Research Schedule

Name : Titik Oktavia

SRN : 1013042068

Place of Research : SMA Negeri 1 Kalirejo, Lampung Tengah

Script Title : Comparing Students' Achievement in Learning Vocabulary Through Clustering Technique and Derivational Exercises at the Second Grade of SMAN 1 Kalirejo.

NO	Day	Date	Activity	Class
1	Monday	February 10th 2014	Try Out Test	XI IPS 3
2	Tuesday	February 11th 2014	Pre-test	XI IPS 2
3.	Friday	February 14th 2014	Pre-test	XI IPS 1
4.	Monday	March 10th 2014	Treatment 1	XI IPS 2
5.	Tuesday	March 11th 2014	Treatment 1	XI IPS 1
6	Tuesday	March 11th 2014	Treatment 2	XI IPS 2
7	Friday	March 14th 2014	Treatment 2	XI IPS 1
8	Monday	March 24th 2014	Treatment 3	XI IPS 2
9	Tuesday	March 25th 2014	Treatment 3	XI IPS 1
10	Tuesday	March 25th 2014	Treatment 4	XI IPS 2
11	Friday	March 28th 2014	Treatment 4	XI IPS 1
12	Tuesday	April 1st2014	Post Test	XI IPS 1
13	Tuesday	April 1st2014	Post Test	XI IPS 2

Name :
Class :
No. :

Choose the appropriate word to complete the sentences!

1. Speaking is the way people_____with other people.
2. _____to speak English is very interesting.
3. The students make some groups to start the_____.
4. The teacher teaches English using an _____technique.
5. Reading habit can give an _____ for students' reading speed.
6. Students have different _____after they finish from school.
7. _____newspaper is a useful activity.
8. By reading newspaper, people will get many _____.
9. Teacher gives the _____for the students to do the test.
10. Narrative text is a text which has a function to _____the reader.
11. Speaking English as much as_____can make the students easily learn the language.
12. The teacher provide some theories to support his _____
13. Every nation has different_____.
14. If you learn English, you can communicate_____with people from other countries.
15. Every Indonesian civilization should have_____ identity card.
16. I _____need your help to do my homework.
17. The government always increase the _____of education.
18. Reading can give many information and _____.
19. Many students can not _____that learning English is important.
20. Many students do not _____the difference between hortatory exposition and analytical exposition.
21. Mastering vocabulary can help the students to _____their language skills.
22. Music and song can make the students _____to learn English.
23. The government should make the campaign of reading _____
24. Reading can help the students to increase their vocabulary _____
25. Song can also help the students learn English _____

a. Achievement
b. Activities
c. Argument
d. Communicate
e. Culture
f. Develope
g. Direction
h. Discussion
i. Easiy
j. Effectively
k. Enjoy
l. Entertain
m. Habit
n. Improvement
o. Information
p. Interesting
q. Knowledge
r. Learning
s. Personal
t. Possible
u. Quality
v. Reading
w. Realize
x. Really
y. Understand

Key Answer

1. Communicate
2. Learning
3. Discussion
4. Interesting
5. Improvement
6. Activities
7. Reading
8. Information
9. Direction
10. Entertain
11. Possible
12. Argument
13. Culture
14. Easily
15. Personal
16. Really
17. Quality
18. Knowledge
19. Realize
20. Understand
21. Develope
22. Enjoy
23. Habit
24. Achievement
25. Effectively

LESSON PLAN

Institution : SMAN 1 Kalirejo
Subject : English
Class/Semester : XI / 2
Aspect/skill : Reading

Standard of Competence

11. understanding the idea of short fungsional text and essay in form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge.

Basic Competence

11.2 Responding the idea and rhetorical steps in essay using written language style accurately, fluently, and acceptably in daily life context and to access knowledge in form of narrative, spoof, and hortatory exposition text.

Indicators

1. The students are able to identify the main topic of the text
2. The students are able to give comment about the topic
3. The students are able to give a solution related to the topic.
4. The students are able to find the keyword and related words from the text.
5. The students are able to produce a new sentence from the words.
6. The students are able to identify the generic structure of the text.

Time allocation **:** 4 x 45 minutes

Objectives

1. Cognitive :
   - The students are able to understand the topic and generic structure of hortatory text.
   - The students are able to find out the main keywords from the text and and develop it by showing the related words.

2. Psychomotor:
    - The students can write the related words from the core-word which has been written on the white board.
3. Afective:
    - Character

      The students can understand the importance of reading, culturulize reading behavior and criticize the information from an article.
    - Social skill

      The students can give and express the solution of the problem related to the topic based on their own words.

Material **:** Hortatory exposition text and vocabulary

Method/technique **:** Communicative language teaching/clustering technique

Scenario

Pre-teaching

- Teacher asks some questions to the students related to the topic "The importance of speaking English".
- Teacher asks the students to answer the questions based on their own knowledge.

While teaching

- Teacher gives a text to the students about the importance of speaking English
- Teacher asks the students to read the text to get the point of the article
- Teacher asks the students to find gneric structure of the text.
- Teacher write the word "learning English" on the whiteboard and asks the students to write some words related to the word "learning English" as the branches of the core-word.

- After someword related to the word “learning English” have been written, teacher related the words to the article and asks the students to understand a meaningful sentence.
- Then, the students are asked some question similar to the questions in pre-teaching activity.
- The teacher asks the students to answer the questions based on the article.
- The teacher asks the students opinion related to the topic “The importance of speaking English”.
- The teacher asks the students to give some solutions about the problem related to the topic.

Post teaching

- Evaluation

  Teacher asks the students to make the sentences based on the words they have written.
- Teacher gives a message about and motivate “The importance of speaking English”

Sources

Authentic material/hortatory expositition text

Jangan Menyerah Contoh Teks Hortatory Exposition.htm

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Aspect/skill : Reading

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11.2 Responding the idea and rhetorical steps in essay using written language style accurately, fluently, and acceptably in daily life context and to access knowledge in form of narrative, spoof, and hortatory exposition text.

Indicators

1. The students are able to identify the main topic of the text
2. The students are able to give comment about the topic
3. The students are able to give a solution related to the topic.
4. The students are able to find the important word from the text.
5. The students are able to do the exercise.
6. The students are able to identify the generic structure of the text.

Time allocation **:** 4 x 45 minutes

Objectives

1. Cognitive :
   - The students are able to understand the topic and generic structure of hortatory text.
   - The students are able to find out the important words from the text.
2. Psychomotor:

- The students can do the exercise provide with the text.

3. Afective:
   - Character

     The students can understand the importance of learning English and criticize the information from an article.
   - Social skill

     The students can give and express the solution of the problem related to the topic based on their own words.

Material **:** Hortatory exposition text and vocabulary

Method/technique **:** Communicative language teaching/derivational excercises

Scenario

Pre-teaching

- Teacher asks some questions to the students related to the topic "The importance of speaking English".
- Teacher asks the students to answer the questions based on their own knowledge.

While teaching

- Teacher gives a text to the students about the importance of speaking English
- Teacher asks the students to read the text to get the point of the article
- Teacher asks the students to find the generic structure of the text
- Teacher explains to the students about the rules of Derivational Exercises.
- Teacher ask the students to find some important words from the text based on their own idea.
- After some words have been written on the white board, the teacher eliminate the words into the word using in the exercise.
- The teacher give the exercise to the students and ask them to do.

- After the students finish the excercises, they match it together.
- After getting the right answer, the teacher relates the excercise to the text and discuss the text deeper.
- Then, the students are asked some question similar to the questions in pre-teaching activity.
- The teacher asks the students to answer the questions based on the article.
- The teacher asks the students opinion related to the topic “The importance of speaking English”.
- The teacher asks the students to give some solutions about the problem related to the topic.

Post teaching

- Evaluation

  Teacher gives a message about and motivate “The importance of speaking English”

Sources

Authentic material/Hortatory expositition text

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3. The students are able to give a solution related to the topic.
4. The students are able to find the keyword from the text.
5. The students are able to produce a new sentence from the word.
6. The students are able to identify the generic structure of the text.

Time allocation **:** 4 x 45 minutes

Objectives

1. Cognitive :
   - The students are able to understand the topic and generic structure of hortatory text.
   - The students are able to find out the main keywords from the text and and develop it by showing the related words.

2. Psychomotor:
    - The students can write the related words from the core-word which has been written on the white board.
3. Afective:
    - Character

      The students can understand the importance of reading, culturulize reading behavior and criticize the information from an article.
    - Social skill

      The students can give and express the solution of the problem related to the topic based on their own words.

Material **:** Narrative text and vocabulary

Method/technique **:** Communicative language teaching/clustering technique

Scenario

Pre-teaching

- Teacher asks some questions to the students related to the topic "Rapunzel".
- Teacher asks the students to answer the questions based on their own knowledge.

While teaching

- Teacher gives a text to the students about narrative text and Rapunzel.
- Teacher asks the students to read the text to get the point of the article.
- Teacher asks the students to find the generic structure of the text.
- Teacher write the word "Rapunzel" on the whiteboard and asks the students to write some words related to the word "Rapunzel" as the branches of the core-word.
- After someword related to the word "Rapunzel" have been written, teacher related the words to the article and asks the students to understand a meaningful sentence.

- Then, the students are asked some question similar to the questions in pre-teaching activity.
- The teacher asks the students to answer the questions based on the article.
- The teacher asks the students opinion related to the topic “Rapunzel”.

Post teaching

- Evaluation

  Teacher asks the students to make the sentences based on the words they have written.
- Teacher asks the students to find the moral value from the story of “Rapunzel”

Sources

Authentic material/narrative text text

Rapunzel _ SHORT STORY.htm

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Institution : SMAN 1 Kalirejo
Subject : English
Class/Semester : XI / 2
Aspect/skill : Reading

Standard of Competence

11. understanding the idea of short fungsional text and essay in form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge.

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1. The students are able to identify the main topic of the text
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Time allocation **:** 4 x 45 minutes

Objectives

1. Cognitive :
   - The students are able to understand the topic and generic structure of hortatory text.
   - The students are able to find out the important words from the text.

2. Psychomotor:
    - The students can do the exercise provide with the text.
3. Afective:
    - Character

      The students can understand the importance of learning English and criticize the information from an article.
    - Social skill

      The students can give and express the solution of the problem related to the topic based on their own words.

Material **:** narrative text and vocabulary

Method/technique **:** Communicative language teaching/derivational excercises

Scenario

Pre-teaching

- Teacher asks some questions to the students related to the topic "Rapunzel".
- Teacher asks the students to answer the questions based on their own knowledge.

