



**THE COMPARISON BETWEEN PROPRIOCEPTIVE AND MIMICRY
MEMORIZATION METHODS ON THE STUDENTS' VOCABULARY MASTERY
AT GRADE XI OF MODERN ISLAMIC NURUL HAKIM BOARDING SCHOOL**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN -SU Medan
as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

By:

RAHMAD ALIMIN LAULI

34.14.3.075

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

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RAHMAD ALIMIN LAULI

34.14.3.075

Advisor 1

Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

Advisor II

Ernita Daulay, S. Pd., M.Hum
NIP. 19801201 200912 2 003

**DEPARTMENT OF ENGLISH EDUCATION
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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

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Nomor : Istimewa

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a.n **Rahmad Alimin Lauli**

Medan,

Kepada Yth;

Bapak Dekan Fakultas Tarbiyah

UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswa :

Nama : Rahmad Alimin Lauli

NIM : 34.14.3.075

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : “The Comparison Between Proprioceptive and Mimicry Memorization Methods on the Students' Vocabulary Mastery at Grade XI of Modern Islamic Nurul Hakim Boarding School”

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikianlah kami sampaikan, atas perhatian Bapak/Ibu kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Medan, Mei 2019

Advisor 1

Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

Advisor II

Ernita Daulay, S. Pd., M.Hum
NIP. 19801201 200912 2 003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : **Rahmad Alimin Lauli**

NIM : 34.14.3.075

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : **”THE COMPARISON BETWEEN PROPRIOCEPTIVE AND MIMICRY MEMORIZATION METHODS ON THE STUDENTS' VOCABULARY MASTERY AT GRADE XI OF MODERN ISLAMIC NURUL HAKIM BOARDING SCHOOL”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Mei 2019

Yang Membuat Pernyataan

Rahmad Alimin Lauli

NIM. 34.14.3.075

ABSTRACT

Name : **Rahmad Alimin Lauli**

NIM : **34.14.3.075**

Faculty/Department : **Faculty of Tarbiyah and Teachers Training,
Department of English Education**

Advisor I : **Dr. Didik Santoso, M.Pd.**

Advisor II : **Ernita Daulay, S.Pd., M. Hum**

Title : **The Comparison Between Proprioceptive
and Mimicry Memorization Methods on The
Students' Vocabulary Mastery at Grade XI of
Modern Islamic Nurul Hakim Boarding
School**

Thesis, Medan: Department of English Education of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatra, Medan 2019.

Keyword: *Comparison, Proprioceptive Method, Mimicry memorization Method, Vocabulary Mastery*

The objective of this study is to compare the vocabulary mastery in teaching in the classroom by two methods, Proprioceptive Method and Mimicry memorization Method. The population in this research was students at eleventh grade in Modern Islamic Nurul Hakim Boarding School, Class XI-A and Class XI-B. Also, the sample was 20 students in each classes.

The instrument for collecting data in this research was written, multiple choice test. The test consists of 25 questions, but after validation, the researcher took 20 questions of it. The

test was conducted in both sample. The finding showed that (1) the students' vocabulary mastery in class A (taught by Proprioceptive Method) were improved, (2) the students' vocabulary mastery in class B (taught by Mimicry Memorization Method) were improved, (3) there was significant difference between these two strategies applied in the classroom, t_{count} was lower than t_{table} or $-1,875 < -1,684$. It means that hypothesis alternative was accepted.

Advisor I

Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

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Praise is given to Allah swt who has keep us in all opportunities so that I could finish and complete this script. *Shalawat and Salam* to our prophet Muhammad saw. Peace be Upon Him. Who has been my great figure and guided human into good life.

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Finally, might not be perfect in some parts. Therefore, I say sorry and expect some critics and suggestion to this skripsi. I hope this skripsi will be useful for the reader. May Allah swt blesses us. Amiin.

Medan, Mei 2019

Rahmad Alimin Lauli
34.14.3.075

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CHAPTER I

INTRODUCTION

A. Background of the Study

The objective of teaching vocabulary is that the students are expected to be able to know the form of the word, understand the meaning of the word, and understand the use and the function of the word.

The form of word means that such a system of symbols and signs are used by nation people, or other distinct community. In other hand, it is a form of communication, whether spoken, written, or signed, that is based on system of symbol which has meaning.¹ In short, Vocabulary is such a system including its rules for combining its component such as signs. After the students able to know the form of the word, hopefully they can produce the word correctly even in spoken or written.

Moreover, the students have to be able to understand the meaning and the use of the word which they produce because it will affect their communication if they do not know the meaning of the words and do not know how to use appropriate words. Consequently, it can make miscommunication between one another.

However, almost the biggest problem in learning English is limitedvocabulary. The researcher conducted an observation at school Modern Islamic Boarding School Nurul Hakim Medan and the researcher found that almost all of the students did not understand what the teacher said in English.

¹ John. W Santrock, *Child Development Tenth Edition*, (Dallas, University of Texas, 2004), p. 304

Although they have studied and known English vocabulary since elementary school but they still have less vocabulary. When the teacher gave them an instruction in English, they just kept silent and did nothing. It was because they did not understand what the teacher said. Then when the teacher gave them a task, they did not want to do it due to they did not understand what they read, and they did not know what they wanted to write. One factor that can cause those problems is the mastery of vocabulary is still low.

The effort of the teacher to improve students' ability in mastering vocabulary is she always motivates the students to be more diligent to memorize the vocabulary, but they still have few vocabularies. There are many factors in low vocabulary, it can be uninteresting technique.

A good teacher must be able to make their students to be happy and enjoy the class. Because, the condition of the class and the way of teacher in delivering the material influence students ability in achieving material especially in English lesson. It is talking about applying teaching method. If the teacher does not choose the appropriate method, the students will be bored and they will not be interested in continuing learning process. Besides that, the teacher has to be patient in delivering the subject to the students. So, the teacher is better known which technique will be applied in their class to teach students. In Oxford dictionary, technique is the way of doing², so technique of teaching is the way of teaching by teacher that applied and running in teaching learning process.

² Oxford, (2008), *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, p. 455

There are two methods which is already familiar for teaching vocabulary, they are : Proprioceptive Method and Mimicry Memorization Method. Proprioceptive Method is a method which focused on the word repetition and Mimicry Memorization Method Focused on the grammatical and dialogue. With these methods, the students hopefully can be active in the class.

Unfortunately, nowadays so hard to find the students who have commitment for studying vocabulary because they think that it is hard and boring. Although they have learned vocabulary in Elementary School, but their vocabulary mastery is still limited. One of the samples of this case is the students of Modern Islamic Boarding School Nurul Hakim, Medan.

So, considering the description above, the researcher would like to carry out the research of “THE COMPARISON BETWEEN PROPRIOCEPTIVE AND MIMICRY MEMORIZATION METHODS ON THE STUDENTS’ VOCABULARY MASTERY AT GRADE XI OF MODERN ISLAMIC BOARDING SCHOOL NURUL HAKIM MEDAN”

B. Identification of the Study

Based on the background of the study above, the problems which are identified as follows:

1. The students still have difficulties to memorize the vocabulary.
2. Students still have difficulties to understand the meaning of the vocabulary.
3. The students do not interest to memorize the vocabulary.

4. The teacher uses an uninteresting method/technique/approach/model to teach vocabulary.

C. Limitation of the Study

Based on identification of the study, the researcher limited the study on two factors, those are : the students' mastery vocabulary and the teachers' method. The vocabulary that is taught is only some verbs and nouns that are commonly used in daily activity.

D. Formulation of the Study

The problem that will be solved in this study is that, "Is there any significant difference of the students' mastery vocabulary after applying proprioceptive and Mimicry Memorization Methods in the classroom ?

E. Aim of the Study

Based on the formulation of the study, the objective of this research is to find out whether there is a significant difference of the students' mastery in vocabulary after applying proprioceptive and Mimicry Memorization methods in the classroom.

F. Significance of the Study

This study will have many advantages practically and theoretically, they are:

a. Practical benefits

1. For the students, this research can improve students' English vocabulary through the implementation of Proprioceptive and Mimicry Memorization Methods.

2. For the teachers, this research can be used as the input of how to improve students' English vocabulary so that the students can master how to memorize vocabulary through the implementation of Proprioceptive and Mimicry Memorization Methods.
3. For the school, this research can be used as a conceptual contribution. So, it can improve the quality of education and innovation in learning and teaching at Nurul hakim Modern Islamic Boarding School in Medan.

b. Theoritically Benefits

The study can provide a foundation for other researchers to conduct similar research in order to improve the students' ability in mastering vocabulary that through the implementation of Proprioceptive and Mimicry Memorization Methods.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical concept is presented to give some clearer concepts which is going to be applied in this study that is the comparison of proprioceptive and memory strategy to the students' ability in vocabulary mastery. This chapter will provide some theories related to this study to help the researcher in designing this research.

1. The Students' Vocabulary Mastery

Based on the curriculum, the students of junior high school are expected mastering vocabularies for 2000 words after graduated.³ It means that the students should master at least 667 in a year. In a month, students should master vocabulary about 56 words. In this research, the researcher conducted 4 meetings in the classroom. Sothat, students should master the vocabularies about 7 in one meeting.

a. Mastery

The word mastery is derived from the word 'master' which means that to become skilled or proficient in the use of something. Mastery is complete control or power over someone or something through understanding or great skill.⁴ On the

³ Dadang Dachajar, (2008), *Get Success UN Bahasa Inggris*, Anggota IKPI, Penerbit Grafindo Media Pratama, p.1

⁴ Longman, *Advanced American Dictionary New Edition*, (England: Pearson Education Limited, 2007), p.984

other hand, mastery is an effort to be proficient of something and have a very good understanding of something.⁵

b. Vocabulary

Vocabulary can be defined, roughly, as the words we teach in the foreign language.⁶ In Oxford dictionary Vocabulary is all the words in a language.⁷ ‘Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.’ This is how the linguist David Wilkins summed up the importance of vocabulary learning.⁸ ‘If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words’.⁹

Vocabulary is the basic unit of language form. Without sufficient vocabulary, someone can’t communicate effectively or express ideas. If learner doesn’t know how to expand their vocabulary, they gradually lose the interest in learning.

Furthermore, vocabulary is not only for how to convey what we think for spoken, but also for how to put our thought in written. Also, vocabulary as a tool of language communication is needed for receiving the information from the speaker. It means, vocabulary is necessarily to the receptive and productive skills.

⁵Merriam Websters’ *Colligiate Dictionary Eleventh Edition*,(USA: Merriam Webster inc. 2003) p. 764

⁶ Penny Ur, (1991), *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, p. 60

⁷ Oxford, (2008), *Oxford Learner’s Pocket Dictionary*, Oxford: Oxford University Press, p. 495

⁸ Scott Thornbury, (2002), *How to Teach Vocabulary*, England: Pearson Educational Limited, p.13.

⁹Ibid, p. 17

The more students learn, the more ideas students can grab, so the students are able to communicate the ideas more effectively, then.

