

AN UNDERGRADUATE THESIS

THE USE OF DRILL TECHNIQUE

TO IMPROVE THE STUDENTS' VOCABULARY MASTERY

AT THE THIRD GRADE OF SDIT WAHDATUL UMMAH

METRO

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE ISLAMIC INSTITUTE OF METRO

1439 H / 2017 M

**THE USE OF DRILL TECHNIQUE
TO IMPROVE THE STUDENTS' VOCABULARY MASTERY
AT THE THIRD GRADE OF SDIT WAHDATUL UMMAH METRO**

Presented as a Partial Fulfillment of the Requirements
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in State Islamic Institute of Metro

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MOTTO

مَشْكُورًا وَمَنْ أَرَادَ الْآخِرَةَ وَسَعَىٰ لَهَا سَعْيَهَا وَهُوَ مُؤْمِنٌ فَأُولَٰئِكَ كَانَ سَعْيُهُمْ (١٩)

Artinya : Dan barangsiapa yang menghendaki kehidupan akhirat dan berusaha ke arah itu dengan sungguh-sungguh sedang ia adalah mukmin, maka mereka itu adalah orang-orang yang usahanya dibalasi dengan baik. (Q.S Al- Isra' :19)

DEDICATE PAGE

This Piece of work is dedicated to:

*My beloved parents
(Mr.Karsid and Mrs.Supiyah)*

*My beloved sisters
(Kurniasih and Uci Kusuma Wardani)*

*My beloved lectures of English Education Department
Of State Islamic Institute of Metro*

*My Best Friends
E Class*

My almamater



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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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ABSTRACT

THE USE OF DRILL TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE THIRD GRADE OF SDIT WAHDATUL UMMAH METRO

**BY:
DAHLIA PUSPA DEWI**

The main purpose of this research is to investigate the students' vocabulary at the third grade of SDIT Wahdatul Ummah Metro and to know what extend the Drill Technique could help the students' learning process. The writer tries to attest that Drill Technique can be one of the teaching technique to improve the students' vocabulary.

This research was classroom action research. The research has conducted at SDIT Wahdatul Ummah Metro. The subject is thirty students of class III Al-Jabbar. This classroom action research consisted of 2 cycles. The research procedures included as planning, acting, observing, and reflecting. In collecting the data, the researcher used test (pre-test and post-test), observation and documentation.

Findings research shows, from the analysis of pre-test, the result averages of pre test (55,5) and only 4 students got score at least 75. After gave the treatment (55,5 increased 65,83) it improved 10,33 point and 12 students got score at least 75. The result of post test 2 at cycle 2 (78) and 26 students got score more than 75. The increase from post test 1 to post test 2 (65,83 increased 78) and it improved 12,17 point and 26 students got score at least 75. The conclusion of the research is the target of English learning has achieved because 85% students passed the post test 2. It could be said that Drill Technique gave positive in English Learning. By using drill technique can improve students' vocabulary.

ABSTRAK

PENGUNAAN DRILL TECHNIQUE UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA KELAS III DI SEKOLAH DASAR ISLAM TERPADU WAHDATUL UMMAH METRO

**Oleh:
DAHLIA PUSPA DEWI**

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa kemampuan kosakata siswa kelas 3 di SDIT Wahdatul Ummah Metro dan untuk mengetahui sejauh mana Drill Technique dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa Drill Technique dapat menjadi salah satu teknik pembelajaran untuk meningkatkan kemampuan kosakata siswa.

Penelitian ini adalah penelitian tindakan kelas. Penelitian dilaksanakan di SDIT Wahdatul Ummah Metro. Subyek penelitian adalah 30 siswa kelas III Al-Jabbar. Penelitian tindakan kelas ini terdiri dari dua siklus. Tahap penelitian meliputi tahap perencanaan, tindakan, pengamatan, dan pencerminan. Dalam pengumpulan data, peneliti menggunakan tes (tes awal dan tes akhir), observasi dan dokumentasi.

Temuan penelitian ini adalah, dari data analisis, pada siklus 1 hasil rata-rata tes awal adalah (55,5) dan hanya 4 siswa mendapat nilai di atas 75. Setelah mendapat perlakuan tindakan (55,5 menjadi 65,83) meningkat 10,33 poin dan 12 siswa mendapat nilai di atas 75. Hasil tes akhir pada siklus 2, (78). Hasil tes akhir siklus 1 ke siklus 2, (65,83 menjadi 78) meningkat 12,17 poin dan 26 siswa mendapat nilai di atas 75. Kesimpulan penelitian ini adalah, target pembelajaran bahasa Inggris tercapai karena 85% siswa lulus post test 2. Dapat dikatakan bahwa Drill Technique dapat memberikan peningkatan positif dalam pembelajaran bahasa Inggris. Dengan menggunakan Drill Technique dapat meningkatkan kosakata siswa.

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In the name of Allah, the Most Gracious, the Most Merciful Praise be to Allah, the Lord of the world whom without His mercy and blessing, none of these be possible. The writer is very grateful for the chances He has given her to accomplish this undergraduate thesis.

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The writer could not endure the obstacles which arose during the process without her family support. The writer also grateful to her the best friends for their support during her study, and all persons who can not be mentioned individually here.

Finally, the writer hopes that this little piece of work can be useful for her and for all the readers and also this paper can contribute soothing to the betterment of English teaching and learning in general.

It is Allah who bestows success and guides to the Right Path.

Metro, June 20, 2017
The Researcher



Dahlia Puspa Dewi
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CHAPTER I

INTRODUCTION

A. Background of the Research

In Indonesia, English is foreign language. In our education system, it is a compulsory subject from elementary school until university level. Moreover the purpose of teaching and learning of foreign language is the students can communicate in oral and written form. English languages have four skills: there are listening, speaking, reading and writing. Vocabulary is one of the language components is very important thing besides other language component. Without vocabulary, people cannot say anythings in English. People with many vocabulary are more proficient in language skills rather than people that have low vocabulary.

Vocabulary is basic element of language system. The student should learn vocabulary first before the student should be able to communicate and learn stucture grammar. Vocabulary is the first step or at beginning step the English learning, especially at Elementary school. If the students do not master vocabularies, the student can not communicate effectively and the student can not know the meaning of the sentence. It might be impossible to learn a language without learn vocabulary.

English lesson can be taught formally as a lesson of local content at SDIT Wahdatul Ummah Metro. The student should learn English from the first grade until the sixth grade. The student should master a number of vocabularies to support the language skills. The beginners level of English

Language Learners must learn 1.000 words and add an additional 1.000 words in the first year. It means vocabulary is important in English learning process.

Drill technique is teaching technique by doing repetition frequently. Practice is the main target of fluency. Drill technique is a teaching to drill the students by asking them to repeat after teacher. Drill technique is also belong to training technique that is a good a way to teach in order to get knowledge or ability to the student.¹ Students should always understand the meaning of the target language before they are drilled and at this stage the aim is that they should achieve the best possible pronunciation.

The pre-survey was done on December 10th, 2016. They were 30 students of the third grade of SDIT Wahdatul Ummah Metro. SDIT Wahdatul Ummah Metro is one of schools that the English as one of compulsory subject. A lot of students have difficulties in English learning because the students have difficult to memorize vocabulary. The table below was the result of the pre survey of the students' vocabulary mastery:

Table 1

The Data of Pre Survey at the III Al-Jabbar of SDIT Wahdatul Ummah Metro:

No.	Score	Category	Total	Percentage
1	≥ 75	Pass	4	13,33%
2	≤ 75	Failed	26	86,67%

¹ Callum Robertston and Richard Acklam, *Action Plan for Teacher*, (England:British Broadcasting Corporation 2000), p.15

Result	30	100%
--------	----	------

Source: Document of Teacher at SDIT Wahdatul Ummah Metro

Based on the table above, we know that most of the students get bad score and from 30 students only 4 students passed the English learning. English teacher at Elementary school has decided the score 75 as the completeness Standard. The English learning can be said success if 80% of students passed in English. The researcher should help the student to overcome the problem or minimize the problem. Teaching by right technique is more highly motivated and more effective. Technique is to refer to various activities that either teachers or learners perform in the classroom. One of the techniques that can be used is drill technique. The researcher will be use drill technique to improve the students' vocabulary at the third grade of SDIT Wahdatul Ummah Metro.

B. Problem Identification

Based on the background above, the researcher would like to identify the problem as follow:

1. The students have poor vocabulary in English learning.
2. The students find difficulties in memorizing vocabulary.
3. The students find difficulties to pronounce and write English vocabulary.

C. Problem Limitation

Based on problem identifications above, the writer focuses on the problem "The use of Drill Technique to improve the Students' Vocabulary Mastery at the third grade of SDIT Wahdatul Ummah Metro".

D. Problem Formulation

Based on the problem above, the researcher would like to formulate the problem as follow: Can the Drill Technique improve the Students' Vocabulary Mastery at the third grade of SDIT Wahdatul Ummah Metro?

E. Objective of the Research

In reference to the problem formulation above, the objectives of the research is to find out whether Drill Technique can improve Students' Vocabulary Mastery.

F. Benefit of the Research

The results of this research are expected:

1. For the students:
 - a. To give motivation for the student to master the amount of vocabulary.
 - b. To improve the result of the students' English learning.
2. For the teacher

The result of this research is hoped to able to improve the English teachers' ability in teaching learning process. Furthermore, they can study and get more information to identify the problem in teaching vocabulary.

3. For the school

It is hoped that can be used as information to improve English learning achievement in the future. It is also expected that this research to inspire them to use suitable technique to improve student interesting.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Vocabulary

1. The Definition of Vocabulary

Vocabulary is the basic element of language which will make the language meaningful. If the student learn language especially English, the student have to study vocabulary first because vocabulary is the first step or at beginning English learning. Vocabulary is really the main point in learning a language in order that people can communicate one another. Vocabulary is basic to communication.² It means that vocabulary is part of life that continuously and conceptualization process that never ends.

According of the Oxford dictionary vocabulary is “vocabulary is a list of word with their meanings, especially in a book for learning a foreign language”.³ According to Wallace vocabulary is not the whole story that system of language (its grammar or stucture) is also important to how the plural is formed, how the past tense is significant and so on”.⁴ Nevertheless, the student must have master many vocabularies before the student able to communicate and master grammar or stucture. By studying someone can improve their ability in science, skill, value and

² Stephen D. Krashen & Tracy D. Terrell, *The Natural Approach*, (San Fransisco Alemany Press, 1983), p. 155.

³ As Hornby, *Oxford Advanced Learners' Dictionary of Current English Sixth Edition*, (New Jersey : Oxford University press), p.1506

⁴ Michael.J.Wallace, *Teaching Vocabulary*, (London: Heineman Educational Book, 1982), p.9

attitude that is done consciously in order to get new ability better than before.

From the quotation above, it can be inferred that vocabulary is list of words in alphabetical order in dictionaries as symbols of ideas which are needed by people to express and to communicate their ideas both from the first language and second language. Vocabulary is a very important part of language in learning language order to reach the purpose of learning language. The student must master many vocabularies to know the meaning of the sentence. So it makes the student easier to communicate with the other people. Based on the explanation above, the teacher must be creative to find out and used effective technique to improve student English vocabulary mastery.

2. The Kind of Vocabulary

English vocabulary can be classified into the eight groups, such as :

1. Noun
2. Verb
3. Adjective
4. Adverb
5. Pronoun
6. Preposition
7. Conjunction
8. Interjection ⁵

⁵ John Wiley, *Section One Parts of Speech*, (ttp: John Wiley & Son Inc, 2007), p.3

Nevertheless this research only focuses about noun, verb, and adjective because noun, verb, and adjective is some basic element of word which will make the language meaningful. Noun, verb, and adjective is very important part of word in learning language order to reach the purpose of learning language.

a. Noun

Nouns are words that show a person, place of thing. Example of noun: person (doctor, Mia), place (university, library), and thing (book, dictionary).

b. Verb

Verb is words that show the name of action, such as sit down, stand up, study, play, read and write.

c. Adjective

Adjective is a word that tells us more about noun. The function of adjective is to modifier noun. Example: before noun (small class), and after noun (she is smart). The words a, an, and the are the most frequently used adjectives. Although they are sometimes referred to as articles or noun markers, they are really adjectives, plain and simple. Use a before words that start with a consonant sound and an before words that start with a vowel sound.⁶

⁶ John Wiley, Ibid, p.17

Based on the explanation above, the researcher must be creative to find out and used effective technique to improve student English vocabulary mastery.

3. Teaching vocabulary in Elementary School

Vocabulary is part of language. It is clear that vocabulary is the essential part in learning English. People of different ages have different needs, competence and cognitive skills.⁷ The teacher use picture, caratooen tand real object when they teach children. Vocabulary is the knowledge of meanings of words.⁸ The teaching of vocabulary is not easy to do. Therefore, teaching and learning vocabulary and language system will be better if the teacher give vocabulary in context that is related by children world, in order they can be easy to practice in communication. There are four essential components of vocabulary instruction listed bellow:

- a. Providing rich and varied langauge experiences
- b. Teaching individual words explicitly
- c. Teaching word learning strategies
- d. Fostering word consciousness⁹

Teaching vocabulary at this level is very important element of teaching English, because children, if knowing more and more words,

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Longman Fourth Edition), p.145

⁸ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: Lawrenc Publishers, 2005), p.3.

⁹ Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (Hawai: Pacific Resources for Education and Learning), p. 20.

can better communicate with other children. The teacher can use different and interesting techniques, which make English lessons more exciting and motivating for students.

There are some techniques in teaching vocabularies:¹⁰

1. Teaching by Using Realia

The teacher uses of real objects in the classroom. These objects help to make the meaning of word clear. With beginners and particularly children, using realia is helpful for teaching the meanings of words or for simulating student activity. Allen who said that success in learning depends on the number of senses involved in the learning process and, however, realia is important in vocabulary at the beginners level.

2. Teaching by Using Pictures

This technique is very effective in the way that it facilitated the process of learning for kids. The purpose to explain the meaning of words or to create a situation and concept, for example teachers have always used pictures or graphics, photo, flashcard, cue cards, and slide.

3. Teaching by Used Mime, Action, and Gestures

This technique is useful for explanation of the actions and grammar and vocabulary, example: stand up, raise hand. Mime and

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson, Longman, Fourth Edition, 2000), p. 177.

action is a great fun for children who like acting and moving very much and we can use gestures to indicate the meaning of words. One gesture which is widely used, but which teachers should employ with care, is the act of pointing to students to ask them to participate in a drill or give some other form of response.

The following are some assumptions:¹¹

- a. Learning should be fun and natural for children.
- b. The language should be first presented through sounds, not written.
- c. When a language learner makes a mistake or misconception of something, the teacher does not use direct correction.

From the explanation above , we know that every age of children have different ability. The teacher must be creative to find out effective and interest technique to help student to improve their vocabulary mastery.