While teaching

- Teacher gives a text to the students about Rapunzel.
- Teacher asks the students to read the text to get the point of the article.
- Teacher asks the students to find the generic structure of the text.
- Teacher explains to the students about the rules of Derivational Exercises.
- Teacher ask the students to find some important words from the text based on their own idea.
- After some words have been written on the white board, the teacher eliminate the words into the word using in the exercise.
- The teacher give the exercise to the students and ask them to do.
- After the students finish the excercises, they match it together.

- After getting the right answer, the teacher relates the excercise to the text and discuss the text deeper.
- Then, the students are asked some question similar to the questions in pre-teaching activity.
- The teacher asks the students to answer the questions based on the article.
- The teacher asks the students opinion related to the topic “Rapunzel”.

Post teaching

- Evaluation
- Teacher asks the students to find the moral value from the story of “Rapunzel”

Sources

Authentic material/narrative text text

Rapunzel _ SHORT STORY.htm

Excercises!

The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of **communication**. Is there a strong **argument** which says that English will not give any benefit?
Learning to speak English well may be the best way to **improve** our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet **discussion** groups. We can chat with other **interesting** people to learn about their life and **culture**.

If we can communicate in English, we can travel more **easily**. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as **possible**!

Choose the correct word form to fit into each sentence!

Communicate, communicative, communication
1. It means that language is learn as a _____purpose.
2. People learn a language to _____each other.
3. _____Can be done both on spoken and written.

Argument, argue, agumentative
1. The teacher asks the students to make an _____ essay.
2. The data are needed to support his _____.
3. Rio _____ that extraculiculer activities are important to the students.

Learn, learning, learners
1. English _____are suggested to practice the skills.
2. The students _____how to read a poem.
3. The teacher has some roles in teaching _____process.

Improve, improving, improvement

1. The teacher should choose a good technique in _____students' vocabulary achievement.
2. This technique can give a better _____.
3. Vocabulary achievement also can _____language skill.

Discuss, discussing, discussion

1. The students make a group to _____the importance of speaking English
2. The _____is guided by the teacher.
3. They are _____the material in a group.

Interest, interesting, interested

1. Speking English is one of the students' _____.
2. Some students are _____in learning to speak through story telling.
3. The teacher should find an _____theme to get students attention.

Culture, cultural, culturalize

1. The government makes a campaign to _____ reading habit.
2. Indonesia has many _____ differences with other countries.
3. By learning English, we can also learn its _____.

Easily, ease, easy

1. Some interesting media can help the students to learn English _____.
2. The teacher gives some _____ steps to improve vocabulary.
3. He passed the exam with _____.

Possible, possibility, possibly

1. There is a _____ that I can continue my study to university.
2. It is not _____ to go there on time.
3. You can not _____ carry all those things.

Effective, effectively, effect

1. The experts propose some _____ ways to master English language skills.
2. Many earthquakes happen as the _____ of global warming.
3. By doing some step, the students can learn how to speak English _____.

Key answer

1. A. Communicative
   B. Communicate
   C. Communication

2. A. Argumentative
   B. Argument
   C. Argue

3. A. Learners
   B. Learn
   C. Learning

4. A. Improving
   B. Improvement
   C. Improve

5. A. Discuss
   B. Discussion
   C. Discussing

6. A. Interest
   B. Interested
   C. Interesting

7. A. Culturalize
   B. Cultural
   C. Culture

8. A. Easily
   B. Easy
   C. Ease

9. A. Possibility
   B. Possible
   C. Possibly

10. A. Effective
    B. Effect
    c. Effectively

RAPUNZEL

Long, long ago in a house that overlooked a **beautiful** garden lived a childless couple. They prayed to God every day to bless them with a child. One day they found that God had answered their prayer. They were at long last going to have a baby!

Their days passed in **happiness** but alas! the wife fell ill. She would eat nothing and the husband was worried that she would waste away. He tried to tempt her with many good things but she refused everything. “But you must eat something, my dear,” he begged her. “There is a herb called Rapunzel in the garden next door. I will feel better if I can eat that,” she said. The husband’s heart sank when he heard her. This garden was owned by a wicked witch who would let no one enter. But he loved his wife very much and so with a pounding heart, he **decided** to go into the garden at a time when the witch was away. One day, finding an appropriate time he went into the gar den. He had managed to pluck the herb but as he was about to leave, the wicked witch came back. “You thief! How dare you enter my garden?” she screamed. She **threatened** to put a curse on him. He fell at her feet and begged, “Please don’t curse me. If my wife doesn’t eat this herb, she will die. She is going to have a baby and is very ill.” The witch stopped to think awhile. “I will let you go on one condition. You will give me the baby after it’s born.” The poor man had no other way out but to agree.

He took the herb to his wife and miraculously she soon recovered and gave birth to a beautiful girl. But as per the agreement the witch came to take the baby away. She took Rapunzel—for that’s what she named her—far away and locked her in a high tower. The tower had no doors or stairs. There was only a window on top.

The only person whom Rapunzel ever saw was the wicked witch. Rapunzel grew up to become beautiful with pretty eyes, a beautiful voice, and her golden hair grew very, very long. All day long, when Rapunzel was alone, she would sing and weep. Every day, the wicked witch came to the tower with food. She stood at the bottom of the tower and shouted. “Rapunzel! Rapunzel! Let your hair down!” Rapunzel would drop her long, braided hair through the window. The witch used the hair as a rope to climb into the tower.

One day, a handsome prince was passing by and heard her sing. He fell in love with her voice and unknown to all came to the tower every day to hear her sing. One day, the prince saw the witch climbing up the tower using Rapunzel’s hair.

The next day, the prince too called out to Rapunzel. “Let down your hair,” he said. The prince climbed to the top of the tower. After that, the prince came to meet Rapunzel every night.

Alas! the witch soon **discovered** the prince with Rapunzel. She pushed him from the tower onto a thorny bush, making him blind. She banished Rapunzel into the desert far away.

Many years passed. The blind prince wandered alone and finally reached the same desert. One day, he heard familiar voice singing. Following the sound he found her. They hugged each other in joy. Tears of happiness rolled down Rapuzel’s cheek. As the tears fell on the prince’s eyes, he regained his vision.

The prince took Rapunzel to his kingdom and they lived happily ever after.

Choose the correct word form to fit into each sentence!

1. Happy, happiness, happily
   a. They celebrated their _____ because of the graduation.
   b. Cinderela and the prince were married and live _____ in the palace.
   c. She looks very _____ after going to the zoo.

2. Decided, decision
   a. They are difficult to make a _____.
   b. Jack _____ to change his cow with some magic beans.

3. Beauty, beutiful, beautifully, beautify
   a. My mother and I decorated our new house _____.
   b. My mother has a _____ shop near our house.
   c. I tried to _____ my own room by giving some ornaments.
   d. There is a _____ girl lives in front of our house.

4. Asleep, sleeping, sleepy
   a. Snow white felt tired. She laid down on the bed and soon _____.
   b. I feel very _____ because I can't sleep last night.
   c. Jack was _____ in the night when the giant beanstalk grew up.

5. Discovered, discovery
   a. The Queen _____ that Snow White was still alive in the forest.
   b. The researcher found a new _____ for science.

6. Inspired, inspiration, inspiring
   a. Jokowi becomes the most _____ leader in this year.
   b. His novel _____ many people who had read it.
   c. I go to many places to find _____ for my story.

7. Motivate, motivation, motivated
   a. The teacher always gives some _____ words after studying.
   b. My friends _____ me to do the best in the competition.
   c. My father give me a _____ to be better.

8. Competed, competition, competitive
   a. Jack watched a big match _____ in television.
   b. My brother _____ to get a prize in the match.
   c. The young boy will be a _____ candidate for me to get this job.

9. Real, really, realize
   a. The picture made by my friend is _____ good.
   b. I will make make dream to be _____.
   c. Snow white didn't _____ if she ate the poisoned apple.

10. Built, building
    a. The city was very amazing with many kinds of _____ .
    b. The Prince _____ a beautiful palace for Cinderella.

Key answers

1. A. Happiness
   B. Happily
   C. Happy

2. A. Decision
   B. Decided

3. A. Beautifully
   B. Beauty
   C. Beautify
   D. Beautiful

4. A. Asleep
   B. Sleepy
   C. Slepping

5. A. Discovered
   B. Discovery

6. A. Inspiring
   B. Inspired
   C. Inspiration

7. A. Motivated
   B. Motivate
   C. Motivation

8. A. Competition
   B. Competed
   C. Competitive

9. A. Really
   B. Real
   C. Realize

10. A. Building
    B. Built

Post test of Vocabulary

Subject : English
Class : XI
Time allocation : 90 minutes
Direction!
Choose an appropriate words below to complete the aticle!

Text 1

Reading is important to transform (1)_____ and technology. By reading, one knows the world. He or she will (2) _____ what he doesn't see by himself or herself. The lines of the paragraphs in an (3) _____contain pieces of knowledge. The knowledge is needed to (4) _____ the (5)_____ of human's life. Technology transformation from other country can (6)_____ be done by reading a lot various sources of literature. (7)_____books in libraries and bookstores mean nothing if they are not read.

(8) _____ the importance of reading will make someone being (9)_____ to read. When we know that something is very important because it can give us valuable (10)_____, we will try to get or do the thing. For example, a businessman who always follows latest information or news, will know what to do in his/ her business. He will make a good (11)_____ to make a transaction. Most people in all (12)_____ countries have realized the importance of reading and they have good reading (13)_____. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They (14)_____ reading which gives them valuable knowledge and (15)_____.

A good understanding toward the (16)_____ of reading can be (17)_____ _____ by well organized and effective campaign. To plant an understanding in a generation's minds is not an (18)_____ job. It needs a hard work from all components of the nation, (19)_____ the government. An (20)_____ campaign which is (21)_____ by the central and local government can help common people wake up and stand to face the real (22)_____.

Therefore, a nation-wide effective campaign of the importance of (23)_____ habit by all components of the nation should be done, facilitated by the government, to face the tighter competition.To speed up the (24)_____ change in this country, a good reading habit is (25)_____ important.

a. Achieved	**f. Developed**	**k. Habits**	**p. Knowledge**	**u. reading**
b. Article	**g. Easy**	**l. Importance**	**q. Motivated**	**v. really**
c. Better	**h. Effective**	**m. Improve**	**r. Only**	**w. realizing**
d. Competition	**i. Enjoy**	**n. Information**	**s. Organized**	**x. understand**
e. Decision	**j. Especially**	**o. Inspiration**	**t. Quality**	**y. valuable**

Text 2

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, (26)_____married again. This new queen was (27)_____ and hated Snow white. The queen gave orders that Snow White was to be (28)_____ as a servant.