Indeed, Allah the Almighty, the most beneficial and the most merciful, has mentioned in the holy Qur'an about vocabulary. At that time, Allah asked the Prophet Adam to mention the names of something after Allah had taught him about that. Allah says in the holy Qur'an; Al-Baqarah¹⁰ : 33

قَالَ تَعَلَّمْتَ بِأَسْمَائِهِمْ فَلَمَّا أَذْبَاهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ
 إِنِّي أَعْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ
 تَكْتُمُونَ ﴿٣٣﴾

The meaning:

He said: "O Adam! Inform them of their names," and when he had informed them of their names, He said: "Did I not tell you that I know the Ghaib (unseen) in the heavens and the earth, and I know what you reveal and what you have been concealing?"

It means that after Allah Almighty created Adam, He taught Adam to mention the names of things in the heaven. So that, Adam knew the language to mention it.

Vocabulary takes such a fundamental role in mastering english as foreign language. It will significantly be different if among students who have many vocabularies on their mind. For the basic in learning language, students need

¹⁰ Abdullah Yusuf, (2004), *The Meaning of The Holy Qur'an*, 9th Edition Belville, Maryland: Amana Publication

necessarily to master the vocabularies as significant aspects of language. According to Kridalaksana defines that vocabulary is language component which contain all information about meaning and using words in language which are possessed by a speaker, listener, writer, and reader. Words in english are formed by a grouping of letters.¹¹

To communicate with others and understand what they are saying, students should use appropriate words depending on the situation and familiarize it. Broadly defining the vocabularies, it is knowledge of word and word meaning. However, vocabulary is more complex than this definition suggest. First word comes into two forms, oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Oral vocabulary is a set of words for which we know the meaning when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinction because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in the literacy than those oral vocabulary.¹²

Words come into two forms like oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing.¹³

¹¹ Solihatul Hamidah, (2007), *Let's Study English*, Bandung: Cipta Pustaka Media

¹²YYepG Team, (2005), *Teaching and Learning Vocabulary Bringing the Research to Practice*, London: Lawrence Erlbaum Associates Publisher, p.3

¹³ Firdaus Nasution, (2014), *Increasing Students' Ability in Mastering Vocabulary in Reading Text By Using Two Stay-Two Stay at Eleven Years Of MAS Ishlahiyah Panipahan Riau*, Thesis: UINSU, p.6.

From all of the explanation above, researcher concludes that vocabulary is very important to all grade of students, even elementary to university students because without having many vocabularies, students will be difficult to use English orally or written.

1. Kinds of Vocabulary

There are many kinds of vocabulary made by the experts. Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.¹⁴

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others

¹⁴ Mofareh Alqahtani, (2015), *the importance of vocabulary in language learning and how to be taught*, International Journal of Teaching and Education Vol. III, No. 3 / 2015

According to Elfrieda H. Hiebert and Michael L. Kamil, vocabulary is divided into:¹⁵ (1) Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally, (2) Print vocabulary, it consists of those words for which the meaning is known when we write or read silently, and (3) Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2. Problems in Learning Vocabulary

In learning and teaching process there are so many problems will we find, besides memorizing, they will find difficulties in pronunciation, spelling, length and complexity, grammar, and meaning. Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:¹⁶ (1) Pronunciation of the words, (2) Spelling of the words, (3) Length and complexity, (4) Grammar, and (5) Meaning.

3. Principles in Teaching Vocabulary

Vocabulary mastery is one of the priorities in English. In obtaining the purpose of teaching vocabulary, the teacher should be aware of several principles in teaching vocabulary. These principles are useful as guidance for the teacher before teaching vocabulary. They help the teacher create the class more enjoyable.

¹⁵ Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary; Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associates, p.3.

¹⁶ Priska Aprillianty, *The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding*, Thesis, UIN Syarif Hidayatullah Jakarta, p. 8

The teacher also suggested to concern with these principles in teaching vocabulary to avoid the boredom of the students while teaching learning process.¹⁷

The principles in teaching vocabulary:¹⁸ (1) Aim : the teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? With which words? Unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been, (2) Quantity : having decided on what is involved in vocabulary learning, the teacher may have to decide on the quantity of vocabulary to be learnt, (3) Need : Control of the amount of vocabulary inevitably means choice as to the specific items to be taught. We have already discussed some of the criteria that can be used. In most cases the choice will be made for the teacher by the course-book or syllabus he is using. In any case, one would hope that the choice of vocabulary will relate to the aims of the course and the objectives of individual lessons. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught on to the students. In other words, the students is put in a situation where he has to communicate and gets the words he needs, as he needs them, using the teacher as an informant,¹⁹ (4) Frequent Exposure And RepetitionIt : is seldom, however, that we remember a new word simply by hearing it once. There has to be a certain amount of repetition until there is evidence that the student has learned the target word. The simplest way of checking that this learning has been done is by seeing whether the

¹⁷ Rosdiana, *Improving The Students' ability in vocabulary by using Mind Mapping Strategy at First Grade MTs Azzahra Dolok Sagala*, Thesis, UINSU, p. 12

¹⁸ Michael J Wallace, (1982), *Teaching Vocabulary*, London: Heinemann, p. 27

¹⁹ *Ibid*, p. 28

students can recognize the target word and identify its meaning. If the words has to be part of the learner's productive vocabulary, he must be given the opportunity to use it, as often as is necessary for him to recall it at will, with the correct stress and pronunciation, (5) Meaningful Presentation: As well as the form of the word, the learner must have a clear and specific understanding of what it denotes or refers to, (6) Situation Presentation : The choice of words can vary according to the situation in which we are speaking (e.g. whether on board ship or on dry land), and according to how well we know the person to whom we are speaking (from informal to very formal). It seems sensible that a student should learn words in the situation in which they are appropriate, (7) Presentation in Context : Words very seldom occur in isolation. We have seen how important it is for the learner to know the usual collocations that the word occurs in. so from the very beginning the word must appear in its natural environment as it was, among the words it normally collocates with, (8) Learning Vocabulary in The Mother Tongue And In The Target Language: The students must be provided with both types of teaching. It is important for the student to know the word whether in the source language or in the target language, and (9) Inference Procedure in Vocabulary Learning : It is impossible for the students to master all of vocabulary of certain language. They may look up the dictionary without understanding all the meaning. By making inference from the context the student can understand the word. The teacher should notice all of the principles above in teaching vocabulary.

2. Proprioceptive Method

Proprioceptive is well-known as sensory strategy. It simply defines as our body's ability to take in information from the teachers or speakers.

In order to teach teenager and adult students to speak a second language fluently, it is necessary to understand how the human mind produces speech before it is possible to design an effective language instruction program for them.

However, before looking at speech, drawing an analogy from machine control will be helpful because the analogy closely parallels neurological responses in spoken language.

Human speech uses a closed-loop control system. Speech is controlled in the mind by feedback from hearing and mouth position as much as it is by memory. In order to produce fluent speech, language instruction for second acquired language speaking adult must simultaneously retrain the entire feedback chain used by the mind.

Proprioceptive also refers to the sense within the organism itself that detects or controls the movements and locations of the muscles, tendons, and joints which are used to create a speech. As a teacher, we should know the psychological condition of the students' in the classroom. To apply this strategy in the classroom, we can pay attention for these things : (1) Classroom condition : It relates to how to arrange a good environment for the class. The class should make students convenient and comfortable, (2) A gap among students : It relates how teachers are able to organise the students' position each other. It will make students more friendly and amiable one another, and (3) Assessment : All

worksheet should be assessed by the teacher. Take a good value for students in whole their works.

In proprioceptive strategy, the first and the most important thing to learn new language is vocabulary not grammar. Lynn Lundquist in Learning to Speak a Second Language tells her experiences when learnt new language which the basic is grammar lesson: “In contrast, I also took two years of Spanish in high school. We started with basic grammar. We wrote exercises almost every day. But, we almost never heard spoken Spanish, and had even less opportunity to try speak it by ourselves. (Language instruction in the United States has changed considerably since I was in high school.) After high school graduation, I could neither speak Spanish, not did I understand Spanish grammar.”²⁰

To learn vocabulary well, the learner must speak the language aloud. Because based on the explanation above, to propyl train the proprioceptive sense of the mouth, the combined feedback from the mouth and hearing must be simultaneously processed in the mind. Simply said, the student must speak out loud for optimum language learning.

²⁰ <https://files.eric./proptioceptivelearning.pdf>

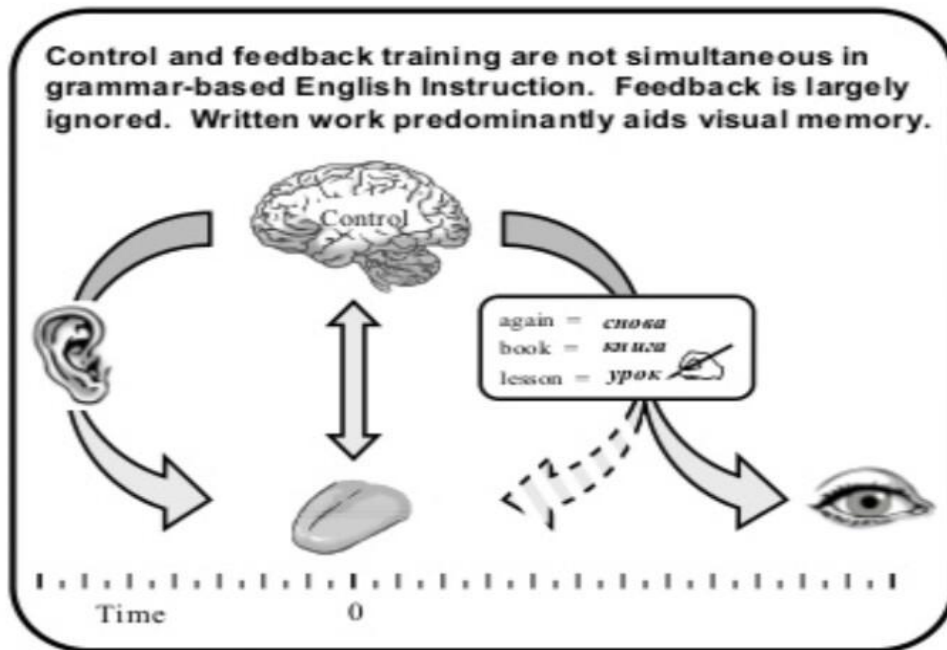


Figure 6: Control and feedback training are not simultaneous in grammar-based English instruction.

