

THESIS

**THE EFFECTIVENESS OF DISCOVERY LEARNING
MODEL IN IMPROVING STUDENTS' VOCABULARY
MASTERY AT MTsN 9 BANYUWANGI**



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UNIVERSITY OF KH MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
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DEGREE PREREQUISITES

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Presented to Faculty of Tarbiyah and Teachers Training University KH.
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In English Education Department (S.Pd.)

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MOTO AND DEDICATION

Moto:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

"So indeed with difficulty there is ease, indeed with difficulty there is ease." (QS. Ash-Syarh [94]: 5-6).

Dedication:

1. For God, the Owner of all knowledge and strength
2. For my beloved parents, whose prayers are the main fuel of my struggle.
3. For myself, who has endured the fatigue of struggling.
4. For my supervisor, whose patience never runs out guiding my steps.
5. For all the English lecturers who have guided me while I was studying here.
6. to the principal who gave me permission to conduct research at MTsN 9 Banyuwangi
7. to the supervising teachers and all the teachers of MTsN 9 Banyuwangi who have given me support while I was conducting research at MTsN 9 Banyuwangi
8. For someone who faithfully accompanied me through my joys and sorrows in completing this final assignment, as well as his support sincerely and wholeheartedly.
9. For my younger sibling, I hope your enthusiasm can be your inspiration.
10. For every tear and laughter, you are all there in every page of my struggle.
11. For my life mentor, who never tires of showing me direction when I lose my way.
12. For my classmates, every time we are together will always be remembered in my mind.
13. For my beloved campus, the place where dreams begin to grow.
14. For everyone who reads this thesis, I hope you can learn a lesson from every page.

DECLARATION OF AUTHENTICITY OF THESIS

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Declare that:

1. This Thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, june 2025

Declator,

Maulidatul Mutrofiah

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ABSTRACT

Mutrofiah, Maulida. 2025. Effectiveness Of Discovery Learning Model In Improving Students' Vocabulary Mastery At Mtsn 9 Banyuwangi. Thesis. English Education Department Faculty Of Tarbiyah And Teachers Training University Kh Mukhtar Syafaat Blokagung Banyuwangi. Advisor: Faiqotur Rizkiyah, M.Pd.

Keywords: discovery learning, students' vocabulary mastery

Discovery Learning is a learning method that encourages students to ask questions, formulate temporary answers, and conclude general principles from examples or practical experiences that they find independently so that it can be believed to create an active learning atmosphere and involve students in the process of finding vocabulary meaning independently, so that learning becomes more meaningful and sustainable. researchers found that the benefits of discovery learning in developing students' vocabulary mastery are that students are able to conclude the vocabulary that has been learned and use it in real sentences or situations. They not only know the meaning of the word, but also understand how to use it. From the entire process, researchers found that the Discovery Learning model not only significantly increased students' posttest scores, but also fostered an active attitude, curiosity, and independent learning abilities. Each step encourages students to be more involved in building their own knowledge.

This study aims to measure the effectiveness of the implementation of the Discovery Learning learning model in improving vocabulary mastery of class VIII students of MTsN 9 Banyuwangi in the 2024/2025 academic year.

This study used a quantitative experimental approach with a quasi-experimental design of the pre-test and post-test control group design type. The study population was class VII students of MTsN 9 Banyuwangi, and the samples used were two classes selected purposively, each consisting of 27 students. The experimental class used the Discovery Learning model, while the control class used conventional learning methods with a lecture approach. The instruments used were multiple-choice objective tests consisting of 20 questions and essays consisting of 5 questions that had been validated and tested for reliability.

The results of the data analysis showed that there was a significant increase in the average value of vocabulary mastery of students in the experimental class. The average pre-test value of the experimental class was 61.26, increasing to 74.07 in the post-test. Meanwhile, the average value of the control class increased from 61.11 to 68.85. The results of the paired sample t-test of the experimental class showed a Sig. (2-tailed) = 0.000, which means that there is a significant difference between the pre-test and post-test results. Furthermore, the results of the independent sample t-test on the post-test values between the experimental class and the control class showed a Sig. (2-tailed) = 0.001 < 0.05, which means that there is a significant difference between the two groups.

Thus, it can be concluded that the application of the Discovery Learning model is significantly more effective in improving students' English vocabulary mastery compared to conventional methods. This study recommends the use of the Discovery Learning model as an innovative and effective learning alternative in teaching English, especially in the vocabulary aspect.

FOREWORD

Alhamdulillah, all praise be to Allah SWT, this thesis can only be completed solely because of His grace, blessings and love.

May peace and blessings continue to be bestowed upon the Prophet Muhammad SAW. who is a role model for his people.

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There is no ivory that is not cracked, no human being is perfect. Likewise with this thesis, of course there are still shortcomings.

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Banyuwangi, june 2025

Maulidatul Mutrofiah

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CHAPTER I

INTRODUCTION

1.1 Research Background

Language is very important for communication and English has become a language needed in today's global world (Utami et al., 2022). English is a mandatory subject in education, ranging from elementary school to higher education. To enhance English language skills and proficiency, there are various effective English language models or methods available (Sya et al., 2022). Junior high school level, in particular, requires strong language skills as a foundation and communication. In learning English, the four core skills—reading, speaking, listening, and writing—are all important and heavily dependent on vocabulary acquisition (Nurani et al., 2019).

Arin Nur Khomsah as quoted by Sudrajat (2021) stated that vocabulary is an important element in language activities related to the delivery of ideas, thoughts, information, and opinions by the speaker to the interlocutor. A person's language ability depends on the vocabulary they have, this is very important for language proficiency. Good vocabulary mastery will support better language skills, because both the quality of skills and the quantity of a person's vocabulary will contribute to overall language skills (Heryati, 2022). Sufficient vocabulary allows students to develop speaking, writing, reading, and listening skills well. Therefore, efforts to enrich vocabulary, simple sentences, and recognize objects around them through the development of the Discovery Learning model to detect language proficiency skills must be carried out in order to improve their language skills. At the same time, the development of Discovery Learning to measure and assess the level of development of language skills is important (Irmayani, 2019) .

However, in reality, many students have difficulty in mastering English vocabulary effectively. English as an international language plays an important role in cross-cultural communication, access to information, and career opportunities in various fields (Rati, 2023). However, challenges in teaching English in schools are often related to low levels of student participation, lack of motivation, and ineffective teaching methods (Ngereja et al.,

2020). Therefore, innovation is needed in teaching methods that can significantly improve students' English speaking skills (Wahyunto & Marwan, 2023).

According to Putri & Sya, (2023) Sya MF, (2015) Problems in learning English are caused by two factors, namely internal and external factors. Internal factors include learning attitudes, learning motivation, concentration and learning habits, while external factors are the learning process driven by students' internal motivation.

One of the main factors in learning English is the teacher's limitations in applying technology so that in explaining the material the teacher uses conventional learning methods in the form of lecture learning supported by textbooks. According to the interview results, this causes students to quickly become bored and struggle to understand the material, leading to a lack of improvement in their learning outcomes due to low interest in learning. Additionally, the learning media used, such as explanations delivered through WhatsApp voice notes, requires students to listen, comprehend, and even answer questions based on the media. The interview results indicate that the lack of interest in the learning media makes students feel bored and fatigued during learning activities, which ultimately reduces their motivation to learn. (Agustini et al., 2023).

The reason why this study is important is to find out to what extent the Discovery Learning model can influence the improvement of students' vocabulary mastery. By understanding the effectiveness of this model, teachers can design more focused learning and overcome the problem of vocabulary mastery which has been an obstacle. In addition, the results of this study can contribute to the development of more innovative learning methods that are in accordance with students' needs, as well as helping MTsN 9 Banyuwangi in improving the quality of English teaching in schools.

Various previous studies have been conducted to investigate the impact of learning models on students' vocabulary mastery. Several studies have demonstrated that the use of active learning models, such as Discovery Learning, positively affects students' vocabulary mastery. Additionally, several studies have shown an improvement in learning activities when using the discovery learning model. Among them by (Istikomah et al., 2018) in a study

conducted in cycle I, student success was 86% and cycle II increased to 95% with the discovery learning model. In line with the above research, (Sispariyanto et al., 2019) the application of the discovery learning model to grade IV students. The results of the study showed an increase in the percentage of student learning activities, in cycle I there were 7 very active students (32%), 8 active students (36%) and 7 quite active students (32%). The increase occurred in cycle II with the number of very active students 17 students (77%), 5 active students (23%). Furthermore, for example, research by Pratama and Dewi (2018) also showed that the application of Discovery Learning in English classes can help students to more easily remember new vocabulary and apply it in speaking situations. This is because the Discovery Learning model provides students with the opportunity to explore and discover information themselves, which ultimately improves their memory and understanding of vocabulary. In addition, (Sari & Aminatun, 2021) in their research on vocabulary teaching methods at the junior high school level also found that the use of learning models that actively involve students in the process of discovering the meaning of words through direct experience is more effective than relying solely on memorization methods.

Other research also mentions that the phases completed resulted in interactive learning media for English text subjects based on discovery learning using Adobe Animate. This was validated through a media expert and content expert test, which both received a coefficient of 1.00, indicating "Very Valid." In individual trials, the media received a score of 81.32%, categorized as "Good," while small group trials resulted in 81.46%, also rated as "Good." Field trials achieved a score of 84.62%, marked as "Good." The effectiveness test, based on the N-gain calculation, yielded a value of 0.86, classified as "Effective." The student response test showed a percentage of 64.9%, falling under the "Very Positive" category with a "Very Practical" rating, while the educator response test received a percentage of 46%, also categorized as "Very Positive" with "Very Practical" criteria (Agustini et al., 2023).

This is in line with research conducted by Sugiharyanti, (2023) in this study was carried out in 2 cycles starting from planning, implementation, observation, reflection, and revision. The findings in the study showed that the application of the discovery learning model assisted by moodle was more successful than using

traditional learning methods. The study's results indicated that the percentage of student learning outcomes improved, as reflected in their performance during the English learning process. This improvement was observed in each cycle of the action, leading to a rise in student learning outcomes. The initial data showed that 54% of students achieved a passing grade. In cycle I, 68% of students passed, and in cycle II, 85% of students passed. The study was deemed successful due to the increase in student learning outcomes. In cycle I, there was a 14% increase from the initial learning outcome data, and in cycle II, a 17% improvement was observed compared to cycle.

From the results of previous studies, it can be seen that Discovery Learning has the potential to improve students' vocabulary mastery, especially in understanding material and using vocabulary in real situations. Although various studies have discussed the use of the Discovery Learning model, there are still limited studies that explore its application in school environments with learning systems that have been structured and managed such as at MTsN 9 Banyuwangi. Therefore, this study aims to examine the effectiveness of the Discovery Learning model in improving students' mastery of understanding in this context.

The selection of MTsN 9 Banyuwangi as the object of research is based on several reasons. First, MTsN 9 Banyuwangi has a diverse number of students with educational backgrounds that allow for more representation in learning learning models that focus on mastery of understanding. Second, in reality, mastery of terms is often a challenge for some students. Some students have difficulty understanding the meaning of words, remembering new vocabulary, and using these words in appropriate sentences or situations. Therefore, a learning strategy is needed that can help students understand and master vocabulary in a more meaningful and enjoyable way.

One learning model that can support this process is Discovery Learning. This model emphasizes the active involvement of students in discovering new concepts or knowledge themselves through the process of exploration, observation, and problem solving. In the context of vocabulary learning, Discovery Learning allows students to understand the meaning and use of words through direct experience, so that they not only memorize but also understand the context of the use of the vocabulary. By

implementing Discovery Learning, students are expected to develop learning independence, critical thinking, and high curiosity. This is in line with efforts to improve the quality of learning that is oriented towards student activity and understanding as a whole.

In addition, the teachers at MTsN 9 Banyuwangi are open and receptive to the implementation of innovative teaching methods. This openness supports the successful application of new learning models, making this study a potential reference for developing English learning in other schools with similar characteristics.

This study is motivated by this background, with the aim of testing the effectiveness of the Discovery Learning Learning Model in improving students' mastery of understanding at MTsN 9 Banyuwangi. The focus of this study is to assess how effective the Discovery Learning Learning Model is in helping students find and master English understanding independently, and apply it in the right context. It is hoped that this study will provide valuable contributions to the development of more effective English teaching methods, especially in teaching knowledge, and offer new insights for educators and education practitioners in Indonesia.

1.2 Research Problem

From the background explained previously, several problems can be formulated as follows:

- a. What is the impact of the Discovery Learning model on students' mastery of English vocabulary at MTsN 9 Banyuwangi?
- b. To what extent does the effectiveness of the Discovery Learning learning model compared to conventional learning methods in improving students' vocabulary mastery at MTsN 9 Banyuwangi?

1.3 Research Objective

Based on the problem formulation above, the objectives of this study are as follows:

- a. To determine the impact of implementing the Discovery Learning model on improving students' vocabulary mastery at MTsN 9 Banyuwangi.
- b. To analyze the effectiveness of the Discovery Learning learning model compared to conventional learning methods

in improving students' vocabulary mastery at MTsN 9 Banyuwangi.

