

As can be seen in the summary, this research found that experiential learning was an effective learning method toward learners' vocabulary mastery. Further research or study can employ one of the same variables to support the research that has been conducted by this researcher. Then, because this research has used pre-experimental research methods, further researchers can use other methods in quantitative and/or qualitative.

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Appendix I Research Permission Letter



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Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala Madrasah Tsanawiyah Negeri 3 Malang
di
Jl. Mandiri No.9, Kec. Lawang, Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Virgil Almira Rochman
NIM : 17180023
Jurusan : Tadris Bahasa Inggris - S1
Semester - Tahun : Genap - 2020/2021
Akademik
Judul Skripsi : "The Effectiveness of Outdoor Experiential Learning for Enhancing EFL Learners' Vocabulary Mastery"
Lama Penelitian : Februari 2021 sampai dengan Maret 2021

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dr. H. Agus Maimun, M.Pd
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Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix II Validity of Research Instrument

A validity test is conducted to determine whether the measuring instrument used in measuring something that is intended to be measured in the research is appropriate to be used or not. In this research, the validity test was carried out whether the pre-test and post-test (research instrument) given to the research subjects were valid or not. In testing the validity of this research instrument, the researcher used Pearson Product Moment with SPSS 26.00 edition. Such the other statistical tests, the validity test has the basis for making decisions as follows:

- If $r\text{-count} > r\text{-table}$, then the research instrument is valid;
- If $r\text{-count} < r\text{-table}$, then the research instrument is not valid.

Correlations				
		Pre-test	Post-test	Total
Pre-test	Pearson Correlation	1	.088	.546*
	Sig. (2-tailed)		.755	.010
	N	21	15	21
Post-test	Pearson Correlation	.088	1	.857**
	Sig. (2-tailed)	.755		.000
	N	15	21	21
Total	Pearson Correlation	.546*	.857**	1
	Sig. (2-tailed)	.010	.000	
	N	21	21	27

*. Correlation is significant at the 0.05 level (2-tailed).

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

In the table above, it can be seen that there are two items being tested. It can also be seen that N or the Number of samples from both pre-test and post-test is 21. Therefore, the r-table used is 0.433 with a significance level of 5%. In the column total Pearson correlation for pre-test, it is known that the correlation gets a

value of 0.546. It can be stated that the pre-test instrument is valid because $0.546 > 0.433$ (r-count is more than r-table). Hereinafter, the post-test is known to have a Pearson correlation value of 0.857. It can be stated that the post-test instrument is valid because $0.857 > 0.433$ (r-count is more than r-table).

Therefore, with the Pearson product-moment test correlation, the research instrument for the pre-test and post-test in this research was confirmed valid or accurate.

Appendix III Test Content Outline

Number	Description
Multiple Choices	
1	Description of appearance (hair)
2	Description of appearance (nose)
3	Comparison of the ages using a conjunction (but)
4	Degree of comparison
5	Description of appearance (hair and eyes)
6	Comparison of the figure using conjunction (but)
7	Comparison of the figure using conjunction (but)
8	Description of appearance (hair and skin or complexion)
9	Description of the figure
10	Description of appearance (eyes and nose)
11	Illustration of animals' move
12	Description of animals' behavior
13	Description of animals' habitat
14	Description of animals' physical
15	Description of animals' physical
16	Comparison of the character using conjunction (but)
17	The unique characteristic of animal
18	The unique characteristic of animal
19	The unique characteristic of animal
20	Comparison of the character using conjunction (but)
Fill-in Test	
1	Antonym of appearance (looks)
2	Antonym of adjective about things
3	Antonym of adjective about things
4	Antonym of personality
5	Antonym of personality
6	Antonym of personality

7	Antonym of personality
8	Antonym of physical characteristic
9	Antonym of personality
10	Antonym of appearance (hair)
11	Synonym of personality
12	Synonym of personality
13	Synonym of personality
14	Synonym of personality
15	Synonym of appearance (looks)
16	Synonym of figure
17	Synonym of animals' physical characteristic
18	Synonym of age
19	Synonym of looks
20	Synonym of looks

Appendix IV Research Instruments

A. Pre-Test

The pre-test has been tested and validated.

