

**THE IMPLEMENTATION OF TOTAL PHYSICAL
RESPONSE TO IMPROVE STUDENTS' VOCABULARY
MASTERY**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching
English



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THESIS RATIFICATION


This thesis titled “The Implementation of Total Physical Response to Improve students’ vocabulary mastery” compiled by Firdalisa Mailakay with student registration number 16.2.6.014 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on 3rd November 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Firdalisa Mailakay, 2021. The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery. A Thesis in English Education Study Program, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies of Manado.

The Aim of this research is to find out whether the implementation of Total Physical Response (TPR) can improve students' vocabulary mastery. In this research, Classroom Action Research (CAR) design was applied. The participant on this research was the Class VII E of seventh grade students at *MTs Negeri 1 Kotamobagu*, consisting of 16 male and 19 female students. In collecting the data, several instruments are used such as; observation, test, interview and documentation. In implementing the test, the students were given vocabulary test in multiple choice form consisting of 25 questions about verb and noun. This research was carried out in three cycles namely, pre-cycle, cycle I and II. Furthermore, cycle I and II were divided into two sessions and each session consisted of four stages namely planning, acting, observing and reflecting. In the pre-cycle, the data showed the percentage of students' score in vocabulary mastery was low, that was only 22%. Based on the findings in the pre-cycle, the TPR was implemented and the four stages were applied to solve the students' problem. In cycle I the data findings showed that TPR method improved students' vocabulary mastery. This could be seen from students' score percentage that was 60%. The research was continued by conducting cycle II to revise the problem that occurred in the cycle I and the percentage of students' score in cycle II improved to 91%. Based on the result above, it was concluded that Total Physical Response was proven to be able to improve the students' vocabulary mastery in Class VII E of *MTs Negeri 1 Kotamobagu*.

Keywords: Vocabulary Mastery, Total Physical Response, CAR.



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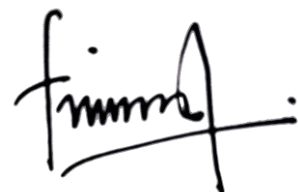
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Manado, 3rd November 2021
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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar hasil karya sendiri. Jika kemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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CHAPTER I

INTRODUCTION

A. Research Background

Language is the primary communication tool that humans usually use in everyday life to interact with others, to convey feelings, opinions, thoughts, and ideas or simply share information. Language is also the identity of a country therefore each country has a different language, and one of the languages in this globalization era that has grown rapidly by connecting people all over the world is English. Rao stated that with the advancement of technology and globalization, it is clear that the majority of people around the world communicate with individuals from different places in only one internationally recognized language, is English.¹ Because of the use of English as an international language, more people use English, including Indonesian.

In Indonesia, English has been taught from Junior High School to University as a compulsory subject. According to Curriculum 2013, the purpose of teaching and learning English from Junior High school is students are able to develop communicative competence in writing and orally, they are expected to be able to communicate both are written and oral form to solve problems in everyday life.² Through learning English students are expected develop their knowledge through reading English books.³ English is commonly used as a media of information. Thus, many knowledge books, articles, and journal are written in English.

Moreover, there are four skills that students have to master in English namely listening, reading, speaking and writing, but before the students master these skills they should master vocabulary first, because

¹Parupalli Srinivas Rao, “The Role of English as a Global Language,” *An International Peer-Review English Journal (Research Journal of English)* 4 (2019): P.66.

²Kementrian Pendidikan dan Kebudayaan, “Silabus Mata Pelajaran Bahasa Inggris SMP/MTS” (Jakarta, 2017), https://imadesujana.files.wordpress.com/2018/09/silabus-bahasa-inggris_smp_20012017-ok.pdf.

³ Chusnu syarifa diah Kusuma, “Integrasi Bahasa Inggris Dalam Proses Pembelajaran”, *Jurnal Efisiensi-Kajian Ilmu Administrasi, (Fakultas Ekonomi, Universitas Negeri Yogyakarta, Indonesia)* 15 no 2 (2018): P.44.

mastery vocabulary is important to in English language. Through mastery vocabulary students are able to master the four skills in English so that students will make a great communication in using English language.

Meanwhile, the reality many students in Junior High School have difficulties when they learn English, because English is a foreign language that completely different from their first language including the three components such as grammatical, pronunciation and vocabulary. Vocabulary is a main component that supports students in mastery skills in English. However, to make successful learning English vocabulary for students is one of the challenging by English teacher. Teachers must pay attention to many things, ranging from the preparation of learning materials, media, techniques, strategies and methods that are appropriate to be applied in the classroom, so the students can be interested and enthusias in learning English, especially in learning vocabulary.

Based on preliminary observation by researcher when look at the learning process that took place in MTs Negeri 1 Kotamobagu, the students had difficulties to memorize vocabulary that given by English teacher. In memorizing the vocabulary, some students seemed having difficulties and some students look bored. It happened because English teacher did not use method, she just gave students words to memorize. So, the students did not interested and less motivation to learn vocabulary. From this reason, it is important to the English Teacher apply methods which appropriate for the students in learning vocabulary, because the implementation of the method will have a big effect on student achievement, especially in this case students' achievement in mastering vocabulary.

Allah swt (god) said in words:⁴

أَدْخِ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ١٢٥

⁴Kementrian Agama RI, *Al-Quran Dan Terjemahannya*, Edisi Peny (LAJNAH PENTAFSIRAN MUSHAF AL-QUR'AN, 2019).p.391

The Translation:

“(103) Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from God’s way, and Allah is most knowing of who is [rightly] guided.” (Q.S: An-Nahl: 103)

According the interpretation from Hamka “(103) Allah tell to the prophet Muhammad Saw about how to carry out da’wah, or call to humans so that they will in a good way. To carry out da’wah, the prophet Muhammd have to do in three methods. First, bil-hikmah is firm and correct words. Second, Al-Mau’izhoh al-ilasanah it means giving good advice. Third, Mujadilhum Bi al-lati Hiya Ahsan it means debate in the best way such as using good words, being calm, and generous.”⁵

Based on the interpretation above, it can be seen that the prophet Muhammad using some method when introducing and teaching Islam. So, it can be conclude that applying method is very important especially for teacher. In teaching and learning vocabulary, the teacher has to find out the method which will overcome students’ problem in learning process.

In addition, to improve students’ vocabulary mastery at seventh grade of MTs Negeri 1 Kotamobagu, the researcher interested to using Total Physical Response method in teaching and learning vocabulary at seventh grade students. Through Total Physical Response method, the students are expected to be able improve their vocabulary mastery. More, through this method is also expected students to be able memorize the vocabulary easily and create their interest and enthusiast in vocabulary learning process. The students will learn vocabulary directly in Total Physical Response, because this method involves primarily commands and physical response. The students will demonstrate the vocabulary that given by teacher through teachers’ command. The students also will manipulate the commands, so they will understand how to give command beside that

⁵Hamka, *Tafsir Al-Azhar* (Jakarta: Pustaka Panjimas, 1992).p.321

they will know the meaning and the use of the vocabulary that they already learn.

Furthermore, through the activities in command and physical response the students are expected to have a good memory in remember the vocabulary and the result students can improve their vocabulary mastery. In hence, based on problem description above, the researcher conducted the research entitled as “The Implementation of the Total Physical Response to Improve the Students’ Vocabulary mastery.”

B. Research Question

1. Is the Total Physical Response able to improve students’ vocabulary mastery?
2. To what extent does the implementation of Total Physical Response improve students in mastering the vocabulary?

C. Objectives of the Research

Referring to the problem mentioned above, the objectives of the research such are:

1. To find out whether the Total Physical Response is able to improve students’ vocabulary mastery.
2. To describe how the implementation of Total Physical Response improve students’ in mastering vocabulary.

D. Limitation of the Research

The researcher limited the problems of the research such focused on the implementation of the Total Physical Response method to improve students’ vocabulary mastery in class VII E at MTs Negeri 1 Kotamobagu, especially vocabulary mastery about verb and noun.

E. Significance of the research

The result of the research is expected to give some benefits such as follow:

1. Theoretically
Through this research can provide information for readers about methods in Language Learning and Teaching, especially about the

implementation of Total Physical Response method to improve students' vocabulary mastery.

2. Practically

- a) English Teacher, through this research is expected develop students' potential in learning English especially in improving students' vocabulary mastery. So, the English Teacher can use this method as one of the teaching method to apply in English classroom
- b) Student, through the implementation of Total Physical Response method is expected to help students memorize vocabulary easily and at the end, is expected to help students improve their vocabulary mastery.
- c) Other Researcher, the results of this research also expected could be used as reference material for other researchers and to provide motivation to develop further research.

F. Definition of key terms

There are some key terms of this research that researcher need to define to avoid ambiguity and misunderstanding in this research as follows:

1. Vocabulary mastery is ability to understand the stock of words in completely without difficulty to using it in a particular language.⁶ In language teaching and learning whether a second language or foreign language, the students have to know what words mean by learning vocabulary.
2. Total Physical Response (TPR) is a language teaching method based upon the coordination of language and physical movements.⁷ To put simply, teachers give instructions to students, in this case in English, with some kind of body movement. Students then respond by repeating that language and action together.

⁶Soedjito, "*Kosakata Bahasa Indonesia*" (Jakarta: Gramedia Pustaka Utama, 2009). P.24

⁷Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Second Edi (New York: Cambridge University Press, 2001).p.73

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary Mastery

1. Definition of Vocabulary

To give more explanation about the vocabulary, the researcher will present the definition from some experts in the following description. First, according to Linse vocabulary is the collection of words that an individual knows.⁸ Second definition is from Pikulski & Templeton that stated vocabulary is the sum of words that use and understood by every people.⁹ From both definitions, it can be seen that the experts has similar opinion about definition of vocabulary where the vocabulary is consists of several words that someone know or familiar. Third, Webster's dictionary defined vocabulary as follows: A list or collection of words and phrases usually alphabetically arranged and explained or defined, a sum or stock of words employed by a language group individual work or in relation to a subject: scope of language and a list of a foreign language textbook of the words and phrases taught or used.¹⁰ In this definition, vocabulary is defined as the some words that every people have and use it when communicate with each other in daily life. In general, the words will be found in dictionary and it was set alphabetically.

Furthermore, Richard and Renandya said that vocabulary is core component of language proficiency and provides much of the basis for how well someone speak, listen, read and write.¹¹ It could be seen that, vocabulary has important function, especially in develop skills in a language such as consists of speaking, listening, reading and

⁸Caroline Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill Companies, Inc, 2005).p.121

⁹John Pikulski & Shane Templeton, "Teaching and Developing Vocabulary: Key to Long-Term Reading Success," n.d.

¹⁰Merriam-Webster, "Vocabulary," n.d.

¹¹Jack C. Richard and Willy A. Renandya, "Methodology in Language Teaching," 2002, P.225.p.225

writing. In other words, the vocabulary affect and support someone in develop or mastery language skills so that people can communicate and interact with others in written and oral forms. In addition, when learning language especially English language, the important thing is the learning of vocabulary. Therefore, the successful student in learning English is based on their vocabulary learning acquisition.

Based on the explanation about the definition of vocabulary from several experts above, the researcher concluded that vocabulary is a collection of words which recognized and used by someone in a particular language.

2. Vocabulary Mastery

In English language, mastering the vocabulary is very important because vocabulary is a basic or main component that will be affects for someone especially for students in learning English. Nunan stated that the importance of mastering vocabulary in learning based on the development of a rich vocabulary as an important element in the second or foreign language acquisition.¹² Moreover, the word of mastering is based on the word “master”, it has a meaning that an individual skill or proficiency to control or overcome power from someone or something.¹³ Meanwhile, Porter argued that mastery is learning or understanding something completely and having no difficulty in using it.¹⁴ Based on the definition above, it could be concluded that mastery is ability to understanding something in a particular aspect, for example in learning.

In learning language, students expected to communicate their ideas, opinion and knowledge in a best way. Mastering vocabulary is a main factor for the successful students in a language, because without

¹² David Nunan, *Research Method In Language Learning*, vol. 50 (UK: Cambridge University Press, 2005). p.118

¹³ Longman, *Advance American Dictionary* (England: Pearson Education Limited, 2007). p.984

¹⁴ Patrick K Porter, *Self-Mastery Through Self-Hypnosis (Psycholinguistics-The Language of Mind)*, 2001.p.953

vocabulary nothing could be conveyed. Such as Butterfield said that vocabulary mastery is need to express ideas and to be able to understand what people's saying.¹⁵

From the explanation above, the researcher defined that vocabulary mastery is ability to understand the stock of words in completely without difficulty to using it in a particular language. In conducted the research, the researcher emphasized the students to mastery the vocabulary such as develop their ability in understanding the vocabulary in completely so they can memorized it, knowing the meaning and how to using it in English.

3. Types of Vocabulary

Aebersold and Marry Field also classified vocabulary into two types as follows:¹⁶

a. Active Vocabulary

Active vocabulary is all of the words a student' produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

b. Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

¹⁵Butterfield J, *Collin English Dictionary Plus Good Writing Guide*, ed. Great Britain (Britain: Harper Collins Publishers, 2007).p.56

¹⁶Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (Cambridge: Cambridge University Press, 1997).p.139

According Mary Finocchiaro vocabulary has two types in the following descriptions:¹⁷

a. Function words

Function words needs to be learned as quickly as feasible (in a logical order and sequence. The functions words are those vocabulary items that are included in close words classes.

b. Content words

Content words can be learned in small groups around “life” situation. The content words are those vocabulary items that are included open word classes.

Furthermore, Hatch and Brown classified the close words and open words into two classes as English vocabulary terms “part of speech”.¹⁸

a. Open Words

Open words are known as content words or lexical with the specific meanings such as follows:

1) Noun

Noun is a word used to name an object such as person, objects or things, places and concepts or ideas. Noun could be singular or plural.¹⁹ Noun is also a main part of word classes which divided into several nouns, they are:

a) Abstract Noun

Abstract noun refers to objects that could not be seen or felt by the five senses for example: love, hate, kindness etc.

b) Concrete Noun

Concrete noun refers to object that could be seen and felt or could be observed with the five senses for

¹⁷Mary Finocchiaro, *English as a Second Language from Theory to Practice* (New Jersey: Englewood Cliffs, inc, 1989).p.21

¹⁸Evelyn Brown & Hatch, *Vocabulary, Semantik, and Language Education* (Australia: Cambridge University Press, 1995).p.252

¹⁹Magnus Levin, “On Concordwith Collective Nouns.,” *In Moderna Sprak* 92:1 (1998).p.18

example: pen, bag, scissors etc. Here are some categories of the concrete nouns namely:²⁰ First, proper noun that is referring to a person's name, name of country, name of city, name of company etc. Second, common noun that is referring to general object for example: Horse, Computer, Teenager, Singer etc. Third, collective noun that is referring to express a stock of objects or something meaningful, for example: Group, Population, Parliament etc. Fourth, compound noun that is referring to combination two or more words, for example: trash cans, paper clips, floor brooms. Fifth, material noun that is referring to objects that come from raw materials, for example: gas, salt, oil, sand etc.

2) Verb

Verb is a word that refers to an action, an event or state of being, for example: subject or thing that performs the action or the subject or thing is in the state of being describes by the verb.²¹ It means that verb is a words used to explain what subject is doing. For example: ate (Rina eat pizza), close (the teacher close the door), knock (my mother knock my door) etc.

3) Adjective

Adjective is a word that modifies a noun or a pronoun.²² The example: happy, beautiful, intelligent etc.

4) Adverb

Adverb is a word that modifies verb, adjective and other adverb, for example: quickly, very, really and etc.

²⁰ Magnus Levin, *Agreement with Collective Nouns in English* (Departement of English University Lund University, 2001).

²¹ Murphy Daniel, *English Grammar*, Second Edi (New York: McGraw-Hill, 1991).

²² Charles Carpententer, *The Structure of English, An Introduction to Construction of English Sentences*, 1 (London: Longman, 2009).

b. Close Words

Close words are words classes which known as function words or grammatical. It is called grammatical because the words in function words are expresses a grammatical or structural relationship with other words in a sentence. There are several words classes:²³

1) Prepositions

Prepositions are all those words that help locate items and action in time and space. The function of preposition is to tell the detailed information about noun. For example: in, of, between, on, with, by, at, without, through, over, across, above, ahead, behind, around and etc.

2) Conjunction

Conjunction sometimes called as logical connector because it is clarify the relation between the linked clauses. For example: because, while, unless, and, or, but, of, in, by, to, on with, etc.

3) Pronoun

A pronoun is a word used in place of a noun or another pronoun. Example: she, he it, his, her, me.

4) Auxiliary verb.

Auxiliary verb is also known as helping verbs. The most common auxiliary verb such as: *are, be, do does, is, am, have, did, get, got, was, were, has and have*. Less common auxiliary verb such as: *may, shall, can, will, might, could, should, would and must*. These words is also called modal verbs.

5) Determiner

A determiner is either an article (definite) *the* or (indefinite) *a/an*, some, a demonstrative (this, these, that, those), or a possessive (my, your, his, her, its, our, their). These words are called determiners.

²³ Brown & Hatch, *Vocabulary, Semantik, and Language Education*.

In implemented the research, the researcher emphasized to teach vocabulary about content words. The researcher was selected the vocabulary about noun and verb in content words which the words must be mastered by the students.

4. Difficulties in Vocabulary

Thornburry mentioned the difficulties in vocabulary such as follow:²⁴

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty..

c. Length and complexity

Long words seem to be no more difficult to learn than short ones.

d. Grammar

The grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add its difficulty.

e. Meaning

When two words overlap in meaning, leaners are likely to confuse them.

f. Range, Connotation and idiomaticity

Words that can be used in a wide range of context will generally be perceived as easier than synonym with a narrower range. Thus, *put* is very wide-ranging verb, compared to impose place, position, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Furthermore the connotations of some words may cause

²⁴Schott Thornburry, *How to Teach Vocabulary (3rd Ed)* (England, UK: Cambridge Education Limited, 2004).p.27

problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may be *deviant*. Finally, words or expression that are idiomatic (like *make up your mind*, *keep an eye on...*) will generally be more difficult than words whose meanings is transparent (*decide*, *watch*).

In conducting the research, the researcher has to solve all of these difficulties by implement the Total physical Response method.

5. Teaching and Learning Vocabulary

Brown said that teaching is defined as demonstrating or assisting someone in learning how to do something, giving directions, directing in the study of anything, providing knowledge, or causing someone to know or understand something.²⁵ It means that, when teacher teach the students in learning process, the teacher must guide the students such demonstrate the material or giving example so that students will understand about the learning topic.

In addition, Allen stated several techniques in teaching vocabulary which could the teacher use in teaching and learning vocabulary.

a. Demonstration

This technique is about gesture and action performing. The teacher could use real object and command. Teacher may demonstrate the material using of real object available in the classroom such as table, chair, clock, etc. when use a command technique, teacher ay ask students to do something such as touch the table, sit on the chair, point the clock, open and so on.

²⁵H.Douglas Brown, *Principles of Language Learning and Teaching* (San Francis State University, 2000). P.7

b. Visual aids

Visual means something visible. Teacher may use visual aids in the teaching vocabulary to enable students to observe and identify the object activity. On the other words, visualization can create students' interest in their learning vocabulary.

c. Verbal Explanation

Verbal explanation could be carried out found and definition and translation.

d. Word List

In teaching vocabulary, teacher can teach the vocabulary by the word list technique. But, in delivering this technique, the teacher has to select vocabulary in carefully because the words have to suitable with the words that students need, their level, and related to the material.

Based on the statement above, the researcher focused on the two techniques such as demonstration and visual aids. Demonstration was used when researcher teach the vocabulary which combine verbal rehearsal and motor activity or body movements. While, visual aids used to give more examples for students, so the students clearly understand about the vocabulary form, the use and the meaning.

6. The Importance of Mastery Vocabulary

Vocabulary is very important in English teaching and learning which paramount importance to language learners. Vocabulary is a basic of someone learns a foreign language

Vocabulary has an important role and also as central to English language teaching and learning. As stated by Wilkins "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed". Furthermore, he argued that by learning vocabulary, someone would be able to improve language skills ability.²⁶ So, it can

²⁶ Schott Thornbury, *How to Teach Vocabulary* (England, UK: Cambridge Education Limited, 2002).p.13

be concluded that learn vocabulary is very important because it the basic component in language even though before someone learn grammar. In fact, people need to use words in order to express themselves in any language.

When students learn English, is very important for them understand the language and master vocabulary first. Students cannot express their ideas, opinions and feelings because if they have low vocabulary. According to Schmitt, the leaners especially who is in a basic level such as students in first grade students till seventh grade students should master 2.000 words and suggest that the fifty words have to give for the students in every week.²⁷

In implemented the research, the researcher was conducted the research in Junior High School in seventh grade students, so that researcher emphasized students to learn fifty words in every week. The total number of words that researcher give to the students are 100 words they are divide in two kinds such as verb and noun.

B. Total Physical Response Method

1. History of Total Physical Response Method

Total Physical Response (TPR) is a language teaching method developed by James Asher, a professor of psychology at San Jose State University, California who has been successful in developing this method on learning foreign language and second language. The beginning of this method was developed by Asher because he saw how the proses children learn their native language, and parents coordinate speech. Asher claimed in Richards that speech directed to young children consists of primarily of commands, which children respond to physically before they begin to produce verbal responses. So, TPR is method as a result from process children learn their mother tongue which involves coordinate speech and body movements.

²⁷ Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000).p143

Even though this method is based on children language acquisition, but this method is not just for children. Teenager and adults also can use this method when learning English. It supported by Richard statement that adults' second language learning as a parallel process to child first language acquisition and feels that adults should recapitulate that process.²⁸

Furthermore, Stephen Mark Silver argued that the TPR method is a natural method of language learning.²⁹ Mark sees that Total Physical Response is natural method because according to him when the baby was the first year they could not speak like adults, they just speak for babbling. But they try to understand their parents' language code and respond it.

The same view from Richards and Rodgers that TPR is natural method, because they see Asher's three hypotheses in TPR, namely bio-program, brain lateralization, and reduction of stress. All of the hypotheses describe in the following description:³⁰

a. Bio Program

- 1) Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.
- 2) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
- 3) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

²⁸Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. p.73

²⁹Stephen Mark Silver, *Listen and Perform: The TPR Student Workbook* (Sky Oaks Production, 1985).p.6

³⁰Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*.p.74

According to Richards explained that the second or foreign language learner should internalize of the target language through listening exercise. Speech and other productive skills should come later.³¹ Based on the explanation above, it could be seen that bio program describe the fundamental activity in Total Physical Response is listening exercise.

b. Brain Lateralization

Brain lateralization has different function in left and right brain hemisphere.³² Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left brain learning. According to Asher in Richard that child language learner acquires language through motor movement – a right-hemisphere activity. Furthermore, Richards explained that the process similarly when adult should proceed to language mastery through right hemisphere motor activities, while the left hemisphere watches and learns. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.³³

Based on the explanations, it could be seen that the second hypotheses describes Total Physical Response involve physical activity when learning language. Physical activity is defined as right hemisphere activity as main activity. Meanwhile, left hemisphere activity is the activity produce language. In TPR, learners produce language without forced so that left hemisphere activity will be occurred after the right hemisphere activity.

³¹ Jack C. Richard and Theodore S. Rodgers. Ibid

³² Jack C Richards, *Approaches and Methods in Language Teaching* (USA: Cambridge University Press, 1986).

³³ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*.ibid

c. Reduction of Stress.

Richards argued that the important condition for successful in language learning is the absence of stress.³⁴ In third hypotheses from Asher, explained that TPR method make learners successful in learning language because the language learning process focus on meaning interpreted through their body movements.³⁵ So, learners did not feel stress and anxiety, instead they enthusiastic when learning language.

2. Definition of Total Physical Response

There are several views from expert about definition of TPR method. First, stated by Asher in Rohmah, the Total Physical Response (TPR) is a method that combines information and abilities through the use of body movements.³⁶ Second, Tarigan considers that the TPR method is a method by applying the student's gestures and responses in the classroom, thus making students gain good understanding and memory during the learning process.³⁷ And the last, Richards in his book *Approaches and Method in Language Teaching* defines TPR as a method of language learning involving instruction and action, where the learners respond to the instruction by their gestures and body movements.

Based on the several definitions above, the researcher concluded that Total Physical Response is method which involves primarily command and physical Response. Because, students are invited to engage directly by making movements based on teacher instruction so that, the language learning process is more enjoyable. Students do not feel bored, worried let alone depressed, and easier to

³⁴ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching_0521312558.Pdf*, Second Edi (New York: Cambridge University Press, 1999).

³⁵ Jack C. Richard and Theodore S. Rodgers.

³⁶ Rohmah Zulianti, *Teaching English as Foreign Language* (Malang: GOI & IDB, 2013).p.24

³⁷ Tarigan H G, *Pengajaran Kedwibahasaan* (Bandung: Angkasa, 2009).p.133

understand language lessons. This method also helps students to remember words easily.

TPR is a method in Language Teaching and Learning second or foreign language which the teacher applies in a classroom. Furthermore, teachers teach language through commands, and students respond with kinesthetic (body) movements to show their understanding.

3. Procedure and Technique in TPR

There some expert stated the procedures in TPR method, as follows:

First, According to Asher in Richard, the procedures divided into four steps:³⁸

- a. Review, this was a fast-moving warm-up which individual students were moved with commands
- b. New commands. The instructor delivered the new command
- c. Role reversal, the students readily volunteered to utter commands that manipulated the behavior of the instructor and other students
- d. Reading and writing which at the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the words learned today together

Second, Rohmah divides six steps:³⁹

- a. The teacher says the commands as he himself performs the action.
- b. The teacher says the command as both the teacher and the students then perform the action.
- c. The teacher says the command but only students perform the action
- d. The teacher tells one student at a time to do commands
- e. The roles of teacher and student are reversed. Students give commands to teacher and to other students.

³⁸ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*_0521312558.Pdf.

³⁹ Rohmah Zulianti, *Teaching English as Foreign Language*.p.24

- f. The teacher and student allow for command expansion or produces new sentences.

Third, Garcia in Setiyadi states or procedure in TPR as follows:⁴⁰

- a. The English Teacher creates a situation where the students are given ten new words about the intended item, for example about fruit.
- b. Through the introduction of new words, students must choose three items that they fail. If they are wrong, the words can be repeated by the teacher. If they are right, the prize is a compliment from the teacher.
- c. The teacher introduces new items by doing series of activities, for example through gesture.
- d. The teacher introduces new items through the use of tapes, and then students follow the instruction.

In conducted the research, the researcher applied procedure from Asher.

4. Advantages and Disadvantages of Total Physical Response

Here are the advantages and disadvantages in TPR method defines by Widodo:⁴¹

- a. Advantages:
 - 1) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood;
 - 2) It is very memorable. It does assist students to recognize and remember phrases or words;
 - 3) It is good for kinesthetic learners who are required to be active in the class;

⁴⁰Bambang Setiyadi, *Teaching English as a Foreign Language* (Jakarta: Graha Ilmu, 2006).p.133

⁴¹Handoyo Puji Widodo, "Teaching Children Using a Total Physical Response (TPR) Method: Rethinking," *Bahasa Dan Seni* 33 (2005): 239.

- 4) It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;
 - 5) It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;
 - 6) It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready;
 - 7) It is very effective with teenagers and young learners; and
 - 8) It involves both left and right-brained learning;
- b. Disadvantages:
- 1) Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher;
 - 2) It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques. To sum up, TPR should best be combined with others since it needs much energy so that learners do not feel tired of learning language; and
 - 3) Although the use of TPR in the classroom has often been effective, it does have its flaws. One of this method flaws is that when a teacher uses TPR in their lesson, they will have trouble teaching abstract vocabulary or expressions. As a remedy, the teacher can write the word on cards with a picture if applicable. Another flaw is that TPR can be ineffective if the

teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptions, and conversation forms of language.

