

UNIVERSITAS PGRI YOGYAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. PGRI Sonosewu No.117 Yogyakarta 55182 Telp. (0274)376808, 373198, 373038 Fax. (0274)376808

KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

Nomor: 026.b/SK/FKIP-UPY/III/2024

Tentang

PENGANGKATAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP TAHUN AKADEMIK 2023/2024 PROGRAM STUDI PBI

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- 3. Buku Pedoman Akademik UPY Tahun Akademik 2023/2024
- 4. Statuta Universitas PGRI Yogyakarta
- 5. Usulan Ketua Prodi PBI

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- 2. Ketua Program Studi PBI
- 3. Dosen yang bersangkutan

Ditetapkan di : Yogyakarta Pada tanggal : 26 Maret 2024

THE W.

NIP 19650909 199512 2 001

Lampiran:

KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

Nomor: 026.b/SK/FKIP-UPY/III/2024

NO	DOSEN PEMBIMBING	NAMA MAHASISWA	NPM
1	Dr. Sujatmiko, M.Hum.	SAMEETA SUKMAJATI A	18144700006
2	Dr. Sujatmiko, M.Hum.	RIYADUS SHOLIHIN	19144700010
3	Dr. Sujatmiko, M.Hum.	ANITA TYAS YUNIATI	20144700008
4	Dr. Sujatmiko, M.Hum.	ANA BELA SAFITRI NUR R	20144700022
5	Dr. Sujatmiko, M.Hum.	ROMITA	20144700029
6	Dr. Sujatmiko, M.Hum.	ELIDA KUSUMAWATI	20144700035
7	Dr. Sujatmiko, M.Hum.	MAYANG ISTIQOMAH	20144700042

Ditetapkan di : Yogyakarta RSI Pada tanggal : 26 Maret 2024

Dr. Esti Setiawati, M.Pd.

AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S VOCABULARY

UNDERGRADUATE THESIS



Written By:

Anita Tyas Yuniati

20144700008

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA

APPROVAL

AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S VOCABULARY

UNDERGRADUATE THESIS

Written by:

Name: Anita Tyas Yuniati

NPM: 20144700008

Study Program: English Language Education

Approved Date: 25 April 2024

Yogyakarta, 25 April 2024

Supervisor

<u>Dr Sujatmiko, M.Hum</u> NIS. 19830609 2013101 002

RATIFICATION OF BOARD EXAMINERS

An Analysis of Translation Techniques on Tiktok Posts and Their Contribution In

Improving Student's Vocabulary

Written by:

ANITA TYAS YUNIATI

NPM. 20144700008

Has been defended in front of the Board Examiners of the English Language

Education Study Program

Faculty of Teacher Training and Education Universitas PGRI Yogyakarta
On this Date 2nd May 2024

Board Examiners

Name

Chairperson: Dr. Niken Wahyu Utami, M.Pd.

Secretary: Dery Tria Agustin, M.Pd., Ph.D.

Examiner I: Sri Wiyanah, M.Hum

Examiner II: Dr. Sujatmiko, M.Hum.

Yogyakarta, 30th May 2024

Faculty of Teacher Training and Education

Universitas PGRI Yogyakarta

9650909 199512200 1

Appendix 4: Thesis Guidance Form



UNIVERSITAS PGRI YOGYAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS

Jl. PGRI II Sonopakis Lor No. 240 Yogyakarta-55182 Telp. (0274) 376808, 373198, 373038

FORM BIMBINGAN SKRIPSI

Nama Mahasiswa

Dosen Pembimbing

: Anito Tyas Yuniati

NPM

. 20144700008

Judul Skripsi

. An Analysis of Translation Techniques

On Tik Tok Posts and Their Contribution in improving students vocabulary

Dr. Sujatmika, M.Hum

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20144700008

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA

AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S VOCABULARY

UNDERGRADUATE THESIS

Presented to

Universitas PGRI Yogyakarta

As Partial Fulfilment of The Requirements

In Completing the Bachelor's Degree

Written by:

Anita Tyas Yuniati

NPM. 20144700008

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA

2024

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UNDERGRADUATE THESIS

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NPM: 20144700008

Study Program: English Language Education

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Supervisor

<u>Dr Sujatmiko, M.Hum</u> NIS. 19830609 2013101 002

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Examiner II: Dr. Sujatmiko, M.Hum.