1.4 Research Significances

The research proposal entitled “The Effectiveness of Discovery Learning Model in Improving Vocabulary Mastery of MTsN 9 Banyuwangi Students” can provide significant benefits for various parties, including other researchers, teachers, and students. The following are the benefits that can be obtained:

1.4.1 Theoretical Benefits:

- a. Development of Learning Theory Studies
This research can enrich educational theory by showing how the application of the Discovery Learning model can affect learning outcomes, especially in vocabulary mastery.
- b. Provision of Empirical Data
This study provides empirical data that can be used as a reference or comparison by other researchers in similar studies, both those focused on vocabulary mastery and other active learning approaches.
- c. References for Further Research
The findings in this study can be a basis or inspiration for further research that wants to explore the effectiveness of other learning models on aspects of students' language skills.

1.4.2 Practical Benefits:

- a. For Teachers
Providing a better understanding of the application of the Discovery Learning model in teaching vocabulary. Assisting teachers in increasing the creativity and effectiveness of more active and student-centered teaching strategies. Providing alternative learning approaches that can increase students' learning motivation.
- b. For Students
Help students improve their vocabulary mastery more optimally. Provide a more interesting, enjoyable, and meaningful learning experience through active

involvement in the learning process. Develop students' critical and creative thinking skills that can be useful in various aspects of academic life.

c. For Educational Institutions

Contribute to improving the quality of learning processes and outcomes in schools. Become a reference in developing policies or teacher training programs related to the implementation of innovative learning models.

Overall, this research can provide a very useful contribution in improving the quality of learning in schools, enriching educational theory, and encouraging more effective approaches to improving student learning outcomes.

1.5 Scope and Limitations

In order for this research to be more focused and not deviate from the main topic, the scope of the research is limited to the effectiveness of the application of the Discovery Learning learning model in improving students' English vocabulary mastery. This research focuses on grade VII students of MTsN 9 Banyuwangi, with the object of research limited to only two classes selected as the experimental class and the control class. The research does not discuss other language skills such as reading, writing, listening, or speaking, but only focuses on the aspect of vocabulary mastery. In addition, the learning model studied specifically is Discovery Learning, without comparing it with other learning models.

1.6 Definition of Terms

1.6.1 Discovery learning:

Discovery learning is a learning method that encourages students to ask questions, formulate temporary answers, and conclude general principles from examples or practical experiences that they discover independently (Khasinah, 2021).

1.6.2 Student Vocabulary Mastery

According to (Tri Widyahening & Sufa, 2021), Vocabulary refers to the set of words a person knows and is a crucial element of the language system that plays a key role in learning English. Therefore, it can be considered the fundamental foundation for learning a foreign language,

specifically English, which is the primary foreign language that students must learn and mastered at various educational levels. This is also reinforced by the opinion of the Team (Ermawati et al., 2019) that vocabulary plays an important role in developing students' understanding.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Discovery learning method

The Discovery Learning method is one of the active and direct learning styles developed by Jerome Bruner in the 1960s. Bruner emphasized that learning must be done by doing. With this method, students participate actively, not just passively receiving knowledge (Khasinah, 2021). Although Bruner is often referred to as the developer of Discovery Learning in the 1960s, the ideas related to this learning method were obtained from several thoughts and theories that had previously been developed by several other experts such as John Dewey, Jean Piaget, and Seymour Papert. (Bruner, 2020) It implies that the process of self-discovery helps an individual acquire information in a manner that makes it more readily applicable to solving problems.

The characteristics of Discovery Learning refer to a teaching approach that encourages students to ask questions, propose provisional answers, and derive general principles from examples or hands-on experiences they independently discover. This means that Discovery Learning is a method designed to foster the development of learning strategies (Khasinah, 2021). The main characteristic of discovery learning In finding a concept is, students make observations, classify, make assumptions, explain, draw conclusions and so on to find some concepts or principles. According to Sund, Discovery is a mental process where students are able to assimilate a concept or principle. The mental processes in question include: observing, digesting, understanding, classifying, making assumptions, explaining, measuring, making conclusions and so on (Suryasubrata, 2002:193). Thus, discovery learning is a learning that involves students in the process of mental activities through exchanging ideas, by discussing, reading by themselves and trying by themselves, so that children can learn by themselves (Murutami et al., 2020)

Discovery learning method emphasizes students to be active during the teaching and learning process, students can think of

themselves, and can regret their problems on the topic provided by the teacher, statement of the researcher is definition the discovery learning method. Discovery learning method also explains that. The teacher only acts as a facilitator guided students to find her understood. Discovery learning method is a method to develop an active learned way by discovering its own, investigating itself, the results obtained will be faithful and durable in memory. Through learning inventions, students can also learn analytical thinking and try to solve their problems encountered. Discovery learning method is a teaching approach where the teacher provides students with examples of specific topics and guides students to understand the topic. Discovery learning method is a way of teaching that involves students in the process of mental activity through brainstorm, with discussions, seminars, self-reading, and self-help, so that the child can learn by themselves (Bustang, 2024).

the definition of discovery learning is a model for developing an active learning method by obtaining and studying it yourself, so that the results obtained can continue to be remembered. By using this learning method, students can also learn to think analytically and solve their problems. In addition, discovery learning is a model for developing active student learning methods by finding and investigating, so that the results obtained will last a long time in memory and will not be easily forgotten by students. The discovery learning model is the discovery of concepts with a series of data or information obtained through observation or experimentation(Sugriwa et al., 2024).

This learning model can be further described as a way for students to grasp concepts, meanings, and relationships through an intuitive process that leads them to a conclusion. Discovery occurs when students actively engage their cognitive processes to explore different concepts and principles. This process involves activities like observation, classification, measurement, prediction, identification, and drawing conclusions (PG Dikdas, 2020).

2.1.2 Implementation of Discovery Learning Method

Discovery learning is a learning model applied by teachers by providing stimulation or stimulus so that students' thinking abilities can increase optimally (Erita, 2022). There are 6 steps in implementing discovery learning according to (Haryatmo, 2021), namely: (1) Providing stimulation (stimulus); (2) Formulating/identifying problems; (3) Data collection; (4) Data processing; (5) Proof (verification); (6) Drawing conclusions/generalizations (generalization).

The implementation of the Discovery Learning model in English learning has proven effective in improving students' vocabulary mastery. According to several studies, this approach helps students to be more active in exploring and finding the meaning of new words through relevant contexts. For example, research conducted by Sari (2017) showed that students who applied the Discovery Learning model in vocabulary learning experienced a significant increase in their ability to understand and use new vocabulary contextually. In addition, Rahayu (2019) in her research also revealed that students became more independent and motivated to find the meaning of words in their own way, which strengthened their understanding of the words. Similar things were found in the research of Hidayati and Wulandari (2020), who identified that collaboration between students in this model increased their interaction, which in turn enriched their vocabulary.

Furthermore, Lestari (2018) found that the use of problem-based tasks in Discovery Learning gives students the opportunity to practice vocabulary in real situations, which improves their speaking skills. Susanti's research (2021) also added that by giving students the opportunity to discover vocabulary through active exploration, they can remember words longer because this discovery process involves deeper cognitive involvement. Based on this study, it can be concluded that the application of Discovery Learning in learning English vocabulary is effective in improving students' ability to understand and use new words, both in oral and written contexts.

In addition, discovery learning has the advantage of discovery learning is that it assist students in improving their thinking and learning skills as well as arouse curiosity

and make students active in providing ideas or opinions (Lase et al., 2023). Thorset (2021) also supports the The advantages of this method include: 1) Students actively participate in the learning process. 2) It fosters and boosts students' curiosity. 3) It supports the development of lifelong learning skills. 4) It personalizes the learning experience. 5) It offers strong motivation to students as they have the chance to experiment. 6) This method is built on students' prior knowledge and understanding.

tabel 2. 1 implementation of discovery learning

NO	Ladder	Information	Application Examples in Vocabulary Mastery
1.	Providing simulation	In this stage, students are presented with unsolved problems to encourage them to explore and find solutions. The teacher supports them by providing questions, guiding them to read books or texts, and suggesting learning activities that lead to discovery tasks, which serve as preparation for identifying the problems.	Display images, videos, or text that contain new words that are relevant to the material.
2.	Problem Identification Statement	Students are given the chance to identify as many problems as possible related to the lesson material, then one of these is chosen and formulated as a hypothesis or temporary solution to the set of problems.	Ask questions like: "What do you know about the words in this picture?"
3.	Data collection	Next, students engage in exploration to collect relevant data or information by reading literature, observing objects, interviewing sources, conducting experiments, and more. They also work on answering questions or validating the hypothesis.	Students look for meanings and examples of the use of new words in the text, images or videos provided.
4.	Data processing	Students engage in activities to process the data or information collected in the previous stage, then analyze and interpret it. All information gathered from reading, interviews, and observations is processed, classified, tabulated, and, if necessary, calculated in a specific manner and interpreted with a certain degree of confidence.	Students classify new words into appropriate categories (e.g.: nouns, verbs, etc.).
5.	Verification	Students carry out thorough verification to test the hypothesis against alternative findings, which are linked to the results of data processing. This stage aims to ensure that the learning process runs smoothly and that students become active and creative in solving problems.	Students convey the meaning and use of the words they have learned, and verify their correctness through class discussions.
6.	Generalization	The final stage involves drawing conclusions that can be used as general principles and applied to similar events or problems, based on the results of verification. The principles that support the generalization are formulated from the verification outcomes.	Students conclude the pattern of word usage in sentences, and create sentences with these new words.

Source : Khasinah, S. (2021). Discovery Learning: Definisi, Sintaksis, Keunggulan dan Kelemahan.

In addition to the findings mentioned above, various other studies also strengthen the positive impact of the Discovery Learning model in English learning, especially in mastering comprehension. (Irmayani, 2019) through classroom action research at SMPN 8 Pekanbaru also proved that the application of Discovery Learning on the material "My School Activities" was able to significantly increase students' vocabulary scores from cycle to cycle. Students also became more proficient in constructing sentences using the new vocabulary learned.

Likewise, (Gabriela, 2021) in her research at SMP Mater Boni Consili showed that the application of Discovery Learning can improve students' speaking skills. Through group exploration activities and contextual sentence construction, students become more confident and fluent in using new vocabulary. (Erita, 2022) in his research at SMP Negeri 3 Koto Baru found an increase in students' reading comprehension and vocabulary mastery. After two cycles of implementing Discovery Learning, the class average score increased from 46.5 to 74.3, indicating the effectiveness of this model in improving learning outcomes. (Sari & Permatasari, 2020) also support the implementation of Discovery Learning by stating that when students explore vocabulary in thematic and meaningful contexts, such as through real narratives or dialogues, their ability to understand and remember words increases significantly. This contextual learning process helps strengthen semantic memory, making vocabulary more accessible when writing or speaking.

(Lase et al., 2023) states that one of the main advantages of Discovery Learning is its ability to develop critical and creative thinking. When applied in English lessons, this model is able to encourage students' independence and confidence in expressing ideas using new vocabulary. This active discovery process also involves deeper cognitive involvement, so that students' memory of words becomes stronger.

(Thorset, 2021) added that Discovery Learning helps foster lifelong learning skills such as persistence, self-reflection, and intrinsic motivation. In the context of language learning, students not only learn vocabulary, but also learn how to learn

the language itself through active involvement, experimentation, and collaboration. The vocabulary taught should be adapted to the students' needs and the context in which it is used. It's common for students to perceive learning English vocabulary and verb forms through memorization as a monotonous task (Dehghanzadeh et al., 2021). In addition, the model used to teach language meets the needs of the class. Discovery learning is one of the models for teaching frequently used vocabulary.

Several have shown that the implementation of Discovery Learning has a positive impact on students' vocabulary mastery. Research by Siregar & Harahap (2021) shows that the use of the Discovery Learning model in English learning increases student engagement and makes it easier for them to understand and remember the vocabulary taught. Similar findings were also presented by Lestari (2020), who stated that students taught using Discovery Learning showed a significant increase in vocabulary posttest results compared to the pretest.

This model also encourages more meaningful learning. According to the results of a study by Nurhidayah and Putra (2023), students who were involved in word discovery activities through reading, group discussions, and contextual exercises showed better long-term vocabulary comprehension compared to students taught using conventional methods.

In addition, the application of Discovery Learning is in line with the principles of constructivist learning, which considers students as active subjects in constructing their own knowledge. In the context of vocabulary learning, students not only receive a list of words and their definitions, but they are involved in activities to find the meaning of words from the text, relate them to their experiences, and use them in real communication. This has been shown to increase vocabulary retention and transfer in various situations (Rahmah & Fitriani, 2022).

2.1.3 Student Vocabulary Mastery

In English, one of the focuses is vocabulary. Vocabulary is an important component of language. Knowledge of vocabulary is essential for productive and receptive language

skills. The ability to speak more effectively and concisely can be facilitated by having a large vocabulary. In addition, communication is easier when expressing concepts and recommendations (Zul & Yus, 2024). According to (Tri Widyahening & Sufa, 2021), Vocabulary refers to the set of words a person knows and is a crucial element of the language system that plays a key role in learning English. Therefore, it can be considered the fundamental foundation for learning a foreign language, specifically English, which is the primary foreign language that students must learn and mastered at various educational levels. This is also reinforced by the opinion of the Team (Ermawati et al., 2019) that vocabulary plays an important role in developing students' understanding.

