AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING ROTE LEARNING STRATEGY ON THE
STUDENTS' VOCABULARY MASTERY
AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR
IN THE ACADEMIC YEAR OF 2017/2018

By :

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Student Number: 13106507

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English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO

1439 H / 2017 M

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in English Education Department

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NOTIFICATION LETTER

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To The Honorable,
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Assalamua'alaikum Warahmatullahi Wabarakatuh

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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An Undergraduate Thesis entitled: THE INFLUENCE OF USING ROTE LEARNING STRATEGY ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018, written by AMALIA ROHMI student number 13106507, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, October 30th, 2017 at 13.00-15.00.

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THE INFLUENCE OF ROTE LEARNING STRATEGY ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT
By:
AMALIA ROHMI

The purpose of this research is to determine whether the use of rote learning strategy can improve students' vocabulary mastery at the eighth graders of SMPN 1 Punggur in the Academic Year of 2017/2018. In this research, researcher gave test in the form of pre-test to determine students' vocabulary mastery and a post-test to find out the result of students' vocabulary mastery after treatment by using rote learning strategy.

This research was conducted by using quantitative research. The subject of this research are 33 students at the eighth graders of SMPN 1 Punggur in the academic year of 2017/2018. The technique used to obtain the sample was purposive random sampling. For the data collection method researcher used test and documentation. Researcher used the test to obtain data on students through a multiple choices about vocabulary. This test is used to determine whether students can use rote learning strategy to improve their vocabulary mastery. Then, researcher used analysis by using Chi-Square and t-test.

Finally, the data analysis by using Chi-Square shows that $x^2_{observed}$ is higher than x^2_{table}. It can be written as 5.991<11.856>9.210. .$x^2_{observed}$ was higher than x^2_{table} (5.991) in 5% and (9.210) in 1 %. Can be infered that (Ha) is accepted and (Ho) is rejected. Meanwhile, the data analysis by using t test shows that $t_{observed}$" = 14.725 was higher than "t_{table}" level of signficant 5% = 1.694 and "t_{table}" level of significant 1 % = 2.449. Therefore, it can be concluded that Ha is accepted and Ho is rejected. This shows that the use of rote learning strategy has a positive and significant influence on the students' vocabulary mastery at the eighth graders of SMP N 1 Punggur in the Academic Year of 20172018.

Keyword: Vocabulary Mastery, Rote Learnng Strategy

PENGARUH PENGGUNAAN STRATEGI *ROTE LEARNING* PADA PENGUASAAN KOSAKATA SISWA DI KELAS DELAPAN SMPN 1 PUNGGUR TAHUN AJARAN 2017/2018

ABSTRAK
Oleh:
AMALIA ROHMI

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan strategi rote learning dapat meningkatkan penguasaan kosakata siswa pada siswa kelas delapan SMPN 1 Punggur tahun ajaran 2017/2018. Dalam penelitian ini, peneliti memberikan tes dalam bentuk pre-test untuk mengetahui penguasaan kosakata siswa dan post-test untuk mengetahui hasil penguasaan kosakata siswa setelah menggunakan strategi rote learning.

Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif. Subjek penelitian ini adalah 33 siswa kelas delapan SMPN 1 Punggur tahun ajaran 2017/2018. Teknik yang digunakan untuk mendapatkan sampel adalah purposive random sampling. Dalam metode pengumpulan data peneliti menggunakan tes dan dokumentasi. Peneliti menggunakan tes untuk mendapatkan data siswa melalui pilihan ganda tentang vocabulary. Tes ini digunakan untuk mengetahui apakah siswa dapat menggunakan strategi rote learning untuk meningkatkan penguasaan vocabulary mereka. Kemudian, peneliti menggunakan analisis dengan menggunakan uji Chi-Square dan t-test.

Hasilnya, analisis data dengan menggunakan Chi-Square menunjukkan bahwa $x^2_{observed}$ lebih tinggi dari x^2_{table}. Dapat ditulis dengan 5.991 <11.856> 9.210. $x^2_{observed}$ lebih tinggi dari x^2_{table} (5,991) untuk 5% dan (9,210) untuk 1%. Dapat disimpulkan bahwa (Ha) diterima dan (Ho) ditolak. Sedangkan analisis data dengan menggunakan uji t tes menunjukkan bahwa $t_{observed}$ = 14,725 lebih tinggi dari t_{tabel}, untuk nilai signficant 5% = 1,694 dan t_{tabel} untuk nilai signifikan 1% = 2,449. Oleh karena itu, dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Hal ini menunjukkan bahwa penggunaan strategi rote learning strategy memiliki pengaruh positif dan signifikan terhadap penguasaan vocabulary siswa pada kelas delapan SMPN 1 Punggur tahun ajaran 2017/2018.

Kata Kunci: Penguasaan vocabulary, strategi rote learning

STATEMENT OF RESEARCH ORIGINALITY

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It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, August 2017
The Writer

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Agustus 2017

Penulis

AMALIA ROHMI

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X

MOTTO

<div dir="rtl">

فَلَا تَغُرَّنَّكُمُ الْحَيَاةُ الدُّنْيَا

</div>

"So let not this present life deceive you." – (Q.S Fatir: 5)

"Never Stop Learning Because Life Never Stop Teaching"

DEDICATION PAGE

" I highly dedicate this undergraduate thesis to my beloved family, my beloved friends and all of the lecturers at IAIN Metro.
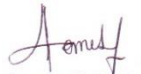
May Allah SWT bless us. ".

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Thanks to Allah SWT, as the One who always gives all what we need and sends good figures around us to face this life. Sholawat and Salam also to our Prophet, the man of perfection, Prophet Muhammad SAW, his families and companions. This undergraduated thesis entitles "The Influence of Using Rote Learning Strategy on the Students' Vocabulary Mastery at the Eighth Graders of SMP N 1 Punggur in the Academic Year of 2017/2018.

Regarding to the undergraduated thesis, the writer offers her big thank to the sponsor Mrs. Dra. Umi Ŷawisah, M.Hum. and the co-sponsor Mrs. Trisna Dinillah Harya, M.Pd. May Allah SWT give them His better reward for geing patient to support and guide her during the accompliment of this undergraduated thesis.

As human being, the writer completely realizes that this undergraduated thesis still has weakness. The writer do apologizes for all mistakes that made in writing and presenting items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduated thesis. Hopefully, this undergraduated thesis can be meaningful benefit for the writer especially and for our campus and all readers in general.

Metro, September 2017

Amalia Rohmi
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CHAPTER I

INTRODUCTION

A. Background of The Study

In English, there are four components of language skills covering; listening, speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated. Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people cannot say anything in English. People with many vocabularies are more proficient in language skills rather than people that have low vocabulary.

Furthermore, vocabulary is one aspect of language that has to be taught by the teacher of English as a foreign language. It is considered to be the most important aspect besides the structure/grammar, pronunciation, and spelling because it will directly influence the mastery of the four language skills. Simply, it can be said that by mastering vocabulary it will be easier for us to master the four language skills.

It can be concluded that vocabulary is one of important aspects for learning English. Moreover, if the learners have lack vocabularies, they are difficult on mastering English. Furthermore, there are many kinds of vocabulary learning strategies that can be applied on learning vocabulary.

One of learning strategy that the students use on learning vocabulary is rote learning strategy. Rote learning means learning something in order to be able to repeat it from memory rather than learning it in order to understand it.

Rote learning system does not involve any processes which enable the learner to understand or interpret the information learnt. The only thing such systems do is memorize or store the incoming information for later use.

Rote learning strategy plays an important role in vocabulary learning strategies because rote learning is defined as repetition, memorization, and practicing. Repetition is a type of strategy that is frequently used by second language learners. When using learning strategies in vocabulary learning, there have been seen usually many strategy terms, such as memorization and repetition that relate with rote learning strategies. These strategies are interchangeably used in language learning strategy area. The two biggest examples of rote learning are the alphabet and numbers.

Based on the pre-survey data, students still had lack of vocabulary. It made them confused when they do some tasks or assignment even talk with the teacher. They also forgot the new vocabularies easily. Moreover, the students' ability in acquiring meaning of words is considered low. Whereas, vocabulary is very important for the students in learning English. Meanwhile, one of strategies that the students used on learning vocabulary is rote learning strategy. Based on the explanation above, the researcher would like to know whether there is influence of using rote learning strategy on the students' vocabulary mastery.

Table 1.
The Test Result of Pre Survey of Vocabulary at the Eighth Graders
of SMP N 1 Punggur Class VIII.6

No	Student's Score	Category	Number of Students	Precentage
1.	59-70	Good	6	18%
2.	47-58	Fair	10	30%
3.	35-46	Bad	17	52%
Total			**36**	**100%**

Souce: The Pre-Test Result, Taken on July, 2017

Based on the data above, it could be seen that the level of their vocabulary were low. The total subject of research were 36 students but three students were absent. Only 6 students included into good level for the score 59-70 (18%), 10 students included into fair level for the score 47-58 (30%), and 17 students included into bad level for the score 35-46 (52%).

Based on the explanation above the researcher would conduct the research entitled "the influence of using rote learning strategy on the students' vocabulary mastery at the eighth graders of SMPN 1 Punggur in the academic year of 2017/2018".

B. Problem Identification

Regarding to the background of the study, the researcher identifies the problem as follows:

a. The students is lack of vocabulary mastery.

b. The students' ability in acquiring meaning of words are considered low.

c. The students are difficult to memorize the new vocabulary.

d. There is rare occasions for students to practice using the words that they have recognized.

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C. Problem Limitation

Based on the problems above, the researcher would focus the research was on the students of SMPN 01 of Punggur at the eighth graders are lack on vocabulary mastery.

D. Problem Formulation

The researcher had discussed the problems in this study, as formulated through the question as follow: "Is there any positive significant influence of using rote learning strategy on the students' vocabulary mastery at the eighth graders of SMPN 1 Punggur?"

E. Objectives and Benefits of The Study

1. Objectives of the Study

The objective of the study is to know whether there is the influence of using rote learning strategy on the students' vocabulary mastery at the eighth graders of SMPN 1 Punggur in the Academic Year of 2017/2018.

2. Benefits of The Study

In line with the objectives, the results of the research were expected to have the following uses:

a. For the English teachers: the research that can be used as alternative learning materials basically on the use of rote learning strategy on the students' vocabulary mastery.

b. For the students: it can be a problem solving for the students in learning vocabulary.

c. For the headmasters: as a material consideration in development for teachers, especially teachers of English.

d. For the further researchers: as preliminary information for further research.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Vocabulary Mastery

1. Definition of Vocabulary

According to Richard, J. C. *et al*, vocabulary is as a set of lexemes which includes single words, compound words and idioms.[1] Hornby, A. S. *et al* as quoted by Mayuree Siriwan stated that vocabulary is as the total number of words which make up a language; and a range of words known to or used by a person.[2] Moreover, Lotfi Ghazal said that vocabulary is central to language and is of great significance to language learners.[3]

It can be concluded that vocabulary is seen as the study of vocabulary items which includes single words, compound words and idioms. vocabulary concerns not only simple words in all their aspects, but also complex and compound words.

According to Elfrieda H. Hiebert and Michael L. Kamil, generically, vocabulary is the knowledge of meanings of words.[4] More over Michael McCarthy, *et al* stated that vocabulary is all about words.

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[1] Richards, J. C., Platt, J., And Platt, H., *Language Teaching And Applied Linguistics* (2nd Ed.), (Essex: Longman, 1992), p. 400

[2] Mayuree Siriwan, *English Vocabulary Learning Strategies Employed By Rajabhat University Students,*(Thailand Rajabhat University, 2007), p. 18

[3] Lotfi Ghazal, Learning Vocabulary In Efl Contexts Through Vocabulary Learning Strategies, *Research On Youth And Language,* (Islamic Azad University), Vol. 1, p. 84

[4] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Lawrence Erlbaum Associates, 2005), p. 3

When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words.[5] It can be seen that vocabulary is about word and also its meaning and function in language context. When learning English, students not only learn about word but they also have to understand about its meaning.

Based on the explanation above, the writer can conclude that vocabulary is group of words that has meaning which is used in English teaching and learning.

2. Definition of Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. According to Thomas, mastery is a term that all educators use and believe they understand well.[6] While Mosher in Thomas states that mastery is simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered.[7]

One of the components to master English as a foreign language is vocabulary mastery. It means that the students have ability in understanding and using the words and meaning. It also plays an

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[5] Michael McCarthy, *et al*., *Vocabulary Matrix*, (Canada: Nelson Education, Ltd., 2010), p. 1.