To be wordsmith- a good communicator of words, there are five steps to do:

Step 1: look at the word

Step 2: say the word

Step 3: listen to the sounds

Step 4: write the word

Step 5: check the spelling²¹

Listening and hearing are different. Hearing is a psychological activity that occurs when sound waves hit functional ear drums. In addition to physically receiving messages, listening involves being mindful, selecting and organizing information, interpreting communication, responding, and remembering.²²

²¹Linda Ward Beech and friends, (1984), *Spelling: Words and skills*, Illinois: Scott, Foresman and Company

²² Julia T Wood, (2004), *Communication Mosaics, an introduction to Field of Communication Third Edition*, Chapel Hill: The University of Carolina, p.153

Based on proprioceptive strategy learning, there are four simple rules to follow when learning a second language:

1. *To learn to speak the language correctly, you must speak aloud*

It is important that you speak loudly and clearly when you are learning your target language. You must always use spoken exercises. You are retraining your mind to respond to a new pattern of proprioceptive and auditory stimuli. This can only be done when you are speaking aloud at full volume. One of the reasons that traditional language study method require so much time to produce result is that silent study does nothing to train the proprioceptive sense.

2. *To learn to speak the language fluently, you must think in that language*

The proprioceptive sense is not all you are retraining when you learn a new language. There is cognitive learning which must also take place. Traditional language teaching has emphasised cognitive training learning to exclusion of retraining the proprioceptive strategy. Nonetheless, cognitive learning is an important part of the language process. For speech to occur, the mind must be actively involved in syntax development. The more actively the mind is involved, the more effective the learning process becomes. However, just as you will short-circuit proprioceptive training by silent study, so you will also limit cognitive learning if you simply read from a text rather than construction the syntax yourself. You must force your mind to think in the target language by using your recall memory when you are studying spoken exercise.

3. *The more you speak the language aloud, the more quickly you will learn to speak fluently*

Proprioceptive retraining is not instantaneous. It will require much repetition to build a new patterns in your mind. As these new patterns develop, there will be progression from a laborious, conscious effort, to speech which is reproduced rapidly and unconsciously.

The degree of perfection will require thousands – if not tens of thousands – of repetitions. Therefore – to be somewhat facetious – the more quickly you correctly repeat a particularly difficult phoneme ten thousand times, the more quickly you will be able to use it fluently. That is what is meant by the statement, “the more you speak language aloud, the more quickly you will learn to speak fluent”.

4. *You must never make a mistake when you are speaking*

When you are learning a language using this method, you are strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have only wasted the learning time used to construct your faulty sentence, but you must know to invest even more time retraining your mind, mouth and hearing so you can construct the sentence correctly. The more you use sentence structure incorrectly, the longer it will take for your mind, mouth, and hearing to identify the correct syntax.

Ideally, if you used only correct syntax and pronunciation you could retrain your speech in considerably less time. Consequently, you could learn to speak the target language more quickly. Yet, before you roll your eyes and declare this to be impossible, let’s look at a way in which it could actually be done.²³

There is an example for Proprioceptive strategy:

²³ Lynn Lundquist, *Learning Spoken in the half time*, (public domain), p,12-14

Teacher	Students
(shows the number than says)	(repeat after the teacher)
0 (zero)	zero
1 (one)	one
2 (two)	two
3 (three)	three
4 (four)	four
5 (five)	five

(teacher and students do it continuously in many times. Then teacher only shows the number, students say the english)

Teacher	Students
3	three
0	zero
2	two
1	one
5	five
4	four

Undeniably, every method has advantages and disadvantages. The advantage of Proprioceptive Method are : (1) Students can directly learn the four skills of learning language, namely listening, speaking, reading, and writing, (2) Students can directly use and memorize the correct pronunciation, (3) The words can be remembered because the students do repetition, and (4) When uttered spontaneously, students are able to speak with correct pronunciation.

Besides, the disadvantages of Proprioceptive Method are : (1) Sometimes, it can make students tired of having to repeat the words over and over again, (2) The teachers must be a good speaker in the target language, (3) The students must memorize before they can say the words correctly, (4) Teacher needs extra work to give attention to every person for making sure that they say the words correctly.

3. Mimicry Memorization Method

Mimicry Memorization associated with Charles Fries and Robert Lado, set great store by listening to and repeating dialogues: the teacher should provide a native speaker model for learners and encourage mastery of pronunciation through repetition of small sections of speech in order to avoid errors.²⁴

The Mimicry Memorization Method allegiance to structural linguistics, focusing on grammar and contrastive analysis to find differences between the student's native language in order to prepare specific material to address potential problem.

The term imitation is not adequate to express the process by which (the learner) should work; what we require is absolute mimicry, Mimicry Memorization Method is also called with Audio Lingual Method.²⁵

The Audio-lingual method, Army method, or New Key is a style of teaching used in teaching foreign languages, it is based on behaviorist theory, which professes that certain traits of living, things, and in this case humans, could

²⁴http://unt.unice.fr/uoh/learn_teach_FI/affice_theorie.php?id_concept=62, Accessed March 1, 2018

²⁵http://revolution.allbest.ru/languages/00020522_0.html, Accessed March 1, 2018

be trained through a system of reinforcement-correct use of a trait would receive positive feedback while incorrect use of that would receive negative feedback.

Applied to language instruction and often with in the context of the language lab, this means that the instruction would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction-everything is simply memorized in from. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Here is a summary of the key features of the Mimicry Memorization Method: (1) New materialism presented in dialog form, (2) there is dependence on mimicry, memorization of set phrases, and over learning, (3) structure are sequenced by means of contrastive analysis and taught one at a time, (4) structural patterns are taught using repetitive drills, (5) there is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation, (6) vocabulary is trickly limited and learned in context, (7) there is much use of tapes, language labs and visual aids, (8) great importance is attached to pronunciation, (9) very little use of the mother tongue by teachers is permitted, (10) successful responses are immediately reinforced, (11) there is

great effort to get students to produce error-free utterances, and (12) there is a tendency to manipulate language and disregard content.²⁶

There are some common typical techniques closely associated with the Mimicry Memorization (Audio Lingual) Method. The listing here is in summary form only: (1) Dialog Memorization : Students memorize an opening dialog using mimicry and applied role playing, (2) Backward Build-up (Expansion Drill) : Teacher breaks a link into several parts, students repeat each part starting at the end of the sentence and “expanding” backward through the sentence, adding each part sequence, (3) Repetition Drill : Students repeat teacher’s model as quickly and accurately as possible, (4) Chain Drill : Students ask and answer each other one-by-one in a circular chain around the classroom, (5) Single Slot Substitution Drill : Teacher states a line from the dialog, then uses a word or a phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place, (6) Multiple-slot Substitution Drill : Same as the single slot drill, except that there are multiple cues to be substituted into the line, (7) Transformation Drill : Teacher provides a sentence that must be turned into something else, for example a question to be substituted into a statement, an active sentence to be turned into a negative statement, etc, (8) Question-and-answer Drill : Students should answer or ask questions very quickly, (9) Use of Minimal Pairs : Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners—students are to pronounce and differentiate the two words, (10) Complete the Dialog : Selected words are erased from a line in the dialog—students must find and insert, and (11) Grammar Games :

²⁶http://www.englishraven.com/methodaudioling_html, Accessed March 4, 2018

Various games designed to practice a grammar point in context, using lots repetition.²⁷

The following example illustrates how more than one sort of drill can be incorporated into one practice session:

Teacher : Repeat after me, Post Office.

Class : Post Office.

Teacher : To the post office.

Class : To the post office.

Teacher : Going to the post office.

Class : Going to the post office.

Teacher : I am going to the post office.

Class : I am going to the post office.

Another example:

Teacher : There is a box on the table. Repeat!

Student : There is a box on the table.

Teacher : Spoon

Student : There is a Spoon on the table.

Teacher : Book

Student : There is a book on the table.

Teacher : On the chair

Student : There is a book on the chair.²⁸

²⁷ Diana Larsen and Freeman, *Techniques and Principles in Language Teaching* Second Edition, (New York: Oxford University Press, 2000), p.47-49

²⁸ *Ibid*, p.36

Undeniably, every method has advantages and disadvantages, the advantages of Mimicry Memorization method are : (1) Make students more active and participative in the classroom, (2) Eliminate the student's fear and shame to talk, (3) Variety of techniques and exercises can make lessons be very fun, and (4) They can learn grammar while memorizing vocabulary.

Besides, the disadvantages of Mimicry Memorization method are : (1) Take a long time in the process of memorizing vocabulary, (2) If Teacher are not creative. It can makes students bored because they mimic exactly what the teacher says (like parrots), (3) This method is not suitable for children, and (4) Learning takes place if only there is a teacher.

B. Conceptual Framework

Based on the explanation before, we already know that vocabulary is all the words that a person knows or uses. To learn new language, mastering vocabulary is a must to do. The more words you have to choose from, the more ideas and feelings you can express. Mastering vocabulary is a basic thing that must be learned by the learners. In this case, learners must have desire first to expand their knowledge of words meaning, as well as a commitment to studying new words.

There are some factors that influenced mastering vocabulary, they are the age of the learners, the frequency of words usage, the interest in learning vocabulary, learning methods used by the learners and the use words by people around the learners.

Method has a big role mastering vocabulary process. Because of an effective method, the teacher can improve the student's motivation and ability in memorizing the vocabulary.

There are two methods that was applied to this research, those are proprioceptive method and mimicry memorization method with this method, the students were active in the class.

After the writer apply these methods, she hopes the students become more interesting to learn English especially vocabulary and can be a fun activity in the class. Then, memorizing and mastering vocabulary is easy for the students.

C. Relevant Studies

Pane in her thesis *The Effect of Using Card Media on The Student's Vocabulary Achievement*²⁹ stated that the objective of this study is to find out whether the application of Card Media significantly affects of the student's vocabulary achievement. This study uses experimental method. The population was the second year grade of SMA Negeri 1 Sipirok in academic year 2010/2011, totally 60 students which consisted of two classes. They were divided into two groups. The first group was experimental group which was taught without using Card Media and second group was taught without using Card Media. The tests were vocabulary test. The data was analyzed by using T-test. The result of this research showed that T-observed (3,84) was higher than T-table (1,67) with the level of significance 0,05. It means that there was a significant difference of using Card Media on the Students Vocabulary Achievement.

²⁹ Pane, Improving The Student's ability in vocabulary by using Mind Mapping Strategy at First Grade MTs Azzahra Dolok Sagala, Thesis, UINSU

Awita also gave a research about vocabulary. In her thesis *The Effect of Applying Multisensory Teaching Method on The Student's Vocabulary Achievement* (2011), she said that the objective of the study is to find out whether the application of Multisensory Teaching Method significantly affect on the students vocabulary achievement. This study used experimental method. The population of this research was the students of grade seven of SMP Negeri 1 Batang Kuis. The total number of population was 300 students from ten parallel classes. The experimental group taught without applying Multisensory Teaching Method. The data was collected by using vocabulary test. Then, it is analyzed by using T-test formula. The result of this research showed that T-observed (4,16) was higher than T-table (1,67) with the level of significance 0,05 and degree of freedom $df = 58$. It means that there was a significant different of using Multisensory Teaching Method on The Students' Vocabulary Achievement.

D. Research Hypothesis

Based on the description of the comparison those methods that was applied to the students' ability in mastering vocabulary because they do not have same abilities, potential, or learning styles. So, the hypothesis of this study can be formulated as follow:

H_a : there is significant difference between Proprioceptive Method and Mimicry Memorization Method on the students' ability in mastering vocabulary.

