

**THE USE OF KUMON METHOD ON STUDENTS' VOCABULARY**

**MASTERY**

**A PAPER**

Submitted to the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as a Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Examination

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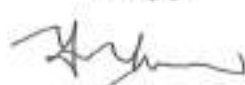



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## DECLARATION

I declare that the paper entitled "The Use of Kumon Method on Students' Vocabulary Mastery" is completely my own work. I am fully aware that I have quoted some statements and ideas from many references. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2019



Gita Handayani

## PREFACE

*Alhamdulillahirabbil'alamin*, all praises and gratitude are dedicated to Allah SWT who has given strength, a chance, an easiness to finish the paper entitled “The Use of Kumon Method on Students’ Vocabulary Mastery”. This paper is written to fulfill the requirements of *Sarjana Pendidikan* Examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In completing the paper, the writer realizes that this paper is still far for being perfect because of her knowledge and experiences. Therefore, she will be grateful for any correction, comment and suggestion to make this paper better. Hopefully, this paper will be useful and valuable for the readers.

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## ABSTRACT

Vocabulary is a part of learning a new language. It can help people to understand and to communicate with each other especially for English language. Therefore, to make learning and practicing English Vocabulary is more effective, English teachers are recommended to implement good strategy when they teach vocabulary. The teacher can use an appropriate method in teaching vocabulary. It will help increase the students' vocabulary. This research is intended to find out The Use of Kumon Method on Students' Vocabulary Mastery. It is conducted to the third grade of *SDN Ciheuleut 1*. In this research, Pre-experimental method is used with one group Pre-test and Post-test design. At the beginning of the research, the sample is given pre test to know the students' vocabulary knowledge.  $O_1$  is used as a symbol of result of the pre-test and  $O_2$  is used as a symbol of the result of post-test. After giving the treatment, the post-test is given to know the result of Kumon Method. However, one class in the third grade have 30 students and taken as the sample by using purposive sampling as technique sampling of the research. The purposive sampling is used due to the sample has low achievement and lack of vocabularies. The design of t-test formula is applied to get the final result. Based on the data of calculation, it shows the t-test value is 13.65. The result of t-calculated and t-table with  $df = 29$  at the significant level of 0.05 is 2.04. Meanwhile, the t- test value is 13.65 It means that the t- test value is higher than the value of t- table ( $13.65 > 2.04$ ). Therefore, it can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Keywords: Vocabulary Mastery, Third grade students, Kumon Method



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## CHAPTER I

### INTRODUCTION

#### A. Background of the study

Vocabulary is a part of learning a new language. It can help people to understand and to communicate with each other especially for English language. It means that vocabulary is a basic thing in learning English and it supports communication.

Vocabulary is one component of English language. English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara: 2010). It means that the learners can learn all language skills, speaking, writing, reading, and listening.

To make learning and practicing English Vocabulary is more exciting, English teachers are recommended to implement good strategy when they teach vocabulary for example: teaching vocabulary through pictures, using scrambled letters, and asking students to translate the word.

The writer has chosen one of methods to help increase vocabulary. The name of this method is Kumon Method. The

characteristics of the Kumon Method is Individualized Instruction – The “Just-right” Level of Study, Self-Learning, The Role of the Instructor, and Progress in Small Steps. Therefore, the writer intends to evaluate the use of Kumon Method when teaching English Vocabulary.

## **B. Reason for Choosing the Topic**

English vocabulary is one of the important language components to communicate with each other, how to write the English word, and how to read the English text. So the writer is interested in this method because this method can increase their vocabulary especially for young learners. The writer has two reasons for choosing the topic.

The first reason of learning vocabulary is helping the students understand what other people are saying and what they are reading in English. Then, it gives them ability to say what they mean. So for the first time young learners should learn and know about vocabulary.

The second reason is Kumon method. It is dedicated to explore the potential of each student. As the tutors give the guidance to students that do exercise with their own abilities. For the result, the students can understand that they could do anything if they want to try, build up the confidence, and develop their abilities to accept new challenges for themselves.

In conclusion, the writer intends to analyze whether there is an effect or not of using Kumon Method on the students' vocabulary

mastery. Through Kumon method, the students will enjoy learning all about English vocabulary.

### **C. Aim of the Research**

The aim of this research is to know whether there is an effect of Kumon Method on students' vocabulary mastery.

### **D. Limitation of the Problem**

Kumon method has five steps for teaching EFL. They are: Receive worksheet, study in the class, submit the worksheet, and bring the worksheet at home. In this research, students only focus with vocabulary about occupation and things around us.

### **E. Statement of the Problem**

The question of this research is "Does Kumon Method affect the students' vocabulary mastery?"

### **F. Hypothesis**

The hypothesis for this research is the alternative hypothesis (Ha). There is an effect of Kumon Method on Students' vocabulary mastery.

## **G. Operational Definition**

This research has two variables including Kumon method and vocabulary. Those definitions are:

1. Kumon method is one of the methods used for individual learning, independent learning- the level of difficulty progresses so gradually that students advance smoothly and independently, The Role of the Instructor, and Progress in Small Steps.
2. Vocabulary is the words that exist in a particular language or subject. It means that the student should learn all new words which appropriate in the subject especially for English language.

## **H. Research Significance**

The benefit of this research is to support the teacher as tutor of the students to improve students' vocabulary mastery by using Kumon method. For the students, this method can increase vocabulary mastery in foreign language for the young learners.



## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Vocabulary

##### 1. The definition of vocabulary

Vocabulary knowledge is a basic thing for second language learners. If the learners have limited vocabulary, they cannot understand foreign language well. However, Schmitt (2000) also explains:

That word meaning consists of the link between the word and its referent, and the latter means the person, thing, action, and situation. The dictionary meaning of a word is the basic meaning. However, a word can have extra meanings in different texts. In addition, there are some associations between words.

It means that vocabulary has a meaning which already in the group based on this meaning, for example hand is part of the body, father is part of family, computer is part of thing, and so many other examples. Therefore, the function of dictionary for vocabulary knowledge helps them to find the meaning of word, and gives them example of the word use in a sentence.

According to Zimmerman, (1997), vocabulary is central to language and of critical importance to the typical language learners. Lack of vocabulary knowledge will result in lack of meaningful communication. It means that vocabulary is central to learn language. If the learners are lack of vocabulary, they will find it hard to communicate with each other. Furthermore, Graves (2006) states:

A new vocabulary word is presented in a sentence that elucidates the meaning of the new word, the word is encountered in the text selection and the student looks it up in the glossary. If she/he does not remember its meaning, the word appears a third time in an independently complete.

It means that a new word on vocabulary is explained with a new sentence. The students can find the meaning on this text or glossaries, if they cannot remember this vocabulary; it will appear again in another text until they remember about this meaning. Therefore, Webb and Nation (2017:1) also explain:

The importance of learning vocabulary is revealed in many ways. Soon after we are born, we begin to distinguish between the words spoken around us and eventually develop the ability to produce these words ourselves. The books we read as children are typically designed to promote vocabulary learning; pictures are provided to illustrate the meaning of key content words; and forms of words are emphasized to help us learn their spellings.

It means that everyone can learn vocabulary in many ways. When they were children, they try to speak with each other, and finally develop the ability to produce what they said. Some vocabulary books can help for children through a picture with words to learn more about vocabulary.

From these definitions, it can be concluded that vocabulary is basic knowledge of language which should be mastered by people to construct the sentence, paragraph and text. Finally, the students can communicate and develop their English language skills such as listening, reading, writing, and speaking.

## **2. Kinds of Vocabulary**

According to Hibert and Kamil (2005:2), vocabulary is divided two forms:

### **a. Oral Vocabulary**

It is the set of words of which know the meanings when they speak or read orally. It means that some words for students to know the meaning when the others speak or read aloud to all of them.

### **b. Printed Vocabulary**

Printed vocabulary consists of those words for which the meaning is known when they write or read silently. It means that some meaning of words just know when the students write or read silently. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

According to Brown (2010), there are some steps to design a vocabulary test:

#### **1. Clarify your purpose**

A test of vocabulary can be used to assess how many high-frequency words the learners already knows before they begin to study. During they study, a teacher can use vocabulary test to assess the learners progress or identify vocabulary what they need. And the end of the study, the vocabulary

test can provide information about the knowledge of lexical items what the learners has studied.

## 2. Define your construct

The construct definition of vocabulary knowledge can be used syllabus-based or theory-based. In addition, the syllabus-based approach to define the construct is more appropriate because the lexical items and the vocabulary skills to be assessed can be specified in relation to the learning objectives. Theory-based is an approach to evaluation (i.e., a conceptual analytical model) and not a specific method or technique. It is a way of structuring and undertaking analysis in an evaluation.