[6] Thomas R. Guskey and Eric M. Anderman, *"In Search of a Useful Definition of Mastery",Educational Leadership,* Volume 71/ December 2013/January 2014 | | Number 4, p. 1

[7] Ibid.

important role in English language skills.[8] Vocabulary plays an exceedingly important role in learning second or foreign language. Vocabulary is regarded as an essential part of mastering a second language.[9] As quoted by Virginia F. Allen that to master the language by learning, learners also should know and understand the word meaning and how the words work together in sentence.[10]

Furthermore, Ying He said that vocabulary is knowledge of words including explanations of word meanings. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency.[11]

Based on the explanation above, the writer can conclude that vocabulary mastery is a skill to understand the list of words and their meanings of language. It would be impossible to learn a language without vocabularies. Learning a language means learning its vocabularies. In other words, vocabulary is a key indicator of both one's language learning and one's ability to learn language.

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[8] Yagoub Zahedi And Mortaza Abdi, The Impact Of Imagery Strategy On Efl Learners' Vocabulary Learning, *International Conference On Education And Educational Psychology,* (Elseiver, 2012), p. 2264

[9] Soheil Rahimi, "The Effect Of Vocabulary Learning Strategy Instruction On The Depth Of Vocabulary Knowledge" In *International Journal Of Language Learning And Applied Linguistics World (Ijllalw),*(Islamic Azad University), No. 4/ April 2014, p. 91

[10] Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 2.

[11] Ying He, *A Study Of L2 Vocabulary Learning Strategies*, (Kristianstad University, 2010), p. 11.

3. Part of Speech

Parts of speech are essential to the definition and use of words. Knowing a word's part of speech enables you to use it effectively.[12] The first is noun. Noun refers to a person, place, thing, or idea. The second is Adjective. Adjectives describes, or modifies, a noun. The third is verb. A verb expresses an action or indicates a state of being. Te last is adverb. An adverb modifies a verb, an adjective, or another adverb. Many adverbs end in -ly.[13]

4. Elements of Vocabulary

There are three kinds of word elements: prefixes, roots, and suffixes. A prefix is a group of letters that is attached to the beginning of a word root. A root is the central, or main, portion of a word. A suffix is a group of letters that is attached to the end of a root.[14]

a. Prefixes

A prefix such as *im-* attaches to the beginning of a root. The hyphen at the end of *im-* shows where the root attaches. When a prefix joins a root, the result is a new word with a different meaning. In the word *impolite,* for example, the prefix *im-* means "not." When *im-* is joined to the root *polite,* the new word formed by the prefix and root means "not polite."

co- (together) _ *exist* _ *coexist* (to exist together)

co- (together) _ *operate* _ *cooperate* (to work or operate together).

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[12] Margaret Ann Richek, The *World of Words 8ᵗʰ Edition*, (USA: Wadsworth, 2011), p. 1.
[13] Ibid.
[14] Ibid,p. 131.

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b. Roots

A root is the central portion of a word, and it carries the basic meaning. There are two types of roots: base word and combining root. A base word is simply an English word that can stand alone, such as *polite* or *operate*, and may be joined to a prefix or a suffix.

e- (a prefix meaning "out") _ *ject* (a root meaning "throw") _*eject*

re- (a prefix meaning "back") _ *ject* (a root meaning "throw") _*reject*

c. Suffixes

A suffix, such as *-ly,* is added to the end of a root. The hyphen at the beginning shows where the root attaches. Most suffixes change a base word from one part of speech to another[15]

5. **Types of Vocabulary**

Based on type of vocabulary in general, there are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.[16] Listening vocabulary refers to words that learners use to understand what they hear. Speaking vocabulary is known as words they use when they speak. Reading vocabulary concerns words in prints that they recognise and use to understand what they read, and writing vocabulary involves words they use in their own writing.

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[15] Ibid, p. 132.
[16] Mayuree Siriwan, *English Vocabulary Learning Strategies Employed By Rajabhat University Students,* p. 29

Figure 1.

Vocabulary and the four language skills
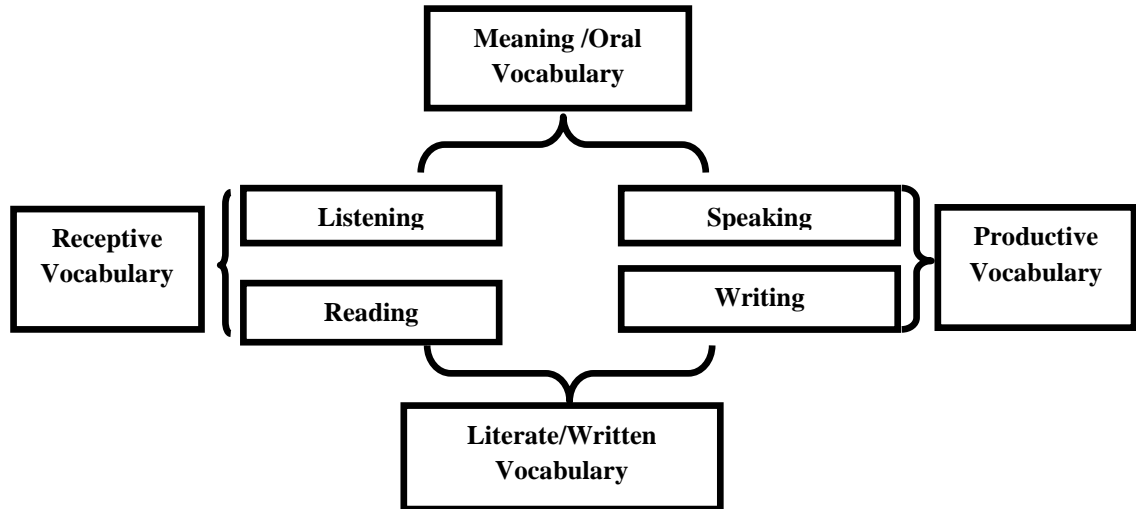
Figure 1: Vocabulary and the four language skills

6. Meaning and Function of Vocabulary[17]

a) Meaning/Oral vocabulary refers to words language learners use in order to understand what they hear in speech, and words they use when they speak. This involves both receptive and productive vocabulary. For listening, if they lack meaning/oral vocabulary knowledge, they would have difficulties in what they are hearing in authentic situations or from authentic texts. That is, they probably miss the points of what they are listening to. In developing learners' spoken English vocabulary, it is best to give learners practice in being able to say a lot, using a small number of words.

b) Literate/Written vocabulary refers to words language learners use in order to understand what they read, and words they use in

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[17] Ibid., p. 30.

writing. This, again, includes both receptive and productive vocabulary. Receptive vocabulary involves being able to recognise it when it is seen. When one reads, he or she needs a number of vocabulary items to understand texts he or she is reading. Likewise, when one writes, he or she needs a number of vocabulary items to produce his or her ideas in the writing texts.

c) Receptive vocabulary concerns words language learners use in order to understand what they hear in speech, and words used to understand what they read. It is generally acknowledged that language learners need receptive vocabulary for their listening and reading. The better one's vocabulary knowledge, the easier one would find it to understand the conversation or a large amount of reading.

d) Productive vocabulary involves words language learners use to express their thoughts and ideas in speaking and writing.

The writer concluded that vocabulary items can be generally categorized into four main groups as receptive, productive, meaning/oral and literal/written vocabulary based on their meanings and functions. It is apparent that vocabulary is vital for the improvement of the four language skills. To improve language skills, language learners need to involve receptive and productive, meaning/oral, and literal/written vocabulary. The following section particularly involves how many words a language learner needs for the four language skills.

7. Importance of Vocabulary

Vocabulary is an important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue or foreign language.[18] Even though vocabulary is the sub-skill of a language, it plays a very important role in language learning and teaching. Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning, that no one can communicate in any meaningful way without vocabulary.[19] As Judy Willis stated that with enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension. When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.[20]

It can be conclude that words are the tools learners use to think, to express ideas and feelings, as well as to explore and analyse the world around them. A limited vocabulary keeps them from expressing their thoughts and feelings. On the other hand, rich vocabulary gives them the right words to use at the right time.

The importance of vocabulary[21]:

a)   An extensive vocabulary aids expressions and communication

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[18]Risqi Ekanti Ayuningtyas Palupi, *Enriching Vocabulary Mastery Using Short Texts*, (Surakarta: Sebelas Maret University, 2010), p. 10.

[19] Mayuree Siriwan, *English Vocabulary Learning Strategies Employed By Rajabhat University Students,* p. 20

[20] Judy Willis, *Teaching the Brain to Read*, (Alexandria: ASDC Publications, 2008), p. 80.

[21] Stahl, Steven A. *Vocabulary Development. "The Cognitive Foundations Of Learning To Read: A Framework"*, (Cambridge: Brookline Books, 1999), p.14

b)   Vocabulary size has been directly linked to reading

c)   Linguistic vocabulary is synonymous with thinking vocabulary

d)   A person may be judged by others based on his or her vocabulary.

Vocabulary is something adhered to someone. Each vocabulary development learners have, it decides their future. It means the vocabulary is one important that be viewed by the society.

8. Vocabulary Learning

According to H. Brown Douglas, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is retention of information or skill. Retention implies storage systems, memory, cognitive organization. Learning involves some form of practice, perhaps reinforced practice.[22]

Robert Michael Easterbrook stated that learning is viewed as a complex process that uses many cognitive resources, not least of all a cognitive 'tool' to 'acquire' generally both skills and knowledge and experience.[23] In other word, learning can be defined as acquisition. Learning is a process getting information or subject.

Lotfi Ghazal explained that vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. One way to alley the burden is to assist students in becoming independent learners during the process of target language vocabulary

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[22] H. Brown Douglas, *Principles Of Language And Teaching,* (Longman: San Fransisco State University, 2000), p. 7.
[23] Robert Michael Easterbrook, *The Process Of Vocabulary Learning: Vocabulary Learning Strategies And Beliefs About Language And Language Learning,* (The University Of Canberra: 2013), p. 6

learning. This could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible.[24]

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.[25] Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Given the difficulties of vocabulary learning in a second or foreign language, along with the obvious necessity of trying to overcome them, one would expect that vocabulary instruction would be at the top of the agenda for language teachers.[26]

According to Mayuree Siriwan, vocabulary learning is of great importance since vocabulary is a key unit in building up skills and knowledge. However, learning vocabulary items is not simply a matter of committing them to memory, but how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial.[27]

Moreover, learning is generally defined as being connected with thinking or conscious mental processes. Some of the factors involved in

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[24] Lotfi Ghazal, Learning Vocabulary In Efl Contexts Through Vocabulary Learning Strategies, *Research On Youth And Language,* p. 84.

[25] Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", *International Journal Of Teaching And Education,* (Saudi Arabia: King Khaled Academy), N0.3/Maret 2015, p.21.

[26] Samira Hayati Samian And Mansoor Tavakoli, "The Relationship Between Iranian Efl Learners Rote Learning Strategy Use And Their Level Of Proficiency", *Journal Of Language Teaching And Research*, (Academy Publisher), No. 3/July 2012, p. 625

[27] Mayuree Siriwan, *English Vocabulary Learning Strategies Employed By Rajabhat University Students,* p.70

learning the vocabulary of another language that is learning the vocabulary relatively easy or relatively difficult.[28] The learner must establish relationships between form, meaning and function, both in utterances and intexts; they must establish the elaborate knowledge about individual words so they can be used communicatively; and they must establish an associational network of words. The learner must know the meanings associated with stand-alone vocabulary items, bound items or multiword items, in the case of English.

The writer conclude that vocabulary learning is as student' activity to improve their words and its meaning. Vocabulary learning involves activating students' apprehension of and use of words that the student is not likely to learn through an oral medium, with the goal of increasing students' expressive vocabulary.