(Nation, 2020) explains that vocabulary mastery includes not only the ability to recognize the form and meaning of a word, but also the ability to use the word in various contexts. In other words, vocabulary mastery includes not only the knowledge aspect (knowledge-based) but also the skill aspect (skill-based). In line with that, Richards (2021) states that vocabulary mastery consists of the ability to recognize the meaning of words, pronunciation, spelling, and the context of their use in sentences.

In the junior high school environment (SMP/MTs), vocabulary teaching becomes more challenging because students are still in the early cognitive development stage in understanding abstract concepts. Therefore, a learning strategy is needed that can facilitate students in building their own understanding of new words through active and meaningful learning experiences.

Several previous studies have shown that students' vocabulary mastery can be improved through a contextual learning approach that emphasizes active student involvement. For example, in a study conducted by (Maulana & Sari, 2023), it was found that students who were taught using the exploratory method showed a significant increase in vocabulary mastery compared to students who were taught using conventional methods.

2.2 Previous Studies

tabel 2. 2 previous studies

N O	Name, Year, Research Title	OJS Article Links, Name of Journal/Th esis/Dissert ation, Name of PT	Research purposes	Research methods	Results/Conclusion s	Similarities	Difference
1.	(Delima et al., 2023), The Influence of the Discovery Learning Model on Students' Vocabulary Mastery	https://jurnal.universitas.com , Journal of Language Education	This study aims to determine the effect of the discovery learning model on students' vocabulary mastery in elementary schools.	experimental method with pre-test and post-test design.	The results of the study showed that there was a significant increase in students' vocabulary mastery after the implementation of the discovery learning model. Discovery learning is effective in improving students' vocabulary mastery, especially in the context of English learning in elementary schools.	All previous studies used discovery learning models to improve students' vocabulary mastery. The majority of studies used an experimental design with a pretest and posttest to measure students' vocabulary improvement.	Several studies have been conducted at the elementary school level (Siti Nurjanah, 2019) and several other studies have focused on the junior high school level (Rizki Nabila, 2020; Ahmad Fajar, 2021). Some studies used qualitative methods (Bella Sari, 2022), while most used quantitative experimental designs.
2.	Rizki Nabila (2020), Implementation of	https://jurnal.english.edu English Language	Examining the influence of discovery learning models on students' vocabulary mastery in English subjects	This study used a quasi-experimental design with two groups, namely the experimental group	The study showed that the experimental group using the discovery learning model had a better		

	Discovery Learning to Improve Vocabulary Mastery in English Language Teaching	Teaching Research	at the junior high school level.	taught using discovery learning and the control group.	increase in vocabulary mastery than the control group. The discovery learning model can significantly improve students' vocabulary mastery in junior high school.	The findings of the study suggest that the discovery learning model positively impacts the enhancement of students' vocabulary mastery.	The focus of the topic is slightly different, such as Bella Sari's research which explores vocabulary mastery in an EFL (English as a Foreign Language) context. Your research could add new insights by focusing on junior high school students in Indonesia, integrating existing findings, and perhaps developing a more contextual variant of the discovery learning model.
3.	Ahmad Fajar (2021), The Effectiveness of the Discovery Learning Model to Improve English Vocabulary Mastery in Junior High Schools	https://doi.org/10.1234/journal.english.vocabulary English Language Education Journal	Analyzing the effectiveness of discovery learning models to improve English vocabulary mastery in junior high school students.	This study uses an experimental method with a one group pre-test and post- test design.	Discovery learning model has been proven effective in improving vocabulary mastery in junior high school students. The application of discovery learning provides positive results in improving students' vocabulary at the junior high school level.		
4.	Bella Sari (2022), The Role of Discovery Learning in Improving Vocabulary Mastery in	https://researchgate.net Journal of English as a Foreign Language	This study aims to explore the role of discovery learning models in improving vocabulary mastery of students studying English as a foreign language.	The research design used is a qualitative method with a case study approach.	The research findings show that students who are actively involved in the discovery learning process experience significant improvements in their vocabulary skills.		

	EFL Context				Discovery learning plays an important role in helping students improve their vocabulary mastery in the context of foreign language learning.		
5.	: Indah Ningsih (2023), Improving Students' Vocabulary Mastery Through Discovery Learning in Junior High Schools	https://jurnal.schoolsaya.edu Journal of Educational Research	This study used an experimental method with a pre-test and post-test design in two groups.	The results of the study showed that the discovery learning model succeeded in significantly increasing the vocabulary mastery of junior high school students. This study confirms that discovery learning is effective in improving the vocabulary mastery of junior high school students.			

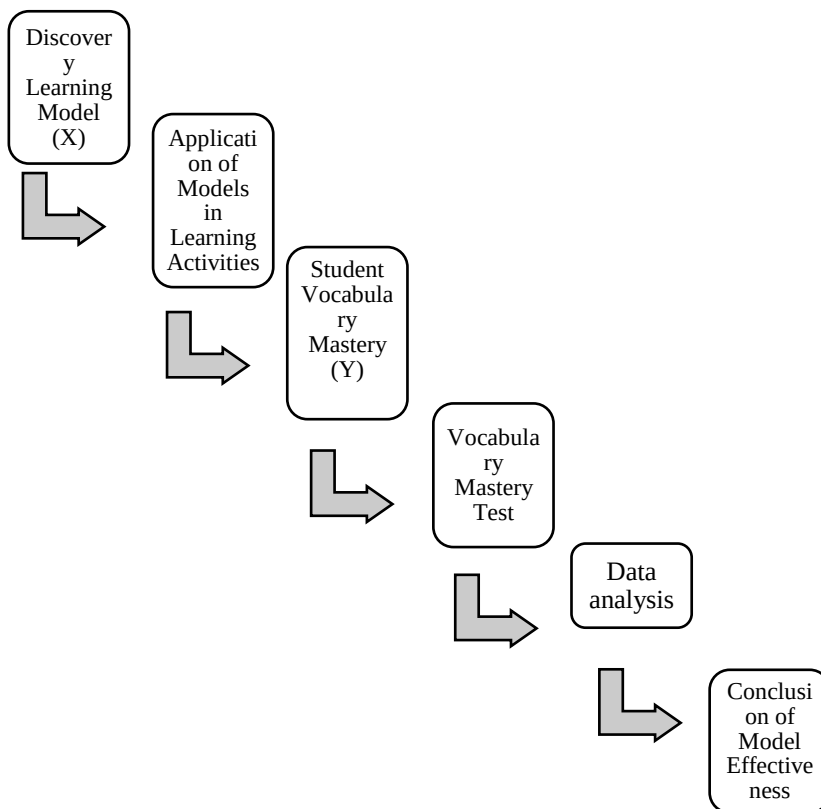
Source: secondary data processed, 2025

2.3 Conceptual framework

Variables involved in the study:

- a. Discovery learning model (X): is an independent variable whose influence on improving students' vocabulary mastery will be tested.
- b. Students (Y) are the dependent variable measured to see the extent to which students' vocabulary mastery increases after implementing the discovery learning model.

This conceptual framework will explain the relationship between the variables involved in the research:



- a. The first step shows the application of the discovery learning model.
- b. The second step shows the process of students improving vocabulary mastery during the application of the model.

- c. The third step is to measure the results of the implementation, either through testing or evaluation.
- d. The final step is data analysis and evaluation to draw conclusions whether the model is effective in improving students' vocabulary mastery.

2.4 Hypothesis

Based on the research objectives to be achieved, the hypothesis developed in this research is:

- a. Null Hypothesis (H_0)
There is no significant influence between the discovery learning model and students' vocabulary mastery at MTsN 9 Banyuwangi.
- b. Alternative Hypothesis (H_a)
There is a significant influence between the Discovery Learning model and students' vocabulary mastery at MTsN 9 Banyuwangi.

CHAPTER III

RESEARCH METHODS

3.1 Research Design

In this study, the approach used is quantitative research using the philosophy of positivism. Positivism argues that valid knowledge can only be obtained through empirical observation and objective measurement (Allemang et al., 2022). Therefore, this study focuses on collecting measurable data and statistical analysis to obtain valid and scientifically testable conclusions.

This research is included in the type of experimental research with a pretest-posttest control group design. Experimental research aims to test the effect of a variable on another variable by controlling variables that may affect the results of the study. In this case, the variable tested is the Discovery Learning model applied to students of MTsN 9 Banyuwangi, with the aim of improving students' vocabulary mastery.

In the pretest-posttest control group design, two groups of students with comparable basic abilities were selected. The experimental group was taught using the Discovery Learning model, while the control group will be taught using conventional methods. Before and after the treatment, tests were conducted to measure students' vocabulary skills. This allowed for the analysis of the extent to which the use of the Discovery Learning model impacts the improvement of students' vocabulary mastery.

3.2 Time and Place of Research

The researcher conducted observations for teaching practices in the school environment, from each point the researcher can observe what actually happens at the location. This study involved interviewing subjects to understand the management and teaching practices at MTsN 9 Banyuwangi. The researcher employed a Quasi-Experimental Research design for this study. Background information was prepared, including details about the study location, duration, facilities and infrastructure, the condition of teachers and students, and a general description of the school where the study took place. The following is a more detailed explanation of the research background, including:

3.2.1 Research Place

The research location was at MTsN 9 Banyuwangi which was located in JL. BULUAGUNG - SILIRAGUNG, Buluagung, Siliragung, Banyuwangi, East Java.

3.2.2 Research Time

The following is a research timeline table in English, with the research duration from january - june 2025:

tabel 3. 1 research time

NO	Activity	Information	Estimated time duration					
			January	February	Mart	April	May	June
1.	Writing a proposal	Writing a research proposal, defining research objectives, literature review, methodology, and expected results.	✓	✓				
2.	Proposal Seminar	Presentation of proposal to advisors or committee for input and approval.		✓	✓	✓		
3.	Research (data collection)	Data collection through surveys, experiments, interviews, or other methods.					✓	
4.	Research implementation	Carry out research plans, conduct experiments or interventions based on methodology.					✓	✓
5.	Data analysis	Analyze collected data, perform statistical analysis, interpret results.						✓

Source : primary data processed, 2025

This timeline started from January- June 2025, providing clear steps for the preparation, implementation, and analysis phases of the study.

3.2.3 Research Facilities and Infrastructure

- a. Classrooms: Adequate classroom space is available and supports the learning process, including seating, lighting, and technology (e.g. computers).
- b. Library: A library is available that provides various learning resources, including books, journals, and materials that support the student learning process.
- c. Technology: Availability of computers, internet access, and other technological devices that support modern teaching and learning methods.

3.2.4 Teacher Condition

- a. Qualifications: Educational background and qualifications of teachers, including training in teaching methodology and subject matter expertise.
- b. Professional Development: Opportunities for teachers to engage in ongoing professional development to improve their teaching skills and stay abreast of current educational trends.
- c. Support: Availability of administrative support and peer support for teachers in implementing new teaching strategies and addressing challenges in the classroom.

3.2.5 Student Conditions

- a. Student Engagement: Some students are highly engaged and participatory, while others remain passive and only respond when asked.
- b. Vocabulary Mastery: students demonstrate varying vocabulary skills, with some excelling and others struggling with basic words.
- c. Classroom Environment: Classes are generally supportive, but occasional disruptions and limited resources can impact learning.

3.3 Population and Research Sample

3.3.1 Population

The population of this study was all students in Grade VII at the school. The population of this study included various characteristics of students, including age, educational background, and basic skills in learning English vocabulary. Therefore, the purpose of this study was to examine the effects of the discovery learning model to improve vocabulary mastery among students with different characteristics.

3.3.2 Research Example

The sample in this study was taken from the population of class VII students of MTsN 9 Banyuwangi. A total of 57 students were selected as the sample and placed in two group. These students were taught using the Discovery Learning model. A pretest was given before the implementation of the model, and a posttest was administered afterward to measure any changes in student learning outcomes.

3.4 Sampling Techniques

In this study, the sampling technique used was probability sampling using a cluster sampling approach. Probability was chosen because every member of the population could be selected as part of the sample. This method allowed for more frequent conclusions regarding the effectiveness of the discovery model where the sample represented the entire population and increased students' vocabulary. This approach helped researchers reduce distortion and increase the validity of the results. This allowed the hypothesis to test the impact of the discovery model at MTsN 9 Banyuwangi.

3.5 Research Variables

In this study, several variables will be tested and analyzed to assess the impact of the Discovery Learning model on improving students' vocabulary mastery. These variables are categorized into independent variables, dependent variables, and there are no intervening or moderating variables in this research. Below is an explanation of the variables used in this study:

3.5.1 Independent Variable (X)

The independent variable in this study is the Discovery Learning model. This variable is regarded as a factor that affects or influences the dependent variable, which is the students' vocabulary mastery. The implementation of the Discovery Learning model in the experimental group is expected to enhance students' vocabulary mastery in comparison to the conventional teaching methods used in the control group.