Snow White grew very (29)_____ and one day a Prince riding by, saw her at work and fell in love with her.

The queen was beautiful too, and every day she asked her (30)_____Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day (31)_____answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her (32)_____ to take Snow White into (33)_____and kill her.

The Huntsman had a (34)_____heart and couldn't do the deed so told her to run away. She fled into the forest where Seven (35)_____dwarfs lived. Their house was small and strange.

Snow White (36)_____the little house and finding it very untidy, she started to clean up. In the Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon (37)_____.

When (38)_____came home they were (39)_____to find Snow White and after some (40)_____, they decided to let her stay. She (41)_____ to cook and look after them.

The Queen (42)_____where Snow White was living and disguising herself as a (43)_____, took a (44)_____ apple and set out for the Dwarfs' (45)_____. She gave Snow White the poisoned apple to eat and as (46)_____ as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, (47)_____ was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She (48)_____ her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his (49)_____where they were married and lived (50)_____ever after.

a. Palace	**f. Entered**	**k. Magic**	**p. The forest**	**u. Wicked**
b. Argument	**g. Happily**	**l. Poisoned**	**q. The king**	**v. House**
c. Asleep	**h. Huntsman**	**m. Soon**	**r. The mirror**	**w. promised**
d. Beautiful	**i. Kind**	**n. Surprised**	**s. The prince**	**x. Treated**
e. Discovered	**j. Little**	**o. The Dwarfs**	**t. Opened**	**y. Witch**

Key Answer

1. Knowledge
2. Understand
3. Article
4. Improve
5. Quality
6. Only
7. Valueable
8. Realizing
9. Motivated
10. Information
11. Decision
12. Developed
13. Habit
14. Enjoy
15. Inspiration
16. Importance
17. Achieved
18. Easy
19. Especially
20. Effective
21. Organized
22. Competition
23. Reading
24. Better
25. Really
26. The King
27. Wicked
28. Treated
29. Beautiful
30. Magic
31. The Mirror
32. Huntsman
33. The Forest
34. Kind
35. Little
36. Entered
37. Asleep
38. The Dwarfs
39. Surprised
40. Arguments
41. Promised
42. Discovered
43. Witch
44. Poisoned
45. House
46. Soon
47. The Prince
48. Opened
49. Palace
50. happily

Distribution of Test Tabulation in Try Out Items.

No	Name	Group	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
1	LS	U	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1
2	DN	U	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
3	IL	U	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
4	AM	U	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0
5	AG	U	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1
6	DB	U	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0
7	HK	U	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1
8	MA	U	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1
9	RR	U	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0
10	RN	U	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0
11	TA	U	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1
12	CA	U	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0
13	DA	U	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0
14	DF	U	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0
15	DW	U	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1
16	RM	U	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	0
17	AL	L	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0
18	DS	L	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0
19	ED	L	1	1	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0
20	HA	L	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1
21	LS	L	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1
22	NF	L	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1

23	ND	L	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0
24	NK	L	1	1	0	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0
25	PR	L	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1
26	RS	L	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1
27	RE	L	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0
28	PI	L	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0
29	SW	L	1	1	0	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1
30	SD	L	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	0	1	0	1	0
31	TA	L	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	0
32	SS	L	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	1

HOMOGEINITY TEST

Runs Test

	pre
Test Value[a]	60.00
Cases < Test Value	21
Cases >= Test Value	42
Total Cases	63
Number of Runs	24
Z	-1.432
Asymp. Sig. (2-tailed)	.152

a. Median

Runs Test 2

	pre
Test Value[a]	63.1746
Cases < Test Value	32
Cases >= Test Value	31
Total Cases	63
Number of Runs	22
Z	-2.666
Asymp. Sig. (2-tailed)	.008

a. Mean

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		pre
N		63
Normal Parameters[a]	Mean	63.1746
	Std. Deviation	1.06355E1
Most Extreme Differences	Absolute	.125
	Positive	.125
	Negative	-.114
Kolmogorov-Smirnov Z		.994
Asymp. Sig. (2-tailed)		.276

a. Test distribution is Normal.

The Result of Pre-test and Post Test

NO	ClusteringTechnique Class		Derivational Exercises Class	
	Pre-test	Post Test	Pre-test	Post Test
1	48	72	56	50
2	72	80	56	76
3	72	82	60	74
4	60	88	40	44
5	76	82	64	58
6	76	70	48	74
7	68	70	48	66
8	48	86	60	64
9	40	72	60	50
10	56	72	72	60
11	60	66	60	62
12	76	88	56	78
13	76	70	60	60
14	76	82	72	62
15	68	78	52	56
16	76	72	52	66
17	68	72	80	82
18	76	82	60	44
19	84	70	56	74
20	52	78	56	62
21	76	66	48	66
22	68	80	56	68
23	68	72	64	66
24	76	86	56	58
25	72	78	64	66
26	72	68	48	64
27	76	82	52	72
28	56	86	60	46
29	60	78	68	58
30	60	78	72	58
31			64	42
32			84	82
33			64	64
ave	**67.07**	**76.87**	**59.64**	**62.79**
gain	**9.8**		**3.15**	

The increase of students' vocabulary achievement

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
pre	1	29	67.7241	10.25008	1.90339
	2	33	59.6364	9.40019	1.63636
post	1	29	76.5517	6.58779	1.22332
	2	33	62.7879	10.59409	1.84420

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pre	Equal variances assumed	.550	.461	3.240	60	.002	8.08777	2.49592	3.09519	13.08036
	Equal variances not assumed			3.222	57.298	.002	8.08777	2.51010	3.06196	13.11359
post	Equal variances assumed	3.280	.075	6.042	60	.000	13.76385	2.27818	9.20682	18.32088
	Equal variances not assumed			6.219	54.334	.000	13.76385	2.21305	9.32758	18.20011

TABLE OF PRE-TEST AND POST TEST ANALYSIS

Clustering Technique Class

Word frequency

Pre-test : noun = 13, verb = 6, adjective = 3, adverb 3.

Post Test : noun = 20, verb = 13, adjective = 12, adverb = 5.

No	Initial	Noun	Verb	Adjective	Adverb
1	AFAN AULIA	6	3	1	2
		16	8	8	4
2	AGUNG NUGROHO	9	5	3	1
		17	9	9	5
3	AHMAD MUHLISIN	9	5	3	1
		17	9	10	5
4	AINUR RAHMA	8	3	2	2
		17	9	12	5
5	AJENG META	10	5	3	1
		17	9	10	5
6	ANDI NURWANSYAH	10	5	3	1
		15	8	8	4
7	ARTIKA KUSTRIYANI	9	4	3	1
		16	8	8	3
8	DEVI AGUS T	8	2	1	1
		17	9	11	5
9	DANU IRAWAN	6	3	0	1
		16	8	8	4
10	FITRIA WIDIASTUTI	8	4	2	0
		16	8	8	4
11	IKHTIAR PUTRA	8	4	2	1
		13	9	7	4
12	INTAN YULISTIAWATI	9	5	3	2
		17	9	12	5
13	IRFAN ABDULLOH	10	5	3	1
		15	8	8	4
14	IRFANGI	10	5	3	1
		17	8	10	4
15	KASRUDIANTO	10	4	2	1
		16	8	10	5

		9	5	3	2
16	LESTIAN YOGI	16	8	8	4
		8	5	2	2
17	M. AMRI	16	8	8	4
		10	5	3	1
18	MASRIFAH	17	9	10	5
		11	5	3	2
19	NADIA NARDA	15	8	9	3
		8	3	1	1
20	NAFA PURNAMA	16	8	10	5
		10	6	2	1
21	NOVI PENIATI	14	5	10	4
		9	5	1	2
22	NURUL SAPUTRA	17	9	9	5
		8	5	2	2
23	SUHARYANTO	17	8	7	4
		10	5	3	1
24	SUSILOWATI	18	9	11	5
		9	5	3	1
25	TIAR RAKA SIWI	17	9	9	4
		8	6	3	1
26	TINE ARIN	14	5	11	4
		10	5	3	1
27	UYUN CAHYANI	17	9	10	5
		9	3	0	2
28	VINDA MU'ALIFAH	18	9	11	5
	WENNY	8	4	1	2
29	ANGGRAENI	18	8	9	4
	YOFANDA DWI	8	4	1	2
30	SANG	17	8	10	4

Formula of word increase

$$\frac{correct\ word\ classes}{total\ item\ for\ each\ word\ class}\ x\ 100\%=$$

TABLE OF SCORE OF WORD CLASSES
IN PERCENTAGE

No	Initial	Noun (%)	Verb (%)	Adjective (%)	Adverb (%)	word increase
1	AFAN AULIA	**46**	50	**33**	67	noun/adj
		80	61	**67**	80	
2	AGUNG NUGROHO	**69**	83	100	**33**	adverb/noun
		85	69	75	**100**	
3	AHMAD MUHLISIN	**69**	83	100	**33**	adverb/noun
		85	69	83	**100**	
4	AINUR RAHMA	61	50	**67**	**67**	adj/adv
		85	69	**100**	**100**	
5	AJENG META	**76**	83	100	**33**	adverb/noun
		85	69	83	**100**	
6	ANDI NURWANSYAH	76	83	100	**33**	adverb
		75	61	67	**80**	
7	ARTIKA KUSTRIYANI	**69**	67	100	**33**	adv/noun
		80	61	67	**60**	
8	DEVI AGUS T	61	33	**33**	**33**	adv/adj
		85	69	**92**	**100**	
9	DANU IRAWAN	46	50	**0**	**33**	adj/adv
		80	61	**67**	**80**	
10	FITRIA WIDIASTUTI	**61**	67	67	**0**	adverb/noun
		80	61	67	**80**	
11	IKHTIAR PUTRA	61	67	67	**33**	adverb
		65	69	58	**80**	
12	INTAN YULISTIAWATI	**69**	83	100	**67**	adverb/noun
		85	69	100	**100**	
13	IRFAN ABDULLOH	76	83	100	**33**	adverb
		75	61	67	**80**	
14	IRFANGI	76	83	100	**33**	adverb
		85	61	83	**80**	
15	KASRUDIANTO	76	67	67	**33**	adverb
		80	61	83	**100**	
16	LESTIAN YOGI	**69**	83	100	**67**	adverb/noun
		80	61	67	**80**	
17	M. AMRI	**61**	83	67	**67**	noun/adverb
		80	61	67	**80**	
18	MASRIFAH	**76**	83	100	**33**	adverb/noun
		85	69	83	**100**	
19	NADIA NARDA	84	83	100	67	