Section 1

Choose the best answer from the answer below.

She is Anggun C. Sasmi. She is a well-known both singer in Indonesia and internationally, especially in Paris. She is very beautiful. She has fair complexion. She has (1) and black hair. She also has (2) nose.



1. What is the best answer? *

Tandai satu oval saja.

- ☐ straight
- ☐ wavy
- ☐ curly
- ☐ bald

2. What is the best answer? *

Tandai satu oval saja.

- ☐ round
- ☐ big
- ☐ pointed
- ☐ small

3. Chelsy and Robert are young, but Mrs. Gwen and Mr. Bram are *



Tandai satu oval saja.

- ☐ young
- ☐ slim
- ☐ old
- ☐ skinny

4. Mr. Ren is 30 years old. Ms. Clara is 22 years old. Ms. Clara is than Mr. Ren.
*

Tandai satu oval saja.

- ☐ oldest
- ☐ younger
- ☐ older
- ☐ youngest

5. What are his eyes and hair type? *



Tandai satu oval saja.

- ☐ He has brown eyes and straight dark hair.
- ☐ He is dark eyes and straight brown hair.
- ☐ He has brown eyes and wavy black hair.
- ☐ He has dark eyes and straight brown eyes.

6. My father is tall, but I am *

Tandai satu oval saja.

- ☐ slim
- ☐ fat
- ☐ short
- ☐ skinny

7. Russell is weak, but Muscle is *



Tandai satu oval saja.

- ☐ fat
- ☐ strong
- ☐ soft
- ☐ clean

8. Angelina Jolie has *



Tandai satu oval saja.

- ☐ wavy hair and fair complexion
- ☐ straight hair and fair complexion
- ☐ wavy hair and dark complexion
- ☐ curly hair and dark complexion

Denny Sumargo is a well-known actor and basketball player in Indonesia. Denny has a good figure because(9). He has dark complexion. He has(10). Denny has black and wavy hair.



9. What is the best answer? *

Tandai satu oval saja.

- ☐ He is tall and well-built.
- ☐ He has tall and slim.
- ☐ He is short and fat.
- ☐ He has short and skinny.

10. What is the best answer? *

Tandai satu oval saja.

- ☐ bright eyes and sharp nose.
- ☐ brown eyes and flat nose
- ☐ blue eyes and pointed nose.
- ☐ dark eyes and pointed nose.

Section 2

Choose the best answer from the answer below.

11. The fly on the flowers. *

Tandai satu oval saja.

- ☐ cow
- ☐ birds
- ☐ chicken
- ☐ bee

12. The cat eat *

Tandai satu oval saja.

- ☐ bone
- ☐ grass
- ☐ fish
- ☐ bird

13. This animal is well-known as the king of the jungle. What animal is it? *

Tandai satu oval saja.

- ☐ Tiger
- ☐ Elephant
- ☐ Zebra
- ☐ Lion

14. A deer has a short tail, and two *

Tandai satu oval saja.

- ☐ shell
- ☐ fur
- ☐ antler
- ☐ claws

15. Didi : Rena, what does your rabbit look like? Rena: It's very cute. It has two long ears. It also has soft ... *

Tandai satu oval saja.

- ☐ feather
- ☐ fur
- ☐ eyes
- ☐ ear

16. The pigeon is, but the lion is wild. *



Tandai satu oval saja.

- ☐ safe
- ☐ fast
- ☐ tame
- ☐ big

17. What does a giraffe have? *

Tandai satu oval saja.

- ☐ Ivory
- ☐ Long neck
- ☐ Feather
- ☐ Wing

18. What is the slowest animal in the land? *

Tandai satu oval saja.

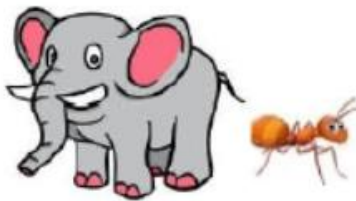
- ☐ Turtle
- ☐ Panda
- ☐ Sloth
- ☐ Snail

19. What is the biggest animal on earth? *

Tandai satu oval saja.

- ☐ Elephant
- ☐ Brown Bear
- ☐ Ostrich
- ☐ Blue Whale

20. The elephant is big, but the ant is *



Tandai satu oval saja.