B. The Concept of Drill Technique

1. The Definition of Drill Technique

Drill is a basic technique whereby we can give students the opportunity to practise saying a new word, phrase or structure in a highly controlled environment.¹² It involves the teacher modeling a word or a

¹¹ Wendy A.Scot and Lisbeth H.Ytreberg, *Teaching English for Children*, (London New York:Longman 1987), p.10

¹² Callum Robertston and Richard Acklam, *Action Plan for Teacher*, (England:British Broadcasting Corporation 2000), p.15

sentence and the learners repeating it. Students should always understand the meaning of the target language before they are drilled and at this stage the aim is that they should achieve the best possible pronunciation.

Drill is a very useful technique which students enjoy. The teacher also needs to use clear gestures when drilling, to make sure that the class or individual students speak when the teacher wants them to. Drill use as practice who is done continue get knowledge who is being learned. Segala says, “that drill technique is a good way of teaching to train the student in learning activities”. Drill technique can improve student knowledge and student motorist. The teacher always gives assignment to the student. It is given so that the student can remember the material that has been given by the teacher. The student has easier to understand the lesson, and more remember the material because the students are given training by the teacher and the students always try to do assignment. Drill technique is to perfect pronunciation, intonation and practice new vocabulary. This technique hoped the student can get permanent knowledge and can be used every time. Students can be drilled in a group.

Technique not only includes the presentation of the language material but also repetition of the material. Sometime repetition can become bored and lose interest. In order to create and maintain a good atmosphere for learning. It's important to have variety in the practice stage

and to be sure that activities do not go on for too long.¹³ Language teacher may develop techniques to make student learning fun and natural. The technique should be choosing of vocabulary and structure also makes teaching children different from other levels. A language teacher should choose the simple vocabulary and structure that are relatively easy to learn.

But there are some ways to make drill technique more interesting in teaching learning. The teacher can use real medial or picture in learning process. Jeremy Hermer adds that one of the ways we can help the student to understand the meaning of new language is if the teacher wants the student to understand the meaning of the form “pen” so she holds up a pen and say “pen”. The meaning will clear.¹⁴ Drill is technique designed to give opportunity for the student to produce sentence which are example of the particular structure being taught.

2. The Kinds of Drill Technique

Language teacher may use one or more than one pattern drill, depending on what patterns learners have to learn, as follows:¹⁵

1. Choral Drill

Choral drill is the drill having taught the meaning of the new language. It can often be appropriate to drill the students chorally.

¹³ Callum Robertston and Richard Acklam, *Action Plan for Teacher*, (England: British Broadcasting Corporation 2000), p.15

¹⁴ Jeremy Hermer, *How to Teach English*, (England: Bluestone Press Longman 2001), p.55

¹⁵ Callum Robertson and Richard Acklam, *Action Plan for Teachers*, (England: British Broadcasting Corporation, 2000), p.15.

- a. The teacher models the target language or plays the relevant part of the cassette. The students in the class listen carefully to the correct pronunciation. The teacher should say or play this language at least three or four times.
- b. The teacher then asks the students to repeat the target language together. By doing it all together, the students are able to try out the new language without fear of embarrassment at being singled out in front of their peers. Three or four times is probably enough to help build up the students' confidence.

Example of choral drill:

Teacher

She is playing tennis.

She is playing tennis. (Once again)

She is playing tennis. (gesture for class to repeat)

All students

She is playing tennis.

Again.

She is playing tennis.

Again.

She is playing tennis.

2. Individual Drill

After the new language has been chorally drilled to build students' confidence. It should then be individually drilled to enable you to

check that each student can pronounce the new language clearly and accurately. The teacher should ask as many students as possible to repeat the target language. You will need to pay attention to the pronunciation of sounds and word stress of individual words and to the sounds, stress and intonation of longer phrases or sentence.

Example of Individual Drill:

Teacher

She's playing tennis. (PAUSE) Milan.

Milan

She's playing tennis.

Lech

Lech

She's playing tennis.

Etc.

3. Repetition Drill

Repetition drill is the simplest drill used in learning language pattern. It is use at the very beginning of language class. Repetitions drill in which no change was made. Student simply repeated after the teacher's model.¹⁶ Where the students repeat a word, phrase, or sentence all together with the teacher conducting. Then students ask

¹⁶ Hery Yufrizal, *An Introduction to Second Language Acquisition*, (Bandung:Pustaka Reka Cipta 2008),p.156

to repeat the teacher's model as accurately and as quickly as possible.¹⁷ Jeremy Harmer says, if students see or hear some language once, they might even they notice it, forget it fairly quickly. But the more they come across this language, the more repeated encounters they have with it the better chance they have of remembering and being able to use it.¹⁸

Example of Repetition Drill :

T : What it this ? (Repeat)

S : What it this ?

T : This is pen (Repeat)

S : This is pen (Noun)

4. Substitution Drill

A substitution drill is used to practise a structure which has different elements. In each part of the drill the teacher asks the class or student to change one of the parts of the sentence. It's particularly useful for verb forms. They may replace a word of the model sentence with a noun, verb, and objective and make some the necessary change. Substitution was built into these drills so that in small steps, the students was constantly learning and moreover was

¹⁷ Diane Larsen-Freeman, *Technique and Principles in Language Teaching*, (England:Oxford University Press 2000), p.159

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Longman Fourth Edition), p.177

shielded from the possibility of making mistakes by the design of the drill.¹⁹ These drills are useful for checking structure :

Teacher

He – He is playing tennis.

He – (gestures for class to speak).

Students

He is playing tennis.

They – (gestures for class).

They are playing tennis.

I – (gestures for class).

I am playing tennis.

Football.

I am playing football.

5. Translation Drill

Language learners translate a sentence from their mother tongue to the target language. Language teacher can use game to make learning activity be fun. The teacher say and the student translate the word while express by their body. It can do in the small group.

Example :

T : Saya lapar.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Longman Third Edition), p.79

S : I am hungry.

T : Saya ingin makan mie.

S : I want to eat noodle.

Based on the kind of drill technique above, the researcher will use repetition drill to teaching vocabulary at the third grade of SDIT Wahdatul Ummah Metro because repetition drill is the simplest drill used in learning vocabulary for the students of elementary school.

3. The procedure Teaching English through the Drill Technique

There are some procedures of Drill Technique :²⁰

- a. The teacher gives apperception and some simple questions that have correlation with the topic. The teacher asks the student by speaking English and then translate it. Example : Are you thirsty? The student can answer : Yes, I am.
- b. The teacher shows the real media or pictures and put them on the whiteboard. Then the teacher tells the student about topic today, such as : food and drink.
- c. The teacher mentions the picture and gives vocabulary about food and drink (tea, milk, noodle, bread, and so on). The teacher write one by one the words that has mentioned on the whiteboard.
- d. The teacher says the English vocabulary about food and drink loudly and the student repeats to pronunciation the sentence together.

²⁰ John Haycraft, *An introduction to English Language Teaching*, (Singapore: Longman Group Limited, 1978)p,76

- e. The teacher repeats it. Then the teacher asks some student to mention the word by showing the picture at the whiteboard.
- f. The teacher asks the students about foods and drinks to know they have understood or not.
- g. The teacher asks the students if they have questions.
- h. The teacher gives the picture in the envelope. Every group have different picture. Every group does the assignment based on the picture. Then the students read their result in front of the class.
- i. The teacher asks the students to do the test based on the material in order to know the result of the students' acquisition of the lesson.
The teacher gives individual assignment.

4. Action Hypothesis

Based on the frame of the theories, the writer formulates the hypothesis as follow: Drill Technique can improve the Students' Vocabulary at the third grade of SDIT Wahdatul Ummah Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Research

The object of this research is drill technique to improve the students' vocabulary at the third grade of SDIT Wahdatul Ummah Metro.

B. Location Setting and Subject of the Research

1. Location Setting of the Research

SDIT Wahdatul Ummah Metro established at 2004 it is located on Koi street 21a Yosorejo, east metro, Lampung. The total of the teacher here are 40 and the principal is 1. There are 4 classes in the third grade of SDIT Wahdatul Ummah Metro and the researcher chooses class III Al-Jabbar which consists of 30 students. The researcher chooses the student of III Al-Jabbar because most of the students were low in English especially in vocabulary. They also have low interest in learning English.

2. Subject of the Reaseach

The subject of classroom action is class III Al-Jabbar of SDIT Wahdatul Ummah Metro because most of the students have poor vocabulary.

Table 2

The subject of the research

Class	Male	Female	Total
III Al-Jabbar	15	15	30
Total	15	15	30

Yonges Kumar Singh states that action research is a method for improving and modifying the working system of classroom in school.²¹ It means that the action research does not contribute in the found of knowledge but it improves and modifies the current practices. According to Stephen M.Corey in Yonges Kumar action research is a process for studying problem by part-owners scientifically to take decision for improving their current practices. It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

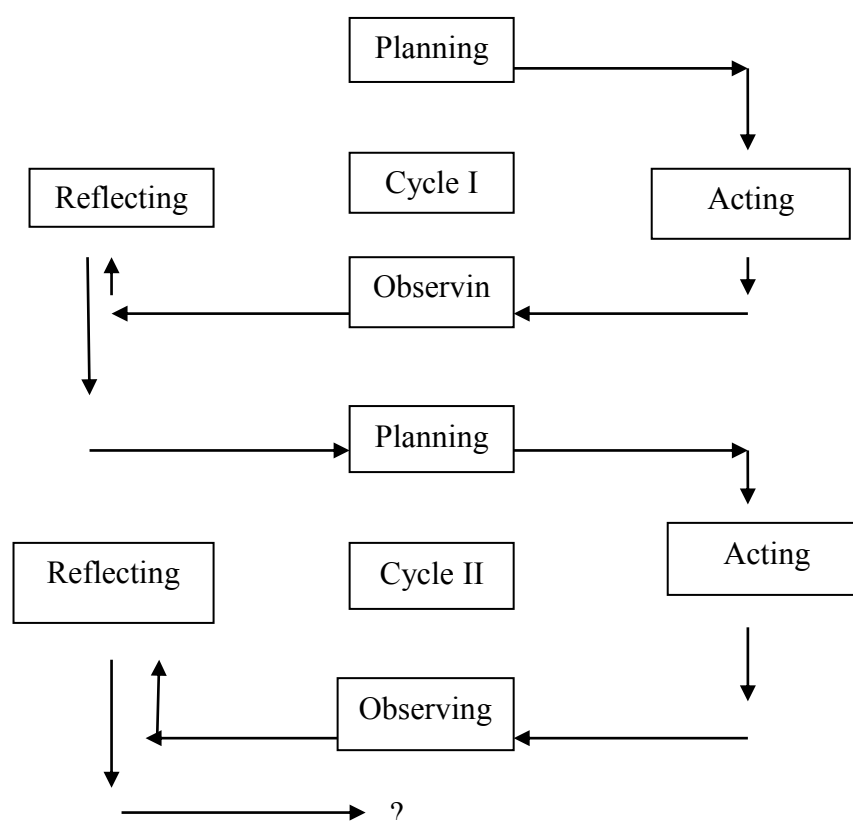
From the quotations above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something. The aim of action research is to find the problem solving. In this research the researcher needs a collaborator to help her in this research it is caused as a new researcher. Arikunto defines that collaboration research is a research which be done

²¹ Yonges Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Publishing for one world 2006), p. 270

together by helping friend.²² In this research the researcher asks Mrs. Mutia Retno Maharti, S.Pd as a collaborator.

Action research deals with social and it involves the direct interaction of teacher and groups of students. It is portrayed as a cyclical spiral process involving steps of planning, acting, observing, and reflecting. It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

The researcher procedures are shown as follows:



²² Ibid, p.22

Figure 1. spiral classroom action research according to Suharsimi Arikunto.²³

From the picture above can be expressed the description of the classroom action research starting from the first cycle by following steps:

C. Action Plan

1. Cycle 1

a. Planning

Planning is the first step in every activity, researcher explains about what, why, when, where, who, and how the action is done.²⁴

Without planning, the observer's activity wouldn't focus. The planning would be reference in doing action. Here is the step that the researcher did in planning:

- 1) The researcher identified the problem.
- 2) The researcher made lesson plan and instrument test.
- 3) The researcher prepared the material, source, and technique of learning.
- 4) The researcher prepared format to students' observation sheet.
- 5) The researcher prepared format to evaluate the student activity after teaching learning process.

²³ Ibid, p.16

²⁴ Ibid, p.17

b. Acting

Doing action is the second step in activity. It is the realization from the planning the researcher has made.²⁵ Without the action the planning just imagination that never can be real. After finishing the planning, the learning process would conduct in the third class of SDIT Wahdatul Ummah Metro. It described about teaching procedures of the research, as follows:

- 1) The researcher gave pre test.
- 2) The researcher applied the lesson plan.
- 3) The researcher explained the material by Drill Technique.
- 4) The researcher taught English vocabularies with media (picture).
- 5) The researcher guided the students in teaching learning process.

c. Observing

Observing is the activity of recording the event and action. In this step, the researcher observed the process of teaching learning by using form observation. The outlines of observation in this step such, the students' ability memorize material, repetition command, students good participants, students' error and the students' ability to answer question, the important things in teaching learning process are noted by observer.

²⁵ Ibid,p.18

d. Reflecting

Reflection is the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this steps, the researcher used the data from evaluation to made improvement for the second cycle. The researcher decided that the next cycle focused on the weakness in preview cycle.

2. Cycle 2

a. Planning

- 1) The researcer identified the problem caused from cycle 1.
- 2) The researcher made new lesson plan.
- 3) The researcher prepared the material, source and media of learning.
- 4) The researcher prepared format to students' observation sheet.
- 5) The researcher prepared format to evaluate the student activity after teaching learning process.

b. Acting

The researher applied the action plan II.

- 1) The researcher gave post test.
- 2) The researcher applied the lesson plan.
- 3) The researcher explained the material by Drill Technique.
- 4) The researcher taught English vocabularies with media (picture).
- 5) The researcher guided the students in teaching learning process

c. Observing

In this step, the researcher observed the process of teaching learning by using format of observation in action plan II.

d. Reflecting

In this step, the researcher compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Technique

To collect the data, the researcher uses the data collection method as follows:

1. Observation

In this research, the researcher observed the students' behaviours and the students' activities in the learning process to know how the process of learning will be held. The researcher uses the technique to get the data about children activities as students' ability in answered questions. The teacher and students' activities was observed and noted by the researcher.

2. Test

Test is the sequence of questions or statements that used to measured skill, knowledge, intelligence, ability that have by individual or group.²⁶ The test consist of pre-test and post-test.

²⁶ Ibid,p.105

a. Pre-test

The pre-test is given in the first meeting before doing the treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test is given in the last meeting after done treatments to found out whether the treatments gave any contribution to the students achievement in the class or not. The influence could be seen if the average score of post-test is higher than pre-test.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note, and others. The researcher used this method to get the data about the history of the school, total of teachers, official employed and students at SDIT Wahdatul Ummah Metro.