H_o : there is no significant difference between Proprioceptive Method and Mimicry Memorization Method on the students' ability in mastering vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

This research will be conducted at Modern Islamic Boarding School of Nurul Hakim, located at Bandar Setia, M.Yakub Street, Percut Sei Tuan. The researcher chooses this school because There is no similar research have conducted yet in this school.

Then, this study will be conducted in quantitative experimental research design. It can be interpreted as research methods used to find the effect of certain treatment in control conditions.³⁰ This research will be conducted with pre-test and post-test design. The design will be applied in order to compare between mimicry memorization method and proprioceptive method to improve students' vocabulary mastery.

There are two variables in this study, they are independent and dependent variable. Independent variable in this study is proprioceptive method and mimicry memorization method while dependent variable is students' vocabulary mastery. This research consists of two different groups, namely experimental group and control group. The experiment is taught by using proprioceptive method and the control group is taught by mimicry memorization method in the classroom. Both of group will be given pre-test and post-test to show the comparison. The research design can be seen on the table below:

³⁰Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2016), p.72

Table 3.1 Research Design

Group	Treatment	
Experiment	Proprioceptive Method	Post-test
Experiment	Mimicry Memorization Method	Post-test

B. Population and Sample

1. Population

Population is the total number of subject that should be observed. Moreover, population can be defined as the whole of the object.³¹ The researcher decides that the population of this research is the first year students at Islamic Boarding School of Nurul Hakim.

Table 3.2 Population

No	Class	Population
1	XI-A	30
2	XI-B	26
TOTAL		56

2. Sample

Sample is one of a number of things or parts of whole used for showing what the rest like. The sample was taken with *purposive sampling*. Purposive

³¹Syahrum&Salim,(2013),*Metodologi Penelitian Kuantitatif*, Bandung: CiptaPustaka Media, p.113

sampling can be defined as a sampling technique in which a researcher relies on his or her own judgement when choosing members of a population to participate in the study. And the sample of this research is two classes of first-year students in Modern Islamic Boarding School of Nurul Hakim.

Table 3.3 Sample

No	Class	Population
1	XI-A	20
2	XI-B	20
TOTAL		40

C. Technique of Collecting Data

In this research, the data was collected by a vocabulary test. There were two kinds of tests given by the researcher, pre-test and post-test. The researcher made a multiple-choice test in order to know the students' vocabulary mastery in the seventh grade. The tests consist of 20 questions. Also, the researcher took the same question in pre-test and post-test, but the researcher put random questions for both tests. Then, students only had 20 minutes to finish the test. When the time was up, students should collect it.

D. Procedure Research

1. Teaching Procedure

The researcher taught the students about the material by using different material for each class. The researcher asked the students to memorize some vocabularies for every single meeting at least 7 words. It would be clearly on the

appendix how to do the treatment in the classroom because the researcher put the lesson plan in appendix.

2. Post-Test

Post-test will be given to the two classes after the treatment. In the post-test, the students will also be asked to answer some common vocabularies that will have been taught. Then, when the time given is over, the answer sheets will be collected. It is to know students' vocabulary achievement after the treatment.

E. Data Analysis

After collecting data above, the researcher analysed them to know the comparison between the students' achievement that learned with proprioceptive and Mimicry Memoization methods.

For this research experiment quantitative technique was applied to analysis. And before the data was analysed, the author tested the data. The data and the steps are:

1. Descriptive analysis

After the data has been collected, it, then, was used as a pattern below:

- a. Finding the mean:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$$\bar{X} = \text{mean}$$

$\sum X$ = total score

N = total sample

b. Finding standard deviation

Standard deviation can be required by:

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

Where :

SD = standard deviation

$\frac{\sum X^2}{N}$ = each score is squared then summed up then divided

$\left(\frac{\sum X}{N}\right)^2$ = each score is summed up and divided by N

2. Inferential Analysis

a. Normality Test

- Analyzing X_1, X_2, \dots, X_n , standard number Z_1, Z_2, \dots, Z_n by formulation

$$Z_{i \text{ score}} = \frac{x_1 - x}{dx} \quad (\text{each of } X \text{ mean and standart deviation})$$

- For each standart number by using distribution list of standart normal, then it conducted of chance $F(z_i) = p(Z \leq Z_i)$
- Furthermore, it is counted of proportion Z_1, Z_2, \dots, Z_n that smaller equal with Z_i .
- Count difference of $F(Z_i) - S(Z_i)$, afterwards determine that absolute values.

- Take the biggest value among difference absolute values. Describe this value by using L_o . If $L_o < L$ that is received from scoring critic values of Liliefors test with standard evident $\alpha = 0,05$, so normal distribution data.

b. Homogeneity Test

For testing do both of variants homogeny, using equality test of two variants, is

$$F = \frac{\text{higgest variants}}{\text{smallest variants}}$$

Furthermore, comparing with $F_{\text{variants}} = \text{Identically}$, if $F_{\text{var}} < F_{\text{tab}}$, both of sample are homogeny³²

After the writer find out whether both groups have normal distribution and homogeny. The writer will be used validity test to find out the instrument valid or not, and Reliability test to consistency and accuracy in scoring.

c. The Validity

Validity is the most important consideration in developing and evaluating measuring instrument. An invalid or valid instrument has high validity, the instruments are less valid means to have validity.³³

The formula applied to find out the validity of the test is:

$$P = \frac{\sum R}{\sum T}$$

Where:

³²Sudjana, *Metode Statistik*, (Bandung :Tarsito,1996), p.250

³³S SuharsimiArikunto,*Prosedur penelitian suatu pendekatan praktik*, (Jakarta: 2010 PT. Rineka Cipta) , p. 173

- P : Index of difficulty
 R : Right Answer
 T : Number of Sample

d. The Reliability

Reliability is synonyms with the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated.³⁴ Reliability is one of the characteristic of good test. It refers to the consistency of the measurement. The test in this study used writing test form. The scoring of the writing test involved the subjectively, thus find out whether the test was reliable, the writer used the inter-rater reliability.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}}$$

Where:

- r : The reliability of the test
 n : Number of students
 $\sum x$: Sum of rate I (R1)
 $\sum y$: Sum of rate II (R2)

F. The Technique of Analyzing Data

The writer was used t_{test} formula to analyzing the data. t_{test} is used to find whether there is a significant difference between the score of students' English club in vocabulary.

³⁴Suharsimi Arikunto, *Op.cit.*, ., 221

The formula of t_{test} is :

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(\mu_1 - 1)S_2^2}{n_1 - n_2 - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_1}\right)}}$$

The criteria of test $t_{\text{count}} > t_{\text{table}}$ of 95% and alpha 5% with $dk = n-2$ then the hypothesis can be acceptable and otherwise if $t_{\text{count}} < t_{\text{table}}$ it means the hypothesis is not acceptable.

CHAPTER IV

DISCUSSION

A. Data Description

After the researcher had given the treatments for the students, the researcher got 40 students' data from post-test. The data was received from the students of XI grade in Modern Islamic Boarding School of Nurul Hakim. The researcher applied proprioceptive method for class XI-A and applied mimicry memorization method for class XI-B. Then, the researcher compared these two strategy from the result of the data to find out whether there is significant difference in mastering students' vocabulary.

In addition, the more detailed data description was provided below:

1. Post-Test Data

The researcher has given the treatment for both classes. Then, the researcher gave a post test to know the result/data from what the researcher has applied to their classes. And the result of the post test could be seen below.

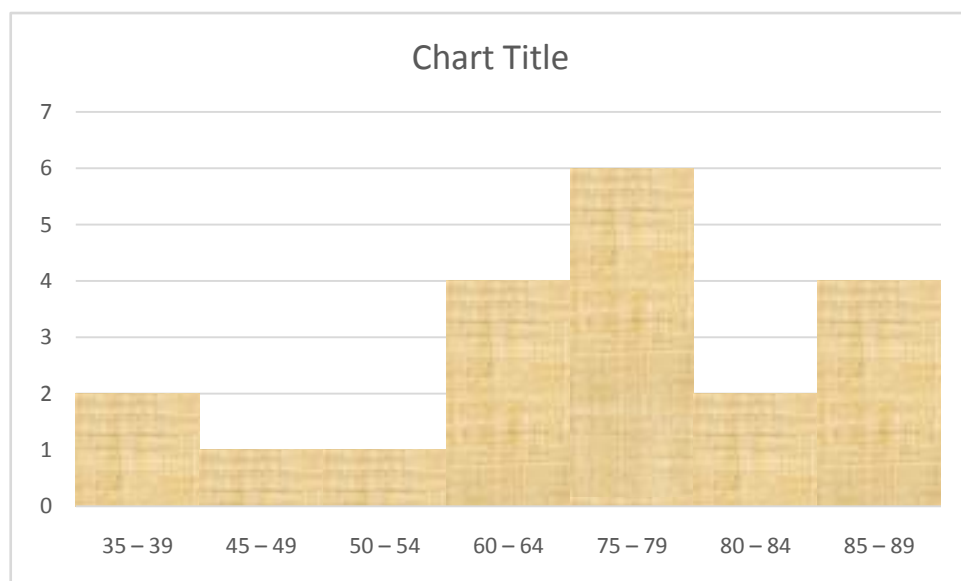
a. The Students' Post-Test Result in Class A (Proprioceptive Method)

According to the research, students who were taught by proprioceptive method with the sample were 20 students got the highest score was 85 and the lowest score was 35, with the mean was 67,750, median 75, modus 75 and standard deviation is 16,261.

Tabel 4.1 Distribution of Frequency by Applying Proprioceptive Method

Number	Interval	F. Absolute	F. Relative
--------	----------	-------------	-------------

1	35 – 39	2	10%
2	40 – 44	0	0%
3	45 – 49	1	5%
4	50 – 54	1	5%
5	55 – 59	0	0%
6	60 – 64	4	20%
7	65 – 69	0	0%
8	70 – 74	0	0%
9	75 – 79	6	30%
10	80 – 84	2	10%
11	85 – 89	4	20%



Picture 4.2. Histogram of Students' Post Test in Class A

b. The Students' Post-Test Result in Class B (Mimicry Memorization Method)

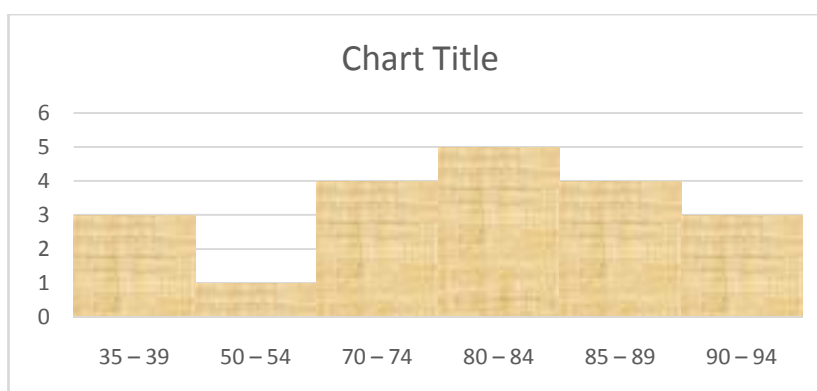
According to the research, students who were taught by mimicry memorization method with the sample were 20 students got the highest score was

90 and the lowest score was 35, with the mean was 72,250, median 80, modus 80 and standard deviation is 18,601.