Yogyakarta, 30th May 2024

Faculty of Teacher Training and Education

Universitas PGRI Yogyakarta

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ABSTRAK

Penelitian ini memiliki dua tujuan diantaranya: 1) Untuk mengetahui teknik penerjemahan yang digunakan dalam postingan bilingual TikTok. 2) Untuk mendeskripsikan media pembelajaran TikTok untuk meningkatkan kosakata siswa.

Metode penelitian yang digunakan dalam penelitian ini merupakan metode penelitian tindakan kelas. Pengumpulan data dilakukan dengan lima cara diantaranya yaitu observasi, wawancara, catatan lapangan, tes dan dokumentasi. Penelitian ini juga mengambil data dari TikTok untuk dianalisis teknik penerjemahannya. Analisis data dilakukan dengan reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi. Validitas data dilakukan dengan teknik triangulasi metode. Subjek dari penelitian ini merupakan siswa kelas VII C di SMP Muhammadiyah 3 Yogyakarta. Objek dari penelitian ini merupakan penguasaan kosakata yang diketahui peningkatannya melalui pengetesan pada siklus satu dan dua.

Hasil dari penelitian ini menunjukkan hasil yang positif bahwa penggunaan postingan TikTok yang disajikan dalam dua bahasa dapat membantu meningkatkan kosakata yang dimiliki oleh peserta didik. Hal ini dibuktikan dari hasil pre-test, post-test 1 dan post-test 2 yang mengalami peningkatan. Peningkatan tersebut dilihat dari perhitungan persentase siswa yang mencapai KKM yang menunjukkan pada pre-test 41.93%, post-test 1 51.61% dan post-test 2 93.54%. Hasil tes tersebut juga didukung dengan hasil wawancara terhadap peserta didik. Hasil wawancara tersebut menyatakan bahwa menurut peserta didik, pembelajaran menggunakan media TikTok membantu dalam meningkatkan kosakata. Selain itu, hasil dari analisis teknik penerjemahan pada 69 kalimat dalam postingan TikTok menunjukkan bahwa terdapat empat jenis teknik penerjemahan yang digunakan, diantaranya yaitu establish equivalent dengan frekuensi 363, borrowing dengan frekuensi 24, amplification dengan frekuensi 6 dan description dengan frekuensi 1. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa penggunaan postingan TikTok yang disajikan dalam dua bahasa sebagai media pembelajaran di SMP Muhammadiyah 3 Yogyakarta dapat membantu meningkatkan kosakata siswa dan memiliki respon yang positif.

Kata kunci: teknologi, TikTok, media pembelajaran, teknik penerjemahan

ABSTRACT

This research has two objectives including: 1) To know the translation techniques used in bilingual TikTok posts. 2) To describe the TikTok learning media to increase students' vocabulary.

The research method used in this study is a classrom action research. Data collection was carried out in five ways including observation, interviews, field note, tests and documentation. This research also took data from TikTok to analyze the translation technique. Data analysis was done by data reduction, data presentation and conclusion drawing or verification. Data validity was done by method triangulation technique. The subjects of this study were students of class VII C at SMP Muhammadiyah 3 Yogyakarta. The object of this study is vocabulary mastery which is known to increase through testing in cycle one and two.

The results of this research show positive results that the use of TikTok posts presented in two languages can help improve the vocabulary mastery by students. This is evidenced by the results of the pre-test, post-test 1 and post-test 2 which have improvment. The increase is seen from the calculation of the percentage of student passed KKM which shows that the pre-test is 41.93%, post-test 1 is 51.61% and post-test 2 is 93.54%. Test results are supported by the results of interviews with students. The interview results stated that according to the students, learning using TikTok media helped in improving vocabulary. In addition, the results of the analysis of translation techniques in 69 sentences from TikTok posts show that there are four types of translation techniques used, establish equivalent with a frequency of 363, borrowing with a frequency of 24, amplification with a frequency of 6 and description with a frequency of 1. Based on the results of this study, it can be concluded that the use of TikTok posts presented in two languages as learning media at SMP Muhammadiyah 3 Yogyakarta can help improving students' vocabulary and has a positive response.