In this researcher, the researcher focussed on the advantages to improve students' vocabulary mastery by the implementation of TPR method, even though there are some disadvantages in this method. The researcher implemented this method for students in seventh grade students of MTs Negeri 1 Kotamobagu, which the students are in the stage operational stage or known as teenager.

C. Improving Students' Vocabulary Mastery through Total Physical Response.

Total Physical Response method is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory association will be and the more likely it will be recalled, then through combined tracing activities such as verbal rehearsal accompanied by motor activity, hence increase the possibility or successful recall.⁴² It means that Total Physical Response is a method that will create good memory when using it in learn language, because combine verbal rehearsal with motor activity.

Based on the theory, it could be conclude that, Total Physical Response is a method that is appropriate applied in improving students' vocabulary mastery. Because, the method could help students in create good memory if used intensively in teaching and learning vocabulary. Students could remember the vocabulary given by the teacher easily because they learn vocabulary through demonstration or body movements.

D. Previous Research

Related to this research, the researcher found some literatures about previous researchers which area relevant to this research.

⁴² Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching_0521312558.Pdf*.p.73

Tabel 2.1 Research Originality

No	Research Identity	Similarity	Difference	Research Originality
1	Ice Sariyati, The effectiveness of TPR (Total Physical Response) in English Vocabulary Mastery of Elementary School Children	The research focused on implementation of Total Physical Response to know students' increase in vocabulary mastery	The object in this research is the students in elementary school	This research was Classroom Action Research at grade VII E students of MT's Negeri 1 Kotamobagu that focused on the implementation of Total Physical Response method to improve students' Vocabulary mastery
2.	Misra Fadillah, The effectiveness of Teaching Vocabulary Through Total Physical Response Method from Islamic University of Syarif Hidayatullah Jakarta.	The research focused on students' vocabulary learning achievement by using Total Physical Response Method.	The research was an experimental research.	
3.	Sri Nurjasmini Samir, the Use of Total Physical Response (TPR) Method in Teaching Pronunciation of Command Words at the Second Year Students of MTsN 408 Binamu Jenponto from Islamic University Alauddin Makassar	The research implemented Total Physical Response method in Teaching English.	The research was quasi-experimental research with the sample consisted of 60 students which were taken by using Cluster Sampling technique, there were 30 students from VIII A as experimental class and 30 students from VIII B as controlled class	

4.	Nining Puji Ningsih., improving students' English vocabulary by using Total Physical Respons at sixth year of MI NU Manafiuk Ulum Kudus from Sebelas Maret University Surakarta	The research focused on students' improvement in vocabulary mastery	The objects of research are students in elementary school.	
5.	Adryani Gloriana Landum, Teachers' Attitudes Toward the use of Total Physical Response in Teaching English Vocabulary to Young Learners from Kristen Satya Wacana University	To find out the effectiveness of Total Physical Response method in teaching vocabulary	The purpose of this study to know Teachers' attitudes towards the use of TPR method for teaching English vocabulary to young learners.	

The table above showed some previous research in related to this research. First, the research is written by Ice Sariyati which the title “The effectiveness of TPR (Total Physical Response) in English Vocabulary Mastery of Elementary School Children.” The research focused on implementation of Total Physical Response to know students' increase in vocabulary mastery.⁴³

Second, the research from Misra Fadillah with the title “The effectiveness of Teaching Vocabulary through Total Physical Response Method” and the research focused on students' vocabulary learning

⁴³Ice Sariyati, “The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children,” *PAROLE: Journal of Linguistics and Education* 3, no. 1 April (2013): 50-64-64, <https://doi.org/10.14710/parole.v3i1April.4458>.

achievement by using Total Physical Response Method. This research was an experimental research.⁴⁴

Third, Sri Nurjasmini Samir was conducted research title “the Use of Total Physical Response (TPR) Method in Teaching Pronunciation of Command Words at the Second Year Students of MTsN 408 Binamu Jenponto”. The research was quasi-experimental research with the sample consisted of 60 students which were taken by using Cluster Sampling technique, there were 30 students from VIII A as experimental class and 30 students from VIII B as controlled class.⁴⁵

Fourth, the thesis from Nining Puji Ningsih.with the research title “Improving students’ English vocabulary by using Total Physical Response at sixth year of MI NU Manafiuk Ulum Kudus.” The research focused on students’ improvement in vocabulary mastery and the objects are students in elementary school.⁴⁶

Last, previous research from Adryani Gloriana Landum which the research title “Teachers’ Attitudes Toward the Use of Total Physical Response in Teaching English Vocabulary to Young Learners”. The purpose of this research is to know Teachers’ attitudes towards the use of TPR method for teaching English vocabulary to young learners.⁴⁷

Based on the previous research, the researcher concluded that this research had the some similarities, but the main focused in this research is about the using TPR in improving students in teaching and learning English. Meanwhile, in this study the researcher focused on the implementation of Total Physical Response to Improve students’

⁴⁴Misra Fadillah, “THE EFFECTIVENESS OF TEACHING VOCABULARY DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH AND TEACHER ’ S TRAINING SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH AND TEACHER ’ S TRAINING,” 2011.

⁴⁵ Sri Nurjasmini Samir, “The Use of Total Physical Response (TPR) Method in Teaching Pronunciation of Command Words at the Second Year Students of MTsN 408 Binamu Jenponto” (UIN Alaudin Makassar, 2017).

⁴⁶ Nining Pujiningsih, “Improving Students’ English Vocabulary by Using Total Physical Response” (Sebelas Maret University Surakarta, 2010).

⁴⁷ Adryani Gloriana Landum, “Teachers’ Attitudes Toward the Use of Total Physical Response in Teaching English Vocabulary to Young Learners” (Universitas Kristen Satya Wacana Salatiga, 2017).

vocabulary mastery, especially students' vocabulary mastery about verb
and noun object

CHAPTER III

RESEARCH METHODOLOGY

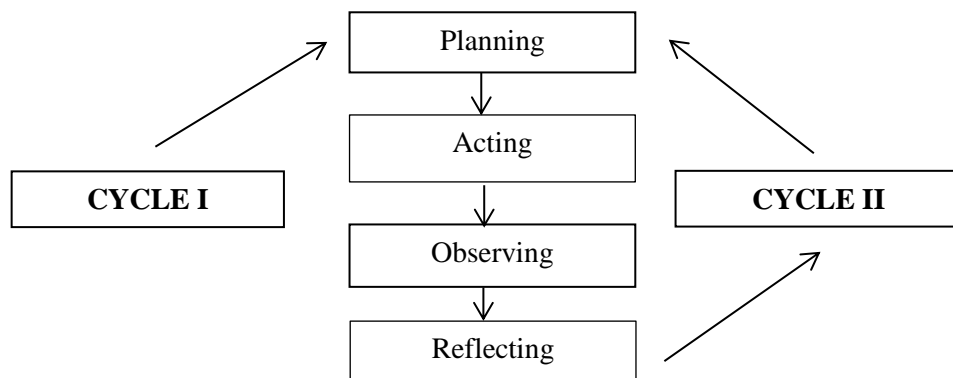
A. Research Design

In this research, the researcher used classroom action research design to improve students' vocabulary mastery by the implementation of Total Physical Response method.

There are several model in classroom action research that often used as research design, such as from Kurt Lewin Model, Kemmis & McTaggart model, John Elliot Model, and Dave Ebbutt model.⁴⁸

In this research, researcher used Classroom Action Research design from Kurt Lewin model is an action-reflection cycle of planning, acting, observing and reflecting. Here is the classroom action research model from Kurt Lewin which described on the following figure.

Figure 1. Kurt Lewin Model of Action Research .



Based on the model, there are four steps carried out in a cycle. The researcher did the steps in implementation of Total Physical Response method to improve students' vocabulary mastery such as in the explanation below:

⁴⁸ Mu'alamin, "Penelitian Tindakan Kelas Teori Dan Praktik" (Pasuruan, 2014).p.16

a. Planning

In the first step, the researcher prepared the lesson plan, learning material about noun and verb, instrument included observation sheet and test.

b. Acting

In second step, the researcher did the action by the implementation of TPR method to improve students' vocabulary mastery in class VIII E of MT's Negeri 1 Kotamobagu.

c. Observing

In third steps, the teaching and learning process is observed by the English teaching who being the collaborator on this research as observer. The result of the observation steps was used by the researcher in the next steps.

d. Reflecting

In the last steps, the researcher is presented the result from observation did by the English teacher and analysed the data that researcher collected before in the acting step.

B. Research Participants

The Participants on this research are Class VII E that consists of 35 students from Junior High School at MT's Negeri 1 Kotamobagu. The researcher got the participants based on the permission by the school headmaster and recommendation of the English teacher. The English teacher recommended this class because the students' lack of vocabulary mastery.

C. Research setting

This research was conducted in March till May on the academic year of 2020/2021 at MTs Negeri 1 Kotamobagu.

D. Data and Source of Data

The data and source of data is acquired from 1 English Teacher and 35 students in Class VII E which consisted of 16 boys and 19 girls at MTs Negeri 1 Kotamobagu.

E. Research Instruments

The instruments in this research are follows:

1. Observation

The observation is used as instruments to acquire the data by observing the research process.

2. Test

In this research, the researcher was used pre-test and post-test. The aim of the pre-test is to find out and quantify students' vocabulary mastery before the implementation of TPR method. While post-test was used to find out and quantify students' improvement in vocabulary mastery after the implementation of the TPR method.

3. Interview

The researcher interviewed the students to get information from students about their respond after the implementation of Total Physical Response method in improving their vocabulary mastery.

4. Documentation

The researcher used documentation to collect the data from school as evidence of this research.

F. Data Collection Technique

In technique collected the data, the researcher used the instruments such as follows:

1. Observation

The researcher observed the activities in the classroom to see students' situation during the learning process. The instrument of observation in this research used observation sheet. The observation sheet divided in two kinds, for students and for researcher as a teacher in this classroom

action research. While the English teacher was observed the researcher and the students through give check in the list of observation sheet.

2. Test

Then, the post-test was applied after the implementation of TPR method. The kind of test is multiple choice forms which consist of 25 questions. Multiple choice format for test questions in which candidates have to choose from a number or presented alternatives, only one of which is correct.⁴⁹

3. Interview

The researcher prepared the interview list as a technique to get the data such as students' respond after the implementation of Total Physical Response method in improving their vocabulary mastery.

4. Documentation

The researcher used documentation to collect the data from school as evidence of this research. The researcher used smartphone and flash disk to collect the data such as picture in the teaching learning process, record the interview, and school profile.

G. Data Analysis Technique

The technique to analyse the data in this research divided into 2 types namely qualitative analysis and quantitative analysis.⁵⁰ The researcher will explain the techniques in the following description:

1. Qualitative

According to Miles and Huberman, Qualitative data analysis divided into three kinds such as follows:⁵¹

⁴⁹ Tim MacNamara, *Language Testing*, ed. H. G Widdowson (New York: Oxford University Press, 2000).

⁵⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2013).

⁵¹ Mathew & Miles B and Michael Huberman A, *Qualitative Data Analysis*, 2nd Editio (USA: Sage Publications, 1994).p.10

a. Data Reduction

Data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription.⁵² The researcher acquired the data in this research used observation sheet and interview.

b. Data Display

In this stage, the researcher analyse the data through data display. Data display is an organized, compressed assembly of information of the permits conclusion drawing and action.⁵³ It means that the data will describe through narration. the researcher display the data from the observation result from students activities during the learning process and the interview result from the several students.

c. Conclusion Drawing and Verifying

This is the last step in qualitative analysis where the result of data analysis was concluded. The result of the analysis described by researcher in own narration or words.

2. Quantitative

Quantitative analysis is needed to analyse the data in test. However, the minimum completeness (KKM) considering the English subject the score is 70 (seventy), this value stated from the school curriculum. The students are success to pass the test if reached the KKM (70). In this research, the researcher gave students vocabulary test through pre-test and post-test in form of multiple-choice which consist of 25 questions. However, Vocabulary test scores then determined by the ranging from 0-100. The students' correct answer is 4 point and the incorrect answer is 0 point, then researcher applying the formula such as:

⁵² Miles B and Huberman A.p.10

⁵³ Miles B and Huberman A.p.11

The formula:⁵⁴

$$S = \frac{R}{N} \times 100$$

S : Score

R : The number of correct answer

N : The number of question

Next to determine or asses the mean of students' score in test, the formula such as follows:⁵⁵

$$X = \frac{\sum x}{\sum n} \times 100$$

X : Mean or Average

$\sum x$: The sum or total score from students

$\sum n$: The number of students

Last, to know the percentage of students, the researcher analysed the data with the formula such as follows:⁵⁶

$$P = \frac{f}{\sum n} \times 100\%$$

P : The percentage

F : The number of students that succeed

$\sum n$: The number of students

From the suggestion by English teacher and based on the curriculum of MTs Negeri 1 Kotamobagu, the minimum competence criteria (KKM) of English lesson is 70 at seventh grade. However, the

⁵⁴ Ngalim Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran* (Bandung: PT. Remaja Rosdakarya, 2004).p.112

⁵⁵ Nana Sudjana, *Penilaian Hasil Dan Proses Belajar Mengajar* (Bandung: Rosda Karya, 2011).p.109

⁵⁶ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2011).

research is successful if 70% of the participants pass the minimum score 70. So, if the students 70% passed the test, then the action of the cycle would not continue or stop.

H. Research Procedures

The research procedures that carried out by researcher such as follow:

1. Pre-cycle

In pre-cycle, the researcher was followed the learning process with English teacher. Then, researcher gave pre-test for students to measure students' vocabulary mastery before implemented the treatment.

2. Cycle I

In cycle I, the first treatment was implemented by researcher in four stages, as following description:

a. Planning

In the first stage, the researcher and English teacher prepared the lesson plan, material, media, and students' vocabulary test.

b. Acting

In second stage, the researcher was carried out the actions in accordance with the lesson plan that the researcher prepared in the first stage.

c. Observing

In third stage, English teacher as a collaborator observing the action and the learning process through observation sheet. Then, the researcher collected the result of teacher observation to analysed in the next stage.

d. Reflecting

In the last stage, the researcher analyse the result of the action through teacher's observation and analyse the result of the test. Afterward, Decide whether the actions taken are successful or not. The data result from cycle one will be used in further cycle.

3. Cycle II

In cycle II, all the procedures were the same with cycle II. But, the improvement of students in this cycle is determining factor to continuing the action to the next cycle

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher presented the data and through classroom action research. However, the research that has been carried out at MT's Negeri 1 Kotamobagu in grade VII E students. The researcher presented the data into two kinds namely Qualitative and Quantitative data.

1. Qualitative

a. Observation

The researcher was conducted the research used observation sheet, there was observed by English teacher, while the researcher implemented the treatment. In the observation sheet, the English teacher observe both students' and teacher's activity during the learning process. The research process was conducted by researcher in two cycles and each cycle divided into two meetings. The process of observation in each cycle described in the following section:

1) Cycle I

In cycle I observation carried out on 8th April 2021 and 9th April 2021. The observation did by English teacher during the learning process which the forms divided in two kind, they are for observing teacher's and students' activity.

a) In the first meeting, the Observer observed the students' activity in the learning process. The observation result showed that students was listen carefully the explanation on the material. They also interested and enthusiasm in the learning vocabulary using TPR method. In the learning process, the students were participated and can memorize the vocabulary given by teacher. However, there are still

some weaknesses in the first meeting. First, the students hesitate and shy to ask the teacher about something that they don't understand in the topic. Second, some students shy and afraid to answer teacher's question. Third, there are some students look confused so they did not do the movements

- b) In the second meeting, the Observer observed the teacher's activity. Based on the observation result showed that teacher did most the activities which is quite good. The teacher started the class very well and did not forget to give students motivation. Then, teacher introduced about TPR method to students and allowed the procedure with the students. However, there are some weaknesses that happened in second meeting, the result of observation sheet showed that the teacher did not maximal in delivering the material. There are two activities did not allowed by teacher such as did not make sure all the students do the movements and did not ask the students about their understanding in the topic that they already learn. Based on the result, the researcher tried to focus and paid attention in delivered the material and tried to allow all activities in the next cycle.

b. Interview

The researcher interview several students after the treatment on 11th October 2021. The number of students in Class VII E consisted of 35 students, the researcher selected 10 students being the informant. The result of interview showed in the following explanation.

- 1) Based on the preliminary observation, the researcher found the problem from students where they had difficulties in mastery the vocabulary before implemented treatment. This problem

supported by the interview result from students, they said “saya sulit menghafal kosakatanya”⁵⁷ (I have difficult in memorize the vocabulary), “sulit untuk menyebutkan kosakatanya,”⁵⁸ (it’s difficult to pronounced the vocabulary), “saya tidak tahu artinya.”⁵⁹ (I do not know the meaning), “saya suka cepat lupa ketika sudah hafal kosakatanya”⁶⁰ (I forgot the vocabulary that already memorized easily)

- 2) Based on the result interview showed that students’ difficulties and problems are solved after the treatment. It is supported by the students’ statement such as “Setelah menggunakan TPR saya sudah tidak lagi mengalami kesulitan miss.”⁶¹ (After the using of TPR I no longer have difficulty in memorizing vocabulary), “saya tidak lagi mengalami kesulitan dalam menghafal maupun dalam penyebutan kosakatanya”⁶² (I no longer have difficulty in memorizing nor in pronouncing the vocabulary).
- 3) The students were improved their vocabulary mastery and motivated to want to further improve their vocabulary mastey, these was supported by students’ answer, they said “saya sudah bisa mengingat kosakatanya dengan mudah”⁶³, (I could remember the vocabulary easily) saya sudah bisa menyebutkan kosakatanya dengan lancar dan mengingatnya dengan

⁵⁷Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Sherina Aulia Mokodompit 11th October 2021

⁵⁸Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Chantika Mokodompit 11th October 2021

⁵⁹Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Putri Hapsari Yusuf 11th October 2021

⁶⁰Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Kirania Dwi Prisilia 11th October 2021

⁶¹Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Moh Ihsan Zuyadi, 11th October 2021

⁶²Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Erlangga Al Bambang 11th October 2021

⁶³Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Rehan Datukramat 11th October 2021

mudah.”⁶⁴ (I can pronounce the vocabulary fluently and remember it easily), “Saya termotivasi dan ingin selalu belajar kosakata setiap saat.”⁶⁵ (I am motivated and want to learn vocabulary all the time).

c. Documentation

Documentation data was collected by the researcher such as photos as evidence of the research, profile school, and the name of students.

2. Quantitative

In this research, the researcher used classroom action research which divided of three steps such as pre-cycle, cycle I and cycle II. In brief, the data in each cycle would be presented in the following description:

1. Pre-Cycle

Pre-cycle is early steps which the researcher joined with English teacher in the class before implemented the treatment. The researcher observed the learning process and from the observation the teacher gave students some words and asked students to memorize the words. The memorization was implemented by the English teacher because students' lack in vocabulary mastery. In the last 30 minutes, the English teacher gave the researcher time to evaluate the students. The researcher gave a pre-test to the students to find out students' vocabulary mastery before the implementation of the Total Physical Response method. The pre-test had been done in 5th on April 2021. Through pre-test, it could be seen that students' vocabulary mastery before the treatment. The students' pre-test scores in pre-cycle such as follows:

⁶⁴ Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Sitti Fahirah Bandu 11th October 2021

⁶⁵ Interview Result with the student in VII E at eight grade of MTs Negari 1 kotamobagu, Sitti Fahirah Bandu 11th October 2021

Table 4.2
Students' Scores on the Pre-Test in the Pre-Cycle

No	Name of Students	Score	KKM (70) (failed/passed)	Yes	No
1.	Student 1	64	Failed		√
2.	Student 2	80	Passed	√	
3.	Student 3	76	Passed	√	
4.	Student 4	80	Passed	√	
5.	Student 5	48	Failed		√
6.	Student 6	56	Failed		√
7.	Student 7	56	Failed		√
8.	Student 8	60	Failed		√
9.	Student 9	56	Failed		√
10.	Student 10	60	Failed		√
11.	Student 11	80	Passed	√	
12.	Student 12	32	Failed		√
13.	Student 13	56	Failed		√
14.	Student 14	68	Failed		√
15.	Student 15	76	Passed	√	
16.	Student 16	72	Passed	√	
17.	Student 17	68	Failed		√
18.	Student 18	68	Failed		√
19.	Student 19	32	Failed		√
20.	Student 20	76	Passed	√	
21.	Student 21	44	Failed		√
22.	Student 22	40	Failed		√
23.	Student 23	40	Failed		√
24.	Student 24	40	Failed		√
25.	Student 25	68	Failed		√
26.	Student 26	52	Failed		√
27.	Student 27	56	Failed		√
28.	Student 28	60	Failed		√
29.	Student 29	64	Failed		√
30.	Student 30	80	Passed	√	
31.	Student 31	64	Failed		√
32.	Student 32	52	Failed		√
33.	Student 33	60	Failed		√
34.	Student 34	44	Failed		√
35.	Student 35	40	Failed		√
	Σx	2068			
	\bar{x}	59,08			

The total mean of students' scores is obtained by formula:

$$X = \frac{\sum x}{\sum n} = \frac{2068}{35} = 59,08$$

X : Mean or Avarage

$\sum x$: The sum or total score from students

$\sum n$: The number of students

Based on the table, it could be seen that students' mean was the total score from students ($\sum x$) that is 2068 were divided by the total students ($\sum n$) which consisted of 35 students and the result is 59,08. Furthermore, to know the percentage could be seen in table below.

Table 4.3

Percentage of Students who (success) in Pre-Cycle

No.	Criterion	Total of Students	Percentage
1.	Passed	8	22%
2.	Failed	27	78%
Total number of students ($\sum n$)		35	100%

To know the percentage of students who reached KKM 70 (seventy), the researcher applied the formula such as:

$$P = \frac{f}{\sum n} \times 100\% = \frac{8}{35} \times 100\% = 22\%$$

Notes:

P : The percentage

f : The number of students that succeed

$\sum n$: The number of students

Based on the explanation, the percentage got from the result of dividing the number of students that succeed (f) that is 8 students with

the number of students ($\sum n$), that is 35 students, afterward multiplied by 100% and the result is 22%.

The results showed that student's vocabulary mastery is very low. It can be seen that only 22% of students were succeed while students who were failed in the pre-test were 78%. The total score of students in the pre-test was 2068 and the mean of students was 59,08. The minimum student means should be 70 based on the KKM.

2. Cycle 1

1) Planning

For the first stage, the researcher prepared the lesson plan, observation sheet and the test. After completing the planning, the researcher started the second stage. The lesson plan see in appendix 5.

2) Acting

At acting stage, the researcher implemented the treatment in two meetings such as follow:

- a) The first meeting carried out on 8th April 2021, the researcher started the action by followed the lesson plan that has been prepared in the previous stage. Based on the lesson plan, the researcher divided the activities into three kinds namely pre-activities, main activities and post activities.

First, pre-activities are beginning activities where researcher was start the class with praying, greeting, check students' attendance list, gave students motivation and warm up related to the material.

Second, main activities are the activities when researcher gave students treatment. Before gave students treatment, the researcher explained about TPR method and

vocabulary. Afterwards, tell the students about the procedure in TPR. In short, the researcher gave the students vocabulary about noun and verb to memorize through their movements. The researcher also gave the students task to made sentences in commands form then they perform the commands. Last, the researcher confirmed the material by asked students read and write the vocabulary that they have taught on their notebook. measure students' understanding about the learning topics.

Third, Post activities are activities when the research closed the meeting trough pray and greeting.

- b) The second meeting was conducted on 9th April 2021. The class began by praying and checking students' attendance list. Before entering the new material, the researcher asked the students about the material in the last meeting. The researcher also asked students to mention the vocabulary that they already know in previous meeting. After that, the researcher gave students vocabulary about noun and verb. The students have to follow all the steps that doing by researcher. Last the researcher gave test for students to evaluate their improvement in cycle I about the vocabulary mastery by implemented Total Physical response.

Table 4.4

Students' Scores on the Post-Test 1

No	Name of Students	Score	KKM (70) (Failed/Passed)	Yes	No
1.	Student 1	72	Passed	√	
2.	Student 2	92	Passed	√	
3.	Student 3	80	Passed	√	
4.	Student 4	84	Passed	√	
5.	Student 5	56	Failed		√
6.	Student 6	64	Failed		√
7.	Student 7	60	Failed		√

8.	Student 8	72	Passed	√	
9.	Student 9	64	Failed		√
10.	Student 10	74	Passed	√	
11.	Student 11	84	Passed	√	
12.	Student 12	52	Failed		√
13.	Student 13	68	Failed		√
14.	Student 14	76	Passed	√	
15.	Student 15	84	Passed	√	
16.	Student 16	80	Passed	√	
17.	Student 17	76	Passed	√	
18.	Student 18	84	Passed	√	
19.	Student 19	52	Failed		√
20.	Student 20	88	Passed	√	
21.	Student 21	56	Failed		√
22.	Student 22	56	Failed		√
23.	Student 23	60	Failed		√
24.	Student 24	56	Failed		√
25.	Student 25	76	Passed	√	
26.	Student 26	68	Failed		√
27.	Student 27	64	Failed		√
28.	Student 28	72	Passed	√	
29.	Student 29	72	Passed	√	
30.	Student 30	88	Passed	√	
31.	Student 31	80	Passed	√	
32.	Student 32	60	Failed		√
33.	Student 33	72	Passed	√	
34.	Student 34	60	Failed		√
35.	Student 35	60	Failed		√
		Σx	2462		
		\bar{x}	70.34		

The total mean of students' scores is calculated by formula:

$$\bar{x} = \frac{\Sigma x}{\Sigma n} = \frac{2462}{35} = 70,34$$

\bar{x} : The mean of students' score

Σx : The sum or total score from students

Σn : The number of students

Based on the table, it could be seen that students' mean was the sum or total score from students ($\sum x$) that is 2462 were divided by the number of students ($\sum n$) which consisted of 35 students and the result is 70,34.

Then, to know students' percentage in reaching the KKM could be seen in table below.

Table 4.5
Total Percentage of Students Scores in Post-Test 1

No.	Criterion	Total of Students	Percentage
1.	Failed	21	60%
2.	Passed	14	40%
Total number of students ($\sum n$)		35	100%

To find out the percentage of students who reached the minimum completeness criteria 70 (seventy), the researcher used the formula as follows:

$$P = \frac{f}{\sum n} \times 100\% = \frac{21}{35} \times 100\% = 60\%$$

Notes:

P : The percentage

f : The number of students that succeed

$\sum n$: The number of students

Based on the data, the percentage got from the result of dividing the number of students that succeed (f) that is 21 students with the total students ($\sum n$), that is 35 students, afterward multiplied by 100% and the result is 60%.

c) Observing

At this stage, the observation sheet was implemented during the learning process. On the first meeting, English teacher observed students' activities in the learning process. From the observation result, it showed that students are listened the teacher explanation carefully and they also participate in the learning process. The students enjoyed the learning process, they look interested and enthusiast when do the movements. But, still there are some weaknesses in this meeting such as the students hesitate and shy to ask the teacher about something that they don't understand in the topic, they shy and afraid to answer teacher's question and there are some students look confused so they did not do the movements.

In second meeting, the English teacher observed researcher's activities and the result showed that the researcher allowed most the activities. But there are still some weaknesses because the researcher did not maximal delivered the treatment. It showed that in observation result, the researcher did not make sure all the students do the movements and forgot asking students understanding or difficulties during the learning process. Then, researcher tried to fix the problems and make improvement in the next cycle by paid attention to allow the steps based on the lesson plan.

d) Reflection

At this stage, the researcher evaluated and analysed whole procedures started from planning into observing stage. Based on the planning stage, the researcher's lesson plan prepared very well but the implementation of the Total Physical Response method in the classroom there were still

some weakness. The researcher delivered the material does not maximal. In the acting stage, the students enthusiastic and enjoy the learning but they did not do the movements very well.

