

**THE EFFECT OF USING BANANAGRAMS-BASED LEARNING
TOWARDS STUDENTS' VOCABULARY MASTERY FOR SENIOR
HIGH SCHOOL STUDENTS**

THESIS

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2023

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TOWARDS STUDENTS' VOCABULARY MASTERY FOR SENIOR
HIGH SCHOOL STUDENTS**

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

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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MALANG
2023**

APPROVAL SHEET

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LEGITIMATION SHEET

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THE EFFECT OF USING BANANAGRAMS-BASED LEARNING TOWARDS STUDENTS' VOCABULARY MASTERY FOR SENIOR HIGH SCHOOL STUDENTS

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By:

Ivon Ravika Haryanti (19180012)

Has been defended in front of the board of examiners on the date of (... ..th 2023) and
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Assalamualaikum Wr. Wb

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Department : English Education
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MOTTO

“فَإِنَّ مَعَ الْعُسْرِ يُسْرًا”

“For surely after difficulty comes ease.”

“Life is hard, and things don't always go well, but we have to be brave and move
on with our lives.”

-Suga.

THESIS DEDICATION

I dedicate this thesis for the first time and especially for my beloved family, my father Teguh Hariyanto, my mother Zulaekah and my younger brother Adytia Ivan Hariyanto, who have always supported and prayed for me and motivated me finish this thesis, with everything I have. My family supported and prayed for me. I would also like to dedicate this thesis to my research director associate professor. Dr. Hj. Like Raskova Octaberlina, M. Ed always helps me, gives me helpful advice and suggestions, and gives me more motivation to complete my thesis well. In addition, I would like to dedicate this thesis to my close friends, whom I cannot name individually, who supported, encouraged, and helped me complete this thesis. Finally, I would like to dedicate this thesis to my favorite boy bands, BTS and Enhypen, because their music always accompanied me when I worked on this thesis. Thanks to their music, I have more enthusiasm and motivation to complete this thesis.

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The researcher would like to express gratitude to many individuals and entities who have provided assistance over the course of this thesis research, as part of the final requirement for the undergraduate program. The researcher posits that, in the absence of assistance and support, the expeditious completion of this thesis would be unattainable. The researcher would like to offer gratitude with a sense of humility to:

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4. Prof. Dr. H. Nur ali, M.Pd as the Dean of Faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islamic University.
5. Prof. Dr. H. langgeng Budianto, M.Pd as the head of English Education Department.
6. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed as a advisor who always patiently guides researchers from the beginning of writing a title, writing a thesis proposal, examining and providing advice and direction to researchers until the completion of writing this thesis.
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For all of the parties, the researcher realizes that there are still many deficiencies in the writing of this thesis that need to be improved. For this reason, researchers need suggestions to make improvements to existing deficiencies. Hopefully this thesis is useful for researchers and readers.

Malang, October 10, 2023

A handwritten signature in black ink, appearing to read 'R. Haryanti', with a horizontal line underneath.

Ivon Ravika Haryanti
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LATIN ARABIC TRANSLATION GUIDE

The Arabic-Latin transcription in this thesis is based on the Joint Decision of the Minister of Religious Affairs of the Republic of Indonesia and the Ministry of Education and Culture of the Republic of Indonesia No.158 of 1987 and No.0543b/U/1. Can be described as follow:

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) = [^]a

Long Vocal (i) = ^î

Long Vocal (u) = [^]u

C. Diphthong Vocal

أو = aw

أي = ay

أُو = [^]u

إي = ^î

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ABSTRACT

Haryanti, Ivon Ravika. 2023. The Effect of Using Bananagrams-Based Learning Towards Students' Vocabulary Mastery for Senior High School Students. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Key Words: *Bananagrams, Vocabulary Mastery, Games-Based Learning.*

Vocabulary is the fundamental aspect of English learning, and mastery of it paves the way for proficient language skills. Utilizing games as a stimulus to enhance students' memory for English vocabulary words is a worthwhile endeavor. A highly effective game for improving students' memory training is Bananagrams, a word game that involves arranging letters. Learning with Bananagrams and increasing students' creativity and interest can also increase the vocabulary that students will remember. This study aims to determine the effect of using Bananagrams on middle school students' vocabulary mastery. This study uses a quasi-experimental quantitative research method with 21 experimental and 21 students in the control classes. The researcher chose a quantitative semi-experimental method because he wanted to know the results before and after using Bananagrams to help students master vocabulary. Students received five treatments using Bananagrams and completed pre-treatment and post-treatment tests. The result of the hypothesis test calculation is $T_{count} < T_{table}$, H_0 rejected H_a accepted, meaning the use of Bananagrams-Based Learning is effective. That way, it is hoped that researchers will use Bananagrams as a medium in research to properly manage the time given by the class teacher used in the study to provide maximum results. Organize the course of the game so that the state of the class becomes fun but orderly when playing with learning. Overall, the findings suggest that incorporating Bananagrams into teaching can be beneficial in enhancing students' vocabulary and learning experience.

ABSTRAK

Haryanti, Ivon Ravika. 2023. Pengaruh Penggunaan Banagrams Pada Pembelajaran Terhadap Penguasaan Kosakata Siswa Untuk Siswa Sekolah Menengah Atas. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Kata Kunci: *Banagrams, Vocabulary Mastery, Games-Based Learning*

Kosakata adalah aspek fundamental dalam pembelajaran bahasa Inggris, dan penguasaan kosakata akan membuka jalan bagi kemampuan bahasa yang mahir. Memanfaatkan permainan sebagai stimulus untuk meningkatkan daya ingat siswa terhadap kosakata bahasa Inggris adalah upaya yang bermanfaat. Permainan yang sangat efektif untuk meningkatkan daya ingat siswa adalah Banagrams, sebuah permainan kata yang melibatkan penyusunan huruf. Belajar dengan Banagrams dan meningkatkan kreativitas serta minat siswa juga dapat meningkatkan kosakata yang akan diingat siswa. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Banagrams terhadap penguasaan kosakata siswa sekolah menengah. Penelitian ini menggunakan metode penelitian kuantitatif kuasi eksperimen dengan 21 siswa di kelas eksperimen dan 21 siswa di kelas kontrol. Peneliti memilih metode kuantitatif semi eksperimen karena ingin mengetahui hasil sebelum dan sesudah menggunakan Banagrams untuk membantu siswa menguasai kosakata. Para siswa menerima lima kali perlakuan dengan menggunakan Banagrams dan menyelesaikan tes sebelum dan sesudah perlakuan. Hasil perhitungan uji hipotesis adalah $T_{hitung} < T_{tabel}$, H_0 ditolak H_a diterima, artinya penggunaan Pembelajaran Berbasis Banagrams efektif. Dengan begitu, diharapkan kepada para peneliti yang akan menggunakan Banagrams sebagai media dalam penelitian untuk mengatur dengan baik waktu yang diberikan oleh guru kelas yang digunakan dalam penelitian agar memberikan hasil yang maksimal. Mengatur jalannya permainan agar keadaan kelas menjadi menyenangkan namun tertib saat bermain dengan belajar. Secara keseluruhan, temuan ini menunjukkan bahwa menggabungkan Banagrams ke dalam pengajaran dapat bermanfaat dalam meningkatkan kosakata dan pengalaman belajar siswa

مستخلص البحث

هاريانتي ، إيفون رافيكيا. 2023. تأثير استخدام التعلم القائم على الموز نحو إتقان مفردات الطلاب لطلاب المدارس الثانوية العليا. أطروحة، قسم التربية الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المستشار: الأستاذ الدكتور هاج. لايك راسكوف أوكتابرلينا ، دكتوراه في الطب

كاتا كونسبي: الموز، إتقان المفردات، التعلم القائم على الألعاب

المفردات هي جانب أساسي لتعلم اللغة الإنجليزية ، وإتقان المفردات سيمهد الطريق لإتقان المهارات اللغوية. يعد استخدام الألعاب كحافز لتحسين ذاكرة الطلاب لمفردات اللغة الإنجليزية مسعى جديرا بالاهتمام. لعبة فعالة للغاية لتحسين ذاكرة الطلاب هي Bananagrams ، وهي لعبة كلمات تتضمن ترتيب الحروف. يمكن أن يؤدي التعلم باستخدام Bananagrams وزيادة إبداع الطلاب واهتمامهم إلى زيادة المفردات التي سيذكرها الطلاب تهدف هذه الدراسة إلى تحديد تأثير استخدام Bananagrams على إتقان المفردات لدى طلاب المرحلة الثانوية. استخدمت هذه الدراسة مناهج البحث الكمي شبه التجريبية مع 21 طالبا في الفصل التجريبي و 21 طالبا في الفصل الضابط. اختار الباحثون الطريقة الكمية شبه التجريبية لأنهم أرادوا معرفة النتائج قبل وبعد استخدام الموز لمساعدة الطلاب على إتقان المفردات. تلقى الطلاب خمسة علاجات باستخدام Bananagrams وأكملوا الاختبارات قبل وبعد العلاج. نتيجة حساب اختبار الفرضية هي $T \text{ count} < T$ table ، H_0 رفض H_a مقبول ، مما يعني أن استخدام التعلم القائم على Bananagrams فعال. بهذه الطريقة ، من المتوقع أن يقوم الباحثون الذين سيستخدمون Bananagrams كوسيلة في البحث بإدارة الوقت الذي يقدمه معلم الفصل المستخدم في البحث بشكل صحيح من أجل توفير أقصى قدر من النتائج. رتب مسار اللعبة بحيث يصبح وضع الفصل الدراسي ممتعا ولكنه منظم عند اللعب بالتعلم. بشكل عام ، تشير هذه النتائج إلى أن الجمع. يمكن أن يكون الموز في التدريس مفيدا في تعزيز مفردات الطلاب وتجربة التعلم

CHAPTER I INTRODUCTION

This chapter describes the background of the study, research questions, purpose of the study, scope of the study, research originality of the study, significance of the study, and definitions of key terms.

1.1 Background of The Study

The English language holds significant global recognition and is a primary means of communication across international boundaries. Irrespective of whether it is acquired as a primary, secondary, or non-native language, this particular language has a position of considerable prominence as one of the most widely spoken languages globally. Vocabulary acquisition is vital in acquiring English language proficiency, as it is a fundamental component of language learning. Vocabulary refers to a collection of words that pertain to a specific language or are possessed by an individual or entity.

According to Nurbaeti, (2012) posits that vocabulary refers to the quantity of words required for conveying ideas and articulating speakers' intended meaning. asserts that vocabulary plays a crucial role in language acquisition and proficiency among individuals learning a new language. Hence, vocabulary acquisition is inherently linked to enhancing pupil reading comprehension, as it indicates English language comprehension proficiency. In contrast, by enhancing their lexical repertoire, students will experience a notable facilitation in comprehending literature encompassing a wide range of subject matter, thus broadening their intellectual horizons. The presence of diverse languages might be interpreted as a manifestation of the divine power of Allah SWT, as elucidated in the Quranic verse Al-Quran (Ar-Rum: 22).

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِي

Means: “*And among His signs are the creation of the heavens and the earth, the differences in your languages and the color of your skin. There are indeed signs there for those who know*” (Q.S Ar-Rum:22)

Based on the Qur’an above, the correlation of the Ayat with this research is the obligation of learning differences language that will be useful and beneficial for everyone society and in education. Based on the definitions presented, vocabulary mastery can be defined as a necessary skill. Its importance is evident in education, communication, work, and relationships. In today's world, mastering communication skills is essential, and this includes an extensive vocabulary. Learning English well has become crucial in this globalized world, making vocabulary proficiency vital. Therefore, learners must prioritize acquiring vocabulary mastery skills to succeed in their respective fields.

Mastering vocabulary will increase confidence in speaking, reading, writing, and listening. Vocabulary is important in English and plays an integral social role in human life because it enables comprehension of English. A student's vocabulary mastery is necessary for achieving success; there is a distinct disparity between those who actively master vocabulary and those who do so passively.

There are numerous advantages to having a strong vocabulary. These include the ability to effectively communicate on an international level, enhance job prospects, facilitate travel or study abroad, and demonstrate competence and confidence. Good communication skills entail speaking with clear diction, flow, and comprehension, so as to be easily understood by all. It is essential to possess self-assurance when communicating with others. It is essential to possess self-

assurance when communicating with others. It is essential to have confidence when communicating with others. Effective communication involves clear understanding of messages. In relation to employment acquisition, attending interviews is a requisite. Developing one's vocabulary enhances communication proficiency, interview skills, and persuasive abilities. Proficiency in vocabulary also results in higher scores on English exams and better comprehension for native speakers. The ability to comprehend and use a broad vocabulary is crucial for success in various aspects of life, including education, employment, daily activities, and personal growth.

Even though vocabulary is very important for someone's success, but not all people good in English. Those problems are: difficult to memorize the vocabulary, limited vocabulary they know, pronounce the language correctly, and the fluency. The effect of not learning vocabulary: difficult to understanding others, not confidence, messages not being delivered successfully, creating communication barriers, and creating misunderstandings; the target, such as getting jobs, getting scholarships, getting a business project, and building relationships, cannot be successfully achieved. Those are the consequences of not acquiring vocabulary mastery.

As studied in the previous paragraph about the negative effect of not acquiring English, the worst thing is that this problem has not been improved in Indonesia's education system. We can see that in many schools where English is taught, the student's vocabulary mastery is not good. For example, in MAN 5 JOMBANG, the students had low value in the English course, especially in vocabulary, because they had no learn vocabulary, difficult to understanding in

English and had limited vocabulary they knew. This condition should be improved, so this thesis is constructed to solve the English problems among Indonesian learners.

The previous study by (Dorji, 2019), a study was conducted with the objective of enhancing pupils' spelling abilities through the utilization of Bananagrams, employing a mixed method approach. In light of the conducted research, students were administered a meticulously designed questionnaire to assess the efficacy of Bananagrams in facilitating the acquisition of spelling abilities among pupils. The distinction between researcher-led research is in the selection of the study topic and the employed research methodology.

From the previous study above, there are several ways to teach English vocabulary in a fun way. It's about telling a story, listening to music, and using games. Using games as a learning tool will make students more interested in learning in class. According to Maribel (2007), a game is any activity or sport requiring skill, knowledge, or chance in which participants adhere to predetermined rules and compete with one another or attempt to solve a puzzle. In general education, learning while playing has been applied for a long time. Therefore, using games as a stimulating means to improve students' English vocabulary memory is a worthwhile effort. A very effective game to train students' memory is Bananagrams, a word game that involves arranging letters. Learning with Bananagrams, in addition to increasing students' creativity and interest, can also increase the vocabulary that students will remember. Playing Bananagrams is very simple, by arranging the letter tiles according to the vocabulary given by the teacher

in vertical or horizontal order. After that, students will be asked to say the vocabulary they have arranged as well as the correct pronunciation.

Based on the previous assertion, the researcher concludes that teaching high school students vocabulary with Bananagrams is an innovative method of teaching and learning English. In order to establish that Bananagrams will help enhance students' vocabulary mastery, the researcher will test the alternate method.

1.2 Research Question

1. What is the effect of Bananagrams in improving students' vocabulary mastery?

1.3 Research Objective

1. To explain that Bananagrams can improve the vocabulary mastery for Senior High School Students

1.4 Scope and Limitations of Study

This research is limited to grade 11 students in senior high schools of MAN 5 JOMBANG and focuses on Asking and Giving Opinion lesson. The goal for students to understand the compiled vocabulary related to Asking and Giving Opinion by playing Bananagrams. In doing so, they practice the arranged vocabulary.

1.5 Research Originality

As the theoretical basis, several studies are related and similar to the use of using Bananagrams for vocabulary mastery in English, including: First, the present study investigates the efficacy of the Bananagrams game as a tool for enhancing spelling proficiency among students who are acquiring English as a second language. This research adopts an action research approach to examine the

aforementioned phenomenon. A study by (Dorji, 2019), a study was conducted with the objective of enhancing pupils' spelling abilities through the utilization of Banagrams, employing a mixed method approach. In light of the conducted research, students were administered a meticulously designed questionnaire to assess the efficacy of Banagrams in facilitating the acquisition of spelling abilities among pupils. The distinction between researcher-led research is in the selection of the study topic and the employed research methodology.