Keywords: technology, TikTok, learning media, translation technique

STATEMENT OF ORIGINALITY

The undersigned below:

Name

: Anita Tyas Yuniati

NPM

: 20144700008

Study Program : English Language Education

Faculty

: Teacher Training and Education

Title

: An Analysis of Translation Techniques on Tiktok Posts

and Their Contribution In Improving Student's

Vocabulary

I declare with all sincerity that the undergraduate thesis I have written is truly my own work, not a takeover of other people's writings or thoughts that I recognize as the result of my writing or thoughts.

If in the future it is proven or can be proven that this thesis is plagiarized, I am willing to accept witnesses for this action.

Yogyakarta, 25 April 2024

Declarant,

Anita Tyas Yuniati

NPM. 20144700008

MOTTO

"Maybe I made a mistake yesterday, but yesterday's me is still me. I am who I am today, with all my faults. Tomorrow I might be a tiny bit wiser, and that's me, too.

These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, and who I hope to become." – BTS Kim Nam Joon (RM)

"Thinking about the future and trying hard are all important. But cherishing yourself, encouraging yourself and keeping yourself happy is the most important. In a world of uncertainty, we must cherish the importance of "me," "you" and "us" "– BTS Kim Seokjin

"Our lives are unpredictable. We don't know all the answers. I knew where I wanted to go, but not how I could get there. All I did to get here was trust ourselves, and do my best, and love what I do." – BTS j-hope

DEDICATION

With gratitude that cannot be measured, I can complete this undergraduate thesis successfully. Therefore, this undergraduate thesis is dedicated to:

- My beloved parents, the late Mr. Eka Riyanta and Mrs. Juminten who love me
 the most and sincerely and never get tired of accompanying and providing
 motivation also endless prayer.
- 2. My sister, Rista Dewi Damayanti who has also provided motivation and encouragement when I was having a hard time.
- 3. My grandmother, Mrs. Punirah, who has lovingly encouraged me while working on my undergraduate thesis.
- 4. My other family, who also have a role until I have the enthusiasm to complete this undergraduate thesis.

ACKNOWLEDGEMENTS

Praise and thanks always to Allah SWT, for His grace and guidance so that researchers can complete this undergraduate thesis with the title "An Analysis of Translation Techniques on Tiktok Posts and Their Contribution in Improving Student's Vocabulary". This undergraduate thesis was written as one of the requirements for obtaining a Bachelor of Education degree. In writing this undergraduate thesis, the researcher realizes that the completion of this undergraduate thesis cannot be separated from the support of various parties. In connection with this, the author would like to thank:

- 1. Dr. Ir. Paiman, M.P., as the Rector of Universitas PGRI Yogyakarta.
- 2. Dr. Esti Setiawati, M.Pd., as the Dean of the Faculty Teacher Training and Education Universitas PGRI Yogyakarta.
- 3. Andi Dian Rahmawan, M.A., as the Head of English Language Education Study Program.
- 4. Dr. Sujatmiko, M.Hum., as the supervisor who has sincerely guided and provided support, direction and motivation in completing this undergraduate thesis
- 5. All lecturers of the English Language Education Study Program who have taught and provided knowledge and experience.
- 6. Susamta, S.Pd., M.Pd., as the Principal of SMP Muhammadiyah 3 Yogyakarta who has given permission to conduct research.

7. Puji Anitasari, S.S., as the English teacher at SMP Muhammadiyah 3 Yogyakarta who has guided, provided support, direction and motivation to conduct the research.

8. My beloved parents, the late Mr. Eka Riyanta and Mrs. Juminten who have provided support and motivation as well as endless prayers.

9. My sister, Rista Dewi Damayanti who also provided motivation, encourage and advice with all her heart.

10. My grandmother, Mrs. Punirah who has lovingly encouraged me.

11. My close friends Ana Bela Safitri Nur Rohman and Yusti Sagita who have been together giving each other mental support and advice.