		75	61	75	60	
20	NAFA PURNAMA	61	50	**33**	**33**	adverb/adj
		80	61	**83**	**100**	
21	NOVI PENIATI	76	100	**67**	**33**	adv/adj
		70	38	**83**	**80**	
22	NURUL SAPUTRA	69	83	**33**	**67**	adj/adv
		85	69	**75**	**100**	
23	SUHARYANTO	**61**	83	67	67	noun
		85	61	58	80	
24	SUSILOWATI	**76**	83	100	**33**	adv/noun
		90	69	91	**100**	
25	TIAR RAKA SIWI	**69**	83	100	**33**	adv/noun
		85	69	75	**80**	
26	TINE ARIN	**61**	100	100	**33**	adv/noun
		70	38	91	**80**	
27	UYUN CAHYANI	**76**	83	100	**33**	adv/noun
		85	69	83	**100**	
28	VINDA MU'ALIFAH	69	50	**0**	**67**	adj/adv
		90	69	**91**	**100**	
29	WENNY ANGGRAENI	**61**	67	**33**	67	adj/noun
		90	61	**75**	80	
30	YOFANDA DWI SANG	**61**	67	**33**	67	adj/noun
		85	61	**83**	80	

TABLE OF PRE-TEST AND POST TEST ANALYSIS

Derivational Exercises Class

Word frequency

Pre-test : noun = 13, verb = 6, adjective = 3, adverb 3.

Post Test : noun = 20, verb = 13, adjective = 12, adverb = 5.

No	Initial	Noun	Verb	Adjective	Adverb
1	ADI JUMANTO	9	3	1	1
		9	6	8	2
2	AHMAD KHOIRUDIN	6	5	1	2
		15	9	10	4
3	AHMAD NUR KHOZIN	9	3	2	1
		14	9	10	4
4	AJI GAYUH	4	3	1	2
		8	5	7	2
5	ANDRI SETIAWAN	9	4	1	2
		13	4	9	3
6	ANGELICA CATUR	7	3	1	1
		16	9	8	4
7	ANITA ROMANTIKA	7	3	1	1
		12	10	8	3
8	ANNA SOFIA	8	4	2	1
		13	5	10	4
9	APRIYANTO	8	4	2	1
		9	6	8	2
10	DEBY ANISYAH	9	5	2	2
		11	7	8	4
11	DIAH ASTUTI	9	3	1	2
		12	5	10	4
12	DIMAS BAGUS	7	4	1	2
		16	9	10	4
13	DWI ANJARSARI	10	3	1	1
		11	7	8	4
14	EVA ALVIANA	9	5	2	2
		12	5	10	4
15	FERI KURNIAWAN	5	5	1	2
		12	4	9	3
16	FIDIN AGA	5	5	1	2
		12	10	8	3

17	FLORIDA TRI	8	6	3	3
		19	8	10	4
18	GISKA INTAN	6	5	2	2
		8	5	7	2
19	HARUN ISKANDAR	7	4	1	2
		14	9	10	4
20	HERU A. SAPUTRA	7	4	2	1
		12	5	10	4
21	IDA OCTAVIA	7	3	1	1
		12	10	8	3
22	LAELATUL HASANAH	6	5	1	2
		14	5	11	4
23	LULU INDAH	8	4	3	2
		12	10	8	3
24	MELIANA	6	4	2	1
		13	4	9	3
25	MUH. SUBHAN	8	4	2	2
		12	10	8	3
26	NOVITA ANGGRAENI	7	3	1	1
		12	9	7	3
27	PRIO RIADI	5	5	1	2
		14	9	10	3
28	RAHMAT RAMADHAN	8	4	2	1
		9	5	7	2
29	RESTU JULIAN	8	5	2	2
		13	4	9	3
30	RIKI PRIATMOKO	10	4	2	2
		13	4	9	3
31	RUDI SETIAWAN	8	5	2	1
		9	6	4	2
32	TIA AVIOLITA	9	6	3	3
		17	10	10	4
33	YUSTINA ERLIN	7	4	3	1
		14	6	10	2

Formula of word increase

$$\frac{correct\ word\ classes}{total\ item\ for\ each\ word\ class}\ x\ 100\%=$$

TABLE OF SCORE OF WORD CLASSES
IN PERCENTAGE

No	Initial	Noun (%)	Verb (%)	Adjective (%)	Adverb (%)	word increase
1	ADI JUMANTO	69	42	**33**	**33**	adjective/ adverb
		45	46	**67**	**40**	
2	AHMAD KHOIRUDIN	**46**	83	**33**	67	adjective/ noun
		75	69	**83**	80	
3	AHMAD NUR KHOZIN	69	**50**	67	**33**	adverb/ verb
		70	**69**	83	**80**	
4	AJI GAYUH	**30**	42	**33**	67	adjective/ noun
		40	38	**58**	40	
5	ANDRI SETIAWAN	69	67	**33**	67	adjective
		65	31	**75**	60	
6	ANGELICA CATUR	53	42	**33**	**33**	adverb/ adjective
		80	69	**67**	**80**	
7	ANITA ROMANTIKA	53	**42**	**33**	33	verb/ adjective
		60	**77**	**67**	60	
8	ANNA SOFIA	**61**	57	67	**33**	adverb/ noun
		65	31	83	**80**	
9	APRIYANTO	61	67	67	**33**	adverb
		45	46	67	**40**	
10	DEBY ANISYAH	69	83	67	**67**	adverb
		55	54	67	**80**	
11	DIAH ASTUTI	69	50	**33**	**67**	adjective/ adverb
		60	31	**83**	**80**	
12	DIMAS BAGUS	**53**	67	**33**	67	adjective/ noun
		80	69	**83**	80	
13	DWI ANJARSARI	76	42	**33**	**33**	adverb/ adjective
		55	54	**67**	**80**	
14	EVA ALVIANA	69	83	**67**	**67**	adjective/ adverb
		60	31	**83**	**80**	
15	FERI KURNIAWAN	**38**	83	**33**	67	adjective/ noun
		60	31	**75**	60	
16	FIDIN AGA	**38**	83	**33**	67	adjective/ noun
		60	77	**67**	60	
17	FLORIDA TRI	**61**	85	100	100	noun
		95	62	83	80	
18	GISKA INTAN	46	71	67	67	
		40	38	58	40	
19	HARUN ISKANDAR	**53**	67	**33**	67	adjective/ noun

		70	69	**83**	80	
20	HERU A. SAPUTRA	53	67	**67**	**33**	adjective/ adverb
		60	31	**83**	**80**	
21	IDA OCTAVIA	53	**42**	**33**	33	verb/ adjective
		60	**77**	**67**	60	
22	LAELATUL HASANAH	**46**	71	**33**	67	adjective/ noun
		70	38	**92**	80	
23	LULU INDAH	61	**67**	100	67	verb
		60	**77**	67	60	
24	MELIANA	**46**	57	67	**33**	adverb/ noun
		65	31	75	**60**	
25	MUH. SUBHAN	61	**67**	67	67	verb
		60	**77**	67	60	
26	NOVITA ANGGRAENI	53	**42**	33	**33**	adverb/ verb
		60	**69**	**58**	**60**	
27	PRIO RIADI	**38**	83	**33**	67	adjective/ noun
		70	69	**83**	60	
28	RAHMAT RAMADHAN	61	67	67	67	
		45	38	58	40	
29	RESTU JULIAN	**61**	83	**67**	67	adjective/ noun
		65	31	**75**	60	
30	RIKI PRIATMOKO	76	67	**67**	67	adjective
		65	31	**75**	60	
31	RUDI SETIAWAN	61	71	67	**33**	adverb
		45	46	33	**40**	
32	TIA AVIOLITA	**69**	85	100	100	noun
		85	77	83	80	
33	YUSTINA ERLIN	**53**	71	100	**33**	noun/adverb
		70	46	83	**40**	

GAIN OF EACH CLASS WORD
(CLUSTERING TECHNIQUE CLASS)

NO	NAMA	NOUN		VERB		ADJECTIVE		ADVERB	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	AFAN AULIA	46	80	50	61	33	67	67	80
2	AGUNG N.	69	85	83	69	100	75	33	100
3	AHMAD M.	69	85	83	69	100	83	33	100
4	AINUR RAHMA	61	85	50	69	67	100	67	100
5	AJENG META	76	85	83	69	100	83	33	100
6	ANDI N.	76	75	83	61	100	67	33	80
7	ARTIKA K.	69	80	67	61	100	67	33	60
8	DEVI AGUS	61	85	33	69	33	92	33	100
9	DANU IRAWAN	46	80	50	61	0	67	33	80
10	FITRIA W.	61	80	67	61	67	67	0	80
11	IKHTIAR PUTRA	61	65	67	69	67	58	33	80
12	INTAN Y.	69	85	83	69	100	100	67	100
13	IRFAN ABDULLOH	76	75	83	61	100	67	33	80
14	IRFANGI	76	85	83	61	100	83	33	80
15	KASRUDIANTO	76	80	67	61	67	83	33	100
16	LESTIAN YOGI	69	80	83	61	100	67	67	80
17	M. AMRI	61	80	83	61	67	67	67	80
18	MASRIFAH	76	85	83	69	100	83	33	100
19	NADIA NARDA	84	75	83	61	100	75	67	60
20	NAFA PURNAMA	61	80	50	61	33	83	33	100
21	NOVI PENIATI	76	70	100	38	67	83	33	80
22	NURUL SAPUTRA	69	85	83	69	33	75	67	100
23	SUHARYANTO	61	85	83	61	67	58	67	80
24	SUSILOWATI	76	90	83	69	100	91	33	100
25	TIAR RAKA SIWI	69	85	83	69	100	75	33	80
26	TINE ARIN	61	70	100	38	100	91	33	80
27	UYUN CAHYANI	76	85	83	69	100	83	33	80
28	VINDA M.	69	90	50	69	0	91	67	100
29	WENNY A.	61	90	67	61	33	75	67	80
30	YOFANDA DWI S.	61	85	67	61	33	83	67	80
Average		**67,4**	**81,5**	**73,77**	**62,93**	**72,23**	**77,97**	**44,37**	**86,67**
Gain		**14,1**		**-10,83**		**5,73**		**42,3**	