Based on the data, showed that the students increased their vocabulary mastery, but there are some students did not reach the minimum completeness (KKM). The sum or total score of students is 2462 and the mean of students is 70.34. While the percentage of students was 60% and the other students who have not successful was 40%. Compared to the results of the pre-test, post-test is much better. This means that the implementation of the TPR method gives students increase in vocabulary mastery but it has not reached 70% on the cut score. Based on the procedures in cycle I, the researcher concluded that the learning process and students' learning outcomes are still low.

Based on the reflection stage, the researcher tried to correct the weakness that happened in cycle I and continue the research in cycle 2.

3. Cycle 2

This cycle is also divided into 4 stages as follows.

a. Planning

In cycle II, the researcher prepared the lesson plan, because cycle I still has some weakness, in this cycle the researcher expected could overcome the problems.

b. Acting

- 1) The first meeting of cycle II was carried out on 22nd April 2021, the researcher as usual started the class according to the lesson plan that has been prepared in the planning stage. First, in pre activities researcher started the class by praying

and greeting. Then checking students' attendance list, afterwards give the students motivation and warming up. Second, in the main activities the researcher reviewed the learning material in the last meeting. The students mentioned all the vocabulary very well.

Next, the researcher gave students vocabulary about noun and verb. The vocabulary was writes on the board. The researcher mentioned and demonstrated the words then the students repeat the steps. Afterwards, the students are divided into 7 groups. In each consisted of 5 students and the students have to work together in making sentences in commands form. They used vocabulary given by researcher to made sentences. Each group write the sentences on a paper and collect it to the researcher. The researcher shared the paper randomly and make sure every group did not get their own paper. Leader in each group have to reads the commands, and the member have to demonstrate the command correctly.

The researcher gave appreciation for all the students and giving compliment for the group that had high score. Last, in post activities the researcher closed the meeting.

- 2) The second meeting was done on 23rd April 2021. The teacher began the learning process with greeting and checking students' attendance list as usual. Then, the researcher reviewed the vocabulary that had been taught in previous meeting. After that, the researcher writes the vocabulary about noun and verb on the board. The researcher demonstrated the vocabulary and students repeat the steps. Then, researcher divide student into group and gave the exercise such as in previous meeting. Every group did the task very well and demonstrated the sentences in

correctly. Afterwards, the researcher gave the students test to assess students' improvement in mastery the vocabulary on the cycle II. After that, the researcher ended the class by thanking all students for their efforts and cooperation during the learning process. In cycle II, the researcher divided students of the group because to improve the learning process so that students did feel boring. It also helps students to make sentences because they work together in group.

Here are the students score in Post-Test 2 in second cycle

Table 4.6
Students' Scores on the Post-Test 2

No	Name of Students	Score	KKM (70) (Failed/Passed)	Yes	No
1.	Student 1	80	Passed	√	
2.	Student 2	96	Passed	√	
3.	Student 3	88	Passed	√	
4.	Student 4	96	Passed	√	
5.	Student 5	76	Passed	√	
6.	Student 6	80	Passed	√	
7.	Student 7	80	Passed	√	
8.	Student 8	84	Passed	√	
9.	Student 9	84	Passed	√	
10.	Student 10	88	Passed	√	
11.	Student 11	92	Passed	√	
12.	Student 12	68	Failed	√	
13.	Student 13	80	Passed	√	
14.	Student 14	84	Passed	√	
15.	Student 15	92	Passed	√	
16.	Student 16	88	Passed	√	
17.	Student 17	84	Passed	√	
18.	Student 18	88	Passed	√	
19.	Student 19	64	Failed		√
20.	Student 20	96	Passed	√	
21.	Student 21	76	Passed	√	
22.	Student 22	72	Passed	√	
23.	Student 23	80	Passed	√	
24.	Student 24	68	Failed		√

25.	Student 25	84	Passed	√	
26.	Student 26	76	Passed	√	
27.	Student 27	80	Passed	√	
28.	Student 28	84	Passed	√	
29.	Student 29	80	Passed	√	
30.	Student 30	96	Passed	√	
31.	Student 31	92	Passed	√	
32.	Student 32	80	Passed	√	
33.	Student 33	84	Passed	√	
34.	Student 34	76	Passed	√	
35.	Student 35	80	Passed	√	
		Σx	2896		
		X	82.74		

The total mean of students' scores is obtained by formula:

$$X = \frac{\Sigma x}{\Sigma n} = \frac{2896}{35} = 82,74$$

Notes:

X : The mean of students' score

Σx : The sum or total score from students

Σn : The number of students

Based on the table, it could be seen that the mean was students' total score (Σx) that is 2896 were divided by the number of students (Σn) which consisted of 35 students and the result is 82,74. However, to know students' percentage in reached KKM could be seen in table below.

Table 4.7

Total Percentage of Students Scores in Post-Test 2

No.	Criterion	Total of Students	Percentage
1.	Failed	32	91%
2.	Passed	3	9%
Total number of students (Σn)		35	100%

The percentage of students who reached the minimum completeness criteria 70 (seventy), the researcher calculated by used the formula as follows:

$$P = \frac{f}{\sum n} \times 100\% = \frac{32}{35} \times 100\% = 91\%$$

Notes:

P : The percentage

f : The number of students that succeed

$\sum n$: The number of students

Based on the data, the percentage got from the result of dividing the number of students that succeed (f), that is 32 students with the number of students ($\sum n$), that is 35 students, afterward multiplied by 100% and the result is 91%.

c. Observing

At this stage, the observation was conducted during the learning process. According to the results of observations did by English teacher, showed that both researcher and students' carried out the learning process very well. All of students response all the commands given by researcher, they did the movements. They also can memorize the words that they have been learned in actively and enthusiastic. The observation sheet cycle II, see in appendix 3.

d. Reflecting

In the last stage, the teacher and researchers conducted the data and evaluate the whole procedures in cycle II. The data showed that the increasing students in vocabulary mastery after the treatment was improve. The results based on the data, the students' percentage in reached the KKM was 91%, the score is categorized

very high. The students' improvement in learning process such as follows:

- 1) Through the implementation of Total physical response method, students' increased their vocabulary mastery.
- 2) Students improve their learning process by participate actively in asking, answering and doing the task.
- 3) Improved students in memorizing the words.
- 4) Improve students motivation in learning process such as created their interest and enthusiastic when learning English, especially about vocabulary learning.
- 5) The students got great scores from the test that given by the researcher.

After presented the Qualitative and Quantitative Data, the researcher would compare the result Pre-Test, Post-Test 1 and 2 in the following table.

Tabel. 4.8

The Cycle	The Sum (Σx)	Mean (X)	Total Students		Percentage	
			(Σn)		(P)	
			Failed	Passed	Failed	Passed
Pre-Test	2068	59.8	27	8	78%	22%
Post-Test 1	2462	70.34	14	21	40%	60%
Post-Test 2	2896	82.74	3	32	8%	91%
The Total Maximum			0	35	0	100%

The tables showed the test result in each cycle. In Pre-Test showed that the sum or total score of students score was 2068 and the mean or average was 59.8. In pre-test there are 27 students failed and only 8 students passed the minimum completeness criteria (KKM). Furthermore, the percentage of students who failed was 78% and who passed was 22%. Based on the result on pre-test showed students' have lack in vocabulary mastery because their score on the test was low.

In post-test 1 showed that the sum or total score of students score was increase being 2462 and the mean or average was 70.34. In post-test 1, there

are 14 students failed and 21 students passed the minimum completeness criteria (KKM). It means that more than half of students succeed on the test in cycle I. It also supported by the percentage of students who failed was 40% and who passed was 60%. Based on the result on post-test 1 showed students' vocabulary mastery was increase 38% if see the improvement in pre-cycle into cycle I. However, the students percentage still low because did not reach the minimum completeness criteria (KKM) 70.

The post-test 2 result showed the sum or total score of students score was improved significantly being 2896 and the mean or average was 80.74. In post-test 1, there are 3 students failed and 32 students passed the minimum completeness criteria (KKM). It showed that most of students succeed on the test in cycle II. That is supported by the percentage of students who failed only 8% and who passed being 91%. Based on the result on post-test 1 showed students' vocabulary mastery was increase 69% if see the improvement in pre-cycle into cycle II. While, the improvement in cycle I into cycle was increase 31%. However, the percentage showed the students' vocabulary mastery in cycle was 91%.

Based on the explanation above, the researcher concluded that post-test 2 got better result comparing to post-test 1. From this reason, it proofs that the implementation of Total physical Response was successful to improve students' vocabulary mastery.

B. Discussion

1. The Implementation of Total Physical Response

In this section, the researcher will discuss the implementation of Total Physical Response method to improve students' vocabulary mastery at seventh grade in class VII E of MT's Negeri 1 kotamobagu. So, Total Physical Response is linked to the "trace theory" of memory in phycology, which holds that the more often or the more intensively a memory association will be and the more likely it will be recalled, then through combined tracing activities such as verbal rehearsal accompanied by motor activity, hence increase the possibility or

successful recall.⁶⁶ In this method, students would learn language through motor activity in remembering the language. Based on the theory, the researcher conducted the method in improving students' vocabulary mastery because the method would create students' good memory to memorize and remembering the language.

However, the language teaching and learning by implemented TPR method would make students minimize their stress so that the language learning would become more enjoy and fun because students' would learn through their body movements so that students would give their best in learning outcomes.

From the result of findings, in this research showed that most of students master the vocabulary that given by the researcher through practice activity which memorizing the vocabulary involved their body movements. But, in cycle I, the implementation of Total Physical Response still have some weakness such as in the following explanation:

- a. The students did not response the learning material very well.
- b. The students cannot answer teacher's question very well.
- c. Some students look confused with the command from the teacher
- d. Some students did not do the movements.

Based on the problems in cycle I, the researcher continued the research into the cycle II which focused to improve students' vocabulary mastery by pay attention to the action. Then, students improvements in cycle II would mentioned such as follows:

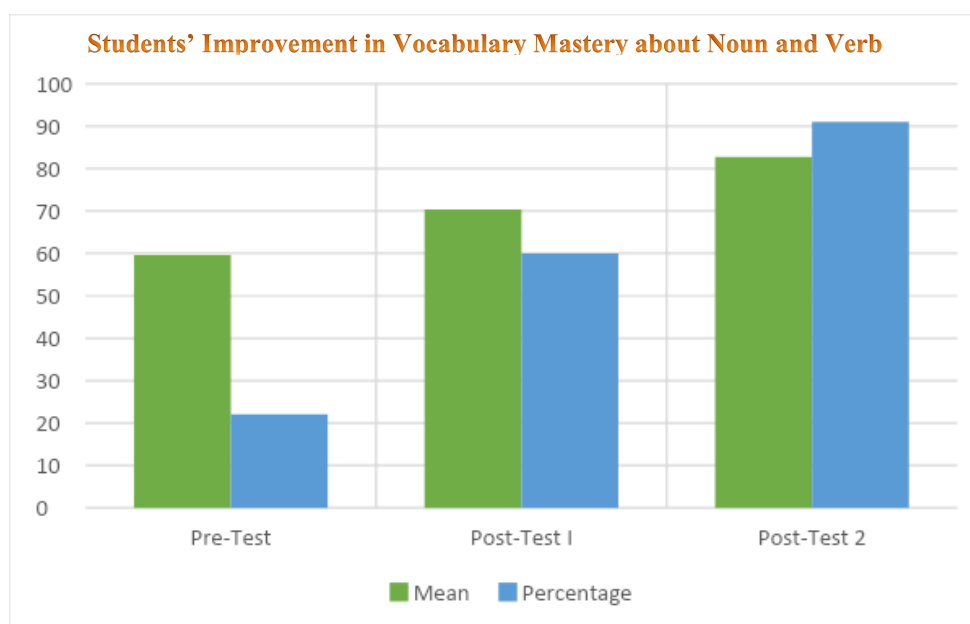
- a. The researcher was paid attention to implement the action with loudly, clearly and correctly way.
- b. The students respond the action was great
- c. The students' improvement in vocabulary mastery was increased.

⁶⁶ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching_0521312558.Pdf*.p.73

Based on the explanation, it could be concluded that the implementation of Total Physical Response in cycle II was improve all students' vocabulary mastery. In second cycle showed the students' improvement in mastery the vocabulary compare with the first cycle.

2. Students Improvement in mastery vocabulary through the TPR method

Based on the implementation of TPR method, students' vocabulary mastery was increased. Overall, the increase in student vocabulary can be seen in the graph below.



The graph showed that the mastery of the student's vocabulary has improved very well. Could be seen in the pre-cycle, the mastery of the student's vocabulary has not reached the existing of minimum completeness criteria (KKM) 70. The pre-test results showed that 27 students did not reach the (KKM) 70 and only 8 students were passed. The total mean was 59.58 and the percentage of total students passed the KKM was 22%. In the cycle I, the number of students did not reach the KKM was 14 students while succeed is 21 students. The total mean of students was 70.34, and the total percentage was 60%. Moreover, in cycle II the increasing of students' vocabulary was much higher

compared to the previous cycle and 32 students achieved the minimum completeness criteria (KKM). The total mean by students was 82.74 and the total percentage of students who succeeded in this cycle was 91%

Based on the students' mean and percentage in each cycle, the researcher concluded that the implementation of Total Physical Response is effective to improve students' vocabulary mastery. Total Physical Response method was made students successful learn language, especially vocabulary. They also produce words very well and overcome their fear, stress and anxiety in learning vocabulary. And the main activity that made students' improved their vocabulary mastery significantly because they memorized the words through their body movements or motor activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this classroom action research that has been carried out and from the results of findings and discussion, the researcher concluded the research to answer the research problem such as follows:

1. The Implementation of Total Physical Response in Class VII E of MTs Negeri 1 Kotamobagu is able to improve students' vocabulary mastery. The improvement could be seen and supported by the research findings. Based on the findings on the research showed the students' vocabulary mastery in the learning process such as memorize, pronounce, remember, and interpret the meaning of vocabulary through movements.
2. The Implementation of Total Physical Response in improving students' vocabulary mastery, especially about noun and verb was carried by the researcher in two cycle namely cycle I and II. In Pre-Test showed that the sum or total score of students score was 2068 and the mean or average was 59.8. In pre-test there are 27 students failed and only 8 students passed the minimum completeness criteria (KKM). Furthermore, the percentage of students who failed was 78% and who passed was 22%. Based on the result on pre-test showed students' have lack in vocabulary mastery because their score on the test was low. In post-test I, students' total score was 2462 and the total mean was 70,34. Students' who got successful consists of 21 students it's mean that the percentage was 60% and the students who did not passed the percentage was 40% which consist of 16 students. The result showed that the percentage did not reach the KKM. Based on post-test II, all of the students increased their vocabulary mastery and almost students reached the KKM. Students' total score was 2896 and the total mean was 82.74. The total percentage showed that 91% students succeed and

9% students failed. Because this reason, the researcher concluded that the implementation of the total physical response method was proven to improve vocabulary mastery of Class VII E students in MTs Negeri 1 Kotamobagu.

B. Suggestion

Based on the classroom action research which conducted by researcher, the researcher offered suggestions as follows:

1. English Education Department:
 - a. For English Education Department should emphasize English Students to master language teaching and learning method. Because they will become English Teacher so their knowledge about several methods in language teaching and learning is very important to help students in learning English.
 - b. For the English Students who become English Teacher should pay attention to learn method in language teaching and learning, because the used of method in the classroom will help students' difficulties in English learning process.

2. English Teacher

For English Teachers should develop and explore their knowledge in teaching and one of them by applying methods that are in accordance with the student's abilities. Such as a creative method to make students interested learn English and at the end, the students will give their best in learning

3. Further Researcher

The results of this research hope will be used as reference for other researchers and provide motivation to develop future research.

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APPENDICES

APPENDIX 1

School Profile

PROFIL MADRASAH

Nama Madrasah	: Madrasah Tsanawiyah Negeri 1 Kotamobagu		
Tahun Berdiri	: 1979		
SK Pendirian	: -		
Sk Penegerian	: B. 5064/Kw.23.2/PP.00/09/2016		
NSM	: 121171740001		
NPSN	: 40105213		
Akreditasi	: A (UNGGUL) Nilai 91		
Nomor SK Akreditasi	: 308/BAP-SM/SULUT/XII/2018		
Alamat Madrasah	: Jl. Kapten Piere Tendean No. 60		
Kelurahan	: Gogagoman		
Kecamatan	: Kotamobagu Barat		
Kota	: Kotamobagu		
Provinsi	: Sulawesi Utara	Kode Pos	: 95715
Telepon	: (0434) 21648	Fax	:
(0434) 21648			
Letak Koordinat	: 0 ⁰ 44' 42,3" N 124 ⁰ 18' 58,1"E		
Email	: mtsnkotamobagu@kemenag.go.id		
Luas Tanah	: 5858 M ²		
Sertifikat Bangunan	:IMBNo.640/D.03/DPU/PPW/251/VIII/2006 Tanggal 26 Agustus 2006		
NPWP	: 00.458.612.9.824.000		
Status Madrasah	: Negeri		
Bangunan Madrasah	: Milik Sendiri		
Gedung Madrasah	: Permanen		
Organisasi Penyelenggara	: Pemerintah/Kementerian Agama		

MTs Negeri 1 Kotamobagu berdiri pada tahun 1979 dan seluruh bangunannya adalah peralihan dari PGA 4 tahun Kotamobagu yang dilebur menjadi MTs Negeri 1 Kotamobagu' Dalam perialanan kepemimpinan di

madrasah ini telah mengalami sepuluh kali pergantian pimpinan madrasah. Kepara madrasah yang pernah bertugas pada madrasah ini sejak awal berdirinya hingga kini sebagai berikut :

No.	NAMA KEPALA MADRASAH	MASA KEPEMIMPINAN	
		MULAI	SAMPAI
1	SUKATA	1979	1982
2	NURBAYA S. BINOL	1982	1989
3	Drs. NADJIB GILALOM	1989	1993
4	Drs. SIRAJUDIN MANDENG	1993	1997
5	Drs. ALI NURHAMIDIN	1997	2003
6	RAHMAT GUHUNG	2003	2005
7	Drs. ERWIN VAN GOBEL	2005	2006
8	MUKTAR GANGGAI, S.Ag	2006	2012
9	SRINANGSI MAKALALAG, S.Pd	2012	2017
10	INTAN SAFITRI MOKODOMPIT, S.Pd	2017	SEKARAN G

1. PROFIL TENAGA PENDIDIK DAN KEPENDIDIKAN

Tenaga pendidik yang berjumlah 44 orang dengan spesifikasi sebagai berikut : 21 PNS Kementerian Agama, 3 PNS DIKNAS, 2 non PNS guru tersertifikasi dan 20 guru non PNS (Guru Tidak Tetap).

Tenaga kependidikan berjumlah 19 orang dengan spesifikasi sebagai berikut : 3 PNS Kementerian Agama, 9 Staf TU Non PNS (PTT), 3 SATPAM, dan 4 Cleaning Service

TABEL SUMBER DAYA

NO	JENIS TUGAS	STATUS KEPEGAWAIAN						JML
		ASN KEMENAG		ASN DIKNAS		NON ASN		
		L	P	L	P	L	P	
1	TENAGA PENDIDIK	5	16	2	1	11	9	44
2	TENAGA KEPENDIDIKAN	2	1	0	0	3	6	12
3	LAINNYA (CS DAN SECURITY)	0	0	0	0	4	3	7
JUMLAH		7	17	2	1	18	18	63

PROFIL MADRASAH**TENAGA PENDIDIK**

No.	Nama/NIP	PANGKAT	JABATAN	KETERANGAN
1	Intan Safitri Mokodompit, S.Pd NIP 197907012005012006	PEMBINA / Iva	KEPALA MADRASAH	ASN KEMENAG
2	Marwana Muhammad, S.Ag NIP 197908072003122004	PEMBINA / Iva	WAKA Kurikulum	ASN KEMENAG
3	Kartini Mokodompit, S.Pd NIP 196505032003022001	PENATA tk I / III d	WAKA Humas	ASN KEMENAG
4	Dudi Mokoginta, S.Ag NIP 197009142000031002	PENATA / III c	WAKA SARPRAS	ASN KEMENAG
5	Suaib Lupojo, S.Pd NIP 196809171992021003	PEMBINA tk I / IV b	WAKA Kesiswaan	ASN DINAS PENDIDIKAN
6	Sulianti Mamonto, M.Pd NIP 196704211999032002	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
7	Jusna Husain, S.Pd NIP 197007071997032002	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
8	Arni Batalipu, S.Pd NIP 197307252003122004	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
9	Wasitti Salbia, S.Pd NIP 197406212003122002	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
10	Siti Nurmala, S.Pd NIP 197507252002122001	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
11	Susrianti Mokoginta, S.Pd NIP 198002012006042001	PENATA / III c	Guru Mapel	ASN KEMENAG

12	Drs. Muhammad Mokoagow NIP 196202012000121003	PEMBINA / IVa	Guru Mapel	ASN DINAS PENDIDIKAN
13	Nurling Mamonto, S.Ag NIP 196804202014072003	PENATA MUDA tk I / III b	Guru Mapel	ASN DINAS PENDIDIKAN
14	Fransisca A. Paputugan, S.Pd NIP 199101312019032026	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
15	Sry Inggriani Lakoro, S.Pd NIP 199212022019032017	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
16	Miranti Samheda, S.Pd NIP 199302052019032027	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
17	Filly Qurrata A'yun, S.Pd NIP 199507302019032020	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
18	Rahmi Inayah Damopolii, S.Pd NIP 199601112019032015	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
19	Rosna Wati, S.Pd NIP 199710262019032005	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
20	Ikbal Pontororing, S.Pd NIP 198808182019031013	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
21	Jainal Juli, S.Pd NIP 198911252019031016	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
22	Akbar Arafah Embo, S.Si NIP 199002152019031007	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
23	Muhammad Binsar Hasyim, S.Si NIP 199610072019031002	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
24	Rukmini Mokodenseho, S.Pd	-	Guru Mapel	GTT
25	Selamad Riyadi, S.Pd	-	Guru Mapel	GTT
26	Masyita Ambah, S.Pd.I	-	Guru Mapel	GTT
27	Windra Kukus, S.Pd	-	Guru Mapel	GTT
28	Firawati Rakanijo, S.Pd	-	Guru Mapel	GTT
29	Mega Anjasari Manangin, S.Pd	-	Guru Mapel	GTT
30	Afni Utari Paputungan, S.Pd	-	Guru Mapel	GTT
31	Elfira Nading, S.Pd	-	Guru Mapel	GTT
32	Risna Paputungan, S.Pd.I	-	Guru Mapel	GTT
33	Dita Ayu Lestari Damopolii, S.Pd	-	Guru Mapel	GTT
34	Pratiwi Angraini Korompot, S.Pd	-	Guru Mapel	GTT
35	Arpandi Mokoginta, S.Pd	-	Guru Mapel	GTT
36	Dona Mokodompit, S.Pd	-	Guru Mapel	GTT
37	Adhi Haryanto Haseng, S.Pd	-	Guru Mapel	GTT
38	Sanit Ismet Dingo, SS	-	Guru Mapel	GTT
39	Agus Prastyo, S.Pd	-	Guru Mapel	GTT
40	Budi Ashari K. Gumeleng, S.Pd	-	Guru Mapel	GTT
41	Rifol Simbala, S.Pd	-	Guru Mapel	GTT
42	Moh. Rafiq Daeng, S.Pd	-	Guru Mapel	GTT
43	Yuaib Rauf, S.Pd	-	Guru Mapel	GTT
44	M. Nugraha Adiwikarta, S.Pd	-	Guru BK	GTT

TABEL PESERTA DIDIK

NO	TAHUN PELAJARAN	JUMLAH PESERTA DIDIK
1	2018 – 2019	685 Orang
2	2019 – 2020	745 Orang
3	2020 – 2021	744 Orang

DAFTAR SISWA PERKELAS					
MTs NEGERI 1 KOTAMOBAGU					
TAHUNPELAJARAN 2020/2021					
NO	KELAS	LAKI-LAKI	PEREMPUAN	JUMLAH	KET
1	VII A	18	17	35	
2	VII B	19	17	36	
3	VII C	19	17	36	
4	VII D	20	16	36	
5	VII E	17	18	35	
6	VII F	19	16	35	
7	VII G	20	15	35	
JUMLAH KELAS VII		132	116	248	
8	VIII A	17	22	39	
9	VIII B	19	21	40	
10	VIII C	19	21	40	
11	VIII D	20	19	39	
12	VIII E	17	22	39	
13	VIII F	17	23	40	
14	VIII G	20	20	40	
JUMLAH KELAS VIII		129	148	277	
15	IX A	20	17	37	
16	IX B	17	20	37	
17	IX C	15	22	37	
18	IX D	20	17	37	
19	IX E	18	20	38	
20	IX F	21	17	38	
JUMLAH KELAS IX		111	113	224	
JUMLAH		372	377	749	

2. PRESTASI MADRASAH

MTs Negeri 1 Kotamobagu terus membangun dan meningkatkan pengembangan sumber daya didalamnya baik personel ketenagaan maupun peserta didik, hal ini memberikan kemajuan terhadap lembaga dengan dibuktikan dari prestasi yang diraih baik lembaga dan peserta didik melalui prestasi akademik dan non akademik sebagai berikut :

1. Juara I Lomba Sekolah Sehat tingkat Provinsi Sulut Tahun 2017
2. Peringkat IV Lomba Sekolah Sehat tingkat Nasional Tahun 2017
3. Juara I Lomba Tari Kreasi tingkat SMP/MTS se Kotamobagu Tahun 2017
4. Juara I Lomba Penulisan Karya Ilmiah tingkat SMP/MTS se Kotamobagu Tahun 2017
5. Tropi bergilir Lomba Perpustakaan Sekolah SMP/MTS se Kotamobagu tahun 2017
6. Juara I Pencak Silat Puteri pada O2SN tingkat Provinsi Sulut Tahun 2017
7. Juara II Lomba Pidato Bahasa Arab Puteri tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
8. Juara II Lomba Bulu Tangkis Putera tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
9. Juara III Lomba Bulu Tangkis Putera tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
10. Juara III Lomba Tenis Meja Putera tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
11. Peserta Pentas Seni Tari Daerah pada Pameran Pendidikan Islam Internasional di Tangerang Banten Tahun 2017
12. Juara Umum Pramuka Penggalang pada Perkemahan Santri se Sulut di Manado Tahun 2017
13. Juara I Fashion Show Pakaian Seragam Sekolah pada FLS2N se Kotamobagu Tahun 2017
14. Juara I Lomba Pidato Bahasa Mongondow pada FLS2N se Kotamobagu Tahun 2017
15. Juara I Pencak Silat pada O2SN se Kotamobagu Tahun 2018
16. Juara I Atletik pada O2SN se Kotamobagu Tahun 2018
17. Juara II Bulu Tangkis pada O2SN se Kotamobagu Tahun 2018
18. Juara III Karate pada O2SN se Kotamobagu Tahun 2018
19. Juara IV Renang pada O2SN se Kotamobagu Tahun 2018
20. Juara II Penulisan Karya Ilmiah Tingkat Kotamobagu Tahun 2018

21. Juara II Umum Kegiatan Pramuka Penggalang pada Perkemahan Santri se Sulut di Manado Tahun 2018
22. Juara II OSN Tingkat Kota Kotamobagu, Mata Pelajaran IPS Tahun 2019
23. Juara 1 Kostum Daur Ulang dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
24. Juara 1 Pidato Bahasa Indonesia dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
25. Juara II Futsal dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
26. Juara II Bintang Vokalia dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
27. Juara I Bulu Tangkis Putera pada O2SN se Kotamobagu Tahun 2019
28. Juara II Bulu Tangkis Puteri pada O2SN se Kotamobagu Tahun 2019
29. Juara I Pencak Silat Putra 2 Siswa dan Putri 1 Siswa pada O2SN se Kotamobagu Tahun 2019
30. Juara II Pencak Silat Putri Tingkat Provinsi Tahun 2019
31. Juara II Pencak Silat Putra Tingkat Provinsi Tahun 2019
32. Juara III Pencak Silat Putra Tingkat Provinsi Tahun 2019
33. Juara 1 Karate pada O2SN se Kotamobagu Tahun 2019
34. Juara III Karate pada O2SN Tingkat Provinsi Sulawesi Utara Tahun 2019
35. Juara 1 Atletik pada O2SN se Kotamobagu Tahun 2019
36. Juara 1 Aksi Pengutamaan Bahasa Negara di Ruang Publik Melalui Penghargaan Wajah Bahasa Sekolah Tingkat Provinsi Sulut Tahun 2019
37. Mengikuti FESyar BI bidang tari kreasi tingkat Indonesia Timur Tahun 2019
38. Juara 1 Menyanyi Solo pada FL2SN Tingkat Kota Kotamobagu Tahun 2019
39. Juara 1 Menyanyi Solo pada FL2SN Tingkat Provinsi Sulawesi Utara Tahun 2019

40. Mengikuti ajang FL2SN tingkat Nasional pada Lomba Bintang Vokalia Tahun 2019 di Prov. Banten;
41. Juara 1 Tari Kreasi pada FL2SN Tingkat Kota Kotamobagu Tahun 2019
42. Juara 1 Tari Kreasi pada FL2SN Tingkat Provinsi Sulawesi Utara Tahun 2019
43. Mengikuti ajang FL2SN tingkat Nasional pada Lomba Tari Kreasi Tahun 2019 di Prov. Banten;
44. Siswa an. Faradillah Adila Meka Rivai Juara 1 Badminton Kategori Pemula Putri pada ajang Manado Open (se Indonesia Timur) tahun 2019;
45. Siswa an. Faradillah Adila Meka Rivai Juara 3 Badminton Kategori Remaja Putri pada ajang Manado Open (se Indonesia Timur) tahun 2019;
46. Siswa an. Nofal Lobangon Juara 3 Badminton Kategori Remaja Putra pada ajang Manado Open (se Indonesia Timur) tahun 2019.
47. Juara 3 siswa An. Salwa Nuraida Laoh pada ajang KSM tingkat Nasional pada Mata pelajaran Matematika terintegrasi tahun 2019 di Manado.