Second, the present study investigates the impact of board games with chips on the enhancement of speaking skills in the English language among 8th-grade students at the "ELIAS CDENI JERVES" Educational Unit in the El Porvenir Community, El Carmen Manabi Province, during the academic period of 2017-2018. They were authored by Yomaira Lilibeth Lopez Sanchez in the year 2018. This study examines the potential of board games in enhancing English speaking skills and fostering teacher motivation to incorporate didactic board guides with chips in their instructional sessions. The present study's findings suggest that employing board-with-chips strategies can significantly enhance English speaking proficiency. The distinction between this study is predicated upon variations in the subjects under investigation and the employed research methodologies.

And the third journal, Robiyah, (2022) authored a study titled "The Effectiveness of the Banagrams Game in Vocabulary Instruction." This publication explores Banagrams as a tool for enhancing language skills. This study presents findings that suggest a correlation between implementing the Banagrams game and improving vocabulary proficiency among 10th-grade students at MA Darul Ihsan. The research examines the vocabulary mastery

disparities between the control and experimental groups. An identical quantitative methodology was employed.

Table 1. 1 Research Originality

No.	Name of Researcher – Title – Year of Research	Equation	Differences	Research Originality
1.	Jigme Dorji. The Effectiveness of Bananagrams Game for Honing Spelling Competence of Students Who Study English as a Second Language: An Action Research. 2019	Discuss the effectiveness of using Bananagrams for improving spelling competence for students.	This research was conducted in Phuentsholing Higher Secondary School and the object of this research is class nine C. This research also to improve spelling skills.	This research is conducted for knowing the effect of using Bananagrams games to focus on improving students' vocabulary mastery in 11 th grade.

2.	<p>Yomaira Lilibeth Lopez Sanchez. Board Games With Chips and Their Influence on The Development of The Speaking Skill in the English Language in The 8th Grade "A" Students at "ELIAS CDENI JERVES" Educational Unit, El Porvenir Community, El Carmen Manabi Province 2017-2018 Academic Period. 2018</p>	<p>This research discusses the board games can develop speaking skills in English and motivate the teacher to use the didactic guide of the board with chips in each imparted class</p>	<p>This research was conducted in Manabi Province with the object are 8th-grade students improving their speaking skills. And the media there are Scrabble, Bananagrams, Who is Who? Game.</p>	<p>This research was conducted for knowing the effect of using Bananagrams games for focusing on improving the vocabulary mastery of 11th grade in senior high school.</p>
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3.	Wida Robiyah. The Effectiveness of Bananagrams Game in Teaching Vocabulary. 2021	Discuss the effectiveness Bananagrams game in teaching vocabulary.	The difference in this study is Bananagrams for teaching vocabulary for X grade.	This research is conducted for knowing the effect of using Bananagrams games to focus on students' vocabulary mastery
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The conclusion from the three journals above is that the researchers used Bananagrams to improve speaking skills and one of them was used for vocabulary improvement for class X senior high school. The researcher found the Bananagrams journal for the research on the improvement of speaking skills more because the research using Bananagrams for the improvement of vocabulary mastery has not been found much in Indonesia. Therefore, on this occasion, to see whether using Bananagrams can help improve vocabulary mastery in class XI senior high school students, researcher will use an update with research using Bananagrams.

1.6 Significance of Study

The significance of research objectives is crucial for the realization of research importance. This study aims to examine the impact of Bananagrams on students' vocabulary acquisition, with a specific focus on their mastery of terminology. Furthermore, scholarly investigation can serve as a valuable source of

information and enhance the current body of research about using games as an educational instrument, with a particular focus on the application of Bananagrams. The results of the study are expected to be used as a reference to improving students' vocabulary mastery by using Bananagrams-based learning:

1. For students

This research will be able to improve the vocabulary mastery of students in senior high school by using Bananagrams games, especially for independent learning.

2. For teacher

This study is anticipated to deliver new ways to teach English using Bananagrams for improving students' vocabulary mastery.

3. For researcher

This research is expected to the next researcher for the literature review about using Bananagrams for improving students' vocabulary mastery.

1.7 Definition of Key Terms

This paragraph below is explaining about the definition of the key terms of this research. Key terms are keywords used in an article or journal to make it easier to understand what the researcher is studying. And this research used Bananagrams and vocabulary mastery.

1.7.1 Bananagrams

Bananagrams is a game similar to the anagram. But there are a few differences between both. The difference between the game is the rules during playing the game. Bananagrams have 144 tiles in them, also Bananagrams is an exciting game because it can be played with many people. Uncomplicated game

rules and fun. By playing Bananagrams students can explore the new vocabularies they find while playing.

1.7.2 Vocabulary mastery

Vocabulary mastery is understanding and using knowledge related to lists of words in a particular language and expressing their meaning. Vocabulary mastery can be demonstrated through four primary skills: listening, speaking, reading, and writing.

CHAPTER II LITERATURE REVIEW

This chapter will explain the theories that are appropriate to the research discussion while taking into account the research questions.

2.1 Theoretical Framework

Theoretical framework Generally related to the relationship between variables theoretically (applied theory, previous research, logical questions) to help researchers develop hypotheses and conduct testing. This section will discuss the general description that will be carried out in this research.

2.1.1 Vocabulary

Vocabulary is essential for communicating and learning to communicate. Communication between individuals is impossible without a human vocabulary.

2.1.1.1 Definition of vocabulary

According to Richards, (2002) claim that learning a complete vocabulary is a crucial aspect of language development, as it enables individuals to effectively engage in various communication skills such as speaking, writing, listening, and reading. Many definitions of terminology have been collected from experts. The definition of vocabulary according to (Alqahtani, 2015) is a collection of words used to express ideas. This is an important component that students must master. Students can only communicate if their vocabulary is sufficient. Thus they should have learned enough words to convey ideas orally and in writing. Because new terms are frequently emphasized in literature and class, vocabulary is crucial to learning a foreign language.

Another definition of vocabulary is mentioned by Richards, (2002) that one of several things in teaching language focuses on vocabulary, which is one of the most visible component of language. Researchers concluded that vocabulary is indeed a collection of known words that really must be mastered to make progress in language acquisition as one of the components and foundations of language that must be understood by learners at first will help learners in learning English proficiently. According to Nurbaeti, (2012), vocabulary is essential to language and for language learners. Therefore, vocabulary mastery cannot be separated from it to improve student reading comprehension because it may be used to gauge how well students comprehend English. On the other hand, by expanding their vocabulary, students will instantly find it easier to read books with diverse content, expanding their knowledge spans.

The cornerstone of effective communication is vocabulary. Hence, the acquisition of expanded vocabulary should be a priority. Success in articulating thoughts or ideas is contingent upon possessing adequate vocabulary. For novice learners, lack of sufficient vocabulary can lead to waning interest in the learning process. According to (Clouston, 2013), *vocabulary* can be defined as the lexical repertoire of a language, encompassing both individual words and phrases that possess distinct semantic significance. Phrases consisting of three or more words, akin to expressions such as "good morning" and "nice to meet you," are also categorized as examples of restricted vocabulary.

2.1.1.2 Types of vocabulary

According to Alqahtani, (2015), there are two types of vocabulary: receptive vocabulary and productive vocabulary. Receptive when the message

appears in the receptive vocabulary, the students recognize and also comprehend it either. To put it another way, this vocabulary is context-dependent. The words that students comprehend and could pronounce accurately and apply productively in their speaking and writing ability, are referred to as productive vocabulary. Receptive and productive vocabularies are those two. People need a lot of repetition and context linkages while learning new words to retain the vocabulary are the two primary categories of a person's vocabulary.

1. Productive Vocabulary

The terms included in this vocabulary are the ones that students understand, pronounce accurately, and employ proficiently in both speaking and writing. This collection is made up of words that come to mind right away when constructing either a spoken or written sentence and can serve a purpose in both types of communication.

2. Receptive Vocabulary

The vocabulary presented enables students to recognize and understand the words when reading or listening, despite their infrequent usage. As an example, children reading a piece of writing only absorb crucial vocabulary. Nonetheless, certain passive words may become active, depending on the context or environment. Incorporating a word into one's active vocabulary presents a challenge when it has not already been stored in their passive vocabulary.

2.1.1.3 The Influencing Factors of Learning Vocabulary

According to Scott Thornbury, (2007), the following aspects impact students' vocabulary learning. There are several influencing factors of learning vocabulary, will explain in paragraph below:

First is pronunciation, learning the words is difficult but pronouncing the new terms is at another level. The word containing tonnes unfamiliar to some learners is likely to be challenging. For example, many Japanese learners discover that terms containing clusters of consonants, such as strength, crisps, or breakfast, are the equally uneasy way to spell. The second, is spelling, spelling errors can enhance word ambiguity by causing problems with either pronunciation or spelling. A few notable outliers exist, even though most English spelling follows the standards. Strange, listen, climb, truthful, muscle, and other words with silent letters are hard to understand.

The third factor to consider is the length and complexity of words, as more prominent words tend to be more challenging to acquire. Moreover, the acquisition of a challenging vocabulary becomes increasingly intricate. The acquisition of words such as "necessary," "necessity," and "necessity" may pose challenges for learners due to the variability in stress patterns and their polysyllabic nature. Another factor to consider is grammar. When there is a divergence between the grammar of the target language and the learner's native language, the learner's ability to acquire the language may be affected. In Indonesia, it was observed that the interrogative sentence "Can he write?" exhibited incorrect formatting. The correct phrasing should be "Can he write?"

Fifth is meaning, learners become confused when the meanings of two words overlap. For example, the words "make" and "do" in one sentence: They prepare breakfast, schedule an appointment, do the housekeeping, and complete a questionnaire. Based on Thronburys' view above, an English educator should

consider several factors so that the English teaching and learning process is successful and pupils grasp what they have learned.

2.1.1.5 Media of Vocabulary

Media is a tool used to easier for explaining something more. The use of media in learning aims to attract students' attention so that they are enthusiastic about participating in lessons. Media can come from anything. It can be pictures, videos, music, games, etc.

Using media for learning is an easier way for teaching, especially in teaching English. By using the media, student will be understood what are the teacher explain in the class. Students will be easy to remember the material it in students' memory. There are so many media helping in teaching vocabulary in English. There are pictures, songs, movie, and games. One of the media of learning vocabulary used in this research is games. And the games is Bananagrams games.

2.1.3 Bananagrams

Bananagrams is a game used for media in this research. This part will discuss about the definition, advantages and disadvantages, and how to play Bananagrams.

2.1.3.1 Definition of Bananagrams

Abraham and Rena Nathanson of Cranston, Rhode Island, created the word game Bananagrams. The game's object is quickly arranging the word tiles into a grid. The game was a publication in 2006. Bananagrams is a game similar to an anagram. But they have differences in rules and the object. Bananagrams have 144 tiles in them, the rules during the play of Bananagrams are uncomplicated to understand and easy to play. They only have to arrange the tiles one by one which

will form a vocabulary. And the game can be played one by one or 2-4 people in a group. With set up time 5-10 minutes.

2.1.3.2 Advantages and Disadvantages of Bananagrams

A game has advantages and disadvantages. If the advantages outweigh the disadvantages of Bananagrams then the game is useful for media in teaching English. This part will discuss the advantages and disadvantages of Bananagrams.

2.1.3.2.1 Advantage of Playing Bananagrams

The advantage of playing a game is impressive because refreshing the brain has a good impact. One game that provides benefits for players is Bananagrams. First, using games to boost students' vocabulary learning in class is an excellent teaching method. Using Bananagrams, students will know the alphabet of some vocabulary they learn in class. For example, Students know the class's vocabulary, but sometimes they need to learn how to write it and what the alphabet is inside. Using Bananagrams, students will learn about the alphabet and how to arrange it as a word or vocabulary. Example: word "class" that consists of two alphabets of "s," sometimes students don't know that class consists of two alphabets of "s."

Second, improving spelling skills during they play the game. Spelling the letters that they have arranged will make it easier for students to express and speak the word that has been arranged. For example: After students arrange the tiles to a word in a vocabulary, they should spell it to learn the alphabet and how to spell it.

Third, word recognition is students will learn new vocabulary when playing the Bananagrams. It means students will get the new word while playing

the game. Example: During the play of the game, students will find a new word when arranging the tiles. For example, students arrange the word "house", then students erase the alphabet "h, o", and students will find a new word that is "use" from the word "house".

Fourth, measuring memory through memory and recall involves determining how much of the material learned can be accurately reproduced, such as in an essay exam or when repeating a list of words. Tests of recall can be administered right away after learning (see the instantaneous recall test) or after a variety of time delays. Students look for letters that have been scrambled and rearranged by students to form a word. That way student will easily remember the word when they have practiced while playing Bananagrams. For example: During the play of game students will remember the word after they arranged it. So, when students do an examination or assignment students will remember when playing Bananagrams.

Fifth, categorization: after finding the word that students have arranged, the researcher or teacher will explain the category they arranged belongs to. It can be a noun, verb, or adjective. For example, after finding a word, the teacher should explain the categorization of the word that students arrange. So that, students will learn to categorize the next word. For example, " book " categorizes a noun, and "play" categorizes a verb.

2.1.3.2.2 Disadvantage of Playing Bananagrams

All things in the world have a good and bad side. Same as Bananagrams have advantages and also disadvantages. There are the disadvantages of Bananagrams:

First, spend a lot of time because Bananagrams need 10-20 minutes to play the game. For example, class A has 45 minutes for the schedule. Then, 5 minutes for opening the class, 5 minutes to explain how to play Bananagrams to students, but sometimes more time to explain the rules to the students. And 10-15 minutes are playing the game. If the game is not finished, the teacher should additional times around 5-10 minutes again to play. The remaining 15 minutes are to give the score and summarize the material. So, Bananagrams spend much time if the teacher has only 45 minutes to teach.

Second, uncondusive class during playing games. Students will feel happy, cheerful, and not bored when learning with games. Because of the game, students are too excited because they will be playing games in the class, and the class will feel uncondusive. For example, during playing games in class, some students are noisy and crowded because students are playing. Students will not be condusive because the teacher will pay attention to the group playing the Bananagrams.

2.1.4 Steps to Playing Bananagrams

There are several ways to play Bananagrams, below the researcher will explain the steps to play Bananagrams:

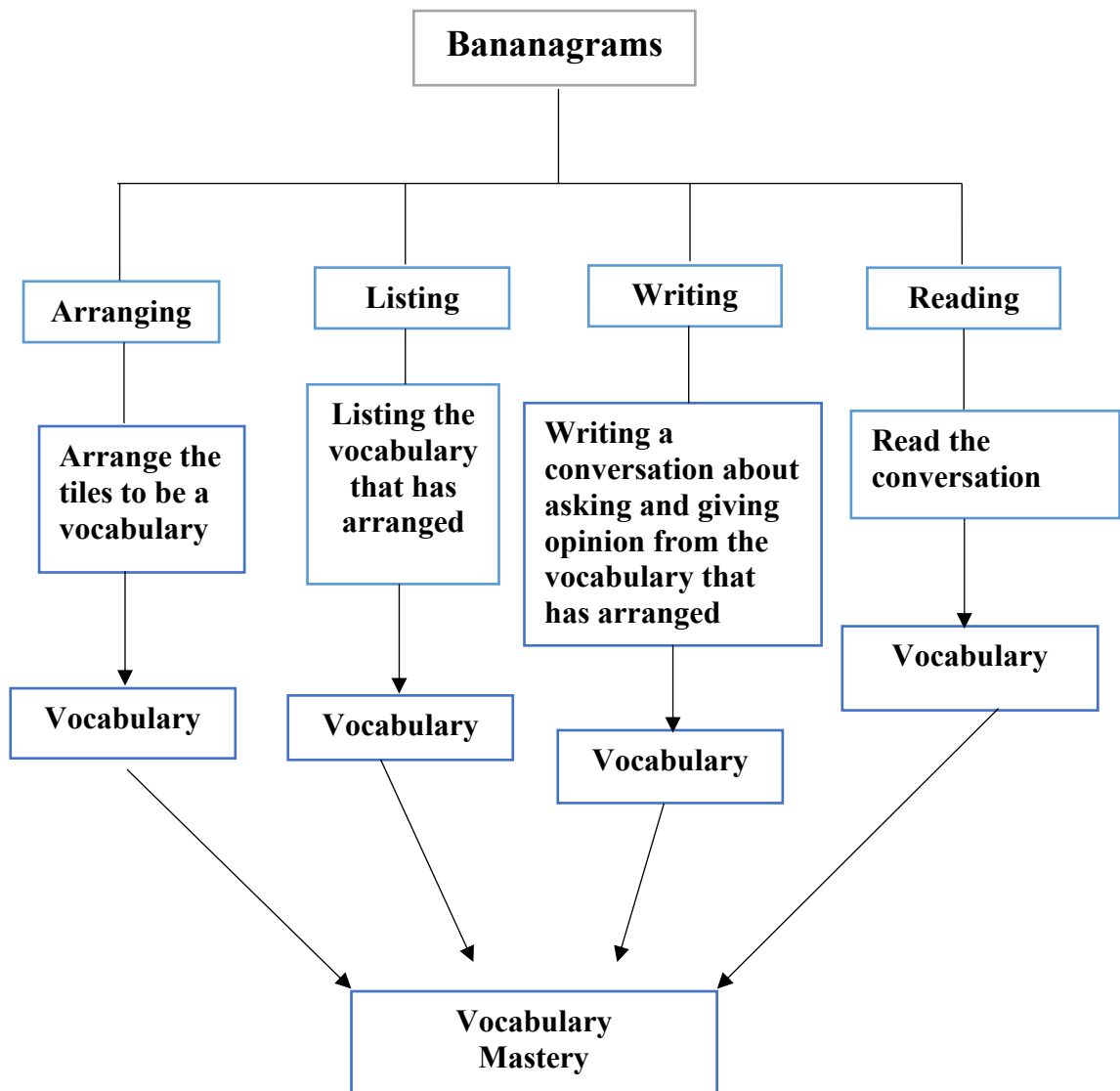
- 1) Place 144 tiles face down on the table, these tiles are called Bunch.
 - 2) Every student of the group takes the pieces of tile from the deck and places them face down in front of them.
- 2-4 people: each player takes 21 pieces of tile, 5-6 people: each player takes 15 pieces of tiles, and 7 people: each player takes 11 pieces of tiles.