4. The field note

To collect the data more accurately, the researcher uses the field notes; it will make the data analyzed simpler. In many professions, it is a manner of good practice to make “field notes” while actually engaged in professional.²⁷ This note has been prepared systematically and given interpretation by the research.

²⁷ Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p. 57

E. Data Analysis Method

1. The Analysis of Learning Result Data

After setting the data from the result of pre-test and post test the researcher will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students' vocabulary mastery use drill technique after the students was given treatment. In this research, the researcher used very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:²⁸

$$\overline{X} = \Sigma X : N$$

Note :

\overline{X} = Mean (Average score)
 Σ = Sum of
 X = Raw score
 N = Total of Students

Furthermore, to know the result the reseracher will compare between pre test and post test. Then, the result is matched by minimum standard at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in

²⁸ Donald, Ary. *Introduction to Research in Education*, (USA: Wadsworth, 2006), Eight Edition , p. 108

classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

Then, the researcher using observation to know the students activities and involvement on noun through picture during teaching learning process.

F. The Indicator Of The Success

The indicator of the successful takes from the process and the result of the action research. The students are called success if 80% students get 75 and 80% active in learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of Data Analysis

1. The History of the State SDIT Wahdatul Ummah Metro

SDIT Wahdatul Ummah Metro was established in 2004. The school located at Koi street no.5 21a Yosorejo, East Metro, Lampung. Since it was established the headmaster of this school had changed for 5 period as follows:

- a. Fajar Saleh, S.Ag (2004 - 2006)
- b. Ismanto, S.Ag (2006 - 2010)
- c. Zalzuli, S.Pd.I (2010 - 2012)
- d. Amarudin, S.Pd.I (2012 - 2015)
- e. Sarifudin, M.Pd.I (2015 – Now)

2. The Building Condition of the State SDIT Wahdatul Ummah Metro

SDIT Wahdatul Ummah has some buildings as follows: 14 classroom, 1 headmaster room and official room, 1 teacher room, 2 bathroom, 1 library and 1 mosque.

3. The Vision and Mission of the State SDIT Wahdatul Ummah Metro

a. Vision

SDIT Wahdatul Ummah would be the best school in the spiritual, emosional, intelektual and care to environment with culture, value and nation.

b. Missions

1. Increasing religion character not only in the school but also in the society.
2. Developing good character of the teacher and the learner.
3. Increasing discipline of the teacher and learner.
4. The teacher and learner have intelligent, health in physical and spiritual.
5. The learner have knowledge, skill and attitude with interest and talent.
6. The teacher and learner care about school environment.
7. The graduated student of Elementary School can continued to higher level.

4. The Goal of the State SDIT Wahdatul Ummah Metro

SDIT Wahdatul Ummah Metro had some goals to would be better in the future, such as:

- a. To achieve endurance of school with transparent guidance, responsibility, effective, and efficient to achieved vision of school.
- b. Develop good teaching learning process to increase good human resource.
- c. Develop the school as learning resource.

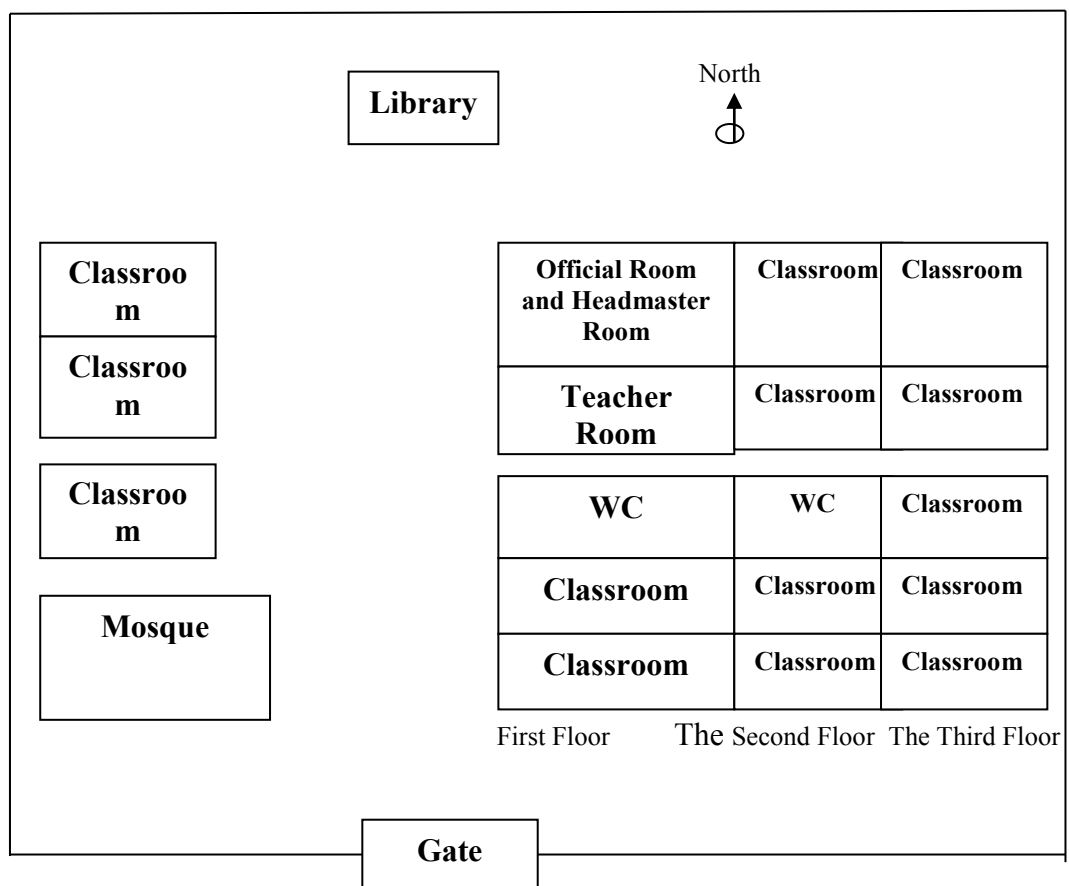
5. The Condition of the State SDIT Wahdatul Ummah Metro

SDIT Wahdatul Ummah Metro was established in 2004. The school located at Arwana Street 21a Yosorejo, East Metro, Lampung. The school map of SDIT Wahdatul Ummah, as follow:

a. The School Map of SDIT Wahdatul Ummah Metro

Figure 2

The School Map of SDIT Wahdatul Ummah Metro



b. Teachers and Staff Names

Table 3

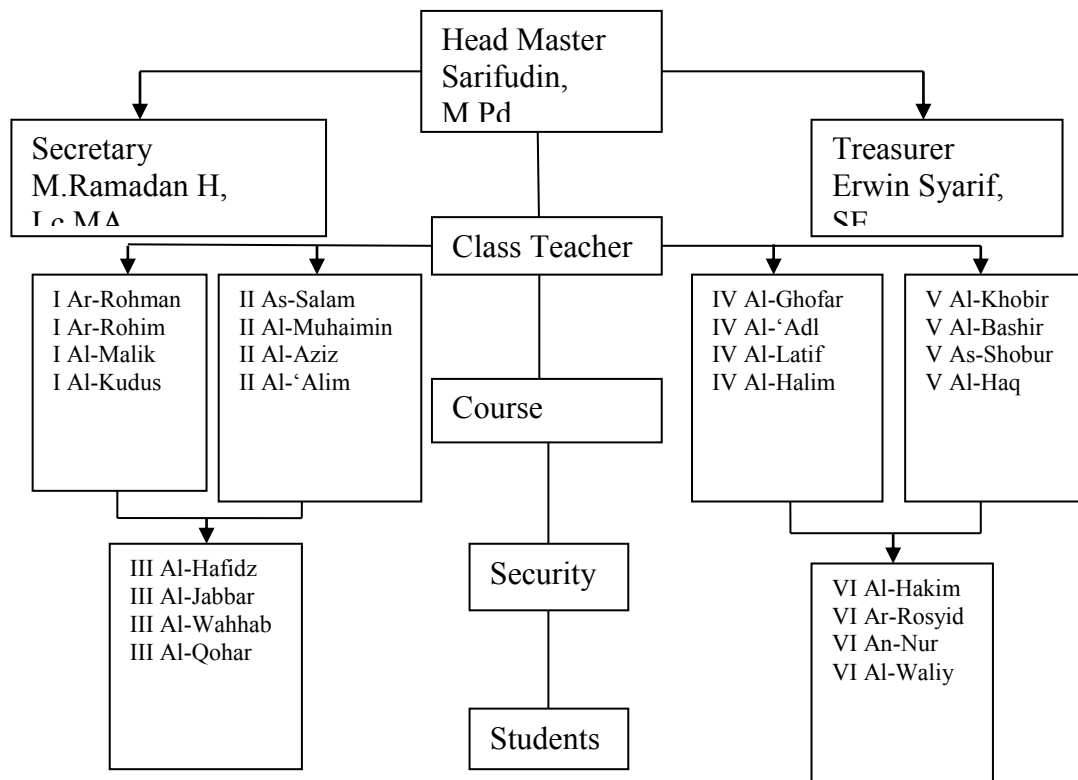
Teachers and Staff Names

No.	Name	Sex	Occupation
1.	Sarifudin,M.Pd	Male	Headmaster
2.	Dwi Ofita Sari,S.Pd.I	Female	Class Teacher
3.	Siti Kholifah,S.Pd.I	Female	Class Teacher
4.	Sri Hidayati,S.Pd.I	Female	Class Teacher
5.	Nining Ariani,S.Si	Female	Class Teacher
6.	Siti Aisyah,A.Md	Female	C;ass Teacher
7.	Bella Juliza Arif,S.Pd.I	Female	Class Teacher
8.	Ita Agus Aini,S.Pd.I	Female	Class Teacher
9.	Dian Hasna,S.Pd	Female	Class Teacher
10.	M.Guntur Ageng P,SH.I	Male	Class Teacher
11.	Shofiya Nadiya,S.Si	Female	Class Teacher
12.	Seftri Susilawati,S.Pd	Female	Class Teacher
13.	Utari,S.Pd	Female	Class Teacher
14.	Reni Febriyenti,S.Pd	Female	Class Teacher
15.	Juliani Sipitri,S.Pd.I	Female	Class Teacher
16.	Juwita Kusuma Dewi,S.Pd	Female	Class Teacher
17.	Agus Musodiq,S.Pd.I	Male	Class Teacher
18.	Perwitasari,S.Pd.I	Female	Class Teacher
19.	Eviyana,S.Pd	Female	Class Teacher
20.	Septi Ariyaningsih,S.Pd	Female	Class Teacher
21.	Diah Susanti,S.Pd	Female	Class Teacher
22.	Fitriya Ningsih,S.Pd.I	Female	Class Teacher
23.	Supriyanto,S.Pd	Male	Class Teacher
24.	Mutia Retno Maharti, S.Pd	Female	English Teacher
25.	Nurhasanah,S.Si	Female	Official Staff
26.	Eka Adinia,S.Pd	Female	Official Staff
27.	Naniatul Fauzah,S.Si	Female	Official Staff
28.	Suranto	Male	Security
29.	Pardiman	Male	Security

c. The Structural of the SDIT Wahdatul Ummah Metro

Figure 3

The Structural of the SDIT Wahdatul Ummah Metro



d. The Number of Students of SDIT Wahdatul Ummah Metro

Table 4

The Quantity of Student of SDIT Wahdatul Ummah Metro

No.	Class	Male	Female	Amount
1.	I Ar-Rohman	12	18	30
	I Ar-Rohim	10	20	30
	I Al-Malik	13	18	31
	I Al-Qudus	9	23	32
	Amount	44	79	123
2.	II Al-Muhaimin	17	13	30
	II Al-Aziz	15	15	30
	II 'Alim	13	17	30
	II As-Salam	14	18	32
	Amount	59	63	124
3.	III Al-Hafidz	10	20	30
	III Al-Jabbar	15	15	30
	III Al-Wahhab	12	18	30
	III Al-Qohar	15	16	31
	Amount	50	69	121
4.	IV Al-Ghofar	17	13	30
	IV Al-'Adl	14	16	30
	IV Al-Latif	10	21	31
	IV Al-Halim	12	20	32
	Amount	53	70	123
5.	V Al-Khobir	12	17	29
	V Al-Bashir	15	17	32
	V As-Shobur	15	15	30
	V Al-Haq	10	21	31
	Amount	52	70	122
6.	VI Al-Hakim	11	19	30
	VI Ar-Rosyid	13	16	29
	VI An-Nur	10	20	30
	VI Al-Waliy	13	17	30
	Amount	47	72	119
Total of the Students		305	423	732

B. Description of Findings

This research was conducted in 2 cycles. Action in cycle 1 and 2 conducted about 3 meeting for each cycle. In each cycle and each meeting in these cycle take 2x35 minutes. The researcher conducted the teaching process and the collaborator observed the situation in the classroom. As mention before, each cycle consisted of planing, acting, observing, and reflecting. The researcher made lesson plan and would teach them by using these lesson plan. The material has about fruits, vegetables, and foods and drinks. The researcher prepared observation sheet to known the students' and the teacher participation in learning process.

1. Action and the Learning Product at Pre Test

a. The Learning Action at Pre Test

The First Meeting:

The pre test was conducted on Wednesday, july 19 th, 2017 at 08.00 a.m. This meeting was opened by greeting, praying and checking the attendance list. This has the first meeting so the researcher introduced herself before. The student excited to know. Then the researcher told them, if today the researcher would give a pre test.

But the students confused and asked “what for this test?” and the researcher told them, the researcher would conduct the research. The researcher wanted to know how far the students' vocabulary in this class. The students understood it. The researcher gave the pre test

sheet to the student. Then the students very enthusiastic when they saw the pre test sheet, for each question any picture and full color. The student said, “wow, it so good picture”. The researcher answer with smile, “Of course, so I sure you can do it!” To know the ability of the students before giving the action, in the first meeting all of the students gave pre test that must be done individually.

The type of the test has multiple choice tests from number 1 – 10. Then complete and match word based on the picture from number 11-20. And the researcher explained how to do the test. Multiple choice 1-10, student asked to choose the right answer from a,b,c, or d. Then complete and match word 11-20, student asked to complete the blank with the correct answer and match the blank by choose word in the answer table. The time of test is 35 minutes. The time has finished, the researcher asked the student collecting their work. The researcher asked about the test. There some student said “it is very difficult, because the teacher did not give the material yet?” So in closing, the researcher told them a little explanation that it would discuss in the next meeting. Then the researcher closed the meeting by said greeting.

b. The Students' Pre Test Result

Table 5
Students' Score at Pre Test

No.	Name	Score Pre Test
1.	AA	50
2.	AD	30
3.	AJ	55
4.	AN	40
5.	AR	75
6.	AS	40
7.	DE	60
8.	FF	45
9.	FH	35
10.	GR	75
11.	HA	70
12.	IT	55
13.	KA	75
14.	KH	50
15.	KN	55
16.	MA	50
17.	MF	50
18.	MK	55
19.	MM	55
20.	MN	75
21.	MY	60
22.	NA	45
23.	ND	50
24.	NS	35
25.	RI	45
26.	RR	35
27.	SH	40
28.	SN	50
29.	ST	55
30.	WA	50
TOTAL		1665
AVERAGE		55,5

The highest score : 75

The lowest score : 30

The number of student who get score 75 or more : 4

Table 6
The frequency of Students' Score at Pre Test

No.	Score	Category	Total	Percentage
1	≥ 75	Pass	4	13,33%
2	≤ 75	Failed	26	86,67%
Result			30	100%

Based on the table above, we know that most of the students get bad score and from 30 students only 4 students (13,33%) passed the English learning and 26 students (86,67%) failed the English learning. The standard competence is the students should fulfill the minimum standard 75. It means 4 students (≥ 75) 13,33% successful and 26 students (≤ 75) 86,67% were not successful. The English learning can be said success if 80% of students passed in English. So, it could compare between the success student and the student who was not success. And from the result of pre test, we could average 55,5. So the result did not achieve the standard competence. So the researcher conducted the treatment at the first cycle.