## 3. Select your target words.

To design a vocabulary test, it is important to consider the selection of target words. In addition, it has two target words to design a vocabulary test. They are high-frequency words and low-frequency words.

## 4. Determine mode of performance

In designing vocabulary test, there are two important to design vocabulary test, they are receptive and productive vocabulary. To have a better understanding of testing receptive and productive vocabulary, they need to clarify these terms futher. Receptive and productive vocabulary are divided two ways, they are vocabulary recognition or comprehension and vocabulary recall.

Kamil and Hiebert (2005:3) also explain the knowledge about word meanings of vocabulary is divided two groups:

- a. *Productive vocabulary* is the set of words that an individual can use when writing or speaking. It means that the students can use the words when they are writing and when they are talking to each others (speaking).
- b. *Receptive or recognition vocabulary* is the set of words for which an individual can assign meanings when listening or reading. It means that the students have more words when each others speak with them (listening) and when they read the text (reading).

Meanwhile, Hulstijn and Laufer (2001) said that involvement for vocabulary learning consists of three components:

1. Need

That is required for a linguistic feature in order to achieve some desired task, such as needing to know a particular word in order to understand a passage.

2. Search

That is the attempt to find the required information, for example, looking up the meaning of that word in a dictionary.

### 3. Evaluation

It refers to the comparison of the word, or information about a word, with the context of use to determine if it fits or is the best choice.

According to Hornby (1995) states, "Mastery as complete knowledge or complete skill." From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. From the definition above, it can be concluded that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs, and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

### **3. Media of Teaching Vocabulary**

In the process of teaching vocabulary, there are many kinds of teaching media. The teacher should use media to teach the students, because it gets easier and understand in teaching process. Some media of teaching vocabulary learning can be used by the teacher:

#### 1. Using Objects

In teaching process, the teacher should use media and demonstration. It can help the learners more easy to memorize the word and understand about that. For example, the teacher has to explain and show the things around classroom such as pencil, pen, marker, book, table, chair, and etc.

## 2. Dictionary

It can facilitate the students to find out the meaning of words. It also shows how word is pronounced, definition words, and example of how words are used in the sentences.

## 3. Picture

There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Visual support helps learners understand the meaning and helps to make the word more memorable.

## 4. Story Books

It can build up the students vocabulary because there are many kinds of simple words to help students understand about this story and remember new words in that story.

## 5. Song

English songs for the students can make the students happy. It also can increase their vocabulary. The teacher should explain the song and find out the meaning together.

From that explanation above, it can be concluded that media of teaching vocabulary is a tool for helping the students to facilitate while teaching vocabulary process. By media of teaching vocabulary, the students can be easy to understand the meaning of word and get information what they learn about part of vocabulary.

## **B. Kumon Method**

### **1. The Definition of Kumon Method**

The Kumon method was born out of the thought of Toru Kumon in Osaka, Japan 1954 as a non formal educational mathematics teacher in Japanese, who sees the fact that amongst students with even grade or age, there is a difference in academic ability and level of understanding. He is provided education-based on the concept of self-learning to his son. Therefore, English as Foreign Language (EFL) Kumon program was born in 1980 (Kumon Global, 2018)

According to Izumi (2001) said the key components of the Kumon method:

1. Individualized learning. The Kumon method allows students to work at a level and pace that is most suitable for them. It means that the students study in comfortable level, regardless of age, advance beyond their current school grade level. Kumon offers individualized instruction to help each child develop their ability to the maximum.



2. Independent learning. The Kumon method allows students to progress smoothly as the level of difficulty gradually increases. Students learn to depend on themselves. It means that Kumon are designed self-learning ability for students to do the task by themselves, start from easy level until difficult level.

3. Comfortable starting point. Students are given a diagnostic test to determine their comfortable starting point. This determination allows for immediate success and building of confidence. It means that if the students want to learn at Kumon, the teacher gives a diagnostic test for the students to know what they want to learn in Kumon EFL level.

4. Curriculum. The material to be learned is organized in a naturally coherent, logical progression. It is an incremental step-by-step curriculum. It means that curriculum at Kumon use small step worksheets. This aim is learn from easy level until difficult level. So, the students will understand about what they learn in E.F.L with small step worksheets.

5. Repeated practice. As students strive to develop speed and accuracy to achieve mastery of their assignments, repetition of materials is a perfectly normal part of the process and is, in fact, an important tool. The amount of repetition will vary depending upon the needs of the individual student. It means if the students make a lot of mistakes when they do the exercise, they should be repeated the materials until mastery the material.

6. Mastery. Mastery goes well beyond just knowing or understanding; it is considered to be the point of total comprehension that lets one apply a skill with confidence. To measure mastery, Kumon assesses in two areas: speed and accuracy. It means that Kumon assesses of two components to mastery the material: Accuracy is observed by the number of correct answers per worksheet, and speed is assessed by comparing the student's elapsed time for completion of an assignment against a pre-established measure.

7. Advanced level of study. Kumon's goal is for all students to attain advanced student status as early as possible. The benefits of such status include: excellent study skills, self-confidence, an academic head start, superior problem-solving ability, capacity for independent study, and high achievement regardless of age or grade level. It means the goals of Kumon are to get early material before they learned it at school. The benefits of Kumon method for students is have excellent study skills, have self-confidence to answer all about material, can have better ability when they begin to learn in Kumon, they will have problem-solving ability when they do difficult exercise, the students can have self-learning when they get homework or do the exercise, and they can get high achievement from their subjects in the school example when they learned about vocabulary about place from school, in Kumon has learned it in easy level.

## **2. Steps EFL Kumon Method**

According to Ikegami (2016) there are many steps when they are going to study:

### **1. Receive Worksheet**

When they arrived in that place, the students should submit their homework, and get the worksheet.

### **2. Study in the class**

In the Kumon class for the first time, they should write start time on the paper exercise, put the CD textbook on the CD player, listen and repeat the English voices, do the exercise. If they finished, they should write the finishing time and read aloud with tutor.

### **3. Submit the worksheet**

The students will submit complete worksheet to check their worksheet. If they have a mistake in their worksheet, they should repair their mistake in the worksheet, and get 100 marks if they finished from their mistake.

### **4. Record result of the study**

Completion times and scores for each worksheet will be recorded in book report by the tutor. The aim for this step is to know ability the students

when they do exercise. If they have a lot of mistake, they should repeat this subject until they understand about the material.

#### 5. Bring the worksheet at home

To maximize learning and develop good study habits, worksheets are assigned as homework.

### **C. Related Research**

The research takes the journal that has been conducted by Yuliasih (2018) entitled “Evaluation of Implementation Kumon Method”. This journal is aimed to focus in developing ability numeracy and language skills by the students in learning process and explore the potential of each student from small steps. Based on her data, she found out to evaluate the implementation of Kumon Method using CIPP (Context, Input, Process, Product) evaluation model. She also mentioned that the implementation of the Kumon Method, human resources, placement tests, subject matter and guidance methods become appropriate inputs for the implementation of the Kumon Method course.

Furthermore, there was also a research about “The Relationship between Kumon and Achievement in Mathematics” by Jenna (2007). Her research was about exploring students' potential in mathematics. This research also mentioned that learning mathematics is effective for the children with

small progress. She explained in her research that counting without using hands and only remembering what taught before are effective to learn mathematics.

From those previous studies, it can be seen that the researchers decided to center their research on the use of Kumon Method on students' vocabulary mastery. Therefore, this research only focuses with vocabulary about occupations or things around us in used Kumon Method. For the students, this method can increase vocabulary mastery in foreign language for the young learners.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method and Design

In conducting the research, Pre - experimental method is used with onegroup Pre test - Post test design. The design is taken from Sugiyono (2013:112) as follows:

$$\boxed{O_1 \times O_2}$$

$O_1$  = Pre - test (Vocabulary test given before the treatment)

$O_2$  = Post- test(Vocabulary test given after the treatment)

X = Treatment (students are taught by using Kumon Method).

Based on the design, there is one group in this research. At the beginning of the research, the sample is given pre test to know how far the students' vocabulary knowledge.  $O_1$  is used as a symbol of result of the pre-test and  $O_2$  is used as a symbol of the result of post-test. After giving the treatment, post-test is given to know the result of Kumon Method.

#### B. Population and Sample

The population of the research is 60 the third grade students of SDN Ciheuleut 1. However, one class in the third grade have 30 students and taken as the sample by using purposive sampling as technique sampling of the research. The purposive sampling is used due to the sample has low

achievement and lack of vocabularies. Moreover, it is used because there is one group in this research.

### C. Research Instrument

The instrument used to collect the data of this research is a vocabulary test. It is used to know the result of their mastery in vocabulary. The form of the tests used in this study is a multiple choices test and consists of 20 number questions of multiple choices for the assessment. The rubric of assessment below is used.