The main goals of vocabulary learning should be focused on why language learners particularly learn vocabulary both in isolation and in context. For example, students need to hear a new word in isolation as well as in context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. They will need to hear the word spoken in isolation several times to catch all this information

There are several stages on vocabulary learning, those are[29]:

[28] Robert Michael Easterbrook, *The Process Of Vocabulary Learning: Vocabulary Learning Strategies And Beliefs About Language And Language Learning,* p. 19

[29] Marilyn Lewis, *How To Study Foreign Languages*, (London: Macmillan Press 1999), p. 123

a) Finding New Words

b) Understanding words meaning

c) Recording new words

d) Remembering new words

e) Self-testing

f) Using new words in natural language

9. **The Assessment of Vocabulary Mastery**

According to John vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. [30] There are some types that are convenient to use for vocabulary testing as follows:

a. Multiple-choice (choose the correct answer)

Example:

The principal was <u>irate</u> when she heard what the students had done.

a) Surprised

b) Interested

c) Proud

d) angry

b. Completion (write in the missing word)

Example:

At last the climbers reached the s_____ of the mountain.

c. Translation (give the L1 equivalent of the underline word)

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[30] John Read, *Assessing Vocabulary,* (New York: Cambridge University Press:2000), p. 2

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Example:

They worked at the <u>mill</u>.

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items particular have been commonly used in standardized tests.

B. Concept of Rote Learning Strategy

1. Definition of Rote Learning Strategy

Margaret Ann Richek said that Learning Strategy provides methods that will help you learn words independently.[31] Xiuping Li explained that rote is usually disapproving of memory or habit, rather than understanding. To learn something by rote, or rote learning means learning something in order to be able to repeat it from memory rather than learning it in order to understand it.[32]

According to Ruth Gairns And Struart Redman, another memorization technique which has a long history in language learning is rote learning. This involves repetition of target language items either silently or aloud and may involve writing down the items.[33] These items commonly appear in list form.

Items and Their Translations:

Door   =   *Pintu*   Work   =   *Kerja*

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[31] Margaret Ann Richek, The *World of Words 8th Edition*, p. 1.

[32] Xiuping Li, *An Analysis Of Chinese Efl Learners' Beliefs About The Role Of Rote Learning In Vocabulary Learning Strategies,* (University of Sunderland, 2004), p. 8.

[33] Ruth Gairns And Struart Redman, *Working With Words: A Guide To Teaching And Learning Vocabulary*, (Cambridge University Press, 1986), p. 93.

| Beautiful | = | *Cantik* | Lie | = | *Bohong* |

Paired Items:

| Hot | = | *Cold* | Right | = *Wrong* |
| Tall | = | *Short* | Left | = *Right* |

Rote learning system does not involve any processes which enable the learner to understand or interpret the information learnt. The only thing such systems do is memorise or store the incoming information for later use.[34]

Nasser Rashidi and Ahmad Omid stated that further literature research shows that rote learning strategy may also be one of the Memory Strategy, seeing that it can aid memory as well. Due to the essential nature of the MSs' role in vocabulary learning, and their contribution to the storage and retrieval of vocabulary, especially the rote learning is as one of the most important subcategories of memory strategy, the importance of memory strategy should not be ignored.[35]

Judy Willis states that rote memory is the most commonly required memory task for students in primary and secondary school. This type of learning involves memorizing, facts that are often of little primary interest or emotional value to the student, such as a list of vocabulary words.[36] Moreover, Xiuping Li explained that rote learning strategy is

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[34] Ibid.

[35] Nasser Rashidi And Ahmad Omid, "A Survey On Iranian Efl Learners' Beliefs On The Role Of Rote Memorization In Learning Vocabulary And Its Effect On Vocabulary Achievement", *Pan-Pacific Association Of Applied Linguistics,* (Shiraz University), Vol. 15, 2011, p. 141.

[36] Judy Willis, M.D., *Research-Based Strategies to Ignite Student Learning,* (Alexandria: ASDC, 2006), p. 6

basically a simple and passive process. However, it does illustrate some issues that are relevant to more complex learning issues. Rote Learning strategy focus on repetition, practice and memorisation. They all refer to the strategies which contribute to storage and retrieval of new knowledge, and storage and retrieval of new knowledge are the two key functions of memory strategies.[37] Therefore, Rote learning strategy can be regarded as one of the MSs which cover repetition, practice and memorization. [38]

a) Repetition

Repetition define as saying or doing something over and over: listening to something several times; rehearsing; imitating a native speaker.

b) Practice

Prectice refers to strategies which contribute to the storage and retrieval of language while focusing on accuracy of usage. Practice involves strategies such as: repetition, rehearsal, experimentation, application of rules, imitation, and attention to detail.

c) Memorization

Memorization also refers to strategies which focus on the storage and retrieval of language; therefore some of the strategies, such as drill and repetition, used for practice are the same as memorisation strategies.

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[37] Xiuping Li, *An Analysis Of Chinese Efl Learners' Beliefs About The Role Of Rote Learning In Vocabulary Learning Strategies,* p. 9.
[38] Ibid, p. 10.

One of the characteristics of rote learning strategy is memorizing. Scott Thornbury explains that the learner needs not only to learn a lot of words, but to remember them. In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items.[39]

George M. Landes stated that one of the most important of learning vocabulary is repetition. By constantly hearing and seeing words again and again, we learn how they are used and what they mean. It was through the repetitious hearing of the words in English in a variety of contexts that we learned what they meant long before we could read them or know anything about the principles of their grammatical arrangment.[40]

In the early stages of Language learning, repetition gives the students the opportunity to manipulate the oral and written forms of language items, and many learners derive a strong sense of progress and achievement from this type of activity. For this reason it can be valuable. Repetition is a type of strategy that is frequently used by second language learners.

When using learning strategies in vocabulary learning, there have been seen usually many strategy terms, such as memorization and repetition that relate with rote learning strategies. These strategies are

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[39] Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p. 23.
[40] George M. Landes, *Building Your Biblical Hebrew Vocabulary: Learning Words By Frequency And Cognate,* (Society of Biblical Literature, 2001), p. 19.

interchangeably used in language learning strategy area. Therefore, it should be researched to these learners who are applying rote learning in their learning, such as how they improve their vocabulary acquisition and how they understand ways of rote learning usage in vocabulary learning.

Most Asian countries are still utilizing the traditional learning style in which rote learning strategy has been used especially in vocabulary learning because rote learning strategies are most often used as an essential part in vocabulary learning for the Asian EFL learners according to many researches.[41]

2. **Categorization of Rote Learning Strategy and Memory Strategy**

The four categories of Memory Strategy are Rote learning, Creating mental linkages, Applying images and sounds and Structured reviewing.[42]

a) Creating mental linkages

1) Grouping classifying or reclassifying language material into meaningful units.

2) Associating/elaborating relating new language information to concepts already in memory.

3) Placing new words into a context

b) Applying images and sounds

1) Using imagery

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[41] Kantatip Sinhaneti, Ei Kalayar Kyaw, *A Study Of The Role Of Rote Learning In Vocabulary Learning Strategies Of Burmese Students*, (Bangkok: Shinawatra International University, 2012), p. 988

[42] Xiuping Li, *An Analysis Of Chinese Efl Learners' Beliefs About The Role Of Rote Learning In Vocabulary Learning Strategies,* p. 16.

2) Semantic mapping

3) Using keywords

4) Representing sounds in memory

c) Reviewing well

Reviewing in carefully spaced intervals. For example: a review 10 minutes after the initial learning, then 20 minutes later, an hour or two later, and so on in order to remember the new target language information.

Therefore, in the present study, rote learning is placed here and the order of the four MSs are rearranged with rote learning as the first one in order to stress its significance. To illustrate this classification more clearly, the diagram is as presented below:

Figure 2.

Diagram of RL in relation to memory strategies as applied in the present study.[43]

MEMORY STRATEGY

ROTE LEARNING	CREATING MENTALINKAGE	APPLYING IMAGES & SOUNDS	REVIEWING WELL

REPITITION	MEMORISATION	UNDERSTANDING	PRACTICE	REVIEWING

Universally understood as RL

To read silently or aloud	To find the translation equivalents
To write down the items	To find definitions
To learn in list forms	To group paired items
To use typical examples	To memorise irregular verbs

3. The Procedures of Rote Learning Strategy

There are several steps on using rote learning strategy, that are:

a. The teacher give the material during the treatment.

b. The teacher make a list of difficults' word from the material and the students make on their own note.

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[43] Ibid, p. 18

c. The teacher ask the students to memorize the word. The ways of rote learning strategy that the students can use are:

1) Write down the words.

2) Group paired items.

3) Read a word silently or aloud.

4) Read the word repeatedly.

5) Learn word in list form.

6) Review the word.

4. **View of Rote Learning Strategy**[44]

a. Negative view of Rote Learning Strategy

RL is regarded by some researchers as primitive and misguided MSs. RL strategies seem to stress passive learning, which is frowned upon or despised by many researchers. In other words, RL is understood as the mechanical use of the memory without necessarily understanding what is memorised; and learning by rote, in this sense, means surface level learning. RL seems to be a hindrance in meeting the varied challenges of life.

b. Positive views of Rote Learning Strategy

Despite the negative beliefs about RL, the review of the literature also indicates positive beliefs about RL in vocabulary learning. RL is identified as a cultural preference and an effective way of getting basic knowledge in the early stages oflanguage

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[44] Ibid, p. 52

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learning. It is felt that basic skills of learning can be developed through RL and RL may be beneficial for the accuracy of knowledge. The positive beliefs about RL also suggest that RL does not necessarily have to be meaningless repetition: it may help consolidate knowledge and deepen understanding.

C. **The Influence of using Rote Learning Strategy on Students' Vocabulary Mastery**

Vocabulary has important role and should be recognized as a central element in language and it should be given from the beginning stages, in order to make the students mastering in vocabulary will be able to use the suitable or appropriate word in sentences for each situation in making communication to other person.

It is widely know that there are four skills of language, listening, speaking, reading, and writing. In this case the writer will be focused on vocabulary, because vocabulary is important aspect for learning English. The students will be able to enrich and gain many vocabularies by using appropiate strategy. Rote learning strategy have been used by many students to enrich their vocabulary. Rote learning proved to be more effective in growing passive vocabulary knowledge in comparison with other vocabulary learning strategies.

Based on the explanations above, the researcher can assume that using rote learning strategy can improve the students' vocabulary mastery.

D. The Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variable in this research. They are independent variable (X) and dependent variable (Y). The independent variable is rote learning strategy and the dependent variable is vocabulary mastery.

If the rote learning strategy used by students correctly, students' vocabulary mastery is good. If the rote learning strategy used by students incorrectly, students' vocabulary mastery is bad.

2. Paradigm

Based on the theoretical framework above, the writer describes the paradigm as following:

Figure 3.

Paradigm of the Research
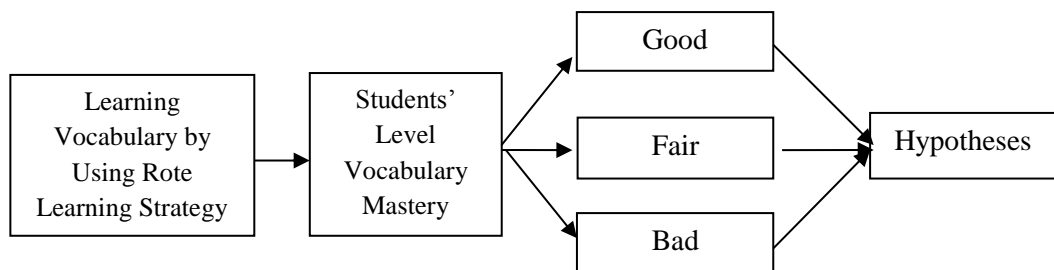
Figur 3: Paradigm of the Research

E. Hypothesis

Based on the theoretical framework and paradigm above, the researcher formulates the hypotheses as follows   :

1. Hypothesis Formulation

a. H_a: There is a positive and significant influence of the " Using Rote Learning Strategy on the Students' Vocabulary Mastery at The Eighth Graders of SMPN 1 Punggur in the Academic Year of 2017/2018."

b. H_o: There is no positive and significant influence of the "Using Rote Learning Strategy on the Students' Vocabulary Mastery at The Eighth Graders of SMPN 1 Punggur in the Academic Year of 2017/2018."

2. Statistical Hypothesis

If = $F_o > F_t$, H_a is accepted and H_o is rejected.

If = $F_o < F_t$, H_a is rejected and H_o is acceted.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research would be conducted based on quantitative research. According to Cresswell, in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem could be answered best by a study in which the researcher seeked to establish the overall tendency of responses from individuals and to note how this tendency varies among people.[45]

The design of this research was pre-experiment design by using One-Group Pretest–Posttest Design. Donald Ary stated that the one-group pretest–posttest design usually involved three steps: administering a pretest measuring the dependent variable; applying the experimental treatment X to the subjects and administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores.[46]

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[45]John W. Creswell, *Educational Research Methodology: 4th Editionn, (*Boston: Pearson Education, 2011), p. 13.