GAIN OF EACH CLASS WORD
(DERIVATIONAL EXERCISES CLASS)

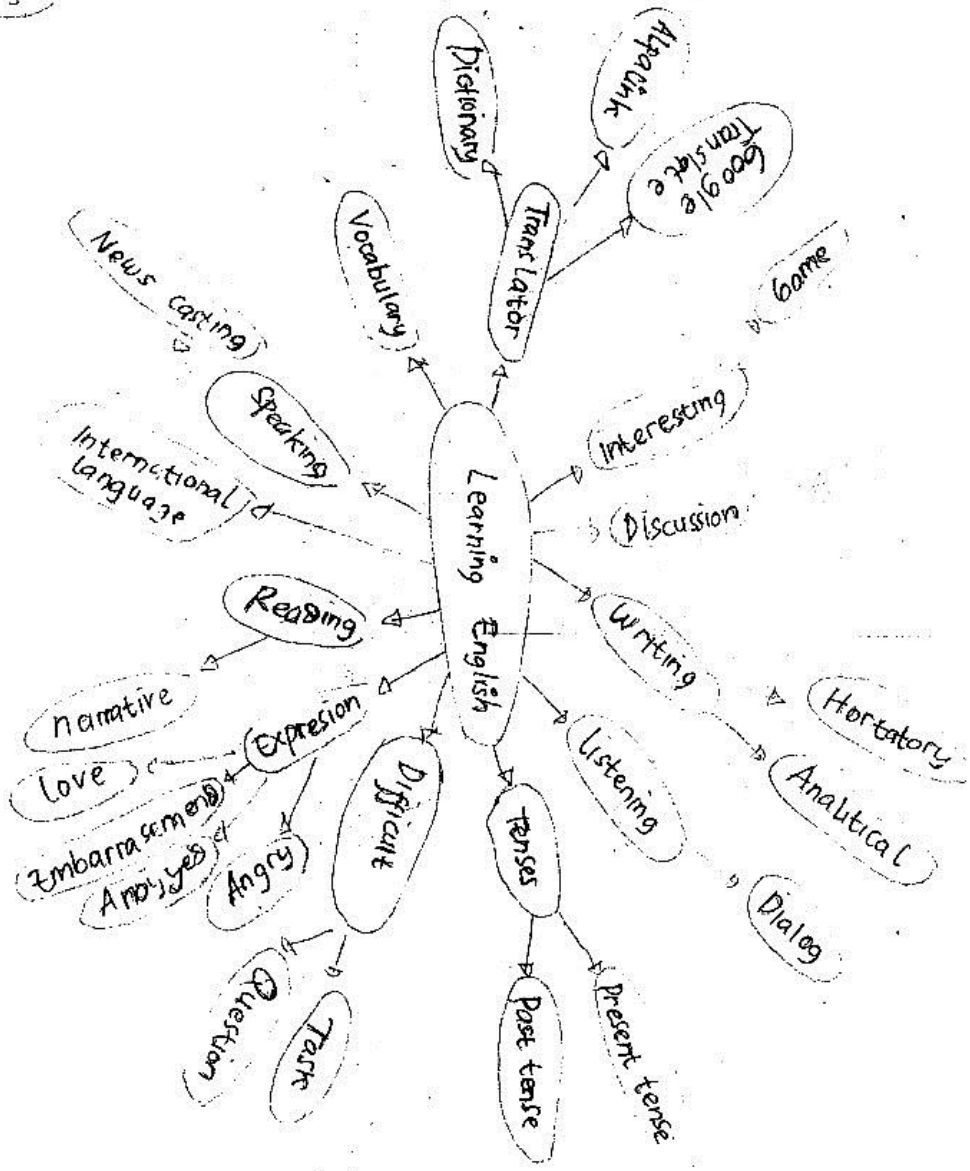
NO	NAMA	NOUN		VERB		ADJECTIVE		ADVERB	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	ADI JUMANTO	69	45	42	46	33	67	33	40
2	AHMAD Kh.	46	75	83	69	33	83	67	80
3	AHMAD NUR Kh.	69	70	50	69	67	83	33	80
4	AJI GAYUH	30	40	42	38	33	58	67	40
5	ANDRI S.	69	65	67	31	33	75	67	60
6	ANGELICA C.	53	80	42	69	33	67	33	80
7	ANITA R.	53	60	42	77	33	67	33	60
8	ANNA SOFIA	61	65	57	31	67	83	33	80
9	APRIYANTO	61	45	67	46	67	67	33	40
10	DEBY ANISYAH	69	55	83	54	67	67	67	80
11	DIAH ASTUTI	69	60	50	31	33	83	67	80
12	DIMAS BAGUS	53	80	67	69	33	83	67	80
13	DWI ANJARSARI	76	55	42	54	33	67	33	80
14	EVA ALVIANA	69	60	83	31	67	83	67	80
15	FERI K.	38	60	83	31	33	75	67	60
16	FIDIN AGA	38	60	83	77	33	67	67	60
17	FLORIDA TRI	61	95	85	62	100	83	100	80
18	GISKA INTAN	46	40	71	83	67	58	67	40
19	HARUN I.	53	70	67	69	33	83	67	80
20	HERU A. S.	53	60	67	31	67	83	33	80
21	IDA OCTAVIA	53	60	42	77	33	67	33	60
22	LAELATUL H.	46	70	71	38	33	92	67	80
23	LULU INDAH	61	60	67	77	100	67	67	60
24	MELIANA	46	65	57	31	67	75	33	60
25	MUH. SUBHAN	61	60	67	77	67	67	67	60
26	NOVITA A.	53	60	42	69	33	58	33	60
27	PRIO RIADI	38	70	83	69	33	83	67	60
28	RAHMAT R.	61	45	67	38	67	58	67	40
29	RESTU JULIAN	61	65	83	31	67	75	67	60
30	RIKI PRIATMOKO	76	65	67	31	67	75	67	60
31	RUDI SETIAWAN	61	45	71	46	67	33	33	40
32	TIA AVIOLITA	69	85	85	77	100	83	100	80
33	YUSTINA ERLIN	53	70	71	46	100	83	33	40
Average		**56,82**	**62,42**	**65,03**	**53,79**	**54,52**	**72,67**	**55,61**	**64,24**
Gain		**5,60**		**-11,24**		**18,15**		**8,64**	

kelompok

Learning English

Ajeng meca A.Hs → Masriyah → Susilowati → Uyun Cahyani Al.H

XI 5



Nama kelompok :

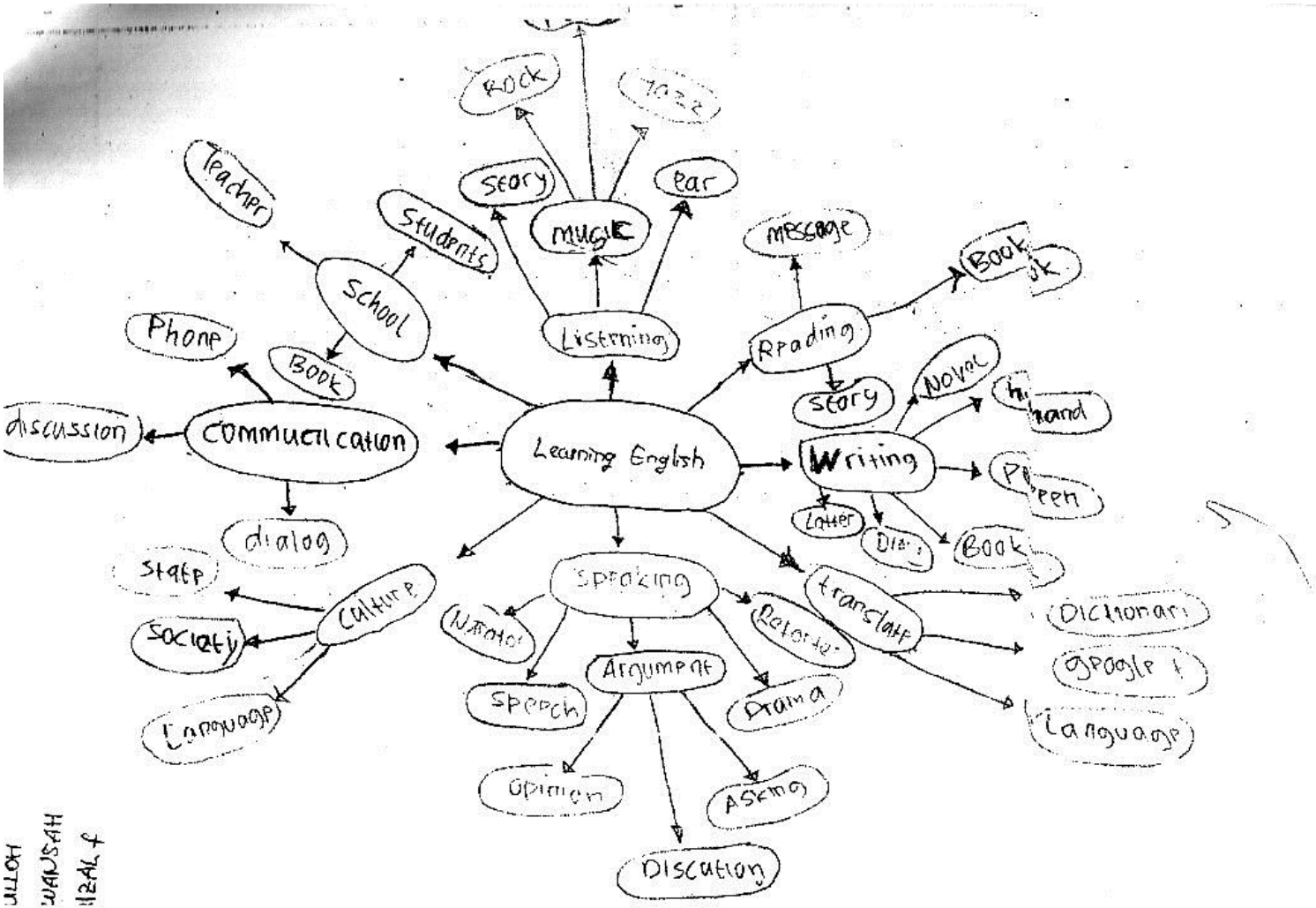
* Ajeng Mega Apriancy . HS
- I'am playing game .
- I'am reading a novel
- I love him .
- She is angry with me .
- I do my taste .