**Table 3.1**

**For assessing multiple choice**

No	Criteria	Score
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

### D. Data Collection Technique

There are some steps in the research. To know the students' mastery in vocabulary, they are asked to do the vocabulary test. The researcher collects the data from pre test and post test. In the pre-test, the students have to answer 20 numbers of multiple choices to know their knowledge of vocabulary. In the post-test, students are also given 20 items of multiple choices to check their knowledge of vocabulary that they get after having the

treatments. The score both of them will be calculated by using the t-test formula. It is used to find out the use of Kumon Method to know the students' mastery in vocabulary.

### **E. Data Analysis**

To observe the result after treatment on students' vocabulary mastery, the t-test is used to analyze data of pre- test and post test result. The following formula is taken from Supardi (2013:325). The processes are shown below;

1. Calculating difference (d)

$$d = [y - x]$$

Y = the posttest result of one students

X = the pretest result of one student

2. Calculating the Mean

$$M_d = \frac{\sum d}{n}$$

$M_d$  = Mean of difference

$\sum d$  = Total difference

n = Number of students

3. Calculating Deviation of Difference

$$X_d = d - M_d$$

$X_d$  = The deviation of the difference

d = The difference

$M_d$  = The mean difference



#### 4. Calculating the t-test

The formula is as follows

$$t = \frac{M_d}{\sqrt{\frac{\sum X_d^2}{n(n-1)}}}$$

t = T-test

$M_d$  = The mean of the difference

$X_d$  = Deviation of the difference

n = Number of students

#### 5. Findings The Degree of Freedom

$$d.f = n-1$$

n = Numbers of students

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

The research was conducted to third-grade students of SDN Ciheuleut 1. It was started from 24<sup>th</sup> April until 8<sup>th</sup> May 2019. There are 30 students from class 3A taken as sample for this research. The sampling was taken by using purposive sampling. Therefore, the writer took one group to collect the data. A multiple choice test is used as the instrument for pre - test and post -test. Both tests were analyzed by using t- test formula to find out the use of Kumon Method on students' vocabulary mastery.

##### 1. The Result of Pre -Test and Post -Test Scores

In this research, the students were given a multiple choice test. The test was given twice, before the treatments (pre - test) and after the treatments (post - test). The following table is the pre - test and post- test scores of students' vocabulary mastery. In the table, the pre - test and post - test scores are presented as X and Y.

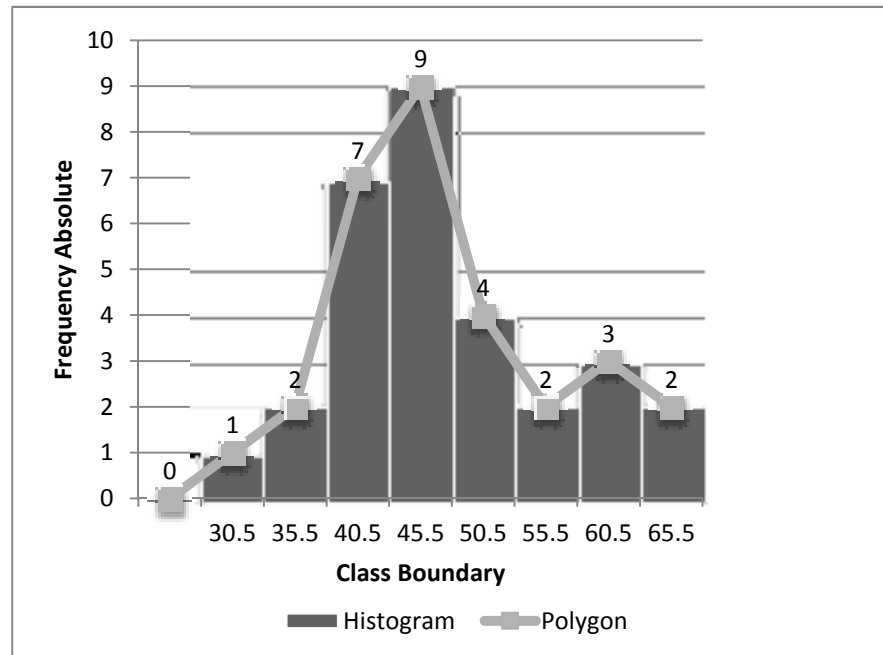
The calculated data can be seen in the table of the frequency distribution as below.

**Table 4.1**  
**Frequency Distribution of Pre – Test Scores**

<b>Class Interval</b>	<b>Class Boundary</b>	<b>Midpoint</b>	<b>f-absolute</b>	<b>f- relative</b>
30-34	30.5 -34.5	32	1	3%
35-39	35.5 -39.5	37	2	7%
40-44	40.5- 44.5	42	7	23%
45-49	45.5 - 49.5	47	9	30%
50-54	50.5 - 54.5	52	4	13%
55-59	55.5 - 59.5	57	2	7%
60-64	60.5 - 64.5	62	3	10%
65-69	65.5 - 69.5	67	2	7%
Total			30	100%

According to frequency distribution in table 4.1, it shows that the students' pre-test score at range 30-34 which reaches the percentage of 3% is only one student. Then, at range 35-39 with the total number of two students, it reaches 7%. In addition, the total students in range 40-44 are seven students and reach 8%. Then, at range 45-49 reaches 30% with the total number of nine students. While four students with the percentage of 13% is at range 50-54. Then, at range 55-59 reaches 7% with the total number of two students. Next, at range 60-64 with the total number of three students, it reaches 10%. Last, the total students in

range 65-69 are two students and reach 7%. Here is the histogram and polygon vocabulary pre-test score that can be seen in the figure below.



**Figure 4.1**

**Histogram and Polygon Graph of Pre -Test Scores**

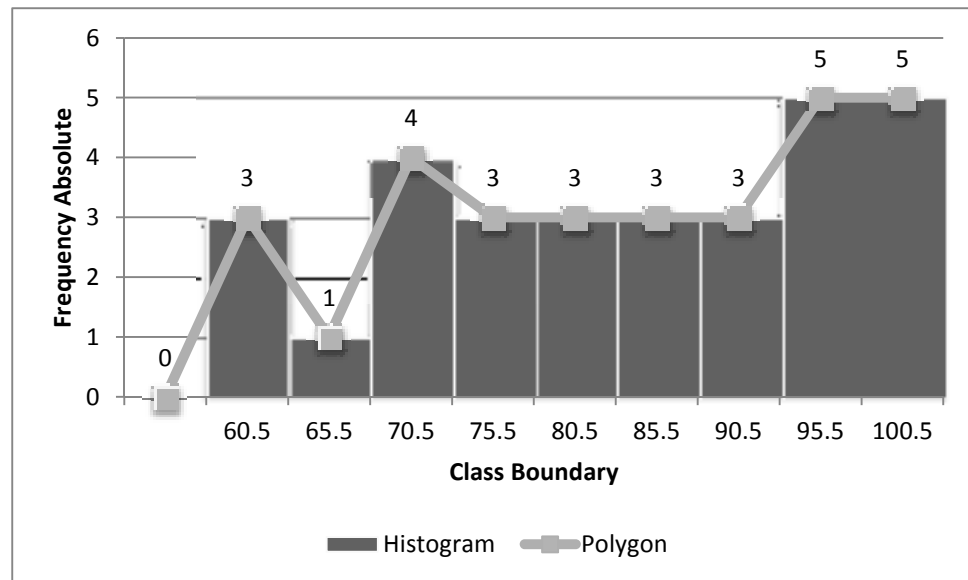
The graph shows most students are in the range score 40.5-45.5, and least students is in the range 55.5-65.5. Meanwhile, the total scores of post - test is higher than pre-test score. The highest pre - test is 65 and the lowest score is 30. The highest score of post-test is 100 and the lowest score is 60. Moreover, the total score of post - test from the group is 2490 with the average is 56.5. It shows that the result of post - test score is higher than pre - test score. Based on the data, the score of post- test is presented in the table of frequency distribution is as follows.

**Table 4.2**  
**Frequency Distribution of Post – Test Scores**

<b>Class Interval</b>	<b>Class Boundary</b>	<b>Midpoint</b>	<b>f-absolute</b>	<b>f- relative</b>
56-60	56.5 -60.5	58	3	10%
61-65	61.5 -65.5	63	1	3%
66-70	66.5- 70.5	68	4	13%
71-75	71.5 - 75.5	73	3	10%
76-80	76.5 - 80.5	78	3	10%
81-85	81.5 - 85.5	83	3	10%
86-90	86.5 - 90.5	88	3	10%
91-95	91.5 - 95.5	93	5	17%
96-100	96.5-100.5	98	5	17%
Total			30	100%

According to frequency distribution in table 4.1, it shows that the students' post-test score at range 56-60 which reaches the percentage of 10% are three students. Then, at range 61-65 with the total number of one student, it reaches 3%. In addition, the total students in range 66-70 are four students and reach 13%. Then, at range 71-75 reaches 10% with the total number of three students. While three students with the percentage of 10% is at range 76-80. Then, at range

55-59 reaches 7% with the total number of two students. Next, at range 86-90 with the total number of three students, it reaches 10%. The total students in range 91-95 are five students and reach 17%. Last, at range 96-100 with the total number of five students, it reaches 17%. Here is the histogram and polygon of speaking score that can be seen in the picture below.