3.5.2 Dependent Variable (Y)

The dependent variable in this study is students' vocabulary mastery. This vocabulary mastery is measured by a vocabulary test given before and after treatment. Vocabulary mastery is the variable that is the focus of this study, which is expected to increase after the implementation of the Discovery Learning model. Based on the explanation above, the variables used in this study are:

- Independent Variable (X): Discovery Learning Model
- Dependent Variable (Y): Students' Vocabulary Mastery

This study did not use intervening variables or moderating variables because the main focus of this study was to test the direct influence of the Discovery Learning model in improving students' vocabulary mastery.

3.6 Validity, Reliability and Normality Test

Data validity and reliability are crucial components in ensuring the quality and credibility of research findings.

3.6.1 Data validity

Aims to measure the extent to which the research instrument can measure what should be measured, namely students' vocabulary mastery. In this study, the validity of the instrument was tested with two main approaches:

- Validity of content:
conducted by asking for expert opinions (expert judgment) to assess whether the questions compiled in

the vocabulary test have covered all aspects to be measured. Expert judgment is conducted by two lecturers or teachers who are experts in the field of English.

- Construct validity:
measure the extent to which the instrument can measure the intended construct. To test this validity, factor analysis was conducted to ensure that the items in the vocabulary test measure overall vocabulary mastery.

If using SPSS for construct validity, factor analysis can be done with the following steps:

- a. Select the Analysis menu → Dimension Reduction → Factors.
- b. Enter the test question data that you want to test the validity of.
- c. Determine the number of factors you want to take and interpret the results to determine whether the questions you have constructed are valid for measuring vocabulary mastery.

Based on the analysis conducted, the research instrument will be declared valid if it shows a high factor loading value and is relevant to vocabulary mastery.

3.6.2 Reliability Testing

Aimed to measure the consistency of the instrument in producing stable and consistent data if it was used repeatedly. Reliability was tested using the Cronbach's Alpha coefficient, which showed the extent to which the items in the test were interrelated and measured the same construct. Reliability testing was conducted using SPSS with the following steps:

- a. Select the Analysis menu → Scale → Reliability Analysis.
- b. Enter the test items used to measure vocabulary mastery.
- c. Select the Alpha model to calculate the reliability coefficient.
- d. Interpret the results of the Cronbach Alpha coefficient. If the alpha value is greater than 0.7, then the instrument is considered reliable.

If the Cronbach's Alpha value was more than 0.7, then the instrument was considered reliable and could be used to collect research data.

3.7 Data and Data Sources

In this study, quantitative data were collected in the form of vocabulary test scores from the pretest and posttest. Scores were measured on an interval or ratio scale, where the difference between values had a consistent meaning. The time dimension was time series, because the data were collected at two points: before (pretest) and after (posttest) by applying the Discovery Learning model. Primary data sources included vocabulary tests and classroom observations. Data were categorized as internal, which came from MTsN 9 Banyuwangi, including student academic records, test scores, and observation records. Overall, this study analyzed changes in vocabulary mastery using these data sources.

3.8 Data collection technique

This test is used to measure students' vocabulary mastery before and after the implementation of the discovery learning model. This test consists of multiple-choice questions and fill-in questions designed to measure the extent to which students master English vocabulary.

Pre-test:

Before the implementation of the Discovery Learning model, a test was given to both groups (experimental group and control group) to measure students' vocabulary mastery at the beginning of the study.

Post-test:

After the implementation of the discovery learning model in the experimental group, a similar test will be given again to measure the increase in students' vocabulary mastery. This posttest is conducted at the end of the learning period.

3.9 Data Analysis Techniques

Statistical techniques were employed to examine the data in order to determine if there was a significant difference in vocabulary proficiency between the two groups. Relevant statistical methods, such as the t-test or ANOVA, were used to analyze the data.

3.9.1 Requirements Analysis Testing

The researcher employed a quantitative approach, applying the t-test formula to analyze student score data and assess the impact of the Discovery Learning model on vocabulary mastery. Before using the t-test, the researcher needed to verify whether the data were normally distributed and homogeneous. This was done by conducting normality and homogeneity tests, with SPSS v.30 for Windows being the tool used for analysis.

Normality test:

The normality test assessed whether the data distribution within a group followed a normal distribution. The purpose was to confirm that the collected data aligned with a normal population. For this test, the Lilliefors method was applied using IBM SPSS V.30 on Windows. If the normality test result exceeded α (0.05), the data was considered normally distributed.

The following steps were used for the normality test:

- Click Analyze > Descriptive Statistics > Explore.
- Place the Score variable in the dependent list and the Class variable in the factor box.
- Select Plot > Normality Plot with Test checkbox > Continue > OK.

If the significance value from the normality test is greater than 0.05, the data is considered normally distributed. If the value is less than 0.05, the data is not normally distributed.

Hypothesis Criteria:

Ho: Significant Score > 0.05 means the data is normally distributed.

Ha: Significant value < 0.05 means the data is not normally distributed.

Homogeneity Test:

The homogeneity test was performed to verify the similarity of data between the experimental and control class populations. IBM SPSS v.30 for Windows was used to check data homogeneity between the pre-test and post-test results for both classes. The steps to analyze data homogeneity are as follows:

- Click Analyze > Compare Means > One-Way ANOVA.
- Enter Variable Y in the Dependent List and X Variable in the factor box.
- Select Options > Homogeneity of Variance > Continue > OK.

Hypothesis Criteria:

If the significance value < 0.05 , the data is not homogeneous.

If the significance value > 0.05 , the data is homogeneous.

3.9.2 Hypothesis Testing (t-Test)

After confirming that the data were normal and homogeneous, the researcher proceeded with hypothesis testing to assess whether there was a significant difference between the experimental class (using the Discovery

Learning model) and the control class in terms of vocabulary mastery. The t-test was applied to compare the two classes, with the experimental class as the X variable and the control class as the Y variable.

The formula is as follows

$$t = \frac{Mx - My}{SE Mx - My}$$

Where:

Mx = average of variable X

My = average of variable Y

SE = standard error

3.9.3 Statistical Hypothesis

Statistical Hypothesis The statistical hypotheses are stated as follows:

- If the t value > t table, then H_o is accepted and H_a is rejected.
- If the t value < t table, then H_a is accepted and H_o is rejected.

Null Hypothesis (H_o) There is no significant effect on improving students' vocabulary mastery at MTsN 9 Banyuwangi.

Alternative Hypothesis (H_a) The implementation of the Discovery Learning model significantly improves students' vocabulary mastery at MTsN 9 Banyuwangi.

CHAPTER IV

FINDING AND DISCUSSION

4.1 General Description of Research Object

This research was conducted at Madrasah Tsanawiyah Negeri (MTsN) 9 Banyuwangi located on JL. BULUAGUNG - SILIRAGUNG, Buluagung, Siliragung, Banyuwangi, East Java. MTsN 9 Banyuwangi is one of the state madrasahs under the auspices of the Ministry of Religion of the Republic of Indonesia which organizes Junior High School education. This school was founded in 1980 through the struggle of community and religious figures in the Pesanggaran area. MTsN 9 Banyuwangi has adequate educational facilities and infrastructure, such as 19 classrooms, 1 computer laboratory, 1 language laboratory, 1 science laboratory, library, health unit, prayer room, hall, skills room, teacher's room, counseling room, canteen, student toilets and teacher toilets, and internet access that supports technology-based learning processes. In addition, this school also has 41 competent staff or teachers who are open to innovation in learning, including the implementation of the Discovery Learning model which is the focus of this study. The supportive school environment and the readiness of the institution to accept new learning approaches make MTsN 9 Banyuwangi the right location to test the effectiveness of the Discovery Learning model in English learning, especially in terms of vocabulary mastery.

Furthermore, the respondents were students aged between 12 and 13 years, which was the average age of grade VII students. They come from various social and economic backgrounds, but are relatively homogeneous academically in terms of initial English language ability, because they have just entered junior high school. This condition supports the implementation of research fairly and proportionally between the experimental and control groups, so that the results obtained can reflect the real influence of the learning model used on improving students' vocabulary mastery.

Tabel 4. 1 respondent characteristics class VII A

No	Characteristics	Category	Frequency (f)	Percentage (%)
1	gender	Male	13	48.2%
		Female	14	51.8%
2	Age	12 years	10	37,4%
		13 years	16	59,26%
		14 years	1	3,7%
		Total	27	100%
3	Class	VII A (Eksperimental)	27	50%

Tabel 4. 2 respondent characteristics class VII B

No	Characteristics	Category	Frequency (f)	Percentage (%)
1	Gender	Male	15	55.6%
		Female	12	44.4%
2	Age	12 years	6	37,4%
		13 years	20	74,7%
		14 years	1	22,22%
		Total	27	100%
3	Class	VII B (Control)	27	50%

4.2 Data Analysis

The research data consists of pre-test and post-test on the material that has been delivered using the discovery learning method. The research was conducted on May 21-27, 2025. The treatment was given on Monday at 9 am and Tuesday at 1-2 pm for class VII A, Tuesday at 7 am and Wednesday at 3-4 pm for class VII B.

This study used two categories of variables, namely independent variables (discovery learning model) and dependent variables (students vocabulary mastery). Student learning outcome data were obtained using multiple choice and essay tests. In this study, researchers obtained data from the results of the pre-test and post-test conducted in the experimental class and the control class. measure the effectiveness of the learning program.

Before collecting data, researchers conducted a trial of the question instruments that would be used as pre-test and post-test questions. The trial was conducted at MTsN 9 Banyuwangi with a total of 27 students. The trial was conducted to determine the validity and reliability of the instrument.

After the trial was conducted and the results were known, it was continued by taking initial data using a pre-test in the experimental class and the control class. Then, treatment was given, where the experimental class used the discovery learning method while the control class used the conventional method. After the two classes were given treatment, a post-test was given to the two classes. This was done to determine the final abilities of students after treatment. To provide a clearer picture, the research data was grouped based on the experimental group and the control group

4.2.1 validity and reliability test of the instrument

validity and reliability tests are the process of testing the statements in the questionnaire, whether the contents of the statement are valid or reliable. If a statement is valid and reliable, it can be used in research.

The testing criteria if the $r_{count} > r_{table}$ with a significance of 5% then the tool is valid, and vice versa if $r_{count} < r_{table}$ then the tool is not valid. The following table presents the results of the questionnaire validity test with a total of 27 respondents and 25 statement items for the learning method variable.

- N = number of respondents
- $df = N - 2$
- Significance level: 5% (0.05)
- The r table value for $df = 25$ and $\alpha = 0.05$ is: 0.381

Tabel 4. 3 Validity test of the instrument

No	question item	Corrected Item- Total Correlation	r- tabel	explanation
1	quest- 1	0.597	0.381	valid
2	quest- 2	0.758	0.381	valid
3	quest- 3	0.539	0.381	valid
4	quest- 4	0.502	0.381	valid
5	quest- 5	0.455	0.381	valid
6	quest- 6	0.561	0.381	valid
7	quest- 7	0.585	0.381	valid
8	quest- 8	0.448	0.381	valid
9	quest- 9	0.427	0.381	valid
10	quest- 10	0.718	0.381	valid
11	quest- 11	0.702	0.381	valid
12	quest- 12	0.433	0.381	valid
13	quest- 13	0.608	0.381	valid
14	quest- 14	0.470	0.381	valid
15	quest- 15	0.429	0.381	valid
16	quest- 16	0.378	0.381	no valid
17	quest- 17	0.517	0.381	valid
18	quest- 18	0.465	0.381	valid
19	quest- 19	0.589	0.381	valid
20	quest- 20	0.416	0.381	valid
21	quest- 21	0.416	0.381	valid
22	quest- 22	0.517	0.381	valid
23	quest- 23	0.464	0.381	valid
24	quest- 24	0.666	0.381	valid

25	quest- 25	0.495	0.381	valid
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Based on table 4.2, out of 25 statement items, 1 rcount has a value smaller than r-table, > then it can be concluded that out of the 25 items, 24 questions are valid and 1 question is invalid, with an rtable value of 0.381.

The research instrument is said to be reliable if the Cronbach's alpha value > r table, then the questionnaire is declared reliable. The following are the results of the analysis of instrument items with the SPSS version 30 application obtained as follows:

Tabel 4. 4 Reliability test of the instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0.742	25

Based on the table above, the Cronbach's alpha value obtained is 0.742 > 0.70, so it can be concluded that the questionnaire is declared reliable.

4.2.2 Normality and homogeneity test

The normality test is conducted to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS 30.00 program. To find out whether it is normal or not is if sig > 0.05 then it is normal, and if sig < 0.05 it can be said to be abnormal. The calculation results obtained are as follows:

Tabel 4. 5 Test of normality

Tests of Normality								
hasil belajar kosa kata	kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk			keterangan
		Statistic	df	Sig.	Statistic	df	Sig.	
	pre test experiment	.095	27	.200 [*]	.977	27	.793	Normal
	post test experiment	.115	27	.200 [*]	.983	27	.926	Normal
	pre test control	.125	27	.200 [*]	.943	27	.146	Normal
	post test control	.138	27	.200 [*]	.954	27	.262	Normal

Based on the table above, it could be seen that the pre-test and post-test data for learning outcomes of both the experimental and control classes had a sig value > 0.05 , so it could be concluded that the data group was normally distributed. Hypothesis Criteria: H_0 : Significant Score > 0.05 means the data is normally distributed.