APPENDIX 2

The Letters



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-697 /In. 25 / F.II / TL.00.1 /3/ 2021 Manado, 19 Maret 2021
Lamp : -
Hal : Permohonan Izin Penelitian

Kepada Yth :
Kepala/Pimpinan MTs Negeri 1 Kotamobagu
Di Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Firdalisa Mailakay
N I M : 16.2.6.014
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"The Implementation of Total Physical Response to Improve Student's Vocabulary"**.

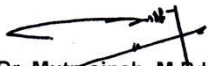
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. **Dr. Andi Mukarramah Nagauleng, M.Pd**
2. **Ahmad Mustamir Waris, M.Pd**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Maret s.d. Mei 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan I,


Dr. Muhtainah, M.Pd
NIP. 19810716 200604 2 002

Tembusan :
- Rektor IAIN Manado sebagai Laporan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KOTAMOBAGU
MADRASAH TSANAWIYAH NEGERI 1 KOTAMOBAGU
Jalan Kapten Piere Tendean Nomor 60 Kotamobagu Sulawesi Utara
Email: mtsnkotamobagu@kemenag.go.id

SURAT REKOMENDASI

Nomor : B-*FS* /MTs.23.13/PP.00.5/04/2021

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Manado Fakultas Tarbiyah dan Ilmu Keguruan, nomor : B-697/In.25/F.II/TL.00.1/3/2021 Tanggal 19 Maret 2021 tentang permohonan izin penelitian, maka Kepala MTs Negeri 1 Kotamobagu dengan ini memberikan rekomendasi kepada :

Nama Mahasiswa : Firdalisa Mailakay
NIM : 16.2.6.014
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)

Untuk melakukan Penelitian dengan Judul "The implementation of total physical response to improve student's vocabulary" di Madrasah Tsanawiyah Negeri 1 Kotamobagu sejak bulan Maret s.d Mei dalam rangka memenuhi syarat untuk memperoleh gelar Sarjana Pendidikan.

Demikian Surat Tugas ini diberikan untuk dipergunakan seperlunya.

Kotamobagu, 05 April 2021



Kepala

Intan Safitri Mokodompit

APPENDIX 3
Observation Sheet

OBSERVATION SHEET

Students' Activities in Cycle I

Description:

The observation sheet is for observing the students' activities in the classroom. The observer gives check (✓) Yes/No column based on the real situation in the classroom.

No.	Students' Activities	YES	NO
1.	All of students come on time into the classroom	✓	
2.	The students listen carefully all of the teacher's explanation	✓	
3.	The students are interest and enthusiast in learning vocabulary through TPR method	✓	
4.	The students participate in learning process	✓	
5.	The students ask the teacher about something that they don't understand in the topics		✓
6.	The students can answer teacher's question		✓
7.	The students do task from teacher	✓	
8.	All of the students do the movements		✓
9.	The students can memorize the vocabulary words	✓	

OBSERVATION SHEET

Students' Activities in Cycle II

Description:

The observation sheet is for observing the students' activities in the classroom. The observer gives check (✓) Yes/No column based on the real situation in the classroom.

No.	Students' Activities	YES	NO
1.	All of students come on time into the classroom	✓	
2.	The students listen carefully all of the teacher's explanation	✓	
3.	The students are interest and enthusiast in learning vocabulary through TPR method	✓	
4.	The students participate in learning process	✓	
5.	The students ask the teacher about something that they don't understand in the topics	✓	
6.	The students can answer teacher's question	✓	
7.	The students do task from teacher	✓	
8.	All of the students do the movements	✓	
9.	The students can memorize the vocabulary words	✓	

OBSERVATION SHEET

Teacher's Activities in Cycle II

Description:

The observation sheet is for observing the teacher's activities in the classroom. The observer gives check (✓) Yes/No column based on the real situation in the classroom.

No.	Teacher's Activities	YES	NO
1.	The teacher comes on time	✓	
2.	The teacher do greeting and pray	✓	
3.	The teacher introduce herself to students	✓	
4.	The teacher give motivation for students	✓	
5.	The teacher tell the students the purposes of the study	✓	
6.	The teacher introduces about TPR method	✓	
7.	The teacher repeat the vocabulary words with students	✓	
8.	The teacher asks several students to become volunteers	✓	
9.	The teacher make sure all students do the movements	✓	
10.	The teachers asks the students about they understanding from the topics that learned today	✓	
11.	The teacher closing the class and gives summary of today's learning	✓	

APPENDIX 4
Interviews' Data

INTERVIEW GUIDELINES FOR STUDENTS

After the Implementation of Total Physical Response

1. Did you enjoy the activities done during the learning process through TPR method?
2. How your opinion about learning vocabulary through Total Physical Response?
3. What are the difficulties do you face when you learn vocabulary before the implementation of TPR?
4. Is there any difficult in learning vocabulary after the implementation of TPR?
5. Do you find it easier to memorize vocabulary through TPR?
6. In your opinion, what are the lacks of using TPR method in learning vocabulary?
7. Do you think that TPR method improve your vocabulary mastery?
8. Are you motivated to improve your vocabulary mastery?

THE TRANSCRIPT OF INTERVIEW

Informant : Sherina Aulia Mokodompit
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya miss, sangat seru.
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Menurut saya sangat menyenangkan, tidak membosankan dan tidak susah.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Kesulitannya pada saat menghafal kosakatanya, pas sudah hafal kadang cepat lupa.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Sudah tidak lagi miss..
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya miss, karena belajar sambil dipraktekkan miss.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Ada miss, karena teman yang lain cukup berisik karena terlalu semangat
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss, karena saya rasa kosakata saya semakin bertambah.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya miss, soalnya ternyata belajar kosakata itu sangat menyenangkan. Jadi saya ingin menambah kosakata saya miss.

THE TRANSCRIPT OF INTERVIEW

Informant : Putri Hapsari Yusuf
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya miss sangat menikmati. bahkan semangat
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Menyenangkan miss.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Kadang tidak tahu artinya miss. Kadang juga sulit dihafal karena pengucapannya susah miss.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Sudah lumayan miss, karena seru dan menyenangkan. Apalagi ketika mempraktekkan kosakatanya jadi gampang di ingat. Pengucapannya sering diulang jadi saya ingat miss.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya miss lebih mudah. Karena langsung dipraktekkan dikelas dengan teman yang lain.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Waktu pertama kali, masih malu miss. Tapi lama-lama sudah tidak miss.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss soalnya mungkin karena dipraktekkan terus jadi saya masih ingat. Hasilnya kosakata bahasa inggris saya bertambah.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya miss termotivasi, saya sekarang semangat dalam meningkatkan kosakata saya.

THE TRANSCRIPT OF INTERVIEW

Informant : Kirania Dwi Prisilia
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya miss sangat menikmati.
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Lebih mudah miss dan menyenangkan.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Susah untuk dihafal karena pengucapannya beda miss. Terus cepat lupa.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Sudah tidak miss.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya miss, karena belajar kosakata lewat gerakan.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Tidak ada miss. Soalnya semua pada semangat dan antusias.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya Miss. Soalnya kosakata saya semakin bertambah.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya termotivasi miss, saya sudah rajin meningkatkan kosakata saya sekarang miss.

THE TRANSCRIPT OF INTERVIEW

Informant : Erlangga Al Bambang
 Dates : 11 October 2021
 Time : 8.00 AM – 9.00 AM
 Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya menikmati miss
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Menyenangkan dan tidak membosankan miss
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	suka bosan belajar kosakata karena disuruh menghafal terus. Kadang juga suka salah sebut dan lupa artinya.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Sudah tidak miss. Karena miss mengajarkan dengan gerakan dan penyebutannya sering diulang.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya miss. Karena langsung dipraktekkan dikelas dengan teman yang lain dan juga di contohkan juga oleh Miss.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Hanya pada pertama miss, waktu pertama kali sayamasih bingung.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss soalnya saya masih ingat kosakata yang di ajarkan miss sampai sekarang,
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya Miss, sekarang saya sudah mulai meningkatkan penguasaan kosakata saya. Kadang juga suka dipraktekkan supaya cepat hafal.

THE TRANSCRIPT OF INTERVIEW

Informant : Chantika Mokodompit
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya saya menikmati miss.
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Menurut saya sangat menyenangkan, tidak membosankan dan cukup mudah.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Susah untuk diucapkan miss.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Tidak lagi miss karena sering diulang penyebutannya ditambah dengan praktek langsung.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya miss mudah, seru dan menyenangkan.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Tidak ada miss. Cuma kadang berisik karena teman yang lain terlalu semangat.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss. Karena saya masih mengingat kosakata yang miss ajarkan.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya sangat termotivasi miss. Jadi setiap belajar kosaka saya langsung ingin mempraktekkannya supaya dapat di ingat terus.

THE TRANSCRIPT OF INTERVIEW

Informant : Muhammad Rehansyah
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya seru miss jadi saya sangat menikmati proses pembelajarannya.
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Sangat bagus metodenya miss, apalagi kalo digunakan untuk menghafal kosakata. Sangat membantu
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Susah untu mengingat kosakata miss karena penyebutannya berbeda. Kelas juga membosankan miss
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Tidak miss, karena langsung di contohkan dengan gerakan.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya sangat mudah miss, membuat kita lebih cepat mengingat kosakatanya dan tidak cepat lupa.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Menurut saya tidak ada miss
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatomu?
Informant	Iya miss penguasaan kosakata saya meningkat. Saya jadi tau menggunakan kosakatanya.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatomu?
Informant	Iya sangat miss.

THE TRANSCRIPT OF INTERVIEW

Informant : Mohamad Ihsan Suyadi
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya menikmati Miss.
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Metodenya sangat membantu miss untuk belajar kosakata.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Kesulitan saya dalam menghafal dan menyebutkan kosakatanya miss.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Setelah menggunakan TPR sudah tidak lagi mengalami kesulitan miss, karena kita mempraktekkan kosakatanya.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya menurut saya lebih mudah.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Hanya pas awal saja miss, saya masih malu dan sedikit bingung
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss penguasaan kosakata saya sangat meningkat.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya miss termotivasi karena belajar kosakata bahasa Inggris tidak sesulit yang saya kira.

THE TRANSCRIPT OF INTERVIEW

Informant : Sitti Fahirah Bandu
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya miss karena menyenangkan dan seru
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Metodenya sangat membantu miss khususnya dalam belajar kosakata
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Saya tidak mengerti artinya miss, kadang kalo sudah hafal atau tau artinya suka cepat lupa.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Tidka lagi miss, karena dilakukandengan gerakan jad lebih mudah untuk diingat dan di mengerti.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya menurut saya lebih mudah.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Kelemahannya saya capek miss karena terlalu semangat mungkin. Tapi seru.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss, saya sudah bisa menyebutkan dengan lancar kosakatanya dan mengingatnya dengan mudah.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya miss termotivasi miss, saya ingin belajar kosakata terus menerus..

THE TRANSCRIPT OF INTERVIEW

Informant : Rehan Datukramat
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of MTs Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya miss karena menyenangkan
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Metodenya sangat menyenangkan jadi tidak sadar kalau sedang belajar.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Biasanya suka cepat lupa kalo belajar kosakata.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Tidka lagi miss, malahan saya masih ingat koskata yang telah dipelajari
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya miss sangat mudah.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Tidak ada miss, karena metodenya membuat semua menjadi semangat.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Menurut saya iya miss. Karena saya sudah bisa mengingat kosakata dengan mudah.
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya miss. Sekarang saya sudah rajin belajar kosakakat dikamus miss. Kadang juga suka dipraktekkan supaya bias cepat ingat dan tidak cepat lupa

THE TRANSCRIPT OF INTERVIEW

Informant : Cessa Rahmawati
Dates : 11 October 2021
Time : 8.00 AM – 9.00 AM
Place : Class VII B of SMP Negeri 1 Kotamobagu

Researcher	Apakah kamu menikmati kegiatan yang dilakukan selama proses pembelajaran melalui metode TPR?
Informant	Iya miss sangat, menikmati
Researcher	Bagaimana pendapatmu tentang belajar kosakata melalui TPR?
Informant	Metodenya sangat menyenangkan, seru dan sangat membantu dalam belajar dan menghafal kosakata.
Researcher	Apa saja kesulitan kamu dalam belajar kosakata sebelum diterapkannya metode TPR?
Informant	Pengucapannya miss. Dan kadang suka cepat lupa kosakata yang disuruh hafal.
Researcher	Apakah kamu masih mengalami kesulitan dalam belajar kosakata setelah penerapan metode TPR?
Informant	Sudah tidak Miss. Karena saya masih ingat kosakatanya. Mungkin karena kita belajar sambil dipraktekkan langsung jadi saya masih ingat.
Researcher	Apakah kamu merasa lebih mudah menghafal kosakata melalui TPR?
Informant	Iya menurut saya lebih mudah karena dilakukan dengan gerakan miss.
Researcher	Menurutmu apa ada kekurangan dari penggunaan metode TPR dalam pembelajaran kosakata?
Informant	Tidak ada sih miss. Karena menyenangkan.
Researcher	Menurutmu metode TPR dapat meningkatkan penguasaan kosakatamu?
Informant	Iya miss, soalnya saya kosakata semakin bertambah
Researcher	Apakah kamu termotivasi untuk meningkatkan kosakatamu?
Informant	Iya sangat termotivasi Miss. Saya termotivasi dan ingin selalu belajar kosakata setiap saat.

Letter of Interview

Name : PUTRI HAPSARI YUSUF
Position : STUDENT

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



PUTRI HAPSARI YUSUF

Letter of Interview

Name : Cessa Rahmawati
Position : student

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



Cessa Rahmawati

Letter of Interview

Name : *SHERINA AULIA*

Position : *STUDENT*

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



SHERINA AULIA

Letter of Interview

Name : Rehan Datukramat

Position : Student

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



Rehan Datukramat

Letter of Interview

Name : Sitti Fahirah Bandu
Position : Student.

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



Sitti Fahirah Bandu

Letter of Interview

Name : MOH. IHSAN F. ZUYADI

Position : STUDENT

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



MOH. IHSAN ZUYADI


Letter of Interview

Name : *Muhammad Rehanzah*
Position : *Student*

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,


Muhammad Rehanzah

Letter of Interview

Name : Chantika Mokodompit
Position : Student

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



Chantika Mokodompit

Letter of Interview

Name : ERLANGGA A.B.
Position : STUDENT

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



ERLANGGA . A.B.

Letter of Interview

Name : Kirania Dwi Prisia

Position : Student

Declaring hereby that the participant has been interviewed regarding to the research entitled "The Implementation of Total Physical Response to Improve Students' Vocabulary Mastery" (A Classroom Action Research at Seventh Grade of MTs Negeri 1 Kotamobagu)".

Thus, this letter is to be used properly.

Informant,



Kirania Dwi Prisia

APPENDIX 5

Lesson Plan

LESSON PLAN

School	:	MTs Negeri 1 Kotamobagu
Subject	:	English Subject
Grade/Semester	:	VIII E
Subject Material	:	Vocabulary
Topic	:	Verb and Noun
Time Allocation	:	4 x 50 minutes

A. Standard of Competence :

- 1.1 Comprehending the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment.

B. Basic Competence

- 1.2 Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently and acceptedly.

C. Indicators

1. To pronounce the words
2. To demonstrate the words
3. To spell and interpret the vocabulary that has been given by teacher
4. To make simple sentences with the vocabulary has been given by teacher

D. The Purpose of Learning

At the end of the teaching and learning process:

1. The students are able to pronounce the words correctly
2. Students are able to demonstrate several sentences according to their meaning
3. Students are able to pronounce and interpret the vocabulary that has been given by the teacher
4. Students are able to make simple sentences in accordance with the vocabulary given by the teacher

E. Learning Material

1. Learning Material in first meeting.
Vocabulary words (listen to the teacher first and then do it!)

Verb: Point, Read, Sit, Walk, Look, Knock, Sweep, Go, Use, Jump
--

Noun: Globe, Clock, Picture, Cupboard, Mask, Table, Whiteboard, Desk, Window, Door, Book, Chair, Wall, Floor, Flag

2. Learning Material in second meeting

Verb: Close, Put, Give, Open, Tell, Save, Search, Bring, Hold, Share

Noun: Sharpener, Drawing Book, Notebook, Cayan, Eraser, Pencil Case, Ballpoint, Pencil, Ruler, Lunch Box, Bag, Marker, Color Marker,

3. Learning Material in third meeting.

Verb: Take, Listen, Throw, Move, Greet, Collect, Come, Mention, Cut, Leave

Noun: Paper, Scissors, Stapler, Calculator, Paperclip, Highlighter, Garbage, Dustbin, Board Eraser, Tie, Students, Classmate, Seatmate, Map, Teacher

4. Learning Material in fourth meeting.

Verb: Write, Turn On, Turn Off, Hide, See, Touch, Wear, Spell, Clean,

Noun: Broom, Dust Pan, Belt, Hat, Shoes, Socks, Shirt, Skirt, Projector, Uniform, Curtain, Calendar, Feather Duster, Table Cloth, Lamp

Form of Giving Command:

1) Verb1 + Object

Examples:

- watch out, come here
- eat your meal
- open it
- stand up

2) Please + Verb1 + Object

- Please clean this room
- Please wash your hand

3) Verb1 + Object + Please

- Wash your hand, please
- Open this bag, please

F. Method of Study

- Total Physical Response (TPR)

G. Teaching Learning Activity

1) Meeting I (2 x 50 minutes)

Pre-Activities (10 Minutes)

- Pray
- Greetings
- Teacher check the students' attendance
- Teacher gives motivation for students before begin the class

- Teacher gives warming up to the students through command that they already know such as “*attention please, stand up please, and sit down please*”

Main Activities ((80 Minutes)

Exploration:

- Teacher introduce the material to the students
- Teacher explain about TPR and vocabulary
- Teacher tells the procedure in TPR (review, new command, role rehearsal, reading and writing steps)
- Teacher asking question to students related to the material

Elaboration:

- 1) *Review* (the teacher gives the students fast warm-up with commands that they already know)
 - Attention please!
 - Please stand up!
 - Sit down!
- 2) *New command*
 - Teacher writes the vocabulary about noun and verb on the board
 - Teacher mentions the vocabulary about verb and noun
 - Teacher demonstrate the verbs
 - Teacher demonstrates the verbs and nouns through commands form.
 - Students repeat the steps.
- 3) *Role Rehearsal*
 - Teacher gives students task to make 2 commands
 - Teacher evaluate through motion, they have to perform in front the class.

Confirmation:

- 4) *Reading and Writing Steps*
 - Teacher asks students together reads the vocabulary that they have learned today
 - Teacher asks students to write all the vocabulary that they have learned today in their notebook.

Post Activities (10 Minutes)

- Teacher asking question about students difficulties during the learning process
- Teacher gives feedback by answering question from students and making conclusion about the learning process.
- Teacher Close the meeting by praying and greeting

2) Meeting II

Pre-Activities (10 minutes)

- Pray
- Greetings
- Teacher check the students' attendance
- Teacher gives motivation for students before begin the class

- Teacher gives warming up to the students through command that they already know such as “*attention please, use your mask, please, sit on you chair*”

Main Activities (80 Minutes)

Exploration:

- Teacher asks the students to mention the vocabulary that they have learned in previous meeting

Elaboration:

- 1) *Review* (the teacher gives the students fast warm-up with commands that they already know)
 - Attention please! Use your mask!
 - Point the clock!
 - Point the flag!
- 2) *New command*
 - Teacher writes the vocabulary about noun and verb on the board
 - Teacher mentions the vocabulary about verb and noun
 - Teacher demonstrate the verbs
 - Teacher demonstrates the verbs and nouns through commands form.
 - Students repeat the steps.
- 3) *Role Rehearsal*
 - Teacher gives students task to writes 2 commands
 - Teacher selects 5 students to perform the commands in front of the class.
 - Teacher checks their task.
 - Teacher give students test.

Confirmation:

- 4) *Reading and Writing Steps*
 - Teacher asks students together reads the vocabulary that they have learned today
 - Teacher asks students to write all the vocabulary that they have learned today in their notebook.

Post Activities (10 Minutes)

- Teacher asking question about students difficulties during the learning process
- Teacher gives feedback by answering question from students and making conclusion about the learning process.
- Teacher Close the meeting by praying and greeting

3) Meeting III

Pre-Activities (10 minutes)

- Pray
- Greetings
- Teacher check the students’ attendance
- Teacher gives motivation for students before begin the class

- Teacher gives warming up to the students through command that they already know such as “*attention please, use your mask, please,*”

Main Activities (80 Minutes)

Exploration:

- Teacher asks the students to mention the vocabulary that they have learned in previous meeting

Elaboration:

- 1) *Review* (the teacher gives the students fast warm-up with commands that they already know)
 - Attention please! Use your mask!
 - Open your bag!
 - Open your book!
 - Point the door!
- 2) *New command*
 - Teacher writes the vocabulary about noun and verb on the board
 - Teacher mentions the vocabulary about verb and noun
 - Teacher demonstrate the verbs
 - Teacher demonstrates the verbs and nouns through commands form.
 - Students repeat the steps.
- 3) *Role Rehearsal*
 - Teacher divides students in to 7 groups which each group consisted of 5 students.
 - Teacher asks students to make four sentences based on the vocabulary wrote by teacher on the board.
 - Each group writes the sentence on the paper.
 - Teacher collects the paper and share the paper randomly to every group. The teacher makes sure each group get different paper not their own paper.
 - Each group selects one student on their group as a leader. While the four students as volunteers to demonstrate the command reads by the leader.
 - Every group performs in front of the class, the leader read the commands in the paper, while the member demonstrates the commands.
 - If the member of the group can demonstrate correctly, they will get 25 point while if they wrong the point is 0.

Confirmation:

- 4) *Reading and Writing Steps*
 - Teacher asks students together reads the vocabulary that they have learned today
 - Teacher asks students to write all the vocabulary that they have learned today in their notebook.

Post Activities (10 Minutes)

- Teacher asking question about students difficulties during the learning process
- Teacher gives feedback by answering question from students and making conclusion about the learning process.

- Teacher Close the meeting by praying and greeting

4) Meeting IV

Pre-Activities (10 minutes)

- Pray
- Greetings
- Teacher check the students' attendance
- Teacher gives motivation for students before begin the class
- Teacher gives warming up to the students through command that they already know such as “*attention please, use your mask please, wear your belt, please.*”

Main Activities (80 Minutes)

Exploration:

- Teacher asks the students to mention the vocabulary that they have learned in previous meeting

Elaboration:

5) *Review* (the teacher gives the students fast warm-up with commands that they already know)

- Attention please! Use your mask!
- Someone close the door please!
- Someone turn on the lamp, please!

6) *New command*

- Teacher writes the vocabulary about noun and verb on the board
- Teacher mentions the vocabulary about verb and noun
- Teacher demonstrate the verbs
- Teacher demonstrates the verbs and nouns through commands form.
- Students repeat the steps.

7) *Role Rehearsal*

- Teacher divides students in to 7 groups which each group consisted of 5 students.
- Teacher asks students to make 2 sentences based on the vocabulary wrote by teacher on the board.
- Each group writes the sentence on the paper.
- Teacher collects the paper and share the paper randomly to every group. The teacher makes sure each group get different paper not their own paper.
- Each group selects one student on their group as a leader. While two students as volunteers to demonstrate the command reads by the leader. The two students making the sentences in each group.
- Every group performs in front of the class, the leader read the commands in the paper, while the member demonstrates the commands.
- If the member of the group can demonstrate correctly, they will get 25 point while if they wrong the point is 0.
- The teacher evaluates the students' vocabulary mastery by giving the test.

Confirmation:

8) *Reading and Writing Steps*

- Teacher asks students together reads the vocabulary that they have learned today
- Teacher asks students to write all the vocabulary that they have learned today in their notebook.

Post Activities (10 Minutes)

- Teacher asking question about students difficulties during the learning process
- Teacher gives feedback by answering question from students and making conclusion about the learning process.
- Teacher Close the meeting by praying and greeting

H. Media

- Whiteboard
- Marker

I. Source

- Students' English Book "When English Rings a Bell" class VII SMP/MT's
- Dictionary

J. Evaluation Result in Learning Process cycle I and II

- Kind of instrument: Written test
- Form of instrument: Multiple Choice

K. The Scoring

- For each member, correct answer scores 4
- Total score a maximum of $25 \times 4 = 100$

The maximum score: 100

Students Score:

$$\frac{\text{getting score}}{\text{Maximum}} \times 100$$

Known By:

Kotamobagu,
Kepala



Intan Safitri Mokodompit
(197907012005012006)

English Teacher

Jusna Husain, S.Pd

(197007071997032002)

Researcher

Firdalisa Mailakay

(NIM: 16.2.6.014)

APPENDIX 6
Pre-Test & Post-Test

PRE-TEST

MT's Negeri1 Kotamobagu

(VII E)

Choose the correct answer with crossing (x) a,b,c, or d!

