

**THE INFLUENCE OF THE MIMICRY-
MEMORIZATION (MIM-MEM) METHOD ON EFL
YOUNG LEARNERS' VOCABULARY MASTERY**

**(A Quasi-Experimental Study in SDIT AL-AHSAN
Seluma)**

THESIS

**Submitted as A Partial Requirement For The Degree of
Sarjana Pendidikan (S. Pd) in English Education Study
Program Tarbiyah and Tadris Faculty UINFAS Bengkulu**



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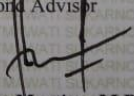
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MOTTOS

**“Allah SWT will never disappoint its servants who are
serious in trying”**



**“One luck that you get, one prayer of your parents that
has been answered”**

DEDICATIONS

Bismillahirrohmanirrohim

In the name of Allah SWT, who has always given me the grace, opportunity, and health during the preparation of this thesis. Shalawat and Salam, I give to the Prophet Muhammad SAW, who has brought his people a cruelty that is full of intelligence and technological sophistication today. I dedicate this thesis to:

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- My beloved Almamater

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners’ Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN Seluma)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also

realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu, August 2022

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ABSTRACT

Winda Putri Annisa, 2022. The Influence of The Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN Seluma).

**Advisors : 1. Dr. H. Ali Akbarjono, M.Pd
2. Feny Martina, M.Pd**

This study aims to determine whether there is an influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery at SDIT AL-AHSAN Seluma. This research uses Quasi-Experiment method with Time Series design. The researcher decided to conduct an experiment in class 5 with a total of 27 students. In the process of collecting data, the researcher conducted a pretest and posttest three times. From the results of this study, the students' average pretest score was 77.33 and the posttest average was 90.81, which means that the posttest score was higher than the pretest score. So it can be concluded that the application of the Mimicry-Memorization (MIM-MEM) method has a significant effect on EFL Young Learners' Vocabulary Mastery.

Keywords : *EFL Young Learners' Vocabulary Mastery, Mimicry-Memorization (MIM-MEM) Method.*

ABSTRAK

Winda Putri Annisa, 2022. The Influence of The Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN Seluma).

**Pembimbing : 1. Dr. H. Ali Akbarjono, M.Pd
2. Feny Martina, M.Pd**

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh dari metode meniru-menghafal (MIM-MEM) terhadap penguasaan kosakata EFL pembelajar muda di SDIT AL-AHSAN Seluma. Penelitian ini menggunakan metode Quasi-Eksperimen dengan desain Time Series. Peneliti memutuskan untuk melakukan eksperimen di kelas 5 dengan total siswa sebanyak 27 siswa. Dalam proses pengumpulan data, peneliti melakukan pretest dan posttest sebanyak tiga kali. Dari hasil penelitian ini, didapatkan nilai rata-rata pretest siswa sebesar 77,33 dan rata rata hasil posttest sebesar 90,81, yang dimana dapat diketahui nilai posttest lebih tinggi dari nilai pretest. Sehingga dapat disimpulkan bahwa penerapan metode meniru-menghafal (MIM-MEM) memberikan pengaruh yang signifikan terhadap penguasaan kosakata EFL pembelajar muda.

Kata kunci : *Penguasaan Kosakata EFL Pembelajar Muda, Metode Meniru-Menghafal (MIM-MEM).*

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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is the main things needed in mastering a language. In the context of elementary school, vocabulary learning begins with the introduction of vocabulary to practice good language skills. Islam also teaches us to learn language to make it easier for us to interact with each other as in the Q.S. Al-Hujurat verse 13 explains that Allah SWT created humans with various types, tribes, and nations to interact with each other, of course when we are different nations, of course the languages used to interact are also diverse, so it is necessary to learn several foreign languages (not just learning one language) (Rizka, 2018). From this we can conclude that the introduction of English begins with the introduction of vocabulary. Brewer (2007:289)

argues that the importance of introducing vocabulary to young learners is that it can help them to explain the characteristics of the space and time in which they are located. Then vocabulary helps young learners convey ideas, questions, and guess what they want to know correctly and can be accepted by others. Not only that, vocabulary also helps young learners to convey their thoughts, feelings, knowledge and everything that is in themselves to others. It can be said that English vocabulary mastery in elementary school will be an asset for them to master all aspects of learning English, including the ability to communicate in foreign languages well.

At school, young learners still have a very limited vocabulary, because they find it difficult to pronounce and memorize vocabulary. Whereas young learners have a fairly high memory or rely more on memory.

Young learners aged 6 to 12 remember faster than older people. At that age, they can learn to follow sounds quickly and precisely and can master new vocabulary learning without difficulty. However, the lack of interest in learning language or vocabulary makes it difficult for young learners to respond to foreign language vocabulary. This is because the learning methods commonly applied by teachers in the classroom are less effective. Monotonous and less effective methods will make young learners lazy. Finally, the use and mastery of English vocabulary by young learners is low and limited and will affect their learning outcomes.

Not only that, currently the obstacles in learning English are not only from students, but English learning which has been eliminated in almost all elementary schools. Currently, the Ministry of Education and Culture revised the 2013 curriculum to include English

subjects as local content or not included in the mandatory curriculum. This is what causes some elementary schools to abolish English language education. In Seluma District, almost all public elementary schools have eliminated English language learning. However, in private schools, one of them is SDIT AL-AHSAN which is located on Jl. Bengkulu-Tais, Km. 32 Sukaraja, Seluma Regency, English language learning is still being applied according to the proportion. In this case, learning English is still carried out by paying attention to competencies and indicators that are in accordance with the elementary school level. Where students are asked to understand and express simple expressions or instructions that they can apply at school. This can be seen in the lesson plans that apply at the school.

Based on the results of observations made by the researchers at SDIT AL-AHSAN Seluma, researchers observed that there were several obstacles experienced by young learners during the learning process, namely in terms of pronouncing English vocabulary which was considered insufficient, as evidenced when young learners were asked to reading the text it was found that some students were wrong in pronouncing English vocabulary. Young learners also have difficulty in memorizing English vocabulary, this is because young learners at the school are more focused on memorizing the Qur'an and Arabic compared to English. During class observations, in learning activities the teacher uses several methods such as repetition, lecture, discussion and assignment methods and uses learning media in the form of textbooks and audio media which sometimes

makes young learners less interested in learning English.

According to Chesy (interview, March 7, 2022) as an English teacher at SDIT AL-AHSAN Seluma revealed that there are several other obstacles that are considered to be a factor in the lack of young learners in mastering English vocabulary, namely the first is English which is currently set as a local content subject causes a lack of response from young learners when learning takes place. In addition, the limited time of lesson hours causes a lack of application of English vocabulary in the classroom. Not only that, young learners still have difficulty in expressing their ideas, feelings and thoughts due to their lack of ability to remember and memorize vocabulary.

Actually, there are several solutions to this problem. One of them is that schools can require special

days to use English in their learning or teachers who teach English can develop their teaching skills by adapting capacities that are acceptable to elementary school students and making it a habit to be repeated. Such as creating a language atmosphere in the classroom, starting from teaching greetings vocabulary, saying thank you, reading, counting and singing, introducing the surrounding environment to English and other basic English learning that can improve young learners' vocabulary mastery.

In this regard, so that it is easier for young learners to absorb, understand, and master English vocabulary, the right solution in this research is to use the mimicry – memorization method (mim-mem method). This mimicry – memorization method is very suitable to be applied or used in language learning, one of which is English. The mimicry memorization method

is a method which is the development of an oral approach. This method directs students to imitate and remember what is taught. So imitating and memorizing are basic things that are very easy for young learners to do in the language acquisition process. Likewise with the process that occurs when young learners learn a foreign language. In terms of vocabulary mastery, students can imitate the vocabulary spoken by the teacher and repeat it while remembering the vocabulary. The more often it is repeated, the students will easily remember the vocabulary.

The use of the mimicry memorization learning method is expected to be able to provide the right solution to the various problems above, and will further help young learners to more easily understand the subject matter, memorize, and remember various kinds of vocabulary in English subject matter so as to improve

the mastery of English vocabulary for students. young. Therefore, the researcher will conduct a study entitled “The Influence of the Mimicry-Memorization (Mim-Mem) Method on EFL Young Learners’ Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN Seluma)”. By applying the mimicry-memorizing method, it is hoped that this method will be able to overcome the above problems for young learners at SDIT AL-AHSAN Seluma, especially for fifth grade students.

B. Identification of Problems

Based on the background described above, this study found some information about the problem of English in teaching and learning process. Problems related to students’ vocabulary skills are:

- a. The limited vocabulary of young learners
- b. Young learners have difficulty in pronouncing vocabulary
- c. Young learners have difficulty remembering the vocabulary being taught
- d. Young learners find it difficult to apply vocabulary in class or daily life

C. The Limitation of the Study

Many things cause young learners to experience internal problems in vocabulary mastery. Based on the identification of the problem, the researcher provides a limitation on the scope of the research to be carried out. The researcher only limits the problem regarding the influence of the mimicry-memorization method on EFL young learners' vocabulary mastery of fifth grade at SDIT AL-AHSAN Seluma. In this study, the researcher wanted to know how the influence of the mimicry-

memorization method in improving english young learners' vocabulary mastery.

D. Research Question

Based on the background and limitation of the research, the research question can be formulated as follow : *“Is there a significant influence of using mimicry-memorization method on EFL young learners' vocabulary mastery for students at SDIT AL-AHSAN Seluma?”*

E. Research Objective

Based on the research statement, this particular study aimed at finding out : To investigate the influence of mimicry-memorization method between students who are taught and those who are not taught using the mimicry-memoryzation method on EFL young learners' vocabulary mastery at SDIT AL-AHSAN Seluma.

F. Research Significance

This research can be expected to provide theoretical and practical benefits.

1. Theoretical Benefits

Theoretically, the results of this study are expected to be able to increase our understanding of methods or strategies to improve vocabulary mastery of young learners by using the mimicry-memorization method.

2. Practical Benefits**a. For young learners/students**

In order to increase the vocabulary mastery of young learners more and more during the learning process in English subjects and will be more interested and assisted in learning English vocabulary.

b. For teachers

The results of this study are expected to be a guide for teachers to have more skills in using and implementing various learning methods that are more innovative, effective and increase creativity for teachers and learning media that are more creative and fun.

c. For school/institution

The results of this study are expected to be used as a reference on the mim-mem or mimicry-memorization method which can later help improve the quality of educators and their learning process in schools.

d. For other researchers

The results of this study can be used as a new literature and reference for researchers about the mimicry-memorization learning method in

English subjects, especially in the context of vocabulary mastery.

G. Operational of Key Terms

1. Vocabulary

Vocabulary is a collection of words from a language. Vocabulary is the most important thing in the aspect of life and also in the process of improvement aspects of children's language development. The more vocabulary you have children, there will be a lot of language that can be expressed by the child. Not only that, the students' ability to read and understand a relative matter is determined by the vocabulary they have. When students have good vocabulary, they can understand sentences, paragraphs and text better.

2. Vocabulary Mastery

Vocabulary mastery is a competency to understand and apply the vocabulary that has been learned. Vocabulary mastery is considered quite important for students (Lewis, 1990). Because, without having or mastering a proportional English vocabulary, students will have some difficulties in learning and using English. So, by mastering vocabulary students will have complete skills to understand the vocabulary and meaning of a particular language that they know.

3. Young Learners

Young learners are elementary school students who are divided into several groups (Pinter, 2006). The first is very young learners, which are children with an age range of 3 to 6 years or who are taking Pre-School Education. Second, young learners,

which are children with an age range of 7 to 9 years or students in grades 1-3. And the last one is older or late young learners, which are children with an age range of 10 to 12 years or students in grades 4-6.

4. Mimicry-Memorization Method

According to Nuha (2016:215), mimicry (means imitating) and memorization (means memorizing). Mimicry is a way of learning by imitating what is said. While memorization itself comes from the word “memory” which means remember. It refers to a set of equipment, activities, and skills, which, of course, does not refer to a single object.

The method of imitating and memorizing (mimicry and memorization) is a classical method, which is very suitable for use in language learning, especially foreign languages. When a child learns a

language, the first thing he does is imitate the words he hears from his mother. Then the words were repeated over and over until they entered his memory. So imitating and memorizing are basic things that are very easy for children to do in the process of acquiring their language. Likewise with the process that occurs when the child learns a foreign language.

CHAPTER II

LITERATURE REVIEW

A. EFL Young Learners' Vocabulary Mastery

1. Vocabulary

Each language has a vocabulary, which is a number of words used by its speakers to communicate, cooperate, and identify themselves. There are words that are added and some are lost or not used anymore.

There are many meanings of the vocabulary itself, such as : all words contained in a language, all words owned and used by a person or group of people from the same environment, all words used in a scientific field, or list of words and phrases from a language arranged alphabetically with their limitations and descriptions.

Vocabulary is a language component that has meaning (Gunawan, 2019). To make good and correct sentences in learning a language, of course, we need vocabulary so that someone can make good sentences too. If the sentence is good enough, then the meaning contained can be captured and understood more easily.

The diversity of meanings in vocabulary makes vocabulary very important to learn, especially in learning English. Before learning more about English, students must first know about vocabulary. However, many students find it difficult to understand because the student's focus is more on "grammar" so that looking at vocabulary is also very difficult. Even though vocabulary learning is done to add and know the meaning of English vocabulary. This can also be followed by the practice of

pronouncing words that are appropriate, correct, and clear.

Vocabulary can be interpreted in various ways. According Kridalaksana (1993), the vocabulary is the same as the lexicon. The lexicon is the language section which includes all information about the meaning and usage of words in the language or the variety of words the speaker or writer has. Lexicon can also be said a list of words arranged like a dictionary, but with short and practical explanations.

Vocabulary is a set of words that is known by someone who is part of a certain language. A person's vocabulary is defined as all words the person understands or all words that are understood is likely to be used by the person to easily construct a sentence.

Vocabulary is a collection of words used by people, groups, professions, and others. Collections or lists of words, usually alphabetical order and determined. Other than that, vocabulary is defined as the total number of words with meanings and definitions used by a person to express ideas in language (Barnhart, 2014).

Based on some of the descriptions above, it can be concluded that vocabulary is a vocabulary or group of words that a person has in the process language, both spoken and written. Vocabulary is used to convey the meaning of a speaker or writer to the listener or reader. By learning vocabulary properly and correctly, it will be easier for someone to choose vocabulary and form sentences that are easily understood by listeners or readers.

2. Types of Vocabulary

Talking about vocabulary, there are many types of vocabulary that have been explained by several experts.

Based on mastering vocabulary, Hiebert and Kamil (2005) categorize the types of vocabulary into two classifications. The first is receptive vocabulary. Receptive vocabulary is vocabulary that can be known when listening or reading. In this type, mastery is only limited to understanding the meaning of the vocabulary. In other words, mastery is only memorizing. In this type, vocabulary mastery is closely related to the knowledge gained from listening and reading skills. To be able to use the existing 'memorization', this activity is closely related to how to involve oral and written content that is in memory so that it can be suitable for future

involvement. That's why this level of mastery is more dominated by the scopes of material in the form of written and oral vocabulary.

The second is productive vocabulary. Productive vocabulary is a vocabulary whose meaning is known enough by someone so that people will feel comfortable using the vocabulary when writing or speaking. In this type, understanding is more complicated than the level of understanding in the type of receptive vocabulary. In order to be able to be considered capable of mastering this type of understanding, it is not enough just to memorize and understand the meaning of a vocabulary. In other words, understanding at this level requires a competency which has been able to apply a vocabulary to a language processing.

According to Nation (2003:136) reveals other types of vocabulary based on the frequency or levels. These types are divided into three, that is:

a. Level 1—Basic Vocabulary

Level one consists of the most basic words. These words rarely use direct instructions and usually don't have much meaning. Visible words, adjectives, verbs, and nouns are learned at this level. Examples of words at level one are : sit, eat, happy, cat and others. There are about 8,000 vocabulary words in English included in level one.

b. Level 2—High Frequency Vocabulary/Multiple Meanings

At this second level, the vocabulary consists of high frequency words that often appear in various adult language situations or in

communication activities, and because of this, vocabulary at this frequency greatly affects speaking and reading skills. Example of words at level two are : develop, observe, purpose, recognize and others.

c. Level 3—Low Frequency, Context-Specific Vocabulary

At the third level it consists of low frequency words that appear in a certain scope. The scope in question includes subjects in school, region, weather, geography, work, technology, and weather. Usually this vocabulary is learned for special purposes.

In addition, quoted from Waro (2019:10), based on its use, vocabulary is divided into three, including:

a. Words used in daily communication

This vocabulary is commonly used in everyday life and usually the vocabulary is easier to remember.

Example: *good, friend, winter*, etc.

b. Words used in an academic context

This vocabulary is also known as academic vocabulary, it is very rarely found in everyday conversation, even the speech of adults with college education.

Example: *formulate, indicates, vary*, etc.

c. Discipline-specific words used in the information section

Vocabulary in this type is only devoted to a field of study. Because of their specificity, words of this type are often defined explicitly in the text and used repeatedly.

According Thornbury (2002: 1-12), there are at least 6 types of vocabulary that students must understand, including :

a) Word Classes

Word classes are groups of words in language units based on categories of form, function, and meaning in the grammatical system (Widjono, 2007). In making good and correct sentences based on standard sentence patterns, language users must first recognize the types and functions of word classes so that mistakes do not occur.

The word class itself is divided into 7 groups, namely verb, noun, pronoun, adverb, adjective, preposition and conjunction.

b) Word Families

A word family is a collection of words that have the same characteristics, patterns, or meanings. They usually have the same root word, to which different prefixes and suffixes are added. In this case, the part that will be studied is about root words, prefixes and suffixes.

Example : work, rework, worker, working.

c) Word Formation

Word formation is the process of forming new words or the process of forming words in several ways. Such as combining, summarizing, borrowing words from other languages so that they will produce new word forms.

There are several processes for word formation in English, such as conversion,

borrowing, blending, clipping, back formation and so on.

d) Multi Word Unit

Multi-word units is a type of English vocabulary that has the form as a verb phrase or as an idiom. The list of English vocabularies that fall into the phrasal verbs category comes from verbs or verbs which then change in meaning when used as phrases. While idioms cannot be interpreted in a haphazard way, because usually the meanings contained are different.

e) Collocations

Collocation is two or more words in English that are often located side by side. Combinations of words in collocations usually form commonly used phrases. With collocation, English vocabulary will sound more natural. Collocation

also makes English easier to understand, because the combinations of these words are often used or familiar to express certain meanings or purposes.

Example : sun rises, free time, bud luck.

f) Homonyms

Homonyms are words whose pronunciation or reading is the same but have different meanings. More specifically, a homonym is a word that has the same pronunciation or reading method, the same spelling or lettering, but has a different meaning. With many words, the homonym is “multiple meaning words”.