H_a : Significant value < 0.05 means the data is not normally distributed.

After the level of data normality is known, the next step is to conduct a homogeneity test. The homogeneity test is used to determine the level of similarity of variance between two groups, namely the experimental group and the control group. to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 (sig > 0.05) The results of the homogeneity test can be seen in the following table:

Tabel 4. 6 Test of homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	.465	1	52	.498
	Based on Median	.484	1	52	.490
	Based on Median and with adjusted df	.484	1	51.627	.490
	Based on trimmed mean	.471	1	52	.496

Based on the results of the homogeneity test using Levene's Test, a significance value of 0.498 was obtained (based on the mean). Because this value is greater than 0.05, it can be concluded that the variance between data groups is homogeneous. Thus, the data is worthy of further analysis using the t-test. Hypothesis Criteria:

- If the significance value < 0.05 , the data is not homogeneous.
- If the significance value > 0.05 , the data is homogeneous.

4.2.3 Hypothesis testing

1. Post-Test t-Test of Experimental Class and Post-Test of Control Class

Independent-Sample t-test analysis of the post-test of the experimental class and the post-test of the control class aims to determine whether there is a significant difference in the post-test scores in the experimental class and the control class. The conclusion of the study is stated as significant if the $(t\text{-count}) > (t\text{ table})$ at a significance level of 5% and the p value < 0.05 . The summary of the pre-test and post-test t tests of the control class is shown in the following table:

Tabel 4. 7 Post-Test t-Test of Experimental Class and Post-Test of Control Class

Kelas	N	Rata rata	t- count	t- table	P value
post test experiment	27	74.07	5.690	2.007	< 0.001

Post control	test	27	68.85			
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In the the post-test (t-test) shows that the average learning outcomes of the experimental class are 74.07 and the average learning outcomes of the control class are 68.85, so it can be concluded that the average learning outcomes of the experimental class are 5.22 greater than those of the control class. From the table, it is known that the calculated t is 5.690 with a significance of 0.001. The t table obtained from db 52 at a significance level of 5% is 2.007. So the calculated t value > t table (5.690 > 2.007) and the significance value is less than 0.05 ($p = 0.001 < 0.05$). It can be concluded that there is a significant difference in student learning outcomes scores in the experimental class and the control class.

The summary of the results of the hypothesis test above is Based on the results of the independent sample t-test calculation, it is known that the average increase in the experimental group is 12.81 while the increase in the control class is 7.74 so that it is known that the increase in the experimental class learning outcome score is greater by 5.22. Statistical Hypothesis The statistical hypotheses are stated as follows:

- If the t value > t table, then H_0 is accepted and H_a is rejected.
- If the t value < t table, then H_a is accepted and H_0 is rejected.

Hypothesis Criteria:

- a. Null Hypothesis (H_0)
There is no significant influence between the discovery learning model and students' vocabulary mastery at MTsN 9 Banyuwangi.
- b. Alternative Hypothesis (H_a)

There is a significant influence between the Discovery Learning model and students' vocabulary mastery at MTsN 9 Banyuwangi.

From the data above, it can be concluded that the significance value is less than 0.05 ($p = 0.001 < 0.05$) so that it can be stated that there is a significant difference in the increase in learning outcome scores in the experimental group and the control group. and there is a significant influence of the use of the Discovery Learning model on the vocabulary mastery of students at MTsN 9 Banyuwangi.

4.3 Discussion

4.1.1 the impact of the Discovery Learning model on students' mastery of English vocabulary at MTsN 9 Banyuwangi

The findings of this research indicate that the implementation of the Discovery Learning model has a significant impact on the improvement of students' vocabulary mastery at MTsN 9 Banyuwangi. This is evident from the comparison of students' pre-test and post-test scores in the experimental class. The average pre-test score was 61.26, while the post-test score increased to 74.07, resulting in a gain of 12.81 points. The statistical analysis using the t-test yielded a t-count of 13.669, which is greater than the t-table value of 2.007 at the 5% significance level. Moreover, the p-value was < 0.001 , confirming that the difference was statistically significant. These results suggest that students who were taught using the Discovery Learning model experienced substantial improvements in their vocabulary mastery.

The results of this study are in line with the theory of Discovery Learning Characteristics which refers to a teaching approach that encourages students to ask questions, propose temporary answers, and derive general principles from examples or direct experiences that they find independently. This means that Discovery Learning is a method designed to encourage learning development strategies (Khasinah, 2021). In the context of vocabulary learning, this theory supports the idea that students gain a deeper understanding of new vocabulary when they are

involved in discovering the meaning of words, their use, and their relationships rather than simply memorizing definitions given by the teacher.

Empirical evidence from previous studies supports these findings, Research conducted by Sugiharyanti (2023) showed that the application of the Discovery Learning model in English language learning significantly increased students' engagement and vocabulary mastery. This study observed a similar increase in student performance and participation when Discovery Learning was used, further validating the results of this study. The effectiveness of Discovery Learning can also be understood through the perspective of student motivation and engagement. The discovery process creates a sense of ownership and curiosity among students, encouraging them to take a more active role in their learning journey. This intrinsic motivation is important in language learning, where practice, repetition, and meaningful contexts are essential for vocabulary retention.

The synergy of these dimensions creates a comprehensive vocabulary learning experience that enhances knowledge and skills. In addition, there are 6 steps in implementing discovery learning according to (Haryatmo, 2021), namely: (1) Providing stimulation (stimulus); (2) Formulating/identifying problems; (3) Data collection; (4) Data processing; (5) Proof (verification); (6) Drawing conclusions/generalizations (generalization).

The treatment or implementation of the Discovery Learning model in the experimental class was structured into three main stages: pre-activity, main activity, and post-activity. In the *pre-activity* stage, the teacher began the lesson by greeting students and checking attendance to build rapport and classroom readiness. The teacher then introduced the topic by showing engaging visual media, such as images or short videos related to the vocabulary theme (e.g., daily activities, objects, or descriptive words). This served as a stimulus to activate students' background knowledge and spark curiosity. At this stage, students were encouraged to share what they

already knew about the topic, thereby preparing their minds for discovery.

In the *main activity*, the Discovery Learning steps were applied systematically.

1. Stimulation: Students observed pictures and videos, prompting them to think critically about unfamiliar vocabulary.
2. Problem Formulation: Students were guided to identify unknown words and formulate questions such as “What does this word mean?” or “How is this used in a sentence?”
3. Data Collection: Students searched for meanings using dictionaries, books, or through group discussions. They worked collaboratively to explore word usage, pronunciation, and examples.
4. Data Processing: Learners then classified the new vocabulary into categories (nouns, verbs, adjectives) and constructed meaningful sentences. This stage emphasized comprehension over memorization.
5. Verification: Through individual and group exercises, students tested their understanding. They engaged in peer correction and received feedback from the teacher, which reinforced learning.
6. Generalization: Finally, students drew conclusions from the learning experience by applying vocabulary in communicative tasks such as short dialogues or writing simple paragraphs.

In the *post-activity* stage, the teacher facilitated reflection by asking students what they had learned and how they discovered the meaning and use of new vocabulary. This stage also included reinforcement activities such as quizzes or vocabulary games to consolidate learning. The teacher provided feedback and motivated students to apply the vocabulary in future tasks, encouraging autonomous learning beyond the classroom.

Based on the results of the research that has been conducted, the researcher found that the implementation of the six steps of the Discovery Learning model provides a significant contribution and influence on improving vocabulary mastery in grade VII students. In the first step (*providing stimulus*), the researcher found that at this stage when students were given stimuli in the form of images and videos related to the vocabulary theme, they seemed more interested and focused. This stimulation succeeded in building an active learning atmosphere and arousing students' curiosity about new material. The second step (*formulating/identifying problems*) At this stage, the researcher observed that students began to realize the limitations of their knowledge of certain vocabulary. They independently asked questions such as "What does this word mean?" or "How do you pronounce it?" This shows that students are starting to think critically and want to find out more. Step three (*Data collection*) In this stage, the researcher found that students became more independent in finding the meaning of vocabulary through dictionaries, books, or help from group members. This activity makes students active subjects in learning, not just recipients of information. Step four, namely (*Data processing*) At this stage, the researcher saw that students were able to classify vocabulary and arrange it into simple sentences. This ability grows from the process of understanding, not just memorizing. This shows that students really process the information they find. Step five (*verification*) At this stage, the researcher found that when students work on exercises or discuss to test their understanding, a self-evaluation process occurs. They correct mistakes and correct each other. This strengthens their understanding in depth. Step six (*generalization*) Finally, the researcher observed that students were able to conclude the vocabulary that had been learned and use it in real sentences or situations. They not only know the meaning of the word, but also understand how to use it.

From the entire process, the researcher found that the Discovery Learning model not only significantly increased students' posttest scores, but also fostered an

active attitude, curiosity, and independent learning abilities. Each step encourages students to be more involved in building their own knowledge.

4.1.2 the effectiveness of the Discovery Learning learning model compared to conventional learning methods with lecture approach in improving students' vocabulary mastery at MTsN 9 Banyuwangi

This study also attempted to compare the effectiveness of Discovery Learning with conventional learning methods. The results revealed that the Discovery Learning model was more effective than the conventional method in improving vocabulary acquisition. The mean post-test score of the experimental group was 74.07, while the control group obtained a mean score of 68.85. The difference of 5.22 points was statistically significant, as indicated by the t-test of 5.690 (greater than the t-table value of 2.007) and p-value <0.001.

These results underline the superiority of Discovery Learning in improving vocabulary acquisition. Theoretically, this can be attributed to the active learning environment fostered by Discovery Learning, which is in stark contrast to the teacher-centered approach of the conventional method. The conventional method requires physical presence in the classroom, which limits students' flexibility in choosing the time and location of learning, in addition, conventional learning tends to focus more on text-based or lecture-based teaching, which may be less interesting for some students, the conventional method often requires students to wait for the teacher to provide feedback during the lesson, which may be time-consuming (Dian Yuliani Paramita, 2023). In contrast, Discovery Learning engages students in meaningful tasks, encourages critical thinking, and allows them to derive meaning through context and usage.

In the control class, the implementation of the conventional learning method with the lecture approach followed several structured steps:

Steps in Teaching English Vocabulary Using the Lecture

Method (Conventional Learning):

1. Opening (Pre-Activity):

- The teacher greeted the students and checked attendance.
- The teacher introduced the topic and explained the learning objectives.
- Students were instructed to prepare their notebooks and textbooks.

2. Main Activity:

- The teacher presented a list of English vocabulary related to the topic (e.g., daily routines, objects, animals, etc.).
- Each word was pronounced by the teacher, followed by students repeating in unison.
- The teacher explained the meaning of each word in Bahasa Indonesia, and provided examples of how the word is used in simple sentences.
- Students wrote down the vocabulary and its meanings in their notebooks.
- Occasionally, the teacher asked students to memorize and spell certain words aloud or write them on the board.

3. Practice and Reinforcement:

- Students answered a set of vocabulary exercises from the textbook or worksheet (matching, multiple choice, fill in the blanks).
- The teacher went over the answers, explaining any mistakes or difficult words.
- Students were asked to memorize the vocabulary at home and prepare for a quiz.

4. Closing (Post-Activity):

- The teacher reviewed the vocabulary covered during the lesson.
- The teacher gave oral or written quizzes as formative assessment.
- The teacher gave encouragement or reminders to continue memorizing and reviewing vocabulary.

Despite the structure, this method tended to lack student engagement. Students were mostly passive recipients of information and often relied heavily on teacher

explanation rather than their own exploration. In many cases, vocabulary retention was short-term and contextually limited.

Empirical studies further

Empirical studies further validate this conclusion. Research by (Delima et al., 2023) and Nabila (2020) found that students taught with Discovery Learning consistently outperformed those taught with conventional methods on vocabulary tests. These studies confirm that the interactive and exploratory nature of Discovery Learning improves vocabulary acquisition more effectively than passive learning techniques. Students exposed to Discovery Learning reported higher levels of satisfaction and motivation. They found the learning process more enjoyable and relevant to their real-life experiences. This emotional engagement plays a significant role in strengthening cognitive processes and improving learning outcomes.

The data also reflected consistent patterns across different groups of students, indicating that the benefits of Discovery Learning are not limited to a specific demographic but are broadly applicable. The experimental group showed improvements not only in test scores but also in engagement and participation in class. These qualitative observations complement the quantitative data and provide a more complete picture of the model's effectiveness.

The experimental group showed superior performance in recognizing word meanings, using words in sentences, and classifying vocabulary into categories such as nouns, verbs, and adjectives. In contrast, the control group taught using conventional methods showed more limited improvements. Students in this group tended to be passive, and learning focused on memorization and direct delivery of materials by the teacher. As a result, vocabulary understanding was shallow and less contextual, and did not demonstrate mastery in classification or flexible word use. This is in line with previous research (Agustini et al., 2023) According to the interview results, this causes students to quickly

become bored and struggle to understand the material, leading to a lack of improvement in their learning outcomes due to low interest in learning. The interview results indicate that the lack of interest in the learning media makes students feel bored and fatigued during learning activities, which ultimately reduces their motivation to learn.