Read the text to answer question number 1-9

This is class seven E of MTs Negeri 1 Kotamobagu. I am a student of this class. Let see what are there inside the classroom. There are many kinds of things here. Mrs. Jusna is my English teacher. She is sitting on her chair near the whiteboard. She is writing on her desk. In front of the classroom there is a whiteboard. Our teacher usually writes on it. She writes on the whiteboard using marker. Sometimes she uses board eraser to erase her writing. If she wants to make lines, she uses ruler. At the corner of the classroom stands a cupboard. It is used to put books and others important things. My class has eighteen tables with thirty- five chairs. At usual days all the chairs are full, but today are two chairs are empty, because two students are absent.

- To write on the whiteboard, Mrs. Jusna uses ...
 - marker
 - pen
 - pencil
 - eraser
- Mrs. Jusna puts the books and important things ...
 - in the cupboard
 - at the corner
 - on the table
 - in front the class
- There are ... tables in the classroom.
 - twenty-one
 - nineteen
 - twenty
 - eighteen
- The cupboard is located ...
 - in front of the class
 - at the corner of the classroom
 - beside the blackboard
 - at the back of the class
- The whiteboard is located ...
 - in front of the class
 - at the back of the class
 - beside the blackboard
 - at the corner of the classroom
- There are ... students in the class seven E of MTs Negeri 1 Kotamobagu
 - two
 - thirty
 - twenty
 - thirty-five
- There are two chairs empty, because ...
 - one student is absent
 - fourty students are absent
 - four students are absent
 - two students are absent
- To make line on the book or whiteboard, the teacher uses ...

- a. eraser
- c. book
- c. marker
- d. ruler

9. There are ... students present today
- a. thirty-one
 - c. thirty-three**
 - b. thirty-two
 - d. thirty
10. Students use ... to write on their book
- a. pen and pencil
 - c. ruler and eraser
 - b. marker and ruler
 - d. board eraser or marker

Read the text to answer question number 11 to 16!

Today is Monday. We have to go to school again after having a holiday on Sunday. We have six school-days a week. They are Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. On school-day I usually wake up at five o'clock in the morning. Then, I take bath, praying, having breakfast and go to school. School began at seven o'clock, but I arrive there at half past six. The school goes on until one o'clock at noon. Today all students are busy studying, because they are going to take a final test at the end of Semester. In a year we have two semesters. First semester are July, August, September, October, November, and December. The second are January, February, March, April, May, and June.

11. The first day in a week is ...
- a. Monday
 - c. Tuesday
 - b. Sunday
 - d. Friday
12. Two days after Sunday is ...
- a. Tuesday
 - c. Wednesday
 - b. Thursday
 - d. Saturday
13. If today is Friday, yesterday was ...
- a. Thursday
 - c. Tuesday
 - b. Saturday
 - d. Sunday
14. On school-day I have breakfast ...
- a. at seven o'clock
 - c. at half past six
 - b. at five
 - d. before half past six
15. We study at school for ...
- a. five hours
 - c. eight hours
 - b. six hours
 - d. nine hours
16. I usually arrive at school at ...
- a. 07.00
 - c. 06.00
 - b. 06.30
 - d. 05.00
17. At one o'clock, people usually have ...
- a. suffer
 - c. dinner

- b. breakfast d. lunch
18. Indonesian proclaimed their independence on ...
a. July c. October
b. August d. November
19. R.A Kartini was born on ...
a. April c. July
b. May d. August
20. The end of the year is ...
a. June c. December
b. July d. January

Read the text to answer question number 21-25

Tedi, Dani, and Tina are students of SMP 3. Every morning they go to school together. They go to school on foot. They like walking because it makes them healthy and they can see a lot along their way. On the way, they often meet Mr Fijay. He will go to work. He works at his ricefield. He is a farmer. They also meet Miss Vina and Mr. Hardi. They work at city hospital. Miss Vina is a nurse and Mr. Hardi is a doctor. They can also see many people do their own job such as mechanic at garage, carpenter at work shop, and driver with their car. At the school they meet Mr. Anjas is a teacher.

21. Mr Fijay works at his ricefield. He is ...
a. a teacher c. a doctor
b. a farmer d. a driver
22. Mr. Hardi cures sick people in the hospital. He is ...
a. a driver c. a farmer
b. a teacher d. a doctor
23. Miss Vina works in the hospital but she is not a doctor. She is ...
a. a teacher c. a singer
b. a secretary d. a nurse
24. Mr. Krim makes chairs, table, cupboards, and many other wooden things. He is ...
a. a carpenter c. a driver
b. a farmer d. a mechanic
25. Mr. Darman is a mechanic. He works at ...
a. School c. Gallery
b. Garage d. Hospital

LEMBAR JAWABAN

Pre-Test

NAMA : Akbar Rais Bambein

KELAS : 7E

- 1. ~~X~~ B C D
- 2. ~~X~~ B C D
- 3. A B ~~X~~ D
- 4. A ~~X~~ C D
- 5. ~~X~~ B C D
- 6. A B C ~~X~~
- 7. A B C ~~X~~
- 8. A B C ~~X~~
- 9. A B ~~X~~ D
- 10. A ~~X~~ C D

- 11. A ~~X~~ C D
- 12. ~~X~~ B C D
- 13. ~~X~~ B C D
- 14. A B ~~X~~ D
- 15. A ~~X~~ C D
- 16. A ~~X~~ C D
- 17. A B C ~~X~~
- 18. A B ~~X~~ D
- 19. A ~~X~~ C D
- 20. ~~X~~ B C D

- 21. A ~~X~~ C D
- 22. A B C ~~X~~
- 23. A B ~~X~~ D
- 24. ~~X~~ B C D
- 25. A B ~~X~~ D

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LEMBAR JAWABAN

Pre-Test

NAMA : Cenia Putri J. Potabuga

KELAS : 7E

- 1. ~~X~~ B C D
- 2. ~~X~~ B C D
- 3. A B ~~X~~ D
- 4. A ~~X~~ C D
- 5. ~~X~~ B C D
- 6. A B ~~X~~ D
- 7. A B C ~~X~~
- 8. A B C ~~X~~
- 9. A B ~~X~~ D
- 10. A ~~X~~ C D

- 11. ~~X~~ B C D
- 12. A B ~~X~~ D
- 13. ~~X~~ B C D
- 14. A B C ~~X~~
- 15. A ~~X~~ C D
- 16. A ~~X~~ C D
- 17. A B C ~~X~~
- 18. A ~~X~~ C D
- 19. ~~X~~ B C D
- 20. A B ~~X~~ D

- 21. A ~~X~~ C D
- 22. A B C ~~X~~
- 23. A B C ~~X~~
- 24. ~~X~~ B C D
- 25. ~~X~~ B C D

80

LEMBAR JAWABAN
Pre-Test

NAMA : Cessa Rahmawati

KELAS : 7E

1. ~~X~~ B C D ~~g~~
2. A B C ~~D~~ ~~g~~
3. A B C ~~D~~ ~~g~~
4. A ~~X~~ C D ~~g~~
5. ~~X~~ B C D ~~g~~
6. A B ~~X~~ D ~~g~~
7. A ~~X~~ C D ~~g~~
8. A B C ~~D~~ ~~g~~
9. A B ~~X~~ D ~~g~~
10. ~~X~~ B C D ~~g~~

11. A B ~~X~~ D ~~g~~
12. ~~X~~ B C D ~~g~~
13. ~~X~~ B C D ~~g~~
14. A B C ~~D~~ ~~g~~
15. A ~~X~~ C D ~~g~~
16. A ~~X~~ C D ~~g~~
17. A B C ~~D~~ ~~g~~
18. ~~X~~ B C D ~~g~~
19. ~~X~~ B C D ~~g~~
20. A B C ~~D~~ ~~g~~

21. A ~~X~~ C D ~~g~~
22. A B C ~~D~~ ~~g~~
23. A B C ~~D~~ ~~g~~
24. ~~X~~ B C D ~~g~~
25. A ~~X~~ C D ~~g~~

76

LEMBAR JAWABAN
Pre-Test

NAMA : Chantika Motodompit

KELAS : 7 E

1. ~~X~~ B C D ~~g~~
2. ~~X~~ B C D ~~g~~
3. A B C ~~D~~ ~~g~~
4. A B C ~~D~~ ~~g~~
5. ~~X~~ B C D ~~g~~
6. A B C ~~D~~ ~~g~~
7. A B C ~~D~~ ~~g~~
8. A B C ~~D~~ ~~g~~
9. A B ~~X~~ D ~~g~~
10. A B C ~~D~~ ~~g~~

11. ~~X~~ B C D ~~g~~
12. ~~X~~ B C D ~~g~~
13. ~~X~~ B C D ~~g~~
14. ~~X~~ B C ~~D~~ ~~g~~
15. A ~~X~~ C D ~~g~~
16. A ~~X~~ C D ~~g~~
17. A B C ~~D~~ ~~g~~
18. A ~~X~~ C D ~~g~~
19. ~~X~~ B C D ~~g~~
20. A B ~~X~~ D ~~g~~

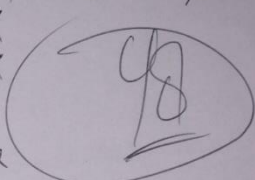
21. A ~~X~~ C D ~~g~~
22. A B C ~~D~~ ~~g~~
23. A B C ~~D~~ ~~g~~
24. A B ~~X~~ D ~~g~~
25. A B C ~~D~~ ~~g~~

80

LEMBAR JAWABAN
Pre-Test

NAMA : Ciko J. makalungenge


KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|---|--------------|--------------|--------------|---|--------------|
| 1. | A | B | C | D | 9 | 11. | A | B | C | D | 9 | 21. | A | B | C | D | X |
| 2. | A | B | C | D | 9 | 12. | A | B | C | D | X | 22. | A | B | C | D | X |
| 3. | A | B | C | D | 9 | 13. | A | B | C | D | 9 | 23. | A | B | C | D | X |
| 4. | A | B | C | D | 9 | 14. | A | B | C | D | 9 | 24. | A | B | C | D | 9 |
| 5. | A | B | C | D | 9 | 15. | A | B | C | D | 9 | 25. | A | B | C | D | 9 |
| 6. | A | B | C | D | 9 | 16. | A | B | C | D | X |  | | | | | |
| 7. | A | B | C | D | 9 | 17. | A | B | C | D | X | | | | | | |
| 8. | A | B | C | D | 9 | 18. | A | B | C | D | X | | | | | | |
| 9. | A | B | C | D | X | 19. | A | B | C | D | X | | | | | | |
| 10. | A | B | C | D | X | 20. | A | B | C | D | X | | | | | | |

LEMBAR JAWABAN
Pre-Test

NAMA : ERLANGGA AL BAMBANG

KELAS : 7 E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|---|--------------|--------------|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | C | D | 9 | 11. | A | B | C | D | 9 | 21. | A | B | C | D | 9 |
| 2. | A | B | C | D | 9 | 12. | A | B | C | D | 9 | 22. | A | B | C | D | 9 |
| 3. | A | B | C | D | X | 13. | A | B | C | D | 9 | 23. | A | B | C | D | 9 |
| 4. | A | B | C | D | 9 | 14. | A | B | C | D | X | 24. | A | B | C | D | X |
| 5. | A | B | C | D | 9 | 15. | A | B | C | D | X | 25. | A | B | C | D | X |
| 6. | A | B | C | D | 9 | 16. | A | B | C | D | X |  | | | | | |
| 7. | A | B | C | D | 9 | 17. | A | B | C | D | X | | | | | | |
| 8. | A | B | C | D | X | 18. | A | B | C | D | X | | | | | | |
| 9. | A | B | C | D | X | 19. | A | B | C | D | X | | | | | | |
| 10. | A | B | C | D | X | 20. | A | B | C | D | X | | | | | | |

LEMBAR JAWABAN
Pre-Test

NAMA : fadel Moh Kolopita

KELAS : 7E

1. ~~A~~ B C D
2. ~~A~~ B C D
3. A B ~~C~~ D
4. A ~~B~~ C D
5. ~~A~~ B C D
6. ~~A~~ B C D
7. A B C ~~D~~
8. A B ~~C~~ D
9. A ~~B~~ C D
10. A ~~B~~ C D

11. ~~A~~ B C D
12. ~~A~~ B C D
13. A ~~B~~ C D
14. A ~~B~~ C D
15. A ~~B~~ C D
16. A ~~B~~ C D
17. A B C ~~D~~
18. A ~~B~~ C D
19. A B C ~~D~~
20. A B ~~C~~ D

21. A B ~~C~~ D
22. A B C ~~D~~
23. A B C ~~D~~
24. ~~A~~ B ~~C~~ D
25. A B ~~C~~ D

60

LEMBAR JAWABAN
Pre-Test

NAMA : Erlangga Putra Sugeha

KELAS : 7 F

1. ~~A~~ B C D
2. ~~A~~ B C D
3. A B ~~C~~ D
4. A B C ~~D~~
5. ~~A~~ B C D
6. A B C ~~D~~
7. A B C ~~D~~
8. A B C ~~D~~
9. A B ~~C~~ D
10. ~~A~~ B C D

11. A B C ~~D~~
12. ~~A~~ B C D
13. ~~A~~ B C D
14. A B C ~~D~~
15. A ~~B~~ C D
16. A ~~B~~ C D
17. A B ~~C~~ D
18. A B ~~C~~ D
19. ~~A~~ B C D
20. A B C ~~D~~

21. A B ~~C~~ D
22. A ~~B~~ C D
23. A ~~B~~ C D
24. A B ~~C~~ D
25. A ~~B~~ C D

56

LEMBAR JAWABAN

Pre-Test

NAMA : Firlia Aditica Rave

KELAS : 7E

- 1. ~~X~~ B C D ~~D~~
- 2. ~~X~~ B C D ~~D~~
- 3. A B C ~~D~~
- 4. A B C ~~D~~
- 5. ~~X~~ B C D ~~D~~
- 6. A B C ~~D~~
- 7. A B C ~~D~~
- 8. A B C ~~D~~
- 9. A B C ~~D~~
- 10. A B C ~~D~~

- 11. ~~X~~ B C D ~~D~~
- 12. ~~X~~ B C D ~~D~~
- 13. ~~X~~ B ~~C~~ ~~D~~
- 14. A B C ~~D~~
- 15. A ~~B~~ C D ~~D~~
- 16. A ~~B~~ C D ~~D~~
- 17. A B ~~C~~ ~~D~~
- 18. A ~~B~~ C D ~~D~~
- 19. A ~~B~~ C D ~~D~~
- 20. A ~~B~~ C D ~~D~~

- 21. A B ~~C~~ ~~D~~
- 22. ~~X~~ B C ~~D~~
- 23. A B C ~~D~~
- 24. ~~X~~ B C ~~D~~
- 25. A ~~B~~ C ~~D~~

56

LEMBAR JAWABAN

Pre-Test

NAMA : KEYSA MOKODONGAN

KELAS : 7E

- 1. ~~X~~ B C D ~~D~~
- 2. ~~X~~ B C D ~~D~~
- 3. A B C ~~D~~
- 4. A ~~B~~ C ~~D~~
- 5. A ~~B~~ C ~~D~~
- 6. A B C ~~D~~
- 7. A B C ~~D~~
- 8. A B C ~~D~~
- 9. A ~~B~~ C ~~D~~
- 10. ~~X~~ B C ~~D~~

- 11. ~~X~~ B C D ~~D~~
- 12. ~~X~~ B C D ~~D~~
- 13. ~~X~~ B C D ~~D~~
- 14. A B ~~C~~ ~~D~~
- 15. A B ~~C~~ ~~D~~
- 16. A B C ~~D~~
- 17. A B C ~~D~~
- 18. A ~~B~~ C D ~~D~~
- 19. A ~~B~~ C D ~~D~~
- 20. ~~X~~ B C D ~~D~~

- 21. A B ~~C~~ ~~D~~
- 22. A B C ~~D~~
- 23. A B ~~C~~ ~~D~~
- 24. ~~X~~ B C ~~D~~
- 25. ~~X~~ B C ~~D~~

60

LEMBAR JAWABAN

Pre-Test

NAMA : khaidir atbar Sugcha

KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|
| 1. | X | B | C | D | g | 11. | X | B | C | D | g | 21. | A | X | C | D | g |
| 2. | X | B | C | D | g | 12. | X | B | C | D | g | 22. | A | B | X | D | X |
| 3. | A | B | C | X | g | 13. | X | B | C | D | g | 23. | A | B | C | X | g |
| 4. | A | X | C | D | g | 14. | A | B | X | D | X | 24. | X | B | C | D | g |
| 5. | X | B | C | D | g | 15. | A | X | C | D | g | 25. | A | X | C | D | g |
| 6. | A | B | C | X | g | 16. | A | X | C | D | g | | | | | | |
| 7. | A | B | C | X | g | 17. | A | B | X | D | X | | | | | | |
| 8. | A | B | X | D | X | 18. | A | X | C | D | g | | | | | | |
| 9. | A | B | X | D | g | 19. | X | B | C | D | g | | | | | | |
| 10. | X | B | C | D | g | 20. | A | B | C | X | X | | | | | | |

80

LEMBAR JAWABAN

Pre-Test

NAMA : khalifa.B

KELAS : 7e

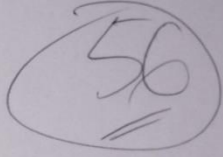
- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|---|--------------|--------------|--------------|
| 1. | X | X | C | D | X | 11. | X | B | C | D | g | 21. | X | B | C | D | X |
| 2. | A | B | C | X | X | 12. | X | B | C | X | g | 22. | X | B | C | D | X |
| 3. | A | B | C | X | g | 13. | X | B | C | D | g | 23. | X | B | C | D | X |
| 4. | A | B | X | D | X | 14. | A | B | X | D | X | 24. | A | B | X | D | X |
| 5. | X | B | C | D | g | 15. | A | B | X | D | X | 25. | A | B | C | X | X |
| 6. | A | B | C | X | g | 16. | A | B | X | D | X | | | | | | |
| 7. | A | B | X | D | X | 17. | A | X | C | D | X | | | | | | |
| 8. | A | B | X | D | X | 18. | X | B | C | D | X | | | | | | |
| 9. | A | X | C | D | X | 19. | A | B | C | X | X | | | | | | |
| 10. | A | X | X | D | X | 20. | A | B | X | D | g | | | | | | |

32

LEMBAR JAWABAN
Pre-Test

NAMA : Kirania Dwi Prasilia


KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|--------------|--------------|---|---|--------------|---|--------------|--------------|---|
| 1. | X | B | C | D | g | 11. | A | B | X | D | g | 21. | A | B | X | D | g |
| 2. | X | B | C | D | g | 12. | A | B | C | D | g | 22. | A | B | C | D | g |
| 3. | A | B | C | D | g | 13. | X | B | C | D | g | 23. | A | B | C | D | g |
| 4. | A | B | C | D | g | 14. | A | B | C | D | g | 24. | X | B | C | D | g |
| 5. | X | B | C | D | g | 15. | A | B | C | D | g | 25. | X | B | C | D | g |
| 6. | A | B | C | D | g | 16. | A | B | C | D | g |  | | | | | |
| 7. | A | B | C | D | g | 17. | A | B | C | D | g | | | | | | |
| 8. | A | B | C | D | g | 18. | A | B | C | D | g | | | | | | |
| 9. | A | B | C | D | g | 19. | A | B | C | D | g | | | | | | |
| 10. | A | B | C | D | g | 20. | A | B | C | D | g | | | | | | |

LEMBAR JAWABAN
Pre-Test

NAMA : LILIS ANDINI MOKODOMPIT

KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|--------------|--------------|---|---|--------------|--------------|--------------|---|---|
| 1. | A | B | C | D | g | 11. | X | B | C | D | g | 21. | A | B | C | D | g |
| 2. | X | B | C | D | g | 12. | X | B | C | D | g | 22. | A | B | C | D | g |
| 3. | A | B | C | D | g | 13. | A | B | C | D | g | 23. | A | B | C | D | g |
| 4. | A | B | C | D | g | 14. | A | B | C | D | g | 24. | X | B | C | D | g |
| 5. | X | B | C | D | g | 15. | A | B | C | D | g | 25. | A | B | C | D | g |
| 6. | A | B | C | D | g | 16. | A | B | C | D | g |  | | | | | |
| 7. | A | B | C | D | g | 17. | A | B | C | D | g | | | | | | |
| 8. | A | B | C | D | g | 18. | A | B | C | D | g | | | | | | |
| 9. | A | B | C | D | g | 19. | X | B | C | D | g | | | | | | |
| 10. | A | B | C | D | g | 20. | A | B | C | D | g | | | | | | |

LEMBAR JAWABAN
Pre-Test

NAMA : HAH. IHSAN F. ZUYADI

KELAS : VII <TUJUH> E

- | | | |
|-------------------------------------|-------------------------------------|--|
| 1. A B C D D | 11. A B C D X | 21. A A B C D X |
| 2. A B C D X | 12. A B C D D | 22. A B C D X |
| 3. A B C D | 13. A B C D D | 23. A B C D |
| 4. A B C D D | 14. A B C D | 24. A B C D X |
| 5. A B C D D | 15. A B C D D | 25. A B C D X |
| 6. A B C D | 16. A B C D D | |
| 7. A B C D | 17. A B C D | |
| 8. A B C D X | 18. A B C D D | |
| 9. A B C D D | 19. A B C D D | |
| 10. A B C D D | 20. A B C D D | |

72

LEMBAR JAWABAN
Pre-Test

NAMA : M. R. Ananta Zubechi

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D D | 11. A B C D D | 21. A A C D D |
| 2. A B C D D | 12. A B C D D | 22. A B C D |
| 3. A B C D X | 13. A B C D X | 23. A B C D |
| 4. A B C D D | 14. A B C D | 24. A B C D |
| 5. A B C D D | 15. A B C D D | 25. A B C D D |
| 6. A B C D | 16. A B C D D | |
| 7. A B C D | 17. A B C D X | |
| 8. A B C D X | 18. A B C D D | |
| 9. A B C D D | 19. A B C D D | |
| 10. A B C D D | 20. A B C D D | |

76

LEMBAR JAWABAN

Pre-Test

NAMA : Muhammad Alfiyah Diano

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A X C D X | 11. X B C D X | 21. A B X D X |
| 2. A B C D X | 12. X B C D X | 22. A B C D X |
| 3. A X C D X | 13. A X C D X | 23. A X C D X |
| 4. X B C D X | 14. A B C D X | 24. A B X D X |
| 5. A X C D X | 15. A X C D X | 25. X B C D X |
| 6. A B C D X | 16. A X C D X | |
| 7. A B C D X | 17. A B X D X | |
| 8. A B C D X | 18. A X C D X | |
| 9. A B X D X | 19. X B C D X | |
| 10. X B C D X | 20. A B X D X | |

68

LEMBAR JAWABAN

Pre-Test

NAMA : Muhammad Risky Paputungsari

KELAS : VII

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A X C D X | 11. X B C D X | 21. A B X D X |
| 2. X B C D X | 12. X B C D X | 22. A X C D X |
| 3. A B X D X | 13. X B C D X | 23. A B C D X |
| 4. A X C D X | 14. A B C D X | 24. X B C D X |
| 5. A B X D X | 15. A B C D X | 25. A X C D X |
| 6. A B C D X | 16. A X C D X | |
| 7. A B X D X | 17. A B C D X | |
| 8. A B C D X | 18. A X C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. X B C D X | 20. A B X D X | |

68

LEMBAR JAWABAN
Pre-Test

NAMA : Muhamad keharsyah M.

KELAS : VII E

- | | | |
|------------------------------------|--|--|
| 1. A X C D X | 11. X B C D g | 21. A X X D X |
| 2. X B C D g | 12. X B C D g | 22. A B C X X |
| 3. A B C X g | 13. X B C X g | 23. A B C X g |
| 4. A X C D g | 14. A X C X g | 24. X X C D g |
| 5. X B C D g | 15. A X C D g | 25. A X C D X |
| 6. A B C X g | 16. A X C D g | |
| 7. A B C X g | 17. A B C X g | |
| 8. A B C X g | 18. A X C D g | |
| 9. A B X D g | 19. X B C D X | |
| 10. X B C D | 20. A B X D X | |

76

LEMBAR JAWABAN
Pre-Test

NAMA : MUH. RASYA. MAULADI

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A X C D X | 11. A X C D X | 21. A B X D X |
| 2. A B X D X | 12. A B X D X | 22. A B X D X |
| 3. A B C X g | 13. A B X D X | 23. A B C X g |
| 4. X B C D X | 14. A B C X g | 24. A X C D X |
| 5. X B C D g | 15. X B C D X | 25. X B C D X |
| 6. A B C X g | 16. A X C D g | |
| 7. A B X D X | 17. A B X D X | |
| 8. A X C D X | 18. A X C D g | |
| 9. A B X D g | 19. A B C X g | |
| 10. A B C X g | 20. X B C D X | |

32

LEMBAR JAWABAN
Pre-Test

NAMA : Mutia A. Cornelesz

KELAS : VII E

- | | | |
|---|--|-------------------------------------|
| 1. X B C D g | 11. X B C D g | 21. A X C D g |
| 2. A B X D X | 12. A B X D X | 22. A B C X g |
| 3. A B C X g | 13. A X C D X | 23. A B X D X |
| 4. A X C D g | 14. A B' X X | 24. A X C D X |
| 5. A B X D X | 15. X B C D X | 25. A B C X g |
| 6. X B C D X | 16. A B X D X | |
| 7. A X X D X | 17. X B C X g | |
| 8. A X C D X | 18. A X C D g | |
| 9. X B C D X | 19. X B C D g | |
| 10. A B C X | 20. A B X D g | |

44

LEMBAR JAWABAN
Pre-Test

NAMA : Nur Anisa Bengga

KELAS : 7 E

- | | | |
|---|-------------------------------------|--------------------------|
| 1. A X C D X | 11. X B C D g | 21. A B C D X |
| 2. A X C D X | 12. X B C D g | 22. A B C D g |
| 3. A B X D X | 13. X B C D g | 23. A B C D g |
| 4. A B X D X | 14. A B X D X | 24. A B C D g |
| 5. A B C X X | 15. A B C X X | 25. A B C D X |
| 6. A B C X g | 16. X B C D X | |
| 7. A B C X g | 17. A B X D X | |
| 8. A B X D X | 18. A X C D g | |
| 9. X X C D X | 19. X B C D g | |
| 10. A X C D X | 20. A B C X X | |

40

LEMBAR JAWABAN

Pre-Test

NAMA : Nurhasanah Muhamad

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D A | 11. A B C D A | 21. A B A D X |
| 2. A B C D A | 12. A B C D A | 22. A B A D X |
| 3. A B C D X | 13. A B X D X | 23. A B X D X |
| 4. A A C D X | 14. A A C D X | 24. A A C D X |
| 5. A B C D A | 15. A B C A X | 25. A A C D A |
| 6. A B C A A | 16. A A C D A | |
| 7. A B A D X | 17. A B C A A | |
| 8. A B A D X | 18. A A C D A | |
| 9. A A C D X | 19. A A C D X | |
| 10. A A C D X | 20. A A C D X | |

40

LEMBAR JAWABAN

Pre-Test

NAMA : Nurulifah H Husain

KELAS : VII e

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D A | 11. A B C D A | 21. A B A D X |
| 2. A B C D A | 12. A B C D A | 22. A A C D X |
| 3. A B A D X | 13. A A C D X | 23. A B C D X |
| 4. A A D X | 14. A B X D X | 24. A B X D X |
| 5. A B A D X | 15. A A C D A | 25. A A C D A |
| 6. A B C A A | 16. A B C A A | |
| 7. A B C D A | 17. A B C A A | |
| 8. A B C A A | 18. A B X D X | |
| 9. A A C D X | 19. A B X D X | |
| 10. A A C D X | 20. A B C D X | |