- 3) Once everyone is set, anyone may begin the game by yelling, "Split!" Then, everyone can turn to face the tiles and start putting together crossword puzzles using words that intersect and connect.
- 4) Words can be horizontal or vertical, left to right or top to bottom. Players can rearrange their tiles however they want.
- 5) When a player successfully uses all of their letters in the crossword puzzle, they say "Peel" and take a tile from the deck. When this happens, everyone must take a tile and add it to their message collection.
- 6) Players can send a nasty letter back to the group saying "DUMP!". Next, the player must return the group one face down tile and take three new down tiles. This does not affect other players.
- 7) The game continues until there are fewer participants than cells in the group. The winner was the first person to finish the game without using any more letters, who yelled, "BANANA!"
- 8) But it's still not free for the winner! The other players now check their hands for misspelled or incorrect words. (You can't use proper nouns as nouns, and we recommend using a printed or online dictionary to keep things fair). But if the words are acceptable then this player is the winner.
- 9) If a word is rejected, the player is deemed a "Rotten Banana" and is removed from that hand. The other players will resume the game after that person returns all of his or her letters to the group face down.

2.2 Thinking Framework

There are so many strategies and methods to improve students' abilities, especially in English learning and teaching. Here is the conceptual or thinking

framework to reach the result of the research:



2.3 Research Hypothesis

From the review and explanation related to the literature and problem statement above, the researcher puts forward as follows:

1. The null hypothesis (Ho): Bananagrams are not effective in improving students' vocabulary mastery.
2. The alternative hypothesis (Ha): Bananagrams are effective for improving students' vocabulary mastery

CHAPTER III RESEARCH METHODOLOGY

This chapter will explain the research methods, including how they are used to gather data or produce research findings. This chapter's components include, among others, the research design, the research time and environment, the research variables, the research subjects and samples, the data sources, the research tools, the validity testing and reliability, the data collection methods, the data analysis, and the research process.

3.1 Research Design

This research uses a quantitative methodological method. According to Sugiyono (2009) "The research method is scientific to collect data for specific purposes and uses. Four keywords need special attention, which are: Scientific methods, data, purposes, and uses. According to Sugiyono, (2009), positivist-based research methodologies are used to study particular populations or samples, gather data using research equipment, and analyze quantitative or statistical data. It is established to test hypotheses.

Bananagrams are used in this study's experimental class to facilitate learning. Conversely, the control group received instruction through traditional means, including lesson-by-lesson teaching and learning exercises. A lecture followed by a Q&A session. Five meetings were held for this study in each classroom. The non-equivalent control group design model of the quasi-experimental design was illustrated as follows (Sugiyono, 2009):

O₁	X	O₂
O₃		O₄

Description:

O1 = Experimental class before given treatment

O2 = Experimental class after given treatment

O3 = The control class before treatment

O4 = The control class that was not given treatment

X = Treatment (the use of Bananagrams in learning)

3.2 Time and Setting of the Research

This study will be carried out in the even semester 2022/2023, precisely in February until July 2023 at MAN 5 JOMBANG. Which is located on GODONG, GENUKWATU, Subdistrict Ngoro, JOMBANG Regency, East Java, 61473, Indonesia.

Table 3. 1 Schedule of the Research

No.	Activity	Date
1.	Observations	February 2023
2.	Pre- Test	June 2023
3.	Giving Treatment	June 2023
4.	Post Test	July 2023

3.3 Research Variable

Research variables are attributes, characteristics, or values of a person, object, or activity that exhibit certain variations that researcher study to draw their conclusions (Sugiyono, 2009).

3.3.1 Identification of Variables

Before conducting the research, the researcher will explain what is being considered in the research proposal. To make it easier for readers and researchers to know which variables are being examined for this case.

3.3.1.1 Independent Variable

According to Azwar, (2007) Independent variable (X) is a variable whose variation affects other variables. In other words, an independent variable is a variable whose effect on other variables you want to know. The researcher selects this variable and deliberately manipulates it so that its effect on other variables can be observed and measured. Bananagrams are the independent variable (X) in this study.

3.3.1.2 Dependent Variable

Dependent variable (Y) is a research variable that is measured to determine the influence or magnitude of the influence of other variables (Azwar, 2007). The magnitude of the influence is assessed from the presence or absence, disappearance, the magnitude of the decrease, or changes that occur as a result of changes in other reference variables. In this research, the dependent variable (Y) is students' vocabulary mastery.

3.4 Research Population and Sample

This part will discuss the population and the sample of this research. Population and sample needed in a research study. Because of the population and sample, research can be carried out. The population and sample in this study were students in a high school.

3.4.1 Population

The population refers to the domain of generalization, encompassing subjects or objects that possess specified quantities and qualities as identified by researchers who investigate and form conclusions (Sugiyono, 2009). The population in this research is XI grade at MAN 5 JOMBANG totaling 167 students divide into 6 classes and each class consists of 21-33 students each class.

3.4.2 Sample

According to Sugiyono, (2009), the sample is part of the population, which is the source of research data, where the population is part of several characteristics possessed by that population. The sample of this research will be applied to XI-grade students of MAN 5 JOMBANG. From the existing population, the learning for this research is conducted in the XI MIPA 1 class and the XI MIPA 2 class. The experimental class is XI MIPA 1, and the XI MIPA 2 class is the control class.

3.5 Data Source

The study utilized quantitative data sources. The quantitative data were derived from the outcomes of the pre-test and post-test. According to Sugiyono, (2009), the source indicates that data can be categorized into two main types: primary and secondary data sources. The secondary data source refers to a document authored by a pre-existing individual. As mentioned above, the source is widely regarded as the principal reference to the subject being investigated. In this research entitled "The Effect of Using Bananagrams-Based Learning Towards Students Vocabulary Mastery for Senior High School Students," the researcher will collect the data by using pre-test and post-test.

3.5.1 Primary Data

According to Sugiyono, (2009), primary data, i.e. the data source, transmits information directly to the data collector. Data is collected from the researchers directly at the source or place of implementation of the research object. In this study, the researcher collects data using testing that will be performed twice: pre-test and post-test. The researcher will let students in the control class and the experimental class take the test.

3.5.2 Data Sources Secondary

Secondary data is usually evidence from records, reports, existing regulations, practices, or historical reports compiled in the form of archives or documents, whether published or unpublished files (Sugiyono, 2009). In this research, the secondary data is from journals, books, and several articles.

3.6 Research Instrument

Research instruments function as tools and data collection tools. Research often uses several questionnaires and questionnaires for each respondent enrolled during the survey observation and interview. According to Sugiyono, (2009), a survey instrument measures observed characteristics. In this study, researchers used vocabulary as a research tool.

The researcher will employ pre-test and post-test methodologies to assess students' vocabulary mastery in this implementation. A pre-test and a post-test will be utilized to distinguish between the control and experiment classes before and after treatment. A pre-test will be administered before treatment to assess the student's vocabulary mastery. By employing Bananagrams, however, both classes will not receive the same treatment. That means the experiment class will get the

treatment using Bananagrams for learning. And the control class will learn as usual. After giving treatment, the researcher will provide the post-test to the students' control class and students' experiment class to identify the extent of vocabulary mastery that had been improved. The pre-test and post-test consist of material on understanding the introduction that related to the material. Which have been taken from the textbook for the 11th grade of senior high school students.

1.7 Validity and Reliability

The test is an instrument used in this study. Before the test is given to students, the validity test is tried out first to measure whether the instrument is good or not. The results of the tryout were used to determine the validity and reliability of the test.

3.7.1 Validity

The validity test is used by researchers to measure instruments that have been created, with measuring instruments or instruments that have been e.g. questionnaires. Valid means such instruments can measure what should be measured (Sugiyono, 2009). Measuring the validity of a test used in research is one of the ways used to determine the accuracy of the research. Calculating the validity test can use SPSS or Excel, in this study researchers used Excel with the product moment formula:

$$R_{xy} : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

R_{XY} = Correlation coefficient between variables X and Y

N = Total number of Respondents

$\sum X$ = Total score of items

$\sum Y$ = Individual total scores

$\sum X^2$ = Sum of the square scores of the items

$\sum Y^2$ = Sum of the total scores for the square of the items

Value of r count \geq r table in sig. 0,05 with db: n-2 then the item is valid.

3.7.2 Reliability

According to Suryabrata, (2004)states that a tool's reliability indicates how long it is possible to trust the findings of its measurements. The findings of the measurements ought to be trustworthy, meaning they are constant and stable.

Reliability helps researchers to know if the research instrument is appropriate or not to be used in pre-test and post-test. In this case, reliability can be calculated using Excel or SPSS. In this research, the researcher will use Excel as a tool to calculate the reliability.

3.7.2.1 Scale Reliability

To measure the scale of reliability, researchers used Cronbach's Alpha formula:

$$R_{tt} = \left[\frac{K}{K-1} \right] \left[1 - \frac{\sum S_1^2}{S_t^2} \right]$$

Description:

R_{tt} = Instrument reliability coefficient

K = Number of valid instruments

$\sum S_1^2$ = Number of item variants

S_t^2 = Variant of the total score

Value of r count $>$ r table 5%, then the item is accepted.

3.7.2.2 Test Reliability

To measure the reliability of the test, researchers used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K - 1} \left(\frac{v_t - \sum pq}{v_t} \right)$$

Description:

R_{tt} = Test reliability

k = Number of valid items

v_t = Variance total

p = Proportion of subject who answered the questions correctly

q = Proportions of subject who answered the question incorrectly

$\sum pq$ = Number of multiplication results between p and q

3.8 Data Collection Technique

This research is using quantitative methods with the collection of data using pre-test, treatment, and post-tests for the students.

3.8.1 Preliminary-Test

The pre-test is conducted to define the extent of students' vocabulary mastery before the research was conducted. The outcome of this pre-test will later be used as a measuring material with the results of the post-test after the experiment of the Bananagrams in students' vocabulary mastery. The pre-test will conduct in both classes, that is the experiment class and the control classes. The test in the pre-test consists of 20 questions that students must answer in multiple choices. The time allocation for this pre-test is 40 minutes.

3.8.2 Treatment

Treatment is the next step that must be taken after conducting the preliminary test. Treatment will only be applied to the experimental class. Treatment will be conducted at least twice meeting in the classroom. In this treatment, learning will be done using Bananagrams, and the learning will be followed by the completion of a post-test.

3.8.3 Post Test

Post-tests are assessments used to measure students' understanding and mastery of material during their studies. The post-test affects the processing that has been done, i.e., after doing the post-test, one will know if there is any difference after classroom learning using Bananagrams in experimental class that is XI MIPA 1 of MAN 5 JOMBANG. The post-test format is the same as the pre-test, including 20 questions that students must answer by choosing the correct multiple-choice answer within about 45 minutes.

3.9 Data Analysis

Data analysis is performed after data collection. Data analysis is the management and organization of data series into basic patterns, categories, and description units. This study used SPSS and Microsoft Excel to analyze quantitative data obtained from students' pre-and post-test results and questionnaires completed by respondents. The information collected in this study contains evidence that may or may not support the research hypothesis. This study was tested using statistic method to obtain a significant score difference.

In summary, data analysis allows us to conclude whether learning based on Bananagrams impacts improving students' vocabulary mastery. Data analysis

included three tests: normality, homogeneity, and hypothesis testing. In this study, all three will be conducted using SPSS and Microsoft Excel.

3.9.1 The Normality Test

According to Sugiyono, (2009) Shapiro - Wilk normality test is a test performed to find the random data distribution from a small sample. Simulated data are used, i.e. no more than 50 samples. Data analysis included three tests, namely normality, homogeneity, and hypothesis testing in this study, all three were performed using SPSS.

a. Hypothesis:

H_0 : Normally distributed data

H_1 : Not normally distributed data

b. Significance level:

$\alpha = 0.05$

c. Statistic test:

Using the t-Test: Two-Sample Assuming on Excel.

d. Decision criteria:

H_0 is rejected If Sig. $\leq \alpha$ 0.05

3.9.2 The Homogeneity Test

A test performed to determine whether the variance of data is homogeneous or not is the homogeneity test. This test aims to see whether the conditions of the control class and the experimental class are similar or not. This homogeneity test is also shown through the pre-test result of each class. This test will be carried out using Microsoft Excel.

a. Hypothesis:

H_0 : Data has a homogeneous variation

H_1 : Data has non-homogeneous variations

b. level:

$\alpha = 0.05$

Significance Using the t-Test: Two-Sample Assuming on Excel.

c. Decision criteria:

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

3.9.3 Hypothesis Test

Hypothesis testing aims to conclude whether a hypothesis is true or not. This hypothesis testing uses statistics, so later the testing process can be accepted or rejected. A statistical hypothesis is a hypothesis about the predicted conditions in a population. To test the hypothesis, the t-test: Two-Sample Assuming Equal was used.

a. Hypothesis:

$H_0: n \leq 0,05$ Bananagrams are **not effective** in terms of the achievement of improving students.

$H_1: n > 0,05$ Bananagrams are **effective** in terms of the achievement of improving students' vocabulary mastery.

b. Significance level:

$\alpha = 0.05$

c. Statistical test:

Using the t-Test: Two-Sample Assuming on Microsoft Excel.

d. Decision criteria:

H_0 is rejected if Sig. $\leq \alpha$ 0.05

3.10 Research Procedure

In this research procedure, there are several steps must be taken by the researcher before conducting the research, such:

3.10.1 Preparing Research Proposal

Before doing this research, researchers are required to prepare this proposal and submit it to the Faculty of Education and Teacher Training, Maulana Malik Ibrahim Islamic State University of Malang. This research proposal contains details of the researcher's plan for the observation. The purpose of preparing this research proposal is to obtain approval from the faculty regarding the research plan that will be conducted later.

3.10.2 Arrange Licensing

At this stage, the researcher is asked to request a research permit from the faculty, which will then be submitted to the school, that will be responsible for carrying out this research.

3.10.3 Taking Action in the Field

After examining the proposal, the next step for the researcher is to proceed to the study site and implement research according to a set of stages. These stages include pre-test, treatment, which involves teaching and learning utilizing Bananagrams, and post-test. During this phase, the researcher will collect, analyze, and process the data obtained through the research.

3.10.4 Stages of Research Implementation

Before conducting the research, two stages will be carried out in conducting research, such as:

3.10.4.1 Data Collection

At this stage, the researcher will do several steps to collect the data, there are:

- 1) Observe the field before the research takes the place.
- 2) Observe the setting (classroom) where the Bananagrams will be applied to improve the vocabulary mastery.
- 3) Conducting a pre-test for students.
- 4) Implementing Bananagrams-based learning in the classroom (treatment).
- 5) Conducting a post-test to determine if there was an enhancement in students' vocabulary mastery.

3.10.4.2 Data Identification

At this stage, the collected data is compiled, then processed and analyzed. This data is the results of students' pre-test and post-test scores.

3.11 Final Stage

In the final stage, the researcher will compile the result, and the research can be read as well as a reference for further research. The research finding is data that have been processed, analyze, and conclusions drawn.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter consists of data analysis, normality testing, homogeneity testing, hypothesis testing, and discussion.