- ☐ slow
- ☐ small
- ☐ cheap
- ☐ tame

Section 3

Find the antonym of these words.

1. Pretty >< *

2. Far >< *

3. Soft >< *

4. Friendly >< *

5. Lie >< *

6. Dumb >< *

7. Nice >< *

8. Skinny >< *

9. Confident >< *

10. Wavy hair >< *

Section 4

Find the synonym of these words.

11. Good looking = *

12. Genius = *

13. Optimistic = *

14. Funny = *

15. Fat = *

16. Diligent = *

17. Wool = *

18. Old = *

19. Luxurious= *

20. Well-mannered = *

B. Post-Test

The post-test has been tested and validated.

Section 1

Choose the best answer from the answer below.

She is Cinta Laura Kiehl. She is a singer and actress. She is well-known both nationally and internationally. Her height is 174 cm. She has fair complexion. She has (1) and black hair. She also has (2) nose. She is beautiful.



1. What is the best answer? *

Tandai satu oval saja.

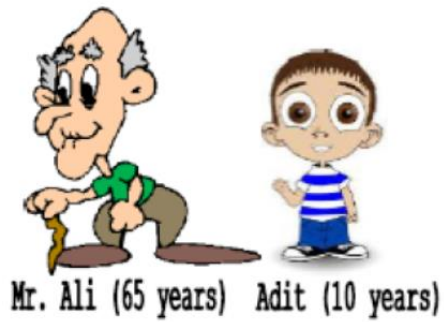
- ☐ straight
- ☐ wavy
- ☐ curly
- ☐ bald

2. What is the best answer? *

Tandai satu oval saja.

- ☐ round
- ☐ big
- ☐ pointed
- ☐ small

3. Mr. Ali is old, but Adit is *



Tandai satu oval saja.

☐ young

☐ slim

☐ fat

☐ fast

4. Rara is 10 years old. Mira is 14 years old. Mira is than Rara. *

Tandai satu oval saja.

☐ oldest

☐ younger

☐ older

☐ youngest

5. What are his eyes and hair type? *



Tandai satu oval saja.

- ☐ He has brown eyes and straight brown hair.
- ☐ He is dark eyes and straight brown hair.
- ☐ He has brown eyes and wavy black hair.
- ☐ He has dark eyes and straight brown eyes.

6. I am, but my father is tall. *

Tandai satu oval saja.

- ☐ slim
- ☐ fat
- ☐ short
- ☐ skinny

7. Doni is, but Tio is weak. *



Tandai satu oval saja.

- ☐ fat
- ☐ strong
- ☐ soft
- ☐ clean

8. Zendaya has *



Tandai satu oval saja.

- ☐ wavy hair and fair complexion
- ☐ straight hair and dark complexion
- ☐ curly hair and fair complexion
- ☐ curly hair and dark complexion

Daniel Jacob Radcliffe is a British actor. He is being well-known as Harry Potter. His nickname is Dan. Dan has a good figure because(9). He has fair complexion. He has(10). Dan has brown and wavy hair. He is a handsome and an attractive man.



9. What is the best answer? *

Tandai satu oval saja.

- ☐ He is tall and well-built.
- ☐ He has tall and slim.
- ☐ He is short and fat.
- ☐ He has short and skinny.

10. What is the best answer? *

Tandai satu oval saja.

- ☐ bright eyes and sharp nose.
- ☐ brown eyes and flat nose
- ☐ blue eyes and pointed nose.
- ☐ dark eyes and small nose.

11. The fly on the trees. *

Tandai satu oval saja.

- ☐ cow
- ☐ birds
- ☐ chicken
- ☐ fish

12. The cows eat *

Tandai satu oval saja.

- ☐ bone
- ☐ grass
- ☐ fish
- ☐ bird

13. This animal lives in the sea and has tentacles. What animal is it? *

Tandai satu oval saja.

- ☐ Octopus
- ☐ Elephant
- ☐ Zebra
- ☐ Tiger

14. A rabbit has two long ears, a small tail, and *

Tandai satu oval saja.