40

LEMBAR JAWABAN
Pre-Test

NAMA : Putri Cahyani Baco
KELAS : VII E

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|
| 1. | X | B | C | D | 11. | X | B | C | D | 21. | A | X | C | D |
| 2. | A | B | C | X | 12. | X | B | C | D | 22. | A | B | C | X |
| 3. | A | B | X | D | 13. | A | B | C | X | 23. | A | B | X | D |
| 4. | A | X | C | D | 14. | A | B | X | D | 24. | X | B | C | D |
| 5. | X | B | C | D | 15. | A | X | C | D | 25. | X | B | C | D |
| 6. | A | B | X | D | 16. | A | X | C | D | | | | | |
| 7. | A | B | C | X | 17. | A | B | C | X | | | | | |
| 8. | A | B | C | X | 18. | A | X | C | D | | | | | |
| 9. | A | B | X | D | 19. | A | X | C | D | | | | | |
| 10. | A | B | X | D | 20. | A | B | X | D | | | | | |

68

LEMBAR JAWABAN
Pre-Test

NAMA : PUTRI HAPSARI XUSUF
KELAS : VI e

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|---|
| 1. | X | B | C | D | 11. | A | X | C | D | 21. | A | B | X | D |
| 2. | X | B | C | D | 12. | X | B | C | D | 22. | A | X | C | D |
| 3. | A | B | C | X | 13. | A | B | X | D | 23. | X | B | C | D |
| 4. | A | B | X | D | 14. | A | B | C | X | 24. | A | X | C | D |
| 5. | X | B | C | D | 15. | A | X | C | D | 25. | A | X | C | D |
| 6. | A | B | C | X | 16. | A | B | X | D | | | | | |
| 7. | A | B | X | D | 17. | A | B | C | X | | | | | |
| 8. | A | X | C | D | 18. | A | B | X | D | | | | | |
| 9. | A | B | X | D | 19. | A | B | X | D | | | | | |
| 10. | A | X | C | D | 20. | X | B | C | D | | | | | |

52

LEMBAR JAWABAN
Pre-Test

NAMA : Rehan Datukramat

KELAS : 7 E

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1. A X C D X | 11. X B C D X | 21. A X C D X |
| 2. A X C D X | 12. A B X D X | 22. A X C D X |
| 3. A B X D X | 13. X B C D X | 23. A B C X X |
| 4. X B C D X | 14. A B C X X | 24. X B C D X |
| 5. X B C D X | 15. A X C D X | 25. A X C D X |
| 6. A B C X X | 16. A X C D X | |
| 7. A B X X X | 17. A B C X X | |
| 8. A B C X X | 18. A X X D X | |
| 9. A B X D X | 19. A B C X X | |
| 10. X B C D X | 20. A X C D X | |

56

LEMBAR JAWABAN
Pre-Test

NAMA : SHERINA AULIA MUBODAMPET

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D X | 11. X B C D X | 21. A X C D X |
| 2. A X C D X | 12. X B C D X | 22. A B X D X |
| 3. A B C X X | 13. A B X D X | 23. A X C D X |
| 4. A X C D X | 14. A B C X X | 24. A B X D X |
| 5. X B C D X | 15. A X C D X | 25. X B C D X |
| 6. A B C X X | 16. A X C D X | |
| 7. A B X D X | 17. A B C X X | |
| 8. A B C X X | 18. A X C D X | |
| 9. A X C D X | 19. X B X D X | |
| 10. X B C D X | 20. A B C X X | |

60

LEMBAR JAWABAN

Pre-Test

NAMA : Siti Fahirah Bandu

KELAS : 7E

- 1. ~~X~~ B C D ~~g~~
- 2. A B ~~B~~ D ~~X~~
- 3. A B C ~~B~~ ~~g~~
- 4. A ~~B~~ C D ~~g~~
- 5. ~~X~~ B C D ~~g~~
- 6. A B C ~~B~~ ~~g~~
- 7. A B C ~~B~~ ~~g~~
- 8. A B ~~B~~ ~~B~~ ~~X~~
- 9. A B ~~B~~ D ~~g~~
- 10. A ~~B~~ C D ~~X~~

- 11. ~~X~~ B C D ~~g~~
- 12. ~~X~~ B C D ~~g~~
- 13. ~~X~~ B C D ~~g~~
- 14. A B C ~~B~~ ~~g~~
- 15. A B ~~B~~ D ~~X~~
- 16. A ~~B~~ C D ~~g~~
- 17. ~~X~~ B C D ~~X~~
- 18. A ~~B~~ C D ~~g~~
- 19. ~~X~~ B C D ~~g~~
- 20. A B C ~~B~~ ~~X~~

- 21. A ~~B~~ C ~~B~~ ~~g~~
- 22. A B C ~~B~~ ~~g~~
- 23. A B ~~B~~ D ~~X~~
- 24. A ~~B~~ C D ~~X~~
- 25. A B C ~~B~~ ~~X~~

64

LEMBAR JAWABAN

Pre-Test

NAMA : Sri Wahyuni Panyalai

KELAS : 7E

- 1. ~~X~~ B C D ~~g~~
- 2. ~~X~~ B C D ~~g~~
- 3. A B C ~~B~~ ~~g~~
- 4. A B ~~B~~ D ~~X~~
- 5. ~~X~~ B C D ~~g~~
- 6. A B C ~~B~~ ~~g~~
- 7. A B C ~~B~~ ~~g~~
- 8. A B C ~~B~~ ~~g~~
- 9. A B ~~B~~ D ~~g~~
- 10. ~~X~~ B C D ~~g~~

- 11. ~~X~~ B C D ~~g~~
- 12. ~~X~~ B C D ~~g~~
- 13. ~~X~~ B C D ~~g~~
- 14. A ~~B~~ C D ~~X~~ ~~g~~
- 15. A ~~B~~ C D ~~g~~
- 16. A ~~B~~ C D ~~g~~
- 17. A B ~~B~~ D ~~X~~ ~~g~~
- 18. A ~~B~~ C D ~~g~~
- 19. ~~X~~ B C D ~~g~~
- 20. A B ~~B~~ D ~~g~~

- 21. A ~~B~~ C D ~~g~~
- 22. A B C D ~~X~~
- 23. A B C D ~~X~~
- 24. ~~X~~ B C D ~~g~~
- 25. A ~~B~~ C D ~~g~~

60

LEMBAR JAWABAN
Pre-Test

NAMA : Tiara Devina Putri
KELAS : 7E

1. A B ~~C~~ D
2. ~~A~~ B C D
3. A B C ~~D~~
4. A ~~B~~ C D
5. ~~A~~ B C D
6. A B C ~~D~~
7. A B ~~C~~ D
8. A B C ~~D~~
9. A ~~B~~ C D
10. ~~A~~ B C D

11. ~~A~~ B C D
12. A ~~B~~ C D
13. ~~A~~ B C D
14. A B ~~C~~ D
15. A ~~B~~ C D
16. A B C ~~D~~
17. A B C ~~D~~
18. A B C ~~D~~
19. ~~A~~ B C D
20. A B ~~C~~ D

21. A ~~B~~ C D
22. A B C ~~D~~
23. A B C ~~D~~
24. A B ~~C~~ D
25. A B ~~C~~ D

64

LEMBAR JAWABAN
Pre-Test

NAMA : Tiko Lamaharta
KELAS : 7E

1. ~~A~~ B C D
2. A ~~B~~ C D
3. A B C ~~D~~
4. A ~~B~~ C D
5. ~~A~~ B C D
6. A B ~~C~~ D
7. A B C ~~D~~
8. A ~~B~~ C D
9. ~~A~~ B C D
10. A B C ~~D~~

11. ~~A~~ B C D
12. ~~A~~ B C D
13. ~~A~~ B C D
14. A ~~B~~ C D
15. A B ~~C~~ D
16. A ~~B~~ C D
17. A B C ~~D~~
18. A B C ~~D~~
19. A B ~~C~~ D
20. A ~~B~~ C D

21. A B ~~C~~ D
22. A B ~~C~~ D
23. A B C ~~D~~
24. ~~A~~ B C D
25. A ~~B~~ C D

52

LEMBAR JAWABAN
Pre-Test

NAMA : ZAMRA ANGLIA NAMUNTO

KELAS : FE

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|--------------|--------------|----------------|-----|---|--------------|---|----------------|
| 1. | A | B | X | D X | 11. | X | B | C | D X | 21. | A | X | C | D X |
| 2. | X | B | C | D X | 12. | X | B | C | D X | 22. | A | B | C | X |
| 3. | A | B | C | X | 13. | X | B | C | D X | 23. | A | B | C | X |
| 4. | A | X | C | D X | 14. | A | B | X | D X | 24. | A | X | C | D X |
| 5. | X | B | C | D X | 15. | A | B | X | D X | 25. | A | B | C | X |
| 6. | A | B | X | D X | 16. | A | X | C | D X | | | | | |
| 7. | A | X | C | D X | 17. | A | B | C | X | | | | | |
| 8. | X | B | C | D X | 18. | A | B | C | X | | | | | |
| 9. | A | X | X | D X | 19. | X | B | C | D X | | | | | |
| 10. | A | B | X | D X | 20. | A | B | X | D X | | | | | |

60

LEMBAR JAWABAN
Pre-Test

NAMA : ZASKIA F. MOKODAMPIT

KELAS : Fe

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|--------------|--------------|----------------|-----|--------------|--------------|--------------|----------------|
| 1. | X | B | C | D X | 11. | A | X | C | D X | 21. | X | B | C | D X |
| 2. | X | B | C | D X | 12. | A | X | C | D X | 22. | A | X | C | D X |
| 3. | A | B | C | X | 13. | X | B | C | D X | 23. | A | B | X | D X |
| 4. | A | X | C | D X | 14. | A | B | X | D X | 24. | X | B | C | D X |
| 5. | A | B | X | D X | 15. | A | B | X | D X | 25. | A | X | C | D X |
| 6. | A | B | X | D X | 16. | A | X | C | D X | | | | | |
| 7. | A | B | C | X | 17. | A | X | C | D X | | | | | |
| 8. | A | X | C | D X | 18. | A | B | X | D X | | | | | |
| 9. | A | B | X | D X | 19. | A | B | X | D X | | | | | |
| 10. | A | B | X | D X | 20. | A | B | X | D X | | | | | |

44

LEMBAR JAWABAN
Pre-Test

NAMA : Ghupron mohelajar
KELAS : VII E

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D

21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D

40

POST-TEST I

MT's Negeri 1 Kotamobagu

(VII E)

Choose the correct answer with crossing (x) a,b,c or d!

1. Students use ... to write on their notebook
 - a. ballpoint and pencil
 - b. marker and ruler
 - c. ruler and eraser
 - d. board eraser and marker

2. Students use ... to erase their writing
 - a. a marker
 - b. an eraser
 - c. a ruler
 - d. a pencil

3. Students use ... to sit
 - a. tables
 - b. floor
 - c. chairs
 - d. cupboards

4. Teacher said: Cessa, please ... the door!
 - a. sit
 - b. sweep
 - c. say
 - d. open

5. Mother said: Muthia, please ... the floor!
 - a. sweep
 - b. sit
 - c. open
 - d. say

6. I save notebooks, some pencils, a ruler and some erasers in my ...
 - a. bag
 - b. broom
 - c. clock
 - d. chair

7. This is a three-dimensional model of the world, commonly found in a classroom.
This is ...
 - a. a globe
 - b. a flag
 - c. a map
 - d a bag

8. The teacher usually writes on the ... in front the class.
 - a. whiteboard
 - b. cupboard
 - c. table
 - d. marker

9. Chantika put her pencils, sharpeners, and crayons in her ...
 - a. bag
 - b. classroom
 - c. window
 - d. pencil case

10. Teacher said: don't forget wash your hand before enter the class and please ... your mask!
- | | |
|---------------|---------|
| a. throw away | c. put |
| d. use | d. hold |
11. can be used to look up the meaning of a word.
- | | |
|-------------|-----------------|
| a. map | c. a book |
| b. notebook | d. a dictionary |
12. When I go to school, I usually bring my ... to put my food made by my mother.
- | | |
|----------------|--------------|
| a. pencil case | c. lunch box |
| b. mask | d. book |
13. The teacher usually put some books in the ...
- | | |
|--------------|-------------|
| a. desk | c. cupboard |
| b. lunch box | d. picture |
14. Adi : Rahma, can I ask something?
 Rahma : Yes, of course.
 Adi : Where do you books?
 Rahma : I read book at home and sometimes in the library.
- | | |
|-----------|---------|
| a. write | c. read |
| b. bought | d. put |

15. look the following picture to answer question number 15



What is he doing?

- | | |
|----------|---------|
| a. dance | c. sing |
| b. run | d. walk |

Read the dialogue below to answer question number 16-17.

Ani : Rara, (16) at the window. There is your best friend Nana. She called you, maybe she wants to ... (17) you something. Because she looks hold many things. Go ask teacher's permission to meet Nana.

Rara : Thank you so much Ani, for your information.

Ani : My pleasure Rara.

16. Fill in the blank of number 16 by choose the word below.

- a. give
- b. close
- c. walk
- d. look

17. Fill in the blank of number 17 by choose the word below

- a. look
- b. give
- c. walk
- d. close

18. There is a ... on the wall in my class.

- a. picture
- b. white board
- c. table
- d. chair

look at the picture to answer question number 19-21



19. What is he holding?

- a. curtain
- b. table cloth
- c. flag
- d. hat

20. How many flags that is he holding on the picture above?

- a. one flag
- b. two flags
- c. three flags
- d. four flags

21. What position that he did on the picture above?

- a. lie down
- b. sit sown
- c. stand up
- d. fly

22. is used for sticking object or material together.

- a. a door
- b. a sharpener
- c. a glue
- d. a window

23. Is used for sharpening pencils...

- a. a door
- b. a sharpener
- c. a window
- d. a glue

24. is the thing that we used for writing or drawing.

a. a glue

c. a pencil

b. a pen

d. a crayon

25. There is on the wall in my class.

a. a clock

c. a pencil

b. a wall

d. a bag

LEMBAR JAWABAN
Post-Test 1

NAMA : Akbar Rais Bimbela

KELAS : 7c

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D D | 11. A B C D | 21. A B C D |
| 2. A B C D D | 12. A B C D D | 22. A B C D D |
| 3. A B C D D | 13. A B C D | 23. A B C D D |
| 4. A B C D D | 14. A B C D D | 24. A B C D |
| 5. A B C D D | 15. A B C D | 25. A B C D |
| 6. A B C D D | 16. A B C D | |
| 7. A B C D D | 17. A B C D D | |
| 8. A B C D D | 18. A B C D D | |
| 9. A B C D | 19. A B C D D | |
| 10. A B C D D | 20. A B C D D | |
- 72

LEMBAR JAWABAN
Post-Test 1

NAMA : Cnen Putri j. Potabuga

KELAS : 7e

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D D | 11. A B C D | 21. A B C D D |
| 2. A B C D D | 12. A B C D D | 22. A B C D D |
| 3. A B C D D | 13. A B C D D | 23. A B C D D |
| 4. A B C D | 14. A B C D D | 24. A B C D D |
| 5. A B C D | 15. A B C D | 25. A B C D D |
| 6. A B C D D | 16. A B C D | |
| 7. A B C D D | 17. A B C D D | |
| 8. A B C D D | 18. A B C D D | |
| 9. A B C D | 19. A B C D D | |
| 10. A B C D D | 20. A B C D D | |
- 92

LEMBAR JAWABAN
Post-Test 1

NAMA : Cessa Rahmawati
KELAS : 7 E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D 7 | 11. A B C X 8 | 21. A B X D 7 |
| 2. A X C D 8 | 12. A B X D 7 | 22. A B X D 8 |
| 3. A B X D 8 | 13. A B X D 8 | 23. A B C X X |
| 4. A X C D X | 14. A B X D 8 | 24. X B C D X |
| 5. X B C D 8 | 15. A B C X 8 | 25. X B C D 8 |
| 6. A B X D X | 16. A B C X 8 | |
| 7. A B C X X | 17. A X C D 8 | |
| 8. X B C D 8 | 18. X B C D 8 | |
| 9. A B C X 8 | 19. A B X D 8 | |
| 10. A X C D 8 | 20. A X C D 8 | |
- 80

LEMBAR JAWABAN
Post-Test 1

NAMA : Chantika Mokodompit
KELAS : 7 E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D 8 | 11. A B C X 8 | 21. A B X D 8 |
| 2. A X C D 8 | 12. A B X D 8 | 22. A B X D 8 |
| 3. A B C X X | 13. A B X D 8 | 23. A X C D 8 |
| 4. A B C X 8 | 14. A B X D 8 | 24. X B C D X |
| 5. X B C D 8 | 15. A B C X 8 | 25. X B C D 8 |
| 6. X B C D X | 16. A B C X 8 | |
| 7. X B C D 8 | 17. A X C D 8 | |
| 8. X B C D 8 | 18. A B X D X | |
| 9. A B C X 8 | 19. A B X D 8 | |
| 10. A X C D 8 | 20. A X C D 8 | |
- 84

LEMBAR JAWABAN
Post-Test 1

NAMA : ERCANGGA AL BAMBANG

KELAS : 7C

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D g | 11. A B C D g | 21. A B C D g |
| 2. A B C D g | 12. A B C D g | 22. A B C D g |
| 3. A B C D g | 13. A B C D g | 23. A B C D g |
| 4. A B C D g | 14. A B C D g | 24. A B C D X |
| 5. X B C D g | 15. A B C D g | 25. X B C D g |
| 6. X B C D g | 16. A B C D g | |
| 7. A B C D X | 17. A B C D g | |
| 8. X B C D g | 18. A B C D X | |
| 9. A B C D X | 19. A B C D g | |
| 10. A B C D X | 20. A B C D X | |
- 64

LEMBAR JAWABAN
Post-Test 1

NAMA : Ciko J. Wakalungenge

KELAS : 7C

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1. X B C D g | 11. A B C D g | 21. A B C D g |
| 2. A B C D g | 12. A B C D g | 22. A B C D g |
| 3. A B C D g | 13. A B C D X | 23. A B C D g |
| 4. A B C D g | 14. X B C D X | 24. A B C D X |
| 5. A B C D X | 15. A B C D X | 25. A B C D X |
| 6. A B C D X | 16. A B C D X | |
| 7. X B C D g | 17. A B C D g | |
| 8. A B C D X | 18. X B C D g | |
| 9. A B C D X | 19. A B C D g | |
| 10. A B C D X | 20. A B C D g | |
- 56

LEMBAR JAWABAN
Post-Test 1

NAMA : Erlangga Putra Sigelha

KELAS : 7E

- | | | |
|--|--|--|
| 1. A B C D <input checked="" type="checkbox"/> | 11. A B C D <input checked="" type="checkbox"/> | 21. A B C D <input checked="" type="checkbox"/> |
| 2. A B C D <input checked="" type="checkbox"/> | 12. A B C D <input checked="" type="checkbox"/> | 22. A B C D <input checked="" type="checkbox"/> |
| 3. A B C D <input checked="" type="checkbox"/> | 13. A B C D <input checked="" type="checkbox"/> | 23. A B C D <input checked="" type="checkbox"/> |
| 4. A B C D <input checked="" type="checkbox"/> | 14. A B C D <input checked="" type="checkbox"/> | 24. A B C D <input checked="" type="checkbox"/> |
| 5. A B C D <input checked="" type="checkbox"/> | 15. A B C D <input checked="" type="checkbox"/> | 25. A B C D <input checked="" type="checkbox"/> |
| 6. A B C D <input checked="" type="checkbox"/> | 16. A B C D <input checked="" type="checkbox"/> | |
| 7. A B C D <input checked="" type="checkbox"/> | 17. A B C D <input checked="" type="checkbox"/> | |
| 8. A B C D <input checked="" type="checkbox"/> | 18. A B C D <input checked="" type="checkbox"/> | |
| 9. A B C D <input checked="" type="checkbox"/> | 19. A B C D <input checked="" type="checkbox"/> | |
| 10. A B C D <input checked="" type="checkbox"/> | 20. A B C D <input checked="" type="checkbox"/> | |

60

LEMBAR JAWABAN
Post-Test 1

NAMA : Fadel Moh Kolopika

KELAS : 7E

- | | | |
|--|--|--|
| 1. A B C D <input checked="" type="checkbox"/> | 11. A B C D <input checked="" type="checkbox"/> | 21. A B C D <input checked="" type="checkbox"/> |
| 2. A B C D <input checked="" type="checkbox"/> | 12. A B C D <input checked="" type="checkbox"/> | 22. A B C D <input checked="" type="checkbox"/> |
| 3. A B C D <input checked="" type="checkbox"/> | 13. A B C D <input checked="" type="checkbox"/> | 23. A B C D <input checked="" type="checkbox"/> |
| 4. A B C D <input checked="" type="checkbox"/> | 14. A B C D <input checked="" type="checkbox"/> | 24. A B C D <input checked="" type="checkbox"/> |
| 5. A B C D <input checked="" type="checkbox"/> | 15. A B C D <input checked="" type="checkbox"/> | 25. A B C D <input checked="" type="checkbox"/> |
| 6. A B C D <input checked="" type="checkbox"/> | 16. A B C D <input checked="" type="checkbox"/> | |
| 7. A B C D <input checked="" type="checkbox"/> | 17. A B C D <input checked="" type="checkbox"/> | |
| 8. A B C D <input checked="" type="checkbox"/> | 18. A B C D <input checked="" type="checkbox"/> | |
| 9. A B C D <input checked="" type="checkbox"/> | 19. A B C D <input checked="" type="checkbox"/> | |
| 10. A B C D <input checked="" type="checkbox"/> | 20. A B C D <input checked="" type="checkbox"/> | |

72

LEMBAR JAWABAN
Post-Test 1

NAMA : Farli Adria Bat

KELAS : 7E

- | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|--------------|--------------|---|
| 1. | A | B | C | D | X | 11. | A | B | C | D | X |
| 2. | A | B | C | D | X | 12. | A | B | C | D | X |
| 3. | A | B | C | D | X | 13. | A | B | C | D | X |
| 4. | A | B | C | D | X | 14. | A | B | C | D | X |
| 5. | A | B | C | D | X | 15. | A | B | C | D | X |
| 6. | A | B | C | D | X | 16. | A | B | C | D | X |
| 7. | A | B | C | D | X | 17. | A | B | C | D | X |
| 8. | A | B | C | D | X | 18. | A | B | C | D | X |
| 9. | A | B | C | D | X | 19. | A | B | C | D | X |
| 10. | A | B | C | D | X | 20. | A | B | C | D | X |
| | | | | | | 21. | A | B | C | D | X |
| | | | | | | 22. | A | B | C | D | X |
| | | | | | | 23. | A | B | C | D | X |
| | | | | | | 24. | A | B | C | D | X |
| | | | | | | 25. | A | B | C | D | X |

64

LEMBAR JAWABAN
Post-Test 1

NAMA : KEYSA MOKODONGAN

KELAS : 7E

- | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|--------------|--------------|---|
| 1. | A | B | C | D | X | 11. | A | B | C | D | X |
| 2. | A | B | C | D | X | 12. | A | B | C | D | X |
| 3. | A | B | C | D | X | 13. | A | B | C | D | X |
| 4. | A | B | C | D | X | 14. | A | B | C | D | X |
| 5. | A | B | C | D | X | 15. | A | B | C | D | X |
| 6. | A | B | C | D | X | 16. | A | B | C | D | X |
| 7. | A | B | C | D | X | 17. | A | B | C | D | X |
| 8. | A | B | C | D | X | 18. | A | B | C | D | X |
| 9. | A | B | C | D | X | 19. | A | B | C | D | X |
| 10. | A | B | C | D | X | 20. | A | B | C | D | X |
| | | | | | | 21. | A | B | C | D | X |
| | | | | | | 22. | A | B | C | D | X |
| | | | | | | 23. | A | B | C | D | X |
| | | | | | | 24. | A | B | C | D | X |
| | | | | | | 25. | A | B | C | D | X |

72

LEMBAR JAWABAN
Post-Test 1

NAMA : khaidir Afkar Sugeha

KELAS : vn 6

- | | | |
|---|-----------------------------------|-----------------------------------|
| 1. X B C D <u>g</u> | 11. A B C X D <u>g</u> | 21. A B X C D <u>g</u> |
| 2. A X C D <u>g</u> | 12. A B X C D <u>g</u> | 22. A B X C D <u>g</u> |
| 3. A B X C D <u>g</u> | 13. A B X C D <u>g</u> | 23. A X B C D <u>g</u> |
| 4. A B C X D <u>g</u> | 14. A B X C D <u>g</u> | 24. X B C D <u>X</u> |
| 5. X B C D <u>g</u> | 15. A X C D <u>X</u> | 25. X B C D <u>g</u> |
| 6. X B C D <u>g</u> | 16. A B C X D <u>g</u> | |
| 7. X B C X D <u>g</u> | 17. A X C D <u>g</u> | |
| 8. X B C D <u>g</u> | 18. X B C D <u>g</u> | |
| 9. A B C X D <u>g</u> | 19. A B X C D <u>g</u> | |
| 10. A X C D <u>g</u> | 20. A X C D <u>X</u> | |

84

LEMBAR JAWABAN
Post-Test 1

NAMA : khalifa B

KELAS : 7e

- | | | |
|----------------------------------|-----------------------------------|-----------------------------------|
| 1. X B C D <u>g</u> | 11. A B C X D <u>g</u> | 21. A B X C D <u>g</u> |
| 2. A X C D <u>g</u> | 12. A B C X D <u>X</u> | 22. A X C D <u>X</u> |
| 3. A B X C D <u>g</u> | 13. A X C D <u>X</u> | 23. A X B C D <u>g</u> |
| 4. A B C X D <u>g</u> | 14. A X C D <u>X</u> | 24. A B X C D <u>X</u> |
| 5. A X C D <u>X</u> | 15. A B C X D <u>g</u> | 25. A B X C D <u>X</u> |
| 6. X B C D <u>g</u> | 16. A B C X D <u>g</u> | |
| 7. A X C D <u>X</u> | 17. A B X C D <u>X</u> | |
| 8. X B C D <u>g</u> | 18. A B X C D <u>X</u> | |
| 9. A B X C D <u>X</u> | 19. X B C D <u>X</u> | |
| 10. A X C D <u>g</u> | 20. A X C D <u>g</u> | |

52

LEMBAR JAWABAN
Post-Test 1

NAMA : Kirania Dwi Prasilia

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D g | 11. A B X D X | 21. A X C D X |
| 2. A X C D g | 12. A B X D g | 22. A X C D X |
| 3. A B X D g | 13. A B X D g | 23. A B X D X |
| 4. A B C X g | 14. A B X D g | 24. A B X D X |
| 5. A B C X X | 15. A B C X g | 25. X B C D g |
| 6. X B C D g | 16. A B C X g | |
| 7. X B C D g | 17. A X C D g | |
| 8. A X C D X | 18. X B C D g | |
| 9. A B C X g | 19. A B X D g | |
| 10. A X C D g | 20. A B X D X | |
- 68

LEMBAR JAWABAN
Post-Test 1

NAMA : LILIS ANDINI MOKODOMPIT

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D g | 11. A B C X g | 21. A B X D g |
| 2. A X C D g | 12. A B C X X | 22. A B X D g |
| 3. A X C D X | 13. A B X D g | 23. A X C D g |
| 4. A B C X g | 14. A B X D g | 24. X B C D X |
| 5. X B C D g | 15. A X C D X | 25. X B C D g |
| 6. A B X D X | 16. A B C X g | |
| 7. X B C D g | 17. A X C D g | |
| 8. X B C D g | 18. X B C D g | |
| 9. A B X D X | 19. A B X D g | |
| 10. A X C D g | 20. A X C D g | |
- 76