[46] Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, (USA: Wadsworth, 2010), p. 303.

One-Group Pretest–Posttest Design

$$Y_1 \implies X \implies Y_2$$
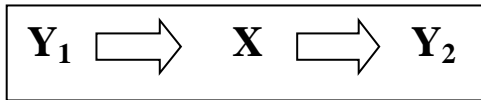
Y$_1$: Pre-test

Y$_2$: Post-test

X   : Treatment/Independent

This research was conducted in SMPN 1 Punggur especially on eighth graders. The researcher used quantitative research. This research was to investigate whether rote learning strategy could be used to improve the students' vocabulay mastery significantly by comparing the means of the pre-test with the means of the post-test. Firstly, the researcher administered a pre-test to the students to identify their level on vocabulary mastery. Then eventually a post-test was administered to identify their achievement on their level of vocabulary mastery after being taught by using rote learning strategy. If the means of the pre-test was higher than the means of the post-test, it indicated that rote learning strategy could not be used to improve students' vocabulary mastery significantly. However, if the means of the post-test was higher than the means of the pre-test, it showed that rote learning strategy could be used to improve students' vocabulary mastery significantly.

B. The Operational Definitions of Variables

1. Independent variable

Independent variable was the major variable which was hoped to investigate. It was the variable which were selected, manipulated, and measured by the researcher. Independent variable in this research was rote learning strategy. Rote learning strategy is as a strategy that the students used in learning process. Rote learning strategy refers to memorization, repetition and practicing. The terms are usually used on learning vocabulary. The indicator of rote learning strategy in learning vocabulary of the eighth graders of SMPN I Punggur in the academic year of 2017/2018 was to identify and activate such information, rote learning strategy that could be easily used by students in the vocabulary learning process.

2. Dependent Variable

Dependent variable of this research was the variable which were observed and measured to determine the effect of the independent variable. Dependent variable of this research was vocabulary mastery that could be defined as to gain the total number of words mastered by students. The researcher used written test to measure their vocabulary mastery. The kind of test that the researcher used was multiple choice. The researcher devided the students' level vocabulary on three levels. There were good, fair and bad. Moreover based on the theoretical review, the indicators of vocabulary mastery in leaning English of the eighth graders of SMPN I Punggur in the academic year of 2017/2018

were students be able to improve their vocabulary mastery and did some tasks or questions in English.

C. Population, Sample and Sampling Technique

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic[47]. Moreover, Donald Ary stated that a population is defined as all members of any well-defined class of people, events, or objects.[48] It means that population is total number of subject or unit of analysis who has gather characteristics to contrast with others.

The population of this research was all of the eighth graders of SMPN I Punggur in the academic year of 2017/2018. The total population in this research was 275 Students who were divided into eight classes.

2. Sample

Donald Ary stated that a sample is a portion of a population[49] whereas Creswell explained that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[50] It means that sample is small unit of population.

The sample of this research was all of the eighth graders of SMP N I Punggur class VIII.6 in the academic year of 2017/2018. The total

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[47] John W. Creswell, *Educational Research Methodology: 4th Editionn,* p. 142.
[48] Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 148.
[49] Ibid.
[50] John W. Creswell, *Educational Research Methodology: 4th Editionn,* p. 142.

sample in this research was 36 Students who are included into class VIII.6.

3. **Sampling Technique**

Marczyk *et. al* defined sample is as a subset of population.[51] It means that sample is the part of population which represents that population will be researched. The researcher used cluster sampling technique in this research.

According to Donald Ary, cluster sampling is the unit chosen is not an individual but, rather, a group of individuals who are naturally together.[52] By using purposive cluster sampling, the researcher chose VIII.6 for doing this research. The reason why the researcher chose the class because class VIII.6 had low score in comparison with other class VIII.

D. **Data Collecting Technique**

1. **Test**

According to Creswell, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[53] Moreover, the researcher used written test as a data collection method to measure the dependant variable. The researcher used objective tests. It was multiple choices test. Multiple choices vocabulary test is highly reliable and

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[51]Geoffrey Marczyk *et. al., Essential of Research Design and Methodology*, (New Jersey: John Willeyan Sons Inc., 2005), p. 84

[52] Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 154.

[53] Ibid, p. 201.

distinguishes learners effectively according to their level of vocabulary knowledge.[54]

The researcher used multiple choices test which consists of four options for each answer (A, B, C, and D). The materials would be tested was about vocabulary. The researcher used 20 items for pre-test and 20 items for post-test. The measurement are:

a) *Good* : The students could answer 75%-100% from the questions.

b) *Fair* : The students could answer 40%-70% from te questions.

c) *Bad*   : The students could answer 0%-35% from the questions.

The researcher measured the use of rote learning strategy on the the students' vocabulary mastery by pre-test, post-test, and treatments.

a) Pre-test

To know whether the using on rote learning strategy could improve the students' vocabulary mastery, in this case, the researcher gave pre-test before the students get treatment. From this result, the researcher knew the students' level in answering a multiple choices of vocabulary exercise and the weakness of learning process.

b) Post-test

After doing pre-test, the researcher asked to the students about the difficulties in answering the exercise and gave more explanation about the vocabulary and rote learning strategy until

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[54] John Read, *Assessing Vocabulary,* (New York: Cambridge University Press:2000), p. 2

the students understood. Finally the researcherer gave the post-test.

2. **Documentation**

   Documentation was one of instruments to collect some data and informations in the form of written source or documenter such as book, encyclopedia, daily note, etc. In this research, the researcher recorded the students' name at the eighth grader of SMPN 1 Punggur to know total of the students and took the data about description of research area included profiles of SMPN 1 Punggur.

E. **Research Instrument**

   1. **Instrument Blueprint**

      To earn the data related to the research problems, the researcher designed with indicator which had been decided. The instrument which used in this research was written test.

Table 2.
Instrument Blueprint

Concept	Indicators	Item Number	Total
Vocabulary Test	Part of Speech	1,2,3,4,5,6,7	6
	Synonym	8,9,10,11,12	6
	Antonym	13,14,15,16	4
	Meaning in Context	17,18,19,20	4
Total			20

1. **Instrument Calibration**

   a. The instruments which used on vocabulary test was test

Pre-test was given before the treatment in order to identify how far the students' level on vocabulary mastery. Post-test was given after the treatment, in order to identify the improvement of the students' level on vocabulary mastery. The researcher used multiple choices test which consists of four options for each answer (A, B, C, and D). The materials would be tested was about vocabulary. The writer used 20 items for pre-test and 20 items for post-test.

b. The instruments which used by documentation was documentation guidance, as follows:

1) Documentation about the condition teachers and officials employees in SMPN 1 Punggur in the Academic year of 2017/2018.

2) Documentation about the quantity of the students of SMPN 1 Punggur in the Academic year of 2017/2018.

3) Documentation about organization structure of SMPN 1 Punggur in the Academic year of 2017/2018.

F. Data Analysis Technique

The researcher used simple statistical formula to comparing the result of the pre-test and post-test. The data would be analyzed by using t-test formula to know the significant and treatment effect and using Chi-

Square to know the positive and significant after treatment. The formula was illustrated as follows:[55]

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

t	: t value for correlation sample
$\overline{D}$	: different between pre-test and post-test
D	: the average from difference score
D^2	: square of D
N	: total of participant

Chi-Square Formula:

$$\chi^2 = \sum \frac{(f_0 - f_e)^2}{f_e}$$

Where:

X^2 : Chi-Square

f_o : An observed frequency

f_e : An expected frequency.

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[55]Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p.177.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of Data**

1. **Research Data**

   a. **A Brief History of SMPN 01 Punggur**

   This research was conducted at SMPN 01 Punggur which was located on Pendidikan Street Punggur, No. 02 Center Lampung. SMPN 01 Punggur established in 1984. It established on area 18.230 M^2 with large building 3.773 M^2.

   Since SMPN 01 Punggur was established, it has been lead by the following principles:

Table 3.
The Period of Leaderships of SMPN 1 Punggur

No.	Name of Headmaster	Period
1.	Nendyo Sutanto (Deceased)	1984-1996
2.	Drs. Zujari Saibi	1996-1998
3.	Drs. Sutanto	1998-1999
4.	Drs. Teguh Wiyono (Deceased)	1999-2009
5.	Dr. Usa Heriyanto	2009-2011
6.	Hi. Purnomo, S.Pd	2011-2017
7.	Drs. Pramono	2017-Now

   b. **The Profil of SMPN 01 Punggur**

   1. Name of school   : SMP NEGERI 01 PUNGGUR

   2. NSS / NPSN   : 201120208091 / 10801933

   3. Province   : Lampung

   4. Regency   : Center Lampung

   5. Sub district   : Punggur

   6. Village   : Tanggul Angin

7. Street : Pendidikan Street No.02

8. Name of fondation : SMP NEGERI 01 PUNGGUR

9. No. Telp : (0725) 7522125

10. Email : *SMPN1Punggur@yahoo.co.id*

c. **The Conditions of Teacher and Official Employers in SMPN**

    01 Punggur

    The total of the teacher and official employers of SMPN 01

Punggur was 61 that could be identified in table bellow :

Table 4.
Teachers Educational Background
SMPN 1 Punggur in The Academic Year 2016/2017

MA/SMA	S1	S2
3	52	6

Sources : Documentation Result in SMPN 1 Punggur on July, 2017.

d. **The Students' Quantity of SMPN 01 Punggur in Academic**

    Year 2017/2018

    The student's quantity of SMPN 01 Punggur in the academic

year 2017/2018 is 828 that can be identified as follows:

Table 5.
The Students' Quantity of SMPN 01 Punggur
in the academic year 2017/2018

No.	Class	Total
1.	VII.1-VII.8	278
2.	VIII.1-VIII.8	275
3.	IX.1-IX.8	266
Total		**819**

Sources : Documentation Result in SMPN 1 Punggur on July, 2017.

e. Structure Organization of SMP N 1 Punggur

Figure 4.
The Structure Organization of SMPN 1 Punggur

The School Comitte **Suwarni,S.Pd.**	Headmaster **Drs. Pramono**

The Chief Administration
Drs. Supiar Ali

Vice Curriculum Section **Bejo Triyanto, S.Pd**	Vice Student Section **Y. Swategnyo, M.M**