Tabel 4.3 Distribution of Frequency by Applying Mimicry Memorization

Method

Number	Interval	F. Absolute	F. Relative
1	35 – 39	3	15%
2	40 – 44	0	0%
3	45 – 49	0	0%
4	50 – 54	1	5%
5	55 – 59	0	0%
6	60 – 64	0	0%
7	65 – 69	0	0%
8	70 – 74	4	20%
9	75 – 79	0	0%
10	80 – 84	5	25%
11	85 – 89	4	20%
12	90 – 94	3	15%



Picture 4.4 Histogram of Students' Post Test in class B

2. The Comparison of the Data Result

From the post test which has been given, it could be known for mean, varian, and standard deviation, with the mean in class A is 67,750 and standard deviation is 16,261, while the mean in class B is 72,250 and standard deviation is 18,601. It could be seen from the table below.

Table 4.5 The Post Test Result of Both Classes

No	Statistic	Eksperiment A	Eksperiment B
1	N	20	20
2	Total score	1.355,000	1.445,000
3	Mean	67,750	72,250
4	Standard Deviation	16,261	18,601
5	Varian	264,408	345,987
6	Maks. Score	85	90
7	Min.score	35	35

**Table 4.6 The Data Result at Eleventh Grade in
Modern Islamic Boarding School of Nurul Hakim**

Data Description	Class XI A	Class XI B
	<i>Post test</i>	<i>Post test</i>
Mean	67,75	72,25
The Different Score between the Class	4,50	

Maks. Score	85	90
Min. score	35	35

After post test from experiment A and experiment B was conducted, so that it concludes that there is a significant difference happened to both classes.

B. Analysis Test

Analysis test involves normality and homogeneity test. These tests are done as a requirement to conduct this hypothesis.

1. Normality Test

Normality test is done to test the hypothesis which should be in normal distribution. Normality test involves pre test and post test for each class, class A and class B by *Liliefors* pattern. The data is normal when $L_{count} < L_{table}$ onto $\alpha = 0.05$. The normality test can be seen clearly in appendix.

2. Homogeneity Test

Homogeneity test is done to find out varians of both samples. Homogeneity test also involves post test to both experiments (classes). The data is in homogeny if $F_{count} < F_{table}$ onto $\alpha = 0.10$. The homogeneity test could be seen clearly in appendix.

C. Findings

The researcher tried to find out whether methodology in English learning had a significance to master a language. Here, there were two methods that has

been conducted to compare it and to find out whether those two methods could improve the students' vocabulary mastery.

In the beginning, the treatment was done by the researcher in each class with each strategy. The students in Class XI-A who were taught by proprioceptive method got improvement in answering the question (post test) that the researcher has given. It could be proved by the students' score. The students' lowest score was 35 and the students' highest score was 85 with the average was 67,750. While, the students in class XI-B who were taught by mimicry memorization method also got improvement in answering the question (post test) that the researcher has given. The data showed that the students' lowest score was 35 and the students' highest score was 90 with the average was 72,250.

From the data above, the researcher found that There was a significant difference between proprioceptive method and mimicry memorization method where it could be seen in students' average score from **Table 4.4**.

D. Discussion

In this research, there are two variables, dependent variable and independent variable. Dependent variable in this research is vocabulary mastery. While, independent variable are two, proprioceptive method and mimicry memorization method. Therefore, the data in this research provided the result of students' learning by giving treatment and post test. Those were given as same amount and same difficulties to the students. Where the questions which would have been given has already been given to other classes to validate and reliable the questions. And the result of this research is that there are significant difference

among those two methods on students' vocabulary mastery to the eleventh grade students in Modern Islamic Boarding School of Nurul Hakim. It happened because these two methods were new for them that researcher has applied in their classroom. Usually, when the teacher taught the lesson in the classroom, the teacher asked the students to memorize some vocabularies, but in the next meeting the teacher sometimes did not ask the students to come to the front and give their memory for the previous meeting. So, the students forgot some vocabularies in the following meetings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of data analysis shows that the students' learning which applying mimicry memorization in Class A has a significant difference with the students' learning which applying mimicry memorization method. students who were taught by Proprioceptive Method with the sample were 20 students got the highest score was 85 and the lowest score was 35, with the mean was 67,750, median 75, modus 75 and standard deviation is 16,261 whereas students who were taught by Mimicry Memprization Method with the sample were 20 students got the highest score was 90 and the lowest score was 35, with the mean was 72,250, median 80, modus 80 and standard deviation is 18,601. It could be seen in the previous chapter which the researcher provided. And the result is $t_{\text{count}} < t_{\text{table}}$ or $-1,875 < -1,684$ and it proves that H_a is accepted and H_0 is rejected.

B. Suggestion

Based on the conclusion, there are some suggestions as follows: (1) for the students, it is very important to learn vocabulary especially when you are grouping with your friend in learning English language. Because your friend will help you understand it if you do not clear enough in what your teacher has explained. (2) for the English teacher, learning process will be more effective in learning English if we, as a teacher, can manage the class, have many methods to teach and make the students fun at English lesson. (3) for the readers, it could become reference if the readers want to apply these two methods in the classroom.

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Appendix I (Proprioceptive Methods)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 1

Sekolah/Pesantren : MAS Nurul Hakim

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI- A

Standar Kompetensi :

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

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

Indikator : Merespon ungkapan ungkapan :

- meminta, memberi, menolak jasa
- meminta, memberi, menolak barang
- Mengakui, mengingkari fakta
- meminta dan memberi pendapat

Jenis Teks : Transactional / Interpersonal

Tema : Flora and Fauna

Aspek / Skill : Mendengarkan

Alokasi Waktu : 2 x 40 menit

1 Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. merespon ungkapan meminta jasa.
- b. merespon ungkapan memberi jasa.
- c. merespon ungkapan menolak jasa
- d. merespon ungkapan meminta barang

- e. merespon ungkapan memberi barang
- f. merespon ungkapan menolak barang
- g. merespon ungkapan mengakui fakta
- h. merespon ungkapan meningkari fakta
- i. merespon ungkapan meminta pendapat
- j. merespon ungkapan memberi pendapat

2. Materi Pembelajaran

1. Percakapan-percakapan singkat memuat ungkapan-ungkapan berikut:

A : Can you help me ?

B : Oh my pleasure.

A : Shall I throw the trash out?

B : No, thanks. I'll throw it by myself.

A : Can I have a bit ?

B : Sure. Here you are.

A : Did you break the glass ?

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

A : Do you think it is good to plant flowers in his garden ?

B : I think it is good because the soil is fertile ?

2. Kosakata terkait tema / jenis teks : Lotus, watermelon, orchid, raflesia, dsb
3. Verbs : plant, grow, fertilize, dig, absorb, dsb
4. Types of animal : mammals, reptiles, insects, poultry, fish, amphiby, dsb.

3. Metode Pembelajaran / Teknik : Proprioceptive Method

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

- Perkenalan
- Tanya jawab berbagai hal terkait kondisi siswa

b. Kegiatan Inti

1. Mendengarkan kalimat-kalimat yang diucapkan guru.
2. Menentukan makna dan fungsi kalimat yang didengar
3. Menirukan kalimat-kalimat yang diucapkan guru
4. Mendengarkan percakapan tentang isi percakapan
5. Menjawab pertanyaan tentang tumbuhan dan binatang
6. Merespon ungkapan-ungkapan : meminta/menolak jasa, memberi/memberi/menolak barang,
mengakui/mengingkari fakta, meminta/memberi pendapat.
7. Melakukan perintah yang diucapkan guru

c. Kegiatan Penutup

1. Penguatan materi pembelajaran
2. Menyimpulkan materi pembelajaran
3. Menugaskan siswa untuk mencatat beberapa kosakata tentang materi terkait dan menghafalkannya untuk pertemuan berikutnya
4. Guru menutup pembelajaran

5. Penilaian

- a. Teknik : Merespon ungkapan / pertanyaan secara lisan dan tulis.
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

1. *Answer the expressions and give your response*

- a. Can you water these plants ? (accept)
.....
- b. Do you want me to water the flowers ? (accept)
.....
- c. Can I help you dig the soil ? (refuse)
.....
- d. Do you think it is good to plant flowers in this garden ?
.....
- e. I think it will be better if we plant the orchids over here ?

.....

1. Choose the best response, a, b, c or d.

1. A: Can you get me any grass to feed the zebra ?

B : ...

a. Sure, where do you keep them

c. Thank you, that's very kind of you

b. I don't think it's a good idea

d. Don't worry, they are already full,

2. A: I bring some pet-food for your cat ?

B : ...

a. Yes, I know.

c. I don't think I will like it.

b. Oh thank you so much.

d. Sure, here you are

3. A: Did you break the vase ?

B :

a. I don't know.

c. I'm not sure

b. Yes, I did

d. Allright

4. A.What do you think of this orchid ?

B : ...

a. Sure I will

c. That's very kind of you

b. Yes, I know

d. Not bad

5. A: The coffee is bitter. Can I have some more sugar, please ?

B : ...

a. Yes, Sir. You have to buy it.

c. Ok, I'll make another one.

b. No, Sir. It's sweet already

d. Ok, how much sugar do you need ?

d. Pedoman Penilaian:

1. Untuk nomor I, tiap jawaban benar skor 3
2. Untuk nomor II, tiap jawaban benar diberi skor 2
3. Jumlah skor maksimal

I	5 x 3 = 15
II	5 x 2 = 10
Jumlah	25

4. Nilai maksimal = 10

5. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$

e. Rubrik Penilaian:

No.	Uraian	Skor
I	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Mengetahui,
Kepala Madrasah

Medan, November 2018
Guru Mata Pelajaran

M. Idham Aditia Hasibuan, S.Th.I

Abdul Gani Siregar, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 2

Sekolah/Pesantren : MAS Nurul Hakim

Mata Pelajaran : Bahasa Inggris

Kelas/Semester	: XI- A
Standar Kompetensi:	: 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 1.2. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
Indikator	: Merespon ungkapan : <ul style="list-style-type: none"> ▪ Mengundang, menerima, dan menolak ajakan. ▪ Menyetujui / tidak menyetujui. ▪ Memuji. ▪ Memberi selamat.
Jenis Teks	: Transaksional / Interpersonal
Tema	: Friendship
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 2 x 40 Menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. Merespon ungkapan undangan / ajakan dari orang lain.
- b. Merespon ungkapan persetujuan.
- c. Merespon Pujian
- d. Merespon ucapan selamat
- e. Melengkapi teks lisan berbentuk naratif

2. Materi Pembelajaran

a. Percakapan singkat memuat ungkapan berikut :

1. Andi : Please, sit down !

Budi : Thank you.