LEMBAR JAWABAN
Post-Test 1

NAMA : MDH. IHSAN F. ZUAYADI
KELAS : VII <TUJUH> E

- | | | |
|------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D X | 11. A B C D | 21. A B C D X |
| 2. A B C D X | 12. A B C D | 22. A B C D X |
| 3. A B C D X | 13. A B C D | 23. A B C D X |
| 4. A B C D | 14. A B C D X | 24. A B C D |
| 5. A B C D X | 15. A B C D | 25. A B C D |
| 6. A B C D X | 16. A B C D | |
| 7. A B C D X | 17. A B C D X | |
| 8. A B C D X | 18. A B C D X | |
| 9. A B C D | 19. A B C D X | |
| 10. A B C D | 20. A B C D | |
- 80

LEMBAR JAWABAN
Post-Test 1

NAMA : M. R. Ananta Zubedi
KELAS : VII E

- | | | |
|------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D X | 11. A B C D | 21. A B C D X |
| 2. A B C D X | 12. A B C D X | 22. A B C D X |
| 3. A B C D X | 13. A B C D X | 23. A B C D X |
| 4. A B C D | 14. A B C D X | 24. A B C D |
| 5. A B C D X | 15. A B C D X | 25. A B C D |
| 6. A B C D X | 16. A B C D | |
| 7. A B C D X | 17. A B C D X | |
| 8. A B C D X | 18. A B C D X | |
| 9. A B C D | 19. A B C D X | |
| 10. A B C D | 20. A B C D | |
- 84

LEMBAR JAWABAN

Post-Test 1

NAMA : Muhammad Almuhsyah Djano

KELAS : VII E

- | | | |
|-------------------------------------|--|-------------------------------------|
| 1. X B C D 8 | 11. A B X D X | 21. A X C D 8 |
| 2. A X C D 8 | 12. A B C X X | 22. X B C D X |
| 3. A B X D 8 | 13. A B X X 8 | 23. A X C D 8 |
| 4. A B C X 8 | 14. A B X D 8 | 24. A B C X 8 |
| 5. X B C D 8 | 15. A X C D X | 25. X B C D 8 |
| 6. X B C D 8 | 16. X B C D X | |
| 7. X B C D 8 | 17. A X C D 8 | |
| 8. X B C D 8 | 18. X B C D 8 | |
| 9. A B C X 8 | 19. X B C D 8 | |
| 10. A X C D 8 | 20. A B X D 8 | |

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LEMBAR JAWABAN

Post-Test 1

NAMA : Muhamad Risqy Poputungan

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|--|
| 1. A X C D X | 11. A B C X 8 | 21. A B X D 8 |
| 2. A X C D 7 | 12. A B X D 8 | 22. A B X D 8 |
| 3. A B X D 8 | 13. A B X D 8 | 23. A X C D 8 |
| 4. A B C X 8 | 14. A B X D 8 | 24. A X C D X 8 |
| 5. X B C D 8 | 15. A B C X 8 | 25. X B C D 8 |
| 6. X B C D 8 | 16. A B C X 8 | |
| 7. X B C D 8 | 17. A X C D 8 | |
| 8. X B C D 8 | 18. X B C D 8 | |
| 9. A X C D X | 19. A B X D 8 | |
| 10. A B X D X | 20. A X C D 8 | |

84

LEMBAR JAWABAN
Post-Test 1

NAMA : MUH. RASYA. MULIADI

KELAS : VII E

- | | | |
|-------------------------------------|--|-------------------------------------|
| 1. A B C D A | 11. A B C D X | 21. A B C A |
| 2. A B C D A | 12. A B A D A | 22. A B C A |
| 3. A B C D X | 13. A B A D A | 23. A B C D A |
| 4. A B C D X | 14. A B A D A | 24. A B C A |
| 5. A B C D A | 15. A B A D X | 25. A B A D X |
| 6. A B C D A | 16. A B C A | |
| 7. A B C D A | 17. A B C D X | |
| 8. A B C A | 18. A B C D A | |
| 9. A B A D X | 19. A B A D A | |
| 10. A B C D A | 20. A B A D X | |
- 52

LEMBAR JAWABAN
Post-Test 1

NAMA : Muh. Rehanmah Mokaogow

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D A | 11. A B C A | 21. A A C D X |
| 2. A B C D A | 12. A B A D A | 22. A B A D A |
| 3. A B C D X | 13. A B A D A | 23. A B C D A |
| 4. A B C A | 14. A B A D A | 24. A B C A |
| 5. A B C D A | 15. A B C A | 25. A B C D A |
| 6. A B C D A | 16. A B C A | |
| 7. A B C D A | 17. A B C A | |
| 8. A B C D A | 18. A B C D A | |
| 9. A B C D X | 19. A B A D A | |
| 10. A B C D A | 20. A B C D A | |
- 88

LEMBAR JAWABAN
Post-Test 1

NAMA : Mutia A. Cornelesz

KELAS : VII E

- | | | |
|-------------------------------------|--|--|
| 1. A B C D A | 11. A B C A A | 21. A A A D A |
| 2. A B A D A | 12. A B A D A | 22. A B A D A |
| 3. A B A D A | 13. A B A D A | 23. A A C D A |
| 4. A B A D A | 14. A A C D A | 24. A B A D A |
| 5. A B C D A | 15. A B C A A | 25. A A C D A |
| 6. A B C D A | 16. A A C D A | |
| 7. A A C D A | 17. A A A D A | |
| 8. A A C D A | 18. A B C D A | |
| 9. A B A D A | 19. A B A D A | |
| 10. A B C A A | 20. A A C D A | |

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LEMBAR JAWABAN
Post-Test 1

NAMA : Nur Auisa Bengga

KELAS : 7E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. A B C D A | 11. A B C A A | 21. A B A D A |
| 2. A A C D A | 12. A B A D A | 22. A A C D A |
| 3. A B A D A | 13. A B A D A | 23. A B C D A |
| 4. A B C A A | 14. A B C A A | 24. A A C D A |
| 5. A B C A A | 15. A B A D A | 25. A B C D A |
| 6. A B C D A | 16. A A C D A | |
| 7. A A C D A | 17. A A C D A | |
| 8. A B A D A | 18. A B C D A | |
| 9. A B A D A | 19. A B A D A | |
| 10. A B C A A | 20. A A C D A | |

56

LEMBAR JAWABAN
Post-Test 1

NAMA : Nurulifah H Husain
KELAS : VII e

- | | | |
|-------------------------------------|--|-------------------------------------|
| 1. A B C D X | 11. A B C D X | 21. A B C D X |
| 2. A B C D X | 12. A B C D X | 22. A B C D X |
| 3. A B C D X | 13. A B C D X | 23. A B C D X |
| 4. A B C D X | 14. A B C D X | 24. A B C D X |
| 5. A B C D X | 15. A B C D X | 25. A B C D X |
| 6. A B C D X | 16. A B C D X | |
| 7. A B C D X | 17. A B C D X | |
| 8. A B C D X | 18. A B C D X | |
| 9. A B C D X | 19. A B C D X | |
| 10. A B C D X | 20. A B C D X | |
- 100

LEMBAR JAWABAN
Post-Test 1

NAMA : Nurhalisah Mahamad
KELAS : VII E

- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. A B C D X | 11. A B C D X | 21. A B C D X |
| 2. A B C D X | 12. A B C D X | 22. A B C D X |
| 3. A B C D X | 13. A B C D X | 23. A B C D X |
| 4. A B C D X | 14. A B C D X | 24. A B C D X |
| 5. A B C D X | 15. A B C D X | 25. A B C D X |
| 6. A B C D X | 16. A B C D X | |
| 7. A B C D X | 17. A B C D X | |
| 8. A B C D X | 18. A B C D X | |
| 9. A B C D X | 19. A B C D X | |
| 10. A B C D X | 20. A B C D X | |
- 56

LEMBAR JAWABAN
Post-Test 1

NAMA : Putri Cahyani Baco

KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|--------------|---|---|
| 1. | X | B | C | D | 8 | 11. | A | B | C | D | 8 | 21. | A | B | C | D | 8 |
| 2. | A | B | C | D | 8 | 12. | A | B | C | D | 8 | 22. | A | B | C | D | 8 |
| 3. | A | B | C | D | 8 | 13. | A | B | C | D | 8 | 23. | A | B | C | D | 8 |
| 4. | A | B | C | D | 8 | 14. | A | B | C | D | 8 | 24. | A | B | C | D | 8 |
| 5. | X | B | C | D | 8 | 15. | A | B | C | D | 8 | 25. | X | B | C | D | 8 |
| 6. | X | B | C | D | 8 | 16. | A | B | C | D | 8 | | | | | | |
| 7. | X | B | C | D | 8 | 17. | A | B | C | D | 8 | | | | | | |
| 8. | A | B | C | D | 8 | 18. | A | B | C | D | 8 | | | | | | |
| 9. | A | B | C | D | 8 | 19. | X | B | C | D | 8 | | | | | | |
| 10. | A | B | C | D | 8 | 20. | A | B | C | D | 8 | | | | | | |

76

LEMBAR JAWABAN
Post-Test 1

NAMA : PUTRI HAPSARI XUSUF

KELAS : VII e

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|---|--------------|---|-----|--------------|--------------|--------------|--------------|---|-----|--------------|--------------|---|--------------|---|
| 1. | X | B | C | D | 8 | 11. | A | B | C | D | 8 | 21. | A | B | C | D | 8 |
| 2. | X | B | C | D | 8 | 12. | X | B | C | D | 8 | 22. | A | B | C | D | 8 |
| 3. | A | B | C | D | 8 | 13. | X | B | C | D | 8 | 23. | A | B | C | D | 8 |
| 4. | A | B | C | D | 8 | 14. | A | B | C | D | 8 | 24. | A | B | C | D | 8 |
| 5. | A | B | C | D | 8 | 15. | A | B | C | D | 8 | 25. | X | B | C | D | 8 |
| 6. | X | B | C | D | 8 | 16. | A | B | C | D | 8 | | | | | | |
| 7. | X | B | C | D | 8 | 17. | A | B | C | D | 8 | | | | | | |
| 8. | X | B | C | D | 8 | 18. | A | B | C | D | 8 | | | | | | |
| 9. | A | B | C | D | 8 | 19. | A | B | C | D | 8 | | | | | | |
| 10. | A | B | C | D | 8 | 20. | A | B | C | D | 8 | | | | | | |

68

LEMBAR JAWABAN

Post-Test 1

NAMA : HERIKA AULIA Moko Dompit

KELAS : VII E

- | | | |
|-------------------------------------|---------------------------------------|---------------------------------------|
| 1. A X C D X | 11. A B C X | 21. A B X D X |
| 2. A X C D X | 12. A B X D X | 22. A B X D X |
| 3. A B X D X | 13. A X C D X | 23. A B X D X |
| 4. A B X D X | 14. A B X D X | 24. X A B C D X |
| 5. X B C D X | 15. A B C X | 25. A X B C D X |
| 6. X B C D X | 16. X B C D X | |
| 7. X B C D X | 17. A X C D X | |
| 8. X B C D X | 18. X B C D X | |
| 9. A B C X | 19. A B X D X | |
| 10. A X C D X | 20. A X B C D X | |

72

LEMBAR JAWABAN

Post-Test 1

NAMA : Rehan Darukramat

KELAS : 7 E

- | | | |
|-------------------------------------|---------------------------------------|---------------------------------------|
| 1. X B C D X | 11. A B C X | 21. A B X D X |
| 2. A X C D X | 12. A B X D X | 22. A B X D X |
| 3. A X C D X | 13. A B X D X | 23. A B X D X |
| 4. A B C X | 14. A B X D X | 24. A X C D X |
| 5. X B C D X | 15. A B C X | 25. X A B C D X |
| 6. X B C D X | 16. A B X D X | |
| 7. A X C D X | 17. A B X D X | |
| 8. X B C D X | 18. X B C D X | |
| 9. A B C X | 19. A B X D X | |
| 10. A B X D X | 20. A X B C D X | |

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LEMBAR JAWABAN
Post-Test 1

NAMA : SRI WAHYUNI PANYALAI
KELAS : 7E

- | | | |
|------------------------|------------------------|------------------------|
| 1. A B C D | 11. A B C D | 21. A B A D |
| 2. A B C D | 12. A B C D | 22. A B C D |
| 3. A B C D | 13. A B C D | 23. A B C D |
| 4. A B C D | 14. A B C D | 24. A B C D |
| 5. A B C D | 15. A B C D | 25. A B C D |
| 6. A B C D | 16. A B C D | |
| 7. A B C D | 17. A B C D | |
| 8. A B C D | 18. A B C D | |
| 9. A B C D | 19. A B C D | |
| 10. A B C D | 20. A B C D | |
- (88)

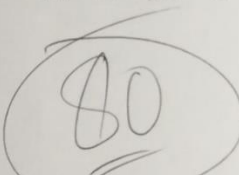
LEMBAR JAWABAN
Post-Test 1

NAMA : Sri Fatmahan Bardi
KELAS : 7E

- | | | |
|------------------------|------------------------|-------------|
| 1. A B C D | 11. A B C D | 21. A B C D |
| 2. A B C D | 12. A B C D | 22. A B C D |
| 3. A B C D | 13. A B C D | 23. A B C D |
| 4. A B C D | 14. A B C D | 24. A B C D |
| 5. A B C D | 15. A B C D | 25. A B C D |
| 6. A B C D | 16. A B C D | |
| 7. A B C D | 17. A B C D | |
| 8. A B C D | 18. A B C D | |
| 9. A B C D | 19. A B C D | |
| 10. A B C D | 20. A B C D | |
- (72)

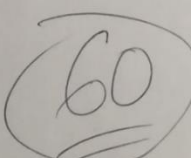
LEMBAR JAWABAN
Post-Test 1

NAMA : Tiara Devina Putri
KELAS : 7E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|---|---|--------------|--------------|--------------|--------------|
| 1. | A | B | C | X | 11. | A | B | X | D | X | 21. | A | B | X | D | X | |
| 2. | A | X | C | D | X | 12. | A | B | X | D | X | 22. | A | B | X | D | X |
| 3. | A | B | X | D | X | 13. | A | B | X | D | X | 23. | A | B | X | D | X |
| 4. | A | B | C | X | X | 14. | A | B | X | D | X | 24. | A | B | C | X | X |
| 5. | X | B | C | D | X | 15. | A | B | C | X | X | 25. | A | X | C | D | X |
| 6. | A | X | C | D | X | 16. | A | B | C | X | X |  | | | | | |
| 7. | X | B | C | D | X | 17. | A | X | C | D | X | | | | | | |
| 8. | X | B | C | D | X | 18. | X | B | C | D | X | | | | | | |
| 9. | A | B | C | X | X | 19. | A | B | X | D | X | | | | | | |
| 10. | A | X | C | D | X | 20. | A | X | C | D | X | | | | | | |

LEMBAR JAWABAN
Post-Test 1

NAMA : Tito Lamahati
KELAS : 76

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|---|--------------|-----|--------------|--------------|--------------|--------------|--------------|---|--------------|--------------|--------------|---|--------------|
| 1. | X | B | C | D | X | 11. | A | B | C | X | X | 21. | A | B | X | D | X |
| 2. | A | B | X | D | X | 12. | A | B | X | D | X | 22. | A | B | X | D | X |
| 3. | A | X | C | D | X | 13. | A | B | X | D | X | 23. | A | X | C | D | X |
| 4. | X | B | C | D | X | 14. | A | X | C | D | X | 24. | A | X | C | D | X |
| 5. | X | B | C | D | X | 15. | A | B | C | X | X | 25. | X | B | C | D | X |
| 6. | X | B | C | D | X | 16. | X | B | C | D | X |  | | | | | |
| 7. | X | B | C | D | X | 17. | A | X | C | D | X | | | | | | |
| 8. | X | B | C | D | X | 18. | A | X | C | D | X | | | | | | |
| 9. | A | X | C | D | X | 19. | A | X | X | D | X | | | | | | |
| 10. | A | X | C | D | X | 20. | A | B | C | X | X | | | | | | |

LEMBAR JAWABAN
Post-Test 1

NAMA : ZAHRA AMELIA MANUMTO
KELAS : 7E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|-----|---|--------------|--------------|--------------|--------------|
| 1. | X | B | C | D | 2 | 11. | A | B | C | X | 7 | 21. | A | X | C | D | X |
| 2. | A | X | C | D | 8 | 12. | A | B | C | X | X | 22. | A | B | X | D | 2 |
| 3. | A | B | X | D | 8 | 13. | A | B | X | D | 8 | 23. | A | X | C | D | 8 |
| 4. | A | B | C | X | 2 | 14. | X | B | X | D | 8 | 24. | A | B | C | X | 8 |
| 5. | X | B | C | D | 8 | 15. | A | B | C | X | 8 | 25. | A | B | X | D | X |
| 6. | X | B | C | D | 8 | 16. | A | B | C | X | 8 | | | | | | |
| 7. | X | B | C | D | 8 | 17. | A | X | C | D | 8 | | | | | | |
| 8. | X | B | C | D | 8 | 18. | X | B | C | D | 8 | | | | | | |
| 9. | A | B | X | D | X | 19. | A | X | C | D | X | | | | | | |
| 10. | A | B | X | D | X | 20. | A | X | C | D | 8 | | | | | | |
- 72

LEMBAR JAWABAN
Post-Test 1

NAMA : ZASKIA F. MOKODOPIT
KELAS : 7E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|---|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | X | D | X | 11. | A | B | C | X | 7 | 21. | A | X | C | D | X |
| 2. | A | X | C | D | X | 12. | A | B | X | D | 7 | 22. | A | B | X | D | 8 |
| 3. | A | B | X | D | 8 | 13. | A | B | C | X | X | 23. | A | X | C | D | 8 |
| 4. | A | B | C | X | 8 | 14. | A | B | X | D | 8 | 24. | A | B | X | X | X |
| 5. | X | B | C | D | 8 | 15. | A | B | C | X | 8 | 25. | X | X | C | D | X |
| 6. | X | B | C | D | 8 | 16. | A | B | C | X | 8 | | | | | | |
| 7. | A | X | C | D | X | 17. | A | X | C | D | 8 | | | | | | |
| 8. | X | B | C | D | 8 | 18. | A | X | C | D | X | | | | | | |
| 9. | A | B | C | X | 8 | 19. | A | B | X | D | X | | | | | | |
| 10. | A | X | C | D | 8 | 20. | A | X | C | D | X | | | | | | |
- 60

LEMBAR JAWABAN
Post-Test 1

NAMA : Ghufro indobadaya

KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|-----|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | C | D | X | 11. | A | B | X | D | X | 21. | A | B | X | D | X |
| 2. | A | X | C | D | X | 12. | A | B | C | X | X | 22. | A | X | X | D | X |
| 3. | A | B | C | X | X | 13. | A | X | C | D | X | 23. | A | B | X | D | X |
| 4. | A | B | C | X | X | 14. | A | B | X | D | X | 24. | A | B | C | X | X |
| 5. | A | B | X | D | X | 15. | A | B | C | X | X | 25. | X | B | C | D | X |
| 6. | A | X | C | D | X | 16. | A | B | C | X | X | | | | | | |
| 7. | X | B | C | D | X | 17. | A | X | C | D | X | | | | | | |
| 8. | X | B | C | D | X | 18. | X | B | C | D | X | | | | | | |
| 9. | A | B | C | X | X | 19. | A | X | X | D | X | | | | | | |
| 10. | A | X | C | D | X | 20. | A | X | C | D | X | | | | | | |

60

4. What thing that Lisa used for sweep the floor?

a. a feather duster	c. a broom
b. a cupboard	d. a dustbin

5. Rehan asks Lisa to the garbage in the dustbin.

a. mention	c. read
b. sweep	d. throw

6. What Rehan do in the class?

a. clean the curtain and table cloth	c. throw the garbage
b. sweep the floor	d. look for the broom

7. What thing that Rehan used for clean the curtain and the table cloth?

a. a dustbin	c. a feather duster
b. a cupboard	d. a broom

8. The thing that people used for see events, schedule, date, day, week, month, year and agenda list is ...

a. a watch	c. a calendar
a. a map	d. a clock

Read the dialogue to answer question number 9-10!

Anna : Hai Rara, what are you doing?

Rara : I am wearing my tie. What about you?

Anna : Oh my god, I forgot my tie. What should I do?

Rara : Really? Don't worry. I have two ties. You can use it.

Anna : Thanks, Rara, you are so kind to me.

Rara : My pleasure Anna.

9. What thing that Anna forgot?

a. hat	c. tie
b. skirt	d. wear

10. How many ties does Anna have?

a. one tie	c. three ties
b. two ties	d. four ties

Read the text below to answer question number 11-12

My name is Ali Muhamad. I am a seventh grader student at SMP 3 Damai Sari. I usually go to school with my best friend Andi. Andi is also my seatmate in my class. We always come on time to the class.

11. Andi is Ali's best friend and also his ...

19. The name of thing on the picture above is ...
- a. calculator
 - b. a dust pan
 - c. a stapler
 - d. a highlighter
20. How many things on the picture above?
- a. two
 - b. three
 - c. four
 - d. five
21. is a thing that usually used for sweepings such as we hold it flat on the floor and put dirt and dust into it. this is a small flat container made of metal or plastic. What the name of this thing?
- a. dustpan
 - b. broom
 - c. feather duster
 - d. dustbin
22. The leader of our class sometimes ... our task and give it to the teacher.
- a. read
 - b. listen
 - c. collect
 - d. move
23. When teacher explain the material, the students should ... carefully.
- a. listen
 - b. collect
 - c. write
 - d. read
24. Before start teach the new material, the teacher usually asks all of students to some vocabulary that already learned in the last meeting. What word which could be use to complete the sentence above?
- a. mention
 - b. see
 - c. listen
 - d. move
25. Anna : Do you have calculator?
Didi : Yes, I have two calculators.
- How many calculators does Didi have?
- a. he has two calculators
 - b. he have two calculators
 - c. she has two calculators
 - d she have two calculators

LEMBAR JAWABAN
Post-Test 2

NAMA : Akbar Raic Bambang

KELAS : 7E

1. ~~X~~ B C D
2. A B ~~X~~ D
3. A ~~X~~ C D
4. A B ~~X~~ D
5. A B C ~~X~~
6. ~~X~~ ~~X~~ C D
7. A B ~~X~~ D
8. A B C ~~X~~
9. A B C ~~X~~
10. A ~~X~~ C D

11. ~~X~~ B C D
12. A B ~~X~~ D
13. A B C ~~X~~
14. ~~X~~ B C D
15. ~~X~~ B C D
16. A B C ~~X~~
17. A B ~~X~~ D
18. ~~X~~ B C D
19. A B ~~X~~ D
20. A B ~~X~~ D

21. ~~X~~ B C D
22. A B ~~X~~ D
23. ~~X~~ B C D
24. A B C ~~X~~
25. ~~X~~ B C D

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LEMBAR JAWABAN
Post-Test 2

NAMA : Caca Putri j. Potabuga

KELAS : 7e

1. ~~X~~ B C D
2. A B ~~X~~ D
3. ~~X~~ B C D
4. A B ~~X~~ D
5. A B C ~~X~~
6. ~~X~~ B C D
7. A B ~~X~~ D
8. A B ~~X~~ D
9. A B ~~X~~ D
10. A ~~X~~ C D

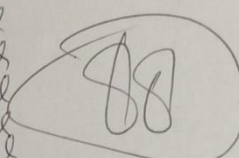
11. ~~X~~ B C D
12. A B ~~X~~ D
13. A B C ~~X~~
14. ~~X~~ B C D
15. ~~X~~ B C D
16. A B ~~X~~ D
17. A B ~~X~~ D
18. ~~X~~ B C D
19. A B ~~X~~ D
20. A B ~~X~~ D

21. ~~X~~ B C D
22. A B ~~X~~ D
23. ~~X~~ B C D
24. ~~X~~ B C D
25. ~~X~~ B C D

95


LEMBAR JAWABAN
Post-Test 2

NAMA : Cessa Rahmawati
KELAS : 7E

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|--------------|--------------|----------------|--|--------------|---|--------------|----------------|
| 1. | A | X | C | D X | 11. | A | X | C | D X | 21. | X | B | C | D X |
| 2. | A | B | X | D X | 12. | A | B | X | D X | 22. | A | B | X | D X |
| 3. | A | B | C | X | 13. | A | B | C | X | 23. | X | B | X | D X |
| 4. | A | B | X | D X | 14. | X | B | C | D X | 24. | X | B | C | D X |
| 5. | A | B | C | X | 15. | X | B | C | D X | 25. | X | B | C | D X |
| 6. | X | B | C | D X | 16. | A | B | C | X |  | | | | |
| 7. | A | B | X | D X | 17. | A | B | X | D X | | | | | |
| 8. | A | B | X | D X | 18. | X | B | C | D X | | | | | |
| 9. | A | B | X | D X | 19. | A | B | X | D X | | | | | |
| 10. | A | X | C | D X | 20. | A | B | X | D X | | | | | |

LEMBAR JAWABAN
Post-Test 2

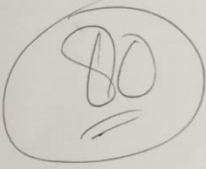
NAMA : Chantika Mokodompit
KELAS : 7E

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|---|--------------|----------------|---|--------------|---|--------------|----------------|
| 1. | X | B | C | D X | 11. | X | B | C | D X | 21. | X | B | C | D X |
| 2. | A | B | X | D X | 12. | A | B | X | D X | 22. | A | B | X | D X |
| 3. | X | B | X | D X | 13. | A | B | C | X | 23. | X | B | C | D X |
| 4. | A | B | X | D X | 14. | X | B | C | D X | 24. | X | B | C | D X |
| 5. | A | B | C | X | 15. | X | B | C | D X | 25. | X | B | C | D X |
| 6. | X | B | C | D X | 16. | A | B | C | X |  | | | | |
| 7. | A | B | X | D X | 17. | A | B | X | D X | | | | | |
| 8. | A | B | X | D X | 18. | X | B | C | D X | | | | | |
| 9. | A | B | C | X | 19. | A | B | X | D X | | | | | |
| 10. | A | X | C | D X | 20. | A | B | X | D X | | | | | |

LEMBAR JAWABAN
Post-Test 2

NAMA : ERLANGGA AL BAMBANG

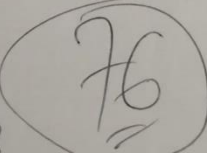
KELAS : 7E

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|---|--------------|----------------|--|--------------|--------------|--------------|----------------|
| 1. | A | B | C | D X | 11. | A | B | C | D X | 21. | A | B | C | D X |
| 2. | A | B | C | D | 12. | A | B | C | D X | 22. | A | B | C | D X |
| 3. | A | B | C | D X | 13. | A | B | C | D | 23. | A | B | C | D X |
| 4. | A | B | C | D X | 14. | A | B | C | D X | 24. | A | B | C | D X |
| 5. | A | B | C | D | 15. | A | B | C | D X | 25. | A | B | C | D X |
| 6. | A | B | C | D X | 16. | A | B | C | D |  | | | | |
| 7. | A | B | C | D X | 17. | A | B | C | D X | | | | | |
| 8. | A | B | C | D X | 18. | A | B | C | D X | | | | | |
| 9. | A | B | C | D X | 19. | A | B | C | D X | | | | | |
| 10. | A | B | C | D X | 20. | A | B | C | D X | | | | | |