TEACHER

Public Relation Section **Iswantoro, S.Pd**	Osis Guider **Supriyanto, S.Pd**

Cordinator of Lab. **Drs. Muhanas**	Cordinator of Guidance **Puranti, S.Pd**
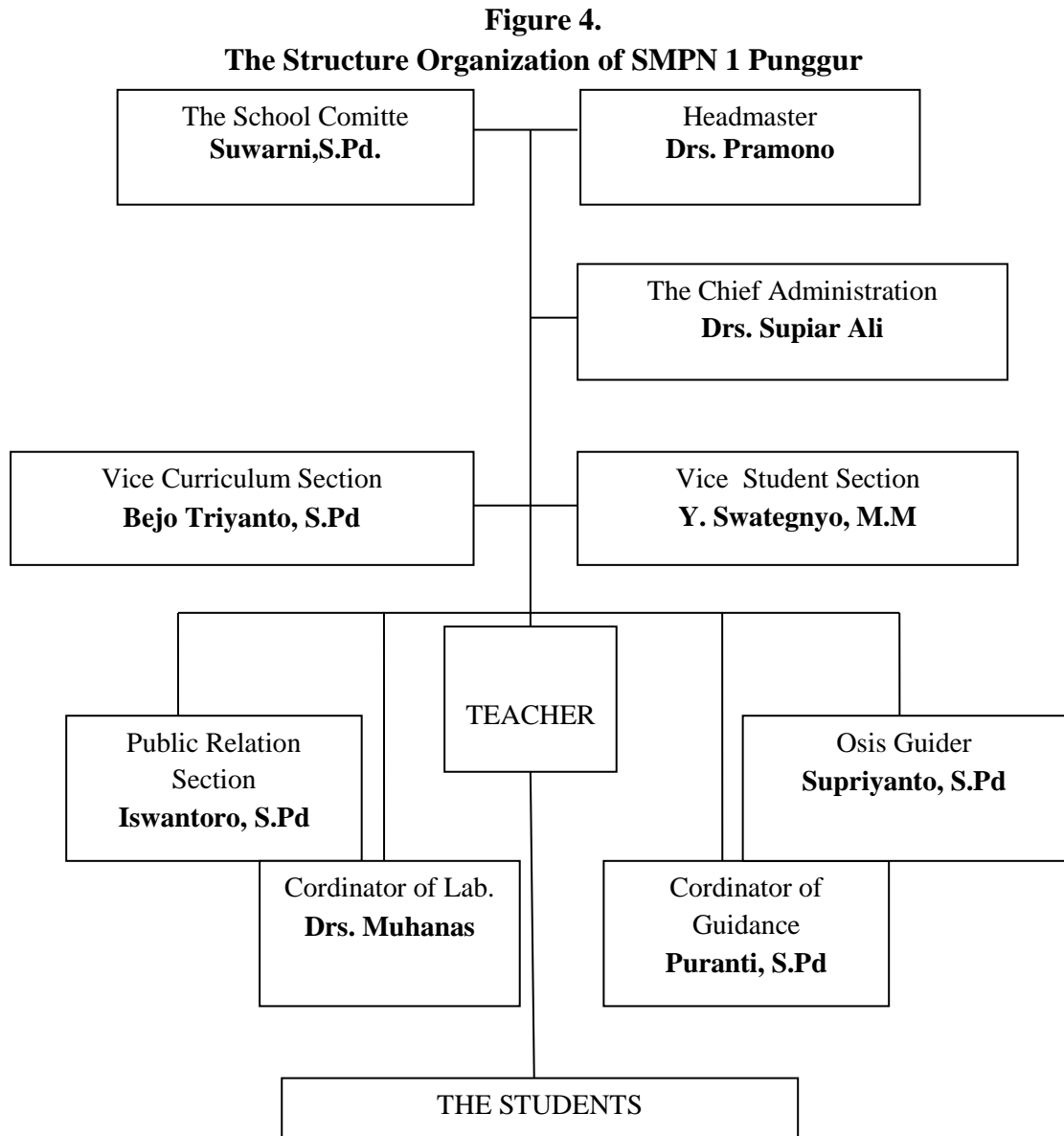
THE STUDENTS

Sources : Documentation Result in SMPN 1 Punggur on July, 2017.

2. **search Data**

a. **Pre-test Result**

The researcher measured the students' vocabulary mastery by using pre-test before giving treatment. The result of pre-test could be shown as follows:

Table 7.

Pre-test result

NO	NAME	SCORE
1	AP	65
2	AP	45
3	AWS	55
4	ADK	50
5	BH	70
6	BAP	45
7	DAS	45
8	DAS	65
9	EB	55
10	FCP	45
11	FDS	45
12	FA	55
13	FI	45
14	JER	45
15	LM	40
16	MAL	35
17	MAN	60
18	MAH	55
19	NF	50
20	NAU	65
21	NP	55
22	NL	65
23	RD	45
24	RP	40
25	RDS	35
26	REN	45
27	SW	50
28	SW	45
29	TCP	45
30	TWH	50
31	TS	55
32	WN	45
33	YAS	40
Total		1605
The Highest Score		70
The Lowest Score		35
Average		52

Based on the table above, the researcher then measured the class using Donald Ary formulation as follows:

R= (Xh-Xt)+I

Note: R = range

Xh = highest value in a distribution

Xt = lowest value in a distribution

I = interval width

R= (Xh-Xt)+1

R= (70-35)+1

R= 36

K= 1 + 3,3 log n

K= 1 + 3,3 log 33

K= 1 + 3,3 x 1.52

K= 1 + 5,02

K= 6,02 = 6

P= $\frac{R}{K}$

P= $\frac{36}{6}$ = 6 (So, the total class interval of pretest is 6).

Table 8.
Total Class Interval of Pre-Test

No.	students' score	Total	Percentage
1	65-70	5 students	18.18 %
2	59-64	1 student	3.03 %
3	53-58	6 students	15.15 %
4	47-52	4 students	12,12 %
5	41-46	12 students	36,36 %
6	35-40	5 students	15,15 %
Total		33 students	100%

Based on the explanation above, it could be concluded that for score 35-40, the total of students was 5 students. The students that included for score 41-46 was 12 students. Then, the students that included for score 47-52 was 4 students. Next, the students that included for score 53-58 was 6 students. Last but not least, the students that included for score 59-64 was 1 students. The last, the students that included for score 65-70 was 5 students.

Chart 1.
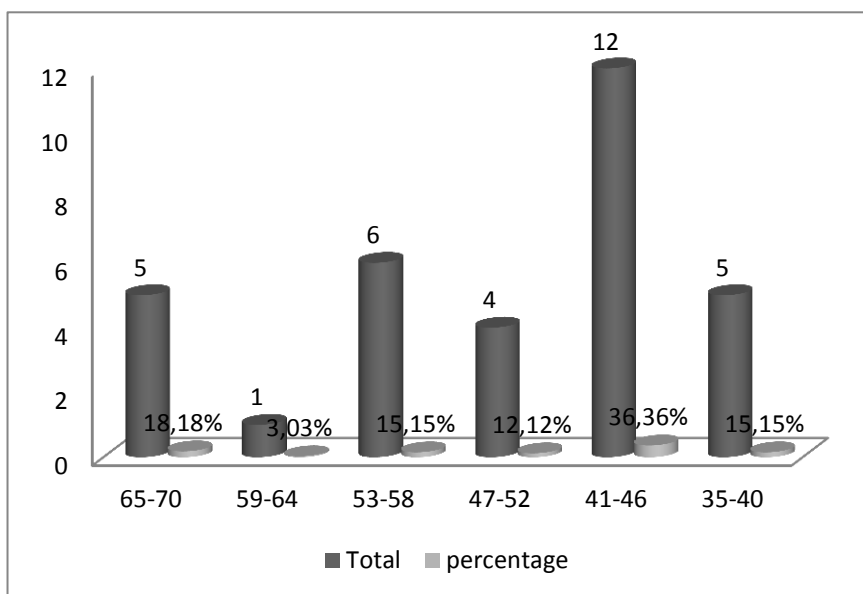
Total Class Interval of Pre-Test

Furthermore, the researcher devided the pre-test of the students' vocabulary mastery into three categories.

$$IR = \frac{t - r}{N}$$

Note: IR= Class interval

t = The highest score

r = The lowest score

N = Total of the categories

$$IR = \frac{t-r}{N}$$

$$= \frac{70-35}{3}$$

$$= \frac{35}{3}$$

$$= \quad 11$$

Table 9.
Students' Level Category of Pre-Test

No.	Class Interval	Freuqency	Category	Percentage
1	59-70	6	High	21%
2	47-58	10	Fair	27 %
3	35-46	17	Low	52 %
Total		33		100%

b.   Post-test Result

The researcher measured the students' vocabulary mastery by using post-test after giving treatment. The result of post-test could be shown as follows:

Table 10.
Post-test Result

NO	NAME	SCORE
1	AP	80
2	AP	80
3	AWS	80
4	ADK	75
5	BH	75

6	BAP	80
7	DAS	80
8	DAS	75
9	EB	65
10	FCP	80
11	FDS	80
12	FA	75
13	FI	80
14	JER	80
15	LM	80
16	MAL	65
17	MAN	70
18	MAH	80
19	NF	70
20	NAU	80
21	NP	75
22	NL	70
23	RD	75
24	RP	75
25	RDS	75
26	REN	80
27	SW	75
28	SW	80
29	TCP	75
30	TWH	80
31	TS	80
32	WN	80
33	YAS	75
Total		2525
The Highest Score		80
The Lowest Score		65
Average		73

$R = (Xh - Xt) + 1$

$R = (80 - 65) + 1$

$R = 16$

K= 1 + 3,3 log n

K= 1 + 3,3 log 33

K= 1 + 3,3 x 1.52

K= 1 + 5,02

K= 6,02 = 6

$P = \dfrac{R}{K}$

$P = \dfrac{16}{6} = 2,6 = 3$ (So, the total class interval of post-test is 3).

Table 11.
Total Class Interval Of Post-Test

No.	students' score	Total	Percentage
1	80-82	17 students	39,39 %
2	77-79	0 students	0 %
3	74-76	11 students	30,30 %
4	71-73	0 students	0 %
5	68-70	3 students	18,18 %
6	65-67	2 students	12,12 %
	Total	33 students	100%

Based on the explanation above, it could be concluded that for score 65-67, the total of students was 4 students. The students that included for score 68-70 was 3 students. Then, the students that included for score 71-73 was nothing. Next, the students that included for score 74-76 was 11 students. Last but not least, the students that included for score 77-79 was nothing. The last, the students that included for score 80-82 was 17 students.

Chart 2.
Total Class Interval Of Post-Test
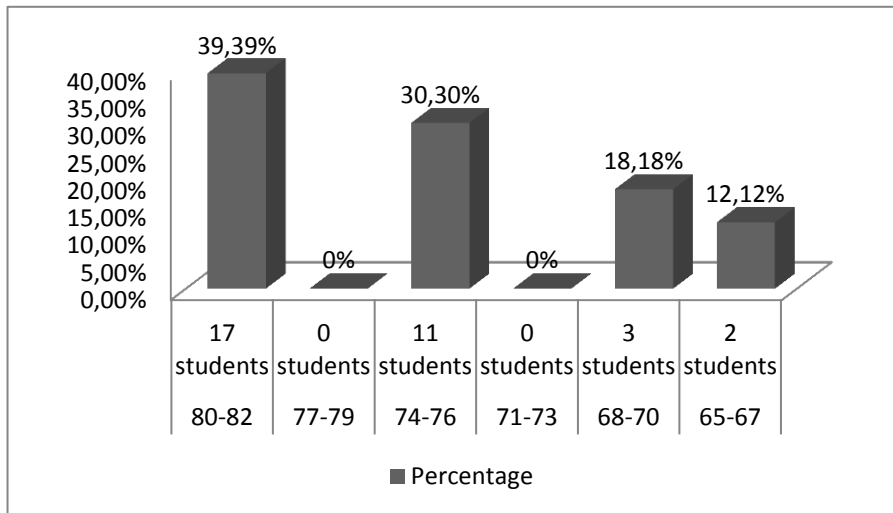
Furthermore, the researcher devided the post-test of the students' vocabulary mastery into three categories.

$$IR = \frac{t - r}{N}$$

Note:

IR= Class interval

t = The highest score   = 80

r = The lowest score   = 65

N= Total of the categories   = 3

$$IR = \frac{t - r}{N}$$

$$= \frac{80 - 65}{3}$$

$$= \frac{15}{3} = 5$$

Table 12.

Students' Level Category of Post-test

No.	Class Interval	Freuency	Category	Percentage
1	77-82	17	High	39,4 %
2	71-76	11	Fair	30,3 %
3	65-70	5	Low	30,3 %
Total		33		100%

B. Hypothesis Testing

After applying rote learning strategy, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant influence of using rote learning strategy on the students' vocabulary mastery at the eighth graders of SMP N I Punggur in academic 2017/2018, as follow (Ha) is accepted, if there was a positive and significant influence of using rote learning strategy on the students' vocabulary mastery. And (Ho) was rejected, if there was no positive and significant influence of using rote learning strategy on the students' vocabulary mastery.

1. Putting the data into the formula Chi-Square (x^2)

The Formulation of Chi-Square as follow:

$$x^2 = \Sigma[\frac{fo-fe)2}{fe}]$$

Table 13.

The Contingency Table of the Expected Frequency at the Result of Students' Vocabulary Mastery in Pre-Test and Post-Test.

Variable	Category			Total
	High	Fair	Low	
Pre-Test	1 6	2 10	3 17	Rn= 33
Post-Test	4 17	5 11	6 5	Rn=33
Total	Cn= 23	Cn= 21	Cn= 22	N= 66

Hypothesis testing by using Chi-Square analysed as follow:

Table 14.