* Masifah .
- I'am so annoying .
- English language is International language .
- I forget to bring a dictionary .
- I'am writing a diary .
- I'am so embarrassing .

* Susilowati .
- Learning english is very Interesting .
- I will give you some question .
- If you learning english you need translator .
- her expression is very funny .
- the purpose of narative text is to Intertain to reader's

→ Ujun.

You'll never know till you have tried



ULLOH
WANUSAH
HIZAL f

Name : IRFANGI

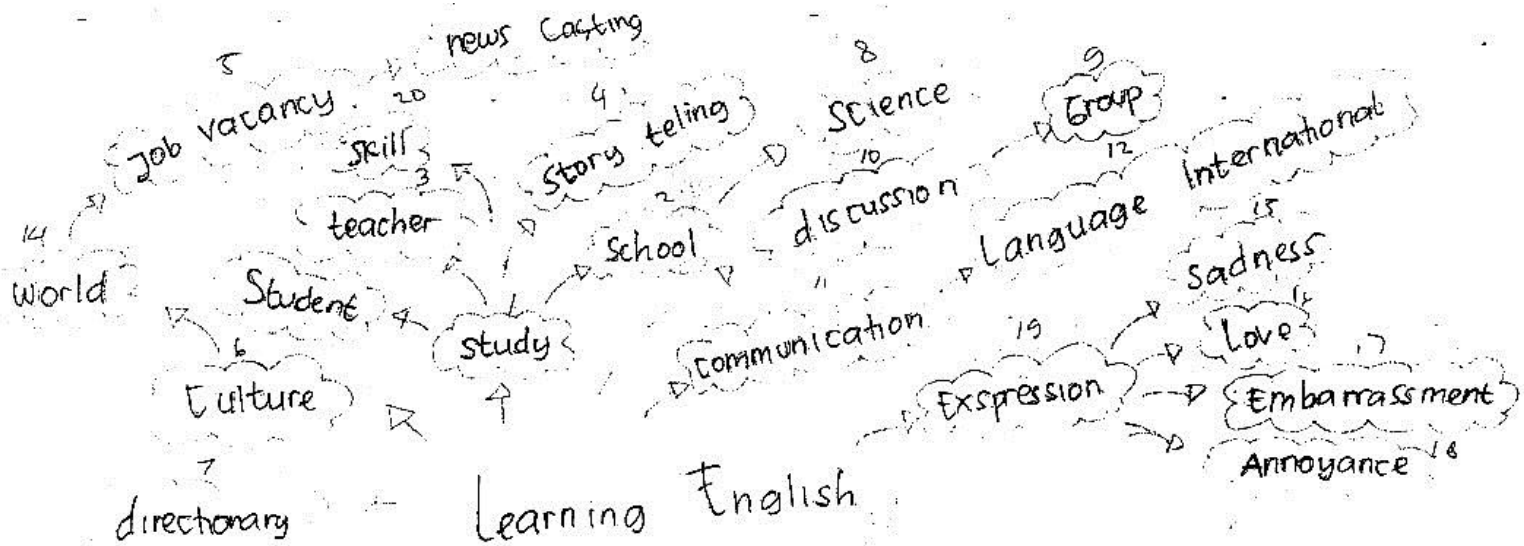
1. Abdul is reading message from wenny
2. Irfan will speech in the class
3. Alvin dreame to be a teacher
4. Andi goes to school
5. Irfangi borow pen has Alifa

Name : IRFAN ABDULLOH

1. Alvin likes listening a music
2. Nur likes culture in Indonesia
3. Al give opinion about Music Rock
4. Dul is speaking in the class Room
5. Irfang borows dictionari in libraty

Name : ANDI NURWANSAH

1. Andi sends a latter to bella
2. Rizal writes diary about susi
3. Fangi dreame to be a reporter
4. Nasri makes story about table
5. Dinu sport language Italy


Learning English
1 Culture
2 School
3 teacher
4 Story teling
5 Job vacancy
6 Student
7 directonary
8 Science
9 Group
10 discussion
11 communication
12 Language
13 Exspression
14 world
15 Sadness
16 Annoyance
17 Embarrassment
18 Love
19 International
20 Skill
21 news Casting
22 study

No.
Date:

Name Kelompok :
- Fitria Widiastuti
- Nafa Purnama Sari
- Vovi Peniati
- Tine arin Jayanti

Fitria Widiastuti
- Study
  - I'm study Language English every day
- School
  - Every Tuesday and Friday, I'm study Language English in school
- Teacher
  - My teacher gives me science in hotatori Exposition
- Story telling
  - I ever tell story telling about Malin Kundang
- Job vacancy
  - My brother sees Job vacancy in television.

Tine Arin
- Culture England
  - Country English have culture
- Directionary
  - Student should have English directionary
- ~~Science~~ Group
  - In my class there is a new student
- Science
  - Teacher gives science to student
- Discussion
  - I don't think about my discussion.

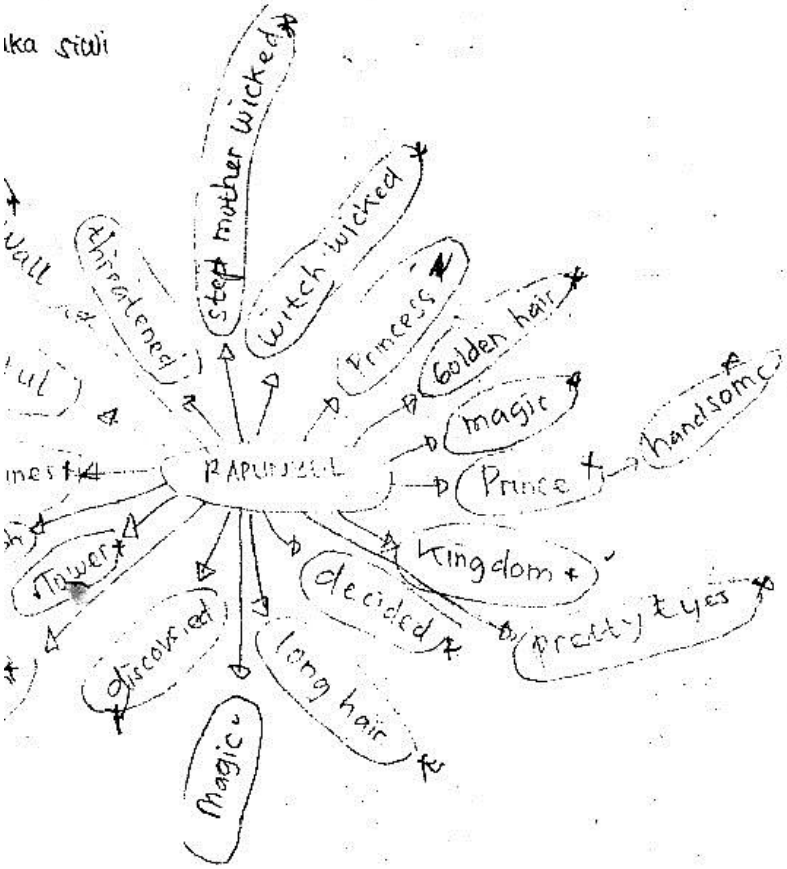
Kelompok : XI. S 1

ugroho

neta a.hs

ahyani al-K

ika siwi



XI IPS 1

(A) Ajeng meta Apriansey Hs

1. Harry potter is a film about Magic
2. The tower is so high
3. Study English is very happines
4. That wall is very big
5. Princess ~~have~~ has long hair

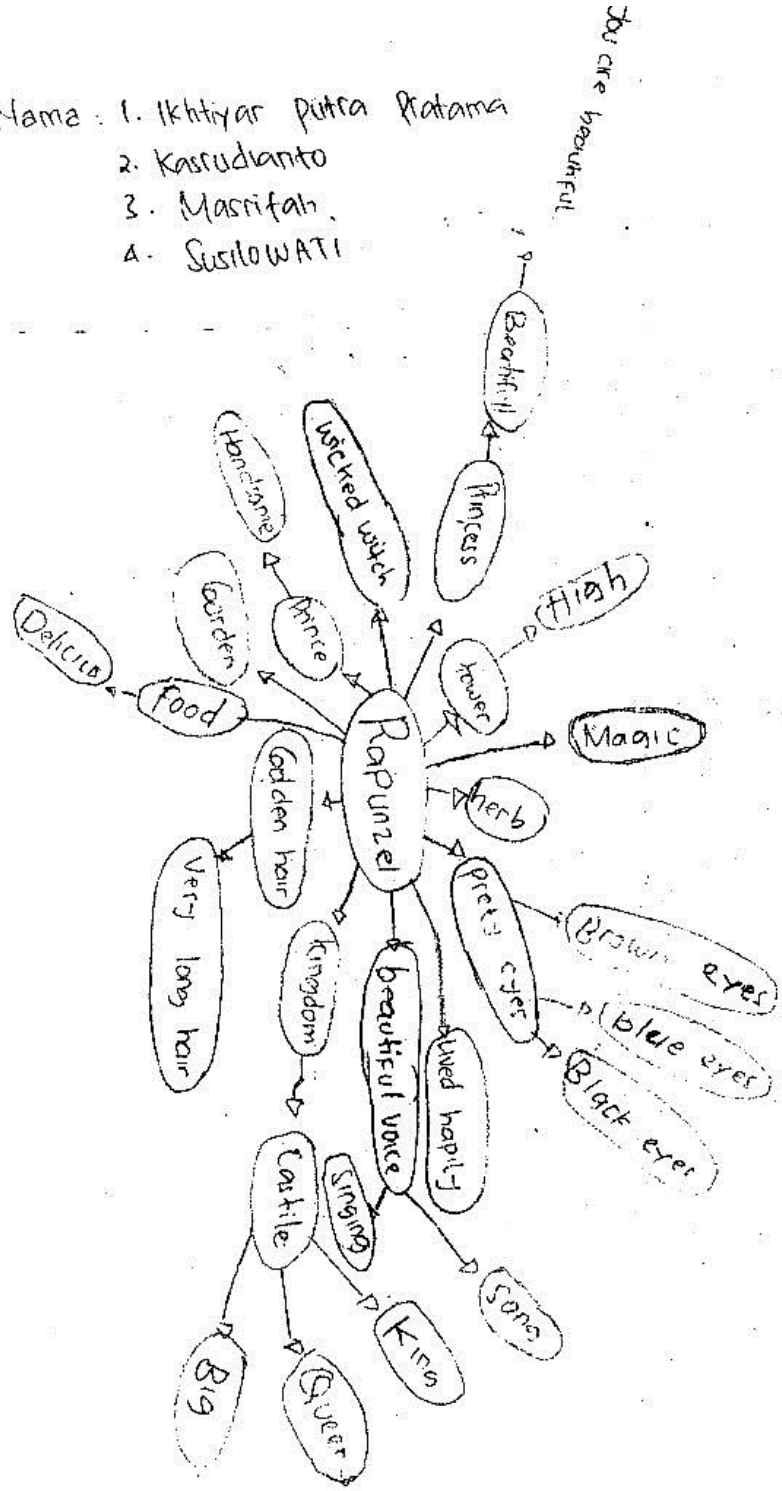
(B) Ulyun Cahyani Alkaromah

1. The King stayed in kingdom
2. That princess is very Beautifull
3. She ~~have~~ has a Golden hair
4. ~~Rapunzel is a prince~~
4. Rapunzel married ~~with~~ to the prince
5. Rapunzel lived with witch wicked