12. All my classmates in the PBI 2020 who have shared experience together during college.

13. All students of class VII C SMP Muhammadiyah 3 Yogyakarta who have contributed to the research data collection.

14. For myself, thank you for surviving this far and not being defeated by the situation to be able to complete and get the bachelor degree.

The author realizes that the preparation of this report is far from perfect.

Therefore, the author really hopes for criticism and suggestions and hopefully this report can provide benefits for those concerned.

Yogyakarta, 18th April 2024 The Researcher

Anita Tyas Yuniati

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LIST OF SYMBOL

x Mean

 Σn Total score

N Number of student in class

P Percentage

F Number student passed KKM

LIST OF TERM

SL : Source Language

TL : Target Language

EE : Establish Equivalent

KKM : Kriteria Ketuntatasan Minimal (Minimum Completion Criteria)

LCD : Liquid Crystal Display

TK : TikTok

Eng : English

Ind : Indonesia

TT : Translation Technique

BOR : Borrowing

DESC : Description

AMP : Amplification

P : Passed

U : Unpassed

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CHAPTER I

INTRODUCTION

A. Background of the Research

Technology has developed rapidly every year following human needs in various aspects of life. This development at least had an impact on everyday life, because of the ease of obtaining information. Therefore, based on Aspi & Syahrani (2022), with the development of technology, especially in the ease of obtaining information, is considered to have a positive impact and also provide changes to the world of education. In line with this, in this digital era the education sector is also taking part in collaborating learning with technology-based interactive learning media.

In this digital era, the development of technology is also accompanied by the emergence of various types of social media among society. Increasingly sophisticated internet access makes it easier for people to install applications. Social media which provides video creation is interesting and is a sign of technological progress (Bulele, 2020). Instagram, YouTube and TikTok are social media that present posts in video form. Based on data from the website "We Are Social", Indonesia have a total of 167 milion social media users in 2023. From this data, the number of TikTok social media users is 109.9 milion. TikTok is a social media application that can be used to create and share various content in the form of short videos. TikTok can be accessed with the help of the internet and used by scrolling the screen up or down (Herlisya & Wiratno, 2022). Video posts created and shared

by users via the social media application TikTok can then be created by adding text, hashtags, images and also music as a complement to the video (Unni & Weinstein, 2021). Currently, the types of posts on the TikTok social media platform are very diverse, for example content that containing entertainment, projects, marketing, information, and also content aims to educate other user.

The use of TikTok as a learning medium to obtain technology-based information has a function in the world of education. Based on Indrajit (2004) quoted in Hanim (2021), the role of information technology has seven functions in the field of education, such as: as a medium that stores knowledge, as a medium that is used as a tool in the learning process, as an educational tool, as a competency standard, as a supporting medium in administration, as a tool in management, and the last is as an infrastructure in the world of education. Bahri et al (2022) found that there are four types of posts for learning English on TikTok, including types of posts for learning English in the scope of vocabulary, grammar, pronunciation and common mistakes. Apart from that, in the TikTok application there are bilingual posts, so in this case it can help find out new vocabulary and will indirectly add information about translation and the techniques used in it. Because TikTok bilingual posts have fulfilled translation criteria by consisting of the source language and target language. Besides providing new vocabulary and information about translation and translation techniques. In language learning, vocabulary is an important thing to teach and learn.

There are opinions about the importance of learning and adding new vocabulary to understand a language. Based on Megawati (2017:107) cited in

Hestiana & Anita (2022), vocabulary is an important point in the acquisition of a new language for a person. This opinion is strengthened by the opinion according to Zhang (2012) cited in Hestiana & Anita (2022) that rather than grammar, vocabulary is more important especially in delivering a message quickly so that it can express what we feel and communicate with native speakers. This opinion is in line with the opinion from Berliani & Katemba (2021), vocabulary is an important thing that must be mastered to support the ability to communicate so that it is delivered without experiencing miscommunication in order to create good interactions in oral or written form. Therefore, based on these opinions, it can be concluded that vocabulary is an important thing and foundation to master a language, especially to communicate with others without encounter any obstacles.