2. Action and Learning Product at Cycle 1

a. The Learning Action at Cycle 1

1) The First Meeting

The first meeting was done on Wednesday, July 26th, 2017 at 08.00 a.m. This meeting was opened by greeting, praying, checking the attendance list. Before the researcher gave the material, the researcher asked the student, "Do you like fruits?"

The student answer together, “Yes, of course” Then the researcher asked, “What fruit do you like?” Some students said apple, orange, watermelon, etc. Many kinds of fruit so the researcher gave a simple song and the student very enthusiastic. The song: “Watermelon2x, Pineapple2x, Grape, Apple, Banana2x, Tomato2x. The students could listen how the teacher pronunciation the vocabularies. Then tried to imitate to say the vovabularies. It was related with material.

The researcher gave the picture of fruits and wrote the vocabularies on the whiteboard. The teacher said some vocabularies. Then the student repeated after the teacher gave a model. The researcher and the student mention name of fruits together. The researcher wants to know how far the students understood. Then the researcher showed the picture and asked the students repeated to mention the word together. The repetition was done because it the main target and to made the student more familiar about vocabulary. Finally, the bell was ringed and the researcher closed the lesson and reminded the student to study hard. It would continue in the next meeting.

2) The Second Meeting

The second meeting was done on Wednesday, August 2nd, 2017 at 08.00 a.m. The meeting was opened by greeting, planing, and checking the attendance list. In this meeting, the researcher

gave apperception before started to study, “Do you like vegetables?” Some students said “Yes” and some students said “No”. “Why don’t you like vegetable?” The student answer if vegetable did not well tasted. The researcher gave a short explanation that vegetable was good for healthy, because they have many vitamins.

Then the researcher showed the picture of vegetables and wrote the vocabularies in the whiteboard. The teacher gave example how to spelling the words. The students imitated what the teacher said. The teacher and student to mention name of fruit together. Then the researcher asked some students to mention while showing the picture. Repetition was the main target in the Drill Technique. The researcher gave chance to the student to ask if they didn’t understand about the material. The researcher gave them some exercises from the textbook then we checked it in the meeting. The students are very enthusiastic and active. The student asked me to gave them game. But the time was out. The researcher suggested memorizing names of fruits and vegetables when they arrived home. And in the next meeting, I would test them to know how far they understood about fruits and vegetables. I closed the lesson by said greeting.

3) The Third Meeting

The third meeting was done on Wednesday, August 9th, 2017 at 08.00 a.m. The researcher so surprised because when the researcher entered the room, all of the student sang fruit song which the researcher taught them last week. The researcher opened by greeting. Today the researcher would give them post test, but she would give game before. The researcher divided the student into two groups; there has group A and group B. Then the researcher prepared some cards with the clue and picture. The card is colorful. The researcher gave a little picture of fruits and vegetables into the card. Examble: one student from group A and B in front of the class, the student from group A chosen one card. Read the clue: "This is fruit. The color is red". The group B guessed the card, "Is it apple? The answer is wrong. The group B has chance 3 times guessed. If the group B could not give right answer so the group A got 100.

The game has started and all of student very enthusiastic and active. After 25 minutes the winner is Group B. It stopped the game and told them, "We had learned about fruits and vegetables also played about it. So do you have question about the material?" Then it would continue to give the post test in cycle 1. The test consisted of 20 questions, multiple choice tests from number 1-10. Then completed and matched word based on the picture from

number 11-20. The time is 35 minutes. All of student did the test seriously. The time was out, the student to collect their work.

b. The Students' Post Test Result at Cycle 1

Table 7

Students' Score at Post Test Cycle 1

No.	Name	Score Pre Test
1.	AA	55
2.	AD	45
3.	AJ	80
4.	AN	50
5.	AR	80
6.	AS	50
7.	DE	75
8.	FF	50
9.	FH	50
10.	GR	75
11.	HA	75
12.	IT	60
13.	KA	85
14.	KH	55
15.	KN	60
16.	MA	75
17.	MF	75
18.	MK	75
19.	MM	75
20.	MN	85
21.	MY	75
22.	NA	55
23.	ND	60
24.	NS	50
25.	RI	55
26.	RR	55
27.	SH	50
28.	SN	65
29.	ST	65
30.	WA	60
TOTAL		1975
AVERAGE		65,83

The highest score : 85

The lowest score : 45

The number of student who get score 75 or more : 12

Table 8

The Frequency of Students Score at Post Test Cycle 1

No.	Score	Category	Total	Percentage
1	≥ 75	Pass	12	40%
2	≤ 75	Failed	18	60%
Result			30	100%

Based on the table above, we know that many of the students get bad score and from 30 students only 12 students (40%) passed the English learning and 18 students (60%) failed the English learning. The standard competence is the students should fulfill the minimum standard 75. It means 12 students (≥ 75) 40% successful and 18 students (≤ 75) 60% were not successful. The class can be said success if 80% of the students get at least 75. The fact showed that the result was not satisfied.

c. Reflecting

At the end of cycle 1, the students and the teachers' activities increased from the first meeting until the post test. The students' score also increased from the average at pre test (55,5) and at post test (65,83). But 80% students could not get at least 75, so it would continue to the cycle 2.

3. Action and Learning Product at Cycle 2

a. The Learning Action at Cycle 2

1. The First Meeting

The first meeting was done on Wednesday, August 16th, 2017 at 08.00a.m. This meeting the researcher only prepared one lesson plan for 2 meetings. The topic was about Food. This meeting was opened by greeting. The researcher asked, “Do you breakfast in the morning? And the researcher asked what their usually ate in the morning. Some student said, noodle, fried chicken, fried rice etc.

The teacher wrote the word food on the white board. Then teacher asked the student to mention the kind of food in Indonesian. The students said various foods. Then the teacher put picture of the foods on the board and wrote the name of the foods. The researcher gave them example to pronunciation the vocabularies. The student repeated after the teacher said. Then mention the words together. After that the student mentioned the vocabularies by showing the picture. The repetition was done to make the student familiar with the word. At the end of learning the teacher gave them homework. The bell was rang, the teacher suggested them did not forget to do the homework and would check at the next meeting.

2. The Second Meeting

This meeting was done on Wednesday, August 23th, 2017 at 08.00a.m. All students were ready to study. The researcher gave greeting, praying, asking their condition and checking the attendance list. The researcher told them, “Last week I was given you homework. Do you do your homework?” the students said, “Of course , Miss”. Then the student collected their homework, the researcher would continue about the lesson. Last week, the teacher was taught about kind of foods and the second meeting in the cycle II the students study about drinks.

Then the researcher put the picture of drinks on the board. Student mentioned the picture in Indonesian. So the researcher wrote the word in English. The researcher gave them example to pronunciation the vocabularies. The students repeated after the teachers’ model. The teacher and the student mentioned the word together. After that the teacher asked the student mention the vocabularies by showing the picture. The repetition was done to make the student more remember with the word and gave chance to the students’ question. After that the teacher asked the student about how their difficult in learning. The bell was rang, at the end of learning the teacher gave them motivation to study hard, because next meeting they would face the test. The test about foods and drinks.

3. The Third Meeting

This meeting was done on Wednesday, August 30th, 2017 at 08.00a.m. The researcher was opened the meeting by say greeting, praying, asking, their condition and checking the attendance list. In this meeting, the researcher did not want to give new material. Today, the researcher would to discuss the previous lesson. But the discussion has done by a guess a picture. For the example, "I am hungry, I want (...)" so the students answer by looking the picture of food. The student answers Noodle. The student must raise their hand before. It could help the student remember.

After twenty minute, the researcher and collaborator gave post test at cycle 2 with the similar task on the pre test cycle 1. But the researcher upset the number of the test. The test consisted of 20 questions and the time 35 minutes. The researcher explained the instruction to do the test. After thirty minute, the students submitted their test. The researcher asked some students one by one about their difficult in learning.

This is my last teaching in this class. So the researcher just wants to say sorry if the researcher had a mistake when teach them. The researcher so happy could teach them whereas time has so short. The researcher gave the motivation. Some students asked my picture of fruits (media) as memories. Then, the researcher

asked the students to take photo together. Finally, the researcher closed the meeting.

b. The students' Post Test Result at Cycle 2

Table 9

Students' Score at Post Test Cycle 2

No.	Name	Score Pre Test
1.	AA	75
2.	AD	55
3.	AJ	80
4.	AN	65
5.	AR	90
6.	AS	75
7.	DE	85
8.	FF	75
9.	FH	65
10.	GR	80
11.	HA	85
12.	IT	80
13.	KA	90
14.	KH	75
15.	KN	75
16.	MA	75
17.	MF	80
18.	MK	85
19.	MM	75
20.	MN	90
21.	MY	80
22.	NA	80
23.	ND	75
24.	NS	75
25.	RI	80
26.	RR	65
27.	SH	75
28.	SN	85
29.	ST	75
30.	WA	75
TOTAL		2340
AVERAGE		78

The highest score	: 90
The lowest score	: 55
The number of student who get score 75 or more	: 26

Table 10

The frequency of Students Score at Post Test Cycle 2

No.	Score	Category	Total	Percentage
1	≥ 75	Pass	26	86,67%
2	≤ 75	Failed	4	13,33%
Result			30	100%

The post test was given because the researcher wants to know the improvement students' vocabulary in cycle 2. The researcher gave the post test after finished treatment at the cycle 2. The table showed that the result of post test could fulfill the completeness standard of English learning. There was 26 students were successes (86,67%) that got score more than 75 and there was 4 students were not success (13,33%). The result of post test showed that the highest score is 90 and the lowest score is 55. The average of score post test is 78. It's mean the students' vocabulary has improved because 80% of student get score more than 75.

c. Reflecting

Drill technique was used repetition as main target in learning. This technique is a good way to make the student more remember about the material. The implementation of using Drill Technique in

teaching vocabulary at cycle 2 has better than at cycle 1. It could be seen at students' activities and students' vocabulary score higher than cycle 1. The students' activities and teacher activities improved from the first meeting until the last meeting.

The average students' score at the first post test is 65,83 and 12 students (40%) had successes. While at the post test cycle 2, the average scores 78 and 24 students (86,67%) had success. Although, there is one student did not successful. But percentage of students' success is 86,67% so it fulfill the completeness standard 80% students in the class III Al-Jabbar could get at least 75. Finally, the researcher would not conduct to the other cycle because the 80% students had successful.

C. Interpretation

1. Action and Learning Result at the First Cycle

Table 11

The Improvement of Students' Score at Pre Test and Post Test cycle 1

No.	Name	Pre Test Score	Post Test Score	Increasing	Explanation
1.	AA	50	55	5	Improve
2.	AD	30	45	15	Improve
3.	AJ	55	80	25	Improve
4.	AN	40	50	10	Improve
5.	AR	75	80	5	Improve
6.	AS	40	50	10	Improve
7.	DE	60	75	15	Improve
8.	FF	45	50	5	Improve
9.	FH	35	50	15	Improve
10.	GR	75	75	0	Constant
11.	HA	70	75	5	Improve
12.	IT	55	60	5	Improve
13.	KA	75	85	10	Improve
14.	KH	50	55	5	Improve
15.	KN	55	60	5	Improve
16.	MA	50	75	25	Improve
17.	MF	50	75	25	Improve
18.	MK	55	75	20	Improve
19.	MM	55	75	20	Improve
20.	MN	75	85	10	Improve
21.	MY	60	75	15	Improve
22.	NA	45	55	10	Improve
23.	ND	50	60	10	Improve
24.	NS	35	50	15	Improve
25.	RI	45	55	5	Improve
26.	RR	35	55	20	Improve
27.	SH	40	50	10	Improve
28.	SN	50	65	15	Improve
29.	ST	55	65	10	Improve
30.	WA	50	60	10	Improve
Total		1665	1975	355	
Average		55,5	65,83	11,83	

In this research, pre test and post test was done individually. It was aimed to know the ability of the students before and after had treatment. From the result of the table, there is an improving from the students' score from the average score 49,1 improve 58,5. From the analysis the student result in pre test find the most of the students had difficulties in memorizing the vocabularies. It because any differences between the target language and the mother tongue may be in vocabulary. The word had different sound and written form. The beginner faced this problem in learning target language. The students found difficult memorizing the words when the student heard the word at first time. Then the teacher only teaches the material but the teacher did not repeat the material. After the teacher taught, he asked the student to do exercise.

Whereas, teach language is habit formation. Repetition is help the student get permanent knowledge because drill technique has given step by step. The researcher applied drill technique when she teaches English. The researcher gave the treatment to the student. After finished the treatment, the researcher and collaborator applied post test at cycle 1. Post test 1 as same as test as pre test, but the questions had changing the numbers only. From the test, it could be seen that students' vocabulary mastery was improve, but it did not fulfill 85% student get score more than 75. So the classroom action research conducted to cycle 2.