Example : Bear = beruang, menahan; Like = suka, seperti

Based on the theories above, the researcher can be conclude that in the context of young learners, the type vocabulary taught is the type of word classes used for daily life or word used in daily

communication with a basic vocabulary or level 1. Because in this type the vocabulary taught is quite easy to learn by young learners. In addition, vocabulary can also be obtained by looking at or giving examples such as objects, colors, adjective, verb or things that are around them, making it easier for them to remember the vocabulary. This will be done so that young learners are familiar with English and use the same vocabulary every time.

3. Aspect of Vocabulary

There are several aspects that must be known in vocabulary (Perwitasari, 2014). Are as follows :

a) Meaning

Meaning is the message contained in a word that is conveyed. In vocabulary, meaning is an aspect that translates a word in another language.

In other words, this will make it easier for students to understand vocabulary.

b) Spelling

Spelling are rules for how to describe sounds (words, sentences, etc.) in the form of writing and the use of punctuation marks. In other words, spelling is a process or method mentioning the letters one by one in a word, sentence, and so on.

c) Pronouncing

Pronouncing is a way of producing the sound of a word including articulation, intonation, and stressed. In other word, pronouncing is how to say the word in English. Pronunciation in English is very important, especially for non-native speakers. Because sometimes incorrect

pronunciation can hinder communication between speakers and listeners.

4. The Importance of Vocabulary

In learning English it is very familiar that learning vocabulary is very important. According to Brewer (2007: 289) the importance of introducing vocabulary to young learners is that it can help them to explain the characteristics of the time and space in which they are located. Then vocabulary helps young learners convey ideas, questions, and guess what they want to know correctly and can be accepted by others. Not only that, vocabulary also helps young learners to convey thoughts, feelings, knowledge and everything that is in themselves to others.

However, in reality, many people do not really think that vocabulary is important. They think that grammar should be learned first. In fact, both are

equally important to learn together. However, it would be better if you study vocabulary first. Because with vocabulary we can express our ideas, feelings, or thoughts easily. In short, learning vocabulary will make the process of communicating easier.

5. Teaching Vocabulary

In general, teaching is a complex activity and does not just convey information from the teacher to students, but contains many actions that must be taken so that learning outcomes are as expected. Teaching is an activity in facilitating and fostering learning and managing situations for learning.

From the explanation above, it can be concluded that teaching is the process of providing information from the teacher to students with various actions or activities that are connected with the

surrounding environment to achieve a goal. In this case, there is reciprocity between teachers and students, so that both parties play an active role in achieving common goals.

Teaching vocabulary is an activity where the teacher provides knowledge to students about vocabulary and how to apply it, both in daily life and in other fields. Teaching vocabulary is able to help or facilitate students in acquiring vocabulary. Because if students know more vocabulary, it will be easy for them to learn other aspects of English.

6. Vocabulary Mastery

Vocabulary mastery is one of the competencies used to understand and apply the vocabulary that is being or has been studied. Vocabulary mastery is the activity of mastering words or the ability to understand and use the words that exist in a

language, both orally and in writing. According to Lewis and Hill (1990:12), vocabulary mastery is considered quite important and useful for students. Because, without having or mastering a sufficiently proportional and adequate English vocabulary, students will have problems learning and using English in everyday life. Vocabulary mastery is very necessary because the more vocabulary a person has, it is easier for someone to convey ideas and receive information. So, by mastering vocabulary students will have complete skills to understand the vocabulary and meaning of certain languages that they know.

7. English as a Foreign Language (EFL)

English as a Foreign Language or EFL is a designation intended to describe the English study by non-native speakers in countries where English is not

the dominant language. In communicating and interacting between various countries, English is very necessary to support the progress of science, technology, and is a demand of today's modern era. Therefore, especially in Indonesia, English is designated as a foreign language. Nevertheless, the ability to speak English in Indonesia has a very important influence on school students, university students, job seekers and professionals. This can be proven by the fact that English is established as a compulsory subject in schools and is even tested in national exams.

8. Young Learners

Young learners are elementary school students aged between 6-12 years or 13 years who are divided into several groups, including the Younger Group (6-8 years) and the Older Group (9-12 years).

According to Zulfahmi (2016), the young learners' class divided into 2 classes, namely Lower Class and Upper Class. Lower Class is a class which consists of first, second, and third graders. While the Upper Class is a class consisting of fourth, fifth, and sixth graders. Other terms are Level One or entry level (5-7 years) and Level Two (8-19 years).

According to Pinter (Pinter 2006) young learners consist of 3 groups. The first is very young learners, which are children with an age range of 3 to 6 years or who are taking Pre-School Education. Second, young learners, which are children with an age range of 7 to 9 years or students in grades 1-3. And the last one is older or late young learners, which are children with an age range of 10 to 12 years or students in grades 4-6.

9. The Characteristics of Young Learners

According to Harmer (2007), there are certain characteristics that describe a young learner. Usually young learners prefer to answer even though they do not understand. They also learn indirectly from everything around them. They understand best when they see, hear, touch, and interact directly rather than from explanations. Generally, they show a curiosity about the world and a passionate commitment to learning a language. Most of them begin to understand the need to learn because they have had various experiences and learnings (positive or negative). With that, young learners will be more daring to speak according to what they want to say. Young learners also have expectations about the learning process and they have their own learning patterns. They will be more disciplined than other

age groups and know how to put in the effort in learning. They like to talk about themselves and respond to learning that uses their daily life as the main topic. They like to find something, make or draw something, use their imagination, move from one place to another, solve puzzles. They have short attention spans and they get bored easily while studying. Sometimes they like a colorful and bright classroom with ample space for various activities.

These characteristics should be known by teachers. Moreover, every young learner has a different characteristics or mindset. So the teacher must understand the students one by one so that it is easy to teach a learning material later.

According to Harmer (1993 cited in Katerina, 2009) says that if language structure is a language framework, then young learners' vocabulary is the basis

of language production that supports four skills (listening, speaking, reading, and writing) that can be introduced to young learners to help young learners to understand the meaning of the word. The vocabulary mastery of young learners plays an important role in communication activities. Mastery of vocabulary for young learners is an activity to add or master vocabulary to introduce English to young learners.

Based on the theories above, the researcher can conclude that the EFL young learners' vocabulary mastery in this research context is an activity to master English vocabulary as a foreign language which is specifically for young learners with the aim of introducing English at the elementary school level and also one way to improve young learners' vocabulary mastery by paying attention to elementary school age and the characteristics of young learners who are

considered quite strong in terms of receiving and remembering English vocabulary quickly.

In which has some indicators, namely :

- a) Types of vocabulary for young learners (basic vocabulary level 1 used for daily communication)
- b) Aspects of vocabulary for young learners (consisting of pronunciation, spelling, meaning)
- c) The importance of vocabulary for young learners (express ideas, feelings, or thoughts)

B. Mimicry – Memorization (Mim-Mem) Method in Teaching English

According to Mocanu (2015:75) the best way to learn a foreign language is by imitating the pronunciation. This method aims to develop ways of communicating in the target language. The learning is based on a method called the Mimicry – Memorization method. Mimicry (means imitating) and memorization

(means memorizing). Memorization comes from the word “memory” which means remember. Memory is something that is abstraction or invisible (Nuha 2016:215). Usually this method is applied in Arabic which can be referred to as *Thoriqoh Al-Samaawa’ Wa Al-Muhafazah*. This method is a method that emphasizes the practice of imitating and memorizing dialogue or vocabulary about various things that are around us. This refers to things like activity, skill, and mastery rather than referring to a single object. Through this practice a student can achieve good proficiency in speaking or writing.

According Kenneth L. Higbee and Ricki Linksman (2013), there are three main ways to measure how much a person can remember, namely recall, recognition, and relearning. First, recall, which is someone telling what they remember about what they

know or have happened. Second, recognition, that is, someone can mention things he has learned or recognize what he has learned again. And third, relearning, which is trying to find out whether it is easy or not to study the material for the second time or to relearn a material for the umpteenth time.

Listening and speaking are direct two-way communication activities, face-to-face communication (Tarigan, 2008). Basically the mimicry-memorization method is a development of the oral approach in language teaching. So that in the teaching and learning process, this method involves a lot of pronunciation or speech training activities. The focus of learning is the ability to listen, speak and memorize very much emphasized in this method.

Mimicry memorization method is a method which is the development of the oral approach. The oral

approach itself is an approach developed by British linguists (Harold Palmer dan A. S. Hornby) and began to be applied in the 1930s to 1960s. The purpose of the oral approach is to determine the knowledge possessed by students, introduce the target language to students, improve students' ability to pronounce foreign languages, speak, and read. In oral approach, students listen and respond. While the teacher as a model and regulates the course of situations and conditions in the classroom. The media used in the oral approach process can use textbooks, and audio visuals. The things learned in the oral approach are, pronunciation, presentation, oral practice, and reading material.

This leads to one of the teaching paradigms, namely behaviorism. This theory contains changes in behavior that occur due to learning experiences or prioritize the formation of behavior resulting from the

learning process. Learning is an interaction between stimulus and response. According to behavioristic theory, the most important thing in the teaching and learning process is that someone will be considered to have learned when they have shown a change in behavior.

a) Behaviorism

Behaviorism is one of the oldest learning theories that developed in the 19th century. Although it sounds old-fashioned and has increasingly developed into new theories that are considered better to use, this behaviorism theory is in fact still widely used in the implementation of the world of education.

According to B.F. Skinner (Novianti, 2018) learning behaviorism theory is the relationship between the stimulus and the response shown by the

individual or subject that occurs through interaction with the environment. This theory emphasizes that the behavior shown by a person is the result of the interaction between the stimulus and the response. In other words, the input is a stimulus and the output is a response. The form of the stimulus is the delivery of material, character building, advice, and others given by the teacher to his students. Meanwhile, the form of response is in the form of reactions or responses from students or students to the stimulus given by the teacher or educator.

In this behaviorism, conscious or unconscious mind, is not needed to explain behavior and development. Therefore behaviorists believe that development can be learned and often changes according to environmental experiences.

b) The Characteristics of Behaviorism

According to Ahmadi (2003:46), the learning theory of behaviorism has characteristics, namely. First, this theory prioritizes the mechanism for the formation of learning outcomes. Learning outcomes focus on the formation of the desired behavior. Second, emphasize the formation and role of the reaction or response. In this case, behaviorism will look for elements of behavior that arise unconsciously. Third, behaviorism considers that practice is important in the learning process. It is not surprising that methods such as drilling are easy to find in classes that apply this learning theory.

c) The Relationship Between Behaviorism and The Mimicry Memorization Method

The adherents of the theory of behaviorism reveal that language learning is related to memory. In

the view of behaviorism, language acquisition is influenced by stimuli from the environment outside the individual. The term language for behaviorists is considered inappropriate. Therefore, they mention that language is one of human behavior or verbal behavior. Memorizing sometimes is not an easy thing for some people. In practice, it is often considered by students as a daunting task. They have to try to say or read it over and over again in order to be able to remember it. The creativity of students in finding ways to make vocabulary easier to remember is very influential in the memorization process.

According to Pranowo (1996), it is explained that the language learning process is passed in five stages, namely the first is trying and correcting mistakes. The second is imitate. Third, remembering. Fourth, associate and the last is analogy. From the

five stages, it can be concluded that language is basically the formation of behavior that can be observed through external factors and through the level of frequency.

From the explanation above, it can be concluded that language is a habit that is repeated. This repetition is what will shape changes in students. With this mimicry-memorization method, students will be required to keep repeating the vocabulary being taught, then they will apply it in their daily lives. So, they will subconsciously remember vocabulary just by looking at what is around them. The result of the application of this method is the change in behavior referred to in this behaviorism theory.

This mimicry memorization method is often known as the informantdrill method (Anshor, 2009).

Because the exercises are carried out not only by a teacher, but also by a native informant. In drilling, the native informant acts as the drilling master, he utters several sentences and the students mimic them several times until they are memorized. Activities in this method are in the form of demonstrations and exercises / drilling grammar / sentence structure, speech exercises and vocabulary exercises, by following or imitating native-speaking teachers and informants.

This method is an exercise in imitating and memorizing a vocabulary, conversation or dialogue. Through this method a student can achieve good proficiency in conversations which are carried out directly or indirectly.

1. The Characteristics of Mim – Mem Method

The mimicry-memorization method has characteristics that are almost similar to the oral

approach. Where there are six characteristics that underlie the oral approach (Richards and Rodgers, 2005 : 40). The first is language teaching begins with spoken language before being presented in written form. Second, the target language is the class language. Third, new language points will be introduced and applied situationally. Fourth, a vocabulary selection procedure is followed to ensure that essential services for general vocabulary are included. Fifth, things in grammar are classified according to the principle that simple forms should be taught before complex forms, and the last is reading and writing are introduced soon after the grammatical and language-related bases are built.

In addition to the six characteristics above, Dahlan (1992) developed several characteristics of this method are as follows :

- a) Activities demonstrated in the teaching and learning process are grammar and sentence structure exercises, speaking or pronunciation exercises, vocabulary training by imitating teachers or native speakers.
- b) At the time of the drill, the native speaker or native informant acts as a drill master, namely by saying a few words or sentences, and students imitate them several times until they are memorized.
- c) Grammar will be taught indirectly by using selected sentences as models or patterns.
- d) At an advanced level, activities are carried out by means of discussion.
- e) The methods vary because dialogue recordings and drills can be used which is called the audio-

lingual method or also known as the aural-oral approach.

From the characteristics above, it can be concluded that the mimicry-memorization method emphasizes the repetition of vocabulary pronunciation by following or imitating the vocabulary spoken by the teacher until they are memorized.

2. Advantages and Disadvantages of The Mimicry-Memorization Method

Based on the characteristics of the Mim-Mem (Mimicry Memorization) method, several advantages and disadvantages can be seen.

Aspects of the advantages of the Mim Mem (Mimicry Memorization) method according to Hermawan (2013:191).

- a) Students will be proficient in making repeated sentence patterns
- b) Students' pronunciation will be better and more correct
- c) Students will continue to dialogue and continuously respond to the stimuli that the teacher gives
- d) Students gain hands-on or practical skills in a foreign language

Aspects of the disadvantages of the Mim-Mem (Mimicry Memorization) method according to Hermawan (2013:191):

- a) This method requires a teacher who is really active in foreign languages
- b) Students tend to respond simultaneously or individually and often do not know the meaning of what they say

- c) In general, the applicative ability of students' foreign languages is largely determined by the motivational factor of the teacher. That is, a teacher must provide motivation from his students on the sidelines of the lesson.
- d) Intensive guidance is needed in achieving this communication skill.

3. The Procedures of Mim – Mem Method

Basically there is no specific procedure for the application of this method, but the procedure is obtained and concluded through the characters derived from this method itself. However, summarized from Iqbal (2018) concluded that the following are some of the procedures for the mimicry memorization method is as follows:

- a) The teacher provides the material to be studied and then explains it to the students.

- b) The teacher mentions the vocabulary according to the material that will be studied by students.
- c) Each student imitates the vocabulary that has been mentioned above repeatedly until it is memorized.
- d) The teacher chooses the students to mention the vocabulary they memorized
- e) The teacher provide evaluations or conclusions from learning activities that have been carried out.

Based on the explanation above, it is concluded that the teacher has an important role in the application of this method. The teacher is assessed as a facilitator so that he is able to provide material well and immediately corrects or corrects if there are errors made by students.

Based on the theories above, the researcher can conclude that the mimicry-memorization method in this research context is a method used to increase students'

vocabulary by emphasizing repetition of vocabulary pronunciation and this method focuses on the teacher because the teacher becomes the center of delivering material by one of the procedure where the teacher will pronounce some vocabulary and students are asked to follow it and then memorize it until they memorize it.

In which has some indicators, namely :

- a) Repetition exercises
- b) Memorizing skills
- c) Stimulus and student response
- d) Teachers as learning centers

C. Previous Study

After researchers have conducted this research, of course many researchers have already conducted research on the application of the mimicry - memorization method. First, a research by Evelyn C. Manoppo, Herling Rares, Jenie Posumah (2020), with

the title *Improving Students' Vocabulary By Using Mimicry Memorization Method*. This study uses quantitative research methods. The design of this study was pre-experimental with one group pre-test, treatment, and one group post-test. There are two tests, T1 as pre-test and T2 as post-test. In analyzing the data, the researcher used the average score formula. After finding the mean score, the results are entered into the Frequency Distribution and Polygon Diagram. The results of this study indicate that the average value obtained in the post-test (63.61) is higher than the pre-test score (55). So, in other words, mimicry memorization method is effective in improving students' vocabulary.

The second is a research by Syarifah Aini dan Mu'allim Wijaya (2018), with the title *Metode Mimicry-Memorization (Mim-Mem Method) dalam*

Meningkatkan Penguasaan Mufrodat Peserta Didik di Madrasah Aliyah Darul Lughah Wal Karomah. This study describes the use of the Mimicry-Memorization method in the use of students' Arabic vocabulary. This study uses quantitative research methods. This type of research based on the characteristics of the variables used is an experiment (trial). The type of data used by the researcher is the ordinal type. In this study, the data collection method used the oral test method. While the type of research used based on the hypothesis is a comparative type. The technical analysis used in this research is the Comparative Analysis Technique (Non-Parametric), namely the Mann-Whitney U-test (U-test). The first step is for the teacher to pronounce the vocabulary followed by the students so that the students can pronounce the vocabulary correctly, then the students are asked to memorize and remember the

vocabulary. The result is that by using this method, students are more active and more effective in learning Arabic subjects.

The third is a research by Muhammad Iqbal (2018), with the title *Penggunaan Metode Mim-Mem Untuk Mengembangkan Keterampilan Berbicara*. In this study discussed how the effectiveness of the use of the Mimicry-Memorization method on speaking skills at MTsN Lampihong school. This type of research is quantitative, while the approach used for this research is an experimental approach. The research design used in this study was a pre-test, post-test, group design, namely the group was given an initial test to measure the initial conditions. The variables in this study used 2 (two) independent and dependent variables. Meanwhile, the data sources in this study are divided into two, namely: first, the primary data sources in this study are data

sources obtained from the results of interviews with researchers. And second, secondary data is the source of data obtained from the results of the pre-test and post-test. Data analysis method used in this research is statistical induction method. The hypothesis was tested using the T-Test Independent formula using the SPSS 13 data processing program. The results of this study can be concluded that the use of the mim-mem method in order to improve the development of students' speaking skills is very effective.

Based on the research above, this study has several similarities, differences, and relationships with the previous research above, including:

The similarities are first, the research from Evelyn C. Manoppo, et al (2020) and Syarifah Aini and Mu'allim Wijaya (2018). Both studies have the same

focus as this study, which is about increasing students' vocabulary.

Second, the research from Evelyn C. Manoppo, et all (2020) also has similarities in the focus of the research, namely the use of the Mimicry-Memorization (MIM-MEM) method on students' English vocabulary.

Third, the research from Muhammad Iqbal (2018). This research has something in common, namely the use of the Mimicry-Memorization (MIM-MEM) method.