Testing of the Data

Cell	f_o	$f_e = \frac{Cn \; x \; Rn}{N}$	f_o-f_e	$(f_o$-$f_e)^2$	$\frac{(f_o - f_e)2}{f_e}$
1	6	$\frac{23 \; x \; 33}{66}$=11.5	-5.5	30.25	2.630
2	10	$\frac{21 \; x \; 33}{66}$=10.5	-0.5	0.25	0.026
3	17	$\frac{22 \; x \; 33}{66}$=11	6	36	3.272
4	17	$\frac{23 \; x \; 33}{66}$=11.5	5.5	30.25	2.630
5	11	$\frac{21 \; x \; 33}{66}$=10.5	0.5	0.25	0.026
6	5	$\frac{22 \; x \; 33}{66}$=11	-6	36	3.272
Total					$x^2 = \Sigma[\frac{fo-fe)2}{fe}]$ = 11.856

Furthermore, put the data into formula of Chi Square it could be calculated by using the formula as follows:

$$x^2 = \Sigma[\frac{fo-fe)2}{fe}]$$

$$x^2 = \frac{30.25}{11.5} + \frac{0.25}{10.5} + \frac{36}{11} + \frac{30.25}{11.5} + \frac{0.25}{10.5} + \frac{36}{11} = 11.856$$

from the data above, the value of chi square was 11.856. Then, knew the critical value of of the chi-square the researcher firstly counted df , it was degree of freedom. The formulation of *df* is:

df= (c-1)(r-1)

Note: Df= degree of freedom

C= cell

R= row

df= (c-1)(r-1)

df= (3-1)(2-1)= 2

The degree of freedom for level of significant 5% for df 2 is 5.991 and for level of significant 1%is 9.210. it meant that $x^2_{observed}$ was higher than x^2_{table}. It could be written as 5.991<11.856>9.210. $x^2_{observed}$ was higher than x^2_{table} (5.991) in 5% and (9.210) in 1 %. It could be infered that (Ha) was accepted and (Ho) was rejected.

2. Preparing the table by using t-test formulation as follows:

Table 15.
The List of Pre-Test and Post-Test Result
of Students' Vocabulary Mastery
at The Eighth Graders of SMPN 1 Punggur

No	Pre-Test	Post-Test	D	D^2
1	65	80	15	225
2	45	80	35	1225
3	55	80	25	625
4	50	75	25	625
5	70	75	5	25
6	45	80	35	1225
7	45	80	35	1225

| | | | ΣD = 875 | ΣD² = 26625 | |

8	65	75	10	100
9	55	65	10	100
10	40	75	35	1225
11	45	80	35	1225
12	45	80	35	1225
13	55	75	20	400
14	45	80	35	1225
15	45	80	35	1225
16	40	80	40	1600
17	35	65	30	900
18	60	70	10	100
19	55	80	25	625
20	50	70	20	400
21	65	80	15	225
22	55	75	20	400
23	65	70	5	25
24	45	75	30	900
25	35	75	40	1600
26	45	80	35	1225
27	50	75	25	625
28	45	80	35	1225
29	45	75	30	900
30	50	80	30	900
31	55	80	25	625
32	45	80	35	1225
33	40	75	35	1225
			ΣD = 875	ΣD² = 26625
	$\overline{D}$		26.515	

The average of D = (875 : 33) = 26.515

3. Putting the data above into the formula t-test research design in order to

    get "$t_{observed}$". The formulation of t-test below:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{26.515}{\sqrt{\frac{26625 - \frac{(875)2}{33}}{33(33-1)}}}$$

$$t = \frac{26.515}{\sqrt{\frac{26625 - 23200.757}{33(33-1)}}}$$

$$t = \frac{26.515}{\sqrt{\frac{26625.243}{1056}}}$$

$$t = \frac{26.515}{\sqrt{3.242}}$$

$$t = \frac{26.515}{1.801} = 14.725$$

Moreover, after putting the data into formulation of the "t $_{observed}$" was 14.725. to know the critical value t-test "t$_{table}$", the researcher firstly counted df. The formulation of *df* as follow:

df = N-1

df =33-1= 32

Furthermore, the reseacher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 16.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	33	35	70	50.00	9.014
Posttest	33	65	80	76.52	4.417
Valid N (listwise)	33				

The table above demonstrated that the total sample of pre-test was 33 with the minimum value was 35 and maximum value was 65, its mean of pre-test was 50.00 with the standard deviation was 9.014. Meanwhile, the total sample of post-test was 33 with the minimum value was 65 and

maximum value was 80, its mean of post-test was 76.52 with the standard deviation was 4.417.

Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Table 17.

Paired Samples Test for Confidence Interval of the Difference 95%

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	pretest – posttest	26.515	10.344	1.801	30.183	22.847	14.725	32	.000

The table above illustrated that the mean of pre-test and post-test result was 26.515 and its standard deviation was 10.344 with standard error mean was 1.801, $t_{observed}$ was 14.725 with degree of freedom was 32 to confidence interval of the difference 95%.

Table 18.

Paired Samples Test for Confidence Interval of the Difference 99%

		Paired Differences							
					99% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	pretest – posttest	26.515	10.344	1.801	31.446	21.584	14.725	32	.000

Based on the table above, it showed that the lower value for confidence interval of the difference 99% was 31.446 and the upper value was 21.584.

After considering the t-test table by using *df* 32. So, it can be found that:

Table 19.
Critical Value of t_{table}

Level of Significant	5%	1%
df 32	1.694	2.449

1. The critical value of t-test (t_{table}) for the 5% level was 1.694.

2. The critical value of t- test (t_{table}) for the 1% level was 2.449.

   From all the data analysis above, it could be found that:

   a. "$t_{observed}$" $= 14.725$

   b. "t_{table}" level of significant 5% $= 1.694$

   c. "t_{table}" level of significant 1 % $= 2.449$

It meant that" $t_{observed}$" higher than "t_{table}" or it could be written as 1.694<14.725>2.449. It meant that from the value above there was any positive and significant influence of using rote learning strategy on the students' vocabulary mastery. It can be seen from the result of the students' pre-test and post-test.

-   If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

-   If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) susch as:

"There is a positive and significant influence of using rote learning strategy on the students' vocabulary mastery at the eighth graders of SMP N 1 Punggur".

Finally, the data confirmed that" $t_{observed}$" = 14.725 was higher than "t_{table}" level of signficant 5% = 1.694 and "t_{table}" level of significant 1 % = 2.449. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant influence of using rote learning strategy on the students' vocabylary mastery.

C. Discussion

Vocabulary has important role and should be recognized as a central element in language and it should be given from the beginning stages, in order to make the students mastering in vocabulary will be able to use the suitable or appropriate word in sentences for each situation in making communication to other person.

The students will be able to enrich and gain many vocabularies by using appropiate strategy. Rote learning strategy have been used by many students to enrich their vocabulary. Rote learning proved to be more effective in growing passive vocabulary knowledge in comparison with other vocabulary learning strategies.

Before conducting the research, the resercher gave pre-test in order to find outte students' level on vocabulary mastery before treatment. The result sowed that te highets score was 70 and the lowest score was 35 with the average was 53. After finishing te treatment, the researcher gave post-test.

The result showed that the highest score was 80 and the lowest score was 65 with the average was 73.

The result indicated that the students' vocabulary mastery improved after applying rote learning strategy. It was proved by the man score of pre-test that improve from 65 up to 75 after treatment.

The researcher has formulated the Alternative Hypothesis (Hi) and Null Hypothesis (Ho) as follows:

a. Ha: There is a positive and significant influence of the " Using Rote Learning Strategy on the Students' Vocabulary Mastery at The Eighth Graders of SMPN 1 Punggur in the Academic Year of 2017/2018."

b. Ho: There is no positive and significant influence of the "Using Rote Learning Strategy on the Students' Vocabulary Mastery at The Eighth Graders of SMPN 1 Punggur in the Academic Year of 2017/2018."

After Ha and Ho were formulated the researcher consulted $f_{observation}$ to f_{table} as follows:

- If $= f_o > f_t$, H_a is accepted and H_o is rejected.

- If $= f_o < f_t$, H_a is rejected and H_o is acceted.

Furthermore, the researcher compared that f_o and f_t with the formulation 5.991<11.856>9.210 in 5% and 1% there have significant influence. It explain that Ha is accepted and Ho is rejected. In addition, from comparison of t-test, it was gain that at the significant level of 1% and 5% $t_{observed}$ was higher than t_{table} that was 1.694<14.725>2.449. it means that the hypothesis proposed by the researcher was accepted.

D.   Limitation

This research was conducted at the Eighth Graders of SMPN 1 Punggur in the academic year 2017/2018 class VIII.6. The choice of subject is vocabulary and the subject of the research was 33 students from the total 36 students, the three students was absent. So, the result was limited only to this class and this research can not be generalized. If this research was doing in different place, students, academic year possibility the result of the result of the research will be different also.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous discussion and the result of research, the researcher concludes as follows:

According the data analysis, the researcher can conclude that Alterntive Hypothesis (Ha) which explains "there is a positive and significant influence of using rote learning strategy on the students' vocabulary mastery at the eights graders of SMPN 1 Punggur in the academic year 2017/2018 is accepted.

The result of data analysis about the influence of using rote learning strategy on the students' vocabulary mastery at the eights graders of SMPN 1 Punggur in the academic year 2017/2018 as follows; "$x^2_{observed}$ was higher than x^2_{table} (5.991) in 5% and (9.210) in 1 %. Can be infered that (Ha) is accepted and (Ho) is rejected. In addition, from comparison of t-test, it was gained that at the significant level of 1% and 5% $t_{observed}$ was higher than t_{table} that was 1.694<14.725>2.449. it means that the hypothesis proposed by the researcher was accepted. It can be written as follows; 5.991<11.856>9.210 for chi-square and 1.694<14.725>2.449 for t-test.

Moreover, it can be proved that there is a positive and significant influence of using rote learning strategy on the students' vocabulary mastery at the eight graders of SMPN 1 Punggur. So, the strategy is very appropriae to be applied in the learning activity because through this strategy could improve the students' vocabulary mastery.

B. Suggestions

1. For the English teachers

The teacher should support and practice the students' vocabulary mastery, the teacher can apply rote learning strategy for the students as an effort to improve their vocabulary mastery.

2. For the students

The students should develop their understanding about vocabulary mastery to improve their ability in learning English. By mastering vocabulary, they are able to read, write even speak in English.

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APPENDICES

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Nomor   : B-2816/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.
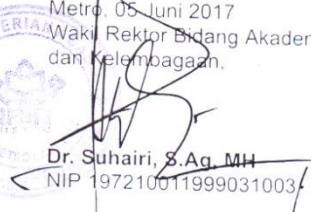
Sehubungan dengan Surat Tugas Nomor: B-2815/In.28/R/TL.01/06/2017, tanggal 05 Juni 2017 atas nama saudara:

Nama	:	**AMALIA ROHMI**
NPM	:	13106507
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING ROTE LEARNING STRATEGY ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag. MH
NIP 197210011999031003

DINAS PENDIDIKAN
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SURAT IZIN PENELITIAN
NO. 422 /212/ 03 / C7.D8 / 2016

Berdasarkan surat saudara tanggal 20 Oktober 2016 No. Sti.06/JST/PP.00.9/ 2376/2016 tentang **izin Pra survey**, kami Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah, mengizinkan kepada :

Nama	: **AMALIA ROHMI**
NPM	: **13106507**
Jurusan	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris (PBI)

Mahasiswa tersebut diatas diizinkan untuk melaksanakan **Pra survey** di SMP Negeri 1 Punggur untuk digunakan sebagai Bahan Penulisan Skripsi,dengan Judul "AN ANALYSIS OF ROTE LEARNING STRATEGY TOWORD STUDENTS ENRICHING VOCABULARY AT THE EIGHT GRADERS OF SMP NEGERI 1 PUNGGUR "

Demikian surat izin **Pra survey** ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 15 November 2016
Kepala SMP Negeri 1 Punggur

H. PURNOMO,S.Pd
NIP. 19651010 199203 1 010

PEMERINTAH KABUPATEN LAMPUNG TENGAH
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SURAT IZIN RESEARCH
Nomor : 422/ 152 /03/C7.D8/2017

Berdasarkan Surat Nomor : B-2816/In.28/R.1/TL.00/06/2017 tanggal 05 Juni 2017 tentang izin Research, dengan ini Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah memberikan izin kepada :

Nama   : **AMALIA ROHMI**
NPM   : 13106507
Semester   : 8 (delapan)
Jurusan   : Pendidikan Bahasa Inggris

Untuk mengadakan research/survey di SMP Negeri 1 Punggur Kabupaten Lampung Tengah dalam rangka menyelesaikan Tugas Akhir/Skripsi Judul **"THE INFLUENCE OF USING ROTE LEARNING STRATEGY ON THE STUDENT' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018"**

Demikian surat izin research ini dibuat, untuk dapat dipergunakan sebagai mana mestisnya.