2. Action and Learning Result at Cycle 2

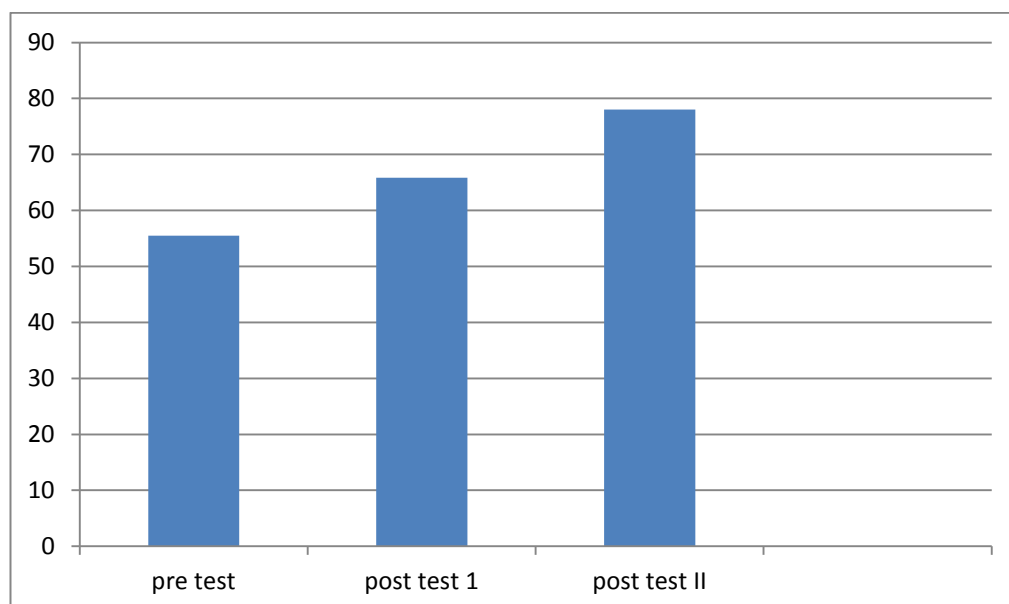
Table 12

The Improvement of Students' Score at Post Test 1 and Post Test Cycle 2

No.	Name	Post Test 1 Score	Post Test 2 Score	Increasing	Explanation
1.	AA	55	75	20	Improve
2.	AD	45	55	10	Improve
3.	AJ	80	80	0	Constant
4.	AN	50	65	15	Improve
5.	AR	80	90	10	Improve
6.	AS	50	75	25	Improve
7.	DE	75	85	10	Improve
8.	FF	50	75	25	Improve
9.	FH	50	65	15	Improve
10.	GR	75	80	5	Improve
11.	HA	75	85	10	Improve
12.	IT	60	80	20	Improve
13.	KA	85	90	5	Improve
14.	KH	55	75	20	Improve
15.	KN	60	75	15	Improve
16.	MA	75	75	0	Constant
17.	MF	75	80	5	Improve
18.	MK	75	85	10	Improve
19.	MM	75	75	0	Constant
20.	MN	85	90	5	Improve
21.	MY	75	80	5	Improve
22.	NA	55	80	25	Improve
23.	ND	60	75	15	Improve
24.	NS	50	75	25	Improve
25.	RI	55	80	25	Improve
26.	RR	55	65	10	Improve
27.	SH	50	75	25	Improve
28.	SN	65	85	20	Improve
29.	ST	65	75	10	Improve
30.	WA	60	75	15	Improve
Total		1975	2340	400	
Average		65,83	78	13,33	

From the improvement of pre test and post test cycle 1, it know that Drill Technique could improve Students' Vocabulary. The student has very anthusiastic and active during the learning process. All students attended the class from the first meeting until the last meeting. The student also active to asked and answeredin the class. But in the post test cycle 1, the result did not fulfill the target. So the researcher gave treatment the post test cycle 2 with different lesson plan. The average score at post test 1 to post test 2, it known that the score improved from 65,83-78. Finally, the classroom action research had successful. The improving score in each cycle could be seen in the graph bellow.

The Comparison of the Average Mark of the Students at Pre-test, Post test 1 and Post test 2



Source: the result of pretest, post test 1 and post test II

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the analysis data, the researcher concluded that Drill Technique is good technique to improve the students' vocabulary mastery. It can be seen at the result average from the pre test to the last post test (55,5-78). It's mean in result post from 30 students, that 26 students get score more than 75(The Competence Standard). The students were interested, active, and enthusiastic and enjoy during teaching learning process. In teaching, the teacher use colorful picture as a media. It is purposed to make fun and natural in teaching at Elementary School.

In teaching vocabulary, Drill Technique teaches uses repetition and step by step. In kind of Drill Technique, that is Substitution Drill also aimed the student can practice finding and filling the vocabulary in slot of sentence. Then in Translation Drill, it is practiced the student to more memorize vocabularies, because the student trained to translate from English to Indonesian. That's all making the student can Improve Students' Vocabulary in comprehending the meaning of the words. From the result of post test, the Drill Technique can improve Students' Vocabulary.

B. Suggestion

Based on the research, the researcher would like to suggest as follow:

1. It is suggested to the teacher to use Drill Technique in teaching English vocabulary because it can improve the students' vocabulary mastery.
2. It is suggested to the English teacher to teach with repeat the material and teach step by step to give permanent knowledge.
3. It is suggested to the English teacher to be more creative in applying Drill Technique especially choose interesting picture or real object to make learning natural and fun.

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APPANDICES

Appendix 1

SILABUS PEMBELAJARAN

Sekolah : SDIT Wadatul Ummah Metro
 Kelas : III (Tiga)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : I (Satu)
 Standar Kompetensi : **Mendengarkan**

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon dengan mengulang kosakata baru dengan ucapan lantang	Contoh: Guru: <i>globe</i> Siswa: <i>globe</i> Guru: <i>clock</i> Siswa: <i>clock</i>	<ul style="list-style-type: none"> Siswa bersama-sama mengulang dengan suara lantang kosakata-kosakata baru yang diucapkan guru atau didengar dari kaset/CD Masing-masing siswa mengulang dengan suara lantang kosakata-kosakata baru yang diucapkan guru atau didengar dari kaset/CD 	<ul style="list-style-type: none"> Merespon dengan mengulang apa yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang Merespon dengan mengulang apa yang diucapkan guru atau didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar 	Tes lisan	Merespon dengan mengulang secara lisan	<i>Listen to the words and repeat.</i> Guru: <i>desk</i> Murid: <i>(mengulang dengan ucapan lantang)</i>	2 x 35 menit	<ul style="list-style-type: none"> Gambar-gambar/ benda terkait Rekaman kaset/CD Buku teks

Appendix 2

LESSON PLAN 1

Subject	: English
Subject Matter	: Vocabulary
Topic	: Fruits
Class	: III Al-Jabbar
Time	: 2 x 35 minutes
Technique	: Drill Technique

Standard Competence :

- To understanding the simplest instruction in the context of the school.

Basic Competence :

- To respond by repeating the vocabularies or new sentence with correct pronunciation.

Indicator :

- To respond by repeating what the teacher says with aloud pronunciation.
- To respond by repeating what the teacher says with correct English pronunciation.

The Instruction Goal :

- The student should be able to repeat what they are listen with aloud pronunciation.
- The student should be able to repeat what they are listen with correct English pronunciation.

The Materials :

Kind of Fruits :

- | | | |
|---------------|--------------|----------|
| - Apple | - Orange | - Banana |
| - Watermelon | - Pineapple | - Pear |
| - Grape | - Avocado | - Mango |
| - Mangosteen | - Strawberry | - Guava |
| - Star fruits | - Durian | - Papaya |

Teaching Learning Activity :

a. Pre teaching activities :

1. Greeting
2. Saying Prayer
3. Checking the attendance list
4. Apperception

b. While Teaching Activities

1. The teacher shows some picture to the student.
2. The teacher shows the real object in the classroom to the student.
3. The teacher writes the vocabularies on the whiteboard.
4. The teacher asks the student to mention of the things in the classroom.
5. The student imitates what the teacher says.
6. Teacher and the students mention the words by showing the real objects.
7. The student repeats to mention the words. Repetition is done to make the student more familiar with the word.
8. The students do assignment from the teacher.

c. Post Teaching Activity

1. The teacher summarizes the material who has given.
2. The teacher gives motivation.
3. The greeting at the end of learning.

Resource :

- English Book for the Third Grade, Grow with English, Publisher Erlangga
2013 by Dr.Mukarto, M.Sc

Evaluation :

Indicator	Assesment	Instrument	Instrument Test
<ul style="list-style-type: none"> - To respond by repeat what the teacher says with aloud pronunciation - To respond by repeat what the teacher say with correct English pronunciation 	Spoken Test	To respond with repeat vocabularies in spoken	Listen to the words and repeat kind of fruits! Teacher : Orange Student : (Repeat with aloud and correct English pronunciation)

Note : (Score Right answer: Score Maximal) x 10)

Approved by

Approved by
Collaborator



Mutia Retno Maharti, S.Pd

Researcher



Dahlia Puspa Dewi

NPM : 13106807

Appendix 3

LESSON PLAN 2

Subject	: English
Subject Matter	: Vocabulary
Topic	: Vegetables
Class	: III Al-Jabbar
Time	: 2 x 35 minutes
Technique	: Drill Technique

Standard Competence :

- To spell and imitate the simplest English written in the context of the school..

Basic Competence :

- To spell the simplest English vocabulary accurately and acceptable with correct spelling..

Indicator :

- To spell vocabularies based on the picture with correct spelling..

The Instruction Goal :

- The students should be able to spell vocabularies based on the picture with correct spelling (vegetables).
- The students are able to mention the vocabulary (kind of vegetables).
- The students are able to memorize the vocabulary and completely the sentences by using the alternative word based on the picture.

The Materials :

Kind of Vegetables :

- | | | |
|------------|------------|-----------|
| - Potato | - Cabbage | - Spinach |
| - Broccoli | - Garlic | - Onion |
| - Mushroom | - Chili | - Bean |
| - Carrot | - Cucumber | - Celery |

- Tomato - Eggplant - Corn
- Long Bean - Pumpkin

Teaching Learning Activity :

a. Pre teaching activities :

1. Greeting
2. Saying Prayer
3. Checking the attendance list
4. Apperception

b. While Teaching Activities

1. The teacher shows some picture to the student.
2. The teacher shows the real object in the classroom to the student.
3. The teacher writes the vocabularies on the whiteboard.
4. The teacher asks the student to mention of the things in the classroom.
5. The student imitates what the teacher says.
6. Teacher and the students mention the words by showing the real objects.
7. The student repeats to mention the words. Repetition is done to make the student more familiar with the word.
8. The students do assignment from the teacher.

c. Post Teaching Activity

1. The teacher summarizes the material who has given.
2. The teacher gives motivation.
3. The greeting at the end of learning.

Resource :

- English Book for the Third Grade, Grow with English, Publisher Erlangga 2013 by Dr.Mukarto, M.Sc

Evaluation :

Indicator	Assesment	Instrument	Instrument Test
- To spell vocabularies based on the picture with correct spelling	Written Test	Writte vocabularies with correct spelling	Write names of vegetables! Picture of tomato Picture of bean Picture of carrot Picture of pumpkin Picture of cucumber,etc

Note : (Score Right answer: Score Maximal) x 10)

Approved by

Collaborator



Mutia Retno Maharti, S.Pd

Researcher



Dahlia Puspa Dewi

NPM : 13106807

Appendix 4

LESSON PLAN 3

Subject : English
Subject Matter : Vocabulary
Topic : Foods and Drinks
Class : III Al-Jabbar
Time : 2 x 35 minutes
Technique : Drill Technique

Standard Competence :

- To spell and imitate the simplest English written in the context of the school.

Basic Competence :

- To spell the simplest English vocabulary accurately and acceptable with correct spelling.

Indicator :

- To spell vocabularies based on the picture with correct spelling.

The Instruction Goal :

- The students should be able to spell vocabularies based on the picture with correct spelling (foods and drinks).
- The students are able to mention the vocabulary (kind of foods and drinks)
- The students are able to memorize the vocabulary and completely the sentences by using the alternative word based on the picture.

The Materials :

Kind of Foods :

- | | | |
|-----------------|-----------------|--------------|
| - Bread | - Noodle | - Fried Rice |
| - Fried Chicken | - Rice | - Pizza |
| - Fried Fish | - Donut | - Burger |
| - Fried Banana | - Sandwich | - Cake |
| - Meatball | - Sate - Papaya | - Meat |

Kind of Drinks :

- | | | |
|---------|-------------|----------|
| - Tea | - Milk | - Coffee |
| - Water | - Ice Cream | - Soda |
| - Juice | | |

Teaching Learning Activity :

- a. Pre teaching activities :
 1. Greeting
 2. Saying Prayer
 3. Checking the attendance list
 4. Apperception

- b. While Teaching Activities
 1. The teacher shows some picture to the student.
 2. The teacher shows the real object in the classroom to the student.
 3. The teacher writes the vocabularies on the whiteboard.
 4. The teacher asks the student to mention of the things in the classroom.
 5. The student imitates what the teacher says.
 6. Teacher and the students mention the words by showing the real objects.
 7. The student repeats to mention the words. Repetition is done to make the student more familiar with the word.
 8. The students do assignment from the teacher.

- c. Post Teaching Activity
 1. The teacher summarizes the material who has given.
 2. The teacher gives motivation.
 3. The greeting at the end of learning.

Resource :

- English Book for the Third Grade, Grow with English, Publisher Erlangga 2013 by Dr.Mukarto, M.Sc

Evaluation :

Indicator	Assesment	Instrument	Instrument Test
- To spell vocabularies based on the picture with correct spelling	Written Test	Write vocabularies with correct spelling	Write names of foods and drinks! Picture of bread Picture of noodle Picture of meatball Picture of milk Picture of tea,etc

Note : (Score Right answer: Score Maximal) x 10)

Approved by

Approved by

Collaborator



Mutia Retno Maharti, S.Pd

Researcher



Dahlia Puspa Dewi

NPM : 13106807

Appendix 5

PRE TEST

Subject : English
 Class : III Al-Jabbar
 Time : 35 minutes

I. Choose the correct answer by making a cross (x) at point a, b, c, or d!
(Pilihlah jawaban yang benar dengan membuat tanda silang (x) pada a, b, c, d!)

Contoh : **What is this?**
 This is a



a. Orange

c. Apple

b. Banana

d. Pear

1. My mother buys ...

3. I very like....



a. Avocado

c. Apple

a. Avocado

c. Strawberry

b. Pineapple

d. Orange

b. Apple

d. Orange

2. My favorite fruit is

4. This is....



a. Watermelon

c. Orange

a. Mangosteen

c. Mango

b. Grape

d. Apple

b. Pear

d. Orange

5. I don't like...

8. What is this...



- a. Banana c. Apple
b. Watermelon d. Avocado



- a. Potato c. Tomato
b. Carrot d. Cucumber

6. It is....



- a. Spinach c. Cabbage
b. Bean d. Broccoli

9. My mother cooks...



- a. Cucumber c. Cabbage
b. Tomato d. Spinach

7. I buyin the market.



- a. Mushroom c. Spinach
b. Cucumber d. Cabbage

10. This is....



- a. Bean c. Spinach
b. Cucumber d. Potato

II. Look at the pictures carefully then complete in the blank!
(Perhatikan gambar dengan teliti kemudian lengkapi titik-titiknya!)

Contoh : Dini : The Color is red

Mia : Is it tomato? Dina : No, it is apple.



1. Sella : The color is orange.
Bella : is it orange ?
Sella : No, it is...

4. Nadia : The color is...
Niko : Is it pineapple?
Nadia : No, it is banana



2. Doni : The color is...
 Arif : Is it mangosteen?
 Doni : No, it is Grape

5. Bayu : The color is green
 Roni : Is it avocado.
 Bayu : Yes, it is....







3. Mela : The color is red
 Antika : Is it apple?
 Mela : No, it is...





Choose the Correct Answer! (Pilih Jawaban yang Paling Benar)

A.Avocado	B.Yellow	C. Pineapple	D. Purple	E.Strawberry
-----------	----------	--------------	-----------	--------------

III. Match the following words from Indonesian into English!
(Jodohkanlah kata-kata berikut dari bahasa Indonesia ke dalam bahasa Inggris!)