The difference is first, the research from Evelyn C. Manoppo, et all (2020). This research has another focus, namely making the teacher the center of the learning process.

The second is the research from Syarifah Aini and Mu'allim Wijaya (2018) which focuses on students' Arabic vocabulary or Mufrodat.

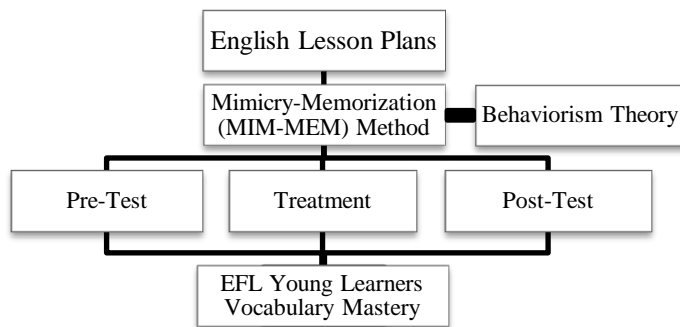
The third is the research from Muhammad Iqbal (2018) which focuses on speaking skills, especially speaking in Arabic.

Behind the similarities and differences in previous studies, there are also relationships between previous studies that support this research, namely: first, in the research of Evelyn C. Manoppo, et all (2020), Syarifah Aini and Mu'allim Wijaya (2018) and Muhammad Iqbal (2018), these three studies used the Mimicry-Memorization (MIM-MEM) method.

Second, in the research of Evelyn C. Manoppo, et all (2020) and Syarifah Aini and Mu'allim Wijaya (2018), both of these studies used the Mimicry-Memorization (MIM-MEM) method in increasing students' vocabulary.

D. The Conceptual Framework

The conceptual framework underlying this research is as follows:



In this conceptual framework, English lesson plans are input or the beginning of the process of implementing the Mimicry-Memorization (MIM-MEM) method. English lesson plans compile how the Mimicry-Memorization (MIM-MEM) method is used in the learning process so that its implementation is more effective. The Mimicry-Memorization (MIM-MEM) method has a relationship with behaviorism theory.

Because adherents of the behaviorism theory reveal that language learning is related to memory. Language is a habit that is repeated. This repetition will shape changes in students. Through a series of pre-test, treatment, and post-test, students will be required to keep repeating the vocabulary taught, then they will apply it in their daily life. So, they will subconsciously remember vocabulary just by looking at what is around them. So that there will be changes that are used as outputs related to this behaviorism theory and the result of the application of this method will be an increase in the mastery of English vocabulary for young learners.

E. Hypothesis

Hypothesis, some think that this only explains the estimation or error of the results of a study which can be seen from the evidence of the results of data management. In this case also the researcher will

determine the true or false hypothesis which the researcher states as follows :

(H0) : There is no significant influence in vocabulary mastery between students who apply learning using the Mimicry-Memorization method and those who do not.

(H1) : There is a significant differences influence in vocabulary mastery between students who apply learning using the Mimicry-Memorization method and those who do not.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher chose the type of quantitative research, and used a Quasi-Experimental method design. According to Siyoto and Ali (2015) the experimental method design is a research design that aims to explain the causal relationship (causality) between one variable and another (variable X and variable Y). The researcher used this method with the reason to know the influence of the mim-mem method which is considered as variable X on EFL young learners' vocabulary mastery as variable Y in controlled and closely monitored conditions so that research interests can be in accordance with the plan.

Because in this study there is only one class, the research design used is One Group Time Series Pretest-

Posttest Design. This design does not require a control group and only uses one group in the study as the experimental group (Sugiyono, 2009). In this design, before the treatment was given, the experimental group was given a pretest more than once, with the aim of knowing the clarity and stability of the group's condition. If the results of the pretest are declared stable, then the group deserves to be given treatment. The following is a table of the time series design in this study:

Table 3.1 : Research Design of Time Series

Group	Pre-Test	Treatment	Post-Test
Experiment	O1	X1	O2
	O3	X2	O4
	O5	X3	O6

Where :

O1, O3, O5 = Pretest value before treatment

X1, X2, X3 = Treatment using the mimicry-memorization method

O2, O4, O6 = Posttest value after being given treatment

According to Ali (2010) in practice he states that treatment (X) can be measured several times within a certain period of time. However, before the experimental group was given treatment, three pre-tests were carried out in the experimental group first. This is done with the aim of knowing the balance or stability of the experimental group's condition. If the values shown in the results of the pre-test conducted three times (O1, O3, O5) are different, it can be concluded that the experimental group is unbalanced, unstable, and inconsistent. Therefore, the stability of the condition of the group must be known clearly. If the stability of the group is clear, then the next step is to give treatment (X)

to each group three times after completing the pre-test. After being given treatment, the last step was to give three post-tests to the experimental group (O2, O4, O6).

B. Population and Sample

1. Population

Population is an object or subject in an area that has certain characteristics set by the researcher to study and then withdraw the conclusion (Siyoto 2015:63). The population in this study is the fifth grade students of SDIT AL-AHSAN Seluma in academic year of 2020/2021. Here is the number of students from each fifth grade students :

Table 3.2 : Population of the study

No	Class	Male	Female
1	V	16	11
Total		27	

Source: SDIT AL-AHSAN Seluma (February, 2022)

2. Sample

The sample is the part that represents the population to be studied. The research sample is some of the population taken and used as a source of data that is able to represent the entire population. The sample to be taken from the population must be truly representative or can represent.

In this study, the determination of the number of samples used by researchers in this study was the saturated sample method. Another term for saturated sample is census. According to Sugiyono (2002) the saturated sample method is a sampling technique in which all members of the population are taken and serve as samples. This can be done if the population is less than 30 or relatively small. Because there is only one study group in the school, the researchers took all the fifth grade students of SDIT AL-AHSAN

Seluma which consisted of 16 male students and 11 female students with a total of 27 students.

C. Place and Time Research

This research was conducted at SDIT AL-AHSAN Seluma, which is located on Jl. Bengkulu-Tais, Km. 32 Sukaraja, Seluma. The research period is from 26 April 2022 to 20 June 2022.

D. Research Instrument

Research instruments are tools that are needed or used to collect data. In determining the research instrument should not be arbitrary. As we know, research is scientific. So that the instruments used must be measurable and scientifically tested as well.

In this study, the researcher used the test as a research instrument with the form of vocabulary test. Vocabulary test is is to measure the ability of each student to vocabulary in English both receptive and

productive. In the context of young learners, the vocabulary used is level 1 vocabulary which is usually used in everyday life. This vocabulary test consists of 25 questions in the form of 15 multiple choice questions and 10 questions to arrange letters. The questions on this test instrument are based on the English textbook *Let's Make Friends with English* by Bambang Sugeng, volume 5, Esis which is a guide in the teaching and learning process at this school, especially for fifth grade students. This test will be carried out in three parts with one treatment, namely:

1. Tryout

In this part, before the test questions are given to the pre-test and post-test, the test questions need to be tested or tried first. The test questions will be tested on students who are not involved in the research on the condition that they must be equal to

the students involved in the research. The research instrument is acceptable or valid for use in the pre-test and post-test provided that the respondent is able to understand the test instructions. In this case, the researcher conducted a tryout 3 times at SDN 107 Seluma with a total of 20 students as respondents. The number of each question is 25 questions, which consist of 15 multiple choice questions and 10 questions to arrange letters. These questions can be developed and assessed for feasibility by the research supervisor and rely on the indicators contained in the syllabus in order to maintain the validity of the test questions. If the test questions are considered valid enough, then the questions can be used in the pre-test and post-test.

2. Pre-Test

Pre-test is an initial test conducted by researchers to determine the extent of students' abilities and initial achievements before applying the treatment. In this study, the pretest was given 3 times with the condition that the value obtained must be stable so that it can be given treatment afterward. The pre-test was given to determine the students' vocabulary mastery before applying the Mim-Mem method in the learning process.

3. Treatment

Treatment is the provision of a condition whose effect will be assessed. Self-treatment was given to determine whether or not there was a change in the results of the pretest to the results of the posttest. In this study, the experimental group was given treatment three times with three meetings and

each treatment applied the Mimicry-Memorization (MIM-MEM) method. At the first meeting, the researcher gave treatment by teaching material about Family. At the second meeting, the researcher taught material about adjectives and at the third meeting, the researcher taught about Traffic Signs. After being given the treatment, the researcher then conducted a final test called the posttest.

4. Post-Test

Post-test is a test conducted to determine the ability or achievement of students after applying the Mim-Mem method. Post-test will be given to students after treatment using the applied method. Like the pre-test, the researcher concludes about the results of the post-test. The post-test is the final test given after the treatment, where the purpose of the researcher giving the post-test to the students is to

find out if there is an addition to the students' vocabulary after applying the method.

The results of this post-test will be compared with the results of the pre-test with the aim of knowing whether or not there is an influence from the method used in the learning process.

E. Instrument Development Techniques

Before using the research instrument, the researcher first tested the instrument to be used with validity and reliability.

1. Validity

Validity test is a condition that describes whether the instrument we use is able to measure what we are going to measure. The results obtained from the validity test are a valid or valid instrument.

A high level of validity is best. On the other hand, an instrument that has low validity is an

instrument that is not good or is not recommended and should even be removed from the indicator group.

$$r_{xy} = \frac{n(\sum XY) - (\sum X \sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} : The correlation coefficient sought

n : Number of test takers

$\sum X$: Score for each item

$\sum Y$: Respondent score

$\sum XY$: The product of X and Y scores for each respondent

To provide high or low coefficient results, here are the guidelines :

Table 3.3 : Validity Reference Criteria

Coefficient Interval	Rate
0,81-1,00	Very high
0,61-0,80	High
0,41-0,60	Enough
0,21-0,40	Low
0,00-0,20	Very low

Whether or not the item is valid can be determined by comparing the value of r_{xy} with r_{table} by using the product moment with 0.05. Calculation of the validity of the questions in this study using IBM SPSS Statistics version 20 software. Where the procedure is as follows: a. Prepare the data to be calculated in the Microsoft Excel application, then open the IBM SPSS Statistics version 20 application; b. Open Variable View and change the name of the

variable in the name column as desired; c. Open Data View, then enter the data to be calculated into the data view by copying data from the Microsoft Excel application to the IBM SPSS Statistics version 20 application; d. Click the analyze menu => correlate => bivariate, then the Bivariate correlation window will appear; e. Block all items and enter them into the right column, tick “Pearson” and “two-tailed” then click OK.

2. Reliability

Reliability is defined as an index that shows the extent to which a measuring instrument can be trusted or reliable. In this study, reliability with the Cronbach’s Alpha technique was used only by involving questions that were proven to be valid that had passed the validity test. The decision making on the reliability test using the Cronbach’s Alpha

method is if the Cronbach's Alpha value > 0.60 then the data can be said to be reliable. However, if the value of Cronbach's Alpha < 0.60 then the data is said to not meet the requirements as reliable data.

Table 3.4 : Reliability Reference Criteria

Coefficient Interval	Rate
0,81-1,00	Very high
0,61-0,80	High
0,41-0,60	Enough
0,21-0,40	Low
0,00-0,20	Very low

Calculation of reliability test in this study using IBM SPSS Statistics version 20 software. Where the procedure is fixed with data whose validity has been calculated then click analyze => scale => Reliability test, then enter all variables in the left box to the right box, except the variable "Xtotal", then click OK.

F. Data Collection Technique

In this reseach, to collect data used tests. The test is a tool or procedure that is used to find out or measure something in an atmosphere, in a way and with predetermined rules. The resulting test data is in the form of gain scores from the pre-test and post-test. The tests made in the form of multiple choice questions and arrange letters were carried out before and after the treatment was given. The following is the classification of students' ability assessment in the test :

Table 3.5 : Students' Abilities Classification

Interval Value/Score	Predicate	Ability
0 – 44	E	Very Low
45 – 59	D	Low
60 – 74	C	Fair
75 – 89	B	Good
90 – 100	A	Very Good

G. Data Analysis Technique

The data obtained from the field will then be analyzed using statistical calculations. The analysis technique is the stage for testing the hypothesis. The data processing technique in this study will use the Microsoft Excel 2010 application and the IBM SPSS Statistics version 20 application. This is a professional program that can analyze research results or data using numbers.

The test data analysis requirements are:

1. Normality Test

The normality test is a test of a group of data with the aim of knowing whether the distribution of the data is on a normal curve or not. Before conducting the t-test, the researcher first tested the normality of the data using the Kolmogorov-Smirnov statistic. The results of this test will be compared

with an alpha level of 0.05. If the value of sig, (2 tailed) or more than 0.05, it can be concluded that the data is normal.

2. Hypothesis Test

In conducting the Hypothesis Testing, the researcher used an One Sample T-Test. The aim was to determine whether there was a significant difference in the vocabulary mastery of young learners both before the treatment was applied and after the treatment was applied to the experimental group class. To test the hypothesis with One Sample T-Test, the conditions used must be normally distributed. Hypothesis testing is carried out because this research will examine learning outcomes before and after treatment (Sugiyono, 2017). The criteria of testing the hypothesis is H_0 which is rejected or H_1 is

accepted if $t_{table} \leq t_{count}$, with a confidence level of 95%. The tested hypotheses are:

(H0) : There is no significant influence in vocabulary mastery between students who apply learning using the Mimicry-Memorization method and those who do not.

(H1) : There is a significant differences influence in vocabulary mastery between students who apply learning using the Mimicry-Memorization method and those who do not.

H. Procedures of the Research

The procedure in this research was carried out with the following steps:

1. Study the competency standards of English subjects and then determine the material and subject matter
2. Make a research proposal
3. Conduct a preliminary study to the research site

4. Prepare lesson plans for English subjects
5. Arrange the instrument grid with reference to the subject
6. Develop research instruments that refer to the grid - the grid that has been set. The research instrument was developed in the form of a multiple choice test with four alternative answers and arranging letters into a word
7. Prepare media with reference to the subject
8. Conducting trials of research instruments on a number of students outside the research sample
9. Analyze and revise items that are considered inappropriate by testing the validity, reliability, to get a research instrument that is better than before
10. Conduct experiments with the following details: a)
Determine the sample group, namely the experimental group using the MIM-MEM method

group; b) Give a pretest to the sample group; c)
Giving treatment to the group, namely the
experimental group using the MIM-MEM method;
d) Give post-test to the group

11. Processing research data
12. Making conclusions from research results based on
hypothesis testing
13. Reporting research results

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter describes the results of direct research in the field and identifies whether or not there are differences between learning using the Mimicry-Memorization (MIM-MEM) method and not in the context of mastering English vocabulary for young learners in fifth grade at SDIT AL-AHSAN throughout the academic year 2021/2022. This research was conducted for approximately 2 months, starting from April 26, 2022 to June 20, 2022 and was conducted face-to-face. In the research process, researchers used a Quasi-Experimental method with One Group Time Series Pretest Posttest Design. When collecting data, the researcher conducted a pretest, treatment and posttest. The pre-test was given to students before the treatment

was carried out three times with the condition that the score had to be stable so that the treatment could be carried out. The treatment was carried out for three meetings with the RPP guidelines that would apply the Mimicry-Memorization (MIM-MEM) method, and after the treatment was given, the post-test would be conducted at the end. The findings in this study are: a) The data is normally distributed, b) The truth of the hypothesis.

Each data analysis is presented as follows :

1. Normality Test

In this normality test, researchers used the Kolmogorov-Smirnov statistic to determine whether the data obtained were normally distributed or not.

1.1 The result of Pre-Test Normality Data

a. Normality Test of Pre-Test 1

Table 4.1 Normality Test of Pre-Test 1

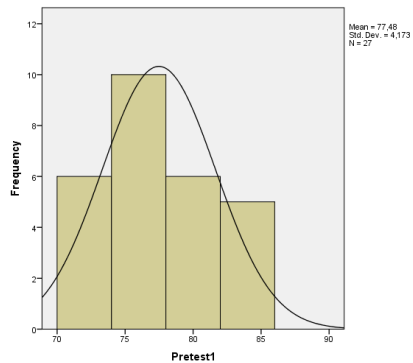
One-Sample Kolmogorov-Smirnov Test		
		Pretest1
N		27
Normal Parameters ^{a,b}	Mean	77,48
	Std. Deviation	4,173
	Absolute	,231
Most Extreme Differences	Positive	,231
	Negative	-,139
Kolmogorov-Smirnov Z		1,202
Asymp. Sig. (2-tailed)		,111

a. Test distribution is Normal.

b. Calculated from data.

The output results in the data above are obtained that the Kolmogorov-Smirnov sig value in the pretest 1 data is 0.111. Where the value is greater than the alpha value (0.05), so the pretest data shows that the data is normally distributed ($0.111 > 0.05$).

The results of the pretest 1 data are also shown by the histogram of the normal pretest 1 data in figure 1.

Figure 1**The histogram of normality test on pre-test 1****b. Normality Test of Pre-Test 2****Table 4.2 Normality Test of Pre-Test 2**

One-Sample Kolmogorov-Smirnov Test		
		Pretest2
N		27
Normal Parameters ^{a,b}	Mean	77,19
	Std. Deviation	4,270
	Absolute	,190
Most Extreme Differences	Positive	,184
	Negative	-,190
Kolmogorov-Smirnov Z		,985
Asymp. Sig. (2-tailed)		,286

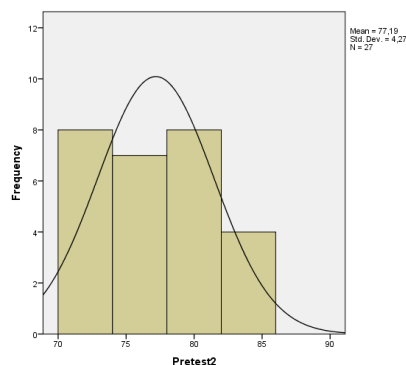
a. Test distribution is Normal.

b. Calculated from data.

The output results in the data above are obtained that the Kolmogorov-Smirnov sig value in the pretest 2 data is 0.286. Where the value is greater than the alpha value (0.05), so the pretest data shows that the data is normally distributed ($0.286 > 0.05$).

The results of the pretest 2 data are also shown by the histogram of the normal pretest 2 data in figure 2.

Figure 2



The histogram of normality test on pre-test 2

c. Normality Test of Pre-Test 3

Table 4.3 Normality Test of Pre-Test 3

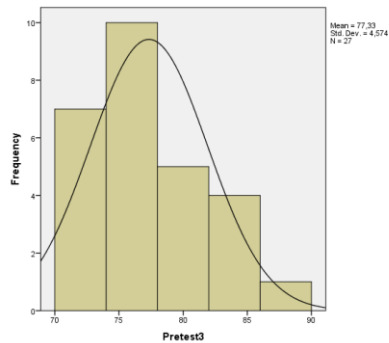
One-Sample Kolmogorov-Smirnov Test		
		Pretest3
N		27
Normal Parameters ^{a,b}	Mean	77,33
	Std. Deviation	4,574
	Absolute	,244
Most Extreme Differences	Positive	,244
	Negative	-,126
Kolmogorov-Smirnov Z		1,269
Asymp. Sig. (2-tailed)		,080

a. Test distribution is Normal.

b. Calculated from data.