In placing these findings within the broader educational discourse, this study confirms the growing consensus that student-centered active learning models such as Discovery Learning are more effective than conventional methods. This reinforces the paradigm shift towards a constructivist approach in language education and highlights the need for educators to adopt strategies that promote deeper learning, critical thinking, and real-world application.

In conclusion, the implementation of Discovery Learning at MTsN 9 Banyuwangi not only significantly improved students' vocabulary mastery but was also proven to be more effective than conventional methods. The model's emphasis on exploration, context, and active engagement makes it a valuable tool for vocabulary instruction and a strong candidate for broader application in English language teaching.

CHAPTER V

CLOSING

5.1 Conclusion

This study was conducted to test the effectiveness of the Discovery Learning model in improving vocabulary mastery of class VII students of MTsN 9 Banyuwangi. Based on the results of data analysis, discussion, and interpretation, it can be concluded that the Discovery Learning model has a positive and significant influence on students' vocabulary mastery.

Students in the experimental group taught with the Discovery Learning model obtained higher post-test scores compared to the control group taught with conventional methods. The average post-test score of the experimental group was 74.07, while the control group obtained an average score of 68.85. This shows a statistically significant difference in learning outcomes, with the experimental group outperforming the control group by 5.22 points. The t-test results show this with a value of 5.690, exceeding the critical value of 2.007, and a p-value of less than 0.001. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

Furthermore, the implementation of the six stages of Discovery Learning—namely stimulation, problem identification, data collection, data processing, verification, and generalization—has been shown to be effective in improving students' vocabulary mastery. Students were more engaged, actively participated, and demonstrated higher-order thinking in the process of identifying, understanding, using, and classifying vocabulary into appropriate grammatical categories such as nouns, verbs, and adjectives.

Discovery Learning facilitates not only rote learning but also deep, contextual, and meaningful understanding. Students do not simply memorize lists of words but actively discover their meaning and usage through guided exploration and discussion. This results in better vocabulary retention, increased motivation,

and a more enjoyable learning experience.

In contrast, students in the control group, who received conventional instruction, showed more limited improvements. Learning tended to be teacher-centered, emphasizing memorization and direct explanation without sufficient opportunities for active exploration. As a result, their vocabulary understanding remained shallow, with limited ability to use words flexibly in various contexts.

In conclusion, the findings of this study validate the effectiveness of Discovery Learning as a teaching model for vocabulary development and show that this model is more beneficial than conventional methods in improving students' vocabulary mastery.

5.2 Limitations Research

Although this study has produced significant findings, it is important to acknowledge limitations that may have affected the scope and generalizability of the results:

a. *Limited Focus:*

This study focused on only one aspect of language learning—vocabulary acquisition—without exploring the model's impact on other language skills such as speaking, listening, reading, or writing.

b. *Limited Sample Size and Setting:*

This study was conducted in a single school with only two classes (experimental and control groups) consisting of 54 students in total. Thus, the results may not be generalizable to other schools or districts with different student populations or learning environments.

c. *Short Duration of Intervention:*

The treatment period was relatively short, which may not fully reflect the long-term effectiveness of the Discovery Learning model. Future research with longer intervention periods could examine the durability of vocabulary retention over time.

d. *Teacher Dependence:*

The success of Discovery Learning is highly dependent on the teacher's ability to design engaging materials and guide

students through the discovery process. Inconsistent implementation across different teachers may impact the model's effectiveness.

e. Limited Control of External Variables:

Factors such as student motivation, home environment, prior knowledge, and individual learning styles were not controlled for in this study, although these factors can significantly influence vocabulary acquisition.

Despite these limitations, this study provides valuable evidence supporting the use of Discovery Learning in vocabulary instruction and offers a foundation for further educational research and classroom innovation.

5.3 Suggestions

Based on the findings of this study, the researcher provides several suggestions aimed at various stakeholders in education:

a. For English Teachers:

Teachers are encouraged to implement the Discovery Learning model in vocabulary teaching, as it has been proven to increase student engagement and improve vocabulary mastery. Teachers must be prepared to act as facilitators who guide students through the exploration and discovery process. Combining visual media, contextual materials, and interactive group assignments can increase the effectiveness of this model.

b. For Students:

Students are advised to be actively involved in the learning process by asking questions, exploring new materials, collaborating with peers, and drawing their own conclusions. The success of Discovery Learning depends on students' willingness to take responsibility for their learning journey. By fully participating in each stage of the model, students can develop better vocabulary retention and usage skills.

c. For Schools and Educational Institutions:

School administrators must support the implementation of

innovative learning models such as Discovery Learning by providing the necessary resources, training for teachers, and flexible classroom environments. This support can include access to multimedia devices, updated teaching materials, and time allocation for active learning sessions.

d. For Future Researchers:

This study focused specifically on vocabulary mastery. Future researchers are encouraged to explore the application of Discovery Learning in other language skill areas such as reading comprehension, speaking fluency, listening skills, or writing skills. In addition, future research can compare Discovery Learning with other constructivist models such as Problem-Based Learning (PBL) or Inquiry-Based Learning (IBL) to identify their relative effectiveness.

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HISTORY LIST LIFE

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Formal Education History

Educational level	Year of entry	Year of graduation	School name	Field of study
TK	2006	2007	TK khodijah 80	
MI	2010	2015	MI Miftahul Muna	
MTs	2015	2017	MTs Al HUDA	
SMK	2017	2019	MA AL- HUDA	
S1	2021	2025	UIMSya	Tadris bahasa Inggris

Non Formal Education History

Educational level	Year of entry	Year of graduation	Name of institution	Field of study
	2014	2025	PP. Rhoudlotul Huffaadzil Qur'an	

APPENDIX

Appendix 1 Guidance Card

NIM	2111221038	
NAMA	MAULIDATUL MUTROFIAH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	THE EFFECTIVENESS OF DISCOVERY LEARNING MODEL IN IMPROVING STUDENTS VOCABULARY MASTERY AT SMP AL HUDA	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	17 Juni 2025	17 Juni 2025	conclusion	write is concise the finding. check the completeness of your appendix
2	20242	02 Mei 2025	09 Mei 2025	Discussion is too limited	student is required to elaborate the finding with previous or related study
3	20242	30 April 2025	07 Mei 2025	Finding and Discussion	check for grammar
4	20242	16 April 2025	23 April 2025	Finding and discussion	delete the description of schools and respondents. researcher needs to clarify her findings only
5	20242	13 Maret 2025	20 Maret 2025	Lesson Plan and Pre and Post-Test	the lesson plan needs to be revised by providing complete sequence of activity. students are required to test the questions for its validity and reliability
6	20242	21 Februari 2025	28 Februari 2025	chapter 3: past tense, data collection	use present and future tense in describing the method and use appropriate data collection
7	20242	05 Februari 2025	12 Maret 2025	chapter 2, detail theory, sequence of activity based on discovery learning method	provide more theory and write sequence of activity based on discovery learning method in vocabulary classroom
8	20242	25 Januari 2025	01 Maret 2025	chapter 1, error grammar	check your grammar before submitting
9	20242	13 Januari 2025	20 Januari 2025	chapter 1, clear citation, no problems	write your background by providing problems in the field
10	20242	10 Desember 2024	20 Desember 2024	deciding topic for research	find 10 related and updated articles

Appendix 2 Certificate of Having Conducted Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH TSANAWIYAH NEGERI 9 BANYUWANGI
Jalan Buluagung – Siliragung
Telepon (0333) 710553 ; Faksimile (0333) 710553
Email : mtsn_pesanggaran_bwi@yahoo.co.id

SURAT KETERANGAN
NOMOR : 229/Mts.13.30.09/PP.00.5/06/2025

Yang bertanda tangan dibawah ini :

Nama : **Bambang Irawan, S.Pd.**
NIP : 197308221997031003
Pangkat/Gol : Pembina (IV/b)
Jabatan : Kepala MTs Negeri 9 Banyuwangi

Dengan ini menerangkan bahwa :

Nama : **Maulidatul Mutrofiah**
Tempat/Tgl. Lahir : Banyuwangi, 06 juni 2001
Jenis Kelamin : Perempuan
Alamat : Dsn. Sukomukti, RT. 001/003, Ds. Sukorejo, Kec.
Bangorejo, Kab. Banyuwangi

Adalah benar – benar telah melaksanakan Kegiatan Penelitian pada Madrasah Tsanawiyah Negeri 9 Banyuwangi tanggal 21 Mei – 27 Mei 2025 , dengan Judul Penelitian **"EFFECTIVENESS OF DISCOVERY LEARNING MODEL IN IMPROVING STUDENTS' VOCABULARY MASTERY AT MTsN 9 BANYUWANGI"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banyuwangi, 03 Juni 2025
Kepala,



Bambang Irawan, S.Pd.
NIP: 197308221997031003



Dokumen ini telah ditanda tangani secara elektronik.
Token : AeDWGEHk

Appendix 3 Certificate of Plagiarism Free Maximum 25% from the Faculty



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi:

Nama : Maulidatul Mutrofiah
NIM : 2111221038
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 24%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Skripsi.

Banyuwangi, Juni 2025
Ketua Program Studi

Ahmad Faruk, M.Pd.
NIPY. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

Appendix 4 Research questionnaire

PRE-TEST DAN POST TEST BAHASA INGGRIS Penelitian Kuantitatif – Tahun Ajaran 2024/ 2025

Nama Siswa :

Kelas :

Tanggal :

Choose the correct answer for each question!!!

1. What is the meaning of the word “happy”?
 - a. Angry
 - b. Sad
 - c. Glad
 - d. Tired
2. “The cat is under the table.” What does under mean?
 - a. Next to
 - b. On top of
 - c. Below
 - d. Behind
3. Which word is a fruit?
 - a. Carrot
 - b. Apple
 - c. Chicken
 - d. Bread
4. What is the opposite of “hot”?
 - a. Warm
 - b. Cold
 - c. Spicy
 - d. Cool
5. Which one is a verb?
 - a. Run
 - b. Fast
 - c. Tall
 - d. Blue
6. What is the meaning of “big”?
 - a. Tiny
 - b. Small
 - c. Large
 - d. Narrow
7. “She is a kind girl.” What is the meaning of kind?
 - a. Rude

- b. Mean
 - c. Nice
 - d. Sad
8. Which of these is an animal?
- a. Table
 - b. Tiger
 - c. Shirt
 - d. Flower
9. What is the opposite of “open”?
- a. Break
 - b. Shut
 - c. Lock
 - d. Close
10. What is the meaning of “fast”?
- a. Slow
 - b. Speedy
 - c. Lazy
 - d. Careful
11. “They live in a small house.” What does small mean?
- a. Large
 - b. Tiny
 - c. Big
 - d. Clean
12. Which one is a school object?
- a. Banana
 - b. Pencil
 - c. Chicken
 - d. Cup
13. What is the meaning of “cold”?
- a. Hot
 - b. Warm
 - c. Cool
 - d. Dry
14. What is the opposite of “new”?
- a. Fresh
 - b. Clean
 - c. Old
 - d. Dirty
15. Which of these words is a color?
- a. Table
 - b. Blue
 - c. Fast
 - d. Cup
16. What is the meaning of “sleep”?
- a. Sit
 - b. Rest

- c. Eat
- d. Read
- 17. "Ali drinks water." What is the verb in this sentence?
 - a. Ali
 - b. Drinks
 - c. Water
 - d. Sentence
- 18. Which one is a place?
 - a. Car
 - b. House
 - c. Apple
 - d. Tree
- 19. What is the meaning of "clean"?
 - a. Dirty
 - b. Tidy
 - c. Messy
 - d. Dark
- 20. What is the opposite of "up"?
 - a. Above
 - b. In
 - c. Down
 - d. Top

Pre-Test Vocabulary – Essay Questions

Jawablah pertanyaan berikut dengan singkat dan jelas dalam Bahasa Inggris!!!

- a. Write three adjectives to describe a cat.
- b. What is the meaning of the word "beautiful"? Use it in a sentence.
- c. Mention four colors in English and write one object for each color.
- d. What is the opposite of the word "tall"? Give an example using both words.
- e. Write two verbs that describe what you do at school.

RUBRIK PENILAIAN TEST BAHASA INGGRIS

Skor	Kategori	Deskripsi Penilaian
5	Sangat Baik	Kosakata sangat tepat, beragam, dan sesuai konteks. Tidak ada kesalahan makna. Penggunaan kata menunjukkan penguasaan tinggi.
4	Baik	Kosakata cukup bervariasi dan umumnya tepat. Terdapat 1–2 kesalahan ringan yang tidak mengganggu makna keseluruhan.
3	Cukup	Kosakata terbatas dan kadang tidak tepat. Ada beberapa kesalahan makna atau konteks, namun masih bisa dipahami.
2	Kurang	Kosakata sangat terbatas. Banyak kata tidak tepat. Kesalahan mengganggu pemahaman pesan secara umum.
1	Sangat Kurang	Hampir tidak ada kosakata yang tepat. Banyak kesalahan fatal hingga makna sulit dipahami.