**Figure 4.2**

**Frequency Distribution of Post - Test scores**

Based on the graph, it implies that most students are in the range score 95.5- 100.5 and the less student is in the range 65.5.

## 2. Calculating the Mean of Difference

To find out the mean, the total scores of difference are divided by the total numbers of the students. The total scores of difference are represented by  $d$ . Therefore, the total numbers of the students is presented by  $n$ . The calculation is as follows.

$$\begin{aligned}M_d &= \frac{\sum d}{n} \\ &= \frac{1085}{30} \\ &= 36.17\end{aligned}$$

The calculating of the mean of difference above shows that the total scores of difference ( $\sum d$ ) is 1085 then it is divided with the total number of the students ( $n$ ) is 30 students. So, the results of the mean of difference are 36.17.

## 3. Calculating Deviation of difference

Calculating Deviation of difference is calculated as follows.

$$\begin{aligned}X_d &= d - M_d \\ &= 10 - 36.17 \\ &= -26.17\end{aligned}$$

#### 4. Calculating the t - test

After obtaining the mean and the deviation of difference, the t-test is calculated to find out the t-test value. The calculation is as follows.

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}$$

$$t = \frac{36.17}{\sqrt{\frac{5984,17}{30(30-1)}}$$

$$t = \frac{36.17}{\sqrt{\frac{5984.17}{30(29)}}$$

$$t = \frac{36.17}{\sqrt{\frac{5984.17}{870}}}$$

$$t = \frac{36.17}{\sqrt{6.88}}$$

$$t = \frac{36.17}{2.62}$$

$$= 13.65$$

T -test value was found out after gaining the mean of difference and the deviation of difference. The calculating of t-test above, the result shows that t-test value is 13.65. The result of t-test will be



compared with the result of degree of freedom (*df*) to determine whether the hypothesis is accepted or rejected.

#### **5. The formula for finding the Degree of Freedom**

The writer calculated the degree of freedom (*df*) to test the hypothesis. The degree of freedom is calculated after the t-test value is found out. It is intended to gain the value of t- table. The calculation is as follows.

$$\begin{aligned}d.f &= n-1 \\ &= 30 - 1 \\ &= 29\end{aligned}$$

The result shows that the degree of freedom is based on t- table, the degree of freedom of 29 at the significant level of 0.05 is 2.04. Meanwhile, the t- test value is 13.65 It means that the t- test value is higher than the value of t- table ( $13.65 > 2.04$ ). So, it can be concluded that the null hypothesis (*H<sub>0</sub>*) is rejected and the alternative hypothesis (*H<sub>a</sub>*) is accepted.

#### **B. Discussion**

In conducting a multiple choice test of vocabulary was given to the students. The test was given twice: before the treatments (pre-test) and after the treatments (post- test). In those tests used a multiple

choice test vocabulary about things around us and occupation. The Pre - test was given to find out the students' vocabulary mastery. Then, the treatments were given to the students four times by using Kumon Method. After applying four treatments, post - test was given to the students to measure their vocabulary mastery.

In those treatments, some procedures were applied. First, the writer gave the students' worksheet. Second, the teacher commanded the students to start writing time. If the students finished their task, they should write down finishing time. In those treatments, the writer gave twenty materials about occupation and things around us. In the first treatment, the writer gave the worksheet five vocabularies about occupation and the students should write starting time. Then, the students followed the teacher to read aloud those vocabularies and do the exercise. If they finished, they should write down finishing time and get the homework from the teacher about those vocabularies. In the second treatment, the writer gave the worksheet five vocabularies about things around us and the students should write starting time. In addition, the students followed the teacher to read aloud those vocabularies and do the exercise. If they finished, they should write down finishing time and get the homework from the teacher about those vocabularies.

In the third treatment, the writer gave the worksheet five vocabularies about occupation and the students should write starting time. Then, the students followed the teacher to read aloud those vocabularies and do the exercise. If they finished, they should write down finishing time and get the homework from the teacher about those vocabularies. The last treatment, the writer gave the worksheet five vocabularies about things around us and the students should write starting time. Moreover, the students follow the teacher to read aloud those vocabularies and do the exercise. If they finished, they should write down finishing time and get the homework from the teacher about those vocabularies. In the post- test, it was given to students to know students' ability after getting treatment.

After both pre- test and post - test scores were calculated, the mean and deviation of difference were counted. After that, the writer calculated those scores using t-test formula to find out t-test value. In the next step, the writer calculated the degree of freedom to find out t-table value. Then, testing hypothesis was made from t- test and t-table value.

During the activity, students pay attention to the teachers' instruction and follow the rule. Unfortunately, some students have difficulty to follow the rule because they have not understood about the instruction but after the teacher was explaining about the instruction

clearly and the students can follow the instruction correctly. It can be seen when the students can answer the question correctly and know what they are doing.

Based on the calculation of the data, the mean of differences is 36.17. Then, the total of deviation of difference is -0.10. Moreover, t-test value is 13.65. Meanwhile, t- table value is 2.04 at significant level 0.05 with the degree of freedom (*df*) 34. In this case, the t - test value is higher than the t- table value ( $13.65 > 2.04$ ). It can be assumed that the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected. So, this method can help the students` get more vocabulary about things around us and occupation . It can be seen from the result of post - test score is higher than pre - test score.

According to Izumi (2001), Mastery goes well beyond just knowing or understanding; it is considered to be the point of total comprehension that lets one apply a skill with confidence. To measure mastery, Kumon assesses in two areas: speed and accuracy. It means that Kumon assesses of two components to mastery the material: Accuracy is observed by the number of correct answers per worksheet, and speed is assessed by comparing the student's elapsed time for completion of an assignment against a pre-established measure. So, Kumon method can increase their vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis, it can be concluded that there is an effect of Kumon Method on students' vocabulary mastery. It is proved by the result of t-test value which is higher than t-table value. The t-test value is 13.65. Moreover, the degree of freedom (*DF*) is 29 with t-table value is 2.04 at significant level 0.05. It means that the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected. As the result, Kumon Method affects their vocabulary mastery. It helps them enrich their vocabulary.

#### B. Suggestion

Based on the research finding, there are some suggestions that are offered to the teacher and the next researcher. First, it is suggested for the teacher to consider the students' needs and interest before designing the material. It is important for them to make variation of the activities, various techniques and methods in teaching and learning process of vocabulary to make students become more fun. One of the methods that can be used is Kumon method. This method builds them up to get self-learning with the simple time for learning. Moreover, the teacher should explain the rules and give instructions clearly to the students.

Second, this suggestion is also offered to the researcher, it is better to do pre-observation before conducting the research in order to describe the situation of students who will be given the treatments. In addition, the other researchers who are interested in the same field are recommended to apply Kumon method as strategy in teaching the other kind of text in order to make the process of teaching and learning become more interesting and more fun.

Table 4.1  
The students' score of pre-test and post-test

Respondents	The Score of		d= (Y-X)	Xd	Xd <sup>2</sup>
	Pre-test (X)	Post-test (Y)			
ABM	50	60	10	-26.17	684.87
KAM	60	80	20	-16.17	261.47
MHD	55	85	30	-6.17	38.07
RAK	45	65	20	-16.17	261.47
ADR	60	100	40	3.83	14.67
ZHY	40	95	55	18.83	354.57
SFS	40	80	40	3.83	14.67
NMR	40	70	30	-6.17	38.07
RSR	40	95	55	18.83	354.57
PTH	65	70	5	-31.17	971.57
DVN	45	100	55	18.83	354.57
WRP	35	60	25	-11.17	124.77
MRI	40	80	40	3.83	14.67
AON	35	60	25	-11.17	124.77
ADP	65	100	35	-1.17	1.37
ZRI	45	95	50	13.83	191.27
NAH	50	70	20	-16.17	261.47
AZA	45	85	40	3.83	14.67
MRJ	40	70	30	-6.17	38.07
MFI	45	90	45	8.83	77.97
REJ	50	75	25	-11.17	124.77
KNH	55	95	40	3.83	14.67
HYS	45	100	55	18.83	354.57
SAN	30	100	70	33.83	1144.47
IAH	45	85	40	3.83	14.67
OKT	60	95	35	-1.17	1.37
HNA	50	90	40	3.83	14.67
ARL	45	75	30	-6.17	38.07
RBI	40	75	35	-1.17	1.37
MDR	45	90	45	8.83	77.97
N= 30	1405	2490	1085	-0.10	5984.17
	Total (Σ)				

## VALIDITASI INSTRUMENT

Nama : Gita Handayani  
NPM : 031113126  
Judul Skripsi : The Use of Kumon Method on Students' Vocabulary Mastery  
Mata Pelajaran : Bahasa Inggris  
Tujuan : Siswa dapat mengetahui kosakata baru  
Sasaran Penelitian : Siswa/Siswi kelas III A SDN Ciheuleut 1

### **A. Pengantar**

Saya Gita Handayani, mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan akan melaksanakan penelitian mengenai "The Use of Kumon Method on Students' Vocabulary Mastery". Untuk mendukung data penelitian yang akan dilaksanakan, saya memohon kesediaan Bapak/Ibu untuk mengisi pernyataan dibawah ini.