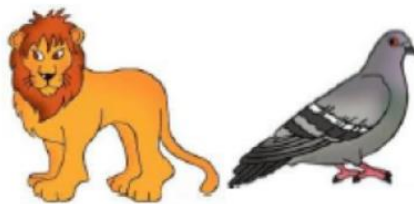
- ☐ shell
- ☐ horns
- ☐ fur
- ☐ claws

15. Andi : Doni, what does your cat look like? Doni : It's very cute. It has small tail. It also has soft ... *

Tandai satu oval saja.

- ☐ feather
- ☐ fur
- ☐ eyes
- ☐ ear

16. The lion is, but the pigeon is tame. *



Tandai satu oval saja.

- ☐ safe
- ☐ fast
- ☐ wild
- ☐ big

17. What does an elephant have? *

Tandai satu oval saja.

- ☐ Ivory
- ☐ Long neck
- ☐ Feather
- ☐ Wing

18. What is the fastest animal in the land? *

Tandai satu oval saja.

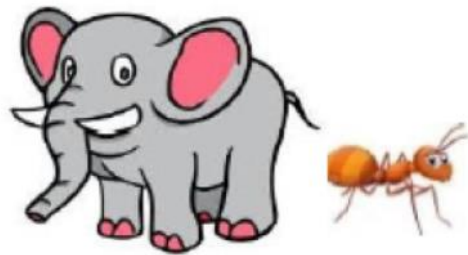
- ☐ Leopard
- ☐ Jaguar
- ☐ Cheetah
- ☐ Lion

19. What is the most dangerous animal on earth? *

Tandai satu oval saja.

- ☐ Saltwater Crocodile
- ☐ Black Mamba
- ☐ Cone Snail
- ☐ Buffalo

20. The elephant is big, but the ant is *



Tandai satu oval saja.

- ☐ slow
- ☐ small
- ☐ cheap
- ☐ tame

Section 3

Find the antonym of these words.

1. Beautiful >< *

2. Close >< *

3. Hard >< *

4. Polite >< *

5. Nice >< *

6. Honest >< *

7. Smart >< *

8. Fat >< *

9. Pessimistic >< *

10. Straight hair >< *

Section 4

Find the synonym of these words.

11. Attractive = *

12. Smart = *

13. Humorous = *

14. Adorable = *

15. Chubby = *

16. Skinny = *

17. Fur = *

18. Young = *

19. Elegant = *

20. Stylish = *

Appendix V Interview Guideline

List of Question for Teacher

1. Beside experiential learning, what method do you use for teaching English? Especially, during online learning.
2. Was a face-to-face meeting ever carried?
3. How did the students' respond during the face-to-face or offline learning?
4. How did the students' respond during the online learning through Zoom, Google Meet, etc.?
5. What are the teachers' difficulties during teaching English?
6. How about the improvement of students' vocabulary skills?
7. Are there any differences of their vocabulary skills when learning through online and face-to-face or offline?

List of Question for Students

1. In your opinion, is learning English vocabulary difficult?
2. Has your teacher ever taught English by playing games?
3. Can the game increase your English vocabulary?
4. Do you understand when you see English videos on the internet? Do you feel the need for subtitles or Indonesian in the video?
5. Which do you like more? Telling about your family, your friends, your favorite animal, your idol, or something else?
6. Do you like being asked to tell you about your house? Or do you prefer to talk about your room?
7. Do you find it difficult to study with objects or the environment around you?

Appendix VI Interview Transcription

Informant : English Teacher (Female)

Date : April 09th, 2021

R : *Assalamu 'alaikum*, Ma'am. Can I ask you some questions about the students and your teaching method?

ET : *Wa 'alaikumussalam*. Sure, *silahkan mbak*.
(*Wa 'alaikumussalam*. Sure, you can ask me.)

R : Beside experiential learning, what method do you use for teaching English?

ET : *Untuk daring atau luring?*
(For online or offline learning?)

R : For online learning, ma'am.