Punggur, 24 Juli 2017
Kepala SMP Negeri 1 Punggur

Drs. PRAMONO
NIP 19600909 198602 1 007

60

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH 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.iain@metrouniv.ac.id

Nomor : P.1248/In.28/FTIK/PP.00.9/05/2017
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdri. Dra. Umi Yawisah, M.Hum.
2. Sdri. Trisna Dinillah Harya, 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 dibawah ini:

Nama   : Amalia Rohmi
NPM   : 13106507
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/i kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1022/In.28/S/OT.01/09/2017

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

Nama   : AMALIA ROHMI
NPM   : 13106507
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 13106507.

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, 28 September 2017
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Amalia Rohmi

NPM : 13106507

Fakultas : Tarbiyah dan Ilmu keguruan.

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Domination and the Arts of Resistance.

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERIMETRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.idWebsite: www.metrouniv.ac.id

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

Nama   : Amalia Rohmi   Jurusan   : TBI

NPM   : 13106507   Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
	14 / 2017. Agustus		✓	Revise ch. IV.	
	21 / 08 - 17.		✓	Revise conclussion.	
	28 / 08 - 17.		✓	Acc ch. IV. Continue to 1st Advisor	

Mengetahui:
Ketua Jurusan TBI

Dosen Pembimbing II

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

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

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

Nama : AMALIA ROHMI   Jurusan : TBI
NPM : 13106507   Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Jum'at 08/2017/09	✓		- Revise Abstract - Revise Dedication Page - Revise Ch. I - Revise Curriculum Vitae.	tamily.
2	22/9-17	✓		acc for Munaqosyah	

Mengetahui :   Dosen Pembimbing I
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd   **Dra. Umi Yawisah, M.Hum**
NIP. 19750610 200801 1 004   NIP. 19620424 199903 2 001

The Total Buildings of SMPN 01 Punggur

No.	Kind of Room	Total
1.	Classroom	24
2.	Science Laboratory	1
3.	Language Laboratory	1
4.	Computer Laboratory	1
5.	Headmaster Room	1
6.	Administration Room	1
7.	Teachers Room	1
8.	Kitchen	1
9.	Toilet	6
10.	Library	1
11.	School Medical Room	1
12.	Student Council Room	1
13.	Mosque	1
14.	Cooperation Room	1
15.	Parking Area	2

Sources : Observation Result In SMPN 01 Punggur on July, 2017

**The Condition of Teacher and Official Employer at SMPN
01 Punggur in The Academic Year 2016/2017**

No.	Name	Position
1	Hi. Purnomo, S.Pd	Headmaster
2	Sumini S.Pd	Teacher
3	Aliyono	Teacher
4	Tuti Warsih, S.Pd	Teacher
5	Prayetno	Teacher
6	Siti Lastiyoati, S.Pd	Teacher
7	Susrini Dwi A., S.Pd	Teacher
8	Suparti, A.Ma.Pd	Teacher
9	Y. Swategnyo, MM.	Vice Student Section
10	Hartini, S.Pd	Teacher
11	Siti Komariah, S.Pd	Teacher
12	Yurnita, S.Pd	Teacher
13	Nova Destalena, S.Pd	Teacher
14	Syafrida, S.Pd	Teacher
15	Hasnan, S.Pd	Teacher
16	Selesai, BA.	Teacher
17	Nasekah, S.Pd.I	Teacher
18	Drs. Sudarminto	Teacher
19	Ali Hanafi, S.Pd	Teacher
20	Drs. Supriyanto	Teacher
21	Ones, S.Pd	Teacher
22	Tri Warni, S.Pd	Teacher
23	Bejo Triyanto, S.Pd	Vice Curiculum Section
24	Suparmin, S.Pd	Teacher
25	Drs. Supiar Ali	The Cheif Administration
26	Endroyanti, S.Pd	Teacher
27	Dra. Warinah	Teacher
28	Drs. Muhanas	Cordinator Lab
29	Dra. Nurhidayati	Teacher
30	Dra. Yuli Kusharwati	Teacher
31	Edi Susanto, S.Pd	Teacher
32	Siti Asiyah, S.Pd	Teacher
33	Drs. Karsono	Teacher
34	Tuti Iriani, S.Pd	Teacher
35	Iswantoro, S.Pd	Public Relation Section
36	Puranti, S.Pd	Coordinator of guidance and consultation
37	Kososim, S.Pd	Teacher
38	Eni Astuti, S.Pd	Teacher
39	Ismiyatun	Teacher
40	Sukamto, Amd.Pd	Teacher
41	Agustina Eko, S.Pd	Teacher
42	I Ketut Katun, S.Pd	Teacher

43	Siti Khabibah. S,Ag.	Teacher
44	Etik T., S.Pd	Teacher
45	Lismayana, S.Pd	Teacher
46	Helmi Wijiyanti, S.Pd	Teacher
47	Supriyanto, S.Pd	Osis Organizer
48	Suryadi Enalia, S.Pd	Teacher
49	Sri Handayani, S.Pd	Teacher
50	Mu`ijah, S.Pd	Teacher
51	Kaminah, S.Pd	Teacher
52	Titin Rahayu, S.Pd	Teacher
53	Wirawan, S.Pd	Teacher
54	Yulia Safitri.S., S.Pd	Teacher
55	Suprapti, S.Pd	Teacher
56	Sulis Retno P. S.Pd	Teacher
57	Eva Maria, A.Md.Pd	Teacher
58	Suwarni, S.Pd	The School Comitte
59	Billa Chandra S, S.Pd	Teacher
60	M. Irfanudin, S.Pd	Teacher
61	Suratman, S.Pd	Teacher

Location Sketch of SMPN 01 Punggur
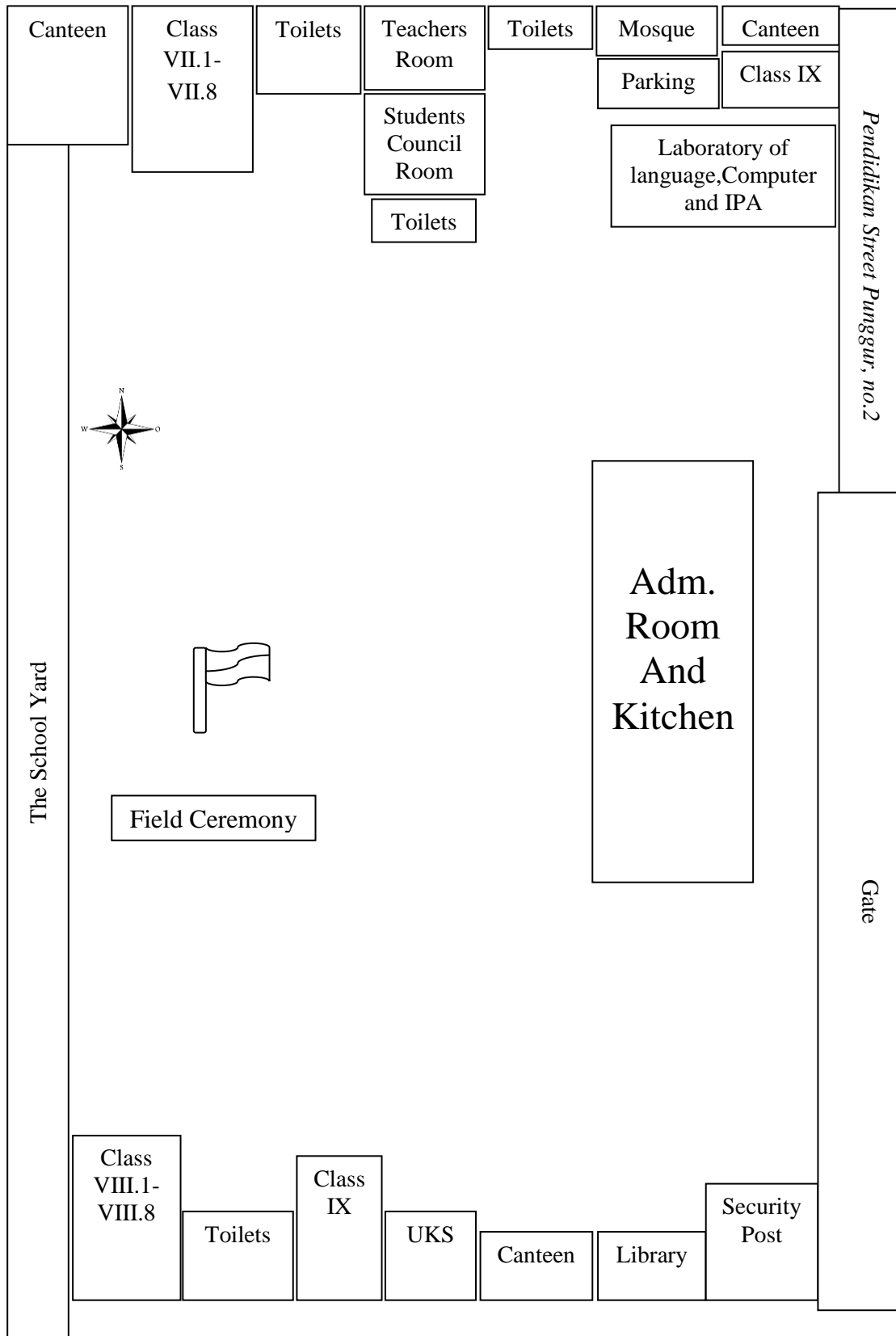
Canteen	Class VII.1-VII.8	Toilets	Teachers Room	Toilets	Mosque	Canteen
			Students Council Room		Parking	Class IX
			Toilets		Laboratory of language, Computer and IPA	

The School Yard

Pendidikan Street Punggur, no.2

Field Ceremony

Adm. Room And Kitchen

Gate

| Class VIII.1-VIII.8 | Toilets | Class IX | UKS | Canteen | Library | Security Post |

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 PUNGGUR
Jalan Pendidikan No.2 Tanggulangin Punggur Telp. (0725) 7522125

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2017/2018

Kelas : VIII.6

Bulan : Juli 2017

NO	NO INDUK	NAMA	L/P	TANGGAL																														Absens	
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	S	I
1		AGIL PRATAMA	L																								•	•								
2		AJI PRAYOGA	L																								•	•								
3		ALDI WAHYU SAPUTRA	L																								•	•								
4		ARYA DIVA KUSUMA	L																								•	•								
5		BAGAS ARMA YUDA	L																								•	•								
6		BAGUS AJI PAMUNGKAS	L																								•	•								
7		DEVITA AVIVA SARI	P																								•	•								
8		DIYAH AYU SUNITA	P			•																					•	•								
9		ENGGAR BRAMANTIO	L																								•	•								
10		FARA ARKANY DANIA	P																								i	-								
11		FERDI CHANDRA PERMANA	L																								•	•								
12		FERDIAN DWI SAPUTRA	L																								•	•								
13		FITRA ARAMIDA	L																								•	•								
14		FRENDI IRFANTO	L																								•	•								
15		JOHAN EGY REYNAN	L																								•	•								
16	✓	LANANK FACTHURCHMAN	L																								S	S								
17		LULU MASLUHA	P																								•	•								
18		MEGA AYU LESTARI	P																								•	•								
19		MELDA AVIA NINGRUM	P																								•	•								
20		MUHAMAD ALI HUSAIN	L																								•	•								
21		NANANG FAUZI	L																								•	•								
22		NANDA AMELIA UTAMI	P																								•	•								
23		NIKE PRATIWI	P																								•	•								
24		NURIL LUTVIANA	P																								•									
25		RAHMA DEANI	P																								•	•								
26		RAHMATIKA DINA SARI	P																								•	•								
27		RAKA PRAMUDITA	L																								•	•								
28		RECCA EKA NUGROHO	P																								•	•								
29		SABRINA WAHYUNI	P																								•	•								
30		SULISTYA WULANDARI	P																								•	•								
31		TRI CANTIKA PURNAMA	P																								•	•								
32		TRI WIDI HANDAYANI	P																								•	•								
33		TRIO SAPUTRA	L																								•	•								
34		WAHYU SADEWA	L																								i	-								
35		WIRDA NILAWATI	P																								•	•								
36		YUNIO ARNANDO SAPUTRA	L																								•	•								
37																																				
38																																				

Laki-laki	19
Perempuan	17
Jumlah	36

% Hadir = Bnyk hari absen x 100 = %
         Jml. Siswa x hari efek

Mengetahui
Wali Kelas VIII.