### **B. Petunjuk Kerja**

Pilihlah salah satu jawaban dari pernyataan-pernyataan dibawah ini dengan cara member tanda ceklis (√) pada pilihan yang sesuai dengan pemahaman anda.



Keterangan penilaian:

4 = Sangat setuju/sangat baik

3 = Setuju/ cukup baik

2 = Tidak setuju/ tidak baik

1 = Sangat tidak setuju/ sangat tidak baik

### 1. Soal Pre – Test

No.	Pernyataan	Tingkat Persetujuan			
		1	2	3	4
1.	Isi soal tes sesuai dengan tujuan penelitian.				
2.	Kosakata pada soal test sesuai dengan jenjang dan tingkat kelas yaitu siswa kelas III.				
3.	Terdapat petunjuk cara menjawab soal.				
4.	Pertanyaan dan jawaban sesuai dengan materi yang diujikan.				
5.	Menggunakan kata tanya dan perintah yang tepat				
6.	Butir soal menggunakan Bahasa Inggris yang jelas dan tepat.				
7.	Butir soal disajikan dengan singkat, jelas dan tepat.				
8.	Butir soal tidak menggunakan jawaban ganda				
9.	Pedoman penilaian disajikan dengan jelas dan tepat.				

## 2. Soal Post- test

No.	Pernyataan	Tingkat Persetujuan			
		1	2	3	4
1.	Isi soal tes sesuai dengan tujuan penelitian.				
2.	Kosakata pada soal test sesuai dengan jenjang dan tingkat kelas yaitu siswa kelas III.				
3.	Terdapat petunjuk cara menjawab soal.				
4.	Pertanyaan dan jawaban sesuai dengan materi yang diujikan.				
5.	Menggunakan kata tanya dan perintah yang tepat.				
6.	Butir soal menggunakan Bahasa Inggris yang jelas dan tepat.				
7.	Butir soal disajikan dengan singkat, jelas dan tepat.				
8.	Butir soal tidak menggunakan jawaban ganda				
9.	Pedoman penilaian disajikan dengan jelas dan tepat.				

Bogor, 13 Mei 2019

**Gita Handayani**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

### Pre-Test

SD	: CIHEULEUT 1
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: III (Tiga)/2
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 45 menit

#### I. Standar Kompetensi

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

#### II. Kompetensi Dasar

8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

#### III. Indikator

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

#### IV. Tujuan Pembelajaran

Setelah pembelajaran berakhir, siswa diharapkan mampu:

- Mendapatkan vocabulary baru tentang *things around us and occupation/job*
- Mampu membaca dan mengeja vocabulary baru tentang *things around us and occupation/job*

#### V. Materi pembelajaran

*Vocabulary about things around us and occupation/job*

## **VI. Langkah-langkah Kegiatan Pembelajaran:**

### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru mengecek kehadiran Siswa
- Guru menanyakan beberapa pertanyaan yang merujuk pada topik pembelajaran

### **2. Kegiatan Inti**

#### **Eksplorasi**

- Guru menunjukkan beberapa gambar terkait topic pembelajaran
- Guru mengajak siswa dan siswi untuk membaca tulisan yang sesuai dengan gambar secara seksama.

#### **Elaborasi**

- Guru menyuruh siswa untuk mengerjakan tugasnya secara individu
- Sebelum pelajaran dimulai, guru menjelaskan bagaimana cara mengerjakan tugasnya tersebut
- Guru mengajak siswa/siswi untuk mengerjakan soal pilihan ganda (*multiple choice*)

#### **Konfirmasi**

- Guru menilai pekerjaan siswa/siswi
- Guru menutup kelas

### **3. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi pembelajaran
- Guru memberi pekerjaan rumah (PR)

## **VII. Alat/Sumber Belajar:**

- Internet
- Gambar-gambar *vocabulary about things around us and occupation/job*

### VIII. Penilaian:

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Mencocokkan kata dengan gambar yang sesuai	Tes tulis	Mencocokkan kosakata sesuai dengan gambar	Choose the correct answer from the option by crossing (X) A, B, C, or D

#### For assessing multiple choice

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

### IX. Instrument

**Choose the correct answer from option by crossing (X)**

**Bogor, 24 April 2019**

**Mengetahui**  
**Guru Mata Pelajaran,**

**Praktikan**

**Khohaeriah Desi Rati, S.Pd.**  
**NIP:**

**Gita Handayani**  
**NPM 031113126**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**  
**(Post-Test)**

SD : CIHEULEUT 1  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : III (Tiga)/2  
Aspek/Skill : Menulis  
Alokasi Waktu : 2 x 45 menit

**I. Standar Kompetensi**

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

**II. Kompetensi Dasar**

8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

**III. Indikator**

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

**IV. Tujuan Pembelajaran**

Setelah pembelajaran berakhir, siswa diharapkan mampu:

- Mendapatkan vocabulary baru tentang *things around us* dan *occupation/job*
- Mampu membaca dan mengeja vocabulary baru tentang *things around us* dan *occupation/job*

**V. Materi pembelajaran**

*Vocabulary about things around us and occupation/job*

**VI. Metode/ Teknik**

- Kumon English Method

## **VII. Langkah-langkah Kegiatan Pembelajaran:**

### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru mengecek kehadiran Siswa
- Guru menanyakan beberapa pertanyaan yang merujuk pada topik pembelajaran

### **2. Kegiatan Inti**

#### **Eksplorasi**

- Guru menunjukkan beberapa gambar terkait topic pembelajaran
- Guru mengajak siswa dan siswi untuk membaca tulisan yang sesuai dengan gambar secara seksama.

#### **Elaborasi**

- Guru menyuruh siswa untuk mengerjakan tugasnya secara individu
- Sebelum pelajaran dimulai, guru menjelaskan bagaimana cara mengerjakan tugasnya tersebut
- Guru mengajak siswa/siswi untuk menulis waktu mulai. Kemudian, murid mengerjakan tugasnya maksimal 20 menit.
- Jika siswa telah selesai mengerjakan tugasnya, mereka harus menuliskan waktu selesai.

#### **Konfirmasi**

- Guru menilai pekerjaan siswa/siswi
- Guru menutup kelas

### **3. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi pembelajaran
- Guru memberi pekerjaan rumah (PR) *vocabulary about things around us and occupation/job*



### VIII. Alat/Sumber Belajar:

- Internet
- Gambar-gambar *vocabulary about things around us and occupation/job*

### IX. Penilaian:

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Mencocokkan kata dengan gambar yang sesuai	Tes tulis	Mencocokkan kosakata sesuai dengan gambar	Choose the correct answer from the option by crossing (X) A, B, C, or D

#### For assessing multiple choice

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

### X. Instrument

**Choose the correct answer from option by crossing (X)**

**Bogor, 7 Mei 2019**

**Mengetahui**  
**Guru Mata Pelajaran,**

**Praktikan**

**Khohaeriah Desi Rati, S.Pd.**  
**NIP:**

**Gita Handayani**  
**NPM 031113126**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

### Treatment (1)

SD	: CIHEULEUT 1
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: III (Tiga)/2
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 45 menit

#### I. Standar Kompetensi

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

#### II. Kompetensi Dasar

8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

#### III. Indikator

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

#### IV. Tujuan Pembelajaran

Setelah pembelajaran berakhir, siswa diharapkan mampu:

- Mendapatkan vocabulary baru tentang *occupation/job*
- Mampu membaca dan mengeja vocabulary baru tentang *occupation/job*

#### V. Materi pembelajaran

*Vocabulary about occupation/job*

#### VI. Metode/ Teknik

- Kumon English Method

## **VII. Langkah-langkah Kegiatan Pembelajaran:**

### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru mengecek kehadiran Siswa
- Guru menanyakan beberapa pertanyaan yang merujuk pada topik pembelajaran

### **2. Kegiatan Inti**

#### **Eksplorasi**

- Guru menunjukkan beberapa gambar terkait topic pembelajaran
- Guru mengajak siswa dan siswi untuk membaca tulisan yang sesuai dengan gambar secara seksama.