4.1 Finding

In this section, the researcher will present the research findings, detailing the data analysis of both the pre-test and post-test results for the experimental and control groups.

4.1.1 Data Analysis of Pre-Test

The researcher conducted a pre-test on June 20, 2023, comprising 20 multiple-choice questions that were to be answered within one lesson hour or 45 minutes. During implementation, students were required to answer the shared questions and mark the correct answers. The pre-test was administered to two classes, namely class XI MIPA 1 as the experimental group and class XI MIPA 2 as the control group.

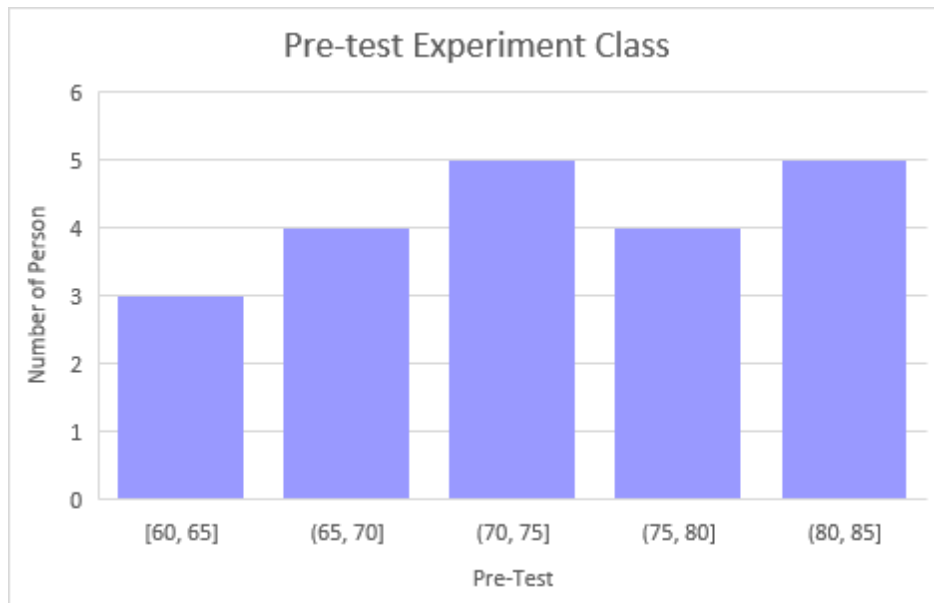
The preliminary test has been administered to two classes with identical queries. The control group will continue to learn normally with their teacher, without implementing the guessing game approach. Conversely, the experimental group will be subjected to a teaching intervention, where they will learn with Bananagrams. The pre-test was conducted with the intention of assessing the learners' vocabulary proficiency before conducting the in-class teaching intervention. An insight into the results of the pre-test for the students in the experimental group is illustrated in the table hereafter.

Table 4. 1 Pre-test Scores of Experimental Class Students

No.	Initials Name	Pre-Test Score
1.	AAJ	60
2.	AAA	70
3.	ATT	75
4.	BN	85
5.	CAN	85
6.	DRY	85
7.	FRKI	80
8.	FP	75
9.	GNM	85
10.	HS	65
11.	KK	80
12.	MA	75
13.	MM	60
14.	MAM	75
15.	MII	80
16.	MSR	85
17.	NKN	70
18.	NNL	70
19.	NAZN	75
20.	RPM	80
21.	SMR	70
Σ		1585
Average score		75,47

The pre-test scores in *Table 4.1* shows that the XI MIPA 1 MAN 5 JOMBANG as the experimental class had students who scored as low as 60 and as high as 85. The average score was 75.47. With total member of the class is 21 students. The histogram graph shows the distribution of the scores of the students.

Diagram 4.1 Pre-Test Experimental Class



According to the provided histogram, the distribution of scores from the lowest to the highest, including the frequency or number of students in each grade, can be observed. The histogram displays that there are ten students in the range of 60-75 and eleven students in the range of 80-100. The data from the histogram chart indicates that 21 students' grades were assessed. Among these, 10 received a score below the KKM threshold of 80, while the remaining 11 scored above that threshold. For detailed information on the descriptive statistical analysis of the experimental class pretest data, please refer to the following table.

Table 4. 2 Descriptive Statistic of Pre-Test Experimental Class

Descriptives			Statistic	Std. Error
Kelas	Pre-test Eksperiment	Mean	75,48	1,722
Nilai	Class	95% Confidence Interval for Mean	Lower Bound	71,88
			Upper Bound	79,07
		5% Trimmed Mean	75,81	
		Median	75,00	
		Variance	62,262	
		Std. Deviation	7,891	
		Minimum	60	
		Maximum	85	
		Range	25	
		Interquartile Range	13	
		Skewness	-.510	.501
		Kurtosis	-.491	.972

According to Table 4.2, the experimental class pre-test had an average (mean) score of 75.48, a median score of 75.00, and a standard deviation of 7.891. The minimum student score was 60 while the maximum grade was 85. As such, we can conclude that the pre-test scores for the experimental class have high data quality. Based on the provided data, it is evident that the standard deviation is lower than the mean of all student grades.

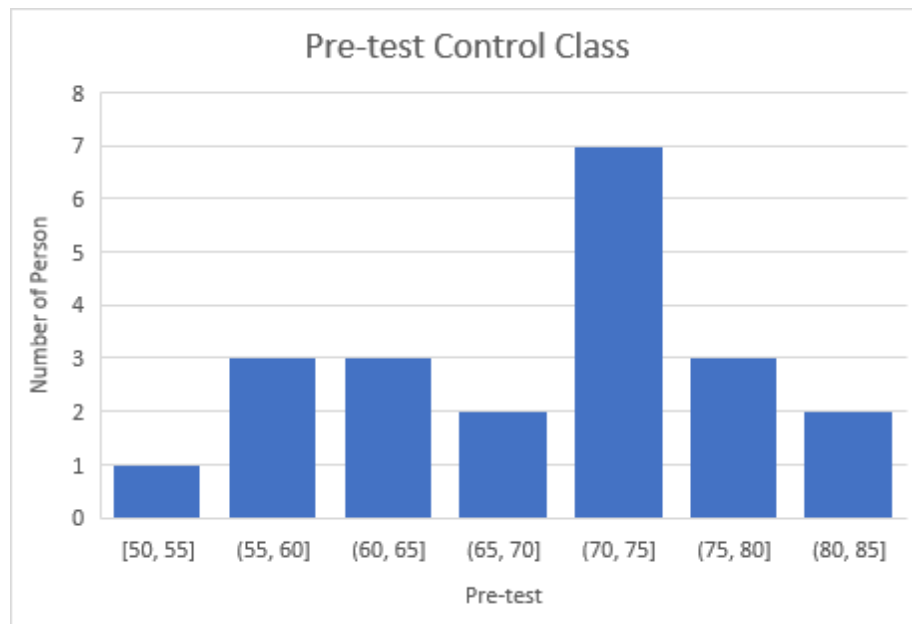
Table 4. 3 Student Pre-Test Scores Control Class

No.	Initials Name	Pre-Test Score
1.	IF	60
2.	MDS	70
3.	MMS	75
4.	MZ	80
5.	MFI	65
6.	MNR	75
7.	MSM	50
8.	NAN	75
9.	NNN	85
10.	NRS	65
11.	NMU	75
12.	PAN	85
13.	RPAS	60
14.	RNJ	75
15.	RFS	80
16.	RK	75
17.	SAF	70
18.	SNH	65
19.	TEDA	75
20.	TD	80
21.	ZNA	60
Σ		1500
Average score		71,42

According to the pre-test results shown in Table 4.3 above, is apparent that class XI MIPA 2 MAN 5 JOMBANG served as the control class. The pre-test

exhibited the presence of students who secured a minimum score of 50 and a maximum score of 85. The average score of the class was 71.42. The distribution of student' scores can be seen in the histogram graph below:

Diagram 4.2 Pre-Test Control Class



The provided histogram displays the distribution of scores among students in a control class in ascending order. It showcases the frequency of students per grade. Specifically, the histogram illustrates that 4 students scored between 50-60, 5 students scored between 65-70, 10 students scored between 75-80, and 2 students scored between 85-100. From the data presented in the histogram chart, it is evident that 16 students in the class obtained a score lower than the completeness score or KKM, designated at 80. Additionally, in the experimental class, 5 students scored above the minimum passing grade (KKM). The descriptive statistical data includes the pre-test values.

Table 4. 4 Descriptive Statistic of Pre-Test Control Class

Pre-test Control Class	Mean		71.43	1.986
	95% Confidence Interval for Mean	Lower Bound	67.29	
		Upper Bound	75.57	
	5% Trimmed Mean		71.84	
	Median		75.00	
	Variance		82.857	
	Std. Deviation		9.103	
	Minimum		50	
	Maximum		85	
	Range		35	
	Interquartile Range		13	
	Skewness		-.580	.501
	Kurtosis		-.042	.972

From table 4.4, it is stated that the average value (mean) of the control class pre-test is 71.43 then the median value is 75.00 and the standard deviation value obtained from the control class pre-test is 9.103 From the table above, it can be seen that the minimum value of students is 50 and the maximum value is 85. From the data above it can be seen that the standard deviation is smaller than the mean of the total student score so it can be concluded that the control class pre-test value has good data quality. After knowing the pre-test scores of the experimental and control classes, the researcher conducted treatment to the experimental class using Bananagrams for 3 treatments. After treatment, a post-test was conducted to see the difference in scores from before and after treatment.

4.1.2 Data Analysis of Post Test

The post-test was administered following the researcher's final hour (45 minutes) of instruction, at which time the post-test of the same duration was administered. Participants were given 20 questions of the same level of difficulty as the pretest, but with randomized question numbers and answer choices.

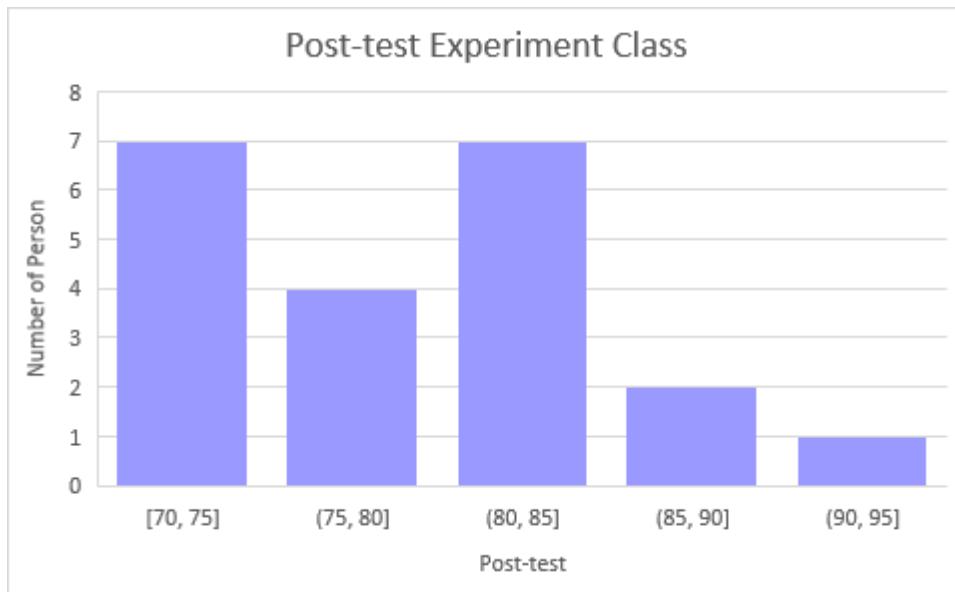
Table 4. 5 Post-Test Scores of Experimental Class Students

No.	Initials Name	Post-Test Score
1.	AAJ	70

2.	AAA	85
3.	ATT	80
4.	BN	90
5.	CAN	95
6.	DRY	85
7.	FRKI	90
8.	FP	85
9.	GNM	85
10.	HS	75
11.	KK	85
12.	MA	85
13.	MM	75
14.	MAM	75
15.	MII	80
16.	MSR	85
17.	NKN	75
18.	NNL	70
19.	NAZN	80
20.	RPM	80
21.	SMR	75
Σ		1705
Average score		81,19

The findings in *Table 4.5* illustrate that the scores for Class XI MIPA 1 as the experimental group yielded a minimum post-test score of 70 and a maximum score of 90, resulting in an average score of 81.19. To further examine the distribution of post-test scores among students, refer to the accompanying histogram chart below:

Diagram 4.3 Post-Test Experimental Class



The histogram depicted above displays the frequency distribution of scores obtained by students in the experimental class, ranging from the lowest to the highest. The histogram shows that 5 students scored between 70 and 80, 17 students scored between 81 and 90, and 10 students scored between 91 and 100. As the results displayed on the histogram reveal, it can be inferred that 2 students scored below the completeness threshold or KKM value of 80. To see descriptive statistics of post-test scores for experimental classes, it can be seen the following information below:

Table 4. 6 Descriptive Statistic of Post-test Experimental Class

Post-test Eksperiment Class	Mean		81.19	1.460
	95% Confidence Interval for Mean	Lower Bound	78.15	
		Upper Bound	84.24	
	5% Trimmed Mean		81.06	
	Median		80.00	
	Variance		44.762	
	Std. Deviation		6.690	
	Minimum		70	
	Maximum		95	
	Range		25	
	Interquartile Range		10	
	Skewness		.072	.501
	Kurtosis		-.522	.972

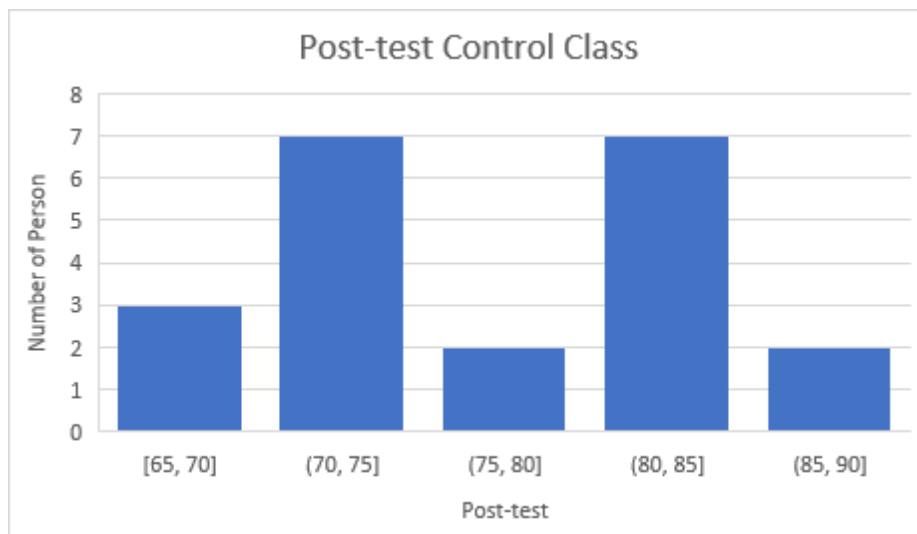
According to table 4.6, the experimental class post-test has an average value (mean) of 81.19, a median value of 80.00, and a standard deviation value of 6.690. The table also indicates that the minimum student value is 70 and the maximum value is 95. Based on the data provided, it can be concluded that the pretest score of the experimental class has good data quality since the standard deviation is smaller than the mean of the total student score.