In this research, researcher uses TikTok bilingual posts as the object to analyze the translation technique and to find out the contribution of TikTok bilingual posts to students' vocabulary improvement. Therefore, to collect research data related to classroom learning, researcher has conducted observations and interviews with 15 or 16 students from SMP Muhammadiyah 3 Yogyakarta before conducting the research. The observation results show that TikTok has not been used as an English learning media to improve vocabulary. Apart from that, the interview results show three important points that can be taken regarding interest in learning English and the use of learning media used during class. The results of the interviews include: (1) Most of the interviewees have an interest in learning English, (2) TikTok social media has never been used as a learning media, (3) Most

of the interviewees like learning English using media, (4) Some had problems with meaning and memorizing new vocabulary.

In line with the interview results which show that the use of TikTok as a learning media has never been used in class. In this research, the posts from TikTok social media used are posts presented in two languages. In the following, the researcher provides examples of TikTok posts in two languages and the translation techniques used in them:



Figure 1.1 Example of TikTok Posts in Two Languages

In the TikTok post presented in two language above, examples of translation techniques used in it are:

TK/Eng-Ind/TT/23

SL : Palembang is the capital city of South Sumatra.

TL: Palembang / adalah / ibukota / Sumatera Selatan.

EE EE EE EE

TK/Eng-Ind/TT/24

SL: The most famous traditional foods in Palembang is Pempek.

TL: Makanan / tradisional / paling / terkenal / di / Palembang /

EE BOR EE EE EE

adalah / Pempek

EE BOR

B. Identification of the Problem

Based on the results of observations and interviews before the research was conducted, the researcher found the following identification of the problems:

- Students still face problems in adding new vocabulary, such as difficulty in memorizing.
- 2. English teachers have not used learning me dia during the learning process.
- 3. Some students like learning English using learning media in the classroom.
- 4. Students have high motivation to learn English especially when using learning media.

C. Research Formulation

Based on the background of the research that has been described above, the research formulas that can be taken are:

- 1. What are translation technique used in bilingual posts on TikTok?
- 2. How do bilingual post can improve the students vocabulary mastery?

D. Research Objectives

Based on the research formula explained above, the objectives of this research include:

- 1. To know the translation techniques used in bilingual TikTok posts.
- 2. To describe the TikTok learning media to increase students' vocabulary.

E. Significance of the Research

The significance of this research is divided into two points including theoretical significance and practical significance. To provide further explanation of the significance of this research, the following is a description of the two significance of the research:

1. Theoretical Significance

The results of this study are expected to be able to provide an alternative for utilizing interactive learning media by utilizing technology or technology-based learning and knowing what translation techniques are used in posts on social media, especially TikTok. In other words, the results of this study are expected to complement previous research regarding the use of TikTok on

vocabulary and translation techniques in TikTok posts presented in two language, and can be expected to be used as a reference for researchers who will conduct similar research.

2. Practical Significance

Apart from the theoretical significance described above, this research is expected to provide practical significance to:

a. Practical Significance for Students

The results of this research are expected to improve English vocabulary and students' ability to read English texts, and also indirectly help improve students' translation skills through bilingual content that presents two languages.

b. Practical Significance for Teacher

The results of this research are expected to provide information for teachers to consider alternatives to using the Tiktok social media platform as a technology-based learning medium in class.

CHAPTER II

THEORETICAL REVIEW, LITERATURE REVIEW, AND THINKING FRAMEWORK

A. Theoretical Review

1. TikTok

Keeping up with the technological developments in Indonesia, TikTok is one of the social media that has high popularity. Based on Batoebara as quoted in (Daryus et al., 2022), TikTok is a social media application that is listed in the top 10 in the application category that is most downloaded by people in several countries such as Indonesia, Thailand, Malaysia and also the Philippines. Apart from that, TikTok is an application that was released as an international version of the Chinese application, namely Douyin (Southerton, 2021).

TikTok itself is generally a social media application that can be used to create videos and share various types of information. Based on Hutamy et al (2021) stated in their research, TikTok is a social media application that is used to create short videos by its users via mobile phone.

Meanwhile, another definition of TikTok put forward by Ilahin (2022) in his research, TikTok is a social media platform that offers short videos with special effects and is also supported by music that can be applied, so that it will make the videos that have been made by the users is more interesting and encourages creativity.