Referensi: Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

Total Skor Maksimal: 100 poin

Penilaian Akhir:

- 90-100 Poin : Sangat Baik (A)
- 80-90 Poin : Baik (B)
- 70-80 Poin : Cukup (C)
- 50-70 Poin : Kurang (D)

Appendix 5 Data Calculation Results

Data uji validitas instrument SPSS 30

No	question item	Corrected Item- Total Correlation	r- tabel	explanation
1	quest- 1	0.597	0.381	valid
2	quest- 2	0.758	0.381	valid
3	quest- 3	0.539	0.381	valid
4	quest- 4	0.502	0.381	valid
5	quest- 5	0.455	0.381	valid
6	quest- 6	0.561	0.381	valid
7	quest- 7	0.585	0.381	valid
8	quest- 8	0.448	0.381	valid
9	quest- 9	0.427	0.381	valid
10	quest- 10	0.718	0.381	valid
11	quest- 11	0.702	0.381	valid
12	quest- 12	0.433	0.381	valid
13	quest- 13	0.608	0.381	valid
14	quest- 14	0.470	0.381	valid
15	quest- 15	0.429	0.381	valid
16	quest- 16	0.378	0.381	no valid
17	quest- 17	0.517	0.381	valid
18	quest- 18	0.465	0.381	valid
19	quest- 19	0.589	0.381	valid
20	quest- 20	0.416	0.381	valid
21	quest- 21	0.416	0.381	valid
22	quest- 22	0.517	0.381	valid
23	quest- 23	0.464	0.381	valid
24	quest- 24	0.666	0.381	valid
25	quest- 25	0.495	0.381	valid

Data reliability instrument SPSS 30

Reliability Statistics	
Cronbach's Alpha	N of Items
0.742	25

Data uji- t SPSS (pre- test dan post test kelas experiment)

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil	pre- test experiment	27	61.26	3.358	.646
	post test experiment	27	74.07	3.529	.679

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
hasil	Equal variances assumed	.084	.773	13.669	52	<.001	<.001	-12.815	.938	- 14.696	- 10.934
	Equal variances not assumed			13.669	51.872	<.001	<.001	-12.815	.938	- 14.696	- 10.933

Data uji- t SPSS (pre- test dan post test kelas control)

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil	pre test control	27	61.11	3.555	.684
	post test control	27	68.85	3.207	.617

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					

		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
hasil	Equal variances assumed	.228	.635	8.400	52	<.001	<.001	-7.741	.921	-9.590	-5.892
	Equal variances not assumed			8.400	51.457	<.001	<.001	-7.741	.921	-9.590	-5.891

Data uji- t SPSS (post test kelas control dan kelas experimnt)

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai	post test experiment	27	74.07	3.529	.679
	post test control	27	68.85	3.207	.617

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
nilai	Equal variances assumed	.465	.498	5.690	52	<.001	<.001	5.222	.918	3.381	7.064
	Equal variances not assumed			5.690	51.530	<.001	<.001	5.222	.918	3.380	7.064

Appendix 6 Research Documentation





RPP : RENCANA PELAKSANAAN PEMBELAJARAN

IDENTITAS MODUL	
Sekolah	: MTSn 9 Banyuwangi
Penyusun	: Maulidatul Mutrofiah
Tahun Penyusunan	: Maret 2025
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII/2
Tema	: Kosa Kata (Vocabulary)
Topik pembelajaran	: Pengenalan Kosa Kata Seputar Kehidupan Sehari Hari
Alokasi waktu	: 2 X 45 menit
Materi pembelajaran	: Kosa kata sehari-hari: contoh - makan, minum, tidur, belajar, bermain, dan lain-lain dan Penggunaan kosa kata dalam kalimat sederhana.
Metode pembelajaran	: Discovery Learning

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi dan memahami kosa kata baru yang terkait dengan kegiatan sehari-hari.
- Menyusun kalimat sederhana menggunakan kosa kata yang telah dipelajari.
- Meningkatkan keterampilan berbicara dengan menggunakan kosa kata yang relevan dalam konteks percakapan sehari-hari.

B. LANGKAH LANGKAH PEMBELAJARAN

Media Dan Sumber Belajar	
➤ Gambar-gambar kegiatan sehari-hari (gambar makan, tidur, bermain, belajar, dll.) ➤ Kartu gambar dan kartu kata ➤ Buku teks Bahasa Inggris kelas VII SMP	

Pendahuluan (15 menit)		• Guru menyapa siswa dan memulai dengan tanya jawab ringan mengenai kegiatan sehari-hari (misalnya: Apa yang kamu lakukan setelah bangun tidur?) • Guru menjelaskan tujuan pembelajaran dan bagaimana metode discovery learning akan diterapkan. • Guru mengungkapkan pentingnya memahami kosa kata dalam kehidupan sehari-hari untuk dapat berkomunikasi dengan baik dalam Bahasa Inggris. • Guru menyarankan siswa untuk lebih memperhatikan kosa kata yang sering mereka temui di lingkungan sekitar.
KEGIATAN INTI (60 menit)	Providing simulation	• Guru menunjukkan gambar atau objek yang berhubungan dengan kegiatan sehari-hari, seperti gambar orang makan, tidur, belajar, bermain, dll. (Misalnya: gambar anak-anak sedang makan).
	Problem Identification Statement	• Siswa diminta untuk mengidentifikasi apa yang mereka lihat pada gambar dan menyebutkan kegiatan tersebut dalam

		Bahasa Inggris (seperti: eating, sleeping, studying, playing).
	Data collection	Siswa diajak untuk mencari dan menuliskan kosa kata yang mereka temui dari gambar tersebut.
	Data processing	- Siswa dikelompokkan dalam kelompok kecil dan diberikan tugas untuk mencari lebih banyak kosa kata terkait kegiatan sehari-hari. - Setiap kelompok diberikan beberapa kartu gambar atau kartu kata yang berhubungan dengan aktivitas sehari-hari (misalnya: makan, tidur, bermain, berjalan, dll.) dan diminta untuk mencari padanannya dalam Bahasa Inggris.
	Verification	- Setelah itu, mereka mendiskusikan arti dari kosa kata tersebut dalam Bahasa Inggris. - Guru membantu siswa menemukan kosa kata yang belum mereka ketahui dan memberikan contoh penggunaannya dalam kalimat.
	Generalization	- Guru meminta siswa untuk membuat kalimat dengan kosa kata yang baru mereka pelajari. - Siswa dapat membuat kalimat sederhana, seperti: "I am eating", "He is studying", "We are playing soccer".

Penutup (15 menit)	• Guru bersama siswa merenungkan apa yang telah dipelajari pada hari ini, terutama tentang kosa kata baru yang ditemukan dan digunakan. • Guru memberikan kesempatan untuk siswa bertanya jika ada kosa kata yang belum dimengerti atau sulit dipahami. • Guru memberikan tugas rumah berupa latihan menulis kalimat dengan kosa kata yang telah dipelajari, serta meminta siswa mencari lebih banyak kosa kata yang berhubungan dengan kegiatan sehari-hari. • Guru memberikan penjelasan tentang pembelajaran yang akan datang.
-------------------------------	--

MATERI



Vocabulary About Daily Activities :

1. Morning Time

- Wake up = Bangun tidur
- Brush teeth = Menggosok gigi
- Take a shower = Mandi
- Get dressed = Berpakaian
- Have breakfast = Sarapan
- Go to school = Pergi ke sekolah

Example Of Sentences :

- I wake up at 6:00 AM. (Saya bangun tidur jam 6 pagi)
- She brushes her teeth before breakfast. (Dia menggosok gigi sebelum sarapan)

2. Activities At School :

- Study = Belajar
- Listen to the teacher = Mendengarkan guru
- Write notes = Menulis catatan
- Ask questions = Bertanya
- Play sports = Bermain olahraga
- Attend class = Mengikuti pelajaran

Example of sentences :

- I study English in the classroom. (Saya belajar bahasa Inggris di kelas)
- We play football after school. (Kami bermain sepak bola setelah sekolah)

3. Afternoon Time :

- Have lunch = Makan siang
- Relax = Bersantai
- Work on homework = Mengerjakan PR
- Go to the market = Pergi ke pasar
- Take a break = Istirahat sebentar

Example of sentences :

- She has lunch at 12 PM. (Dia makan siang jam 12 siang)
- I relax after doing my homework. (Saya bersantai setelah mengerjakan PR)

4. Afternoon And Evening Time :

- Have dinner = Makan malam
- Watch TV = Menonton TV

- Read a book = Membaca buku
- Go to bed = Pergi tidur
- Sleep = Tidur

Example of sentences :

- They have dinner together every night. (Mereka makan malam bersama setiap malam)
- I read a book before going to bed. (Saya membaca buku sebelum pergi tidur)

Short Dialogue

Example dialogue 1:

A: Hi, Sarah! What time do you wake up every day?

B: Hi! I wake up at 6 AM. Then I brush my teeth and take a shower. After that, I have breakfast.

A: Wow, you wake up early! What do you do after breakfast?

B: I go to school and study all day.

Example dialogue 2:

A: What do you usually do in the afternoon?

B: I usually relax and do my homework. Sometimes, I go to the market with my mom.

A: Sounds fun! What about in the evening?

B: In the evening, I have dinner and then watch TV. After that, I go to bed.

Exercise :

1. Fill in the blanks with the right words !
 - I _____ (wake up) at 7 AM every day.
 - After school, we _____ (play) basketball.
 - He _____ (eat) lunch at 1 PM.
2. Make sentences with the following words:
 - Have dinner

- Read a book
- Go to school
- Take a shower

3. Discussion of Daily Activities :

- Apa yang kamu lakukan setiap pagi sebelum berangkat sekolah?
- Ceritakan kegiatan yang kamu lakukan di sore hari setelah pulang sekolah.

LEMBAR KERJA PESERTA DIDIK

Petunjuk:

- Bacalah setiap soal dengan cermat.
 - Pilih jawaban yang benar untuk soal pilihan ganda dan tuliskan jawaban yang sesuai untuk soal isian dan kalimat.
-

Bagian 1: Pilihan Ganda

Choose the most appropriate answer!!

1. What do you do in the morning?
 - A. I sleep in the afternoon.
 - B. I wake up and brush my teeth.
 - C. I go to bed at 9 PM.
2. Which activity do you usually do after school?
 - A. Go to bed
 - B. Play sports or do homework
 - C. Eat breakfast
3. What does “have lunch” mean?
 - A. Makan siang
 - B. Makan malam
 - C. Mandi
4. What do you do before you go to bed?
 - A. Eat dinner
 - B. Take a shower
 - C. Watch TV
5. What do you do after you wake up in the morning?

- A. Go to bed again
 - B. Brush your teeth
 - C. Sleep
-

Bagian 2: Isian Singkat

Fill in the blanks with the correct words !!

6. I _____ (wake up) at 6 AM every day.
 7. After school, I _____ (do) my homework.
 8. She _____ (have) lunch with her family at 12 PM.
 9. In the evening, we _____ (watch) TV together.
 10. I _____ (take) a shower before dinner.
-

Bagian 3: Benar atau Salah

Give a mark (✓) for true and (X) for false in each of the following sentences!

11. I go to school at night. (_____)
 12. I wake up, brush my teeth, and take a shower before breakfast. (_____)
 13. We usually have dinner in the morning. (_____)
 14. She does her homework after school. (_____)
 15. I sleep at 9 AM. (_____)
-

Bagian 4: Menyusun Kalimat

Arrange the following words into correct sentences!

16. (breakfast / have / I / at / 7 AM)

17. (watch / I / before / TV / dinner)

18. (take / she / a shower / in the morning)

Bagian 5: Pertanyaan Terbuka

Answer the following questions with complete sentences!

19. What do you do after you wake up in the morning?

20. What activities do you usually do in the afternoon?

Kunci jawaban

a) Pilihan ganda

1. B
2. B
3. A
4. B
5. B

b) Isian singkat

1. Wake up
2. Do
3. Has
4. Watch
5. Take

c) Benar atau salah

1. I go to school at night.
Jawaban: ✗
2. I wake up, brush my teeth, and take a shower before breakfast.
Jawaban: ✓
3. We usually have dinner in the morning.
Jawaban: ✗

4. She does her homework after school.

Jawaban: ✓

5. I sleep at 9 AM.

Jawaban: ✗

d) Menyusun kalimat

1. I have breakfast at 7 AM.
2. I watch TV before dinner.
3. She takes a shower in the morning.

e) Pertanyaan terbuka

1. I brush my teeth and take a shower.
2. I usually do my homework and play sports in the afternoon.

RUBRIK PENILAIAN TEST BAHASA INGGRIS

Skor	Kategori	Deskripsi Penilaian
5	Sangat Baik	Kosakata sangat tepat, beragam, dan sesuai konteks. Tidak ada kesalahan makna. Penggunaan kata menunjukkan penguasaan tinggi.
4	Baik	Kosakata cukup bervariasi dan umumnya tepat. Terdapat 1–2 kesalahan ringan yang tidak mengganggu makna keseluruhan.
3	Cukup	Kosakata terbatas dan kadang tidak tepat. Ada beberapa kesalahan makna atau konteks, namun masih bisa dipahami.
2	Kurang	Kosakata sangat terbatas. Banyak kata tidak tepat. Kesalahan mengganggu pemahaman pesan secara umum.
1	Sangat Kurang	Hampir tidak ada kosakata yang tepat. Banyak kesalahan fatal hingga makna sulit dipahami.