Table 4. 7 Post-Test Scores of Control Class Students

No.	Initials Name	Post-Test Score
1.	IF	75
2.	MDS	70
3.	MMS	75
4.	MZ	90
5.	MFI	85
6.	MNR	85
7.	MSM	90
8.	NAN	75
9.	NNN	85
10.	NRS	70
11.	NMU	85
12.	PAN	85
13.	RPAS	65
14.	RNJ	75
15.	RFS	85
16.	RK	85
17.	SAF	75
18.	SNH	75
19.	TEDA	80
20.	TD	80
21.	ZNA	75
Σ		1665
Average score		79,28

According to the post-test results shown in Table 4.7, the test scores of XI MIPA 2 class served as the control group. One student achieved the lowest score of 65, while another obtained the highest score of 90. Based on these values, the average score amounted to 79.28. The distribution of student scores is depicted in the histogram graph below:

Diagram 4.4 Post-Test Control Class



Based on the histogram graph above, we can see the distribution of student scores from lowest to highest along with the number of students (frequency) in each score in the control class. Based on the histogram graph, there are 3 students in the 65-70 range, 7 students in the 70-75 range, 2 students in the 75-80 range, 7 students in the 80-85 range, and 2 students in the 85-90 range. To see the descriptive statistics of the post-test score data for the control class, look as follow:

Table 4. 8 Descriptive Statistic of Post-Test Control Class

Post-test Control Class	Mean		79.29	1.515
	95% Confidence Interval for Mean	Lower Bound	76.13	
		Upper Bound	82.45	
	5% Trimmed Mean		79.47	
	Median		80.00	
	Variance		48.214	
	Std. Deviation		6.944	
	Minimum		65	
	Maximum		90	
	Range		25	
	Interquartile Range		10	
	Skewness		-.215	.501
	Kurtosis		-.815	.972

From Table 4.8 it can be seen that the average value (mean) of the control class post-test is 79.29, then the median value is 80.00 and the standard deviation value obtained from the control class post-test is 6.944 From the above table it can be seen that the minimum value of the students is 65 and the maximum value is 90. From the above data, it can be seen that the standard deviation is smaller than the mean of the total score of the students, so it can be concluded that the post-test value of the experimental class has good data quality.

4.1.3 Students' Achievement in Vocabulary Mastery Before and After Using Bananagrams in Learning

In this section will explain the vocabulary mastery achievement of students before and after getting treatment with learning using Bananagrams as a learning media. the results of the study will be displayed in the table below.

Table 4. 9 Result Pre-Test and Post-Test of Experimental Class

No.	Initials Name	Difference		Description
		Pre-test	Post-test	
1	AAJ	60	70	Increase
2	AAA	70	85	Increase
3	ATT	75	80	Increase
4	BN	85	90	Increase

5	CAN	85	95	Increase
6	DRY	85	85	-
7	FRKI	80	90	Increase
8	FP	75	85	Increase
9	GNM	85	85	-
10	HS	65	75	Increase
11	KK	80	85	Increase
12	MA	75	85	Increase
13	MM	60	75	Increase
14	MAM	75	75	-
15	MII	80	80	-
16	MSR	85	85	-
17	NKN	70	75	Increase
18	NNL	70	70	-
19	NAZN	75	80	Increase
20	RPM	80	80	-
21	SMR	70	75	Increase
Average		75,47	81.19	Increase

The experimental class's pre-test and post-test results table shows a difference in the student's scores. Before the treatment, the researcher administered the pre-test in the Bananagrams classroom. Afterward, the researcher conducted the treatment and then gave the students the post-test. From these two results, we can see that students' scores are increasing. Also, the average pre-test score of the original experimental class was 75.47, and the average post-test score was 81.19, meaning the average score increased by 5.72. From these results, it can be concluded that the mean pre-test score was lower and the mean post-test score was higher.

Table 4. 10 Pre-Test and Post-Test of Control Class Result

No.	Initials Name	Difference		Description
		Pre-test	Post-test	
1	IF	60	75	Increase
2	MDS	70	70	-
3	MMS	75	75	-
4	MZ	80	90	Increase
5	MFI	65	85	Increase
6	MNR	75	85	Increase
7	MSM	50	90	Increase
8	NAN	75	75	-
9	NNN	85	85	-
10	NRS	65	70	Increase
11	NMU	75	85	Increase
12	PAN	85	85	-
13	RPAS	60	65	Increase
14	RNJ	75	75	-
15	RFS	80	85	Increase
16	RK	75	85	Increase
17	SAF	70	75	Increase
18	SNH	65	75	Increase
19	TEDA	75	80	Increase
20	TD	80	80	-
21	ZNA	60	75	Increase
Average		71,42	79,298	Increase

The results show a difference in the student's scores from the control class's pre-test and post-test results table. From these two results, we see an increase in student scores. In addition, the average pre-test score in the original control class was 71.42, and the average post-test score was 79.28. Unlike the experimental class, the average score of the control class increased by 7.86 compared to the previous score. From these results, it can be concluded that the mean pre-test score was lower and the mean post-test score was higher.

4.1.4 Result of Validity Testing

Validity tests are used by researchers to measure the effectiveness of instruments such as questionnaires. If an instrument is valid, it can be confidently used for data collection measure what should be measured (Sugiyono, 2009). The validity of the items was tested with construct and content validity with question validators, namely lecturers and teachers. Researchers gave 40 validity questions to XI grade students who were not the control class and experimental class, for that the researchers tested the validity questions to XI IIK class.

The validity check is performed once every 45 minutes. This item validity test was conducted on June 17, 2023. In this study, researchers used Microsoft Excel to test validity. Using the Corel formula in Microsoft Excel to determine the number r of each question item yields the following results:

Table 4. 11 Test of Validity

Nama	Item Butir Soal																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Aan Maulana Saputra	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1
Achmad Anur Floriq	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1
Arida Nur Adila K.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
Akmal Aminuddin Y.	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Akmal Burhanuddin	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1
Anisa Fahma	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Denok Puja Nastiti	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dion Firmansyah	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Ihwalul Mu'min	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1
Jilan Salwa	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
Lilis Fatmahanul M.	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1
Lola Purwaningrum	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1
M. Anif Rahman H.	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1
M. Iqbal Fadli	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1
Muhamad Faiz Ariyuddin	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1
Muhammad Bahtiar P.	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1
Muhammad Fikri H.	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1
Nur Akhlis Rafisatun N.	1	1	0	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	1	0	0	1	0
Nur Hidayah	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	1
Nurhali Ramadhani	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0
Raudlatul Jannah	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0
Reni Mujiarti	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Salsa Nuruz Shoimah	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1
Salsabila Akmal Lovita	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1
Siti Naila Namiah	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Sofikin	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0
Tarissa Bunga Qur'Ani	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Vida Nur Khoifah	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0
r hitung	0.35	0.33	0.42	0.36	0.37	0.13	-0.11	-0.12	-0.06	0.32	0.433	0.37	0.37	0.35	0.46	0.62	0.46	0.33	0.33	0.33	0.07	0.5	0.33	-0.15	0.23
r tabel	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317
Status	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid
Jumlah Valid	25																								

	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Jumlah
1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	32
1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	26
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	35
1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	34
1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	26
1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	35
0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	35
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	32
1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	30
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	36
1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	29
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	34
1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	35
0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	28
1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	30
1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	32
1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	35
0	1	0	0	0	1	0	1	0	1	0	1	1	0	1	1	22
1	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	27
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36
0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	25
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38
1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	32
0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	29
1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	21
0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	28
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	37
1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	28
0.37	-0.18	0.52	0.39	0.42	0.03	0.37	0.18	0.11	0.43	-0.03	-0.02	0.38	0.101	-0.12		
0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317	0.317		
Valid	Tidak Valid	Valid	Valid	Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
38 Variansi	0.2262	0.2116	0.1944	0.0992	0.1746	0.0992	0.2116	0.127	0.19	0.2474	0.0688	0.175	0.1521	0.1944	0.2262	0.2116	0.1944	0.1521	0.1944	0.1944
40 Jumlah Varians	6.9127																			
41 Realibilitas(Cronbach Alpha)	0.74																			

Utir Soal	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Varians Jumlah
0.1746	0.1746	0.2116	0.2116	0.1746	0.1746	0.0992	0.1521	0.0992	0.2116	0.1944	0.2116	0.1521	0.1944	0.1746	0.127	0.1521	0.1944	0.15212	0.12698		20.628

From the results of the validation test above, it can be seen that the question can be said to be valid if $r_{count} > r_{table}$. From questions number 1-40, there are 15 questions with $r_{count} < r_{table}$ (invalid). The invalid questions include question numbers 6, 7, 8, 9, 21, 24, 25, 27, 31, 34, 36, 37 and 40. It can also be seen that there are 25 valid questions after the validation test, valid questions include numbers 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 26, 28, 29, 30, 32, 35 and 38. From the validity results above, valid question numbers will be pre-test and post-test questions that will be used in this study. The questions will be distributed to the experimental class and the control class.

4.1.5 Result of Reliability Testing

The reliability test is carried out after the validation test of each question. The reliability test is carried out to measure whether the test gets relatively the same results every time it is tested. In this study, researchers used Microsoft Excel to test the reliability test by getting the following results:

Table 4. 12 Reliability Test

No	Nama	Item Butir Soal																									Jumlah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
3	Aan Maulana Saputra	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	20
4	Achmad Ainur Rofiq	1	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	1	0	1	1	1	15
5	Afida Nur Adila K.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	23
6	Akmal Aminuddin Y.	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	22
7	Akmal Burhanuddin	1	0	0	1	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	0	0	1	1	1	14
8	Anisa Rahma	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	21
9	Denok Puja Nastiti	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	23
10	Dion Firmansyah	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	20
11	Irwalul Mufmin	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	18
12	Jilan Salwa	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	24
13	Lilis Fatihatul M.	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	0	17
14	Lola Purwaningrum	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	22
15	M. Anif Fahman H.	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
16	M. Iqbal Fadi	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	18
17	Muhamad Fatah Anifuddin	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	0	18
18	Muhammad Baqhtiar F.	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	20
19	Muhammad Fikri H.	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
20	Nur Akhlis Nafisatun N.	1	1	0	1	0	0	0	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	9
21	Nur Hidayah	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	16
22	Nurliali Ramadhani	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	23
23	Raudlatul Jannah	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	0	1	0	1	25
24	Reni Mujarti	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
25	Salsal Nurus Shoimah	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23
26	Salsabila Akmal Lovita	0	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	16
27	Siti Naila Namifah	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	6
28	Sohikin	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	18
29	Tarissa Bunga Qur'aini	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
30	Wida Nur Kholifah	0	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	18
31																											
32																											
33																											
34																											
35	Variansi	0.23	0.21	0.19	0.1	0.17	0.25	0.069	0.17	0.15	0.19	0.23	0.21	0.19	0.15	0.19	0.19	0.17	0.21	0.17	0.15	0.1	0.21	0.21	0.17	0.19	20.91
36	Jumlah Varians	4.52																									
37	Reabilitas(Cronbach Alpha)	0.87																									
38																											

From the results of the reliability test calculation above with the formula used, namely using the KR 20 formula, the results are 0.87. The data is declared reliable with a correlation coefficient value that is "very strong".

4.1.6 Result of Normality Testing

This study used a normality test with Saphiro-Wilk test. According to Sugiyono, (2009) normality test Shapiro - Wilk is a test performed to determine the distribution of random data from a small from a small sample of simulated data which is not more than 50 samples.

This study carried out the normality test to Determine whether the obtained data was disseminated normally. The normality test carried out in this study is the Lilliefors normality test with the condition that the data is normally

distributed. If $L \text{ count} \leq L \text{ table}$, then the data is normally distributed with a significance level 0.05.

Table 4. 13 Table of Normality Testing

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre-test Eksperiment Class	.145	21	.200*	.909	21	.053
	Post-test Eksperiment Class	.192	21	.043	.938	21	.203
	Pre-test Control Class	.224	21	.007	.935	21	.172
	Post-test Control Class	.223	21	.008	.912	21	.059

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the normality data above, it can be seen that the results of the Shapiro-Wilk test on the experimental class pre-test are 0.53, the experimental class post-test is 0.203, the control class pre-test is 0.172, and the results of the control class post-test are 0.59. Of all the Shapiro-wilk test results from each value getting a value of more than 0.5, meaning that all data can be said to be normally distributed.

4.1.7 Result of Homogeneity Testing

The next step is to perform a homogeneity analysis after analyzing the normality of the data obtained. This homogeneity analysis is performed to determine whether or not the population (sample) taken has the same variance. This homogeneity test will be required later in the Independent Samples T-test and ANOVA analysis. In this homogeneity test, the researchers used SPSS and obtained the following results:

Table 4. 14 Table of Homogeneity Testing

Nilai			
Levene Statistic	df1	df2	Sig.
.186	1	40	.668

Based on the homogeneity test, if the significance level is <0.05 , then the data used is not homogeneous; conversely, if the significance level is >0.05 , then the data used is homogeneous. From the above graph, it is evident that the obtained significance level is 0.668, which is greater than 0.05. Therefore, it can be concluded that the data from the two tested classes are homogeneous.

4.1.8 Result of T-Test and Hypothesis Testing

The researcher found that the tested data were valid and reliable after conducting validity and reliability tests. Then, after obtaining valid and reliable results, the researchers carried out normality and homogeneity tests, and the results obtained were that the data obtained were normally distributed and homogeneous.

In this final step, the researchers conducted a T-test or comparison test and hypothesis test to know whether there was a significant influence between the control class (without Bananagrams treatment) and the experimental class (Bananagrams treatment). The researchers used the paired samples t-test, which was calculated using Microsoft Excel, and the following results were obtained:

Table 4. 15 Result Gain Score Experimental Class and Control Class

Experimental Group				Control Group			
No	Pre-test	Post-test	Gainscore experimental	No	Pre-test	Post-test	Gainscore control
1	60	70	10	1	60	75	15
2	70	85	15	2	70	70	0
3	75	80	5	3	75	75	0
4	85	90	5	4	80	90	10
5	85	95	10	5	65	85	20
6	85	85	0	6	75	85	10
7	80	90	10	7	50	90	40
8	75	85	10	8	75	75	0

9	85	85	0	9	85	85	0
10	65	75	10	10	65	70	5
11	80	85	5	11	75	85	10
12	75	85	10	12	85	85	0
13	60	75	15	13	60	65	5
14	75	75	0	14	75	75	0
15	80	80	0	15	80	85	5
16	85	85	0	16	75	85	10
17	70	75	5	17	70	75	5
18	70	70	0	18	65	75	10
19	75	80	5	19	75	80	5
20	80	80	0	20	80	80	0
21	70	75	5	21	60	75	15

Table 4. 16 Hypothesis Testing

t-Test: Two-Sample Assuming Equal Variances		
	<i>Gainscore experiment</i>	<i>gainscore control</i>
Mean	5.71	7.86
Variance	25.71	88.93
Observations	21.00	21.00
Pooled Variance	57.32	
Hypothesized Mean Difference	0.00	
df	40.00	
t Stat	T count	-0.92
P(T<=t) one-tail		0.18
t Critical one-tail		1.68
P(T<=t) two-tail		0.36
t Critical two-tail	T table	2.02

From the consequences of speculation testing utilizing the T-test: two examples expecting equivalent fluctuations utilizing Microsoft Succeed. H0 is dismissed and Ha acknowledged whether $T \text{ count} \geq T \text{ table}$ or $t < 0,05$. Then, at that point, going against the norm, H0 is acknowledged and Ha dismissed assuming $T \text{ count} \leq T \text{ table}$ or $t > 0,05$. From the outcomes above, it is found that the $T \text{ count} \geq T \text{ table}$, to be specific $-0.92 \geq 2,02$ so it very well may be presumed that the utilization of speculating games in learning in class 11 grade of MAN 5 JOMBANG is successful and there are changes after treatment.

4. 2 Discussion

This research was conducted in MAN 5 JOMBANG using quasi-experimental quantitative research methods. Researchers used two classes as research samples. The class used was class XI MIPA 1 as the experimental class and class XI MIPA 2 as the control class, where both classes had the same number of students, 21 students of each class. The study used pre-tests and post-tests as data collection tools.

Bananagrams are the media used in this study. This study uses Bananagrams to measure whether students' vocabulary skills can increase due to the effects of Bananagrams games used in learning. The class that gets treatment with Bananagrams learning is the experimental class, namely class XI MIPA 1. The treatment is carried out in five times sessions, which are carried out after giving a pre-test to students. The pre-test is given to determine students' mastery ability of vocabulary; by knowing the value produced from the pre-test, the researcher will provide treatment with Bananagrams to see if Bananagrams increase or affect vocabulary mastery. Furthermore, post-test will conduct after the treatment. Before administering the pre-test questions, the researchers will distribute 40 items to other not experimental or control classes in this study. The 40 questions will be tested for validity. The validity test given to other class that is XI IIK. After giving the validity test, the result is 25 questions are valid and 15 invalid questions. Out of the 25 questions, the researcher will use only 20 questions as pre-test and post-test questions in this study.

The pre-test is carried out for 45 minutes or one hour of lessons accompanied by class teachers and examiners. Students are asked to do without

opening the books or mobile phones to avoid cheating in pre-test work because it will affect student results. The pre-test must be purely done with their abilities to find out the results of their abilities. A pre-test is only done once and done before treatment. After this, the questions are again collected and given by the class teacher to the researcher to correct the final result.