(C) Agung Nugroho

1. The princess ~~have~~ has a pretty Eyes
2. Rapunzel ~~have~~ has a wicked step mother (wicked)
3. The Garden is so Green and fresh
4. Rapunzel have a magic Brush
5. The prince decided to merried with Rapunzel

Nama : 1. Ikhtiyar Putra Pratama
2. Kasrudianto
3. Masrifah
4. Susilowati



MACHFAH

You are beautiful girl.
She fall from the tower
they lived happily.
I'm dreaming to be queen.
Rapunzel hair golden hair.

SUSILOWATI

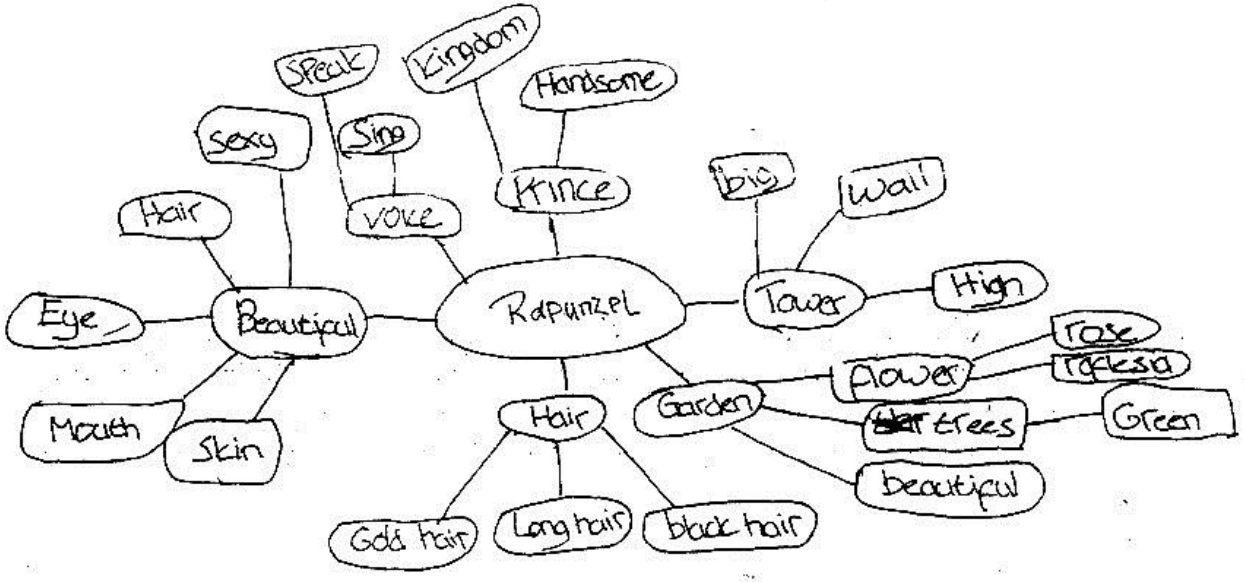
Rapunzel has very long hair
The Castel is very big
Indonesian people have black eyes
She is singing very good and beautifull
The King is very wise.

Kusudianto

your are prince in England
I entering the kingdom
I make the food is very delicious
the big bos is very-very angry
I'am climbing the high mango tree

Ikhtiyar P. Pratama

Harry Potter has magic power
He has brown eyes
The King has Big kingdom
The man is introducing in garden
when I am sick I drink the herb


Rapunzel
Beautiful
Eye
Hair
Sexy
Mouth
Skin
Speak
Sing
voice
Kingdom
Handsome
Prince
Tower
big
wall
High
Garden
flower
rose
Tulisa
trees
Green
beautiful
Hair
Gold hair
Long hair
black hair

Nama kelompok
1- ALVIN Aprizal Fauji
2. Andi Nurwansyah
3. Irfangi
4. Irfan abdulah

ALVIN AFIRIZA - FAUJI
1) My girl friend is beutyful
2) Susy ~~have~~ has long hair
3) Andi ~~have~~ has garden in his house
4) Abdul ~~have~~ has a good voice
5) ALVIN this is Children handsome

Andi Nurwansyah
1) Andi is King ~~be~~ kingdom
2) Andi gives flower to bella
3) Irfan's body is verry big
4) Abdul's skin is verry black
5) Irfangi speaks english in school

Irfan Abdulah
1) I ~~am~~ will sing in the class
2) Irfan is simila - to frog Prince
3) Yoga's badi is verry high
4) Rapunzel hair is verry long and beutyful
5) this is ~~three~~ coconut tree

1- Irfangi
1) My Favorit color is green
2) Raflesia is verry bad smell
3) Rapunzel Live in tower
4) ~~mouth~~ you- mouth ~~that~~ is your tiger
5) Alifah is verry verry sexy

Exercises!

(63)

+1 IPS 2

Pentingnya Berbicara Bahasa

The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of **communication**. Is there a strong **argument** which says that English will not give any benefit?

Learning to speak English well may be the best way to **improve** our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.

Argument 1

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet **discussion** groups. We can chat with other **interesting** people to learn about their life and **culture**.

Argument 2

If we can communicate in English, we can travel more **easily**. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday. travel Earl

Recomendation

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as **possible**!

Choose the correct word form to fit into each sentence!

Communicate communicative, communication

adjective Space noun

1. It means that language is learn as a communication purpose.
2. People learn a language to communicate each other.
3. Communicative Can be done both on spoken and written.

Argument, argue, agumentative

adjective

1. The teacher asks the students to make an argumentative essay.
2. The data are needed to support his Argument.
3. Rio Argue that extraculiculer activities are important to the students.

Learn, learning, learners

1. English learning are suggested to practice the skills.
2. The students learn how to read a poem.
3. The teacher has some roles in teaching learners process.

Improve, improving, improvement

1. The teacher should choose a good technique in improving students' vocabulary achievement.
2. This technique can give a better Improvement.
3. Vocabulary achievement also can improve language skill.

Discuss, discussing, discussion

1. The students make a group to discussion the importance of speaking English
2. The Discussing is guided by the teacher.
3. They are Discuss the material in a group.

Interest, interesting, interested

1. Speking English is one of the students' interest.
2. Some students are interested in learning to speak through story telling.
3. The teacher should find an interesting theme to get students attention.

Culture, cultural, culturalize

1. The government makes a campaign to Culturalize reading habit.
2. Indonesia has many Culture differences with other countries.
3. By learning English, we can also learn its Cultural.

Easily, ease, easy

1. Some interesting media can help the students to learn English Easily.
2. The teacher gives some easy steps to improve vocabulary.
3. He passed the exam with ease.

Possible, possibility, possibly

1. There is a possibility that I can continue my study to university.
2. It is not possible to go there on time.
3. You can not possibly carry all those things.

Effective, effectively, effect

1. The experts propose some effectively ways to master English language skills.
2. Many earthquakes happen as the effect of global warming.
3. By doing some step, the students can learn how to speak English effective

Kelas : XIIPS

73

Excercises!

The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of **communication**. Is there a strong **argument** which says that English will not give any benefit?

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If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet **discussion** groups. We can chat with other **interesting** people to learn about their life and **culture**.

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Easily, ease, easy

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2. The teacher gives some easy steps to improve vocabulary.
3. He passed the exam with ease.

Possible, possibility, possibly

1. There is a possibility that I can continue my study to university.
2. It is not possible to go there on time.
3. You cannot possibly carry all those things.

Effective, effectively, effect

1. The experts propose some effective ways to master English language skills.
2. Many earthquakes happen as the effect of global warming.
3. By doing some step, the students can learn how to speak English effectively

(50)

Excercises!

XI IPS 2

Kuesto

Commandobattalion

The Importance of Speaking English

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Learn, learning, learners

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Improve, improving, improvement

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2. This technique can give a better ___improvement___.
3. Vocabulary achievement also can ___improving___ language skill.

Discuss, discussing, discussion

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2. Some students are ___interested___ in learning to speak through story telling.
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Culture, cultural, culturalize

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Easily, ease, easy

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2. The teacher gives some ___easy___ steps to improve vocabulary.
3. He passed the exam with ___ease___.

Possible, possibility, possibly

1. There is a ___possibility___ that I can continue my study to university.
2. It is not ___possible___ to go there on time.
3. You can not ___possibly___ carry all those things.

Effective, effectively, effect

1. The experts propose some ___effective___ ways to master English language skills.
2. Many earthquakes happen as the ___effect___ of global warming.
3. By doing some step, the students can learn how to speak English ___effectively___

RAPUNZEL

Long, long ago in a house that overlooked a **beautiful** garden lived a childless couple. They prayed to God every day to bless them with a child. One day they found that God had answered their prayer. They were at long last going to have a baby!

Their days passed in **happiness** but alas! the wife fell ill. She would eat nothing and the husband was worried that she would waste away. He tried to tempt her with many good things but she refused everything. "But you must eat something, my dear," he begged her. "There is a herb called Rapunzel in the garden next door. I will feel better if I can eat that," she said. The husband's heart sank when he heard her. This garden was owned by a wicked witch who would let no one enter. But he loved his wife very much and so with a pounding heart, he **decided** to go into the garden at a time when the witch was away. One day, finding an appropriate time he went into the garden. He had managed to pluck the herb but as he was about to leave, the wicked witch came back. "You thief! How dare you enter my garden?" she screamed. She **threatened** to put a curse on him. He fell at her feet and begged, "Please don't curse me. If my wife doesn't eat this herb, she will die. She is going to have a baby and is very ill." The witch stopped to think awhile. "I will let you go on one condition. You will give me the baby after it's born." The poor man had no other way out but to agree.