#### **Elaborasi**

- Guru menyuruh siswa untuk mengerjakan tugasnya secara individu
- Sebelum pelajaran dimulai, guru menjelaskan bagaimana cara mengerjakan tugasnya tersebut
- Guru mengajak siswa/siswi untuk menulis waktu mulai. Kemudian, murid mengerjakan tugasnya minimal 15 menit.
- Jika siswa telah selesai mengerjakan tugasnya, mereka harus menuliskan waktu selesai.

#### **Konfirmasi**

- Guru menilai pekerjaan siswa/siswi
- Guru menutup kelas

### **3. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi pembelajaran
- Guru memberi pekerjaan rumah (PR) *vocabulary about occupation/job*

## **VIII. Alat/Sumber Belajar:**

- Internet

- Gambar-gambar vocabulary about *occupation/job*

### IX. Penilaian:

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Mencocokkan kata dengan gambar yang sesuai	Tes tulis	Mencocokkan kosakata sesuai dengan gambar	Choose the correct answer from the option by crossing (X) A, B, C, or D

#### For assessing multiple choice

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

### X. Instrument

**Choose the correct answer from option by crossing (X)**

**Bogor, 25 April 2019**

**Mengetahui**  
**Guru Mata Pelajaran,**

**Praktikan**

**Khohaeriah Desi Rati, S.Pd.**  
**NIP:**

**Gita Handayani**  
**NPM 031113126**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

### Treatment (2)

SD	: CIHEULEUT 1
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: III (Tiga)/2
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 45 menit

#### I. Standar Kompetensi

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

#### II. Kompetensi Dasar

8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

#### III. Indikator

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

#### IV. Tujuan Pembelajaran

Setelah pembelajaran berakhir, siswa diharapkan mampu:

- Mendapatkan vocabulary baru tentang *things around us*
- Mampu membaca dan mengeja vocabulary baru tentang *things around us*

#### V. Materi pembelajaran

*Vocabulary about things around us*

#### VI. Metode/ Teknik

- Kumon English Method

## **VII. Langkah-langkah Kegiatan Pembelajaran:**

### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru mengecek kehadiran Siswa
- Guru menanyakan beberapa pertanyaan yang merujuk pada topik pembelajaran

### **2. Kegiatan Inti**

#### **Eksplorasi**

- Guru menunjukkan beberapa gambar terkait topic pembelajaran
- Guru mengajak siswa dan siswi untuk membaca tulisan yang sesuai dengan gambar secara seksama.

#### **Elaborasi**

- Guru menyuruh siswa untuk mengerjakan tugasnya secara individu
- Sebelum pelajaran dimulai, guru menjelaskan bagaimana cara mengerjakan tugasnya tersebut
- Guru mengajak siswa/siswi untuk menulis waktu mulai. Kemudian, murid mengerjakan tugasnya minimal 15 menit.
- Jika siswa telah selesai mengerjakan tugasnya, mereka harus menuliskan waktu selesai.

#### **Konfirmasi**

- Guru menilai pekerjaan siswa/siswi
- Guru menutup kelas

### **3. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi pembelajaran
- Guru memberi pekerjaan rumah (PR) *vocabulary about things around us*



### VIII. Alat/Sumber Belajar:

- Internet
- Gambar-gambar vocabulary about *things around us*

### IX. Penilaian:

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Mencocokkan kata dengan gambar yang sesuai	Tes tulis	Mencocokkan kosakata sesuai dengan gambar	Choose the correct answer from the option by crossing (X) A, B, C, or D

#### For assessing multiple choice

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

### X. Instrument

**Choose the correct answer from option by crossing (X)**

**Bogor, 26 April 2019**

**Mengetahui**  
**Guru Mata Pelajaran,**

**Praktikan**

**Khohaeriah Desi Rati, S.Pd.**  
**NIP:**

**Gita Handayani**  
**NPM 031113126**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

### Treatment (3)

SD	: CIHEULEUT 1
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: III (Tiga)/2
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 45 menit

#### I. Standar Kompetensi

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

#### II. Kompetensi Dasar

8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

#### III. Indikator

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

#### IV. Tujuan Pembelajaran

Setelah pembelajaran berakhir, siswa diharapkan mampu:

- Mendapatkan vocabulary baru tentang *occupation/job*
- Mampu membaca dan mengeja vocabulary baru tentang *occupation/job*

#### V. Materi pembelajaran

*Vocabulary about occupation/job*

#### VI. Metode/ Teknik

- Kumon English Method

## **VII. Langkah-langkah Kegiatan Pembelajaran:**

### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru mengecek kehadiran Siswa
- Guru menanyakan beberapa pertanyaan yang merujuk pada topik pembelajaran

### **2. Kegiatan Inti**

#### **Eksplorasi**

- Guru menunjukkan beberapa gambar terkait topic pembelajaran
- Guru mengajak siswa dan siswi untuk membaca tulisan yang sesuai dengan gambar secara seksama.

#### **Elaborasi**

- Guru menyuruh siswa untuk mengerjakan tugasnya secara individu
- Sebelum pelajaran dimulai, guru menjelaskan bagaimana cara mengerjakan tugasnya tersebut
- Guru mengajak siswa/siswi untuk menulis waktu mulai. Kemudian, murid mengerjakan tugasnya minimal 15 menit.
- Jika siswa telah selesai mengerjakan tugasnya, mereka harus menuliskan waktu selesai.

#### **Konfirmasi**

- Guru menilai pekerjaan siswa/siswi
- Guru menutup kelas

### **3. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi pembelajaran
- Guru memberi pekerjaan rumah (PR) *vocabulary about occupation/job*

## **VIII. Alat/Sumber Belajar:**

- Internet
- Gambar-gambar vocabulary about *occupation/job*

#### IX. Penilaian:

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Mencocokkan kata dengan gambar yang sesuai	Tes tulis	Mencocokkan kosakata sesuai dengan gambar	Choose the correct answer from the option by crossing (X) A, B, C, or D

#### For assessing multiple choice

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

#### X. Instrument

**Choose the correct answer from option by crossing (X)**

**Bogor, 2 Mei 2019**

**Mengetahui**

**Guru Mata Pelajaran,**

**Praktikan**

**Khohaeriah Desi Rati, S.Pd.**

**NIP:**

**Gita Handayani**

**NPM 031113126**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

### Treatment (4)

SD	: CIHEULEUT 1
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: III (Tiga)/2
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 45 menit

#### I. Standar Kompetensi

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

#### II. Kompetensi Dasar

8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

#### III. Indikator

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

#### IV. Tujuan Pembelajaran

Setelah pembelajaran berakhir, siswa diharapkan mampu:

- Mendapatkan vocabulary baru tentang *things around us*
- Mampu membaca dan mengeja vocabulary baru tentang *things around us*

#### V. Materi pembelajaran

*Vocabulary about things around us*

#### VI. Metode/ Teknik

- Kumon English Method

## **VII. Langkah-langkah Kegiatan Pembelajaran:**

### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru mengecek kehadiran Siswa
- Guru menanyakan beberapa pertanyaan yang merujuk pada topik pembelajaran

### **2. Kegiatan Inti**

#### **Eksplorasi**

- Guru menunjukkan beberapa gambar terkait topic pembelajaran
- Guru mengajak siswa dan siswi untuk membaca tulisan yang sesuai dengan gambar secara seksama.

#### **Elaborasi**

- Guru menyuruh siswa untuk mengerjakan tugasnya secara individu
- Sebelum pelajaran dimulai, guru menjelaskan bagaimana cara mengerjakan tugasnya tersebut
- Guru mengajak siswa/siswi untuk menulis waktu mulai. Kemudian, murid mengerjakan tugasnya minimal 15 menit.
- Jika siswa telah selesai mengerjakan tugasnya, mereka harus menuliskan waktu selesai.

#### **Konfirmasi**

- Guru menilai pekerjaan siswa/siswi
- Guru menutup kelas

### **3. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi pembelajaran
- Guru memberi pekerjaan rumah (PR) *vocabulary about things around us*



### VIII. Alat/Sumber Belajar:

- Internet
- Gambar-gambar vocabulary about *things around us*

### IX. Penilaian:

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Mencocokkan kata dengan gambar yang sesuai	Tes tulis	Mencocokkan kosakata sesuai dengan gambar	Choose the correct answer from the option by crossing (X) A, B, C, or D

#### For assessing multiple choice

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{The total score} = \frac{\text{The number of scores}}{\text{The highest score}} \times 100$$

### X. Instrument

**Choose the correct answer from option by crossing (X)**

**Bogor, 3 Mei 2019**

**Mengetahui**  
**Guru Mata Pelajaran,**

**Praktikan**

**Khohaeriah Desi Rati, S.Pd.**  
**NIP:**

**Gita Handayani**  
**NPM 031113126**

**TREATMENT 1**  
**(OCCUPATION/JOB)**

**Name:**

**Class:**

**Start time:**

**Finishing time:**

SCORE



1)

Ratna: " What is Rona?"