ET : *Kalau untuk daring tidak ada metode khusus. Biasanya saya menggunakan pendekatan scientific, karena pendekatan ini tidak harus anak-anak bekerja kelompok. Karena sekarang anak-anak sangat bisa, tapi kalau terlalu sering ada kerja kelompok juga akan menyulitkan anak-anak, karena mereka belajar di rumah masing-masing. Jadi saya biasanya hanya memberikan materi di Bahan Ajar. Setelah itu, tanya jawab di WhatsApp Group melalui voice note atau cuma chat aja. Selebihnya, baru pertanyaan atau diskusi. Diskusipun saya biasanya tidak satu hari karena terbatas waktu. Jadi saya biasanya pertemuan pertama untuk materi dan tanya jawab. Nanti baru diskusi saya baru lakukan di pertemuan selanjutnya, biasanya mengajak anak-anak Google Meet atau khusus saya voice note hanya penjelasannya saja begitu. Tapi untuk metode lainnya saya belum bisa menerapkan sejauh ini. Karena target saya sekarang adalah anak-anak disiplin dan tanggung jawab tugas. Jadi kayak patokan nilai itu bukan lagi target saya untuk proses pembelajaran daring. Jadi lebih ke karakter anak-anak selama pembelajaran daring.*

(There is no special method for online learning. Usually I use a scientific approach, because this approach does not have to involve students working in groups. Now the students are very capable, but if there is too much group work, it will also make it difficult for them, because they study in their own homes. So, I usually only provide

material in e-learning platform. After that, ask questions in WhatsApp Group via voice note or just chat. The rest are just questions or discussions. My discussion is usually not on the same day because the time is limited. For the first meeting I usually take the time for material and questions and answers. Later, my discussion will only be carried out at the next meeting, I usually invite the students to Google Meet or specifically through voice note for just an explanation. But for other methods I have not been able to apply so far. Because my target now is the disciplined and responsible of the students. So, it is like their score value is no longer my target for the online learning process. So, it's more about students' characters during online learning.)

R : Was a face-to-face meeting ever carried?

ET : *Dulu pernah ada sekali, bulannya saya lupa. Tapi hanya separuh siswa, jadi bergantian. Hanya sedikit karena tidak diizinkan dan poinnya agar anak-anak pernah bertemu gurunya.*

(There used to be once, for the month specific month, I forgot. But only half of the students, so they were taking turns. It was limited because it was not allowed and the point of the meeting is for the students to ever meet their teacher.)

R : How did students' respond during the face-to-face learning?

ET : *Karena kelas 7 masih pengenalan, jadi kebanyakan antusias. Mereka lebih suka. Meskipun, di kelas itu mereka diam. Mungkin karena baru pertama kali bertemu dan masih malu-malu. Waktu saya tanya, "senang?". Mereka ya jawab, "senang, bu. Enak bertemu seperti ini." Saya setuju. Saya juga lebih merasa nyaman jika bertemu langsung karena bisa lebih tahu karakteristik anak-anak. Kalau lewat WhatsApp itu, anak-anak juga kadang lama balasnya. Kalau kita aktif tapi anaknya pasif, kan susah. Jika bertemu langsung, bisa tahu masalah atau kemampuan mereka.*

(Because 7th grade is still on the introductions, so most of them are enthusiastic. Although, in that class they were silent. Maybe because it was the first time they have met and they were still shy. When I asked, "do you happy?". They answered, "Happy, ma'am. It is nice to meet like this." I agreed. I also feel more comfortable if I meet in person because I can know more about the characteristics of the students. If it is through WhatsApp, the students also sometimes take

a long time to reply. If we are active but the students are passive, it will be difficult. If we meet in person, we can know their problems or abilities.

R : How did students' respond during the online learning through Google Meet?

ET : *Bagus. Mereka lebih antusias dan suka. Tapi, tidak pernah komplrit yang ikut. Saat ditanya mengapa tidak ikut, mereka beralasan karena sinyal, ada kegiatan lainnya, dan sebagainya. Paling banyak yang ikut 20 murid.*

(Very nice. They are more enthusiastic and like it. But the students who joint the meeting was never complete. When asked why they did not participate, they have reasons because of the signal, there were other activities, and so on. At most 20 students participated.)

R : What are the teacher's difficulties during teaching English?

ET : *Respon anak-anak itu sangat susah. Penjelasan materi juga lebih jelas saat secara langsung.*

(The response of the students was very difficult. Directly explanation is clearer.)