The output results in the data above are obtained that the Kolmogorov-Smirnov sig value in the pretest 3 data is 0.080. Where the value is greater than the alpha value (0.05), so the pretest data shows that the data is normally distributed ($0.080 > 0.05$).

The results of the pretest 3 data are also shown by the histogram of the normal pretest 3 data in figure 3.

Figure 3

The histogram of normality test on pre-test 3

1.2 The result of Post-Test Normality Data

a. Normality Test of Post-Test 1

Table 4.4 Normality Test of Post-Test 1

One-Sample Kolmogorov-Smirnov Test		
		Posttest1
N		27
Normal Parameters ^{a,b}	Mean	90,67
	Std. Deviation	5,547
	Absolute	,203
Most Extreme Differences	Positive	,203
	Negative	-,130
Kolmogorov-Smirnov Z		1,056
Asymp. Sig. (2-tailed)		,215

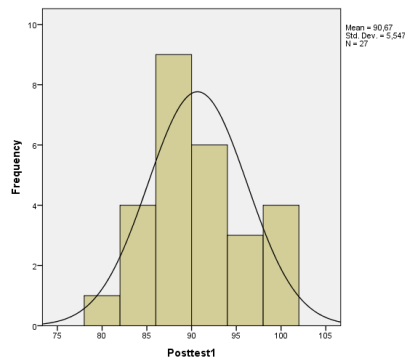
a. Test distribution is Normal.

b. Calculated from data.

The output results in the data above are obtained that the Kolmogorov-Smirnov sig value in the posttest 1 data is 0.215. Where the value is greater than the alpha value (0.05), so the posttest data shows that the data is normally distributed ($0.215 > 0.05$).

The results of the posttest 1 data are also shown by the histogram of the normal posttest 1 data in figure 4.

Figure 4



The histogram of normality test on post-test 1

b. Normality Test of Post-Test 2

Table 4.5 Normality Test of Post-Test 2

One-Sample Kolmogorov-Smirnov Test		
		Posttest2
N		27
Normal Parameters ^{a,b}	Mean	90,81
	Std. Deviation	5,745
	Absolute	,169
Most Extreme Differences	Positive	,169
	Negative	-,130
Kolmogorov-Smirnov Z		,880
Asymp. Sig. (2-tailed)		,421

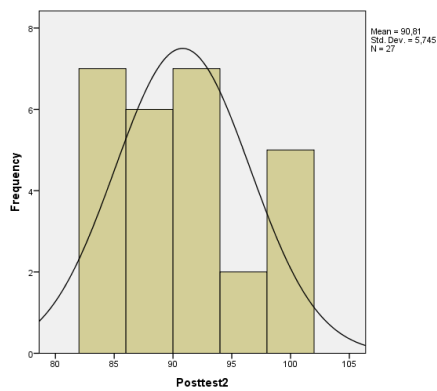
a. Test distribution is Normal.

b. Calculated from data.

The output results in the data above are obtained that the Kolmogorov-Smirnov sig value in the posttest 2 data is 0.421. Where the value is greater than the alpha value (0.05), so the posttest data shows that the data is normally distributed ($0.421 > 0.05$).

The results of the posttest 2 data are also shown by the histogram of the normal posttest 2 data in figure 5.

Figure 5



The histogram of normality test on post-test 2

c. Normality Test of Post-Test 3

Table 4.6 Normality Test of Post-Test 3

One-Sample Kolmogorov-Smirnov Test		
		Posttest3
N		27
Normal Parameters ^{a,b}	Mean	90,96
	Std. Deviation	5,502
	Absolute	,186
Most Extreme Differences	Positive	,186
	Negative	-,116
Kolmogorov-Smirnov Z		,968
Asymp. Sig. (2-tailed)		,305

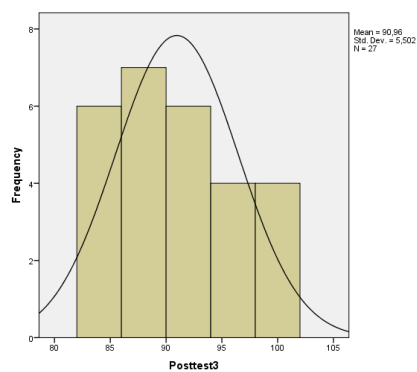
a. Test distribution is Normal.

b. Calculated from data.

The output results in the data above are obtained that the Kolmogorov-Smirnov sig value in the posttest 3 data is 0.305. Where the value is greater than the alpha value (0.05), so the posttest data shows that the data is normally distributed ($0.305 > 0.05$).

The results of the posttest 3 data are also shown by the histogram of the normal posttest 3 data in figure 6.

Figure 6



The histogram of normality test on post-test 3

2. The Result of Vocabulary Test

In this section, the researcher describes, analyzes, and explains the acquisition of student scores in working on both pretest and posttest questions.

2.1 The Description of Pre-Test 1 and Post-Test 1 Scores

The following is the distribution of students' pretest 1 and posttest 1 scores which can be seen in the table 4.7.

Table 4.7

The Distribution Scores of Pre-Test 1 and Post-Test 1

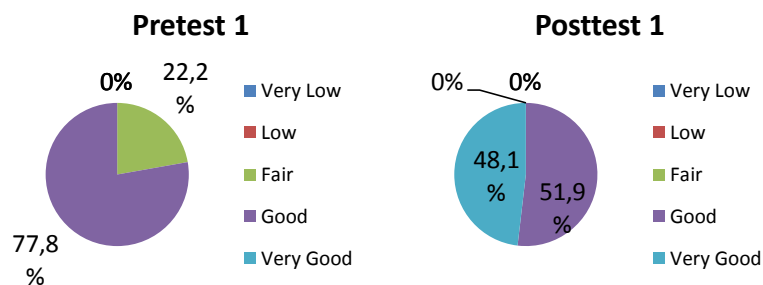
Interval values/score	Predicate	Ability	Pretest		Posttest	
			Student Frequency	Percentage (%)	Student Frequency	Percentage (%)
0-44	E	Very Low	0	0	0	0
45-59	D	Low	0	0	0	0
60-74	C	Fair	6	22,2%	0	0
75-89	B	Good	21	77,8%	14	51,9%
90-100	A	Very Good	0	0	13	48,1%

Based on the table above, in the score of pretest 1, the researcher was found that 0 (0%) students were in the Very Good category, 21 (77,8%) students were in the Good category, 6 (22,2%) students were in the Fair category, 0

(0%) students are in the Low category, and 0 (0%) students are in the Very Low category. Meanwhile, in the score of posttest 1, there were 13 (48,1%) students in the Very Good category, 14 (51,9%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%) is in the Low category and Very Low category.

The results of the students' pretest 1 and posttest 1 scores are depicted in the graph in Figure 7.

Figure 7



In the graph above, the values of pretest 1 and posttest 1 illustrate that the posttest score is higher than the pretest score. That means proving that applying the Mimicry-Memorization (MIM-MEM) method can improve the EFL young learners vocabulary mastery.

2.2 The Description of Pre-Test 2 and Post-Test 2 Scores

The following is the distribution of students' pretest 2 and posttest 2 scores which can be seen in the table 4.8.

Table 4.8**The Distribution Scores of Pre-Test 2 and Post-Test 2**

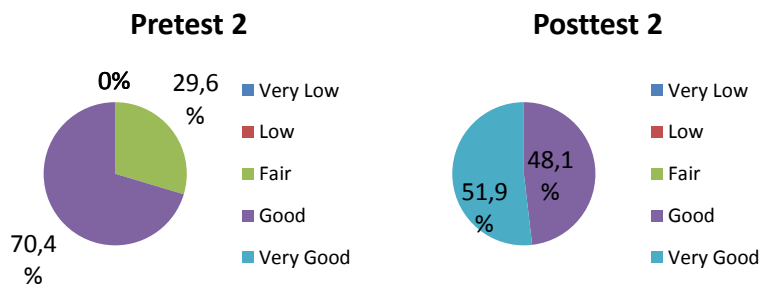
Interval values/score	Predicate	Ability	Pretest		Posttest	
			Student Frequency	Percentage (%)	Student Frequency	Percentage (%)
0-44	E	Very Low	0	0	0	0
45-59	D	Low	0	0	0	0
60-74	C	Fair	8	29,6%	0	0
75-89	B	Good	19	70,4%	13	48,1%
90-100	A	Very Good	0	0	14	51,9%

Based on the table above, in the score of pretest 2, the reseacher was found that 0 (0%) students were in the Very Good category, 19 (70,4%) students were in the Good category, 8 (29,6%) students were in the Fair category, 0 (0%) students are in the Low category and Very Low category. Meanwhile, in the score of posttest 2, there were 14 (51,9%) students in the Very Good category, 13 (48,1%) students in the Good category, 0 (0%) students in the Fair

category and 0 (0%)) is in the Low category and Very Low category.

The results of the students' pretest 2 and posttest 2 scores are depicted in the graph in Figure 8.

Figure 8



In the graph above, the values of pretest 2 and posttest 2 illustrate that the posttest score is higher than the pretest score. That means proving that applying the Mimicry-Memorization (MIM-MEM) method can

improve the EFL young learners vocabulary mastery.

2.3 The Description of Pre-Test 3 and Post-Test 3

Scores

The following is the distribution of students' pretest 3 and posttest 3 scores which can be seen in the table 4.9.

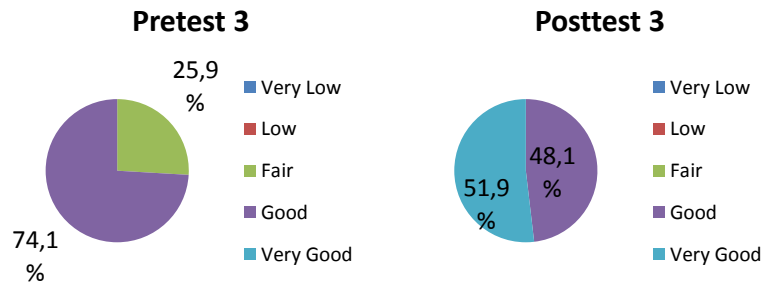
Table 4.9

The Distribution Scores of Pre-Test 3 and Post-Test 3

Interval values/score	Predicate	Ability	Pretest		Posttest	
			Student Frequency	Percentage (%)	Student Frequency	Percentage (%)
0-44	E	Very Low	0	0	0	0
45-59	D	Low	0	0	0	0
60-74	C	Fair	7	25,9%	0	0
75-89	B	Good	20	74,1%	14	51,9%
90-100	A	Very Good	0	0	13	48,1%

Based on the table above, in the score of pretest 3, the researcher was found that 0 (0%) students were in the Very Good category, 20 (74,1%) students were in the Good category, 7 (25,9%) students were in the Fair category, 0 (0%) students are in the Low category, and 0 (0%) students are in the Very Low category. Meanwhile, in the score of posttest 3, there were 13 (48,1%) students in the Very Good category, 14 (51,9%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%) is in the Low category and 0 (0%) is in the Very Low category.

The results of the students' pretest 3 and posttest 3 scores are depicted in the graph in Figure 9.

Figure 9

In the graph above, the values of pretest 3 and posttest 3 illustrate that the posttest score is higher than the pretest score. That means proving that applying the Mimicry-Memorization (MIM-MEM) method can improve the EFL young learners vocabulary mastery.

3. Hypothesis Test

In this hypothesis test, the researcher uses One Sample T-Test. The One Sample T-Test was used to

determine whether there was a significant difference between young learners' vocabulary mastery before and after the treatment. In this case, the researcher uses the help of the IBM Statistics SPSS version 20 application to analyze normal data in order to find the truth of the hypothesis proposed by the researcher.

3.1 The Result One Sample T-Test of Pre-Test

a. The Analysis Statistical on the Result of Pre-Test 1

The following is the statistical decriptive of pretest 1 scores which can be seen in the table 4.10.

Table 4.10
Statistic Description of Pre-Test 1

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest1	27	77,48	4,173	,803

Based on the output above, the average or mean score in pretest 1 is 77,48 with a standard deviation of 4,173.

Table 4.11

The Result One Sample T-Test of Pre-Test 1

One-Sample Test						
	Test Value = 70					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest 1	9,316	26	,000	7,481	5,83	9,13

In the results of the One Sample T-Test above, the t_{count} value is 9.316 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056.

Based on the output, it can be seen that the t_{count} obtained is 9.316 which is higher than the critical t_{table} value of 2.056. So it can be said that

the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

**b. The Analysis Statistical on the Result of
Pre-Test 2**

The following is the statistical decriptive of pretest 2 scores which can be seen in the table 4.12.

Table 4.12
Statistic Description of Pre-Test 2

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest2	27	77,19	4,270	,822

Based on the output above, the average or mean score in pretest 2 is 77,19 with a standard deviation of 4,270.

Table 4.13**The Result One Sample T-Test of Pre-Test 2**

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest 2	8,743	26	,000	7,185	5,50	8,87

In the results of the One Sample T-Test above, the t_{count} value is 8.743 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056.

Based on the output, it can be seen that the t_{count} obtained is 8.743 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

**c. The Analysis Statistical on the Result of
Pre-Test 3**

The following is the statistical decriptive of pretest 3 scores which can be seen in the table 4.14.

Table 4.14
Statistic Description of Pre-Test 3

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest3	27	77,33	4,574	,880

Based on the output above, the average or mean score in pretest 3 is 77,33 with a standard deviation of 4,574.

Table 4.15**The Result One Sample T-Test of Pre-Test 3**

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest 3	8,330	26	,000	7,333	5,52	9,14

In the results of the One Sample T-Test above, the t_{count} value is 8.330 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056.

Based on the output, it can be seen that the t_{count} obtained is 8.330 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

3.2 The Result One Sample T-Test of Post-Test

a. The Analysis Statistical on the Result of Post-Test 1

The following is the statistical decriptive of posttest 1 scores which can be seen in the table 4.16.

Table 4.16
Statistic Description of Post-Test 1

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest1	27	90,67	5,547	1,068

Based on the output above, the average or mean score in posttest 1 is 90,67 with a standard deviation of 5,547.

Table 4.17**The Result One Sample T-Test of Post-Test 1**

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest 1	19,359	26	,000	20,667	18,47	22,86

In the results of the One Sample T-Test above, the t_{count} value is 19.359 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056.

Based on the output, it can be seen that the t_{count} obtained is 19.359 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

b. The Analysis Statistical on the Result of Post-Test 2

The following is the statistical decriptive of posttest 2 scores which can be seen in the table 4.18.

Table 4.18
Statistic Description of Post-Test 2

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest2	27	90,81	5,745	1,106

Based on the output above, the average or mean score in posttest 2 is 90,81 with a standard deviation of 5,745.

Table 4.19**The Result One Sample T-Test of Post-Test 2**

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest 2	18,827	26	,000	20,815	18,54	23,09

In the results of the One Sample T-Test above, the t_{count} value is 18.827 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056.

Based on the output, it can be seen that the t_{count} obtained is 18.827 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

c. The Analysis Statistical on the Result of Post-Test 3

The following is the statistical decriptive of posttest 3 scores which can be seen in the table 4.20.

Table 4.20
Statistic Description of Post-Test 3

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest3	27	90,96	5,502	1,059

Based on the output above, the average or mean score in posttest 3 is 90,96 with a standard deviation of 5,502.

Table 4.21**The Result One Sample T-Test of Post-Test 3**

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest 3	19,799	26	,000	20,963	18,79	23,14

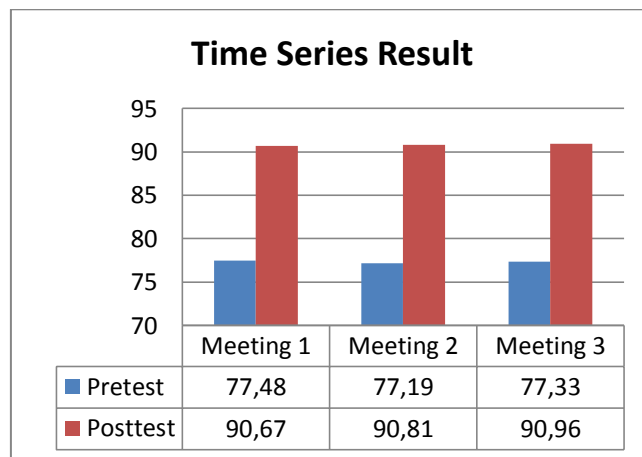
In the results of the One Sample T-Test above, the t_{count} value is 19.799 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056.

Based on the output, it can be seen that the t_{count} obtained is 19.799 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

4. The Result of Time Series

This is a graph of the time series obtained from the results of the students' pretest and posttest during the research. From this graph it will be analyzed whether the sample data shows that the condition of the research class is in a stable condition or not. For more details can be seen in Figure 10.

Figure 10



After repeated pretest and posttest, the data is obtained as shown in Figure 10, the graph shows that the data obtained shows that the group is in a stable

and consistent condition, and after being given treatment the condition has increased consistently.

At the pretest 1 and posttest 1 meetings, students were asked to answer questions with material about the Family Tree. Then in pretest 2 and posttest 2, students were asked to answer questions with material about Adjectives, and in pretest 3 and posttest 3, students were asked to answer questions with material about Traffic Signs.

In pretest 1, the mean value was 77.48. Then in pretest 2, the mean value was 77.19 and in pretest 3, the mean value was 77.33. By obtaining these values, it can be concluded that the results of the pretest three times were in a stable and consistent condition. After being given treatment, there was a significant difference. In posttest 1, the mean value was 90.76.

Then in posttest 2, the mean value was 90.81 and in posttest 3, the mean value was 90.96.

Based on the results of the three pretest and posttest, it was found that the average posttest was 90.81 and the average pretest score was 77.33. With the acquisition of these values, it can be concluded that the posttest value is higher than the pretest value and the treatment is said to be successfully applied.

B. Discussions

This research aims to determine the influence of Mimicry-Memorization (MIM-MEM) method on EFL young learners' vocabulary mastery. The research was carried out in fifth grade at SDIT AL-AHSAN for approximately two months, starting from April 26, 2022 to June 20, 2022. At the time of doing the treatment in the form of learning vocabulary by applying the Mimicry-Memorization (MIM-MEM) method. Before

learning begins by applying this method, a student's initial ability test is carried out, called a pretest, which is carried out three times in each meeting. After the results of the pretest were said to be stable and consistent, then treatment was given, the treatment was given three times in each meeting. After being given treatment, the researcher conducted a final ability test called the posttest three times in each meeting.