Juwita: " She is a .... ?"

She serves food and drink to the guests in the restaurant.

a. stewards

c. servant

b. cook

d. waiters



2)

Andre : "How did you go to Paris, Le?"

Sule: "By plane."

Andre : "Was the .... kind?"

Sule : "Yes, he was. He helped what we needed aboard the plane."

a. steward

c. pilot

b. passenger

d. porter



3.

A person who has received medical training to treat sick and injured people (patients)...

a. Pilot

c. Cook

b. Doctor

d. Detective



4.

People who teach or help others (students) learn something...

a. Teacher

c. Waiter

b. Postman

d. Reporter



5.

A person who makes sure people obey the law, arrests criminals and solves crimes...

a. Wonderwoman

c. Nurse

b. Policeman (police)

d. Farmer



**Servant/ Waiters**  
**(Pelayan Restoran)**



**Porter**  
**(Pengantar Barang di hotel )**



**Doctor**  
**(Dokter)**



**Teacher**  
**(Guru)**



**Policeman (Police)**  
**(Polisi)**

**TREATMENT 2**  
**(THINGS AROUND US)**

**Name:**

**Class:**

**Start time:**

**Finishing time:**

SCORE
-------



1.

Harry: "What is that?"

Nial: "That is ... "

a. Book

c. Fan

b. Clock

d. Handphone



2.

Swift: "What is it?"

John: "It is... "

a. Glass

c. Bag

b. Plate

d. Fork



3.

Nisa: "What is this?"

Siwon: "This is ... "

a. Pillow

c. Table

b. Ruler

d. Bag



4.

Ali: "What is this?"

Boy : "This is ... . It use for heat and/or steam to press out wrinkles in clothing."

a. Iron

c. Book

b. Knife

d. Chair

5. We often watch ... in the evening.



a. Newspaper

c. Magazine

b. Radio

d. Television





**CLOCK**

**(Jam)**



**BAG**

**(TAS)**



**RULER**

**(Penggaris)**



**IRON**

**(Setrika)**



**TELEVISION**

**(Televisi/ Tv)**

**TREATMENT 3**  
**(OCCUPATION/ JOB)**

**Name:**

**Class:**

**Start time:**

**Finishing time:**

SCORE
-------



1.

A person who grows crops (e.g., vegetables, wheat, corn) and raises animals to provide food for eating...

a. Writer

c. Porter

b. Doctor

d. Farmer



2.

A person who cooks and prepares foods...

a. Chef

c. Writer

b. Reporter

d. Detective



3.

A person who processes the payment of goods and services using a cash register and/or credit card machine...

a. Waiters

c. Nurse

b. Cashier

d. Farmer



4.

A medical professional who fixes teeth and helps people with illnesses related to teeth...

a. Dentist

c. Cashier

b. Chef

d. Reporter



5.

A person who makes custom clothing or makes alterations to clothing so they fit better...

a. Nurse

c. Tailor

b. Farmer

d. Carpenter



**FARMER**  
**(Petani)**



**CHEF**  
**(Juru Masak)**



**CASHIER**  
**(Kasir)**



**DENTIST**  
**(Dokter Gigi)**



**TAILOR**  
**(Tukang Jahit)**

**TREATMENT 4**  
**(THINGS AROUND US)**

**Name:**

**Class:**

**Start time:**

**Finishing time:**

SCORE
-------



1.

Desi: "What is this?"

Milla: "This is ... "

a. Hammer

c. Pan

b. Handphone

d. Plate



2.

Doni: "What is that?"

Raisa: "That is ... "

a. Spoon

c. Bed

b. Comb

d. Glass



3.

Gita: "What is this?"

Tio: "This is ... "

a. Soap

b. Cupboard

c. Toothbrush

d. Iron



4.

Ariana: "What is this?"

Sinta: "This is ... "

a. Soap

b. Cupboard

c. Toothbrush

d. Stove



5.

Karin: "What is this?"

Eri: "This is ... "

a. Mirror

b. Bench

c. Table

d. Fork



**HAMMER**  
**(Palu)**



**COMB**  
**(Sisir)**



**TOOTHBRUSH**  
**(Sikat Gigi)**



**STOVE**  
**(Kompor)**



**MIRROR**  
**(Cermin)**



## PRE-TEST

Name:

Class:

Start time:

Finishing time:

SCORE

**Direction: Choose the correct answer from the option by crossing (X) A, B, C, or D (number 1-20).**



1)

Ratna: " What is Rona?"

Juwita: " She is a .... ?"

She serves food and drink to the guests in the restaurant.

a. stewards

c. servant

b. cook

d. waitress



2)

Andre : "How did you go to Paris, Le?"

Sule: "By plane."

Andre : "Was the .... kind?"

Sule : "Yes, he was. He helped what we needed aboard the plane."

a. steward

c. pilot

b. passenger

d. porter



3.

A person who has received medical training to treat sick and injured people (patients)...

a. Pilot

c. Cook

b. Doctor

d. Detective



4.

People who teach or help others (students) learn something...

a. Teacher

c. Waiter

b. Postman

d. Reporter



5.

A person who makes sure people obey the law, arrests criminals and solves crimes...

a. Wonderwoman

c. Nurse

b. Policeman (police)

d. Farmer



6.

A person who grows crops (e.g., vegetables, wheat, corn) and raises animals to provide food for eating...

a. Writer

c. Porter

b. Doctor

d. Farmer



7.

A person who cooks and prepares foods...

a. Chef

c. Writer

b. Reporter

d. Detective



8.

A person who processes the payment of goods and services using a cash register and/or credit card machine...

a. Waiters

c. Nurse

b. Cashier

d. Farmer



9.

A medical professional who fixes teeth and helps people with illnesses related to teeth...

a. Dentist

c. Cashier

b. Chef

d. Reporter



10.

A person who makes custom clothing or makes alterations to clothing so they fit better...

a. Nurse

c. Tailor

b. Farmer

d. Carpenter



11.

Harry: "What is that?"

Nial: "That is ... "

a. Book

c. Fan

b. Clock

d. Handphone



12.

Swift: "What is it?"

John: "It is... "

a. Glass

c. Bag

b. Plate

d. Fork



13.

Nisa: "What is this?"

Siwon: "This is ... "

a. Pillow

c. Table

b. Ruler

d. Bag



14.

Ali: "What is this?"

Boy : "This is ... . It use for heat and/or steam to press out wrinkles in clothing."

a. Iron

c. Book

b. Knife

d. Chair

15. We often watch ... in the evening.



a. Newspaper

c. Magazine

b. Radio

d. Television



16.

Desi: "What is this?"

Milla: "This is ... "

a. Hammer

c. Pan

b. Handphone

d. Plate



17.

Doni: "What is that?"

Raisa: "That is ... "

a. Spoon

b. Comb

c. Bed

d. Glass



18.

Gita: "What is this?"

Tio: "This is ... "

a. Soap

b. Cupboard

c. Toothbrush

d. Iron



19.

Ariana: "What is this?"

Sinta: "This is ... "

a. Soap

b. Cupboard

c. Toothbrush

d. Stove



20.

Karin: "What is this?"

Eri: "This is ... "

a. Mirror

b. Bench

c. Table

d. Fork



## POST-TEST

Name:

Class:

Start time:

Finishing time:

SCORE

**Direction: Choose the correct answer from the option by crossing (X) A, B, C, or D (number 1-20).**



1.

Andre : "How did you go to Paris, Le?"

Sule: "By plane."

Andre : "Was the .... kind?"

Sule : "Yes, he was. He helped what we needed aboard the plane."

a. steward

c. pilot

b. passenger

d. porter



2.

A person who has received medical training to treat sick and injured people (patients)...

a. Pilot

c. Cook

b. Doctor

d. Detective



3.

People who teach or help others (students) learn something...

a. Teacher

c. Waiter

b. Postman

d. Reporter



4.

A person who makes sure people obey the law, arrests criminals and solves crimes...

a. Wonderwoman

c. Nurse

b. Policeman (police)

d. Farmer



5.

A person who grows crops (e.g., vegetables, wheat, corn) and raises animals to provide food for eating...

a. Writer

c. Porter

b. Doctor

d. Farmer



6.

A person who cooks and prepares foods...

a. Chef

c. Writer

b. Reporter

d. Detective



7.

A person who processes the payment of goods and services using a cash register and/or credit card machine...

a. Waiters

c. Nurse

b. Cashier

d. Farmer



8.