Referensi: Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

Total Skor Maksimal: 100 poin

Penilaian Akhir:

- 90-100 Poin : Sangat Baik (A)
- 80-90 Poin : Baik (B)
- 70-80 Poin : Cukup (C)
- 50-70 Poin : Kurang (D)

RPP : RENCANA PELAKSANAAN PEMBELAJARAN

IDENTITAS MODUL	
Sekolah	: SMP AL HUDA
Penyusun	: Maulidatul Mutrofiah
Tahun Penyusunan	: Maret 2025
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII/2
Tema	: Kosakata (Vocabulary)
Topik pembelajaran	: Pengenalan Kosakata Seputar Kehidupan Sehari-hari
Alokasi waktu	: 2 X 45 menit
Materi pembelajaran	: Kosakata sehari-hari: contoh - makan, minum, tidur, belajar, bermain, dan lain-lain dan Penggunaan kosakata dalam kalimat sederhana.
Metode pembelajaran	: konvensional (ceramah, tanya jawab, Latihan)

C. TUJUAN PEMBELAJARAN

- Mengetahui dan memahami kosakata yang berhubungan dengan kegiatan sehari-hari.
- Mampu mengucapkan dan menulis kosakata dengan benar.
- Mampu menggunakan kosakata dalam kalimat sederhana.

D. LANGKAH LANGKAH PEMBELAJARAN

Media Dan Sumber Belajar
➤ Papan tulis dan spidol ➤ Buku teks Bahasa Inggris SMP ➤ Lembar kerja siswa (LKS)

Pendahuluan (15 menit)	• Guru menyapa siswa dan memulai pembelajaran dengan memperkenalkan topik pembelajaran hari itu: "Kosa Kata Seputar Kehidupan Sehari-hari." • Guru memberikan penjelasan singkat tentang pentingnya menguasai kosa kata dalam berbahasa Inggris. • Guru menginformasikan tujuan pembelajaran yang akan dicapai pada akhir pelajaran. • Guru memberi contoh kosa kata sehari-hari dalam Bahasa Inggris, seperti: eat, drink, sleep, study, play, dll. • Guru mengajukan beberapa pertanyaan sederhana kepada siswa untuk memotivasi dan membuat mereka lebih tertarik (misalnya: "What do you do in the morning?" atau "What do you like to eat?").
Kegiatan Inti	• Guru memberikan penjelasan tentang kosa kata yang berkaitan dengan kegiatan sehari-hari melalui papan tulis. Guru menulis kata-kata baru di papan tulis, seperti: eat, drink, sleep, play, study, walk, run.
	Penjelasan materi (30 menit)

		• Setiap kata yang ditulis dijelaskan artinya dalam Bahasa Indonesia dan cara penggunaannya dalam kalimat. • Guru memberikan contoh kalimat menggunakan kosa kata tersebut, misalnya: ▪ "I eat breakfast every morning." ▪ "He is studying in his room." ▪ "We play football every Saturday." • Siswa diminta untuk menirukan pengucapan kata-kata tersebut dengan benar setelah guru mengucapkannya.
	Latihan pengucapan dan penulisan (15 menit)	• Guru memandu siswa untuk mengucapkan setiap kata yang ada di papan tulis secara bergantian. • Siswa diminta untuk menulis kosa kata yang telah dijelaskan dalam buku catatan mereka. • Siswa kemudian membuat kalimat sederhana menggunakan kosa kata tersebut secara individu. • Setelah itu, siswa diminta untuk membaca kalimat yang telah mereka buat di depan kelas.
	Latihan mandiri (15 menit)	• Guru memberikan latihan soal berupa isian, seperti: ▪ Isilah titik-titik dengan kosa kata yang sesuai: ▪ "I _____ (eat) lunch at 12 PM."

		▪ "She _____ (study) every night." • Guru meminta siswa untuk mengerjakan latihan ini di buku masing-masing. • Guru mengecek jawaban siswa secara acak dan memberikan umpan balik.
Penutup (15 menit)		• Guru bertanya kepada siswa, "Apa yang sudah kalian pelajari hari ini?" • Siswa diminta untuk menceritakan kembali kata-kata baru yang telah mereka pelajari dan bagaimana cara menggunakannya dalam kalimat. • Guru memberikan tes singkat, di mana siswa harus mengisi kalimat dengan kosa kata yang telah dipelajari. • Guru memberikan tugas rumah berupa menulis 5 kalimat menggunakan kosa kata yang dipelajari. • Siswa diminta untuk mempersiapkan tugas ini untuk pertemuan berikutnya.

MATERI

Materi Pembelajaran: Pengenalan Kosa Kata dalam Kegiatan Sehari-hari

1. Tujuan Pembelajaran:

- Siswa dapat mengenal kosa kata dalam Bahasa Inggris yang digunakan dalam kegiatan sehari-hari.
- Siswa dapat menggunakan kosa kata tersebut dalam kalimat sederhana dan percakapan.
- Siswa dapat membedakan penggunaan kata sesuai konteks dalam kegiatan sehari-hari.

2. Kosakata yang Diperkenalkan

a. Kosakata Seputar Kegiatan Pagi Hari:

- Wake up = Bangun tidur
- Brush teeth = Menyikat gigi
- Take a shower = Mandi
- Eat breakfast = Sarapan
- Go to school = Pergi ke sekolah

Contoh Kalimat:

- I wake up at 6:00 AM. (Saya bangun tidur jam 6 pagi.)
 - She brushes her teeth after waking up. (Dia menyikat giginya setelah bangun tidur.)
 - We eat breakfast before going to school. (Kami sarapan sebelum pergi ke sekolah.)
-

b. Kosakata Seputar Kegiatan di Sekolah:

- Study = Belajar
- Read = Membaca
- Write = Menulis
- Listen = Mendengarkan
- Teacher = Guru
- Class = Kelas

Contoh Kalimat:

- We study English every day. (Kami belajar Bahasa Inggris setiap hari.)
 - The teacher asks us to read the book. (Guru meminta kami untuk membaca buku.)
 - I listen to the teacher carefully. (Saya mendengarkan guru dengan hati-hati.)
-

c. Kosa Kata Seputar Kegiatan di Rumah:

- Cook = Memasak
- Clean = Membersihkan
- Watch TV = Menonton TV
- Play games = Bermain permainan
- Rest = Istirahat

Contoh Kalimat:

- My mother cooks dinner at 7 PM. (Ibu saya memasak makan malam jam 7 malam.)
 - I clean my room every Sunday. (Saya membersihkan kamar setiap hari Minggu.)
 - After school, I rest for an hour. (Setelah sekolah, saya istirahat selama satu jam.)
-

d. Kosa Kata Seputar Kegiatan Malam Hari:

- Go to bed = Tidur
- Read a book = Membaca buku
- Say goodnight = Mengucapkan selamat malam
- Sleep = Tidur

Contoh Kalimat:

- I go to bed at 9:00 PM. (Saya tidur jam 9 malam.)
 - Before sleeping, I read a book. (Sebelum tidur, saya membaca buku.)
 - My parents say goodnight to me. (Orang tua saya mengucapkan selamat malam kepada saya.)
-

3. Struktur Kalimat Dasar

a. Kalimat Positif (Positive Sentences):

- I wake up early. (Saya bangun pagi.)
- He studies math every day. (Dia belajar matematika setiap hari.)
- They cook dinner together. (Mereka memasak makan malam bersama.)

b. Kalimat Negatif (Negative Sentences):

- I don't eat vegetables in the morning. (Saya tidak makan sayuran di pagi hari.)
- She doesn't play games after school. (Dia tidak bermain permainan setelah sekolah.)
- We don't watch TV at night. (Kami tidak menonton TV di malam hari.)

c. Kalimat Tanya (Question Sentences):

- Do you wake up early? (Apakah kamu bangun pagi?)
 - Does he study English? (Apakah dia belajar Bahasa Inggris?)
 - Do they play soccer? (Apakah mereka bermain sepak bola?)
-

5. Contoh Dialog Sehari-hari

Dialog 1: Pagi Hari

- **A:** Good morning! What do you do in the morning?
(Selamat pagi! Apa yang kamu lakukan di pagi hari?)

- **B:** Good morning! I wake up at 6:00 AM, then I brush my teeth and have breakfast.
(Selamat pagi! Saya bangun jam 6 pagi, lalu saya menyikat gigi dan sarapan.)

Dialog 2: Sekolah

- **A:** What do you do at school?
(Apa yang kamu lakukan di sekolah?)
- **B:** I study math, read books, and listen to the teacher.
(Saya belajar matematika, membaca buku, dan mendengarkan guru.)

Dialog 3: Malam Hari

- **A:** What time do you go to bed?
(Jam berapa kamu tidur?)
- **B:** I go to bed at 9:00 PM. Before sleeping, I read a book.
(Saya tidur jam 9 malam. Sebelum tidur, saya membaca buku.)

6. Evaluasi:

Untuk mengevaluasi pemahaman siswa, guru bisa memberikan latihan soal, seperti:

- **Soal 1:** Lengkapi kalimat berikut dengan kata yang tepat (wake up, eat breakfast, study, play games):
 - I _____ at 6:00 AM.
 - We _____ at school every day.
 - I _____ after school with my friends.
- **Soal 2:** Buat kalimat tentang rutinitasmu di pagi hari menggunakan kata-kata yang telah dipelajari.

LEMBAAR KERJA PESERTA DIDIK

Soal 1: Vocabulary (Kosa Kata)

Match the English words with their correct Indonesian meaning!

1. Food
 2. Book
 3. School
 4. Friend
 5. House
-
- a. Rumah
 - b. Teman
 - c. Makanan
 - d. Sekolah
 - e. Buku

Jawaban:

1. c
2. e
3. d
4. b
5. a

Soal 2: Fill in the blanks (Isi dengan kata yang tepat)

Fill in the blanks with the correct word from the list below!
(bank, car, teacher, table, fruit)

1. I go to the _____ to save money.
2. My _____ is very kind.
3. We usually eat _____ for breakfast.

4. She is sitting at the _____ in the classroom.
5. My father drives a _____ to work every day.

Jawaban:

1. bank
 2. teacher
 3. fruit
 4. table
 5. car
-

Soal 3: Multiple Choice (Pilihan Ganda)

Choose the correct answer!

1. What do you use to write in class?
 - a. Chair
 - b. Pen
 - c. Book
 - d. Bag
2. Where do you sleep?
 - a. Kitchen
 - b. Bathroom
 - c. Bedroom
 - d. Living room
3. What do you eat for lunch?
 - a. Toothbrush
 - b. Salad
 - c. Shoes
 - d. Computer

Jawaban:

1. b. Pen
 2. c. Bedroom
 3. b. Salad
-

Soal 4: True or False (Benar atau Salah)

Read the sentences and write "True" if the statement is correct or "False" if it is incorrect.

1. A "television" is something you use to listen to music.
2. A "phone" is used to talk to people who are far away.
3. A "window" is a piece of furniture in the living room.
4. A "dog" is an animal that can be a pet.

Jawaban:

1. False
 2. True
 3. False
 4. True
-

Soal 5: Sentence Making (Membuat Kalimat)

Make a sentence using the word in the parentheses.

1. (apple)
2. (study)
3. (homework)
4. (friend)

Jawaban:

1. I eat an apple every day.
 2. I study English in the afternoon.
 3. I do my homework at night.
 4. My friend is very kind.
-

RUBRIK PENILAIAN SOAL BAHASA INGGRIS
Pengenalan Kosa Kata

Skor	Kategori	Deskripsi Penilaian
5	Sangat Baik	Kosakata sangat tepat, beragam, dan sesuai konteks. Tidak ada kesalahan makna. Penggunaan kata menunjukkan penguasaan tinggi.
4	Baik	Kosakata cukup bervariasi dan umumnya tepat. Terdapat 1–2 kesalahan ringan yang tidak mengganggu makna keseluruhan.
3	Cukup	Kosakata terbatas dan kadang tidak tepat. Ada beberapa kesalahan makna atau konteks, namun masih bisa dipahami.
2	Kurang	Kosakata sangat terbatas. Banyak kata tidak tepat. Kesalahan mengganggu pemahaman pesan secara umum.
1	Sangat Kurang	Hampir tidak ada kosakata yang tepat. Banyak kesalahan fatal hingga makna sulit dipahami.

Referensi: Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

Total Skor Maksimal: 100 poin

Penilaian Akhir:

- 90-100 Poin : Sangat Baik (A)
- 80-90 Poin : Baik (B)
- 70-80 Poin : Cukup (C)
- 50-70 Poin : Kurang (D)