In the pretest 1, the researcher was found that 0 (0%) students were in the Very Good category, 21 (78%) students were in the Good category, 6 (22%) students were in the Fair category, 0 (0%) students are in the Low category, and 0 (0%) students are in the Very Low category. Meanwhile, in the posttest 1, there were 13 (48%) students in the Very Good category, 14 (52%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%)) is in the Low category

and Very Low category. Here it can be seen that the implementation of the Mimicry-Memorization (MIM-MEM) method went well and was able to improve the results of pretest 1.

In the pretest 2, the reseacher was found that 0 (0%) students were in the Very Good category, 19 (70%) students were in the Good category, 8 (30%) students were in the Fair category, 0 (0%) students are in the Low category and Very Low category. Meanwhile, in the posttest 2, there were 14 (52%) students in the Very Good category, 13 (48%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%)) is in the Low category and Very Low category. Here it can be seen that the implementation of the Mimicry-Memorization (MIM-MEM) method went well and was able to improve the results of pretest 2.

In the pretest 3, the reseacher was found that 0 (0%) students were in the Very Good category, 20 (74%) students were in the Good category, 7 (26%) students were in the Fair category, 0 (0%) students are in the Low category, and 0 (0%) students are in the Very Low category. Meanwhile, in the posttest 3, there were 13 (48%) students in the Very Good category, 14 (52%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%)) is in the Low category and 0 (0%) is in the Very Low category. Here it can be seen that the implementation of the Mimicry-Memorization (MIM-MEM) method went well and was able to improve the results of pretest 3.

In the data normality test, it is known that the data obtained by the researcher, both pre-test and post-test, all data are normally distributed. This must be met as a condition for the test results to be more reliable. This is

in line with the opinion of Ghozali (2016), where he said that the data to be tested must be normally distributed as a requirement in a study. If a variable is not normally distributed, then the results of statistical tests will decrease.

In the results of the One Sample T-Test pretest 1, the average or mean score in pretest 1 is 77,48 with a standard deviation of 4,173. Then the t_{count} value is 9.316 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 9.316 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

In the results of the One Sample T-Test pretest 2, , the average or mean score in pretest 2 is 77,19 with a standard deviation of 4,270. Then the t_{count} value is

8.743 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 8.743 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

In the results of the One Sample T-Test pretest 3, the average or mean score in pretest 3 is 77,33 with a standard deviation of 4,574. Then the t_{count} value is 8.330 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 8.330 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

In the results of the One Sample T-Test posttest 1, the average or mean score in posttest 1 is 90,67 with a

standard deviation of 5,547. Then the t_{count} value is 19.359 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 19.359 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

In the results of the One Sample T-Test posttest 2, the average or mean score in posttest 2 is 90,81 with a standard deviation of 5,745. Then the t_{count} value is 18.827 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 18.827 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis

(H0) is rejected and the alternative hypothesis (H1) is accepted.

In the results of the One Sample T-Test posttest 3, the average or mean score in posttest 3 is 90,96 with a standard deviation of 5,502. Then the t_{count} value is 19.799 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t_{table} test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 19.799 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

So, based on this analysis, it can be concluded that there is a significant difference between learning that uses the Mimicry-Memorization (MIM-MEM) method and learning that does not use the Mimicry-Memorization (MIM-MEM) method. Student learning

outcomes have increased and are much better after the implementation of the Mimicry-Memorization (MIM-MEM) method, as evidenced by the increasing number of students whose scores are in the Very Good criteria. This is in accordance with Karyani (2019), where after being given treatment by applying the Mimicry-Memorization (MIM-MEM) method, students have quite satisfactory scores compared to before being given treatment or not applying the method.

The Mimicry-Memorization (MIM-MEM) method is proven to be effective when applied to learning English, especially in increasing mastery of English vocabulary, because it is able to improve student learning outcomes and students' interest in learning English and has been implemented in accordance with the principles that apply to mimicry-memorization learning method. This method also makes students

much more active during the learning process. This is in accordance with Manoppo (2020), which revealed that students need a method that is able to support their achievement in learning materials, especially vocabulary learning. Not only that, students can also more easily understand and remember well the vocabulary being taught. Teachers can improve their teaching skills by using this method to assist students in the learning process in order to build students' interest in learning and create an active learning atmosphere.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, it can be concluded that the application of the Mimicry-Memorization (MIM-MEM) method has an influence in improving young learners' EFL vocabulary mastery in fifth grade students of SDIT AL-AHSAN Seluma. This is in accordance with the results of the pre-test that has been carried out three times resulting in an average value of 77.33. While the results of the post-test conducted three times resulted in an average value of 90.81. It can be seen that there is an increase in the post-test score after the treatment is given to students. It is known that the average value of the post-test is greater than the average value of the pre-test with a difference in value of 13.48. So it can be said that the Mimicry-

Memorization (MIM-MEM) method has an influence on EFL young learners' vocabulary mastery.

This research has implications for EFL young learners' vocabulary mastery, especially in the effectiveness of using the Mimicry-Memorization (MIM-MEM) method to improve EFL young learners' vocabulary mastery in fifth grade students of SDIT AL-AHSAN Seluma. It is hoped that the school will be able to apply the Mimicry-Memorization method not only in teaching the Qur'an and Arabic, but also in learning English. Because considering the increase in the posttest value in this study after being given treatment using this method.

B. Suggestion

Based on the research conducted, the researcher can suggest which may be useful for every reader and

for the author itself. As the end of the writing, the author conveys suggestions as follows :

1. For young learners/student

It is hoped that this research can help SDIT AL-AHSAN students to learn and improve their mastery of English vocabulary well. In order to increase the vocabulary mastery of young learners more and more during the learning process in English subjects and will be more interested and assisted in learning English vocabulary.

2. For teachers

This research is expected to be used as study material in learning both academic and non-academic, and expected to be a guide for teachers to have more skills in using and implementing various learning methods that are more innovative, effective

and increase creativity for teachers and learning media that are more creative and fun.

3. For the other researcher

The results of this study should be a good reference as well as an insight into new knowledge for future researchers or can be used as a new literature and reference for researchers about the mimicry-memorization learning method in English subjects, especially in the context of vocabulary mastery.

4. For school/institution

For UINFAS Bengkulu, this thesis is expected to be able to increase knowledge about the academic problems faced. Then this research can be used as a reference for students as learning material and for lecturers as an indication to appreciate students' abilities. because of the findings of researchers after

conducting research at SDIT AL-AHSAN Seluma, that this method is very effective in improving students' mastery of English vocabulary. And also this method is very well used in various schools in the district or city.

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A P P E N D I X E S

APPENDIX 1

Students' Tabulation of Tryout 1

S T U D E N T S	QUESTIONS																											
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q1	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	22	
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	24	
	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	5	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	
	6	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	19	
	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	24	
	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	22	
	11	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	13	
	12	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	21	
	13	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	19	
	14	1	0	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	1	0	1	1	13	
	15	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	11	
	16	1	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	1	0	10
	17	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	0	13
	18	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	18
	19	1	1	0	0	1	0	1	1	0	1	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	10
	20	1	0	1	1	1	0	0	1	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	0	11
	Total	17	14	14	15	17	15	17	17	12	17	17	17	17	16	14	16	14	15	15	15	12	16	11	12	17	11	

APPENDIX 2

Students' Tabulation of Tryout 2

	QUESTIONS																											
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q1	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total	
S T U D E N T S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	23	
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	4	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	20	
	5	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	19	
	6	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	20	
	7	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
	8	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	
	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
	11	0	1	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	1	0	1	1	0	0	1	1	15	
	12	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	21	
	13	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	20	
	14	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	0	1	11	
	15	0	0	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	13	
	16	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	10	
	17	1	0	0	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	9	
	18	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20	
	19	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	1	13	
	20	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	10
Total	15	17	12	13	16	12	14	14	17	14	13	14	17	14	13	17	18	13	18	16	16	13	17	12	16			

APPENDIX 3

Students' Tabulation of Tryout 3

	QUESTIONS																										
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q1	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
S T U D E N T S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	23
	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	24
	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
	5	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	21
	7	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	23
	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
	9	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	23
	11	0	0	0	0	1	0	1	1	0	0	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	13
	12	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	21
	13	1	0	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	18
	14	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	0	0	15
	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	1	1	1	20
	16	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	0	0	0	0	1	0	1	0	0	11
	17	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	1	0	9
	18	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	19
	19	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	1	0	1	0	10
	20	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	12
	Total	17	15	14	15	17	15	18	17	13	18	16	16	16	13	16	18	16	15	16	13	14	11	15	17	12	

APPENDIX 4

Instrument Validity Test Results (Tryout 1)

Number of Question	r_{xy}	$r_{table}(0,05)$ df (N-2) = 18	Valid/Invalid
1	0,473	> 0,468	Valid
2	0,524	> 0,468	Valid
3	0,562	> 0,468	Valid
4	0,541	> 0,468	Valid
5	0,548	> 0,468	Valid
6	0,582	> 0,468	Valid
7	0,473	> 0,468	Valid
8	0,498	> 0,468	Valid
9	0,495	> 0,468	Valid
10	0,498	> 0,468	Valid
11	0,523	> 0,468	Valid
12	0,498	> 0,468	Valid
13	0,526	> 0,468	Valid
14	0,485	> 0,468	Valid
15	0,482	> 0,468	Valid
16	0,543	> 0,468	Valid
17	0,561	> 0,468	Valid
18	0,520	> 0,468	Valid
19	0,561	> 0,468	Valid
20	0,586	> 0,468	Valid
21	0,526	> 0,468	Valid
22	0,535	> 0,468	Valid
23	0,604	> 0,468	Valid
24	0,598	> 0,468	Valid
25	0,535	> 0,468	Valid

Statistics		Validity Criteria	
Total Questions	25	Very high	-
Total Students	20	High	-
Number of Valid Questions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19 ,20 ,21 ,22 ,23 ,24 ,25	Enough	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19 ,20 ,21 ,22 ,23 ,24 ,25
Total Valid Questions	25	Low	-
Total Invalid Questions	-	Very low	-

APPENDIX 5**Instrument Validity Test Results (Tryout 2)**

Number of Question	r_{xy}	$r_{table} (0,05)$ df (N-2) = 18	Valid/Invalid
1	0,514	> 0,468	Valid
2	0,520	> 0,468	Valid
3	0,539	> 0,468	Valid
4	0,544	> 0,468	Valid
5	0,566	> 0,468	Valid
6	0,521	> 0,468	Valid
7	0,477	> 0,468	Valid
8	0,496	> 0,468	Valid
9	0,495	> 0,468	Valid
10	0,496	> 0,468	Valid
11	0,487	> 0,468	Valid
12	0,496	> 0,468	Valid
13	0,646	> 0,468	Valid
14	0,477	> 0,468	Valid
15	0,562	> 0,468	Valid
16	0,520	> 0,468	Valid
17	0,542	> 0,468	Valid
18	0,544	> 0,468	Valid
19	0,482	> 0,468	Valid
20	0,521	> 0,468	Valid
21	0,566	> 0,468	Valid
22	0,544	> 0,468	Valid
23	0,545	> 0,468	Valid
24	0,521	> 0,468	Valid
25	0,566	> 0,468	Valid

Statistics		Validity Criteria	
Total Questions	25	Very high	-
Total Students	20	High	13
Number of Valid Questions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19 ,20 ,21 ,22 ,23 ,24 ,25	Enough	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19 ,20 ,21 ,22 ,23 ,24 ,25
Total Valid Questions	25	Low	-
Total Invalid Questions	-	Very low	-

APPENDIX 6**Instrument Validity Test Results (Tryout 3)**

Number of Question	r_{xy}	$r_{table} (0,05)$ df (N-2) = 18	Valid/Invalid
1	0,484	> 0,468	Valid
2	0,535	> 0,468	Valid
3	0,550	> 0,468	Valid
4	0,470	> 0,468	Valid
5	0,615	> 0,468	Valid
6	0,492	> 0,468	Valid
7	0,571	> 0,468	Valid
8	0,510	> 0,468	Valid
9	0,472	> 0,468	Valid
10	0,477	> 0,468	Valid
11	0,599	> 0,468	Valid
12	0,482	> 0,468	Valid
13	0,576	> 0,468	Valid
14	0,511	> 0,468	Valid
15	0,529	> 0,468	Valid
16	0,571	> 0,468	Valid
17	0,552	> 0,468	Valid
18	0,470	> 0,468	Valid
19	0,529	> 0,468	Valid
20	0,472	> 0,468	Valid
21	0,590	> 0,468	Valid
22	0,477	> 0,468	Valid
23	0,492	> 0,468	Valid
24	0,510	> 0,468	Valid
25	0,558	> 0,468	Valid

Statistics		Validity Criteria	
Total Questions	25	Very high	-
Total Students	20	High	5
Number of Valid Questions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19 ,20 ,21 ,22 ,23 ,24 ,25	Enough	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19 ,20 ,21 ,22 ,23 ,24 ,25
Total Valid Questions	25	Low	-
Total Invalid Questions	-	Very low	-

APPENDIX 7

Instrument Reliability Test Results (Tryout 1)

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (N) in tryout 1 which was analyzed in the SPSS program, namely N as many as 20 students. Because there is no empty data (in the sense that all respondents' answers are filled in) then the number of valid ones is 100%.

Reliability Statistics

Cronbach's Alpha	N of Items
,893	25

From the output table above, it is known that there are N of Items (the number of items or test questions) there are 25 items with a Cronbach's Alpha value of 0.893. Because Cronbach's Alpha value is $0.893 > 0.60$, then as the basis for making decisions in the reliability test above, it can be concluded that the 25 or all test question items in tryout 1 for the "EFL Vocabulary Mastery" variable are reliable or consistent.

APPENDIX 8

Instrument Reliability Test Results (Tryout 2)

Case Processing Summary		
	N	%
Valid	20	100,0
Cases Excluded ^a	0	,0
Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (N) in tryout 2 which was analyzed in the SPSS program, namely N as many as 20 students. Because there is no empty data (in the sense that all respondents' answers are filled in) then the number of valid ones is 100%.

Reliability Statistics	
Cronbach's Alpha	N of Items
,888	25

From the output table above, it is known that there are N of Items (the number of items or test questions)

there are 25 items with a Cronbach's Alpha value of 0.888. Because Cronbach's Alpha value is $0.888 > 0.60$, then as the basis for making decisions in the reliability test above, it can be concluded that the 25 or all test question items in tryout 2 for the "EFL Vocabulary Mastery" variable are reliable or consistent.

APPENDIX 9

Instrument Reliability Test Results (Tryout 3)

Case Processing Summary		
	N	%
Valid	20	100,0
Cases Excluded ^a	0	,0
Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

The output table above provides information about the number of samples or respondents (N) in tryout 3 which was analyzed in the SPSS program, namely N as many as 20 students. Because there is no empty data (in the sense that all respondents' answers are filled in) then the number of valid ones is 100%.

Reliability Statistics	
Cronbach's Alpha	N of Items
,886	25

From the output table above, it is known that there are N of Items (the number of items or test questions) there are 25 items with a Cronbach's Alpha value of 0.886. Because Cronbach's Alpha value is $0.886 > 0.60$, then as the basis for making decisions in the reliability test above, it can be concluded that the 25 or all test question items in tryout 3 for the "EFL Vocabulary Mastery" variable are reliable or consistent.

APPENDIX 10

TRYOUT QUESTIONS 1

Nama :
Kelas :

Kompetensi dasar : 5.1

Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. She is Mrs. Ani. She is my



- A. Mother
- B. Father
- C. Grandmother
- D. Grandfather

2. My is old



- A. Grandchildren
- B. Grandparents
- C. Grandmother
- D. Grandfather

3. Father in Indonesian is called...

- A. Kakek
- B. Anak
- C. Ayah
- D. Paman

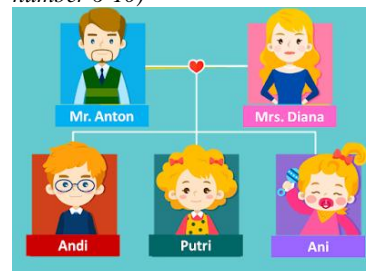
4. Mother in Indonesian is called....

- A. Bibi
- B. Ibu
- C. Nenek
- D. Keluarga

5. I have a father and mother. They are my

- A. Parents
- B. Children
- C. Family
- D. Parents

(This picture is to answer questions number 6-10)



6. Mr. Anton is Putri's

- A. Mother
- B. Son
- C. Uncle
- D. Father

7. Mrs. Diana is Andi's
 - A. Mother
 - B. Son
 - C. Aunt
 - D. Father
8. Ani is Andi's
 - A. Sister
 - B. Aunt
 - C. Mother
 - D. Baby
9. Andi is Putri's
 - A. Father
 - B. Brother
 - C. Baby
 - D. Uncle
10. Putri is Ani's
 - A. Aunt
 - B. Mother
 - C. Sister
 - D. Brother
11. Sister in Indonesian is called....
 - A. Bibi
 - B. Sahabat
 - C. Saudara Perempuan
 - D. Nenek
12. Brother in Indonesian is called....
 - A. Saudara laki-laki
 - B. Paman
 - C. Kakek
 - D. Ayah
13. Grandfather in Indonesian is called....
 - A. Paman
 - B. Nenek
 - C. Ayah
 - D. Kakek
14. Aunt in Indonesian is called....
 - A. Ibu
 - B. Bibi
 - C. Saudara Perempuan
 - D. Nenek
15. Uncle in Indonesian is called....
 - A. Ayah
 - B. Paman
 - C. Kakek
 - D. Saudara laki-laki

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

- | | |
|--|---|
| 16. T - E - R - H - O - M (<i>ibu</i>) | = |
| 17. O - S - N (<i>anak</i>) | = |
| 18. F - T - E - A - H - R (<i>ayah</i>) | = |
| 19. R - A - N - G - D - O - M - E - R - T - H (<i>nenek</i>) | = |
| 20. B - B - A - Y (<i>bayi</i>) | = |
| 21. T - N - U - A - Y (<i>bibi</i>) | = |
| 22. N - L - E - C - U (<i>paman</i>) | = |
| 23. S - S - I - R - E - T (<i>saudara perempuan</i>) | = |
| 24. R - N - D - A - G - T - H - E - F - A - R (<i>kakek</i>) | = |
| 25. R - O - T - B - E - H - R (<i>saudara laki laki</i>) | = |

APPENDIX 11

TRYOUT QUESTIONS 2

Nama :
Kelas :