A medical professional who fixes teeth and helps people with illnesses related to teeth...

a. Dentist

c. Cashier

b. Chef

d. Reporter



9.

A person who makes custom clothing or makes alterations to clothing so they fit better...

a. Nurse

c. Tailor

b. Farmer

d. Carpenter



10.

Harry: "What is that?"

Nial: "That is ... "

- a. Book
- b. Clock

- c. Fan
- d. Handphone



11.

Swift: "What is it?"

John: "It is... "

- a. Glass
- b. Plate

- c. Bag
- d. Fork



12.

Nisa: "What is this?"

Siwon: "This is ... "

- a. Pillow
- b. Ruler

- c. Table
- d. Bag



13.

Ali: "What is this?"

Boy : "This is ... . It use for heat and/or steam to press out wrinkles in clothing."

- a. Iron
- b. Knife

- c. Book
- d. Chair

14. We often watch ... in the evening.



a. Newspaper

c. Magazine

b. Radio

d. Television



15.

Desi: "What is this?"

Milla: "This is ... "

a. Hammer

c. Pan

b. Handphone

d. Plate



16.

Doni: "What is that?"

Raisa: "That is ... "

a. Spoon

c. Bed

b. Comb

d. Glass



17.

Gita: "What is this?"

Tio: "This is ... "

a. Soap

b. Cupboard

c. Toothbrush

d. Iron



18.

Ariana: "What is this?"

Sinta: "This is ... "

a. Soap

b. Cupboard

c. Toothbrush

d. Stove



19.

Karin: "What is this?"

Eri: "This is ... "

a. Mirror

c. Table

b. Bench

d. Fork



20.

Ratna: " What is Rona?"

Juwita: " She is a .... ?"

She serves food and drink to the guests in the restaurant.

a. stewards

c. servant

b. cook

d. waiters



### ANSWER KEYS PRE-TEST

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

### ANSWER KEYS POST-TEST

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



**PEMERINTAH KOTA BOGOR**  
**DINAS PENDIDIKAN**  
**SEKOLAH DASAR NEGERI CIHEULEUT 1 KECAMATAN BOGOR TIMUR**  
Alamat: Jalan Pakuan No.42 Tlp. ( 0251 ) 8375 005, Bogor 16143

**SURAT KETERANGAN**

Nomor : 421.2 / 76 / Chlt 1/1/2019

Yang beranda tangan dibawah ini Kepala Sekolah SDN Cihuleut 1 Bogor menerangkan bahwa nama-nama berikut,

1. Nama: Gita Handayani

2. NPM: 031113126

Adalah mahasiswa Program Studi Pendidikan Bahasa Inggris, Universitas Pakuan. Yang telah melakukan Penerapan Penelitian di SD Negeri Cihuleut 1 pada hari Rabu 24 April 2019 sampai dengan 8 Mei 2019.

Demikian surat keterangan ini kami sampaikan agar dipergunakan sebagaimana mestinya

Bogor, 21 Juni 2019  
Kepala Sekolah  
  
SDN CIHEULEUT 1  
SUPARTINAH, S.Pd,  
NIP. 19630916 198305 2 008



UNIVERSITAS PAKUAN  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

*Berprestasi dan Berkeadilan*

Lamp. Pakuan No. 1/P.1/2015, tanggal 20 Agustus 2015, dan No. 1/P.1/2015, tanggal 20 Agustus 2015

SURAT KEPUTUSAN  
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 UNIVERSITAS PAKUAN  
 NOMOR 1/KEP/DEK/FAK/VI/2015

PERKARA

PENANGKATAN PEMBIMBING SKRIPSI  
 PASUSKAS KEGURUAN DAN ILMU PENDIDIKAN  
 UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Yang diantar:**
1. bahwa dalam rangka meningkatkan kualitas pembelajaran dan mutu pendidikan di lingkungan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan, perlu ditetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan;
  2. Skripsi merupakan syarat mutlak bagi mahasiswa untuk memperoleh gelar Sarjana;
  3. Ujian Skripsi adalah salah satu syarat kelulusan.
- Yang merujuk:**
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Peraturan Pemerintah Nomor 32 Tahun 2003 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
  3. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 17 Tahun 2007 tentang Penyelenggaraan Pendidikan;
  4. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
  5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VI/2015 tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan;
- Yang dipertimbangkan:**
1. laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dan Ketua Staf Pangsuska Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan;

KEPUTUSAN

Keputusan  
 Dekan

1. Ditangkat Saudara:  
 1. L.S. Deddy Sofyan, M.Pd  
 2. Istiqbalah Nurul Hidayat, N.Pd.

2. sebagai pembimbing skripsi  
 Nama : Yudi Hidayat  
 NPM : 031113126  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Mata Kuliah : The Use of Various Methods in Student's Learning Materials

Keputusan

1. Kepada yang bersangkutan diharapkan untuk melaksanakan tugas sebagai Pembimbing sesuai dengan ketentuan yang terdapat dalam Peraturan Universitas Pakuan.

Keputusan

1. Keputusan ini berlaku apabila tidak ditentang secara resmi; apabila ditentang, maka keputusan ini dinyatakan batal demi hukum dan tidak dapat digugat.

Ditandatangani dan  
 Ditetapkan di Pakuan  
 Tanggal 21 Agustus 2015  
 Dekan



Dr. Yudi Hidayat, M.Pd  
 NIP. 126.171.901.000

- Terdistribusikan kepada:
- 1. Rektor Universitas Pakuan
  - 2. Wakil Rektor I, II, dan III Universitas Pakuan
  - 3. Kepala BAAK/BAUM Universitas Pakuan
  - 4. Para Dekan Fakultas di Lingkungan Universitas Pakuan



UNIVERSITAS PAKUAN  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

*Bermita dan Berkepribadian*

Jalan Pakuan Raya No. 452, Bogor, Jawa Barat 16115  
Telp. (0201) 817500 Bogor

Nomor : 1746/WADEK/FK19/IV/2019  
Lampiran : -  
Perihal : Izin Penelitian

24 April 2019

Yth. Kepala SDN 1 Cibaleut  
di  
Bogor

Dengan hormat,

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa.

Nama : Gita Handayani  
NPM : 031113126  
Program Studi : Pendidikan Bahasa Inggris  
Semester : Akhir

untuk mengadakan penelitian di Sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 24 April s.d. 23 Juni 2019 mengenai: **THE USE OF KUMON METHOD ON STUDENTS' VOCABULARY MASTERY.**

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan  
Wakil Dekan  
Bidang Akademik,

  
Endang Sutrisna, M.Pd.  
101033404



## IDENTITAS MAHASISWA

Nama Mahasiswa : Gita Handayani  
Alamat : Bekasi Griya Asri 2  
Blok G8 No. 42  
Tempat, Tgl Lahir : Jakarta, 29 oktober 1995  
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Tahun Masuk/Angkatan : 2013  
Judul Skripsi : The Use of Kumon Method  
On Students' Vocabulary Master  
Pembimbing : 1. Drs. Deddy Soeyan, M.Pd  
2. Istiqbaliah Nurul Hidayati, M

Bogor, ..... 20.....







Ketua Program Studi,










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## **ETIKA PENULISAN SKRIPSI**



Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuwan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarism yaitu mengutip tanpa menunjukkan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf
8-03-18	1	-	
29-03-18	1	Konsultasi	
12-04-18	1	Konsultasi	
26-04-18	1	konsultasi	
5-7-18	1	Revise it	
26-7-18	1	Bimbingan + Menyetujui Bab 1 ke pembimbing 2	
12-7-18	1	Revise Pembimbing 1	
<del>19-07-18</del>	<del>1</del>		
3-08-18	1	Approved pembimbing 1	

Tanggal	Bab	Catatan Pembimbing	Paraf
5-11-2018	2	Submitted Chapter 2	
15-11-2018	2	Revise it from Pembimbing 2	
21-11-2018	2	Revise it from Pembimbing 2.	
9-01-2019	2	Revise it from Pembimbing 2	
15-01-2019	2	Approved Pembimbing 2	
8-3-2019	3	Approved bab 3	
28-3-2019	3	Approved bab 3 Pembimbing 1	
23-6-2019	4	Revise it from Pembimbing 2	
4-7-2019	4	Revise it from Pembimbing 2	
11-7-2019	4 dan 5	Revise it from pembimbing 2 + Konsultasi dan revise bibliography	



Tanggal	Bab	Catatan Pembimbing	Paraf
18-7-2019	1-5	Approved Seluruh Skripsi dari Bab 1 - Bab 5	
12-7-18	1	Revise it from Pembimbing 1	
3-9-18	1	Approved Pembimbing 1	
15-1-19	2	Approved Pembimbing 1	
28-3-19	3	Approved Pembimbing 1	
20-7-19	1 & 5	Approved Pembimbing 1	