He took the herb to his wife and miraculously she soon recovered and gave birth to a beautiful girl. But as per the agreement the witch came to take the baby away. She took Rapunzel—for that's what she named her—far away and locked her in a high tower. The tower had no doors or stairs. There was only a window on top.

The only person whom Rapunzel ever saw was the wicked witch. Rapunzel grew up to become beautiful with pretty eyes, a beautiful voice, and her golden hair grew very, very long. All day long, when Rapunzel was alone, she would sing and weep. Every day, the wicked witch came to the tower with food. She stood at the bottom of the tower and shouted. "Rapunzel! Rapunzel! Let your hair down!" Rapunzel would drop her long, braided hair through the window. The witch used the hair as a rope to climb into the tower.

One day, a handsome prince was passing by and heard her sing. He fell in love with her voice and unknown to all came to the tower every day to hear her sing. One day, the prince saw the witch climbing up the tower using Rapunzel's hair.

The next day, the prince too called out to Rapunzel. "Let down your hair," he said. The prince climbed to the top of the tower. After that, the prince came to meet Rapunzel every night.

Alas! the witch soon **discovered** the prince with Rapunzel. She pushed him from the tower onto a thorny bush, making him blind. She banished Rapunzel into the desert far away.

Many years passed. The blind prince wandered alone and finally reached the same desert. One day, he heard familiar voice singing. Following the sound he found her. They hugged each other in joy. Tears of happiness rolled down Rapuzel's cheek. As the tears fell on the prince's eyes, he regained his vision.

The prince took Rapunzel to his kingdom and they lived happily ever after.

Choose the correct word form to fit into each sentence!

1. Happy, happiness, happily
   a. They celebrated their happily because of the graduation.
   b. Cinderella and the prince were married and live happiness in the palace.
   c. She looks very happy after going to the zoo.

2. Decided, decision
   a. They are difficult to make a Decision.
   b. Jack Decided to change his cow with some magic beans.

3. Beauty, beautiful, beautifully, beautify
   a. My mother and I decorated our new house beautifully
   b. My mother has a the beauty shop near our house.
   c. I tried to beautify my own room by giving some ornaments.
   d. There is a beautiful girl lives in front of our house.

4. Asleep, sleeping, sleepy
   a. Snow white felt tired. She laid down on the bed and soon Sleeping.
   b. I feel very Sleepy because I can't sleep last night.
   c. Jack was Asleep in the night when the giant beanstalk grew up.

5. Discovered, discovery
   a. The Queen Discovered that Snow White was still alive in the forest.
   b. The researcher found a new Discovery for science.

6. Inspired, inspiration, inspiring
   a. Jokowi becomes the most inspiring leader in this year.
   b. His novel inspired many people who had read it.
   c. I go to many places to find inspiration for my story.

7. Motivate, motivation, motivated
   a. The teacher always gives some motivate words after studying.
   b. My friends motivation to do the best in the competition.
   c. My father give me a motivated to be better.

8. Competed, competition, competitive
   a. Jack watched a big match competition in television.
   b. My brother competed to get a prize in the match.
   c. The young boy will be a competitive candidate for me to get this job.

9. Real, really, realize
   a. The picture made by my friend is Really good.
   b. I will make make dream to be Realize.
   c. Snow white didn't Real if she ate the poisoned apple.

10. Built, building
   a. The city was very amazing with many kinds of building.
   b. The Prince was built a beautiful palace for Cinderella.

Name Adin Aga L
Kelas XI IPA 2
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RAPUNZEL

Long, long ago in a house that overlooked a **beautiful** garden lived a childless couple. They prayed to God every day to bless them with a child. One day they found that God had answered their prayer. They were at long last going to have a baby!

Their days passed in **happiness** but alas! the wife fell ill. She would eat nothing and the husband was worried that she would waste away. He tried to tempt her with many good things but she refused everything. "But you must eat something, my dear," he begged her. "There is a herb called Rapunzel in the garden next door. I will feel better if I can eat that," she said. The husband's heart sank when he heard her. This garden was owned by a wicked witch who would let no one enter. But he loved his wife very much and so with a pounding heart, he **decided** to go into the garden at a time when the witch was away. One day, finding an appropriate time he went into the garden. He had managed to pluck the herb but as he was about to leave, the wicked witch came back. "You thief! How dare you enter my garden?" she screamed. She **threatened** to put a curse on him. He fell at her feet and begged, "Please don't curse me. If my wife doesn't eat this herb, she will die. She is going to have a baby and is very ill." The witch stopped to think awhile. "I will let you go on one condition. You will give me the baby after it's born." The poor man had no other way out but to agree.

He took the herb to his wife and miraculously she soon recovered and gave birth to a beautiful girl. But as per the agreement the witch came to take the baby away. She took Rapunzel—for that's what she named her—far away and locked her in a high tower. The tower had no doors or stairs. There was only a window on top.

The only person whom Rapunzel ever saw was the wicked witch. Rapunzel grew up to become beautiful with pretty eyes, a beautiful voice, and her golden hair grew very, very long. All day long, when Rapunzel was alone, she would sing and weep. Every day, the wicked witch came to the tower with food. She stood at the bottom of the tower and shouted. "Rapunzel! Rapunzel! Let your hair down!" Rapunzel would drop her long, braided hair through the window. The witch used the hair as a rope to climb into the tower.

One day, a handsome prince was passing by and heard her sing. He fell in love with her voice and unknown to all came to the tower every day to hear her sing. One day, the prince saw the witch climbing up the tower using Rapunzel's hair.

The next day, the prince too called out to Rapunzel. "Let down your hair," he said. The prince climbed to the top of the tower. After that, the prince came to meet Rapunzel every night.

Alas! the witch soon **discovered** the prince with Rapunzel. She pushed him from the tower onto a thorny bush, making him blind. She banished Rapunzel into the desert far away.

Many years passed. The blind prince wandered alone and finally reached the same desert. One day, he heard familiar voice singing. Following the sound he found her. They hugged each other in joy. Tears of happiness rolled down Rapuzel's cheek. As the tears fell on the prince's eyes, he regained his vision.

The prince took Rapunzel to his kingdom and they lived happily ever after.

Choose the correct word form to fit into each sentence!

1. Happy, happiness, happily
   a. They celebrated their happiness because of the graduation.
   b. Cinderella and the prince were married and live happily in the palace.
   c. She looks very happy after going to the zoo.

2. Decided, decision
   a. They are difficult to make a decision.
   b. Jack decided to change his cow with some magic beans.

3. Beauty, beautiful, beautifully, beautify
   a. My mother and I decorated our new house Beautiyully
   b. My mother has a Beauty shop near our house.
   c. I tried to Beautiyy my own room by giving some ornaments.
   d. There is a Beautiful girl lives in front of our house.

4. Asleep, sleeping, sleepy
   a. Snow white felt tired. She laid down on the bed and soon a sleep.
   b. I feel very sleepy because I can't sleep last night.
   c. Jack was sleeping in the night when the giant beanstalk grew up.

5. Discovered, discovery
   a. The Queen discovered that Snow White was still alive in the forest.
   b. The researcher found a new discovery for science.

6. Inspired, inspiration, inspiring
   a. Jokowi becomes the most inspired leader in this year.
   b. His novel inspiring many people who had read it.
   c. I go to many places to find inspiration for my story.

7. Motivate, motivation, motivated
   a. The teacher always gives some motivate words after studying.
   b. My friends motivation to do the best in the competition. motivate
   c. My father give me a motivated to be better. motivation

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jln. Prof. Soemantri Brojonegoro No. 1 Bandarlampung 35145 Tlp/Fax(0721) 704 624

Nomor : 2195-A /UN26/3/PL/2014 28 April 2014
Lampiran : satu berkas
Perihal : Izin Penelitian

Yth. Kepala SMA Negeri 1 Kalirejo
Kabupaten Lampung Tengah
di
Kalirejo

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin mahasiswa :

nama : Titik Oktavia
NPM : 1013042068
jurusan : Pendiidkan Bahasa dan Seni
program studi : Pendidikan Bahasa Inggris
semester : VIII (delapan)

untuk melaksanakan penelitian di SMA Negeri 1 Kalirejo Kabupaten Lampung Tengah sebagai syarat menyelesaikan studi.

Bersama ini kami lampirkan proposal penelitian mahasiswa tersebut.

Atas bantuan Saudara, kami ucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Muhtoha B. S. Jaya, M.S.
NIP 19520831 198103 1001

D:\Surat Izin Penelitian\Sonaji

PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN

SMA NEGERI 1 KALIREJO LAMPUNG TENGAH

TERAKREDITASI " A "

Alamat : Jln. Raya Sriladi Kalirejo Lampung Tengah 34174 Telp. 0729.370597 www.sman 1 - kalirejo, sh.id

SURAT KETERANGAN

No. : 420 / 107 / 04 / C.11 / D.8 / 2014

Berdasarkan surat Sauc ara Nomor : 2195.A/UN26/3/PL/2014, Tanggal : 28 April 2014 Tentang Izin Penelitian, maka dengan ini Kepala SMA Negeri 1 Kalirejo Lampung Tengah memberikan Izin Penelitian kepada Mahasiwi tersebut.
Adapun nama Mahasis vi tersebut adalah :

Nama	:	TITIK OKTAVIA
NPM	:	1013042068
Jurusan	:	FKIP Pendidikan Bahasa dan Seni
Program Study	:	Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Tahun Akademik	:	2013 / 2014

Yang bersangkutan Te ah melaksanakan penelitian pada tanggal : 29 April 2014 s/d 20 Mei 2014 dalam rat gka menyusun laporan berbentuk skripsi dengan judul :
" ***Comparing Students' Achievement in Learning Vocabulary through Clustering Technique and Deri ational Excercises at the Second Grade of SMAN 1 Kalirejo ".***

Demikian surat Ketera gan ini dibuat, agar dapat digunakan sebagaimana mestinya,-

Kalirejo, 02 Mei 2014
Kepala SMA Negeri 1 Kalirejo,

DINAS PENDIDIKAN NSS.302120211002 SMA NEGERI KALIREJO KEC. KALIREJO KABUPATEN LAMPUNG TENGAH

Drs. H. S A B A R
NIP 19680120 199303 1 004