Kompetensi dasar : 5.2

- Merespon instruksi sangat sederhana secara verbal

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

- | | |
|--|--|
| 1. Kamu itu <u>cantik</u>
Cantik in English is called
A. Bad
B. Handsome
C. Beautiful
D. Funny | 6. They are <u>noisy</u>
Noisy in Indonesian is called
A. Diam
B. Berisik
C. Tenang
D. Rajin |
| 2. He is a <u>small</u> boy
Small in Indonesian is called
A. Kecil
B. Besar
C. Tinggi
D. Panjang | 7. Es itu sangat <u>dingin</u>
Dingin in English is called
A. Hot
B. Cold
C. Smell
D. Cool |
| 3. We are <u>good</u> students
Good in Indonesian is called
A. Jahat
B. Baik
C. Jelek
D. Ramah | 8. Dia itu <u>tampan</u>
Tampan in English is called
A. Beautiful
B. Pretty
C. Handsome
D. Smart |
| 4. Kelas kita <u>besar</u>
Besar in English is called
A. Old
B. Young
C. Small
D. Big | 9. You are <u>lazy</u>
Lazy in Indonesian is called
A. Baik
B. Pintar
C. Rajin
D. Malas |
| 5. Dia masih <u>muda</u>
Muda in English is called
A. Old
B. Young
C. High
D. Small | 10. They are <u>smart</u>
Smart in Indonesian is called
A. Pintar
B. Malas
C. Bodoh
D. Cantik |



11. He is angry.
Angry in Indonesian is called
- A. Senang
 - B. Tampan
 - C. Sedih
 - D. Marah



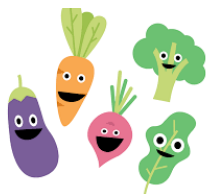
14. The tea is hot.
Hot in Indonesian is called....
- A. Dingin
 - B. Panas
 - C. Manis
 - D. Pahit



12. The cat is cute.
Cute in Indonesian is called
- A. Jelek
 - B. Murah
 - C. Lucu
 - D. Bau



15. The class is dirty.
Dirty in Indonesian is called....
- A. Kotor
 - B. Bersih
 - C. Indah
 - D. Rapi



13. Vegetables are healthy.
Healthy in Indonesian is called
- A. Bau
 - B. Sehat
 - C. Kotor
 - D. Rapi

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

16. L – O – D (*tua*) =
17. I – B – G (*besar*) =
18. T – A – F (*gemuk*) =
19. Y – S – H (*malu*) =
20. M – L – L – A – S (*kecil*) =
21. B – S – Y – U (*sibuk*) =
22. D – A – S (*sedih*) =
23. P – Y – P – A – H (*bahagia*) =
24. S – F – T – O (*lembut*) =
25. Y – U – N – O – G (*muda*) =

APPENDIX 12

TRYOUT QUESTIONS 3

Nama :
Kelas :

Kompetensi dasar : 6.1

- Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)



1. Don't
- A. Smoke
 - B. Stop
 - C. Park
 - D. Wait



4. No
- A. Parking
 - B. Smoking
 - C. Stopping
 - D. Entering



2. No
- A. Bike
 - B. Smoke
 - C. Eat
 - D. Cars



5. Don't
- A. Park
 - B. Stop
 - C. Turn
 - D. Smoke



3. No
- A. Smoke
 - B. Parking
 - C. Cars
 - D. Bike



6. No (masuk)
- A. Exit
 - B. Turn
 - C. Enter
 - D. Parking



7. No turn (*kanan*)
A. Straight
B. Right
C. Left
D. Back



8. No (*menyalip*)
A. Passing
B. Parking
C. Waiting
D. Exiting



9. No turn (*kiri*)
A. Straight
B. Right
C. Left
D. Back



10. No (*api*)
A. Fire
B. Ice
C. Wind
D. Water



11. swim in this area
A. Do
B. Aren't
C. Don't
D. Can



12. here
A. You are eat
B. You eat
C. You can eat
D. You can not eat



13. use the
handphone
A. You do
B. You can not
C. You are
D. You can



14. the camera
A. Used
B. Can use
C. Don't use
D. You can



15. go straight
- A. You can not
 - B. You are
 - C. You do not
 - D. You can

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

- 16. S – O – T – P (berhenti) =
- 17. A – P – R – K – I – N – G (parkir) =
- 18. M – O – K – E – S (merokok) =
- 19. W – T – A – I (tunggu) =
- 20. E – T – E – N – R (masuk) =
- 21. N – O – S – Y – I (berisik) =
- 22. E – X – T – I (keluar) =
- 23. T – R – A – I – F – F – C (lalu lintas) =
- 24. U – R – N – T (berbelok) =
- 25. T – R – Y – E – N (melintas) =

APPENDIX 13**KEY ANSWERS OF TRYOUT QUESTION**

No.	Tryout 1	Tryout 2	Tryout 3
1	C	C	B
2	D	A	D
3	C	B	D
4	B	D	A
5	A	B	D
6	D	B	C
7	A	B	B
8	A	C	A
9	B	D	C
10	C	D	A
11	C	D	C
12	A	C	D
13	D	B	B
14	B	B	C
15	B	A	D
16	MOTHER	OLD	STOP
17	SON	BIG	PARKING
18	FATHER	FAT	SMOKE
19	GRANDMOTHER	SHY	WAIT
20	BABY	SMALL	ENTER
21	AUNTY	BUSY	NOISY
22	UNCLE	SAD	EXIT
23	SISTER	HAPPY	TRAFFIC
24	GRANDFATHER	SOFT	TURN
25	BROTHER	YOUNG	ENTRY

APPENDIX 14**KISI-KISI SOAL PRE-TEST 1**

Satuan Pendidikan : SDIT AL-AHSAN Seluma
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : V / 2
Jumlah Soal : 25 Soal
Bentuk Soal : 15 Pilihan Ganda + 10 Isian
Alokasi Waktu : 2 x 30 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
5.1 Merespon instruksi sangat sederhana dengan tindakan berterima dalam konteks sekolah	How Many Brothers and Sisters Do You Have? (Family)	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	2	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	3	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	4	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	5	Pilihan Ganda

		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	6	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	7	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	8	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	9	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	10	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	11	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	12	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	13	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	14	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	15	Pilihan Ganda
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	16	Isian

	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	17	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	18	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	19	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	20	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	21	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	22	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	23	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	24	Isian
	Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	25	Isian

APPENDIX 15

PRE-TEST 1

Nama :
Kelas :

Kompetensi dasar : 5.1

Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. She is Mrs. Ani. She is my



- A. Mother
- B. Father
- C. Grandmother
- D. Grandfather

2. My is old



- A. Grandchildren
- B. Grandparents
- C. Grandmother
- D. Grandfather

3. Father in Indonesian is called...

- A. Kakek
- B. Anak
- C. Ayah
- D. Paman

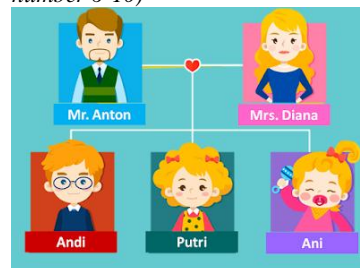
4. Mother in Indonesian is called....

- A. Bibi
- B. Ibu
- C. Nenek
- D. Keluarga

5. I have a father and mother. They are my

- A. Parents
- B. Children
- C. Family
- D. Parents

(This picture is to answer questions number 6-10)



6. Mr. Anton is Putri's

- A. Mother
- B. Son
- C. Uncle
- D. Father

7. Mrs. Diana is Andi's
 - A. Mother
 - B. Son
 - C. Aunty
 - D. Father
8. Ani is Andi's
 - A. Sister
 - B. Aunty
 - C. Mother
 - D. Baby
9. Andi is Putri's
 - A. Father
 - B. Brother
 - C. Baby
 - D. Uncle
10. Putri is Ani's
 - A. Aunty
 - B. Mother
 - C. Sister
 - D. Brother
11. Sister in Indonesian is called....
 - A. Bibi
 - B. Sahabat
 - C. Saudara Perempuan
 - D. Nenek
12. Brother in Indonesian is called....
 - A. Saudara laki-laki
 - B. Paman
 - C. Kakek
 - D. Ayah
13. Grandfather in Indonesian is called....
 - A. Paman
 - B. Nenek
 - C. Ayah
 - D. Kakek
14. Aunty in Indonesian is called....
 - A. Ibu
 - B. Bibi
 - C. Saudara Perempuan
 - D. Nenek
15. Uncle in Indonesian is called.....
 - A. Ayah
 - B. Paman
 - C. Kakek
 - D. Saudara laki-laki

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

- | | |
|--|---|
| 16. T - E - R - H - O - M (<i>ibu</i>) | = |
| 17. O - S - N (<i>anak</i>) | = |
| 18. F - T - E - A - H - R (<i>ayah</i>) | = |
| 19. R - A - N - G - D - O - M - E - R - T - H (<i>nenek</i>) | = |
| 20. B - B - A - Y (<i>bayi</i>) | = |
| 21. T - N - U - A - Y (<i>bibi</i>) | = |
| 22. N - L - E - C - U (<i>paman</i>) | = |
| 23. S - S - I - R - E - T (<i>saudara perempuan</i>) | = |
| 24. R - N - D - A - G - T - H - E - F - A - R (<i>kakek</i>) | = |
| 25. R - O - T - B - E - H - R (<i>saudara laki laki</i>) | = |

APPENSIX 16**KISI-KISI SOAL PRE-TEST 2**

Satuan Pendidikan : SDIT AL-AHSAN Seluma
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : V / 2
Jumlah Soal : 25 Soal
Bentuk Soal : 15 Pilihan Ganda + 10 Isian
Alokasi Waktu : 2 x 30 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
5.2 Merespon instruksi sangat sederhana secara verbal	I Feel Happy (<i>Adjective</i>)	Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	1	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	2	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	3	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	4	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	5	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan	6	Pilihan Ganda

		kosakata (adjective) dari bahasa inggris ke bahasa indonesia		
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	7	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	8	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	9	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	10	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	11	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	12	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	13	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	14	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa	15	Pilihan Ganda

		indonesia		
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	16	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	17	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	18	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	19	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	20	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	21	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	22	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	23	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	24	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	25	Isian

APPENDIX 17

PRE-TEST 2

Nama :
Kelas :

Kompetensi dasar : 5.2

- Merespon instruksi sangat sederhana secara verbal

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

- | | |
|--|---|
| 1. Kamu itu <u>cantik</u>
Cantik in English is called | 6. They are <u>noisy</u>
Noisy in Indonesian is called |
| A. Bad | A. Diam |
| B. Handsome | B. Berisik |
| C. Beautiful | C. Tenang |
| D. Funny | D. Rajin |
| 2. He is a <u>small</u> boy
Small in Indonesian is called | 7. Es itu sangat <u>dingin</u>
Dingin in English is called |
| A. Kecil | A. Hot |
| B. Besar | B. Cold |
| C. Tinggi | C. Smell |
| D. Panjang | D. Cool |
| 3. We are <u>good</u> students
Good in Indonesian is called | 8. Dia itu <u>tampan</u>
Tampan in English is called |
| A. Jahat | A. Beautiful |
| B. Baik | B. Pretty |
| C. Jelek | C. Handsome |
| D. Ramah | D. Smart |
| 4. Kelas kita <u>besar</u>
Besar in English is called | 9. You are <u>lazy</u>
Lazy in Indonesian is called |
| A. Old | A. Baik |
| B. Young | B. Pintar |
| C. Small | C. Rajin |
| D. Big | D. Malas |
| 5. Dia masih <u>muda</u>
Muda in English is called | 10. They are <u>smart</u>
Smart in Indonesian is called |
| A. Old | A. Pintar |
| B. Young | B. Malas |
| C. High | C. Bodoh |
| D. Small | D. Cantik |

11.



He is angry.
Angry in Indonesian is called
A. Senang
B. Tampan
C. Sedih
D. Marah

14.



The tea is hot.
Hot in Indonesian is called....
A. Dingin
B. Panas
C. Manis
D. Pahit

12.



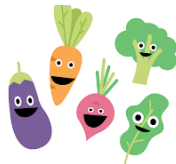
The cat is cute.
Cute in Indonesian is called
A. Jelek
B. Murah
C. Lucu
D. Bau

15.



The class is dirty.
Dirty in Indonesian is called....
A. Kotor
B. Bersih
C. Indah
D. Rapi

13.



Vegetables are healthy.
Healthy in Indonesian is called
A. Bau
B. Sehat
C. Kotor
D. Rapi

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

16. L – O – D (*tua*) =
17. I – B – G (*besar*) =
18. T – A – F (*gemuk*) =
19. Y – S – H (*malu*) =
20. M – L – L – A – S (*kecil*) =
21. B – S – Y – U (*sibuk*) =
22. D – A – S (*sedih*) =
23. P – Y – P – A – H (*bahagia*) =
24. S – F – T – O (*lembut*) =
25. Y – U – N – O – G (*muda*) =

APPENDIX 18

KISI-KISI SOAL PRE-TEST 3

Satuan Pendidikan : SDIT AL-AHSAN Seluma
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : V / 2
Jumlah Soal : 25 Soal
Bentuk Soal : 15 Pilihan Ganda + 10 Isian
Alokasi Waktu : 2 x 30 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk	You Cannot Park Here (<i>Instruksi rambu-rambu dan peringatan</i>)	Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	3	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	4	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	5	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	6	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan	7	Pilihan Ganda

		rambu lalu lintas dari bahasa indonesia ke bahasa inggris		
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	8	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	9	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	10	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	11	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	12	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	13	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	14	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	15	Pilihan Ganda
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	16	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf	17	Isian

		menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan		
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	18	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	19	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	20	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	21	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	22	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	23	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	24	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	25	Isian

APPENDIX 19

PRE-TEST 3

Nama :
Kelas :

Kompetensi dasar : 6.1

- Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)



1. Don't
- Smoke
 - Stop
 - Park
 - Wait



4. No
- Parking
 - Smoking
 - Stopping
 - Entering



2. No
- Bike
 - Smoke
 - Eat
 - Cars



5. Don't
- Park
 - Stop
 - Turn
 - Smoke



3. No
- Smoke
 - Parking
 - Cars
 - Bike



6. No (masuk)
- Exit
 - Turn
 - Enter
 - Parking



7. No turn (*kanan*)

- A. Straight
- B. Right
- C. Left
- D. Back



11. swim in this area

- A. Do
- B. Aren't
- C. Don't
- D. Can



8. No (*menyalip*)

- A. Passing
- B. Parking
- C. Waiting
- D. Exiting



12. here

- A. You are eat
- B. You eat
- C. You can eat
- D. You can not eat



9. No turn (*kiri*)

- A. Straight
- B. Right
- C. Left
- D. Back



13. use the handphone

- A. You do
- B. You can not
- C. You are
- D. You can



10. No (*api*)

- A. Fire
- B. Ice
- C. Wind
- D. Water



14. the camera

- A. Used
- B. Can use
- C. Don't use
- D. You can



15. go straight
- A. You can not
 - B. You are
 - C. You do not
 - D. You can

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

16. S - O - T - P (berhenti) =
17. A - P - R - K - I - N - G (parkir) =
18. M - O - K - E - S (merokok) =
19. W - T - A - I (tunggu) =
20. E - T - E - N - R (masuk) =
21. N - O - S - Y - I (berisik) =
22. E - X - T - I (keluar) =
23. T - R - A - I - F - F - C (lalu lintas) =
24. U - R - N - T (berbelok) =
25. T - R - Y - E - N (melintas) =

APPENDIX 20

KEY ANSWERS OF PRE-TEST QUESTION

No.	Pre-Test 1	Pre-Test 2	Pre-Test 3
1	C	C	B
2	D	A	D
3	C	B	D
4	B	D	A
5	A	B	D
6	D	B	C
7	A	B	B
8	A	C	A
9	B	D	C
10	C	D	A
11	C	D	C
12	A	C	D
13	D	B	B
14	B	B	C
15	B	A	D
16	MOTHER	OLD	STOP
17	SON	BIG	PARKING
18	FATHER	FAT	SMOKE
19	GRANDMOTHER	SHY	WAIT
20	BABY	SMALL	ENTER
21	AUNTY	BUSY	NOISY
22	UNCLE	SAD	EXIT
23	SISTER	HAPPY	TRAFFIC
24	GRANDFATHER	SOFT	TURN
25	BROTHER	YOUNG	ENTRY

APPENDIX 21

KISI-KISI SOAL POST-TEST 1

Satuan Pendidikan : SDIT AL-AHSAN Seluma
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : V / 2
Jumlah Soal : 25 Soal
Bentuk Soal : 15 Pilihan Ganda + 10 Isian
Alokasi Waktu : 2 x 30 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah	How Many Brothers and Sisters Do You Have? (Family)	Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	2	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	3	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	4	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	5	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	6	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	7	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu	8	Pilihan Ganda

		menyebutkan salah satu anggota keluarga		
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	9	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan salah satu anggota keluarga	10	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	11	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	12	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	13	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	14	Pilihan Ganda
		Disajikan soal, siswa mampu menyebutkan salah satu anggota keluarga	15	Pilihan Ganda
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	16	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	17	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	18	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	19	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	20	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	21	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf	22	Isian

		menjadi sebutan untuk salah satu anggota keluarga		
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	23	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	24	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebutan untuk salah satu anggota keluarga	25	Isian

APPENDIX 22

POST-TEST 1

Nama :
Kelas :

Kompetensi dasar : 5.1

Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

1. She is Mrs. Ani. She is my



- A. Grandmother
- B. Mother
- C. Grandfather
- D. Father

2. My is old



- A. Grandmother
- B. Grandfather
- C. Grandchildren
- D. Grandparents

3. Father in Indonesian is called...

- A. Kakek
- B. Anak
- C. Paman
- D. Ayah

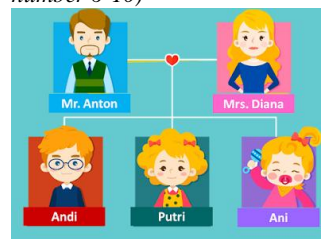
4. Mother in Indonesian is called....