R : How about the improvement of students' vocabulary?

ET : *Saat kosa kata, saya kurang percaya dengan anak-anak. Karena mereka di rumah, mereka lebih bebas membuka kamus atau google translate. Jadi, saat saya menanyakan kepahaman mereka, mereka akan menjawab paham. Namun, apakah itu benar-benar paham?*

(When it comes to vocabulary, I do not trust the students. Because they are at home, they are more released to open a dictionary or google translate. So, when I ask their understanding, they will answer understand. However, are they really understand?)

R : Are there any differences of their vocabulary skills when learning through online and face-to-face or offline?

ET : *Saat melakukan pembelajaran offline atau lewat Google Meet, sebenarnya banyak yang masih belum paham.*

(When we did the face-to-face learning or through Google Meet, in fact, many of them still do not understand.)

Informant : Student 1 (Female)

Date : March 26th, 2021

R : *Assalamu'alaikum*. Hello, can I ask you some questions about learning English?

S1 : *Wa'alaikumsalam. Boleh, kak.*
(*Wa'alaikumsalam. Sure.*)

R : In your opinion, is learning English vocabulary difficult?

S1 : *Tidak terlalu sulit. Karena dalam kehidupan sehari-hari kita juga pasti selalu nemuin kosa kata Bahasa Inggris. Jadi, lebih mudah buat belajar atau mengingatnya. Sulitnya mungkin dikurang belajar seriusnya (kayak di Sekolah). Soalnya biasanya kalo nemuin, contoh: di Internet, pasti random kosa katanya dan itu beda dengan di sekolah. Karena di sekolah kita belajar bab 1 tentang ini atau itu. Jika di internet, tidak seperti itu.*

(It is not too difficult. Because in our daily life, we must always find English vocabulary. So, it is easier to learn or remember. The difficulty may be less serious learning (like in school). The problem is usually if you find it, for example: on the Internet, the vocabulary is definitely random and it is different from the school. Because in school we learn chapter one about this or that. If on the internet, it is not like that.)

R : Has your teacher ever taught English by playing games?

S1 : *Pernah*
(Yes, she has.)

R : Can the game increase your English vocabulary?

S1 : *Tidak juga, karena kalau menurut aku, kita belajar ya belajar. Main game ya main game. Tapi kalo dibuat main game gitu, rada rada ingat kosa kata Inggris yang dipelajari sama main game, kak hehe. Jadi seru dan gak bosenin.*

(Not really, because in my opinion, we learn, we learn. Play games, play games. But if you play games like that, you can remember the English vocabulary that you have learned by playing games, *hehe*. So, it is fun and not boring.)

R : Do you understand when you see English videos on the internet? Do you feel the need for subtitles or Indonesian in the video?

S1 : *Sedikit paham maksud videonya. Pake subtitle aja. Tapi aku pernah nonton video Bahasa Inggris pake subtitle jadi bingung. Kalo kita focus ke Bahasa Indonesia (missal), aku memahami materi yang dijelaskan. Kalo gak pake, gak ngerti apa yang diperelajari tapi nambah kosa kata, kak.*

(Little did I understand the meaning of the video. Just use subtitles. But I have watched English videos with subtitles, I am confused. If we focus on Indonesian (for example), I understand the material being explained. If I do not use it, I do not know what I was learning, but it adds to my vocabulary.)

R : Which do you like more? Telling about your family, your friends, your favorite animal, your idol, or something else?

S1 : *Keluarga dan hewan.*
(Family and Animal)

R : Do you like being asked to tell you about your house? Or do you prefer to talk about your room?

S1 : *Lebih suka bercerita tentang kamar.*
(I prefer to talk about my room.)

R : Do you find it difficult to study with objects or the environment around you?

S1 : *Tidak*
(No, I do not.)

Informant : Student 2 (Female)

Date : March 26th, 2021

R : *Assalamu'alaikum*. Hello, can I ask you some questions about learning English?

S1 : *Wa'alaikumsalam. Baik, bu.*
(*Wa'alaikumsalam. Sure.*)

R : In your opinion, is learning English vocabulary difficult?

S2 : *Tidak*
(No, it is not.)