Ex:	Cabe	(*)		*	Chili
1.	Brokoli	(.....)		A	Potato
2.	Wortel	(.....)		B	Bean
3,	Kentang	(.....)		C	Carrot

4.	Jagung	(.....)		D	Broccoli
5.	Buncis	(.....)		E	Corn

Appendix 6

POST TEST 1

Subject : English
 Class : III Al-Jabbar
 Time : 35 minutes

1. Choose the correct answer by making a cross (x) at point a, b, c, or d!
(Pilihlah jawaban yang benar dengan membuat tanda silang (x) pada a, b, c, d!)

Contoh : **What is this?**
 This is an



c. Orange
d. Banana

c. Apple
d. Pear

1. It is ...

3. What is this....



a. Spinach c. Cucumber
 b. Bean d. Broccoli

a. Potato c. Onion
 b. Carrot d. Cucumber

2. I buyin the market.

4. My mother cooks.....



a. Mushroom c. Spinach
 b. Cucumber d. Cabbage

a. Cucumber c. Cabbage
 b. Mushroom d. Spinach

5. I don't like...

8. What is this...



- | | | | |
|------------|-------------|---------------|-----------|
| a. Bean | c. Mushroom | a. Mangosteen | c. Grape |
| b. Cabbage | d. Potato | b. Mango | d. Banana |

6. It is....



- | | | | |
|--------------|----------|---------------|-----------|
| a. Avocado | c. Apple | a. Mango | c. Grape |
| b. Pineapple | d. Grape | b. Mangosteen | d. Banana |

9. This is some...



7. I buyin the market.



- | | | | |
|---------------|-----------------|---------------|------------|
| a. Mangosteen | c. Dragonfruits | a. Banana | c. Apple |
| b. Pear | d. Grape | b. Watermelon | d. Avocado |

10. This is....



ii. ***Look at the pictures carefully then complete in the blank!***
(Perhatikan gambar dengan teliti kemudian lengkapi titik-titiknya!)

Contoh : Dini : The Color is red
Mia : It is tomato? Dina : No, it is apple.



- | | |
|------------------------------|----------------------------|
| 1. Sella : The color is | 4. Nadia : The color is... |
| Bella : is it mangosteen ? | Niko : Is it pineapple? |
| Sella : No, it is Grape. | Nadia : No, it is banana |



- | | |
|--------------------------------|------------------------------|
| 2. Doni : The color is orange. | 5. Bayu : The color is green |
|--------------------------------|------------------------------|

Arif : Is it Orange?

Roni : Is it avocado.

Doni : No, it is

Bayu : No, it is....



3. Mela : The color is green.

Antika : Is it avocado?

Mela : Yes, it is...









Choose the Correct Answer! (Pilih Jawaban yang Paling Benar)

A.Yellow	B.Avocado	C. Guava	D. Purple	E.Pineapple
----------	-----------	----------	-----------	-------------

III. Match the following words from Indonesian into English!

(Jodohkanlah kata-kata berikut dari bahasa Indonesia ke dalam bahasa Inggris!)

Ex:	Cabe	(*)		*	Chili
1.	Bawang Putih	(.....)		A	Potato
2.	Wortel	(.....)		B	Bean
3,	Kentang	(.....)		C	Carrot
4.	Jagung	(.....)		D	Garlic

5.	Buncis	(.....)		E	Corn
----	--------	---------	------------------------------------------------------------------------------------	---	------

Appendix 7

POST TEST 2

Subject : English
 Class : III Al-Jabbar
 Time : 35 minutes

I. Choose the correct answer by making a cross (x) at point a, b, c, or d!
(Pilihlah jawaban yang benar dengan membuat tanda silang (x) pada a, b, c, d!)

Contoh : What is this?

This is a



e. Orange

c. Apple

f. Banana

d. Pear

1. My favorite food is ...

3. My sister like....



a. Bread c. Rice `

a. Burger c. Soup

b. Meat d. Cake

b. Donut d. Sate

2. I like eat

4. I want a glass of....



a. Cake

c. Burger

a. Milk

c. Water

b. Pizza

d. Rice

b. Orange Juice

d. Guava juice

5. My mother cooks...

8. I very like to drink...



- a. Noodle c. Fried Rice
b. Rice d. Meatball



- a. Milk c. Tea
b. Orange Juice d. Soda

6. I very like....



- a. Fried rice c. Cake
c. Meatball d. Noodle

9. This is a plate of....



- a. Noodle c. Rice
b. Pizza d. Fried Rice

7. My brother buys a bowl of....



- a. Rice c. Soup
b. Meatball d. Soto

10. I buy a



- a. Cake c. Burger
b. Pizza d. Sate

II. Look at the pictures carefully then complete in the blank!
(Perhatikan gambar dengan teliti kemudian lengkapilah titik-titiknya!)

Contoh : Dini : I am hungry
I want .. (pizza)



1. Sella : I am thirsty.
I want....

4. Ria : I am thirsty
I want ...



2. dony : I am hungry.

I want



5. Nadia : I am hungry.

I want...



3. Dodo : I am hungry.

I want






Choose the Correct Answer! (Pilih Jawaban yang Paling Benar)

A.Noodle	B.Milk	C. Bread	D. Sate	E.OrangeJuice
----------	--------	----------	---------	---------------

III. Match the following words from Indonesian into English!

(Jodohkanlah kata-kata berikut dari bahasa Indonesia ke dalam bahasa Inggris!)

Ex:	Kue	(*)		*	Cake
1.	Teh	(.....)		A	Fried Rice
2.	Ayam Goreng	(.....)		B	Coffee
3,	Es Krim	(.....)		C	Tea

4.	Nasi Goreng	(.....)		D	Fried Chicken
5.	Kopi	(.....)		E	Ice Cream

Appendix 8

OBSERVATION SHEET

Meeting : 1 in the first cycle

No.	Teacher Activities	Good	Fair	Poor
1.	Pre Teaching <ul style="list-style-type: none"> a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process 	✓	✓ ✓	
2.	While Teaching <ul style="list-style-type: none"> a. Inform the objective of learning b. Explain the material in chronological c. Guide the student to follow the lesson d. Motivate the student to ask e. Practice the students to answer the question about material 	✓ ✓	✓ ✓	✓
3.	Post Teaching <ul style="list-style-type: none"> a. Conclude the result of learning b. Close the learning activity 	✓	✓	

☒ Tick for each positive activity
Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 9

OBSERVATION SHEET

Meeting : 2 in the first cycle

No.	Teacher Activities	Good	Fair	Poor
1.	Pre Teaching <ul style="list-style-type: none"> a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process 	✓ ✓	✓	
2.	While Teaching <ul style="list-style-type: none"> a. Inform the objective of learning b. Explain the material in chronological c. Guide the student to follow the lesson d. Motivate the student to ask e. Practice the students to answer the question about material 	✓	✓ ✓ ✓	✓
3.	Post Teaching <ul style="list-style-type: none"> a. Conclude the result of learning b. Close the learning activity 	✓	✓ ✓	

☒ Tick for each positive activity
Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 10

OBSERVATION SHEET

Meeting : 3 in the first cycle

No.	Teacher Activities	Good	Fair	Poor
1.	Pre Teaching <ul style="list-style-type: none"> a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process 	✓ ✓	✓	
2.	While Teaching <ul style="list-style-type: none"> a. Inform the objective of learning b. Explain the material in chronological c. Guide the student to follow the lesson d. Motivate the student to ask e. Practice the students to answer the question about material 	✓ ✓	✓ ✓	✓
3.	Post Teaching <ul style="list-style-type: none"> a. Conclude the result of learning b. Close the learning activity 	✓ ✓		

☒ Tick for each positive activity
Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 11

OBSERVATION SHEET

Meeting : 1 in the second cycle

No.	Teacher Activities	Good	Fair	Poor
1.	Pre Teaching			
	a. Prepare the lesson plan	✓		
	b. Prepare the media that will be used	✓		
	c. Ability in opening the learning process		✓	
2.	While Teaching			
	a. Inform the objective of learning	✓		
	b. Explain the material in chronological	✓		
	c. Guide the student to follow the lesson		✓	
	d. Motivate the student to ask	✓		
	e. Practice the students to answer the question about material	✓		
3.	Post Teaching			
	a. Conclude the result of learning	✓		
	b. Close the learning activity	✓		

☒ Tick for each positive activity
Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 12

OBSERVATION SHEET

Meeting : 2 in the second cycle

No.	Teacher Activities	Good	Fair	Poor
1.	Pre Teaching			
	a. Prepare the lesson plan	✓		
	b. Prepare the media that will be used	✓		
	c. Ability in opening the learning process	✓		
2.	While Teaching			
	a. Inform the objective of learning		✓	
	b. Explain the material in chronological	✓		
	c. Guide the student to follow the lesson	✓		
	d. Motivate the student to ask	✓		
	e. Practice the students to answer the question about material	✓		
3.	Post Teaching			
	a. Conclude the result of learning	✓		
	b. Close the learning activity	✓		

☒ Tick for each positive activity
Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 13

OBSERVATION SHEET

Meeting : 3 in the second cycle

No.	Teacher Activities	Good	Fair	Poor
1.	Pre Teaching			
	a. Prepare the lesson plan	✓		
	b. Prepare the media that will be used	✓		
	c. Ability in opening the learning process	✓		
2.	While Teaching			
	a. Inform the objective of learning	✓		
	b. Explain the material in chronological	✓		
	c. Guide the student to follow the lesson	✓		
	d. Motivate the student to ask	✓		
	e. Practice the students to answer the question about material	✓		
3.	Post Teaching			
	a. Conclude the result of learning	✓		
	b. Close the learning activity	✓		

☒ Tick for each positive activity
Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 14

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 1 in the first cycle

Material : Fruits

No.	Students' Name	Students' Activities					Total	%
		1	2	3	4	5		
1.	Ahmad Fatih Afifuddien	✓		✓		✓	3	60%
2.	Al Fatah Dwi Putra B		✓			✓	2	40%
3.	Alya Anindya Jasmine	✓	✓			✓	3	60%
4.	Anggun Pusfadilah	✓				✓	2	40%
5.	Annisa Yumna R	✓	✓	✓	✓	✓	5	100%
6.	Ashar Febri Yanto	✓				✓	2	40%
7.	Devita Ardelia R			✓	✓	✓	3	60%
8.	Fahmi Fajarudin	✓				✓	2	40%
9.	Farras Fadhil Hassan	✓				✓	2	40%
10.	Ghani Rizky	✓	✓		✓	✓	4	80%
11.	Habib Abdullah A		✓	✓		✓	3	60%
12.	Ibnu Tammam K	✓				✓	2	40%
13.	Kayla Azkia Qonita	✓	✓	✓	✓	✓	5	100%
14.	Keyla Asma Hardiyanti		✓			✓	2	40%
15.	Khalisa Nada Fitriya	✓				✓	2	40%
16.	M. Asyraf Arrafi				✓	✓	2	40%
17.	M. Fakhri Arya	✓				✓	2	40%
18.	Melia Khoirun Nissa		✓			✓	2	40%
19.	Muhammad Izza M				✓	✓	2	40%
20.	Muhammad Naufal F	✓	✓		✓	✓	4	80%
21.	Muhammad Yusuf S	✓	✓			✓	3	60%
22.	Nabila Mustika Aulia	✓				✓	2	40%
23.	Nadillah Dayana			✓		✓	2	40%
24.	Nanda Salsabila				✓	✓	2	40%
25.	Rafi Ikhwan R		✓			✓	2	40%
26.	Reza Rindian P	✓				✓	2	40%
27.	Shasya Nazahra Z		✓			✓	2	40%
28.	Shofia Naila Fauziyah	✓				✓	2	40%
29.	Soima Taqiya	✓			✓	✓	3	60%
30.	Wristy Azka Fawnia		✓			✓	2	40%
Total		18	13	6	9	30	76	1520%
Presentation		60%	43%	20%	30%	100%		50, 67%

Appendix 15

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 2 in the first cycle

Material : Vegetables

No.	Students' Name	Students' Activities					Total	%
		1	2	3	4	5		
1.	Ahmad Fatih Afifuddien	✓		✓		✓	3	60%
2.	Al Fatah Dwi Putra B		✓			✓	2	40%
3.	Alya Anindya Jasmine	✓	✓	✓	✓	✓	5	100%
4.	Anggun Pusfadilah	✓				✓	2	40%
5.	Annisa Yumna R	✓	✓	✓	✓	✓	5	100%
6.	Ashar Febri Yanto	✓				✓	2	40%
7.	Devita Ardelia R	✓	✓	✓	✓	✓	5	100%
8.	Fahmi Fajarudin	✓				✓	2	40%
9.	Farras Fadhil Hassan	✓				✓	2	40%
10.	Ghani Rizky	✓	✓		✓	✓	4	80%
11.	Habib Abdullah A	✓	✓	✓		✓	4	80%
12.	Ibnu Tammam K	✓	✓			✓	3	60%
13.	Kayla Azkia Qonita	✓	✓	✓	✓	✓	5	100%
14.	Keyla Asma Hardiyanti		✓		✓	✓	3	60%
15.	Khalisa Nada Fitriya			✓	✓	✓	3	60%
16.	M. Asyraf Arrafi	✓		✓		✓	3	60%
17.	M. Fakhri Arya	✓	✓			✓	3	60%
18.	Melia Khoirun Nissa	✓			✓	✓	3	60%
19.	Muhammad Izza M			✓	✓	✓	3	60%
20.	Muhammad Naufal F	✓	✓	✓	✓	✓	5	100%
21.	Muhammad Yusuf S	✓		✓	✓	✓	4	80%
22.	Nabila Mustika Aulia	✓				✓	2	40%
23.	Nadillah Dayana		✓			✓	2	40%
24.	Nanda Salsabila				✓	✓	2	40%
25.	Rafi Ikhwan R				✓	✓	2	40%
26.	Reza Rindian P	✓				✓	2	40%
27.	Shasya Nazahra Z	✓				✓	2	40%
28.	Shofia Naila Fauziyah	✓	✓			✓	3	60%
29.	Soima Taqiya		✓	✓		✓	3	60%
30.	Wristy Azka Fawnia	✓			✓	✓	3	60%
Total		22	14	12	14	30	92	180%
Presentation		73%	47%	40%	47%	100%		61,33%