2. Ani : Would you come to my party, please ?

Berta : I'd love to but I've to do my homework at home.

3. Anto : It's a nice day to go playing kites , isn't it ?

Bejo : That's a good idea.

4. Sinta : You looks so beautiful in that glasses .

Devi : Really ? thank you .

5. Galih : Happy birthday to you !

Puput : Thank you very much.

b. Kosa kata terkait tema / jenis teks.

Misalnya : run off, cry for help, accross the prairie, etc

c. Bagian bagian teks narative : The orientation, the complication and the resolution.

3. Metode Pembelajaran / teknik : *Proprioceptive Method*

4. Langkah – langkah Kegiatan

a. Kegiatan Pendahuluan

- ☛ Tanya jawab berbagai hal terkait kondisi siswa
- ☛ Bercerita tentang pengalaman pribadi
- ☛ Menuliskan kata kata kunci yang diambil dari cerita tadi

b. Kegiatan Inti

1. Membahas kata sulit yang digunakan dalam teks
2. Mendengarkan kalimat-kalimat yang diucapkan guru
3. Menentukan makna dan fungsi kalimat yang didengar
4. Menirukan kalimat-kalimat yang diucapkan guru
5. Guru memberikan tugas kepada siswa

c. Kegiatan penutup

1. Menanyakan kesulitan siswa selama PBM.
2. Menyimpulkan materi pembelajaran

3. Menugaskan siswa untuk mencatat beberapa kosakata terkait yang diberikan oleh guru dan menghafalkannya di rumah

5. Penilaian

- a. Teknik : Merespon ungkapan / pertanyaan secara lisan dan tulis.
 b. Bentuk : Pertanyaan lisan
 c. Instrumen :

Listen to the expressions and give your response orally !

1. Would you come to my party tonight ? (accept)

2. Students . Would you like to keep silent ? (refuse)

3. You can do all the task completely , Ali. You are smart.

4. Today is your special day. You are the first winner of the singing contest. Congratulations!

5. The new refrigerator will look great in the dinning room. What do you think about it ?

Listen to the expressions and choose the best response, a, b, c or d.

1. Oki : We'd like to have dinner with in the restaurant this evening . I'll be glad if you can come ?
 Berta : ...
 a. Wow, it'll be nice . I'll be there on time c. Sure . Whom I come with ?
 b. Well, I've no idea. d. I don't think it's a good idea.

2. Aisah : I invite you to come to my birthday party this afternoon . Will you ?
 Tika : ...

No.	Uraian	Skor
I	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Mengetahui

Medan, November 2018

Kepala Madrasah

Guru Mata Pelajaran

M. Idham Aditia Hasibuan, S.Th.I

Abdul Gani Siregar, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 3

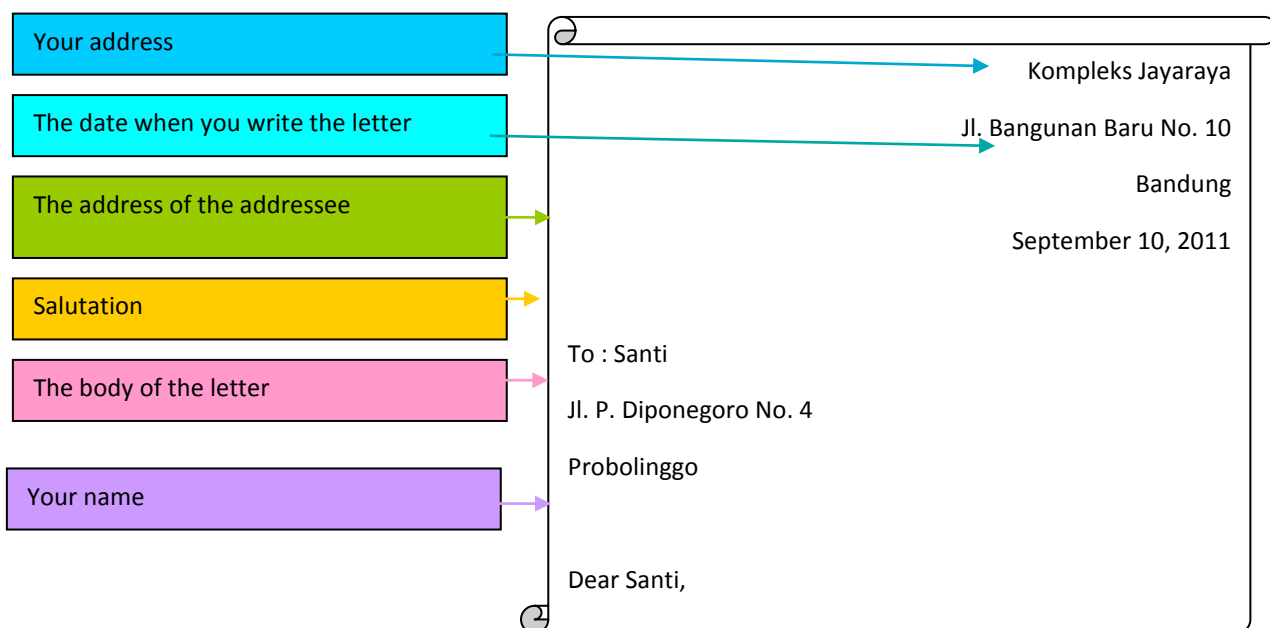
Sekolah/Pesantren	: MAS Nurul Hakim
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI- A
Standar Kompetensi	: 2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 2.1.Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Indikator	: Mengidentifikasi : <ul style="list-style-type: none"> ▪ Informasi yang terdapat dalam teks fungsional pendek berupa undangan atau ajakan ▪ Ciri kebahasaan dalam teks fungsional pendek berupa undangan atau ajakan
Jenis Teks	: Fungsional
Tema	: Friendship
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 5 x 40 Menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

2. Mengidentifikasi bentuk bentuk surat undangan.
3. Mengidentifikasi bagian-bagian dari surat undangan.

2. Materi Pembelajaran



3. Metode Pembelajaran / Teknik : Proprioceptive Method

4. Langkah – langkah Kegiatan

a. Kegiatan Pendahuluan

2. Tanya jawab berbagai hal terkait kondisi siswa
3. Siswa menjawab pertanyaan tentang surat undangan

b. Kegiatan inti

1. Membahas kosa kata yang terkait tema (Verb phrase, Noun phrase)
2. Membahas ungkapan ungkapan yang sering digunakan dalam undangan (I want to come to, Please come to, Don't forget to come to, etc.)
3. Mendengarkan teks fungsional pendek tentang undangan.
4. Menugaskan siswa membuat undangan dan memabacakannya.
5. Mendengarkan contoh – contoh undangan lainnya dari teman.
6. Mengidentifikasi ciri kebahasaan teks fungsional pendek undangan. (Invite, occasion, time, place, invitor.

c. Kegiatan Penutup

- a. Menanyakan kesulitan siswa selama PBM.
- b. Menyimpulkan materi pembelajaran.
- c. Menugaskan siswa untuk membuat undangan pada teman / saudara di kaitkan dengan situasi yang sesungguhnya.

5. Penilaian

- a. Teknik : Menjawab pertanyaan dengan benar
- b. Bentuk : Tulisan
- c. Instrumen :

I. Answer the question correctly !

STUDENTS' ORGANIZATION

SMP Negeri 2 Kismantoro

Jl. Pakis Baru, Miri, kismantoro,, Phone: 081802555667

To : Lintang Asri.

We invite you to attend our meeting.

It will be held :

- On Saturday, August 27, 2006
- At 11:00 a.m
- In the school hall

Agenda : Final preparation for wall magazine competition 2006

Please come on time.

See you there !

NovendaAisa Anindhita

Secretary

Galih Adi

Chairperson

1. What kind of letter is it ?
.....
2. Who is this invitation letter to ?
.....
3. What is the invitation about ?
.....
4. Where will the meeting be held ?
.....
5. Who issued this invitation letter ?
.....

II. Chose the right answer !

1. STUDENTS' ORGANIZATION, SMP Negeri 2 Kismantoro

Jl. Pakis Baru, Miri, Kismantoro,, Phone 081802555667 is theof the invitatin letter.

- | | |
|-----------------------------------|---------------|
| a. sender address | c. address |
| b. date when the letter is writen | d. salutation |

2. To : Lintang Asri is theof the invitation letter.

- | | |
|-------------------|------------------------------------|
| a. sender address | c. date when the letter is written |
| b. address | d. salutation |

3. "We invite you to attend a meeting", is the of the invitation letter.

- | | |
|------------------------------------|---------------|
| a. sender address | c. body |
| b. date when the letter is written | d. salutation |

4. The invitation letter above is pointed to

- | | |
|------------------------|-------------------------------------|
| a. Lintang Asri | c. invite you to attend the meeting |
| b. Please come on time | d. see you there |

5. There is no in this invitation letter.

a. date when the letter is written

c. name of the sender

b. body of the letter

d. address

d. Pedoman Penilaian:

1. Untuk nomor I, tiap jawaban benar skor 3

2. Untuk nomor II, tiap jawaban benar diberi skor 2

3. Jumlah skor maksimal I $5 \times 3 = 15$

II $5 \times 2 = 10$

Jumlah 25

4. Nilai maksimal = 10

5. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$

e. Rubrik Penilaian:

No.	Uraian	Skor
I	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Mengetahui

Medan, November 2018

Kepala Madrasah

Guru Mata Pelajaran

M. Idham Aditia Hasibuan, S.Th.I

Abdul Gani Siregar, S.Pd

Appendix II (Mimicry Memorization Method)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 1

Sekolah/Pesantren	: MAS Nurul Hakim
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI- B
Standar Kompetensi	: 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 1.1. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
Indikator	: Merespon ungkapan ungkapan : <ul style="list-style-type: none"> • meminta, memberi, menolak jasa • meminta, memberi, menolak barang • Mengakui, mengingkari fakta • meminta dan memberi pendapat
Jenis Teks	: Transactional / Interpersonal
Tema	: Flora and Fauna
Aspek / Skill	: Mendengarkan
Alokasi Waktu	: 2 x 40 menit

1 Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. merespon ungkapan meminta jasa.
- b. merespon ungkapan memberi jasa.
- c. merespon ungkapan menolak jasa

- d. merespon ungkapan meminta barang
- e. merespon ungkapan memberi barang
- f. merespon ungkapan menolak barang
- g. merespon ungkapan mengakui fakta
- h. merespon ungkapan mengingkari fakta
- i. merespon ungkapan meminta pendapat
- j. merespon ungkapan memberi pendapat

2. Materi Pembelajaran

- a. Percakapan-percakapan singkat memuat ungkapan-ungkapan berikut:

A : Can you help me ?

B : Oh my pleasure.

A : Shall I throw the trash out?

B : No, thanks. I'll throw it by myself.