Siti Khabibah, S.Ag
NIP 19790202 200604 2003

Punggur,
Petugas / Peneliti

Amalia Rohmi
13106507

70

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 1

SMP/MTS : **SMP Negeri 1 Punggur**

Kelas/Semester : VIII (Delapan) / 1

Standar Kompetensi : 1. Memahami makna percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 1.1b Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

Indikator : Merespon ungkapan mengakui dan mengingkari fakta

Merespon ungkapan meminta dan memberi pendapat.

Jenis teks : Transaksional dan interpersonal

Tema : -

Aspek/Skill : **Mendengarkan**

Alokasi Waktu : 3 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Merespon dan memahai ungkapan mengakui dan mengingkari fakta
2. Merespon dan memahami ungkapan meminta dan memberi pendapat.

❖ **Karakter siswa yang diharapkan :** - Mandiri

- Berani

- Kreatif

2. Materi Pembelajaran

Percakapan singkatan memuat ungkapan – ungkapan:

Mengakui dan mengingkari fakta :

A: *Did you bring my <u>books?</u>*

B: Yes I *did* / No, it *wasn't* me.

Meminta dan memberi pendapat :

A: *What do you think about my uniform?*

B: *I think your uniform is nice/bad.*

3. Metode Pembelajaran: Three-Phase Technique

4. Langkah-langkah Kegiatan

  a. Kegiatan Pendahuluan

   Apersepsi :

   - Mengawali pelajaran dengan berdoa, dan motivasi
     - Siswa diberi pemahaman tentang SK dan KD yang akan dipelajari
     - Siswa diingatkan tentang ungkapan-ungkapan yang sering digunakan dalam kehidupan sehari-hari terkait dengan tema.

   Motivasi :

   - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

  b. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi:

   - Eliciting ungkapan ungkapan terkait materi.
   - Membahas ungkapan-ungkapan terkait materi yang dapat dibahas.
   - Mendengarkan kembali percakapan sederhana yang memuat ungkapan terkait materi.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   - Bertanya jawab dengan siswa menggunakan ungkapan-ungkapan terkait materi
   - Memberi kesempatan pada siswa untuk berdialog dengan temannya menggunakan ungkapan-ungkapan terkait materi

   Konfirmasi

   Dalam kegiatan konfirmasi, guru:

- Menanyakan kepada siswa yang tampil ke depan kelas ungkapan-ungkapan yang terkait materi yang digunakan dalam berdialog
- Mengkonfirmasi jawaban siswa yang tampil kepada siswa yang mendengarkan
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif dalam proses pembelajaran dengan cara siswa tersebut menjawab pertanyaan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Menanyakan kesulitan siswa dalam memahami teks terkait;
- Menyimpulkan materi;
- Menugaskan siswa untuk mengelompokkan ungkapan-ungkapan beserta responnya sesuai materi.

5. Sumber belajar

1. LKS Solusi Modul Pembelajaran Bahasa Inggris

6. Penilaian

a. Tehnik : tes tulisan

b. Bentuk : pertanyaan tertulis

c. Instrumen:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan mengakui dan mengingkari fakta serta meminta dan memberi pendapat.	Tes tulis	Pilihan Ganda	*Choose the best answer below!*

Rubrik Penilaian

Uraian	Skor
Jawaban benar	5

Jawaban salah	0

c. Pedoman Penilaian

Jumlah skor maksimal: 100

Nilai maksimal = 100

Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x100$

Punggur,   Juli 2017

Mengetahui,

Guru Mapel Bahasa Inggris   **Mahasiswi Praktikan**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 1

SMP/MTS	: **SMP Negeri 1 Punggur**
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 1. Memahami makna percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengakui, mengingkari fakta, dan meminta dan memberi pendapat.
Indikator	: Merespon ungkapan mengakui dan mengingkari fakta
	Merespon ungkapan meminta dan memberi pendapat.
Jenis teks	: Transaksional dan interpersonal
Tema	: -
Aspek/Skill	: **Mendengarkan**
Alokasi Waktu	: 2 x 40 menit

7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

3. Merespon dan memahai ungkapan mengakui dan mengingkari fakta
4. Merespon dan memahami ungkapan meminta dan memberi pendapat.

❖ **Karakter siswa yang diharapkan :** - Mandiri
- Berani
- Kreatif

8. Materi Pembelajaran -

9. Metode Pembelajaran -

10. Langkah-langkah Kegiatan -

11. Sumber belajar -

12. Penilaian -

a. Tehnik : tes tulisan

b. Bentuk : pertanyaan tertulis

c. Instrumen:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan mengakui dan mengingkari fakta serta meminta dan memberi pendapat.	Tes tulis	Pilihan Ganda	*Choose the best answer below!*

Rubrik Penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

d. Pedoman Penilaian

Jumlah skor maksimal: 100

Nilai maksimal = 100

Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x100$

Punggur,   Juli 2017

Mengetahui,

Guru Mapel Bahasa Inggris   **Peneliti**

Yulia Fitri Sampurna   **Amalia Rohmi**

NIP 19820715 200801 2013   **NPM 13106507**

PRE-TEST

Direction: Choose the best answer below!

1. The medicine tastes very....
   a. Bitter   c.   Good
   b. Bad   d.   Sweet

2. The bee produces....
   a. Money   c.   Honey
   b. Milk   d.   Flower

3. Please, be .... There is Examination.
   a. Relax   c.   Sleeping
   b. Silent   d.   Careful

4. I usually.... my homework at 7pm.
   a. Change   c.   Will
   b. Sent   d.   Do

5. My friends and I are .... cinema right now.
   a. Go to   c.   Will be
   b. Going to   d.   Visiting

6. Andy   : What will you do for the next holiday?
   Richard   : I .... my Grandfather in Jakarta City.
   a. Will visit   c. Will leave
   b. Will going   d. Will go

7. Riko is very .... boy, so his classmates hate him.
   a. Kind   c. Naughty
   b. Faithful   d. Helpful

8. Elephant is one of the big animals in the world.
   The synonym of "big" is . . . .
   a. Huge   c. Wide
   b. Large   d. Small

9. My father bought new car. The price is very inexpensive.
   The synonym of "inexpensive" is . . . .
   a. Luxurious   c. Unpretentious
   b. Pretentious   d. Cheap

10. Christian Ronaldo is the famous football player in the world.
    The synonym of "famous" is . . . .
    a. Ugly   c. Handsome
    b. Popular   d. Expensive

11. Smoke causes many diseases for people. It is very dangerous.
    The closest meaning of "dangerous" is . . . .
    a. Secure   c. Safe
    b. Comfort   d. Harmful

12. Mohawk is the famous hair style in Indonesia. It looks very modern.
    The world "modern" has similar meaning with . . . .
    a. Ancient   c. New
    b. Old   d. Antique

13. Indonesia <u>exports</u> coffee to other countries in the world. The opposite meaning of the underlined word is . . . .
    a. Buys   c. Sells
    b. Lends   d. Imports

14. Tommy <u>gives</u> some cakes to his friends because today is his birthday.
    The underlined word has same meaning as, except . . . .
    a. Offer   c. Add
    b. Take   d. Apply

15. Ronny : I heard that your pet was die yesterday.
    Bella : Yes, and I was so sad.
    The antonym of "sad" is . . . .
    a. Dislike   c. Glad
    b. Angry   d. Surprised

16. My mother was <u>disappointed</u> because my score is very bad.
    The underlined word has opposite meaning with . . . .
    a. Sad   c. Angry
    b. Happy   d. Proud

17. Jane has some pets. They are a cat, a rabbit, and a parrot.
    The word "pet" mean . . . .
    a. Tame Animal
    b. Beautiful Animal
    c. Tame animal kept at the zoo
    d. Favorite animals kept at home

18. July : I am very thirsty. How about you Han?
    Hanny : No, but I am very .... I will buy some breads.
    a. Hungry   c. Thirsty
    b. Sleepy   d. Fresh

19. My brother needs 4 books, 2 pencils and 3 erasers.
    So, He will go to . . . .
    a. Grocery   c. Florist
    b. Stationery   d. Frugstore

20. Johan : Where does Mrs. Ammy work?
    Ivan : She works in hospital. She treats patients so well. She is a good . . . .
    a. Gardener   c. Carpenter
    b. Farmer   d. Doctor

POST-TEST

Direction: Choose the best answer below!

1. The rose smells good, while Rafflesia flower smells very . . . .
    a. Well   c. Bad
    b. Nice   d. Rotten

2. The cows . . . milk.
    a. Products   c. Producer
    b. Produce   d. Production

3. Be . . . , the floor is slippery.
    a. Careless   c. Carelessly
    b. Careful   d. Carefully

4. I will . . . my time for reading a book.
    a. Use   c. Do
    b. Spend   d. Make

5. Last holiday, my family and I . . . to the movie.
    a. Watch   c. Are Watched
    b. Are Watching   d. Watched

6. Mr. John : What will you do in the factory tomorrow?
    Mr. Sam : I . . . a new machine.
    a. Operate   c. Will Operate
    b. Operated   d. Am Opening

7. George is very . . . , so his classmates like him.
    a. Help   c. Helplessly
    b. Helpless   d. Helpful

8. Mount Everest is one of the huge mountains in the world.
    The synonym of "huge" is . . . .
    a. Big   c. Tall
    b. Short   d. Small

9. They stayed in the luxurious hotel.
    The synonym of "luxurious" is . . . .
    a. Expensive   c. Unpretentious
    b. Pretentious   d. Cheap

10. Polution can destroy the environment.
    The synonym of "destroy" is . . . .
    a. Advantageous   c. Damage
    b. Save   d. Balance

11. A thousand of people were evacuated

from their homes to <u>safe</u> place near Yogyakarta Palace.
The closest meaning of "safe" is . . . .
a. Secure   c. Danger
b. Comfort   d. Harmful

12. Prambanan Temples are <u>ancient</u> Hindu temples in Central Java.
The world "ancient" has similar meaning with . . . .
a. Modern   c. Famous
b. Old   d. Antique

13. I hope my next holiday will be more <u>interesting</u>.
The opposite meaning of the underlined word is . . . .
a. Exciting   c. Wonderful
b. Amazing   d. Boring

14. The winners of the competition will receive a big goats as a <u>prize</u>.
The underlined word has same meaning as, except . . . .
a. Gift   c. Reward
b. Give   d. Present

15. Bella : I will go to the bookstore. Can you take me there?
Early : Of course, I can. I would be delighted.
The antonym of "delighted" is . . . .
a. Dislike   c. Glad
b. Happy   d. Surprised

16. She was <u>upset</u> because her father passed away last week.
The underlined word has opposite meaning with . . . .
a. Sad   c. Angry
b. Proud   d. Lazy

17. Jane has some pets. They are a cat, a rabbit, and a parrot.
The word "pet" mean . . . .
a. Tame Animal
b. Beautiful Animal
c. Tame animal kept at the zoo
d. Favorite animals kept at home

18. Kathy : Are you hungry, Hanny?
Hanny : No, but I am . . . . Let's get a soda.
a. Tired   c. Thirsty
b. Sleepy   d. Fresh

19. My mother needs bread, 2 kilos of rice, 1 bunch of banana, and 1 kilo of sugar. So, she will go to . . . .
a. Grocer   c. Florist
b. Butcher   d. Frugstore

20. Jack : Where does Mr. John work?
Ivan : He works in rice field. He plants rice. He is a good . . . .
a. Gardener   c. Carpenter
b. Farmer   d. Butcher

DOCUMENTATION OF RESEARCH

THE RESEARCHER GAVE THE PRE-TEST

TREATMENT BY USING ROTE LEARNING STRATEGY

THE RESEARCHER GAVE POST-TEST

COLLETTING THE PAPERS OF PRE-TEST AND POST-TEST

CURRICULUM VITAE

The name of the writer is Amalia Rohmi. She was born in Candi Rejo, Way Pengubuan, Lampung Tengah, on September 02, 1995. She is the first child of Mr. Sugiran and Mrs. Maryani.

She took her elementary school at SDN Pratama Mandira, Sungai Menang, Ogan Komering Ilir, Sumatera Selatan and finished in 2006. Then she took her junior high school at SMP Budi Pratama, Sungai Menang, Ogan Komering Ilir, Sumatera Selatan and finished in 2009. Having graduated from junior high school, she continued her study on senior high school at SMA Bina Dharma Mandira, Sungai Menang, Ogan Komering Ilir, Sumatera Selatan and finished in 2012. She decided to have lecture in English major at IAIN Metro in 2013.