Appendix 16

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 3 in the first cycle

Material : Fruits and Vegetables

No.	Students' Name	Students' Activities					Total	%
		1	2	3	4	5		
1.	Ahmad Fatih Afifuddien	✓		✓		✓	3	60%
2.	Al Fatah Dwi Putra B		✓			✓	2	40%
3.	Alya Anindya Jasmine	✓	✓	✓	✓	✓	5	100%
4.	Anggun Pustadilah	✓				✓	2	40%
5.	Annisa Yumna R	✓	✓	✓	✓	✓	5	100%
6.	Ashar Febri Yanto	✓				✓	2	40%
7.	Devita Ardelia R	✓	✓	✓	✓	✓	5	100%
8.	Fahmi Fajarudin	✓				✓	2	40%
9.	Farras Fadhil Hassan	✓				✓	2	40%
10.	Ghani Rizky	✓	✓		✓	✓	4	80%
11.	Habib Abdullah A	✓	✓	✓		✓	4	80%
12.	Ibnu Tammam K	✓	✓			✓	3	60%
13.	Kayla Azkia Qonita	✓	✓	✓	✓	✓	5	100%
14.	Keyla Asma Hardiyanti			✓	✓	✓	3	60%
15.	Khalisa Nada Fitriya			✓	✓	✓	3	60%
16.	M. Asyraf Arrafi	✓				✓	2	40%
17.	M. Fakhri Arya	✓	✓			✓	3	60%
18.	Melia Khoirun Nissa	✓			✓	✓	3	60%
19.	Muhammad Izza M			✓	✓	✓	3	60%
20.	Muhammad Naufal F	✓	✓	✓	✓	✓	5	100%
21.	Muhammad Yusuf S	✓		✓	✓	✓	4	80%
22.	Nabila Mustika Aulia	✓				✓	2	40%
23.	Nadillah Dayana		✓			✓	2	40%
24.	Nanda Salsabila	✓			✓	✓	3	60%
25.	Rafi Ikhwan R			✓	✓	✓	3	60%
26.	Reza Rindian P	✓	✓			✓	3	60%
27.	Shasya Nazahra Z	✓				✓	2	40%
28.	Shofia Naila Fauziyah	✓	✓			✓	3	60%
29.	Soima Taqiya		✓	✓		✓	3	60%
30.	Wristy Azka Fawnia	✓			✓	✓	3	60%
Total		23	15	13	14	30	95	1900%
Presentation		77%	50%	46%	97%	100%		63,33%

Appendix 17

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 1 in the second cycle

Material : Foods

No.	Students' Name	Students' Activities					Total	%
		1	2	3	4	5		
1.	Ahmad Fatih Afifuddin	✓		✓	✓	✓	4	80%
2.	Al Fatah Dwi Putra B		✓			✓	2	40%
3.	Alya Anindya Jasmine	✓	✓	✓	✓	✓	5	100%
4.	Anggun Pusfadilah	✓		✓		✓	3	60%
5.	Annisa Yumna R	✓	✓	✓	✓	✓	5	100%
6.	Ashar Febri Yanto	✓	✓			✓	3	60%
7.	Devita Ardelia R	✓	✓	✓	✓	✓	5	100%
8.	Fahmi Fajarudin	✓		✓		✓	3	60%
9.	Farras Fadhil Hassan	✓		✓		✓	3	60%
10.	Ghani Rizky	✓	✓		✓	✓	4	80%
11.	Habib Abdullah A	✓	✓	✓		✓	4	80%
12.	Ibnu Tammam K	✓	✓			✓	3	60%
13.	Kayla Azkia Qonita	✓	✓	✓	✓	✓	5	100%
14.	Keyla Asma Hardiyanti			✓	✓	✓	3	60%
15.	Khalisa Nada Fitriya		✓	✓	✓	✓	4	80%
16.	M. Asyraf Arrafi	✓	✓			✓	3	60%
17.	M. Fakhri Arya	✓	✓			✓	3	60%
18.	Melia Khoirun Nissa	✓			✓	✓	3	60%
19.	Muhammad Izza M			✓	✓	✓	3	60%
20.	Muhammad Naufal F	✓	✓	✓	✓	✓	5	100%
21.	Muhammad Yusuf S	✓		✓	✓	✓	4	80%
22.	Nabila Mustika Aulia	✓	✓			✓	3	60%
23.	Nadillah Dayana		✓			✓	2	40%
24.	Nanda Salsabila	✓			✓	✓	3	60%
25.	Rafi Ikhwan R			✓	✓	✓	3	60%
26.	Reza Rindian P	✓	✓			✓	3	60%
27.	Shasya Nazahra Z	✓			✓	✓	3	60%
28.	Shofia Naila Fauziyah	✓	✓			✓	3	60%
29.	Soima Taqiya		✓	✓		✓	3	60%
30.	Wristy Azka Fawnia	✓			✓	✓	3	60%
Total		23	18	16	16	30	103	2026%
Presentation		77%	60%	53%	53%	100%		68,67%

Appendix 18

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 2 in the second cycle

Material : Drinks

No.	Students' Name	Students' Activities					Total	%
		1	2	3	4	5		
1.	Ahmad Fatih Afifuddin	✓	✓	✓	✓	✓	5	100%
2.	Al Fatah Dwi Putra B	✓	✓		✓	✓	4	80%
3.	Alya Anindya Jasmine	✓	✓	✓	✓	✓	5	100%
4.	Anggun Pusfadilah	✓		✓	✓	✓	4	80%
5.	Annisa Yumna R	✓	✓	✓	✓	✓	5	100%
6.	Ashar Febri Yanto	✓	✓			✓	3	60%
7.	Devita Ardelia R	✓	✓	✓	✓	✓	5	100%
8.	Fahmi Fajarudin	✓	✓		✓	✓	4	80%
9.	Farras Fadhil Hassan	✓	✓	✓	✓	✓	5	100%
10.	Ghani Rizky	✓	✓		✓	✓	4	80%
11.	Habib Abdullah A	✓	✓	✓		✓	4	80%
12.	Ibnu Tammam K	✓	✓			✓	3	60%
13.	Kayla Azkia Qonita	✓	✓	✓	✓	✓	5	100%
14.	Keyla Asma Hardiyanti	✓		✓	✓	✓	4	80%
15.	Khalisa Nada Fitriya	✓	✓	✓	✓	✓	5	100%
16.	M. Asyraf Arrafi	✓	✓			✓	3	60%
17.	M. Fakhri Arya	✓	✓	✓		✓	4	80%
18.	Melia Khoirun Nissa	✓			✓	✓	3	60%
19.	Muhammad Izza M	✓		✓	✓	✓	4	80%
20.	Muhammad Naufal F	✓	✓	✓	✓	✓	5	100%
21.	Muhammad Yusuf S	✓		✓	✓	✓	4	80%
22.	Nabila Mustika Aulia	✓	✓			✓	3	60%
23.	Nadillah Dayana	✓	✓	✓		✓	4	80%
24.	Nanda Salsabila	✓	✓		✓	✓	4	80%
25.	Rafi Ikhwani R	✓		✓	✓	✓	4	80%
26.	Reza Rindian P	✓	✓	✓		✓	4	80%
27.	Shasya Nazahra Z	✓			✓	✓	3	60%
28.	Shofia Naila Fauziyah	✓	✓		✓	✓	4	80%
29.	Soima Taqiya	✓	✓	✓		✓	4	80%
30.	Wristy Azka Fawnia	✓			✓	✓	3	60%
Total		30	22	18	21	30	121	2420%
Presentation		100%	73%	60%	70%	100%		80,67%

Appendix 19

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 3 in the second cycle

Material : Foods and Drinks

No.	Students' Name	Students' Activities					Total	%
		1	2	3	4	5		
1.	Ahmad Fatih Afifuddien	✓	✓	✓	✓	✓	5	100%
2.	Al Fatah Dwi Putra B	✓	✓	✓	✓	✓	5	100%
3.	Alya Anindya Jasmine	✓	✓	✓	✓	✓	5	100%
4.	Anggun Pusfadhilah	✓	✓	✓	✓	✓	5	100%
5.	Annisa Yumna R	✓	✓	✓	✓	✓	5	100%
6.	Ashar Febri Yanto	✓	✓	✓		✓	4	80%
7.	Devita Ardelia R	✓	✓	✓	✓	✓	5	100%
8.	Fahmi Fajarudin	✓	✓	✓	✓	✓	5	100%
9.	Farras Fadhil Hassan	✓	✓	✓	✓	✓	5	100%
10.	Ghani Rizky	✓	✓		✓	✓	4	80%
11.	Habib Abdullah A	✓	✓	✓		✓	4	80%
12.	Ibnu Tammam K	✓	✓		✓	✓	4	80%
13.	Kayla Azkia Qonita	✓	✓	✓	✓	✓	5	100%
14.	Keyla Asma Hardiyanti	✓		✓	✓	✓	4	80%
15.	Khalisa Nada Fitriya	✓	✓	✓	✓	✓	5	100%
16.	M. Asyraf Arrafi	✓	✓		✓	✓	4	80%
17.	M. Fakhri Arya	✓	✓	✓		✓	4	80%
18.	Melia Khoirun Nissa	✓	✓	✓	✓	✓	5	100%
19.	Muhammad Izza M	✓	✓	✓	✓	✓	5	100%
20.	Muhammad Naufal F	✓	✓	✓	✓	✓	5	100%
21.	Muhammad Yusuf S	✓	✓	✓	✓	✓	5	100%
22.	Nabila Mustika Aulia	✓	✓		✓	✓	4	80%
23.	Nadillah Dayana	✓	✓	✓		✓	4	80%
24.	Nanda Salsabila	✓	✓		✓	✓	4	80%
25.	Rafi Ikhwan R	✓	✓	✓	✓	✓	5	100%
26.	Reza Rindian P	✓	✓	✓		✓	4	80%
27.	Shasya Nazahra Z	✓	✓		✓	✓	4	80%
28.	Shofia Naila Fauziyah	✓		✓	✓	✓	4	80%
29.	Soima Taqiya	✓	✓	✓	✓	✓	5	100%
30.	Wristy Azka Fawnia	✓	✓		✓	✓	4	80%
Total		30	28	23	25	30	136	2720%
Presentation		100%	93%	77%	83%	100%		90,67%

Appendix 20

TEACHERS' NOTE

Cycle		Note Students' Attitude
Cycle 1	First Meeting	<ul style="list-style-type: none"> - Most of students not ready with new method - Most of students get difficult in doing task - There are some students not active in teaching learning
	Second Meeting	<ul style="list-style-type: none"> - The students began to interested in following the lesson - Some students enjoyed with the new method - Some students could do the task easily - Some students active in teaching learning
	Third meeting	<ul style="list-style-type: none"> - Most of students began to interested in following the lesson - Some students could do the task easily - Some students enjoyed with the new method - Some student active to asking and answering the question - There some students were shocked with the post test.
Cycle 2	First Meeting	<ul style="list-style-type: none"> - Most of students began to interested in following the lesson - Most of students enjoyed with the new method - Some student active to asking and answering the question - Most of student attention teachers' explanation - Some students could do the task easily
	Second	<ul style="list-style-type: none"> - Most of students began to interested in

	Meeting	<p>following the lesson</p> <ul style="list-style-type: none"> - Most of students enjoyed with the new method - Most students active to asking and answering the question - Most of student attention teachers' explanation. - Some students could do the task easily
	Third Meeting	<ul style="list-style-type: none"> - Most of students began to interested in following the lesson - Most of students enjoyed with the new method - Most students active to asking and answering the question - Most of student attention teachers' explanation. - Most of student can do post test 2

Approved by

Collaborator

Mutia Retno Maharti, S.Pd**Researcher**

Dahlia Puspa Dewi**NPM : 13106807**

Appendix 21

Students' Score at Pre Test

No.	Name	Score Pre Test
1.	AA	50
2.	AD	30
3.	AJ	55
4.	AN	40
5.	AR	75
6.	AS	40
7.	DE	60
8.	FF	45
9.	FH	35
10.	GR	75
11.	HA	70
12.	IT	55
13.	KA	75
14.	KH	50
15.	KN	55
16.	MA	50
17.	MF	50
18.	MK	55
19.	MM	55
20.	MN	75
21.	MY	60
22.	NA	45
23.	ND	50
24.	NS	35
25.	RI	45
26.	RR	35
27.	SH	40
28.	SN	50
29.	ST	55
30.	WA	50
TOTAL		1665
AVERAGE		55,5

Appendix 22

Students' Score at Post Test Cycle 1

No.	Name	Score Pre Test
1.	AA	55
2.	AD	45
3.	AJ	80
4.	AN	50
5.	AR	80
6.	AS	50
7.	DE	75
8.	FF	50
9.	FH	50
10.	GR	75
11.	HA	75
12.	IT	60
13.	KA	85
14.	KH	55
15.	KN	60
16.	MA	75
17.	MF	75
18.	MK	75
19.	MM	75
20.	MN	85
21.	MY	75
22.	NA	55
23.	ND	60
24.	NS	50
25.	RI	55
26.	RR	55
27.	SH	50
28.	SN	65
29.	ST	65
30.	WA	60
TOTAL		1975
AVERAGE		65,83

Appendix 23

Students' Score at Post Test Cycle 2

No.	Name	Score Pre Test
1.	AA	75
2.	AD	55
3.	AJ	80
4.	AN	65
5.	AR	90
6.	AS	75
7.	DE	85
8.	FF	75
9.	FH	65
10.	GR	80
11.	HA	85
12.	IT	80
13.	KA	90
14.	KH	75
15.	KN	75
16.	MA	75
17.	MF	80
18.	MK	85
19.	MM	75
20.	MN	90
21.	MY	80
22.	NA	80
23.	ND	75
24.	NS	75
25.	RI	80
26.	RR	65
27.	SH	75
28.	SN	85
29.	ST	75
30.	WA	75
TOTAL		2340
AVERAGE		78

Appendix 24

The Improvement of Students' Score at Pre Test and Post Test cycle 1

No.	Name	Pre Test Score	Post Test Score	Increasing	Explanation
1.	AA	50	55	5	Improve
2.	AD	30	45	15	Improve
3.	AJ	55	80	25	Improve
4.	AN	40	50	10	Improve
5.	AR	75	80	5	Improve
6.	AS	40	50	10	Improve
7.	DE	60	75	15	Improve
8.	FF	45	50	5	Improve
9.	FH	35	50	15	Improve
10.	GR	75	75	0	Constant
11.	HA	70	75	5	Improve
12.	IT	55	60	5	Improve
13.	KA	75	85	10	Improve
14.	KH	50	55	5	Improve
15.	KN	55	60	5	Improve
16.	MA	50	75	25	Improve
17.	MF	50	75	25	Improve
18.	MK	55	75	20	Improve
19.	MM	55	75	20	Improve
20.	MN	75	85	10	Improve
21.	MY	60	75	15	Improve
22.	NA	45	55	10	Improve
23.	ND	50	60	10	Improve
24.	NS	35	50	15	Improve
25.	RI	45	55	5	Improve
26.	RR	35	55	20	Improve
27.	SH	40	50	10	Improve
28.	SN	50	65	15	Improve
29.	ST	55	65	10	Improve
30.	WA	50	60	10	Improve
Total		1665	1975	355	
Average		55,5	65,83	11,83	

Appendix 25

The Improvement of Students' Score at Post Test 1 and Post Test Cycle 2

No.	Name	Post Test 1 Score	Post Test 2 Score	Increasing	Explanation
1.	AA	55	75	20	Improve
2.	AD	45	55	10	Improve
3.	AJ	80	80	0	Constant
4.	AN	50	65	15	Improve
5.	AR	80	90	10	Improve
6.	AS	50	75	25	Improve
7.	DE	75	85	10	Improve
8.	FF	50	75	25	Improve
9.	FH	50	65	15	Improve
10.	GR	75	80	5	Improve
11.	HA	75	85	10	Improve
12.	IT	60	80	20	Improve
13.	KA	85	90	5	Improve
14.	KH	55	75	20	Improve
15.	KN	60	75	15	Improve
16.	MA	75	75	0	Constant
17.	MF	75	80	5	Improve
18.	MK	75	85	10	Improve
19.	MM	75	75	0	Constant
20.	MN	85	90	5	Improve
21.	MY	75	80	5	Improve
22.	NA	55	80	25	Improve
23.	ND	60	75	15	Improve
24.	NS	50	75	25	Improve
25.	RI	55	80	25	Improve
26.	RR	55	65	10	Improve
27.	SH	50	75	25	Improve
28.	SN	65	85	20	Improve
29.	ST	65	75	10	Improve
30.	WA	60	75	15	Improve
Total		1975	2340	400	
Average		65,83	78	13,33	

alya anindya

55

PRE TEST

Subject : English
 Class : III Al-Jabbar
 Time : 35 minutes

I. Choose the correct answer by making a cross (x) at point a, b, c, or d!
 (Pilihlah jawaban yang benar dengan membuat tanda silang (x) pada a, b, c, d!)