A : Can I have a bit ?

B : Sure. Here you are.

A : Did you break the glass ?

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

A : Do you think it is good to plant flowers in his garden ?

B : I think it is good because the soil is fertile ?

- b. Kosakata terkait tema / jenis teks : Lotus, watermelon, orchid, raflesia, dsb
- c. Verbs : plant, grow, fertilize, dig, absorb, dsb
- d. Types of animal : mammals, reptiles, insects, poultry, fish, amphiby, dsb.
- e. Metode Pembelajaran / Teknik : Mimicry Memorization Method
- f. Langkah-langkah Kegiatan

Kegiatan Pendahuluan

- Perkenalan
- Tanya jawab berbagai hal terkait kondisi siswa

Kegiatan Inti

1. Membagi siswa menjadi beberapa kelompok kecil
2. Mendengarkan kalimat-kalimat yang diucapkan guru.
3. Menentukan makna dan fungsi kalimat yang didengar
4. Menirukan kalimat-kalimat yang diucapkan guru
5. Mendengarkan percakapan tentang isi percakapan
6. Menjawab pertanyaan tentang tumbuhan dan binatang
7. Merespon ungkapan-ungkapan : meminta/menolak jasa, memberi/memberi/menolak barang, mengakui/mengingkari fakta, meminta/memberi pendapat.
8. Melakukan perintah yang diucapkan guru

Kegiatan Penutup

1. Penguatan materi pembelajaran
2. Menyimpulkan materi pembelajaran
3. Menugaskan siswa untuk mencatat beberapa kosakata tentang materi terkait dan menghafalkannya untuk pertemuan berikutnya
4. Guru menutup pembelajaran

g. Penilaian

- a. Teknik : Merespon ungkapan / pertanyaan secara lisan dan tulis.
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

1. Answer the expressions and give your response

- a. Can you water these plants ? (accept)
.....
- b. Do you want me to water the flowers ? (accept)
.....
- c. Can I help you dig the soil ? (refuse)
.....
- d. Do you think it is good to plant flowers in this garden ?
.....

e. I think it will be better if we plant the orchids over here ?

.....

1. Choose the best response, a, b, c or d.

1. A : Can you get me any grass to feed the zebra ?

B : ...

a. Sure, where do you keep them

c. Thank you, that's very kind of you

b. I don't think it's a good idea

d. Don't worry, they are already full,

2. A : I bring some pet-food for your cat ?

B : ...

a. Yes, I know.

c. I don't think I will like it.

b. Oh thank you so much.

d. Sure, here you are

3. A : Did you break the vase ?

B :

a. I don't know.

c. I'm not sure

b. Yes, I did

d. Alright.

4. A. What do you think of this orchid ?

B : ...

a. Sure I will

c. That's very kind of you

b. Yes, I know

d. Not bad

5. A : The coffee is bitter. Can I have some more sugar, please ?

B : ...

a. Yes, Sir. You have to buy it.

c. Ok, I'll make another one.

b. No, Sir. It's sweet already

d. Ok, how much sugar do you need ?

h. Pedoman Penilaian:

1. Untuk nomor I, tiap jawaban benar skor 3
2. Untuk nomor II, tiap jawaban benar diberi skor 2
3. Jumlah skor maksimal

I	5 x 3 = 15
<u>II</u>	<u>5 x 2 = 10</u>
	Jumlah 25

Nilai maksimal = 10

Nilai Siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$

i. Rubrik Penilaian:

No.	Uraian	Skor
I	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Mengetahui

Kepala Madrasah

M. Idham Aditia Hasibuan, S.Th.I

Medan, November 2018

Guru Mata Pelajaran

Abdul Gani Siregar, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 2

- Sekolah/Pesantren : MAS Nurul Hakim
- Mata Pelajaran : Bahasa Inggris
- Kelas/Semester : XI- B
- Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar
- Kompetensi Dasar : 1.2. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
- Indikator : Merespon ungkapan :
- Mengundang, menerima, dan menolak ajakan.
 - Menyetujui / tidak menyetujui.
 - Memuji.
 - Memberi selamat.
- Jenis Teks : Transaksional / Interpersonal
- Tema : Friendship
- Aspek/Skill : Mendengarkan
- Alokasi Waktu : 2 x 40 Menit
1. Tujuan Pembelajaran
- Pada akhir pembelajaran siswa dapat :
- a. Merespon ungkapan undangan / ajakan dari orang lain.
 - b. Merespon ungkapan persetujuan.

- c. Merespon Pujian
- d. Merespon ucapan selamat
- e. Melengkapi teks lisan berbentuk naratif

2. Materi Pembelajaran

a. Percakapan singkat memuat ungkapan berikut :

1. Andi : Please, sit down !
Budi : Thank you.
2. Ani : Would you come to my party, please ?
Berta : I'd love to but I've to do my homework at home.
3. Anto : It's a nice day to go playing kites , isn't it ?
Bejo : That's a good idea.
4. Sinta : You looks so beautiful in that glasses .
Devi : Really ? thank you .
5. Galih : Happy birthday to you !
Puput : Thank you very much.

3. Kosakata terkait tema / jenis teks Misalnya : run off, cry for help, accross the prairie, etc
4. Bagian bagian teks narrative : The orientation, the complication and the resolution.
5. Metode Pembelajaran / teknik : *Mimicry Memorization Method*
6. Langkah – langkah Kegiatan

Kegiatan Pendahuluan

1. Tanya jawab berbagai hal terkait kondisi siswa
2. Bercerita tentang pengalaman pribadi
3. Menuliskan kata kata kunci yang diambil dari cerita tadi

Kegiatan Inti

1. Guru membagi siswa menjadi beberapa kelompok kecil
2. Membahas kata sulit yang digunakan dalam teks

3. Mendengarkan kalimat-kalimat yang diucapkan guru
4. Menentukan makna dan fungsi kalimat yang didengar
5. Menirukan kalimat-kalimat yang diucapkan guru
6. Guru memberikan tugas kepada siswa

Kegiatan Penutup

1. Menanyakan kesulitan siswa selama PBM.
2. Menyimpulkan materi pembelajaran
3. Menugaskan siswa untuk mencatat beberapa kosakata terkait yang diberikan oleh guru dan menghafalkannya di rumah

7. Penilaian

- Teknik : Merespon ungkapan / pertanyaan secara lisan dan tulis.
 Bentuk : Pertanyaan lisan
 Instrumen :

Listen to the expressions and give your response orally !

1. Would you come to my party tonight ? (accept)

2. Students . Would you like to keep silent ? (refuse)

3. You can do all the task completely , Ali. You are smart.

4. Today is your special day. You are the first winner of the singing contest. Congratulations!

5. The new refrigerator will look great in the dinning room. What do you think about it ?

Listen to the expressions and choose the best response, a, b, c or d.

8. Pedoman Penilaian:

1. Untuk nomor I, tiap jawaban benar skor 3
2. Untuk nomor II, tiap jawaban benar diberi skor 2
3. Jumlah skor maksimal

I	5 x 3 = 15
<u>II</u>	<u>5 x 2 = 10</u>
Jumlah 25	

4. Nilai maksimal = 10

5. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$

9. Rubrik Penilaian:

No.	Uraian	Skor
I	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Mengetahui

Kepala Madrasah

M. Idham Aditia Hasibuan, S.Th.I

Medan, November 2018

Guru Mata Pelajaran

Abdul Gani Siregar, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 3

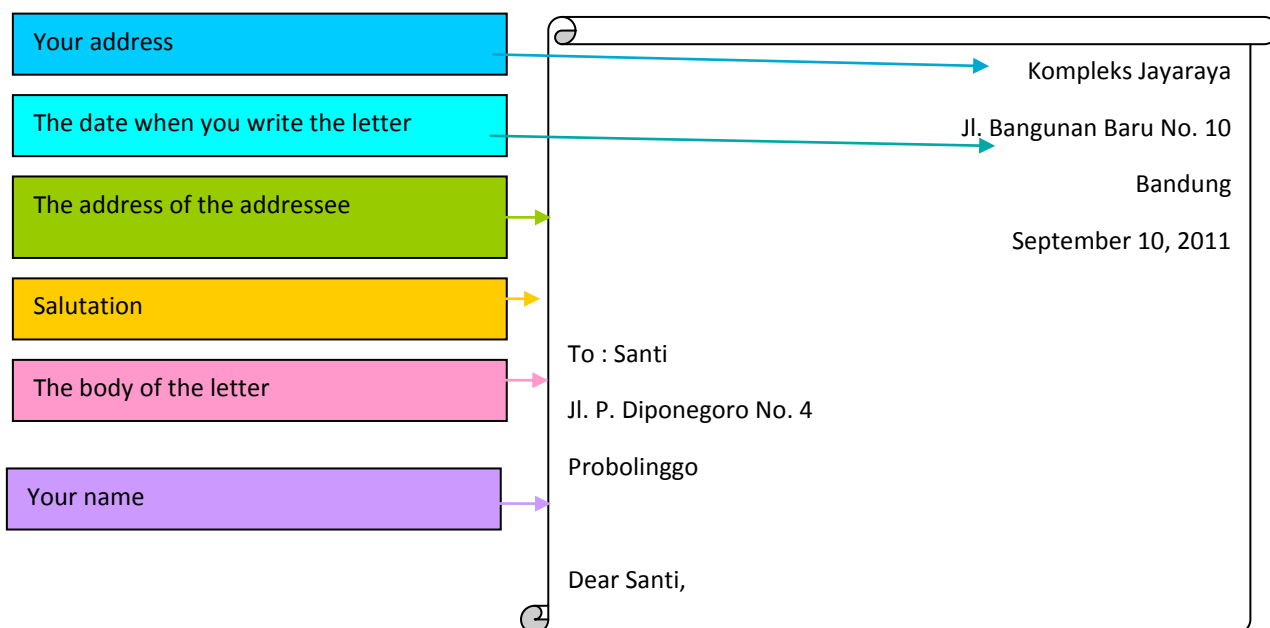
Sekolah/Pesantren	: MAS Nurul Hakim
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI- A
Standar Kompetensi	: 2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 2.1.Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Indikator	: Mengidentifikasi : <ul style="list-style-type: none"> ▪ Informasi yang terdapat dalam teks fungsional pendek berupa undangan atau ajakan ▪ Ciri kebahasaan dalam teks fungsional pendek berupa undangan atau ajakan
Jenis Teks	: Fungsional
Tema	: Friendship
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 5 x 40 Menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi bentuk bentuk surat undangan.
- Mengidentifikasi bagian-bagian dari surat undangan.

2. Materi Pembelajaran



3. Metode Pembelajaran / Teknik : Mimicry Memorization Method

4. Langkah – langkah Kegiatan

Kegiatan Pendahuluan

- Tanya jawab berbagai hal terkait kondisi siswa
- Siswa menjawab pertanyaan tentang surat undangan

Kegiatan inti

- Membahas kosa kata yang terkait tema (Verb phrase, Noun phrase)
- Membahas ungkapan ungkapan yang sering digunakan dalam undangan (I want to come to, Please come to, Don't forget to come to, etc.)
- Mendengarkan teks fungsional pendek tentang undangan.
- Menugaskan siswa membuat undangan dan memabacakannya.
- Mendengarkan contoh – contoh undangan lainnya dari teman.
- Mengidentifikasi ciri kebahasaan teks fungsional pendek undangan. (Invite, occasion, time, place, invitor.