Treatment was given to XI MIPA 1 as the experimental class, the steps of playing Bananagrams was explained in Chapter II, first is place 144 tiles face down on the table, these tiles are called "Bunch". Then, every student of the group takes the pieces of tile from the deck and places them face down in front of them which 2-4 people: each player takes 21 pieces of tile, 5-6 people: each player takes 15 pieces of tiles, and 7 people: each player takes 11 pieces of tiles. In this class is divided for four group which consist of 4-5 member of students, so in this game each student of the group should take 21 pieces of tiles. Once everyone is set, researcher may begin the game by yelling, "Split!" Then, every group can turn to face the tiles and start putting together crossword puzzles using words that intersect and connect. The words can be horizontal or vertical, left to right or top to bottom. Players can rearrange their tiles however they want. When a player successfully uses all of their letters in the crossword puzzle, they say "Peel" and take a tile from the deck. When this happens, everyone must take a tile and add it to their message collection. Players can send a nasty letter back to the group saying "DUMP!". Next, the player must return the group one face down tile and take three new down tiles. This does not affect other players.

The game continues until there are fewer participants than cells in the group. The winner was the first person to finish the game without using any more letters,

who yelled, "BANANA!". But it's still not free for the winner! The researcher should check their hands for misspelled or incorrect words. (It can't use proper nouns as nouns, and we recommend using a printed or online dictionary to keep things fair). But if the words are acceptable then this player is the winner. If a word is rejected, the player is deemed a "Rotten Banana" and is removed from that hand. The other players will resume the game after that person returns all of his or her letters to the group face down. That is the explanation of how to playing Bananagrams in this study.

After they playing Bananagrams, each group should write the result of vocabulary that the group has found on the whiteboard in front of the class. After all group write their result, researcher asked to the students for answer and write the meaning of the vocabulary that has found in the game. After write the vocabulary, researcher will ask the meaning to the students and asked them to write the vocabulary to student's book. After that, researcher asked to each group for make a conversation with the vocabulary that the group has found in the game, and all of member group should write it too and read it in front of the class. The conversation must follow the material being taught by the teacher, that is Asking and Giving Opinion.

Playing Bananagrams, which arranges the letters of the alphabet into a vocabulary, will make students curious about what they will find when arranging the letters. Bananagrams will increase their enthusiasm for learning while playing. Spelling is an essential component of playing Bananagrams. Once students have arranged the letters into a vocabulary, they can practice spelling the words they have created. This exercise helps students to develop their understanding of vocabulary

and to read them correctly. Furthermore, when students are asked to write the vocabulary on the front board and read them together repeatedly, it can improve their ability to memorize and recall the words they have learned. Researchers will implement the treatment five times to yield optimal outcomes in this study.

In the implementation of this study, there is a visible difference in the results of the pre-test and post-test scores of the two classes that were sampled. Based on the data presented in the explanation above, it can be concluded that the score of class XI MIPA 1 as an experimental class with Bananagrams treatment is higher than the control class that did not receive any treatment. It was mentioned in Chapter II that using Bananagrams will provide benefits in learning and playing, such as increasing students' vocabulary, because playing in the classroom. At the same time, teaching will create a fun atmosphere and make students enthusiastic to listen to the teacher when explaining the material.

In the control class, the researchers did not use Bananagrams as a treatment. Instead, they used standard instructional procedures. Specifically, the teacher presented course material to students, reviewed the subject matter before class completion, and assigned relevant tasks based on the English subject teacher's handbook, emphasizing Asking and Giving opinion topics. During the subsequent meeting, the given assignments will be collectively discussed. On the first day of the study, the researcher administered a pre-test. The students proceeded with their usual class activities without receiving any intervention from the researcher after taking the pre-test. After completing the Asking and Giving Opinion material, the researcher administered the post-test questionnaire.

Bananagrams can improve students' vocabulary mastery. While playing the Bananagrams, students learn much new vocabulary that students may not have known before. Vocabularies that students found while playing the Bananagrams such as: tie, rotten, dumb, hotel, live, green, hair, two, jam, spit, eat, red, tree, read, sun, pig, bro, hotel, etc. With the results of the increase in pre-test to post-test scores, it can be seen that there is an increase in scores after treatment. It can be concluded that during the treatment activity, students are helped by Bananagrams for vocabulary mastery. As explained in Chapter II, one of the advantages of Bananagrams is memorization and recall. Memorize and recall activities themselves are very often applied by teachers to make it easier for students to learn new vocabulary. When students finish arranging tiles into vocabulary while playing Bananagrams, they are told to read repeatedly Together, led by researchers who will make them unconsciously memorize the vocabulary. Then, the vocabulary will be asked to be used as a conversation that students will read in the future. That way, they will remember the vocab they have milked, read, and wrote in their conversation. That will make it easier for them to remember better the vocabs they have learned while playing Bananagrams. With memorization and recall, students can remember any vocabulary that has been obtained when playing Bananagrams in a fun classroom atmosphere, which can make students enthusiastic about learning.

CHAPTER V CONCLUSION

This final chapter contains conclusions from all the findings discussed and written in the previous chapter. This chapter also contains recommendations for teachers and future researchers.

5.1 Conclusion

From the results of the research hypothesis test in the previous chapter, there are quite prominent differences between the pre- test and post- test scores in each class, namely the experimental and control classes. Then, the statement can be drawn that applying the Bananagrams for students' vocabulary mastery give a good effect on students' vocabulary mastery. This can be proven by previous findings where the gain score from the post- test is greater than the pre- test score. Thus, this research was declared effective for learning English using the Bananagrams for students' vocabulary mastery with the results of the t- test value, namely $T_{count} < T_{table}$ or $-0.92 < 2.01$, where H_0 was rejected and H_1 was accepted. From the results or facts obtained or existing, so it very well may be presumed that the utilization of speculating Bananagrams games in learning for class 11 grade of MAN 5 JOMBANG is successful and there are changes after treatment.

Additionally, playing Bananagrams helped improve spelling ability, as students were required to spell the vocabulary words they arranged. The game also facilitated memorization and recall as students wrote and repeated the vocabulary words on the board. However, there are disadvantages in using Bananagrams, such as: a fun atmosphere will make students complacent to make the class crowded and uncontrollable. That way, it is hoped that researchers who will use Bananagrams as

a medium in research to properly manage the time given by the class teacher used in the study to provide maximum results in the study. And organize the course of the game so that the state of the class becomes fun but orderly when playing with learning. Overall, the findings suggest that incorporating Bananagrams into teaching can be beneficial in enhancing students' vocabulary and learning experience.

In conclusion, the Bananagrams is an effective medium used in teaching and learning, in which the Bananagrams provides innovations or new features for English teaching and learning, especially to help the learning students' vocabulary mastery easily. Where, students can increasing their enthusiasm for learning with this game. Thus, the use of Bananagrams in learning activities can be said that has a good effect for students' vocabulary mastery for senior high school students.

5.2 Suggestion

From the result of the research that have done, the researcher would give several suggestions for several section:

5.2.1 English Teacher

English teachers are advised to use the Bananagrams game occasionally in class. After all, it attracts students' attention and enthusiasm for learning by playing because learning and playing in English class feels exciting. Learning English is essential, especially in learning vocabulary, which is the foundation of learning English. Furthermore, teachers often need to motivate students to stay enthusiastic about the learning process. Learning and playing with Bananagrams can be used at all levels but adapted to the needs of each school level.

5.2.2 Further Researcher

This research can be used as a reference for researching The Effect of Using Bananagrams-Based Learning Towards Students Vocabulary Mastery for Senior High School Students. The researcher's advice to the future researcher is to conduct more in-depth research on Bananagrams with different research methods and game modifications to learn more about how Bananagrams can be used as a learning media that can increase students' vocabulary.

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APPENDICES

Appendix I Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin_malang.ac.id

Nomor : 1060/Un.03.1/TL.00.1/05/2023
Sifat : Penting
Lampiran : -
Hal : Izin Survey

3 Mei 2023

Kepada

Yth. Kepala MAN 5 Jombang
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Ivon Ravika Haryanti
NIM : 19180012
Tahun Akademik : Genap - 2022/2023
Judul Proposal : **The Effect of Using Bananagrams-Based Learning Towards Students Speaking Ability for Students Senior High School**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

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

Wassalamu'alaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

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Appendix II Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 1242/Un.03.1/TL.00.1/05/2023
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

22 Mei 2023

Kepada
Yth. Kepala MAN 5 Jombang
di
Jombang

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	: Ivon Ravika Haryanti
NIM	: 19180012
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2022/2023
Judul Skripsi	: The Effect of Using Bananagrams-Based Learning Towards Students Speaking Ability for Students' Senior High School
Lama Penelitian	: Mei 2023 sampai dengan Juli 2023 (3 bulan)

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.

An. Dekan,
Wakil Dekan Bidang Akademi

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B-4175/Un.03/FITK/PP.00.9/06/2023 08 Juni 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Harir Mubarok, M. Pd.
di -

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

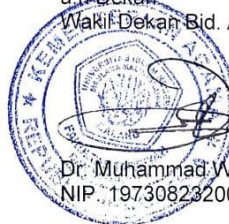
Nama : Ivon Ravika Haryanti
NIM : 19180012
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effect of Using Bananagrams-Based Learning
Towards Students Vocabulary Mastery for Senior High
School Students
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed.

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik



Dr. Muhammad Walid, M.Ahly
NIP. 197308232000031002

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Appendix IV Validation Sheet

Validation Sheet English Vocabulary Test

“The Effect of Using Banagrams-Based Learning Towards Students’ Vocabulary Mastery for Senior High School Students”

Validator : Harir Mubarak, M.Pd.
NIP : 1987008201802011152
Expertise : Development of learning media
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 14 June 2023
(dd/mm/yyyy)

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 15 English questions in multiple-choice form. This instrument will be addressed to the research subjects, namely eleventh-grade of senior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (√) with the following criteria to the columns below:
1 : Very Poor
2 : Poor
3 : Average
4 : Good
5 : Excellent
2. Please give comments and suggestion in the columns below

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C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies Basic Compience				✓	
2.	Instrument Indicator Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives					✓
5.	The research instrument can help the researcher find out students' abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand				✓	
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper grammar.				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

.....

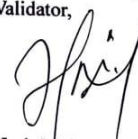
E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- ① The instrument can be used without revision.
- 2. The instrument can be used with a light revision.
- 3. The instrument can be used with many revision.
- 4. The instrument can be used.

Malang, June 08, 2023
 Validator,



Harir Mubarak, M.Pd
 1987008201802011152

Appendix V Try-Out Test English Vocabulary

TRY OUT TEST

Name: _____

Class: _____

A. Choose A,B,C, or D for the correct answer!

- Fadd: We will have a long holiday in this semester, what are you going to do, Elss?
Elss:
Fadd: Woah, I hope you have a nice holiday, Elss
Elss: Thank you, Fadd.
What is the best answer for fill the blank space above?
A. I don't know where I have to go
B. I think, I will go to beach
C. I think, the holiday will be boring
D. In my opinion, sleep overtime is better than holiday
- "We will have a long **holiday** in this semester, what are you going to do, Elss?"
Synonym of the bolded and underlined word is.....
A. Trip
B. Vacation
C. Tour
D. Journey
- Rose: Jenn, look at the view there. I think, is a wonderful view. How about you?
Jenn: I think the view is wonderful and **great**.
Rose: Yes, you're right. I hope can back here again someday.
Jenn: me too
Synonym of the bolded and underlined word is.....
A. Awesome
B. Big
C. Good
D. Dangerous
- Lisa: What is your opinion if we're going to Coldplay concert?
Jisoo:, we have to ask our parents' permit
Lisa: You're right, I will ask to my dad and my mom first.
Jisoo: Yes, me too

The correct answer for fill the blank space is?

- A. I don't think so
B. I don't know
C. I think
D. I know
- Ridho:
Slamet: I like it so much
Ridho: Let's go to there, the chicken noodle soup there very delicious
Slamet: okey, let's go
The correct answer for fill the blank space is?
A. Do you like Meatball?
B. What do you about eating chicken noodle soup?
C. I think, chicken noodle soup is delicious
D. How about eating fried chicken after school?
- Suci: What do you think about this dress?
Saskia: I think, it's good if you wearing that.
Suci: But, it's **expensive**. I don't bring much money.
Saskia: Let's back to this store next time if we have much money
Suci: it's a good idea, Saskia.
Antonym of the bolded and underlined word is?
A. Cheap
B. Cheek
C. Cheat
D. Cheer
- Nabila: What do you think about my drawing, Hilya?**
Hilya: It's really good, but maybe adding some color, Nabila.
Nabila: Aaa okey, thank you for the opinion, Hilya.
Hilya: Anytime, Nabila.
From the conversation above, the bolded sentence of Nabila is expressing about?
A. Asking for agreeing
B. Asking for Opinion

- C. Asking for help
D. Asking for Order
8. Feli:
.....
Ratna: I think, it's clean and tidy
Feli: Of course, I clean it every day.
The correct answer for fill the blank space is?
A. What do you think about my bedroom?
B. What do you think about my dress?
C. What do you think about my drawing?
D. What do you think about my bathroom?
9. Rahman: How do you feel about living overseas, Rokhim?
Rokhim: I think, it's a good opportunity for me to study overseas.
Rahman: I hope I can do it like you.
Wish me luck, Rokhim.
Rokhim: I hope it come true, Rahman.
Rahman: Thank you, Rokhim.
From the conversation above, the bolded sentence of Rokhim is expressing?
A. Giving opportunity
B. Giving opinion
C. Giving thinking
D. Giving help
10. "How do you feel about living overseas, Rokhim?"
Synonym of the underlined word is?
A. Exchange
B. Abroad
C. Absolute
D. Expand
11. What is the meaning of "overseas" in Bahasa?
A. Luar negeri
B. Luar kota
C. Luar pulau
D. Luar wilayah
12. Sohlikin: What is your opinion about the Avatar movie?
Nopi: I think,.....
The correct answer for fill the blank space is?
A. It's a bad movie I've ever seen
B. It's a great movie
C. I like it, it's very fun
D. I like the song so much
13. Rina: I think, our city **hot** every day
Azka: I don't think so,our city is cold than other cities.
The correct answer for fill the blank space is?
A. I think,
B. I agree,
C. I obsessed,
D. I disagree,
14. What is the meaning of "cold" in Bahasa?
A. Keren
B. Sejuk
C. Dingin
D. Hangat
15. "I think, our city is **hot** every day"
Synonym of the bolded and underlined word is?
A. Burn
B. Cold
C. Fresh
D. Hit
16. "in my opinion, I have more beautiful dog than yours"
Antonym of the underlined word is?
A. Tasty
B. Pretty
C. Ugly
D. Funny
17. "It's really delicious! I love to eat that"
Synonym of the underlined word is?
A. Ugly
B. Tasty
C. Pretty
D. Spicy
18. What is the meaning of "delicious" in Bahasa?
A. Rajin
B. Manis
C. Lezat
D. Asin
19. Salsa: I like the new playground near our school. What about you?
Ilham: I think, I like it too because there is a lot of space, interesting games, and nice place to playing.