R : Has your teacher ever taught English by playing games?

S2 : *Pernah*
(Yes, she has.)

R : Can the game increase your English vocabulary?

S2 : *Iya.*
(Yes, it can.)

R : Do you understand when you see English videos on the internet? Do you feel the need for subtitles or Indonesian in the video?

S2 : *Paham, tapi terkadang saya masih membutuhkan* English subtitle.
(I understand, but sometimes I still need the English subtitle)

R : Which do you like more? Telling about your family, your friends, your favorite animal, your idol, or something else?

S2 : *Lebih suka tentang idola saya.*
(I prefer about my idol)

R : Do you like being asked to tell you about your house? Or do you prefer to talk about your room?

S2 : *Saya suka bercerita tentang rumah saya.*

(I like to tell about my house.)

R : Do you find it difficult to study with objects or the environment around you?

S2 : *Tidak sama sekali. Justru itu banyak membantu saya dalam menambah kosa kata baru yang sebelumnya saya belum tahu*

(Not at all. In fact, it helped me a lot in adding new vocabulary that I did not know before)

Informant : Student 3 (Male)

Date : March 26th, 2021

R : *Assalamu'alaikum*. Hello, can I ask you some questions about learning English?

S3 : *Wa'alaikumussalam Wr. Wb. Iya, bu.*
(*Wa'alaikumussalam Wr. Wb. Yes, ma'am.*)

R : In your opinion, is learning English vocabulary difficult?

S3 : *Tidak sulit karena perkata*
(No, it is not.)

R : Has your teacher ever taught English by playing games?

S3 : *Belum Pernah*
(No. she has not.)

R : Can the game increase your English vocabulary?

S3 : *Harusnya bsia menambah kosa kata.*
(It should be increased vocabulary skill.)

R : Do you understand when you see English videos on the internet? Do you feel the need for subtitles or Indonesian in the video?

S3 : *Tidak paham, bu. Perlu sekali dibantu subtitle*
(I do not understand, ma'am. I really need the subtitle)

R : Which do you like more? Telling about your family, your friends, your favorite animal, your idol, or something else?

S3 : *Keluarga*
(Family)

R : Do you like being asked to tell you about your house? Or do you prefer to talk about your room?

S3 : *Saya suka tentang kamar saya.*
(I like to tell about my room.)

R : Do you find it difficult to study with objects or the environment around you?

S3 : *Tidak, bu. Malah senang.*
(No, I do not find it difficult. I am happy.)

Informant : Student 4 (Male)

Date : March 26th, 2021

R : *Assalamu'alaikum*. Hello, can I ask you some questions about learning English?

S4 : *Wa'alaikumsalam. Baik, bu.*
(*Wa'alaikumsalam. Sure.*)

R : In your opinion, is learning English vocabulary difficult?

S4 : *Tidak, karena mudah diingat.*
(No, it is not. Because it easy remember)

R : Has your teacher ever taught English by playing games?

S4 : *Tidak pernah*
(No, she has not.)

R : Can the game increase your English vocabulary?

S4 : *Tidak tahu karena seingat saya belum pernah belajar dengan game.*
(I do not know, because I remember that I never learn with game.)

R : Do you understand when you see English videos on the internet? Do you feel the need for subtitles or Indonesian in the video?

S4 : *Saya masih perlu subtitle*
(I still need the subtitle)

R : Which do you like more? Telling about your family, your friends, your favorite animal, your idol, or something else?

S4 : *Saya lebih suka berbicara tentang idola.*
(I prefer to talk about the idol)

R : Do you like being asked to tell you about your house? Or do you prefer to talk about your room?

S4 : *Saya lebih suka bercerita tentang kamarku.*
(I prefer to talk about my room.)

R : Do you find it difficult to study with objects or the environment around you?

S4 : *Saya tidak merasa kesulitan*
(I do not feel the difficultness)

Informant : Student 5 (Female)

Date : March 26th, 2021

R : *Assalamu'alaikum.* Hello, can I ask you some questions about learning English?

S5 : *Wa'alaikumsalam. Hi, Miss. Boleh, Miss.*
(*Wa'alaikumsalam. Hi, Miss. Sure, Miss.*)

R : In your opinion, is learning English vocabulary difficult?