Kegiatan Penutup

- Menanyakan kesulitan siswa selama PBM.

- Menyimpulkan materi pembelajaran.
- Menugaskan siswa untuk membuat undangan pada teman / saudara di kaitkan dengan situasi yang sesungguhnya.

5. Penilaian

1. Teknik : Menjawab pertanyaan dengan benar
2. Bentuk : Tulisan
3. Instrumen :

Answer the question correctly !

STUDENTS' ORGANIZATION

SMP Negeri 2 Kismantoro

Jl. Pakis Baru, Miri, kismantoro,, Phone: 081802555667

To : Lintang Asri.

We invite you to attend our meeting.

It will be held :

- On Saturday, August 27, 2006
- At 11:00 a.m
- In the school hall

Agenda : Final preparation for wall magazine competition 2006

Please come on time.

See you there !

NovendaAisa Anindhita

Secretary

Galih Adi

Chairperson

1. What kind of letter is it ?
.....
2. Who is this invitation letter to ?
.....
3. What is the invitation about ?
.....
4. Where will the meeting be held ?
.....
5. Who issued this invitation letter ?
.....

Chose the right answer !

1. STUDENTS' ORGANIZATION, SMP Negeri 2 Kismantoro

Jl. Pakis Baru, Miri, Kismantoro,, Phone 081802555667 is theof the invitatin letter.

- | | |
|-----------------------------------|---------------|
| a. sender address | c. address |
| b. date when the letter is writen | d. salutation |
2. To : Lintang Asri is theof the invitation letter.

a. sender address	c. date when the letter is written
b. address	d. salutation
 3. "We invite you to attend a meeting", is the of the invitation letter.

a. sender address	c. body
b. date when the letter is written	d. salutation
 4. The invitation letter above is pointed to

a. Lintang Asri	c. invite you to attend the meeting
b. Please come on time	d. see you there

5. There is no in this invitation letter.

- | | |
|------------------------------------|-----------------------|
| a. date when the letter is written | c. name of the sender |
| b. body of the letter | d. address |

6. Pedoman Penilaian:

1. Untuk nomor I, tiap jawaban benar skor 3
2. Untuk nomor II, tiap jawaban benar diberi skor 2
3. Jumlah skor maksimal I $5 \times 3 = 15$

$$\text{II} \quad 5 \times 2 = 10$$

Jumlah 25

Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

7. Rubrik Penilaian:

No.	Uraian	Skor
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	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Mengetahui

Kepala Madrasah

M. Idham Aditia Hasibuan, S.Th.I

Medan, November 2018

Guru Mata Pelajaran

Abdul Ghani Siregar, S.Pd

Appendix III (Post Test before Validity)

Post Test

Name:

Class

Choose the best answer of these multiple choice questions !

1) Lina the match in Olympic Games. She is so sad.

A. won

C. Jumped

B. lost

D. Celebrated

2) I went to dentist yesterday because my were in pain.

A. hands

C. teeth

B. fingers

D. ears

3) A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room.

B : Yes, Sir.

A. bring

C. give

B. help

D. has

4) This exercise was too for me. I got score 100.

A. difficult

C. expensive

B. easy

D. high

5) Diana's barbie is broken. Diana is very now.

A. confuse

C. happy

B. sad

D. charm

6) The teacher's duty is to the students in the school.

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- | | |
|---------|---------|
| A. wrap | C. wear |
| B. go | D. give |

14) The carpet is I want to clean it.

- | | |
|----------|----------|
| A. large | C. dirty |
| B. shiny | D. soft |

15) Something that you can find in your kitchen is a

- | | |
|-----------|---------------|
| A. Pillow | C. Television |
| B. Stove | D. Sofa |

16) My grandmother is a tailor. She makes

- | | |
|----------|------------|
| A. Books | C. Chairs |
| B. Foods | D. Clothes |

17) A : When did you get up in this morning?

B :

- | | |
|-----------------------|---------------------|
| A. I got up at 5.00 | C. I was sleepy |
| B. I had my breakfast | D. I went to school |

18) Tami : Where do you want move?

Dikta : I want to to Australia with my parents.

- | | |
|---------|---------|
| A. come | C. move |
| B. find | D. run |

19) Our father and grandfather always read every morning in living room and drink coffee.

- | | |
|--------------|---------------|
| A. Newspaper | C. Computer |
| B. Radio | D. Television |

20) Katherine didn't study hard. He didn't the exam.

A. study C. pass

B. give D. break

21) The gardener the grass every Monday and Thursday.

A. cuts C. trains

B. plans D. comes

22) I can't hear anything since my are sick.

A. eyes C. nose

B. ears D. mouth

23) Sugar is , but honey is sweeter than sugar.

A. salty C. sweet

B. small D. smooth

24) Kathy is a She teaches Math in our class. Every students love her.

A. kind teacher C. arrogant teacher

B. ugly teacher D. emotional teacher

25) Lili : Do you have a ?

Shopkeeper : Yes, we do. The fruit rack is right there.

A. persian cat C. running shoes

B. green apple D. drawing book

Answer Key

Pre Test

- | | | |
|--------------|-------------------------|---------------------|
| 1) B. lost | 11) A. Prepare | 21) A. cuts |
| 2) C. teeth | 12) C. Delicious | 22) B. ears |
| 3) A. bring | 13) C. Wear | 23) C. sweet |
| 4) B. easy | 14) C. Dirty | 24) A. kind teacher |
| 5) B. sad | 15) B. Stove | 25) B. green apple |
| 6) A. teach | 16) D. Clothes | |
| 7) D. happy | 17) A. I got up at 5.00 | |
| 8) D. feet | 18) C. move | |
| 9) D. Helps | 19) A. Newspaper | |
| 10) A. funny | 20) C. pass | |

Appendix IV Validity

NO	Students code	BUTIR PERTANYAAN KE -																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y	Y2
		B	C	A	B	B	A	D	D	D	A	A	C	C	C	B	D	A	C	A	C	A	B	C	A	B		
1	ASP	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
2	AS	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	21	441
3	ASS	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	1	0	15	225
4	AN	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	22	484
5	EFP	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	21	441
6	FRN	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	19	361
7	ID	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	5	25
8	IAL	0	0	1	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	10	100
9	MCM	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	21	441
10	MSF	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	16	256
11	MDL	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21	441
12	ME	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	23	529
13	NAA	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	21	441
14	RPH	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	1	15	225
15	RAS	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	14	196
16	RA	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	20	400
17	SAY	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	16	256
18	TWN	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	23	529
19	TRC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	23	529

Appendix V Reliability

NO	Students code	Question Number																									Y	Y ²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
		B	C	A	B	B	A	D	D	D	A	A	C	C	C	B	B	D	E	A	B	A	B	C	A	B		
1	ASP	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
2	AS	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	21	441
3	ASS	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	1	0	15	225
4	AN	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	22	484
5	EFP	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	21	441
6	FRN	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	19	361
7	ID	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	5	25
8	IAL	0	0	1	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	10	100
9	MCM	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	21	441
10	MSF	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	16	256
11	MDL	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21	441
12	ME	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	23	529
13	NAA	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	21	441
14	RPH	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	15	225
15	RAS	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	14	196
16	RA	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	20	400
17	SAY	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	16	256
18	TWN	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	23	529
19	TRC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	23	529
20	TU	1	0	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	0	14	196
Np		18	13	19	19	19	10	13	15	17	17	17	13	14	7	17	18	10	14	16	17	11	13	12	12	12	363	7045

N _q	2	7	1	1	1	10	7	5	3	3	3	7	6	13	3	2	10	6	4	3	9	7	8	8	8	ΣY	ΣY ²
P	0.900	0.650	0.950	0.950	0.950	0.500	0.650	0.750	0.850	0.850	0.850	0.650	0.700	0.350	0.850	0.900	0.500	0.700	0.800	0.850	0.550	0.650	0.600	0.600	0.600		
Q	0.100	0.350	0.050	0.050	0.050	0.500	0.350	0.250	0.150	0.150	0.150	0.350	0.300	0.650	0.150	0.100	0.500	0.300	0.200	0.150	0.450	0.350	0.400	0.400	0.400		
P * Q	0.090	0.228	0.048	0.048	0.048	0.250	0.228	0.188	0.128	0.128	0.128	0.228	0.210	0.228	0.128	0.090	0.250	0.210	0.160	0.128	0.248	0.228	0.240	0.240	0.240		
Σ P * Q	4,333																										
(ΣY) ² / N	6588,450																										
S ² = (ΣY ² - (ΣY) ² / N) / N	22,828																										
A = (N / N - 1)	1,053																										
B = (S ² ΣP * Q) / S ²	0,810																										
r _x = (A x B)	0,853																										
r tabel (0,10), N = 20	0,360																										
Keputusan	Reliabel																										

Appendix VI (Hypothesis Test)

a. Post Test Class XI-A (Proprioceptive Method)

NO.	NAME	SCORE	
1	AHS	35	
2	AAM	75	
3	AAA	45	
4	ASD	80	
5	AS	60	
6	AZE	75	
7	AAW	75	
8	BR	35	
9	BAL	75	
10	DS	60	
11	FZT	50	
12	FAS	85	
13	HG	60	
14	KRH	75	
15	KM	85	
16	MD	80	
17	MF	60	
18	MFR	75	
19	RS	85	
20	RFA	85	
Mean			67,750
Standard Deviation			16,261
Varians			264,408
Total Score			1.355,000

k. Post Test Class XI-B (Mimicry Memorization Method)

NO.	NAME	SKORE	
1	AS	35	
2	AF	50	
3	DCA	85	
4	INQ	80	
5	JNB	90	
6	LS	35	
7	MIS	70	

8	MH	90	
9	NSZ	80	
10	NA	70	
11	NHP	80	
12	NH	85	
13	NBG	35	
14	RNG	85	
15	RW	80	
16	SAZ	70	
17	SZH	80	
18	SA	85	
19	SH	70	
20	YNA	90	
Mean			72,250
Standard Deviation			18,601
Varians			345,987
Total Score			1.445,000

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

s22	345,987	TH	-4,5	
s12	264,408			
n1	20		5,760	2,4
n2	20	TH=	-1,875	
s1	16,261	TT68	-1,684	
s2	18,601		MAKA HA DITERIMA	
x1	67,750			
x2	72,250			
A(n1-1)s12	5023,75			
B(n2-1)s22	6573,75			

Appendix VII (Documentation/Photographs)

1. Observing The Class



2. Learning Process in Class XI-A (Proprioceptive Method)





3. Learning Process in Class XI-B (Mimicry Memorization Method)