LEMBAR JAWABAN
Post-Test 2

NAMA : CIKO J. MARALUNY SENGU

KELAS : VII E

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|--------------|--------------|----------------|---|--------------|--------------|--------------|----------------|
| 1. | A | B | C | D X | 11. | A | B | C | D X | 21. | A | B | C | D X |
| 2. | A | B | C | D X | 12. | A | B | C | D X | 22. | A | B | C | D X |
| 3. | A | B | C | D X | 13. | A | B | C | D | 23. | A | B | C | D |
| 4. | A | B | C | D X | 14. | A | B | C | D X | 24. | A | B | C | D X |
| 5. | A | B | C | D | 15. | A | B | C | D X | 25. | A | B | C | D X |
| 6. | A | B | C | D X | 16. | A | B | C | D X |  | | | | |
| 7. | A | B | C | D X | 17. | A | B | C | D X | | | | | |
| 8. | A | B | C | D X | 18. | A | B | C | D X | | | | | |
| 9. | A | B | C | D X | 19. | A | B | C | D X | | | | | |
| 10. | A | B | C | D X | 20. | A | B | C | D X | | | | | |

LEMBAR JAWABAN
Post-Test 2

NAMA : Farli Aditia Bale

KELAS : 7E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|---|--------------|--------------|-----|--------------|---|--------------|--------------|--------------|---|
| 1. | X | B | C | D | 2 | 11. | X | B | C | D | 21. | X | B | C | D | 2 | |
| 2. | A | B | X | D | 2 | 12. | A | B | X | D | 22. | A | B | X | D | 2 | |
| 3. | X | B | C | D | 2 | 13. | A | B | C | X | 2 | 23. | A | X | C | D | X |
| 4. | A | B | X | D | 2 | 14. | X | B | C | D | 2 | 24. | A | B | C | X | X |
| 5. | A | B | C | X | 2 | 15. | X | B | C | D | 2 | 25. | A | B | X | D | X |
| 6. | X | B | C | D | 2 | 16. | A | B | C | X | 2 | | | | | | |
| 7. | A | B | X | D | 2 | 17. | A | B | X | D | 2 | | | | | | |
| 8. | A | X | C | D | X | 18. | X | B | C | D | 2 | | | | | | |
| 9. | A | B | X | D | 2 | 19. | A | B | X | D | 2 | | | | | | |
| 10. | A | X | C | D | 2 | 20. | A | B | X | D | 2 | | | | | | |
- 84

LEMBAR JAWABAN
Post-Test 2

NAMA : KEYSA MOKODONGAN

KELAS : 7^e

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|---|--------------|--------------|---|-----|--------------|---|--------------|---|---|
| 1. | X | B | C | D | 2 | 11. | X | B | C | D | 2 | 21. | X | B | C | D | 2 |
| 2. | A | B | X | D | 2 | 12. | A | B | X | D | 2 | 22. | A | B | X | D | 2 |
| 3. | A | X | C | D | X | 13. | A | B | C | X | 2 | 23. | X | B | C | D | 2 |
| 4. | A | B | X | D | 2 | 14. | X | B | C | D | 2 | 24. | X | B | C | D | 2 |
| 5. | A | B | C | X | 2 | 15. | X | B | C | D | 2 | 25. | X | B | C | D | 2 |
| 6. | A | X | C | D | X | 16. | A | B | C | X | 2 | | | | | | |
| 7. | A | B | X | D | 2 | 17. | A | B | X | D | 2 | | | | | | |
| 8. | A | B | X | D | 2 | 18. | X | B | C | D | 2 | | | | | | |
| 9. | A | B | X | D | 2 | 19. | A | B | C | X | 2 | | | | | | |
| 10. | A | X | C | D | 2 | 20. | A | B | X | D | 2 | | | | | | |
- 88

LEMBAR JAWABAN
Post-Test 2

NAMA : Erlangga Putra Sugahar

KELAS : 7E

- | | | |
|------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D | 11. A X C D X | 21. A X C D X |
| 2. A B X D | 12. A B X D | 22. A B C X |
| 3. X B C D | 13. A B C X | 23. A B X D X |
| 4. A B X D | 14. A X C D X | 24. X B C D |
| 5. A B C X | 15. X B C D | 25. X B C D |
| 6. X B C D | 16. A B C X | |
| 7. A B X D | 17. A B X D | |
| 8. A B X D | 18. X B C D | |
| 9. A B X D | 19. A B X D | |
| 10. A X C D | 20. A B X D | |

80

LEMBAR JAWABAN
Post-Test 2

NAMA : Fadel Moh Kolopika

KELAS : 7E

- | | | |
|------------------------------------|------------------------|-------------------------------------|
| 1. X B C D | 11. X B C D | 21. A X C D |
| 2. A B X D | 12. A B X D | 22. A B X D X |
| 3. X B C D | 13. A B C X | 23. X B C D |
| 4. A B X D | 14. X B C D | 24. A X C D X |
| 5. A B C X | 15. X B C D | 25. A B C X |
| 6. A X C D X | 16. A B C X | |
| 7. A B X D | 17. A B X D | |
| 8. A B X D | 18. X B C D | |
| 9. A B X D | 19. A B X D | |
| 10. A X C D | 20. A B X D | |

84

LEMBAR JAWABAN
Post-Test 2

NAMA : Khaidir Atkar Sugaha

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D 2 | 11. X B C D 3 | 21. X B C D 3 |
| 2. A B X D 2 | 12. A B X D 3 | 22. A B X D 3 |
| 3. X B C D 4 | 13. A B C X 3 | 23. X B C D 3 |
| 4. A B X D 3 | 14. X B C D 3 | 24. X B C D 3 |
| 5. A B C X 3 | 15. X B C D 3 | 25. X B C D 3 |
| 6. A X C D X | 16. A B C X 3 | |
| 7. A B X D 3 | 17. A B X D 3 | |
| 8. A B X D 3 | 18. A X C D X | |
| 9. A B X D 3 | 19. A B X D 3 | |
| 10. A X C D 3 | 20. A B X D 3 | |

92

LEMBAR JAWABAN
Post-Test 2

NAMA : Kholidia B

KELAS : 7e

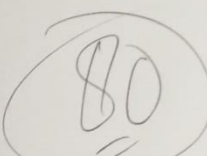
- | | | |
|-------------------------------------|--|-------------------------------------|
| 1. X B C D 2 | 11. X X C D X | 21. A X C D X |
| 2. A B X D 2 | 12. A X C D X | 22. A X C D X |
| 3. X B C D 2 | 13. A B C X 3 | 23. A B C X X |
| 4. A B C X X | 14. A B X D X | 24. X B C D 2 |
| 5. A B C X 3 | 15. X B C D 3 | 25. X B C D 2 |
| 6. X B C D 2 | 16. X B C X 3 | |
| 7. A B X D 2 | 17. A B X X 3 | |
| 8. A B X D 2 | 18. X B X D 2 | |
| 9. A B X D 2 | 19. A B X D X | |
| 10. A X C D 2 | 20. A B X D 2 | |

68

LEMBAR JAWABAN
Post-Test 2

NAMA : Kirania Pwi prisiliq


KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|---|--------------|--------------|---|---|--------------|--------------|--------------|---|---|
| 1. | X | B | C | D | 8 | 11. | X | B | C | D | 8 | 21. | A | X | C | D | X |
| 2. | A | B | X | D | 8 | 12. | A | B | X | D | 8 | 22. | A | B | X | D | 8 |
| 3. | X | B | C | D | 8 | 13. | A | B | C | X | 8 | 23. | X | B | C | D | 8 |
| 4. | A | B | X | D | 8 | 14. | X | B | C | D | 8 | 24. | X | B | C | D | X |
| 5. | A | B | C | X | 8 | 15. | X | B | C | D | 8 | 25. | X | B | C | D | X |
| 6. | A | X | C | D | X | 16. | A | B | X | D | X |  | | | | | |
| 7. | A | B | X | D | 8 | 17. | A | B | X | D | 8 | | | | | | |
| 8. | A | B | X | D | 8 | 18. | X | B | C | D | 8 | | | | | | |
| 9. | A | B | X | D | 8 | 19. | A | B | X | D | 8 | | | | | | |
| 10. | A | X | C | D | 8 | 20. | A | B | X | D | 8 | | | | | | |

LEMBAR JAWABAN
Post-Test 2

NAMA : LILIS ANDINI MOKODOMPIT

KELAS : VII E

- | | | | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|--------------|---|-----|--------------|---|--------------|--------------|---|---|--------------|--------------|--------------|--------------|---|
| 1. | A | X | C | D | X | 11. | X | B | C | D | 8 | 21. | X | B | C | D | 8 |
| 2. | A | B | X | D | 8 | 12. | A | B | X | D | 8 | 22. | A | B | X | D | 8 |
| 3. | X | B | C | D | 8 | 13. | A | B | C | X | 8 | 23. | X | B | C | D | 8 |
| 4. | A | B | X | D | 8 | 14. | X | B | C | D | 8 | 24. | A | X | C | D | X |
| 5. | A | B | C | X | 8 | 15. | X | B | C | D | 8 | 25. | A | B | C | X | X |
| 6. | X | B | C | D | 8 | 16. | A | B | C | X | 8 |  | | | | | |
| 7. | A | B | X | D | 8 | 17. | A | B | X | D | 8 | | | | | | |
| 8. | A | B | X | D | 8 | 18. | X | B | C | D | 8 | | | | | | |
| 9. | A | B | X | D | 8 | 19. | A | B | X | D | 8 | | | | | | |
| 10. | X | X | C | D | X | 20. | A | B | X | D | 8 | | | | | | |

LEMBAR JAWABAN

Post-Test 2

NAMA : M. R. Ananta Zube di

KELAS : VII E

- | | | |
|------------------------|------------------------|------------------------|
| 1. A B C D | 11. A B C D | 21. A B C D |
| 2. A B C D | 12. A B C D | 22. A B C D |
| 3. A B C D | 13. A B C D | 23. A B C D |
| 4. A B C D | 14. A B C D | 24. A B C D |
| 5. A B C D | 15. A B C D | 25. A B C D |
| 6. A B C D | 16. A B C D | |
| 7. A B C D | 17. A B C D | |
| 8. A B C D | 18. A B C D | |
| 9. A B C D | 19. A B C D | |
| 10. A B C D | 20. A B C D | |

92

LEMBAR JAWABAN

Post-Test 2

NAMA : MDH. IHSAN FAUZI ZAHADI

KELAS : VII E

- | | | |
|------------------------|------------------------|------------------------|
| 1. A B C D | 11. A B C D | 21. A B C D |
| 2. A B C D | 12. A B C D | 22. A B C D |
| 3. A B C D | 13. A B C D | 23. A B C D |
| 4. A B C D | 14. A B C D | 24. A B C D |
| 5. A B C D | 15. A B C D | 25. A B C D |
| 6. A B C D | 16. A B C D | |
| 7. A B C D | 17. A B C D | |
| 8. A B C D | 18. A B C D | |
| 9. A B C D | 19. A B C D | |
| 10. A B C D | 20. A B C D | |

88

LEMBAR JAWABAN

Post-Test 2

NAMA : Muhamad Alfiyah Diano

KELAS : VII E

- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. X B C D) | 11. A X C D X | 21. X B C D) |
| 2. A B X D) | 12. A B X D) | 22. A B X D) |
| 3. X B C D) | 13. A B C X) | 23. A X C D X |
| 4. A B X D X | 14. X B C D) | 24. X B C D) |
| 5. A B C X) | 15. X B C D) | 25. X B C D) |
| 6. X B C D) | 16. A B C X) | |
| 7. A B X D) | 17. A B X D) | |
| 8. A B X D) | 18. A B X D X | |
| 9. A B X D) | 19. A B X D) | |
| 10. A X C D) | 20. A B X D) | |

84

LEMBAR JAWABAN

Post-Test 2

NAMA : Muhamad Risqy Papatungun

KELAS : VII E

- | | | |
|--------------------------|--------------------------|---------------|
| 1. X B C D) | 11. X B C D) | 21. A B C D) |
| 2. A B X D) | 12. A B X D) | 22. A B C D) |
| 3. X B C D) | 13. A B C X) | 23. A B C D) |
| 4. A B X D) | 14. X B C D) | 24. A B C D) |
| 5. A B C X) | 15. X B C D) | 25. A B C D X |
| 6. A X C D X | 16. A B C X) | |
| 7. A X C D) | 17. A B X D) | |
| 8. A B X D) | 18. X B C D) | |
| 9. X B C D) | 19. A B X D) | |
| 10. A X C D) | 20. A B X D) | |

88

LEMBAR JAWABAN
Post-Test 2

NAMA : MUH. PASYA - MULIADI

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D X | 11. A X C D X | 21. A B X D X |
| 2. A B C X X | 12. X B C D X | 22. A X C D X |
| 3. X B C D X | 13. A B C X X | 23. A B C X X |
| 4. A B X D X | 14. X B C D X | 24. X B C D X |
| 5. A B C X X | 15. X B C D X | 25. A B X D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A X C D X | |
| 8. A B X D X | 18. X B C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A X C D X | 20. A B C X X | |

64

LEMBAR JAWABAN
Post-Test 2

NAMA : Muhamad Rehanzaki Mokoagow

KELAS : VIII E

- | | | |
|-------------------------------------|-------------------------------------|--------------------------|
| 1. X B C D X | 11. X B C D X | 21. A B C D X |
| 2. A B X D X | 12. A B X D X | 22. A B C D X |
| 3. X B C D X | 13. A B C X X | 23. A B C D X |
| 4. A B X D X | 14. X B C D X | 24. A B C D X |
| 5. A B C X X | 15. A X C D X | 25. A B C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A B X D X | |
| 8. A B X D X | 18. X B C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A X C D X | 20. A B X D X | |

96

LEMBAR JAWABAN
Post-Test 2

NAMA : Mutia A. Cornelesz
KELAS : VII E

- | | | |
|--|---|---|
| 1. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 11. A B C D <input checked="" type="checkbox"/> | 21. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> |
| 2. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 12. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> | 22. A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 13. A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 4. A <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 24. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 5. A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 25. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 16. A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 7. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 17. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | |
| 9. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. A <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 20. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |

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LEMBAR JAWABAN
Post-Test 2

NAMA : Nur Anisa Bingsa
KELAS : 7E

- | | | |
|--|---|---|
| 1. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 11. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 21. A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 2. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 12. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 22. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 13. A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 4. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 14. A <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 24. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 5. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 25. A <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 16. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 7. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 17. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. A <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | |
| 9. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. A <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 20. A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |

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LEMBAR JAWABAN
Post-Test 2

NAMA : Nurulqin H. Husain

KELAS : VIIe

- | | | |
|-------------------------------------|--|-------------------------------------|
| 1. X B C D X | 11. X B C D X | 21. X B C D X |
| 2. A B X D X | 12. A B X D X | 22. A B X D X |
| 3. A X C D X | 13. A B C X X | 23. X B C D X |
| 4. A B X D X | 14. X B C X X | 24. A X C D X |
| 5. A B C X X | 15. X B C D X | 25. X B C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A B X D X | |
| 8. A B X D X | 18. X B C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A X C D X | 20. A B X D X | |

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LEMBAR JAWABAN
Post-Test 2

NAMA : Nurhasnah Muhammad

KELAS : VIII E

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1. A X C D X | 11. X B C D X | 21. X B C D X |
| 2. A X C D X | 12. A B X D X | 22. X B C D X |
| 3. A B X D X | 13. A B C X X | 23. X B C D X |
| 4. A B X D X | 14. A X C D X | 24. X B C D X |
| 5. A B C X X | 15. A B X D X | 25. X B C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A B X D X | |
| 8. A B X D X | 18. X B C D X | |
| 9. A X X D X | 19. A B X D X | |
| 10. X B C D X | 20. A B X D X | |

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LEMBAR JAWABAN

Post-Test 2

NAMA : Putri Cahyani Baco

KELAS : VII E

- | | | |
|---|---|--|
| 1. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 11. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 21. A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 2. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 12. A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 22. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 13. A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 4. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 24. A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 5. A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 25. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 16. A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 84 |
| 7. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 17. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 9. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 19. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 20. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |

LEMBAR JAWABAN

Post-Test 2

NAMA : PUTRI HARSARI XUSUF

KELAS : VII e

- | | | |
|--|---|---|
| 1. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 11. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 21. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 2. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 12. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 22. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 13. A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 4. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 24. A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 5. A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 25. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 16. A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 76 |
| 7. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 17. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 9. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 19. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 20. A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | |

LEMBAR JAWABAN
Post-Test 2

NAMA : Rehan Datukromat

KELAS : 7 E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D X | 11. X B C D X | 21. X B C D X |
| 2. A X C D X | 12. A B X D X | 22. A B X D X |
| 3. X B C D X | 13. A B C X X | 23. X B C D X |
| 4. A B C X X | 14. X B C D X | 24. X B C D X |
| 5. A B X D X | 15. X B C D X | 25. A X C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A B X D X | |
| 8. A B X D X | 18. X B C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A X C D X | 20. A B X D X | |
- 80

LEMBAR JAWABAN
Post-Test 2

NAMA : SHEKINA Aulia Miskonanpiti

KELAS : VII E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D X | 11. X B C D X | 21. X B C D X |
| 2. A B X D X | 12. A B X D X | 22. A B X D X |
| 3. X B C D X | 13. A X C D X | 23. X B C D X |
| 4. A B X D X | 14. A B X D X | 24. X B C D X |
| 5. A B C X X | 15. X B C D X | 25. X B C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A X C D X | 17. A B X D X | |
| 8. A B X D X | 18. X B C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A B C X X | 20. A B X D X | |
- 84

LEMBAR JAWABAN
Post-Test 2

NAMA : Sitti Fahrroh Bandu
KELAS : 7E

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. X B C D X | 11. X B C D X | 21. X B C D X |
| 2. A X C D X | 12. A B X D X | 22. A B X D X |
| 3. X B C D X | 13. A B C X X | 23. X B C D X |
| 4. A B X D X | 14. A X C D X | 24. X B C D X |
| 5. A B C X X | 15. X B C D X | 25. A X C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A B X D X | |
| 8. A X C D X | 18. A X C D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A X C D X | 20. A B X D X | |

80

LEMBAR JAWABAN
Post-Test 2

NAMA : Sri Wahyuni Panyala
KELAS : 7E

- | | | |
|-------------------------------------|--|-------------------------------------|
| 1. X B C D X | 11. X B C D X | 21. X B C D X |
| 2. A B X D X | 12. A B X D X | 22. A B X D X |
| 3. X B C D X | 13. A B C X X | 23. X B C D X |
| 4. A B X D X | 14. X B C D X | 24. X B C D X |
| 5. A B C X X | 15. X B C D X | 25. X B C D X |
| 6. X B C D X | 16. A B C X X | |
| 7. A B X D X | 17. A B X D X | |
| 8. A B X D X | 18. X B X D X | |
| 9. A B X D X | 19. A B X D X | |
| 10. A X C D X | 20. A B X D X | |

80

LEMBAR JAWABAN
Post-Test 2

NAMA : Tiara Devina Putri
KELAS : 7E

- | | | |
|---|--|--|
| 1. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 11. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 21. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 2. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 12. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 22. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 13. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 4. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 24. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 5. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 25. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 16. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 7. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 17. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. <input type="checkbox"/> A <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | |
| 9. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. <input type="checkbox"/> A <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> | 20. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |

92

LEMBAR JAWABAN
Post-Test 2

NAMA : Titis Lamoharna
KELAS : 7E

- | | | |
|---|--|--|
| 1. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 11. <input type="checkbox"/> A <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> | 21. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 2. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 12. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 22. <input type="checkbox"/> A <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 13. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 4. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 24. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 5. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 25. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | 16. <input type="checkbox"/> A B C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 7. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 17. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> B C D <input checked="" type="checkbox"/> | |
| 9. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. <input type="checkbox"/> A <input checked="" type="checkbox"/> C D <input checked="" type="checkbox"/> | 20. <input type="checkbox"/> A B <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |

80

LEMBAR JAWABAN
Post-Test 2

NAMA : ZAHIRA AMALIA MAMONTO

KELAS : 76

- | | | |
|--|---|---|
| 1. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 11. <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 21. <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 2. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 12. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 22. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 13. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 4. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 24. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 5. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 25. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 16. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 7. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 17. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 9. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 20. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |

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LEMBAR JAWABAN
Post-Test 2

NAMA : ZASKIA F. MOKOSIRIPIT

KELAS : 7e

- | | | |
|--|---|---|
| 1. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 11. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 21. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 2. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 12. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 22. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 13. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 23. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 4. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 14. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 24. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 5. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 25. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> |
| 6. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 16. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 7. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 17. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 8. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 18. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 9. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |
| 10. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 20. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | |

76

LEMBAR JAWABAN
Post-Test 2

NAMA : *Gusron mudoherlaga*

KELAS : *VII E*

- | | | | | | | | | | | | | | | |
|-----|--------------|--------------|--------------|----------------|-----|--------------|--------------|--------------|----------------|-----|--------------|---|--------------|----------------|
| 1. | A | X | C | D X | 11. | A | X | C | D X | 21. | X | B | C | D X |
| 2. | A | B | X | D X | 12. | A | B | X | D X | 22. | A | B | X | D X |
| 3. | X | B | C | D X | 13. | A | B | C | X | 23. | X | B | C | D X |
| 4. | A | B | X | D X | 14. | X | B | C | D X | 24. | X | B | C | D X |
| 5. | A | B | C | X | 15. | A | B | C | X | 25. | X | B | C | D X |
| 6. | A | X | C | D X | 16. | A | B | C | X | | | | | |
| 7. | A | B | X | D X | 17. | A | B | X | D X | | | | | |
| 8. | A | B | X | D X | 18. | X | B | C | D X | | | | | |
| 9. | A | B | X | D X | 19. | A | X | X | D X | | | | | |
| 10. | A | X | C | D X | 20. | A | B | X | D X | | | | | |

40

KEY ANSWER

PRE-TEST

- | | | |
|-------|-------|-------|
| 1. A | 11. A | 21. B |
| 2. A | 12. A | 22. D |
| 3. D | 13. A | 23. D |
| 4. B | 14. D | 24. A |
| 5. A | 15. B | 25. B |
| 6. D | 16. B | |
| 7. D | 17. D | |
| 8. D | 18. B | |
| 9. C | 19. A | |
| 10. A | 20. C | |

KEY ANSWER

POST-TEST I

1. A	11. D	21. C
2. B	12. C	22. C
3. C	13. C	23. B
4. D	14. C	24. D
5. A	15. D	25. A
6. A	16. D	
7. A	17. B	
8. A	18. A	
9. D	19. C	
10. B	20. B	

POST-TEST II

1. A	11. A	21. A
2. C	12. C	22. C
3. A	13. D	23. A
4. C	14. A	24. A
5. D	15. A	25. A
6. A	16. D	
7. C	17. C	
8. C	18. A	
9. C	19. C	
10. B	20. C	

APPENDIX 7
The Names of Students

THE NAME OF STUDENTS**At Seventh E Grade Students of MT's Negeri 1 Kotamobagu**

NO	NAME	CODE	SEX
1	Akbar Rais Bambela	Student 1	Male
2	Caca Putri J. Potabuga	Student 2	Female
3	Cessa Rahmawati	Student 3	Female
4	Chantika P. L Mokodompri	Student 4	Female
5	Ciko J. Makalangsenge	Student 5	Male
6	Erlangga Al Bambang	Student 6	Male
7	Erlangga Putra Sugeha	Student 7	Male
8	Fadel Moh Kolopita	Student 8	Male
9	Farli Aditia Bae	Student 9	Male
10	Keysa Mokodongan	Student 10	Female
11	Khaidir Afkar Sugeha	Student 11	Male
12	Khalifah A. Belenehu	Student 12	Female
13	Kirania Dwi Prisilia	Student 13	Female
14	Lilis Andini Mokodompit	Student 14	Female
15	M. R. Bayu Ananta Zubedi	Student 15	Male
16	Moh Ihsan Fauzi Suyadi	Student 16	Male
17	Moh Alfisnyah Djano	Student 17	Male
18	Moh Risqy A. Papatungan	Student 18	Male
19	Muh Rasya Muliadi	Student 19	Male
20	Muh Rehansyah Mokoagow	Student 20	Male
21	Muthia A Cornelesz	Student 21	Female
22	Nur Anisa Bengga	Student 22	Female
23	Nuralifah H. Husain	Student 23	Female
24	Nurhalisa Muhamad	Student 24	Female
25	Putri Cahyani Baco	Student 25	Female
26	Putri Hapsari Yusuf	Student 26	Female

27	Rehan Datukramat	Student 27	Male
28	Sherina Aulia Mokodompit	Student 28	Female
29	Sitti Fahirah Bandu	Student 29	Female
30	Sri Wahyuni Panyalai	Student 30	Female
31	Tiara Defina Putri	Student 31	Female
32	Tito Lamahara	Student 32	Male
33	Zahra Amelia Mamonto	Student 33	Female
34	Zaskia F. Mokodompit	Student 34	Female
35	Ghufron Mokodongan	Student 35	Male

Students' Attendance List

VII E

No	Name of Students	Meeting			
		1 08/04/21	2 09/04/21	3 22/04/21	4 23/04/2021
1	Akbar Rais Bambela	√	√	√	√
2	Caca Putri J. Potabuga	√	√	√	√
3	Cessa Rahmawati	√	√	√	√
4	Chantika P. L. Mokodompit	√	√	√	√
5	Ciko J. Makalangsenge	√	√	√	√
6	Erlangga Al Bambang	√	√	√	√
7	Erlangga Putra Sugeha	√	√	√	√
8	Fadel Moh Kolopita	√	√	√	√
9	Farli Aditia Bae	√	√	√	√
10	Keysa Mokodongan	√	√	√	√
11	Khaidir Afkar Sugeha	√	√	√	√
12	Khalifah A. Belenehu	√	√	√	√
13	Kirania Dwi Prisilia	√	√	√	√
14	Lilis Andini Mokodompit	√	√	√	√
15	M. R. Bayu Ananta Zubedi	√	√	√	√
16	Moh Ihsan Fauzi Suyadi	√	√	√	√
17	Moh Alfisnyah Djano	√	√	√	√
18	Moh Risqy A. Paputungan	√	√	√	√
19	Muh Rasya Muliadi	√	√	√	√
20	Muh Rehansyah Mokoagow	√	√	√	√
21	Muthia A Cornelesz	√	√	√	√
22	Nur Anisa Bengga	√	√	√	√
23	Nuralifah H. Husain	√	√	√	√
24	Nurhalisa Muhamad	√	√	√	√
25	Putri Cahyani Baco	√	√	√	√
26	Putri Hapsari Yusuf	√	√	√	√
27	Rehan Datukramat	√	√	√	√
28	Sherina Aulia Mokodompit	√	√	√	√
29	Sitti Fahirah Bandu	√	√	√	√
30	Sri Wahyuni Panyalai	√	√	√	√
31	Tiara Defina Putri	√	√	√	√
32	Tito Lamahara	√	√	√	√
33	Zahra Amelia Mamonto	√	√	√	√
34	Zaskia F. Mokodompit	√	√	√	√
35	Ghufron Mokodongan	√	√	√	√

APPENDIX 8

Documentation

**The Researcher Ask Permission to the Head Master of MTs Negeri 1
Kotamobagu**



Teaching and Learning Process



Interviewing the Students



RESEARCHER BIOGRAPHY



Name : Firdalisa Mailakay
Place : Kotamobagu, 06 Agustus 1997
Address : Kotamobagu, Kel. Gogagoman RT 21
Phone Number : 085398753789
E-mail : fmailakay@gmail.com
Parents Name
Father : Muhamad Taufik Mailakay
Mother : Rosnaini Van Gobel
Educational Background
Elementary School : SDN 2 Gogagoman (2003-2009)
Junior High School : MTs Negeri 1 Kotamobagu (2009-2012)
Senior High School : SMK Negeri 1 Kotamobagu (2012-2015)

Organizational Experience : Member of HMPS TBI FTIK IAIN Manado 2020

Manado, 03 November 2021

The Researcher

Firdalisa Mailakay

NIM : 16.2.6.014