- A. Nenek
- B. Keluarga
- C. Ibu
- D. Bibi

5. I have a father and mother. They are my

- A. Grandparents
- B. Children
- C. Parents
- D. Family

(This picture is to answer questions number 6-10)



6. Mr. Anton is Putri's

- A. Uncle
- B. Father
- C. Mother
- D. Son

7. Mrs. Diana is Andi's
 - A. Aunty
 - B. Son
 - C. Mother
 - D. Father
8. Ani is Andi's
 - A. Baby
 - B. Mother
 - C. Aunty
 - D. Sister
9. Andi is Putri's
 - A. Father
 - B. Brother
 - C. Baby
 - D. Uncle
10. Putri is Ani's
 - A. Aunty
 - B. Sister
 - C. Mother
 - D. Brother
11. Sister in Indonesian is called....
 - A. Bibi
 - B. Sahabat
 - C. Saudara Perempuan
 - D. Nenek
12. Brother in Indonesian is called....
 - A. Paman
 - B. Kakek
 - C. Ayah
 - D. Saudara laki-laki
13. Grandfather in Indonesian is called....
 - A. Kakek
 - B. Ayah
 - C. Paman
 - D. Nenek
14. Aunty in Indonesian is called....
 - A. Ibu
 - B. Bibi
 - C. Saudara Perempuan
 - D. Nenek
15. Uncle in Indonesian is called.....
 - A. Paman
 - B. Ayah
 - C. Saudara laki-laki
 - D. Kakek

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

- | | |
|--|---|
| 16. T - E - R - H - O - M (<i>ibu</i>) | = |
| 17. O - S - N (<i>anak</i>) | = |
| 18. F - T - E - A - H - R (<i>ayah</i>) | = |
| 19. R - A - N - G - D - O - M - E - R - T - H (<i>nenek</i>) | = |
| 20. B - B - A - Y (<i>bayi</i>) | = |
| 21. T - N - U - A - Y (<i>bibi</i>) | = |
| 22. N - L - E - C - U (<i>paman</i>) | = |
| 23. S - S - I - R - E - T (<i>saudara perempuan</i>) | = |
| 24. R - N - D - A - G - T - H - E - F - A - R (<i>kakek</i>) | = |
| 25. R - O - T - B - E - H - R (<i>saudara laki laki</i>) | = |

APPENDIX 23

KISI-KISI SOAL POST-TEST 2

Satuan Pendidikan : SDIT AL-AHSAN Seluma
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : V / 2
Jumlah Soal : 25 Soal
Bentuk Soal : 15 Pilihan Ganda + 10 Isian
Alokasi Waktu : 2 x 30 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
5.2 Merespon instruksi sangat sederhana secara verbal	I Feel Happy (<i>Adjective</i>)	Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	1	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	2	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	3	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	4	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	5	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan	6	Pilihan Ganda

		kosakata (adjective) dari bahasa inggris ke bahasa indonesia		
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	7	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa indonesia ke bahasa inggris	8	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	9	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	10	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	11	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	12	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	13	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa indonesia	14	Pilihan Ganda
		Disajikan soal, siswa mampu menerjemahkan kosakata (adjective) dari bahasa inggris ke bahasa	15	Pilihan Ganda

		indonesia		
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	16	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	17	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	18	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	19	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	20	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	21	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	22	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	23	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	24	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kata sifat	25	Isian

APPENDIX 24

POST-TEST 2

Nama :

Kelas :

Kompetensi dasar : 5.2

- Merespon instruksi sangat sederhana secara verbal

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)

- | | |
|--|--|
| 1. Kamu itu <u>cantik</u>
Cantik in English is called
A. Funny
B. Beautiful
C. Handsome
D. Bad | 6. They are <u>noisy</u>
Noisy in Indonesian is called
A. Berisik
B. Rajin
C. Diam
D. Tenang |
| 2. He is a <u>small</u> boy
Small in Indonesian is called
A. Kecil
B. Besar
C. Tinggi
D. Panjang | 7. Es itu sangat <u>dingin</u>
Dingin in English is called
A. Cool
B. Hot
C. Cold
D. Smell |
| 3. We are <u>good</u> students
Good in Indonesian is called
A. Jelek
B. Ramah
C. Baik
D. Jahat | 8. Dia itu <u>tampan</u>
Tampan in English is called
A. Beautiful
B. Pretty
C. Handsome
D. Smart |
| 4. Kelas kita <u>besar</u>
Besar in English is called
A. Young
B. Old
C. Big
D. Small | 9. You are <u>lazy</u>
Lazy in Indonesian is called
A. Pintar
B. Baik
C. Malas
D. Rajin |
| 5. Dia masih <u>muda</u>
Muda in English is called
A. Old
B. Small
C. High
D. Young | 10. They are <u>smart</u>
Smart in Indonesian is called
A. Malas
B. Bodoh
C. Cantik
D. Pintar |

11.



- He is angry.
 Angry in Indonesian is called
- A. Marah
 - B. Tampan
 - C. Senang
 - D. Sedih

14.



- The tea is hot.
 Hot in Indonesian is called....
- A. Pahit
 - B. Dingin
 - C. Panas
 - D. Manis

12.



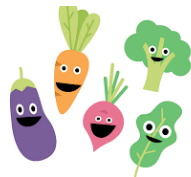
- The cat is cute.
 Cute in Indonesian is called
- A. Murah
 - B. Bau
 - C. Jelek
 - D. Lucu

15.



- The class is dirty.
 Dirty in Indonesian is called....
- A. Bersih
 - B. Indah
 - C. Rapi
 - D. Kotor

13.



- Vegetables are healthy.
 Healthy in Indonesian is called
- A. Sehat
 - B. Rapi
 - C. Kotor
 - D. Bau

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

16. L – O – D (*tua*) =
17. I – B – G (*besar*) =
18. T – A – F (*gemuk*) =
19. Y – S – H (*malu*) =
20. M – L – L – A – S (*kecil*) =
21. B – S – Y – U (*sibuk*) =
22. D – A – S (*sedih*) =
23. P – Y – P – A – H (*bahagia*) =
24. S – F – T – O (*lembut*) =
25. Y – U – N – O – G (*muda*) =

APPENDIX 25

KISI-KISI SOAL POST-TEST 3

Satuan Pendidikan : SDIT AL-AHSAN Seluma
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : V / 2
Jumlah Soal : 25 Soal
Bentuk Soal : 15 Pilihan Ganda + 10 Isian
Alokasi Waktu : 2 x 30 menit

KOMPETENSI DASAR	MATERI	INDIKATOR	NOMOR SOAL	BENTUK SOAL
6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk	You Cannot Park Here (<i>Instruksi rambu-rambu dan peringatan</i>)	Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	1	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	2	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	3	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	4	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menyebutkan kosakata yang berkaitan dengan rambu lalu lintas	5	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	6	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan	7	Pilihan Ganda

		rambu lalu lintas dari bahasa indonesia ke bahasa inggris		
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	8	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	9	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu menerjemahkan kosakata yang berkaitan dengan rambu lalu lintas dari bahasa indonesia ke bahasa inggris	10	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	11	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	12	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	13	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	14	Pilihan Ganda
		Disajikan sebuah gambar, siswa mampu melengkapi kalimat larangan atau bukan larangan	15	Pilihan Ganda
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	16	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf	17	Isian

		menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan		
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	18	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	19	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	20	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	21	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	22	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	23	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	24	Isian
		Disajikan huruf acak, siswa mampu menyusun huruf menjadi sebuah kosakata yang berkaitan dengan rambu lalu lintas atau peringatan	25	Isian

APPENDIX 26

POST-TEST 3

Nama :
Kelas :

Kompetensi dasar : 6.1

- Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

Part A : Cross (x) on the correct answer!

(Beri tanda silang (x) pada jawaban yang benar!)



1.

Don't
A. Stop
B. Smoke
C. Wait
D. Park



4.

No
A. Entering
B. Parking
C. Smoking
D. Stopping



2.

No
A. Smoke
B. Eat
C. Cars
D. Bike



5.

Don't
A. Smoke
B. Stop
C. Park
D. Turn



3.

No
A. Cars
B. Bike
C. Smoke
D. Parking



6.

No (*masuk*)
A. Parking
B. Enter
C. Exit
D. Turn



7. No turn (*kanan*)

- A. Left
- B. Straight
- C. Right
- D. Back



8. No (*menyalip*)

- A. Parking
- B. Exiting
- C. Waiting
- D. Passing



9. No turn (*kiri*)

- A. Left
- B. Straight
- C. Right
- D. Back



10. No (*api*)

- A. Water
- B. Ice
- C. Fire
- D. Wind



11. swim in this area

- A. Do
- B. Can
- C. Aren't
- D. Don't



12. here

- A. You eat
- B. You can not eat
- C. You are eat
- D. You can eat



13. use the handphone

- A. You can not
- B. You do
- C. You can
- D. You are



14. the camera

- A. Don't use
- B. Used
- C. You can
- D. Can use



15. go straight
- A. You can not
 - B. You are
 - C. You do not
 - D. You can

Part B : Rearrange the letters into the correct words according to their meanings!

(Susunlah huruf-huruf tersebut menjadi kata-kata yang benar sesuai dengan artinya!)

- 16. S – O – T – P (berhenti) =
- 17. A – P – R – K – I – N – G (parkir) =
- 18. M – O – K – E – S (merokok) =
- 19. W – T – A – I (tunggu) =
- 20. E – T – E – N – R (masuk) =
- 21. N – O – S – Y – I (berisik) =
- 22. E – X – T – I (keluar) =
- 23. T – R – A – I – F – F – C (lalu lintas) =
- 24. U – R – N – T (berbelok) =
- 25. T – R – Y – E – N (melintas) =

APPENDIX 27

KEY ANSWERS OF POST-TEST QUESTION

No.	Post-Test 1	Post-Test 2	Post-Test 3
1	A	B	A
2	B	A	C
3	D	C	B
4	C	C	B
5	C	D	A
6	B	A	B
7	C	C	C
8	D	C	D
9	B	C	A
10	B	D	C
11	C	A	D
12	D	D	B
13	A	A	A
14	B	C	A
15	A	D	D
16	MOTHER	OLD	STOP
17	SON	BIG	PARKING
18	FATHER	FAT	SMOKE
19	GRANDMOTHER	SHY	WAIT
20	BABY	SMALL	ENTER
21	AUNTY	BUSY	NOISY
22	UNCLE	SAD	EXIT
23	SISTER	HAPPY	TRAFFIC
24	GRANDFATHER	SOFT	TURN
25	BROTHER	YOUNG	ENTRY

APPENDIX 28**THE RESULT OF PRE-TEST**

No.	Name	Pre-Test 1	Pre-Test 2	Pre-Test 3
1	Najwa Zahira	84	80	84
2	Afifah Syaputri K.	80	80	84
3	Nazwa Khairunnisa	84	84	88
4	Rifqah Azka Aqilah	84	80	80
5	M. Radit Alvian P.	76	72	76
6	Reysandy Marchvian M.	72	72	72
7	Albiansyah Melgi P.	76	76	72
8	Surya Darma M.S.	72	72	76
9	Azam Aldisa Pratama	80	80	76
10	Arafi Alfattah	84	84	84
11	Fazza Alif Facri	80	72	72
12	M. Michola Dean V.	72	72	72
13	Nada Fakhrunissa	84	80	76
14	Aisah Qory Andina	80	80	80
15	Zahira Fitiyah Zalpa	76	84	80
16	Syifa Khairunnisa	80	80	84
17	Zhafirah Alliyah S.	80	84	80
18	Azzahra Anisa	76	76	80
19	Zahiya Qonita	76	80	76
20	Muhammad Ahza	76	76	76
21	Muhammad Raihaan R.	76	76	72
22	Fahri Apriansya	72	72	72
23	Nadhif Azfar Zuriadi	72	76	76
24	Thoriq Surya Drama	76	72	76
25	Bangkit Abiyu Mufflih	72	72	76
26	Riski Hidayah P.R.	76	76	72
27	Akbar Farhan Selbian	76	76	76
Total		2092	2084	2088
Mean		77,48	77,18	77,33

APPENDIX 29

THE RESULT OF POST-TEST

No.	Name	Post-Test 1	Post-Test 2	Post-Test 3
1	Najwa Zahira	100	100	100
2	Afifah Syaputri K.	96	92	100
3	Nazwa Khairunnisa	100	100	100
4	Rifqah Azka Aqilah	100	92	96
5	M. Radit Alvian P.	88	92	84
6	Reysandy Marchvian M.	80	84	84
7	Albiansyah Melgi P.	84	88	92
8	Surya Darma M.S.	84	88	88
9	Azam Aldisa Pratama	88	88	92
10	Arafi Alfattah	92	100	96
11	Fazza Alif Facri	92	84	88
12	M. Michola Dean V.	88	84	84
13	Nada Fakhrunnisa	100	96	100
14	Aisah Qory Andina	96	92	96
15	Zahira Fitiyah Zalpa	92	100	92
16	Syifa Khairunnisa	92	96	92
17	Zhafirah Alliyah S.	96	100	92
18	Azzahra Anisa	92	92	96
19	Zahiya Qonita	88	92	92
20	Muhammad Ahza	88	84	88
21	Muhammad Raihaan R.	84	84	88
22	Fahri Apriansya	84	84	84
23	Nadhif Azfar Zuriadi	88	92	84
24	Thoriq Surya Drama	88	88	88
25	Bangkit Abiyu Mufflih	88	88	88
26	Riski Hidayah P.R.	88	84	84
27	Akbar Farhan Selbian	92	88	88
Total		2448	2452	2456
Mean		90,66	90,81	90,96

APPENDIX 30

PERANGKAT PEMBELAJARAN **RENCANA PELAKSANAAN PEMBELAJARAN** **(RPP)**

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SD/MI
Kelas/Semester : V/2
Sekolah : SDIT AL-AHSAN SELUMA

KURIKULUM TINGKAT SATUAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(TREATMENT 1)

SD	: SDIT AL-AHSAN Seluma
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Materi	: How Many Brothers and Sisters Do You Have? (<i>Family</i>)
Standar Kompetensi	: 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
Kompetensi Dasar	: 5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah
Pertemuan ke/Alokasi Waktu	: 1 / 2 x 35 menit
Tujuan Pembelajaran**	: Siswa dapat merespon dengan melakukan tindakan secara berterima dan verbal
Karakter siswa yang diharapkan	: Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Alat/Sumber Belajar	: <ol style="list-style-type: none">1. Buku teks <i>Let's Make Friends with English</i>, Bambang Sugeng, jilid 5, Esis2. Gambar atau benda yang berkaitan dengan materi ajar3. Buku-buku lain yang relevan
Metode Pembelajaran	: Siswa merespon dengan melakukan tindakan secara berterima

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
 - Peserta didik memberi salam dan berdoa

- Guru mengecek kehadiran peserta didik dan memberi motivasi
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru akan menyampaikan penjelasan terkait materi tentang How Many Brothers and Sisters Do You Have? (*Family*) dan siswa diminta untuk mendengarkan
- ☞ Guru akan memberikan beberapa kosakata terkait materi How Many Brothers and Sisters Do You Have? (*Family*) dan siswa diminta untuk menirukan dan mengingatnya
- ☞ Sebagai awal, siswa diminta menyebutkan siapa saja yang termasuk didalam *Family/Keluarga*
- ☞ Untuk latihan, guru meminta setiap siswa secara individual untuk mengerjakan soal tes yang diberikan guna mengetahui sejauh mana pemahaman akan kosakata yang diberikan.
- ☞ Guru memberikan kesempatan kepada beberapa peserta didik untuk menyajikan dan membahas hasil jawaban latihan yang diberikan.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- ☞ Guru memberikan penilaian lisan secara acak dan singkat
- ☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon dengan melakukan tindakan secara berterima	Unjuk kerja tes tertulis	Pertanyaan	<i>Who is she/he?</i> <i>Rearrange the letters into good words!</i>

FORMAT KRITERIA PENILAIAN



PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		*kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1

3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui
Kepala Sekolah


.....,20 ...

Guru Mapel Bahasa Inggris

.....

.....

10 How Many Brothers and Sisters Do You Have?

 Let's listen and repeat.

Ben, how many brothers and sisters do you have?

I have one brother and two sisters.



I have one aunt and one uncle.

How many aunts and uncles do you have?

How many grandfathers and grandmothers do you have?



I have two grandfathers and two grandmothers.

Teacher's Notes

1. Read the dialogues aloud and ask the students to repeat.
2. Pair up the students and let them practise the dialogues again.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(TREATMENT 2)

SD : SDIT AL-AHSAN Selama

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/2

Materi : I Feel Happy (*Adjective*)

Standar Kompetensi : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar : 5.2 Merespon instruksi sangat sederhana secara verbal

Pertemuan ke/Alokasi Waktu : 2 / 2 x 35 menit

Tujuan Pembelajaran** : Siswa dapat mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

Alat/Sumber Belajar :

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Gambar atau benda yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Metode Pembelajaran : Siswa dapat merespon instruksi sederhana secara verbal

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
 - Peserta didik memberi salam dan berdoa
 - Guru mengecek kehadiran peserta didik dan memberi motivasi

- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengungkapkan instruksi dan informasi sangat sederhana

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru akan menyampaikan penjelasan terkait materi tentang I Feel Happy (*Adjective*) dan siswa diminta untuk mendengarkan
- ☞ Guru akan memberikan beberapa kosakata *adjective* dan siswa diminta untuk menirukan dan mengingatnya
- ☞ Sebagai awal, siswa diminta menyebutkan perasaan/sifat dengan menggunakan bahasa Inggris
- ☞ Untuk latihan, guru meminta setiap siswa secara individual untuk mengerjakan soal tes yang diberikan guna mengetahui sejauh mana pemahaman akan kosakata yang diberikan.
- ☞ Guru memberikan kesempatan kepada beberapa peserta didik untuk menyajikan dan membahas hasil jawaban latihan yang diberikan.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- ☞ Guru memberikan penilaian lisan secara acak dan singkat

☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindakan secara verbal	Unjuk kerja tes tertulis	Pertanyaan	<i>What does she/he look like?</i> <i>What do they/you/we look like?</i> <i>Rearrange the letters into good words!</i>

FORMAT KRITERIA PENILAIAN



PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1

3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.....,20 ...

Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

.....

.....

9

I Feel Happy



Lets listen and repeat

How do you feel, Amanda?

How do you feel, Roni?



Congratulations!
You get 100.

I am tired.



I feel happy.

How do you feel, Amir?

How do you feel
Santi?

I am thirsty.



I am sad.



Teacher's Note

Read the dialogues aloud and ask the students to repeat.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(TREATMENT 3)

SD : SDIT AL-AHSAN Seluma
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/2
Materi : You Cannot Park Here (*Instruksi rambu-rambu dan peringatan*)
Standar Kompetensi : 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
Kompetensi Dasar : 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur : memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk
Pertemuan ke/Alokasi Waktu : 3 / 2 x 35 menit
Tujuan Pembelajaran** : Siswa dapat mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

Alat/Sumber Belajar :

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Gambar atau benda yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Metode Pembelajaran : Siswa dapat mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

- Peserta didik memberi salam dan berdoa
- Guru mengecek kehadiran peserta didik dan memberi motivasi
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.

2. Kegiatan Inti



Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengungkapkan instruksi dan informasi sangat sederhana



Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru akan menyampaikan penjelasan terkait materi You Cannot Park Here (*Instruksi rambu-rambu dan peringatan*) dan siswa diminta untuk mendengarkan
- ☞ Guru akan memberikan beberapa kosakata You Cannot Park Here (*Instruksi rambu-rambu dan peringatan*) dan siswa diminta untuk menirukan dan mengingatnya
- ☞ Sebagai awal, siswa diminta menyebutkan apa saja rambu rambu atau peringatan guna mengetahui sejauh mana pemahaman mereka terhadap kosakata yang disampaikan
- ☞ Untuk latihan, guru meminta setiap siswa secara individual untuk mengerjakan soal tes yang diberikan guna mengetahui sejauh mana pemahaman akan kosakata yang diberikan.
- ☞ Guru memberikan kesempatan kepada beberapa peserta didik untuk menyajikan dan membahas hasil jawaban latihan yang diberikan.



Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- ☞ Guru memberikan penilaian lisan secara acak dan singkat
- ☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none"> ▪ Memberi contoh melakukan sesuatu ▪ Memberi aba-aba ▪ Memberi petunjuk 	Unjuk kerja tes tertulis	Pertanyaan	<i>You can/you cannot</i> <i>Rearrange the letters into good words!</i>

FORMAT KRITERIA PENILAIAN



PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.....,20 ...

Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

.....

.....

You Cannot Park Here



Let's listen and repeat.

Look at that sign



It means we cannot enter this way. Shall we find another door?

You cannot smoke here. Look at that sign.



I want to park here.



No, you cannot. You must park over there.

Teacher's Note



Read the dialogues aloud and ask the students to repeat.

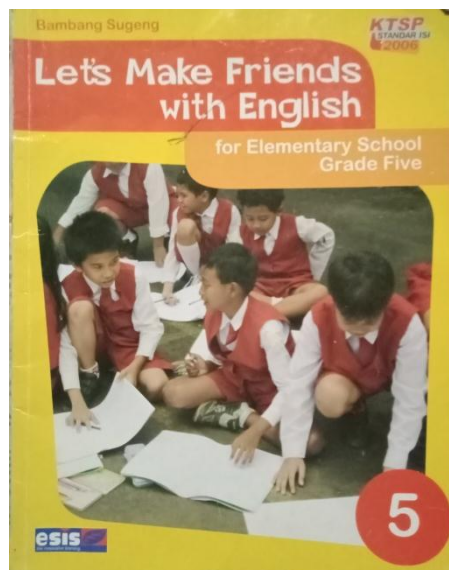
APPENDIX 31

DOCUMENTATION











KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfatmasukarno.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0011 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr.H. Ali Akbarjono, M.Pd. 197509252001121004	P I	Winda Putri Annisa 1811230082	TBI	The Influence of the Mimicry- Memorization (MIM-MEM) Method to Improve English Young Learners' Vocabulary Mastery : Quasi-Experimental Study in SDN 140 Seluma
2	Feny Martina, M.Pd. 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Bengkulu
Pada Tanggal : 6 Januari 2022



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Bahasa
Fakultas Tarbiyah dan Tadris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Winda Putri Annisa
NIM : 1811230082
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **The Influence of the Mimicry-Memorization (Mim-Mem) Method to Improve English Young Learners' Vocabulary Mastery : Quasi-Experimental Study in SDN 140 Seluma**

Menjadi : **The Influence of the Mimicry-Memorization (Mim-Mem) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN Seluma)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Maret 2022

Disetujui oleh,

Pembimbing I

Dr. H. M. A. Hariono, M.Pd
NIP.197509252001121004

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,

Ketua Jurusan Bahasa

Rismawati, M.Pd
NIP.197405231999032002

Off. Koord. Prodi :
Yth. Pembimbing I
untuk perubahan judul 11/05/22



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Winda Putri Annisa, NIM : 1811230082 yang berjudul
"The Influence of the Mimicry-Memorization (Mim-Mem) Method on EFL Young
Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN
Seluma)". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jum'at/25 Maret 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan
pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK
Penelitian).

Penyeminar I


Dr. H. Ali Anwariono, M. Pd

NIP. 197509252001121004

Bengkulu, April 2022

Penyeminar II


Ferry Susanto, M. Pd

NIP. 197512082014111001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 209/ Un.23/F.II/TL.00/04/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Permohonan izin observasi**

19 April 2022

Kepada Yth,
Kepala SD Negeri 107 Seluma
Di –
Kabupaten Seluma

Assalamu'alaikum Warahmatullah Wabarakatuh.

Sehubungan dengan pengumpulan data dan hal lain yang dianggap perlu guna menyelesaikan pembuatan proposal skripsi *Program Studi Tadris Bahasa Inggris* kami mengharap Bapak/Ibu berkenan untuk mengizinkan mahasiswa kami:

No	Nama Mahasiswa	NIM	Prodi/Semester
	Winda Putri Annisa	1811230082	TBI/ 8

Untuk mengadakan kegiatan observasi pada tanggal 20-22 April 2022 di sekolah yang Bapak/Ibu Pimpin.

Demikian surat permohonan ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 2187 / Un.23/F.II/TL.00/04/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

25 April 2022

Kepada Yth,
Kepala SD IT Al Ahsan
Di -
Bengkulu

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Influence Of The Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasy-Experimental Study in SDIT AL-Ahsan Seluma)*".

Nama : Winda Putri Annisa
NIM : 1811230082
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SD IT Al Ahsan
Waktu Penelitian : 26 April s/d 20 Juni 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.



Dekan,

[Signature]
Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

Jalan Haden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1716 /Un.23/F.II/PP.00.9/03/2022
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Winda Putri Annisa
NIM : 1811230082
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom-2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	M. Hidayatullah, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	M.Arif Rahman Hakim, Ph.D	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadits yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Anita, M.Hum	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1





YAYASAN PENDIDIKAN, SOSIAL DAN DAKWAH AL-AHSAN BENGKULU
SEKOLAH DASAR ISLAM TERPADU AL-AHSAN SUKARAJA
SDIT AL-AHSAN
Jl. Bengkulu-Tais KM 32 Kelurahan Sukaraja Kec. Sukaraja Kab. Seluma Provins Bengkulu
Kode Pos 38877 Email: sditalahsan@gmail.com



SURAT KETERANGAN SELESAI PENELITIAN

No: 035/E/SDIT AL-AHSAN/VI/2022

Saya yang bertanda tangan dibawah ini :

Nama : Maregi Fadli., S.Pd.I
Alamat : Desa Sakaian, Kec. Lubuk Sandi, Kab. Seluma
Jabatan : PLT Kepala SDIT Al-Ahsan Seluma

Menerangkan :

Nama : Winda Putri Annisa
Tempat Tanggal Lahir : Bengkulu, 09 September 2001
NIM : 1811230082
Perguruan Tinggi : UINFAS Bengkulu
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Yang bersangkutan telah mengadakan penelitian (Research) di SDIT AL-AHSAN, terhitung tanggal 26 April 2022 – 20 Juni 2022 guna penulisan skripsi dengan judul: *"The Influence Of The Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasy-Experimental Study in SDIT AL-AHSAN SELUMA"*

Demikian surat ini dibuat agar digunakan sebagaimana mestinya.

Sukaraja, 10 Juni 2022

PLT Kepala Sekolah,

Maregi Fadli, S.Pd.I

NIPY : 19910319 2017 01 1 006



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Winda Putri Annisa
NIM : 1811230082
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi : The Influence of the Mimicry
Memorization (Min-Mem) Method to Improve
English Young Learners' Vocabulary Mastery
A Quasi-Experimental Study in SDN 140 Seluma

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Kamis 24 Feb. 2023	Bab 2	<ul style="list-style-type: none">- Find theories and concept supported comprehensively by making synthesis and the elaborating in the indicators.- By the indicators can be make as the instruments to explore the phenomena empirically in the field- So every identifications problem should be relevant with the indicators and supported by empirical data.	
2.	Jum'at 04 Mar. 2023	Bab 1	<ul style="list-style-type: none">- Empirical data <p>Check again the source of theory & writing and its paragraph.</p>	

Mengetahui,
Dekan

NIP. 1970514200031009

Bengkulu, 8 Maret 2023
Pembimbing :

Dr. H. Ali Akbarjono, M.Pd
NIP. 197303252004121009



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Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Winda Putri Annisa Pembimbing I/II : Dr. H. Ali Akbarjono, M. Pd
NIM : 1811230082 Judul Skripsi : The Influence of the
Jurusan : Bahasa Mimicry - Memorization (mim-Mem) method
Program Studi : Tadris Bahasa Inggris to Improve English Young Learners' Vocabulary
Masterij : A Quasi-Experimental Study in SDN 140 Selat

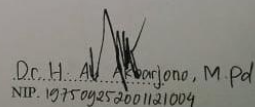
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3-	Selasa 08 Mar 2022		Complex when do + do need Acc to present for summary	A A

Mengetahui,
Dekan


Dekan
NIP. 197005142000031004

Bengkulu, 8 Maret 2022

Pembimbing I/II


Dr. H. Ali Akbarjono, M. Pd
NIP. 197509252001121004



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Winda Putri Annisa

Pembimbing (I) : Feny Martina, M. Pd.

NIM : 1811030082

Judul Skripsi : The Influence of the Mimicry -

Jurusan : Bahasa

Memorization (Mim-Mem) method to Improve

Program Studi : Tadris Bahasa Inggris

English Young learners' Vocabulary Mastery :
A Quasi-Experimental Study in SDN 140 Seluma

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Selasa 18 Jan 2022	- Judul - Teori (Bab 1)	- To Improve English ubah ke on EFL - Cari teori asal Mim-Mem method, kaitkan dengan teaching paradigm	
2.	Senin 24 Jan 2022	- Bab 2 - Bab 3	- Cari jenis vocab yang sesuai young learners - Perjelas lagi mengenai teaching paradigm dan hubungannya dengan metode mim-mem - Perbaiki bagian hypothesis - Perbaiki penulisan pada bab 3 - Hindari penggunaan bullets	

Mengetahui,
Dekan



Bengkulu, 23 Februari 2022

Pembimbing (II)

Feny Martina, M. Pd
NIP. 198703242015032002



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Website: www.uinfatbengkulu.ac.id

Nama Mahasiswa : Winda Putri Annisa Pembimbing : Feny Martina, M.Pd
NIM : 1911230082 Judul Skripsi : The influence of the mimicry-
Jurusan : Bahasa memorization (mim-mem) method to improve
Program Studi : Tadris Bahasa Inggris English Young Learners' Vocabulary Mastery :
A Quasi-Experimental Study in SMP 140 Seluma

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	Selasa 08 Feb 2023	- Bab I - Lampiran	- Ubah Background menjadi 6 paragraf / deduktif - Silabus B. Inggris - Rpp 8x pertemuan (materi Perminggu) - Soal pre-test - Soal post-test - Kisi-kisi soal - Ubah Sekolah	
4		- Bab 3	- Ubah dari pretest-posttest nonequivalent-group design menjadi time series design	
5.	Rabu 23 Feb 2023	Ace Sampusp	Ace Sampusp	

Mengetahui,
Dekan

D. Nur Indriyana, M.Pd
NIP. 197005192000031004

Bengkulu, 23 Februari 2023

Pembimbing :

Feny Martina, M.Pd
NIP. 198703242015032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 1549 /Un.23/F.II/PP.00.9/03/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr.H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Ferry Susanto, M.Pd (Penyeminar II)

Assalamu'alaikuna Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 25 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Nanda Handayani (1711230096)	08.00-09.00 WIB	Students' Perceptions and Motivation Toward English E-Learning During the Covid-19 Pandemic
2.	Muhammad Febliyansyah (1811230053)	09.00-10.00 WIB	The Effect of Implementing TikTok Application with Project-Based Learning on Students' Speaking Skill
3.	Deanta Viomeika (1811230088)	10.00-11.00 WIB	The Effect of Using Miming Game Combined with Jumble Words Game on Students' Vocabulary Mastery
4.	Winda Putri Annisa (1811230082)	13.30-14.30 WIB	The Influence of The Mimicry Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery
5.	Hesy Dwi Fitriani 1811230066	14.30-15.30 WIB	The correlation Between Students' Motivation In Reading and Their Reading Comprehension Achievements in SMAN 1 Kota Bengkulu
6.	Eliza Dwi Utami (1811230023)	15.30-16.30 WIB	Student's Perceptions of the Use of Quiziz Application As An Assessment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 21 Maret 2022
Dekan,



[Signature]
Mu Mulyadi



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FAKULTAS TARBIYAH DAN TADDIS

Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

DAFTAR HADIR UJIAN SEMINAR PROPOSAL

FAKULTAS TARBIYAH DAN TADDIS PROGRAM STUDI TADDIS BAHASA INGGRIS

HARI/TANGGAL : JUM'AT 25 MARET 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Winda Putri Annisa (1811230082)	The Influence of The Mimicry Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery	1. Dr.H. Ali Akbarjono, M. Pd 2. Feny Martina, M.Pd	

No	Nama Dosen Penyeminar	Tanda Tangan
1	Dr.H. Ali Akbarjono, M.Pd	
2	Ferry Susanto, M.Pd	

SARAN PENYEMINAR

1	PENYEMINAR 1: 1. <i>pengantar dan kopirisme, dan kaitan itu maka Versi</i> <i>dan kaitan</i> 2. <i>guru dan pengantar kaitan dan di SD dan dan dan dan</i>
2	PENYEMINAR 2: <i>What kind of Vocabulary?</i>

AUDIEN

Nama Audien	Tanda Tangan	Nama Audien	Tanda Tangan
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Tembusan:

1. Dosen penyeminar 1 dan 2
2. Pengelola Penguji
3. Subbag AAK
4. Pengelola data umum
5. Yang bersangkutan

Bengkulu, 25 Maret 2022
Dekan F.T.

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Winda Putri Annisa

Pembimbing : Dr. Ali Akbarjono, M.Pd

NIM : 1811230082

Judul Skripsi : The Influence of the Mimicry-

Jurusan : Tadris Bahasa

Memorization (MIM-MEM) Method on EFL

Program Studi : Tadris Bahasa Inggris

Young Learners' Vocabulary Mastery

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Rabu 22 Juni 2022	Chapter IV - V	Check again the sources find it strong & appropriate Complete files the document needed	
2.	Kamis 23 Juni 2022	Chapter IV - V	Review the research complete whole dan the new - Add the proposal Mungah	

Mengetahui,
Dekan

Dr. Muz Mahyadi, M.Pd
NIP. 1970543800031004

Bengkulu, 23 Juni 2022

Pembimbing :

Dr. Ali Akbarjono, M.Pd
NIP. 197509252001121004



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Nama Mahasiswa : Winda Putri Annisa Pembimbing I/II : Feny Martina, M.Pd
NIM : 1811230082 Judul Skripsi : The Influence of the Mimicry-
Jurusan : Bahasa Memorization (MIM-MEM) Method on EFL
Program Studi : Tadris Bahasa Inggris Young Learners' Vocabulary Mastery

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Kamis 9 Juni 2022	- Bab III	- Hasil validitas dan reliabilitas ubah ke appendix - Tambahkan procedure of the research	f
2.	Senin 13 Juni 2022	- Bab IV	- Perjelas hasil rata-rata pre-test dan post-test nya - Rapiakan penulisan di Bab IV	f
3.	Jumatat 17 Juni 2022	- Bab V	- Sesuaikan hasil disconclusion dengan bab IV - Rapiakan penulisan bab V	f
4.	Selasa 21 Juni 2022	Aze Munagangah	Aze Munagangah	f

Mengetahui,
Dekan

Dr. H. Mulyadi, M.Pd
NIP. 19600514-1992031004

Bengkulu, 21 Juni 2022

Pembimbing I/II

Feny Martina, M.Pd
NIP. 198703242015032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 2097 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Bengkulu, Juli 2022

Kepada Yth.

1. Prof.Dr. Zubaedi, M.Ag, M.Pd (Ketua)
2. Andri Saputra, M.Sc (Sekretaris)
3. M.Arif Rahman Hakim, Ph.D (Penguji Utama)
4. Pebri Prandika Putra, M.Hum (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 15 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat ETT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Winda Putri Anisa 1811230082	08.00-09.00 WIB	The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-Ahsan Seluma)
2	Vera Kurnia Wati 1811230079	09.00-10.00 WIB	An Analysis of Students Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)
3	Tiara Sella Sutrisno 1811230045	10.00-11.00 WIB	An analysis of the Cohesion and Coherence of EFL Learners's Essay Writing in UIN FAS Bengkulu
4.	Tita Asmara 1811230002	11.00-12.00 WIB	The Factors Causing Foreign Language Anxiety (FLA) In English Speaking Skill (A Descriptive Case Study At Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,


M. Mulyadi

24/06/2022
Risk
Risk Valentia, m.p.i

cek turniti Winda_TBI

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8	Meyra Kumalawati, Sudrajat. "The Environmental Awareness of Junior High School Students in Sleman Yogyakarta", Walter de Gruyter GmbH, 2020 Publication	1%

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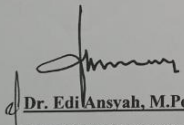
Nama : Winda Putri Annisa
Nim : 1811230082
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-AHSAN Seluma)

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Bengkulu, 04 Juli 2022

Mengetahui

Ketua Tim Verifikasi


Dr. Edi Ansyah, M.Pd
NIP.197007011999031002

Yang Menyatakan



Winda Putri Annisa
NIM.1811230082

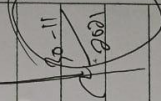


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Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Winda Putri Annisa
NOMOR INDIK MAHASISWA : 1811230082
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Selasa / 30 Nov 2021		M. Firdaus S.	1611230030	An Analysis of Classroom Interaction in EFL Class by Using Flac Technique at IAIN Al-Mubarak Kota Bengkulu	
2	Selasa / 30 Nov 2021		Siti Mursida R.	1711230088	Investigating SLA of English Foreign Language Student in IAIN Al-Mubarak Bengkulu Based on Student's Learning Environment	
3	Selasa / 30 Nov 2021		Ari Andre R.	1811230083	Investigating of Student's Self-Regulated Learning in Mastering English Speaking Skills during covid-19 Pandemic	
4	Selasa / 30 Nov 2021		Mediansyah	1611230088	The challenges of online learning during covid-19 pandemic : Perception analysis of Teacher and students	
5	Selasa / 30 Nov 2021		Anggara M.	1611230091	The analysis of derivational affixes used in thesis background of this students in state Institute for Islamic (IAIN) Bengkulu 2020/2021	
6						



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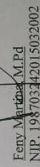
Nama Mahasiswa : Windi Putri Annisa
Nomor Induk Mahasiswa : 1811230082
Prodi : Tadris Bahasa Inggris

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Senin 25 April 2022	08.00- 08.50	Estia Aswita	1811230111	The effect of the use of VOA Learning Styleish App with Jigsaw Strategy on Students' Listening Comprehension Videos with Multiple Choice Questions	1
2	Senin 25 April 2022	08.50- 09.40	Danti Zentia Putri	1811230005	The effect of using PPT with Multiple Choice Questions on Students' Speaking	1
3	Senin 25 April 2022	09.40- 10.30	Dewi Indah Permata S.	1811230019	The use of technology in English learning Students' Reception at UINFA Bengkulu	1
4	Senin 25 April 2022	10.30- 11.20	Novita Sari	1811230120	The effect of gamification learning on Students' Learning Comprehension	1
5	Senin 25 April 2022	11.20- 12.00	Yeki Oktavia	1811230122	Using PPT and role play activities to improve Students' Speaking Skills at UINFA Bengkulu City Academic Year 2021/2022	1
6						

Ketua Jurusan Bahasa


Rizkiawati M Pd
NIP. 197405231999032002

Bengkulu, Senin, 25 April 2022
Ko. Phodi Tadris Bahasa Inggris


Ferry Mardas M Pd
NIP. 194705312015032002