- From the dialogue above, Ilham is expressing?
- Asking opinion
 - Giving opinion
 - Asking agreement
 - Giving agreement
20. "I think. I like it too because there is a lot of space, **interesting** games, and nice place to playing"
The meaning of underlined word in Bahasa is?
- Menyenangkan
 - Melelahkan
 - Menarik
 - Membosankan
21. "I like the new playground **near** our school. What about you?
Antonym of the underlined word is?
- Beside
 - Far
 - Deep
 - Bottom
22. What is the meaning of "**near**" in Bahasa?
- Samping
 - Jauh
 - Dalam
 - Dekat
23. Amina: It's nearly school holiday. I will go to my grandma's house. What about you?
Martha:
Amina: Have a nice trip, Martha!
Martha: Of course, you too.
The correct answer for fill the blank space is?
- Have a good day!
 - Thank you for your opinion
 - I think, I am going to Bali Island
 - We will go to grandpa's house
24. Rizka: the English test?
Siska: I think, it's easy to do. What about you?
Rizka: I think so, it's easy for me to do.
The correct answer to fill the blank space is?
- What is your problem?
 - What do you think about?
 - Do you agree?
 - Have you do?
25. "I think, it's **easy** to do. What about you?"
Antonym of the underlined word is?
- Hard
 - Diligent
 - Difficult
 - Smart
26. Zizi: I feel tired and dizzy right now.
Sri:
Zizi: Can you bring me to the clinic?
Sri: Sure.
The correct answer to fill the blank space is?
- I think, you must sing a song
 - I think, you should lie down and have some rest
 - I suppose you to buy a new book
 - I will help you to cook
27. **Faiz: Dav, what do you think of my singing?**
Dava: It's really good, but I think you must try to singing in a high tune.
Faiz: Alright, thank you for your opinion.
Dava: Anytime, Dava.
From the conversation above, the bolded sentence is expressing?
- Asking for help
 - Asking for opinion
 - Asking for direction
 - Asking for agreement
28. "I feel tired and **dizzy** right now"
What is the meaning of "**dizzy**" in Bahasa?
- Malas
 - Pusing
 - Lapar
 - Kenyang
29. **Shila: What do you think about green tea ice cream?**
Yanti: Wahhh, I like it so much that taste.
Shila: I know the best place to go.
Yanti: bring me there.
The bolded sentence of conversation above is expressing?
- Giving opinion
 - Asking agreement

- C. Giving help
D. Asking opinion
30. "It's really good, but I think you must try to singing in a **high** tune."
Antonym of the bolded word is?
A. Tall
B. Thick
C. Low
D. Long
31. Dion: I want to go to school, but I feel headache. What do you think about it?
Sohlikin: I think you must take some rest to get better soon
Dion: Okay, is a best idea. Can you help me to give this letter to our teacher?
Sohlikin: Sure, get well soon and let's go to school together.
The bolded sentence of Sohlikin is expressing?
A. Giving medicine
B. Giving permit
C. Giving opinion
D. Giving thinking
32. "I want to go to school, but I feel **headache**....."
The meaning of the bolded word in Bahasa is?
A. Sakit kepala
B. Luka kepala
C. Sakit pinggang
D. Sakit perut
33. "Dion: I want to go to school, but I feel headache. What do you think about it?"
The sentence above is expressing?
A. Asking thinking
B. Asking opinion
C. Asking agreement
D. Asking help
34. "I want to go to school, but I feel headache....."
Antonym of the underlined word is?
A. Goes
B. Stay
C. Leave
D. Stop
35. Nuril: There's new movie in cinema....., Nanda?
Nanda: I don't think so, sorry because I have to go with Amel and Ayu.
- Nuril: it's okay, maybe next time
The best answer for fill the blank space is?
A. How about watching movie together
B. Do you want to eat with me?
C. What do you think about swimming?
D. What is your opinion about go to bookstore
36. "Nanda: I don't think so, sorry because I have to go with Amel and Ayu."
The sentence above is expressing?
A. Giving opinion
B. Refusing opinion
C. Asking opinion
D. Receiving opinion
37. Qaid: Hello Vika, are you busy right now? What do you think about go to bookstore with me?
Vika: I am free right now. I think go to bookstore with you isn't bad idea.
Qaid: Sure, wait for 10 minutes I'll pick you up.
Vika: Okay, be careful
The bolded sentence above is expressing?
A. Giving opinion
B. Asking opinion
C. Giving offering
D. Asking offering
38. "Hello Vika, are you busy right now?"
The meaning **busy** in Bahasa is?
A. Bosan
B. Sibuk
C. Malas
D. Semangat
39. "Hello Vika, are you busy right now?"
Antonym of underlined word is?
A. Tidy
B. Relax
C. Dizzy
D. Lazy
40. "Hello Vika, are you busy right now?"
Synonym of underlined word is?
A. Crowded
B. Occupied
C. Dizzy
D. Relax

Appendix VI Pre-Test English Vocabulary

PRE-TEST

Name: _____

Class: _____

A. Choose A,B,C, or D for the correct answer!

- Fadd: We will have a long holiday in this semester, what are you going to do, Els?
Elys:

Fadd: Woah, I hope you have a nice holiday, Els
Elys: Thank you, Fadd
What is the best answer for the blank space above?

 - I don't know where I have to go
 - I think, I will go to the beach
 - The holiday will be boring
 - In my opinion, I have to sleep for an hour
- "We will have a long **holiday** in this semester, what are you going to do, Els?
The synonym of **holiday** is?

 - Study
 - Trip
 - Vacation
 - Journey
- Jennie: Rose, look at the view there, what is your opinion about the view?
Rose: In my opinion, the view is beautiful and **great**.
Jennie: You're right, I think so.
The synonym of "**great**"?

 - Graceful
 - Lousy
 - Extraordinary
 - Grateful
- Lisa: What is your opinion if we're going to the Coldplay Concert?
Jisoo:, we should ask permit to our parents.
Lisa: You're right, I will ask to my parents after school.
The correct answer for the blank space?

 - I don't think so
 - I have to go
 - In my opinion
 - I agree with you
- Ridho:Chicken noodle soup?
Slamet: I think, I like it.
Ridho: Let's go to the canteen
Slamet: Okay, let's go
What is the best answer for the blank space?

 - In your opinion
 - Do you agree with me?
 - What do you think about?
 - I believe in you
- Suci: What do you think if I buy a new car?
Saskia: I don't think so, because car is **expensive**.
Suci: You're right, but this car is beautiful
Saskia: your old car is more beautiful.
Suci: Okay, I think you're right.
The antonym of "**expensive**"?

 - Cheap
 - Excuse
 - Good
 - Expected
- Nabila: What do you think of my drawing, Hilya?**
Hilya: It's really good, but maybe adding some color, Nabila.
Nabila: thanks for your opinion.
From the dialogue above, the bold sentence of Nabila is expressing.....

 - Asking for agreeing
 - Asking for help
 - Asking for an opinion
 - Asking for an introduction
- Feli:
Ratna: I think it's nice and clean
Feli: Sure, I clean it all the time.
The best answer for the blank space is?

 - What do you think about my bedroom?
 - What do you think about the mosque?

- C. What do you think about the hotel?
D. What do you think about film?
9. Rahman: How do you feel about living overseas, Rokhim?
Rokhim: I think, it's a good opportunity for my career.
Rahman: Thank you for your answer
From the dialogue above, the bold sentence of Rokhim is expressing.....
A. Giving money
B. Giving agreement
C. Giving an opinion
D. Giving a help
10. "How do you feel about living overseas, Rokhim?
Rokhim?
The synonym of the underline word is.....
A. Exchange
B. Abroad
C. Future
D. Opportunity
11. What is the synonym of "**opportunity**"?
A. Occasion
B. Opposite
C. Unity
D. Lowkey
12. Nopi: What is your opinion about the movie?
Bagas: I think,
The correct answer for the blank space above is?
A. I can't hear you
B. I can tell you anymore
C. I like the movie
D. I Can't buy you the chocolate
13. Arin: I think, our city is crowded every day.
Bella:, our city is crowded than other cities.
The correct answer for the blank space is.....
A. I agree,
B. In my opinion,
C. I think so,
D. I hope,
14. What is Antonym of "crowded"?
A. Quiet
B. Noisy
C. Empty
D. Silent
15. "I think, our city light is "**Gorgeous**" every night"
The synonym of the "Gorgeous" is?
A. Good
B. Beautiful
C. Awesome
D. Hilarious
16. "What do you think about my dog?"
The sentence above is expressing?
A. Giving opinion
B. Asking Offering
C. Asking opinion
D. Giving help
17. "It's really "**delicious!**" I love to eat that"
The synonym of "delicious" is?
A. Ugly
B. Sweet
C. Tasty
D. Spicy
18. What is Antonym of "bright"?
A. Dark
B. Light
C. Lamp
D. Shine
19. **Iqbal: I like the new playground near our school. What about you?**
Aldi: I think I like it too, there is a lot of space, interesting games, and nice place to playing.
From the dialogue above, Iqbal is expressing?
A. Asking an opinion
B. Giving an Opinion
C. Expressing doubt
D. Disagreement
20. I think I like it too, there is spacious place, interesting games, and nice place to playing.
The Antonym of spacious is?
A. Small
B. Narrow
C. Thin
D. Large

POST-TEST

Name: _____

Class: _____

A. Choose A,B,C, or D for the correct answer!

- Ivon : Hello Vika, are you busy right now? What do you think about go to bookstore with me?
Vika:.....
Ivon: Sure, wait for 10 minutes I'll pick you up.
What is the best answer for the blank space above?
A. I think go to bookstore with you isn't bad idea
B. I don't think so, I have any plan
C. I suppose to be your friend
D. In my opinion, I have to sleep now
 - "Hello Vika, are you **busy** right now?"
The antonym of the **busy** is?
A. Leisurely
B. Duty
C. Lazy
D. Diligent
 - Putri: Talita, look at this picture, what is your opinion about the photo?
Putri: In my opinion, the photo is beautiful and **Awesome**.
Talita: You're right, I think so.
The antonym of the underline word is.....
A. great
B. Bad
C. Big
D. Possible
 - Nanda: What is your opinion if we're buy some cake for Risa's Birthday
Novi:, we should buy a beautiful cake for her.
Nanda: You're right, let's we go to bakery after school.
The correct answer for the blank space is?
A. I don't think so
B. I have to go,
C. I agree with you,
D. I Think so,
 - John: do you like Gacoan noodle?
Benjamin: I think, I don't like it.
Ridho:
- The correct answer for the blank space is?
A. okey, let's buy some noodle then
B. oh sorry, I don't know about that
C. I think you should like it
D. it's okey we can buy it later
- Suci: What do you think if I buy a new clothe?
Saskia: I think so, and this clothes is **glamour** it's good for you.
Suci: You're right, I'll buy it.
The synonym of **glamour** word is?
A. Luxury
B. Bored
C. Cheap
D. Expected
 - Nabila: What do you think of my drawing, Hilya?
Hilya: It's really good, but maybe adding some color, Nabila.
Nabila: Ah okay, thanks for your opinion.
From the dialogue above, the bold sentence of Hilya is expressing.....
A. Giving for agreeing
B. Giving for help
C. Giving for an opinion
D. Giving for an introduction
 - Ratna: What do you think about my new hair?
Mariya:
Ratna: Thank you.
The correct answer for the blank space is?
A. I think, it's wonderful
B. I Agree, it's beautiful
C. I don't know what you talking
D. I don't think you're pretty
 - Rokhim: What do you think about living in the village Rahman?**
Rahman: I think, it's a good because it clean and pollution-free.
From the dialogue above, the bolded word is expressing?
A. Asking for an opinion

- B. Asking for help
 - C. Asking for direction
 - D. Asking for agreeing
10. "What do you think about living in the village, Rahman?
The synonym of the village is?
- A. Hometown
 - B. Exchange
 - C. Villain
 - D. Abroad
11. What is the synonym of "living"?
- A. Leave
 - B. Stay
 - C. Go away
 - D. Arrive
12. Jakah: What do you think about the book?
William: I think,
- What is the correct answer for Bagas dialogue?
- A. I like to read that
 - B. I don't want to buy
 - C. I don't like the book
 - D. I Can't buy you the chocolate
13. Rina: I think, our city is hot every day.
Azka:, our city is cold than other cities.
The correct answer for the blank space is.....
- A. I don't think so,
 - B. I hope,
 - C. I disagree,
 - D. In my opinion,
14. What is antonym of "hot"?
- A. Burn
 - B. Cold
 - C. Fresh
 - D. Cool
15. "I think, our city is hot every day"
The synonym of "hot" is?
- A. Cold
 - B. Cool
 - C. Burn
 - D. Fresh
16. "In my opinion, I have more cutest cat than yours"
The sentence above is expressing?
- A. Giving offering
 - B. Asking opinion
 - C. Giving opinion
 - D. Asking some animal
17. "It's very excellent! I love to watch

- that show"
The synonym of the underline word is.....
- A. Ugly
 - B. Diligent
 - C. Except
 - D. Great
18. What is Antonym of "diligent"?
- A. Dizzy
 - B. Lazy
 - C. Busy
 - D. Happy
19. Salsa: I like the new playground near our school. What about you?
Ilham: I think I like it too, there is spacious place, interesting games, and nice place to playing.
From the dialogue above, Ilham is expressing.....
- A. Asking an opinion
 - B. Giving an Opinion
 - C. Expressing doubt
 - D. Disagreement
20. I think I like it too, there is a lot of space, interesting games, and nice place to playing.
The Antonym of "interesting" is?
- A. Hilarious
 - B. Happy
 - C. Boring
 - D. Fun

Appendix VIII Student's answer sheet of Pre-Test and Post-Test

70

PRE-TEST

Name: Nabil King Nazora
Class: XI MIPA 1

A. Choose A,B,C, or D for the correct answer!

- ✓ 1. Fadd: We will have a long holiday in this semester, what are you going to do, Els?
Elys:
Fadd: Woah, I hope you have a nice holiday, Els
Elys: Thank you, Fadd
What is the best answer for the blank space above?
A. I don't know where I have to go
 B. I think, I will go to the beach
C. The holiday will be boring
D. In my opinion, I have to sleep for an hour
- ✓ 2. "We will have a long **holiday** in this semester, what are you going to do, Els?
The synonym of **holiday** is?
A. Study
 B. Trip
C. Vacation
D. Journey
- ✓ 3. Jennie: Rose, look at the view there, what is your opinion about the view?
Rose: In my opinion, the view is beautiful and **great**.
Jennie: You're right, I think so.
The synonym of "**great**"?
A. Graceful
B. Lousy
C. Extraordinary
 D. Grateful
- ✓ 4. Lisa: What is your opinion if we're going to the Coldplay Concert?
Jisoo:, we should ask permit to our parents.
Lisa: You're right, I will ask to my parents after school.
The correct answer for the blank space?
A. I don't think so
B. I have to go
 C. In my opinion
D. I agree with you
- ✓ 5. Ridho:Chicken noodle soup?
Slamet: I think, I like it.
Ridho: Let's go to the canteen
Slamet: Okay, let's go
What is the best answer for the blank space?
A. In your opinion
B. Do you agree with me?
 C. What do you think about?
D. I believe in you
- ✓ 6. Suci: What do you think if I buy a new car?
Saskia: I don't think so, because car is **expensive**.
Suci: You're right, but this car is beautiful
Saskia: your old car is more beautiful.
Suci: Okay, I think you're right.
The antonym of "**expensive**"?
A. Cheap
B. Excuse
C. Good
 D. Expected
- ✓ 7. Nabila: **What do you think of my drawing, Hilya?**
Hilya: It's really good, but maybe adding some color, Nabila.
Nabila: thanks for your opinion.
From the dialogue above, the bold sentence of Nabila is expressing.....
A. Asking for agreeing
B. Asking for help
 C. Asking for an opinion
D. Asking for an introduction
- ✓ 8. Feli:
Ratna: I think it's nice and clean
Feli: Sure, I clean it all the time.
The best answer for the blank space is?
 A. What do you think about my bedroom?
B. What do you think about the mosque?