Contoh : What is this?
This is a



- a. Orange
 b. Banana

- c. Apple
 d. Pear

1. My mother buys ...

4. I very like....



- ☒ a. Avocado
 b. Pineapple

- c. Apple
 d. Orange

- a. Avocado
 b. Apple

- ☒ c. Strawberry
 d. Orange

2. My favorite fruit is

5. This is....



- a. Watermelon
☒ b. Grape

- c. Orange
 d. Apple

- ☒ a. Mangosteen
 b. Pear

- c. Mango
 d. Orange

3. I don't like...

6. What is this...



- a. Banana
☒ b. Watermelon

- c. Apple
 d. Avocado

- a. Potato
 b. Carrot

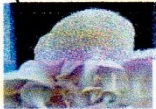
- ☒ c. Tomato
 d. Cucumber

~~7.~~ It is....



- a. Spinach c. Cabbage
~~b.~~ Bean d. Broccoli

~~8.~~ I buyin the market.



- a. Mushroom c. Spinach
~~b.~~ Cucumber d. Cabbage

~~9.~~ My mother cooks...



- a. Cucumber ~~c.~~ Cabbage
 b. Tomato d. Spinach

~~10.~~ This is....



- a. Bean ~~c.~~ Spinach
 b. Cucumber d. Potato

II. Look at the pictures carefully then complete in the blank!
(Perhatikan gambar dengan teliti kemudian lengkapi titik-titiknya!)

Contoh : Dini : The Color is red

Mia : It is tomato? Dina : No, it is apple.



~~1.~~ Sella : The color is orange.
 Bella : is it orange ?
 Sella : No, it is...

3. Nadia : The color is *yellow*
 Niko : Is it pineapple?
 Nadia : No, it is banana



2. Doni : The color is *purple*
 Arif : Is it mangosteen?
 Doni : No, it is Grape



4. Bayu : The color is green
 Roni : Is it avocado.
 Bayu : Yes, it is *avocado*



5. Mela : The color is red

Antika : Is it apple?

Mela : No, it is, *strawberry*

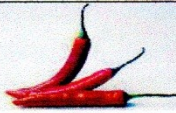







Choose the Correct Answer! (Pilih Jawaban yang Paling Benar)

A. Avocado	B. Yellow	C. Pineapple	D. Purple	E. Strawberry
------------	-----------	--------------	-----------	---------------

III. Match the following words from Indonesian into English!

(Jodohkanlah kata-kata berikut dari bahasa Indonesia ke dalam bahasa Inggris!)

Ex:	Cabe	(*)		*	Chili
1.	Brokoli	(...D...)		A	Potato
2.	Wortel	(...E...)		B	Bean
3.	Kentang	(...B...)		C	Carrot
4.	Jagung	(...C...)		D	Broccoli
5.	Buncis	(...A...)		E	Corn

POST TEST 1

Subject : English
 Class : III Al-Jabbar
 Time : 35 minutes

Devita adelia R

75

I. Choose the correct answer by making a cross (x) at point a, b, c, or d!

(Pilihlah jawaban yang benar dengan membuat tanda silang (x) pada a, b, c, d!)

Contoh : What is this?

This is a



c. Orange

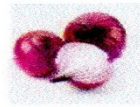
c. Apple

d. Banana

d. Pear

1. It is ...

4. What is this....



- a. Spinach ~~c. Cucumber~~
 b. Bean d. Broccoli

- a. Potato ~~c. Onion~~
 b. Carrot d. Cucumber

~~2.~~ I buyin the market.

~~5.~~ My mother cooks.....



- a. Mushroom c. Spinach
 b. Cucumber ~~d. Cabbage~~

- ~~a. Cucumber~~ c. Cabbage
 b. Mushroom d. Spinach

3. I don't like...

6. What is this...



- a. Bean ~~c. Mushroom~~
 b. Cabbage d. Potato

- ~~b. Mango~~ c. Grape
 d. Banana

7. It is....



- a. Avocado
~~b. Pineapple~~

- c. Apple
 d. Grape

9. This is some...



- a. Mango
 b. Mangosteen

- ~~c. Grape~~
 d. Banana

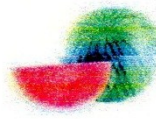
~~8. I buy in the market.~~



- ~~a. Mangosteen~~
 b. Pear

- c. Dragonfruits
 d. Grape

10. This is....



- ~~a. Banana~~
~~b. Watermelon~~

- c. Apple
 d. Avocado

ii. **Look at the pictures carefully then complete in the blank!**
(Perhatikan gambar dengan teliti kemudian lengkapilah titik-titiknya!)

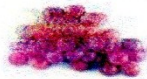
Contoh : Dini : The Color is red

Mia : It is tomato? Dina : No, it is apple.



1. Sella : The color is purple
 Bella : is it mangosteen ?
 Sella : No, it is Grape.

4. Nadia : The color is yellow
 Niko : Is it pineapple?
 Nadia : No, it is banana



2. Doni : The color is orange.
 Arif : Is it Orange?
 Doni : No, it is pineapple



5. Bayu : The color is green
 Roni : Is it avocado.
 Bayu : No, it is avocado



3. Mela : The color is green.

Antika : Is it avocado?

Mela : Yes, it is. *Avocado*

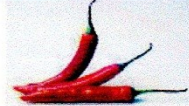







Choose the Correct Answer! (Pilih Jawaban yang Paling Benar)

A. Yellow	B. Avocado	C. Guava	D. Purple	E. Pineapple
-----------	------------	----------	-----------	--------------

III. Match the following words from Indonesian into English!

(Jodohkanlah kata-kata berikut dari bahasa Indonesia ke dalam bahasa Inggris!)

Ex:	Cabe	(*)		*	Chili
X	Bawang Putih	(B)		A	Potato
2.	Wortel	(C)		B	Bean
3.	Kentang	(A)		C	Carrot
4.	Jagung	(E)		D	Garlic
X	Buncis	(D)		E	Corn

Melia Khoirunni

POST TEST 2

(85)

Subject : English
 Class : III Al-Jabbar
 Time : 35 minutes

- I. Choose the correct answer by making a cross (x) at point a, b, c, or d!
 (Pilihlah jawaban yang benar dengan membuat tanda silang (x) pada a, b, c, d!)

Contoh : What is this?

This is a



~~a. Orange~~

c. Apple

b. Banana

d. Pear

1. My favorite food is ...

4. My sister like....



~~X~~ Bread c. Rice`

a. Burger c. Soup

b. Meat d. Cake

~~X~~ Donut d. Sate

2. I like eat

5. I want a glass of....



a. Cake

~~X~~ c. Burger

a. Milk

~~X~~ c. Water

b. Pizza

d. Rice

b. Orange Juice

d. Guava juice

~~X~~ 3. My mother cooks...

6. I very like to drink...



a. Noodle

~~X~~ c. Fried Rice

a. Milk

c. Tea

b. Rice

d. Meatball

~~X~~ b. Orange Juice

d. Soda

7. I very like....



- a. Fried rice ~~c. Cake~~
a. Meatball d. Noodle

~~9.~~ This is a plate of....



- a. Noodle ~~c. Rice~~
b. Pizza d. Fried Rice

~~8.~~ My brother buys a bowl of....



- a. Rice ~~c. Soup~~
b. Meatball d. Soto

10. I buy a



- a. Cake c. Burger
~~b. Pizza~~ d. Sate

I. Look at the pictures carefully then complete in the blank!
(Perhatikan gambar dengan teliti kemudian lengkapilah titik-titiknya!)

Contoh : Dini : I am hungry
I want .. (pizza)



1. Sella : I am thirsty.

I want orange juice



4. Ria : I am thirsty

I want milk



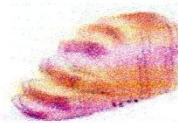
2. dony : I am hungry.

I want noodle



5. Nadia : I am hungry.

I want bread



1. Dodo : I am hungry.

I want Sate





Choose the Correct Answer! (Pilih Jawaban yang Paling Benar)

A.Noodle	B.Milk	C. Bread	D. Sate	E.OrangeJuice
----------	--------	----------	---------	---------------

II. Match the following words from Indonesian into English!

(Jodohkanlah kata-kata berikut dari bahasa Indonesia ke dalam bahasa Inggris!)

Ex:	Kue	(*)		*	Cake
1.	Teh	(.C...)		A	Fried Rice
2.	Ayam Goreng	(.g...)		B	Coffee
3.	Es Krim	(.e...)		C	Tea
4.	Nasi Goreng	(.a...)		D	Fried Chicken
5.	Kopi	(.b...)		E	Ice Cream



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2424/2016 Metro, 31 Oktober 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SDIT Wahdatul Ummah
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Dahlia Puspa Dewi
NPM : 13106807
Jurusan : Tarbiyah
Prodi : PBI
Judul : Using Drill Technique to Improve the Students' Vocabulary
Mastery at the Third Grade of SDIT Wahdatul Ummah Metro
in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SDIT Wahdatul Ummah.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan

T. Arla, M.Pd

NIP. 19691008 200003 2005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3060/In.28/R/TL.01/06/2017

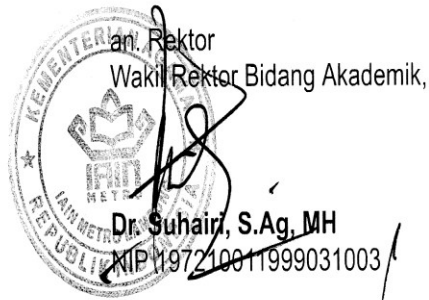
Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **DAHLIA PUSPA DEWI**
NPM : 13106807
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SDIT WAHDATUL UMMAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DRILL TECHNIQUE TO IMPROVE THE STUDENTS VOCABULARY AT THE THIRD GRADE OF SDIT WAHDATUL UMMAH METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Juni 2017





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

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Telepon (0725) 41507, Faksimili (0725) 47296
Website www.metrouniv.ac.id e-mail iaimetro@metrouniv.ac.id

omor : 3061/In.28/R.1/TL.00/06/2017
ampiran : -
erihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SDIT WAHDATUL UMMAH
METRO

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3060/In.28/R/TL.01/06/2017,
tanggal 19 Juni 2017 atas nama saudara:

Nama : **DAHLIA PUSPA DEWI**
NPM : 13106807
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SDIT WAHDATUL UMMAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DRILL TECHNIQUE TO IMPROVE THE STUDENTS VOCABULARY AT THE THIRD GRADE OF SDIT WAHDATUL UMMAH METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,



Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : P. 1401/In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Dahlia Puspa Dewi
NPM : 13106807
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 12 Juni 2017

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dahlia Puspa Dewi
 NPM : 13106807

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	24 Mei 2017	✓		- revise background of the study - revise benefit of the research - revise object of the research	<i>Lfmb</i>
6.	31 Mei 2017	✓		Acc to Lemar	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dahlia Puspa Dewi
 NPM : 13106807

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	13 juni 2016	✓		Acc the title	<i>Amu</i>
2.	12 april 2017	✓		<ul style="list-style-type: none"> - revise the cover - revise background of the study - revise problem identification - revise problem formulation - revise benefit of the research - revise object of the research - location setting and subject of the research - field note - bibliography 	<i>Amu</i>
3.	2 mei 2017	✓		<ul style="list-style-type: none"> - revise background of the study - revise action hypothesis - revise location setting of the research - bibliography 	<i>Amu</i>
4.	15 mei 2017	✓		<ul style="list-style-type: none"> - revise table of content - revise background of the study - revise bibliography 	<i>Amu</i>

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dahlia Puspa Dewi
 NPM : 13106807

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, Oktober, 18 2017		✓	- Revise the cover - Revise Grafik Pre test & Post test	<i>[Signature]</i>
2.	Friday, October 20, 2017		✓	- Revise chapter IV - Revise chapter V	<i>[Signature]</i>
-	Wednesday, October, 25 2017		✓	- Revise chapter IV - Revise chapter V	<i>[Signature]</i>
				<i>[Signature]</i>	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dahlia Puspa Dewi
 NPM : 13106807

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, 13 september 2017	✓		- Revise Abstract - Revise Abstrak - Revise Acknowledgment	<i>[Signature]</i>
2.	Friday, 13 oktober 2017	✓		- Revise Abstract & abstrak - Revise chapter 1 - Revise Table - Dedicate Page	<i>[Signature]</i>
3	27/10/17	✓		Acc to Mengard	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-916/In.28/S/OT.01/07/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DAHLIA PUSPA DEWI
NPM : 13106807
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13106807.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Juli 2017
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Dahlia Puspa Dewi

NPM : 13106807

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul Learning to listen, learning to teach

Metro,

Ketua Jurusan TBI


Ahmad Sabhan Roza, M.Pd

NIP.19750610200801 1 014

Learning Activities in the Class



CURRICULUM VITAE



The writers' name is Dahlia Puspa Dewi. She was born in Metro on July 26th, 1995. She is the third child from Mr. Karsid and Mrs. Supiyah, her beloved parents. She has two sisters. Her sisters' name is Kurniasih and Uci Kusuma Wardani.

She was enrolled her study at Kindergarden of TK Pertiwi Metro 2000 and graduate on 2001. She was continued her study at SD N 4 Metro Timur 2001 and graduate on 2007. Then she was continued to study at SMP N 2 Metro 2007 and graduate on 2010. She decided continue at SMA N 5 Metro 2010 and graduate 2013. At the same years, she was registered as a S-1 student of Tarbiyah and Teacher Training Faculty, English Education Department of State Islamic Institute Metro.