S5 : *Tidak, Miss. Karena mudah dipahami*
(No, it is not, Miss. It is understandable.)

R : Has your teacher ever taught English by playing games?

S5 : *Iya, Miss.*
(Yes, she has.)

R : Can the game increase your English vocabulary?

S5 : *Iya, Miss.*
(Yes, it is.)

R : Do you understand when you see English videos on the internet? Do you feel the need for subtitles or Indonesian in the video?

S5 : *Iya, Miss. Saya pahamnya kalau ada bahasa Indonesia dalam video tersebut.*
(Yes, Miss. I understand if the video has Indonesian language.)

R : Which do you like more? Telling about your family, your friends, your favorite animal, your idol, or something else?

S5 : *Saya lebih suka berbicara tentang idola saya, Miss.*
(I prefer to talk about my idol)

R : Do you like being asked to tell you about your house? Or do you prefer to talk about your room?

S5 : *Iya, Miss. Saya lebih suka bercerita tentang rumah.*
(Yes, Miss. I prefer to talk about my house.)

R : Do you find it difficult to study with objects or the environment around you?

S5 : *Kalau dari lingkungan sekitar, saya tidak merasa kesulitan.*
(If from the environment around me, I do not feel the difficultness)

Appendix VII Letter of Completion of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 3**

Jalan Mandiri 9 Lawang Kabupaten Malang
Telp. (0341) 425401 Fax. (0341) 422910
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SURAT KETERANGAN

Nomor : B-277/Mts.13.35.03/PP.00.5/04/2021

Yang bertanda tangan dibawah ini :

Nama : Dra. Warsi, M.Pd
NIP : 196807011993032003
Jabatan : Kepala MTsN 3 Malang

Menerangkan dengan sebenarnya bahwa Mahasiswa di bawah ini

Nama : Virgil Almira Rochman
NIM : 17180023
Fakultas/Program Studi : FITK/ Tadris Bahasa Inggris
Nama Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim

Telah melaksanakan penelitian dengan judul **"THE EFFECTIVENESS OF EXPERIENTIAL LEARNING FOR ENHANCING LEARNERS VOCABULARY MASTERY"** pada bulan **Maret** sampai dengan **April 2021**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Malang, 30 April 2021

Appendix VIII Thesis Consultation Logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI

JURUSAN TADRIS BAHASA INGGRIS

Nama : Virgil Almira Rochman
NIM : 17180023
Judul : **The Effectiveness of Experiential Learning for Enhancing Learners' Vocabulary Mastery**
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan Pembimbing
1	22/02/2021	Bab 1 (<i>Background of The Study</i>)	
2	17/03/2021	Bab 1 dan Bab 2	
3	31/03/2021	Bab 3 (<i>Research Methodology and Instruments</i>)	
4	07/04/2021	Instrumen Penelitian	
5	25/05/2021	Bab 4 (<i>Research Findings</i>)	
6	03/06/2021	Bab 4 (<i>Research Findings and Discussions</i>)	
7	05/06/2021	Bab 4 (<i>Discussion</i>)	
8	06/06/2021	Bab 5	

Malang, 08 Juni 2021

Menyetujui,

Mengetahui,

Dosen Pembimbing

Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Like Raskova Octaberlina, M.Ed
NIP. 197410252008012015

Dr. H. Langgeng Budianto, M.Pd
NIP. 196810202003122001

Appendix IX Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap : Virgil Almira Rochman
Tempat, Tanggal Lahir : Batu, 11 September 1998
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. Samadi No. 11, Ds. Pesanggrahan,
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Nama Wali : Miftachu Rochman



Riwayat Pendidikan

- | | |
|--------------------|----------------------------------|
| 1. 2003 – 2005 | TK Al-Iman Jombang |
| 2. 2005 – 2011 | MIN Kauman Utara Jombang |
| 3. 2011 – 2014 | MTsN Tambakberas Jombang |
| 4. 2014 – 2017 | MAN 1 Jombang |
| 5. 2017 – Sekarang | UIN Maulana Malik Ibrahim Malang |

Malang, 08 Juni 2021
Mahasiswi,

Virgil Almira Rochman
NIM. 17180023