- C. What do you think about the hotel?
D. What do you think about film?
9. Rahman: How do you feel about living overseas, Rokhim?
Rokhim: I think, it's a good opportunity for my career.
Rahman: Thank you for your answer
From the dialogue above, the bold sentence of Rokhim is expressing.....
- A. Giving money
B. Giving agreement
✓ ~~X~~ C. Giving an opinion
D. Giving a help
- ✓ 10. "How do you feel about living overseas, Rokhim?
The synonym of the underline word is.....
~~X~~ A. Exchange
B. Abroad
C. Future
D. Opportunity
- ✓ 11. What is the synonym of "opportunity"?
A. Occasion
~~X~~ B. Opposite
C. Unity
D. Lowkey
- ✓ 12. Nopi: What is your opinion about the movie?
Bagas: I think,
- The correct answer for the blank space above is?
A. I can't hear you
B. I can tell you anymore
~~X~~ C. I like the movie
D. I Can't buy you the chocolate
- ✓ 13. Arin: I think, our city is crowded every day.
Bella:, our city is crowded than other cities.
The correct answer for the blank space is.....
A. I agree,
~~X~~ B. In my opinion,
C. I think so,
D. I hope,
- ✓ 14. What is Antonym of "crowded"?
A. Quiet
B. Noisy
~~X~~ C. Empty
- D. Silent
- ✓ 15. "I think, our city light is "Gorgeous" every night"
The synonym of the "Gorgeous" is?
A. Good
~~X~~ B. Beautiful
C. Awesome
D. Hilarious
- ✓ 16. "What do you think about my dog?"
The sentence above is expressing?
A. Giving opinion
B. Asking Offering
~~X~~ C. Asking opinion
D. Giving help
- ✓ 17. "It's really "delicious!" I love to eat that"
The synonym of "delicious" is?
A. Ugly
B. Sweet
~~X~~ C. Tasty
D. Spicy
- ✓ 18. What is Antonym of "bright"?
~~X~~ A. Dark
B. Light
C. Lamp
D. Shine
- ✓ 19. Iqbal: I like the new playground near our school. What about you?
Aldi: I think I like it too, there is a lot of space, interesting games, and nice place to playing.
From the dialogue above, Iqbal is expressing?
A. Asking an opinion
~~X~~ B. Giving an Opinion
C. Expressing doubt
D. Disagreement
- ✓ 20. I think I like it too, there is spacious place, interesting games, and nice place to playing.
The Antonym of spacious is?
A. Small
~~X~~ B. Narrow
C. Thin
D. Large

PRE-TEST

Name: Citra Nur Azizah
 Class: XI MIPA 1

A. Choose A,B,C, or D for the correct answer!

- ✓ 1. Fadd: We will have a long holiday in this semester, what are you going to do, Els?
 Elys:
 Fadd: Woah, I hope you have a nice holiday, Els
 Elys: Thank you, Fadd
 What is the best answer for the blank space above?
 A. I don't know where I have to go
~~X~~ B. I think, I will go to the beach
 C. The holiday will be boring
 D. In my opinion, I have to sleep for an hour
- ✓ 2. "We will have a long holiday in this semester, what are you going to do, Els?
 The synonym of holiday is?
 A. Study
 B. Trip
~~X~~ C. Vacation
 D. Journey
- ✓ 3. Jennie: Rose, look at the view there, what is your opinion about the view?
 Rose: In my opinion, the view is beautiful and great.
 Jennie: You're right, I think so.
 The synonym of "great"?
 A. Graceful
 B. Lousy
~~X~~ C. Extraordinary
 D. Grateful
- ✓ 4. Lisa: What is your opinion if we're going to the Coldplay Concert?
 Jisoo:, we should ask permit to our parents.
 Lisa: You're right, I will ask to my parents after school.
 The correct answer for the blank space?
 A. I don't think so
 B. I have to go
~~X~~ C. In my opinion
 D. I agree with you
- ✓ 5. Ridho:Chicken noodle soup?
 Slamet: I think, I like it.
 Ridho: Let's go to the canteen
 Slamet: Okay, let's go
 What is the best answer for the blank space?
 A. In your opinion
 B. Do you agree with me?
~~X~~ C. What do you think about?
 D. I believe in you
- ✓ 6. Suci: What do you think if I buy a new car?
 Saskia: I don't think so, because car is expensive.
 Suci: You're right, but this car is beautiful
 Saskia: your old car is more beautiful.
 Suci: Okay, I think you're right.
 The antonym of "expensive"?
~~X~~ A. Cheap
 B. Excuse
 C. Good
 D. Expected
- ✓ 7. Nabila: **What do you think of my drawing, Hilya?**
 Hilya: It's really good, but maybe adding some color, Nabila.
 Nabila: thanks for your opinion.
 From the dialogue above, the bold sentence of Nabila is expressing.....
 A. Asking for agreeing
 B. Asking for help
~~X~~ C. Asking for an opinion
 D. Asking for an introduction
- ✓ 8. Feli:
 Ratna: I think it's nice and clean
 Feli: Sure, I clean it all the time.
 The best answer for the blank space is?
~~X~~ A. What do you think about my bedroom?
 B. What do you think about the mosque?

- C. What do you think about the hotel?
D. What do you think about film?
- ✓9. Rahman: How do you feel about living overseas, Rokhim?
Rokhim: I think, it's a good opportunity for my career.
Rahman: Thank you for your answer
From the dialogue above, the bold sentence of Rokhim is expressing.....
A. Giving money
B. Giving agreement
 C. Giving an opinion
D. Giving a help
- ✓10. "How do you feel about living overseas, Rokhim?
The synonym of the underline word is.....
 A. Exchange
B. Abroad
C. Future
D. Opportunity
- ✓11. What is the synonym of "opportunity"?
A. Occasion
 B. Opposite
C. Unity
D. Lowkey
- ✓12. Nopi: What is your opinion about the movie?
Bagas: I think,
The correct answer for the blank space above is?
A. I can't hear you
B. I can tell you anymore
 C. I like the movie
D. I Can't buy you the chocolate
- ✓13. Arin: I think, our city is crowded every day.
Bella:, our city is crowded than other cities.
The correct answer for the blank space is.....
A. I agree,
B. In my opinion,
 C. I think so,
D. I hope,
- ✓14. What is Antonym of "crowded"?
A. Quiet
B. Noisy
 C. Empty
- D. Silent
- ✓15. "I think, our city light is "Gorgeous" every night"
The synonym of the "Gorgeous" is?
A. Good
B. Beautiful
C. Awesome
 D. Hilarious
- ✓16. "What do you think about my dog?"
The sentence above is expressing?
A. Giving opinion
B. Asking Offering
 C. Asking opinion
D. Giving help
- ✓17. "It's really "delicious!" I love to eat that"
The synonym of "delicious" is?
A. Ugly
B. Sweet
 C. Tasty
D. Spicy
- ✓18. What is Antonym of "bright"?
 A. Dark
B. Light
C. Lamp
D. Shine
- ✓19. Iqbal: **I like the new playground near our school. What about you?**
Aldi: I think I like it too, there is a lot of space, interesting games, and nice place to playing.
From the dialogue above, Iqbal is expressing?
A. Asking an opinion
 B. Giving an Opinion
C. Expressing doubt
D. Disagreement
- ✓20. I think I like it too, there is spacious place, interesting games, and nice place to playing.
The Antonym of spacious is?
A. Small
 B. Narrow
C. Thin
D. Large

(75)

POST-TEST

Name: Nabil King Nazora
Class: XI MIPA 1

A. Choose A,B,C, or D for the correct answer!

- ✓ 1. Ivon : Hello Vika, are you busy right now? What do you think about go to bookstore with me?
Vika:.....
Ivon: Sure, wait for 10 minutes I'll pick you up.
What is the best answer for the blank space above?
 A. I think go to bookstore with you isn't bad idea
B. I don't think so, I have any plan
C. I suppose to be your friend
D. In my opinion, I have to sleep now
- ✓ 2. "Hello Vika, are you busy right now?"
The antonym of the busy is?
A. Leisurely
 B. Duty
C. Lazy
D. Diligent
- ✓ 3. Putri: Talita, look at this picture, what is your opinion about the photo?
Putri: In my opinion, the photo is beautiful and Awesome.
Talita: You're right, I think so.
The antonym of the underline word is.....
A. great
 B. Bad
C. Big
D. Possible
- ✓ 4. Nanda: What is your opinion if we're buy some cake for Risa's Birthday
Novi:, we should buy a beautiful cake for her.
Nanda: You're right, let's we go to bakery after school.
The correct answer for the blank space is?
 A. I don't think so
B. I have to go,
C. I agree with you,
D. I Think so,
- ✓ 5. John: do you like Gaocan noodle?
Benjamin: I think, I don't like it.
Ridho:
- The correct answer for the blank space is?
A. okey, let's buy some noodle then
 B. oh sorry, I don't know about that
C. I think you should like it
D. it's okey we can buy it later
- ✓ 6. Suci: What do you think if I buy a new clothe?
Saskia: I think so, and this clothes is glamour it's good for you.
Suci: You're right, I'll buy it.
The synonym of glamour word is?
 A. Luxury
B. Bored
C. Cheap
D. Expected
- ✓ 7. Nabila: What do you think of my drawing. Hilya?
Hilya: It's really good, but maybe adding some color, Nabila.
Nabila: Ah okay, thanks for your opinion.
From the dialogue above, the bold sentence of Hilya is expressing.....
A. Giving for agreeing
B. Giving for help
 C. Giving for an opinion
D. Giving for an introduction
- ✓ 8. Ratna: What do you think about my new hair?
Mariya:
Ratna: Sure, I clean it all the time.
The correct answer for the blank space is?
 A. I think, it's wonderful
B. I Agree, it's beautiful
C. I don't know what you talking
D. I don't think you're pretty
- ✓ 9. **Rokhim: What do you think about living in the village Rahman?**
Rahman: I think, it's a good because it clean and pollution-free.
From the dialogue above, the bolded word is expressing?
 A. Asking for an opinion

- B. Asking for help
 C. Asking for direction
 D. Asking for agreeing
- ✓10. "What do you think about living in the village, Rahman?
 The synonym of the village is?
 ✗ Hometown
 B. Exchange
 C. Villain
 D. Abroad
- ✓11. What is the synonym of "living"?
 ✗ Leave
 B. Stay
 C. Go away
 D. Arrived
- ✓12. Jakah: What do you think about the book?
 William: I think,
 What is the correct answer for Bagas dialogue?
 ✗ I like to read that
 B. I don't want to buy
 C. I don't like the book
 D. I Can't buy you the chocolate
- ✓13. Rina: I think, our city is hot every day.
 Azka:, our city is cold than other cities.
 The correct answer for the blank space is.....
 ✗ I don't think so,
 B. I hope,
 C. I disagree,
 D. In my opinion,
- ✓14. What is antonym of "hot"?
 A. Burn
 ✗ Cold
 C. Fresh
 D. Cool
- ✓15. "I think, our city is hot every day"
 The synonym of "hot" is?
 A. Cold D. fresh
 B. Cool
 ✗ Burn
- ✓16. "In my opinion, I have more cutest cat than yours"
 The sentence above is expressing?
 A. Giving offering
 B. Asking opinion
 ✗ Giving opinion
 D. Asking some animal
- ✓17. "It's very excellent! I love to watch that show"

The synonym of the underline word is.....

- A. Ugly
 B. Diligent
 C. Except
 ✗ Great
- ✓18. What is Antonym of "diligent"?
 ✗ Dizzy
 B. Lazy
 C. Busy
 D. Happy
- ✓19. Salsa: I like the new playground near our school. What about you?
Ilham: I think I like it too, there is spacious place, interesting games, and nice place to playing.
 From the dialogue above, Ilham is expressing.....
 A. Asking an opinion
 ✗ Giving an Opinion
 C. Expressing doubt
 D. Disagreement
- ✓20. I think I like it too, there is a lot of space, interesting games, and nice place to playing.
 The Antonym of "interesting" is?
 ✗ Hilarious
 B. Hppy
 C. Boring
 D. Fun

POST-TEST

Name: Citra Nur Azizah
Class: XI MIPA 1

A. Choose A,B,C, or D for the correct answer!

- 1. Ivon : Hello Vika, are you busy right now? What do you think about go to bookstore with me?
Vika:.....
Ivon: Sure, wait for 10 minutes I'll pick you up.
What is the best answer for the blank space above?
X I think go to bookstore with you isn't bad idea
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D. In my opinion, I have to sleep now
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Novi:, we should buy a beautiful cake for her.
Nanda: You're right, let's we go to bakery after school.
The correct answer for the blank space is?
A. I don't think so
B. I have to go,
C. I agree with you,
X I Think so,
5. John: do you like Gaocan noodle?
Benjamin: I think, I don't like it.
Ridho:

The correct answer for the blank space is?

- A. okey, let's buy some noodle then
X oh sorry, I don't know about that
C. I think you should like it
D. it's okey we can buy it later
6. Suci: What do you think if I buy a new clothe?
Saskia: I think so, and this clothes is glamour it's good for you.
Suci: You're right, I'll buy it.
The synonym of glamour word is?
X Luxury
B. Bored
C. Cheap
D. Expected
7. Nabila: What do you think of my drawing, Hilya?
Hilya: It's really good, but maybe adding some color, Nabila.
Nabila: Ah okay, thanks for your opinion.
From the dialogue above, the bold sentence of Hilya is expressing.....
A. Giving for agreeing
B. Giving for help
X Giving for an opinion
D. Giving for an introduction
8. Ratna: What do you think about my new hair?
Mariya:
Ratna: Sure, I clean it all the time.
The correct answer for the blank space is?
X I think, it's wonderful
B. I Agree, it's beautiful
C. I don't know what you talking
D. I don't think you're pretty
9. Rokhim: What do you think about living in the village Rahman?
Rahman: I think, it's a good because it clean and pollution-free.
From the dialogue above, the bolded word is expressing?
X Asking for an opinion

- B. Asking for help
C. Asking for direction
D. Asking for agreeing
- ✓ 10. "What do you think about living in the village, Rahman?
The synonym of the village is?
~~X~~ Hometown
B. Exchange
C. Villain
D. Abroad
- ✓ 11. What is the synonym of "living"?
A. Leave
~~X~~ Stay
C. Go away
D. Arrived
- ✓ 12. Jakah: What do you think about the book?
William: I think,
- What is the correct answer for Bagas dialogue?
~~X~~ I like to read that
B. I don't want to buy
C. I don't like the book
D. I Can't buy you the chocolate
- ✓ 13. Rina: I think, our city is hot every day.
Azka:, our city is cold than other cities.
The correct answer for the blank space is.....
A. I don't think so,
B. I hope,
C. I disagree,
~~X~~ In my opinion,
- ✓ 14. What is antonym of "hot"?
A. Burn
~~X~~ Cold
C. Fresh
D. Cool
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The synonym of "hot" is?
A. Cold D. Fresh
B. Cool
~~X~~ Burn
- ✓ 16. "In my opinion, I have more cutest cat than yours"
The sentence above is expressing?
A. Giving offering
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~~X~~ Giving opinion
D. Asking some animal
- ✓ 17. "It's very excellent! I love to watch that show"

The synonym of the underline word is.....

- A. Ugly
B. Diligent
C. Except
~~X~~ Great
- ✓ 18. What is Antonym of "diligent"?
A. Dizzy
~~X~~ Lazy
C. Busy
D. Happy
- ✓ 19. Salsa: I like the new playground near our school. What about you?
Ilham: I think I like it too, there is spacious place, interesting games, and nice place to playing.
From the dialogue above, Ilham is expressing.....
A. Asking an opinion
~~X~~ Giving an Opinion
C. Expressing doubt
D. Disagreement
- ✓ 20. I think I like it too, there is a lot of space, interesting games, and nice place to playing.
The Antonym of "interesting" is?
A. Hilarious
B. Hppy
~~X~~ Boring
D. Fun

Appendix X Documentation



Appendix XI Evidence of Guidance Consultation

F. KONSULTASI PROPOSAL SKRIPSI
Konsultasi dan Bimbingan Proposal Skripsi*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
21/22/11	introduction		
6/23/01	title agreement	- Acc judul dan melanjutkan BAB I	
01/2023/03	Background & research questions	- menambahkan pengertian speaking di background - Revisi research question	
13/1/23/3	review of related literature	- memperbanyak membaca tentang speaking theory - menambahkan contoh pada beberapa bagian	
17/1/23/3	theoretical framework	- menjelaskan diagram to speaking ability pada framework	

Melang, 09 April 2023
Dosen Wali/Pembimbing,

NIP.

Catatan:
Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

Appendix XII Thesis Consultation Logbook

Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

G. KONSULTASI DAN BIMBINGAN SKRIPSI
Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
18/23 /07	Revisi proposal	<ul style="list-style-type: none"> Mengganti judul sesuai dengan rekomendasi penguji seminar proposal. Membaca dan mencari jurnal tentang vocabulary 	
27/23 /09	Konsultasi BAB IV dan Sebr revisi dan pergantian judul yang baru	<ul style="list-style-type: none"> ACC BAB 1-3 dan melanjutkan BAB IV dengan catatan ada revisi di sub. BAB discussion ditambahkan deskripsi ketika melakukan treatment 	
29/23 /09	Konsultasi BAB IV terkait lg discussion yang sudah direvisi	<ul style="list-style-type: none"> ditambahkan lagi part discussion dan teliti lagi tentang perhitungan hasil dan penelitian. melanjutkan mengerjakan BAB V 	
5/23 /10	Konsultasi BAB V		

Malang,
Dosen Pembimbing,

.....
NIP.

Appendix XIII Curriculum Vitae

Curriculum Vitae

Nama Lengkap : Ivon Ravika Haryanti
Tempat, Tanggal Lahir : Lamongan, 11 November 2001
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Malang
Alamat Rumah : Dusun Banjaranyar, Desa Lopang, RT.03/RW.02,
Kec. Kembangbahu, Kab. Lamongan, Jawa Timur,
Indonesia 622282
No. Hp/Telp : 081559570588
Alamat Email : ivonravika20@gmail.com
Nama Wali : Teguh Hariyanto



Riwayat Pendidikan

1. 2005-2007 RA Raudlatul Jannah Lamongan
2. 2007-2013 MI Miftahul Huda Lamongan
3. 2013-2016 Mts. Terpadu Roudlotul Qur'an Lamongan
4. 2016-2019 MAN 1 Lamongan
5. 2019-2024 UIN Malang

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