2. Vocabulary

The results of research conducted by Permana (2020), vocabulary is an important thing in a person's learning process, supported by effective, interactive and fun learning strategies so that it can motivate and help students to increase their vocabulary. In line with the results of this research, based on Saputri & mardila Ramli (2017) in their research also stated that vocabulary is an important aspect for communicating in English language, apart from that vocabulary is also very necessary to improve English language skills such as listening, speaking, reading and also writing.

Apart from the importance of vocabulary in foreign language learning. Based on Kursini quoted in Setiawan & Wiedarti (2020), if students can understand and apply a group of words, this is called vocabulary. Apart from that, another definition also quoted in Setiawan & Wiedarti (2020), according to Clouston, vocabulary is a word that can be described as a language which includes single items, phrases and also clauses where these have their own definitions.

In teaching vocabulary, there are many ways that can be done besides giving a list of words and their meanings to students to remember it later. Teaching vocabulary also can be done by giving students a simple song or using TikTok bilingual post as learning media in the classroom learning activities, especially in the current era when learning using technology is very popular between students.

3. Teaching Vocabulary

Teaching vocabulary can be done in various ways so that students do not get bored quickly. One way to teach vocabulary to students is by collaborating learning with technology. Based on Mulyasa (2018) cited in Berliani & Katemba (2021), learning activities using technology as media can help to be more effective and efficient. Moreover, according to T. C. Reeves (1998) cited in Hermagustiana & Rusmawaty (2017), using technology during the learning process is believed to positively influence students' attitudes. This opinion is in line with the opinion of J. Johnston, and L. T. Barker (2002) cited in Hermagustiana & Rusmawaty (2017), technology used as a learning tool can trigger interest and can help students play an active role and be enthusiastically involved in the classroom. Moreover, the opinion from Alakrash (2020) cited in Sarip & Khalid (2021) states that in the learning process using technology as a tool for vocabulary learning, students feel joyful and do not feel stressed. From these opinions, it can be concluded that vocabulary learning using technology can have a positive impact to the students in the acquisition of a new language.

4. Translation

Although the definitions of translation put forward by experts vary, but they still have the same meaning. According to Catford, quoted in Rajagukguk (2019), translation is a change of a text originating from a source language with a text that has results or meaning that are commensurate with the target

language of the text, where in essence the source language and target language have the same equivalent one another.

Another understanding of translation defined by Newmark quoted in Rajagukguk (2019), translation is the transfer of meaning originating from a source language text into the target language according to what was meant by the author of the source language text. In line with the definitions from Newmark, there are definitions according to Nababan (2008) cited in Dzulkurnain & Asrowi (2022), translation is the process of transferring the meaning of a text by emphasizing the functional meaning of the source language and retaining it in the target language.

Another understanding of translation which is not much different from the understanding put forward by Catford and Newmark is the meaning put forward by Larson quoted in Rajagukguk (2019), translation is the transfer of a text from the source language into the target language by changing its form.

5. Translation Technique

The translation technique used by the researcher to analyze posts from TikTok social media that presented in two language is the translation technique proposed by Molina & Hurtado Albir (2002). There are 18 translation techniques proposed by Molina & Hurtado Albir (2002), including:

a. Adaptation

Adaptation is a translation technique used by replacing cultural elements in the source language with cultural elements in the target

language (Molina & Hurtado Albir, 2002). Here is an example of an

adaptation from (Fitria, 2020):

SL: Yeah, you always say that, and then you end up eating all my

dessert.

TL: Ya, kau selalu mengatakan itu, dan kemudian kau akhirnya

makan semua **pencuci mulut**ku.

b. Amplification

Amplification translation technique is a translation technique by

adding a detail of information that does not exist or appear in the source

language text, in addition, amplification translation technique is the

opposite of reduction translation technique (Molina & Hurtado Albir,

2002). Here is an example of amplification:

SL: I like carrot because it makes my eyes healthy.

TL: Aku suka wortel karena membuat kedua mataku sehat.

c. Borrowing

In this translation technique, borrowing done by taking or

borrowing a word or expression from the source language. The borrowing

of words or expressions in this translation technique can be done in two

ways, there are pure borrowing and naturalized borrowing (Molina &

Hurtado Albir, 2002). Here is an example of borrowing:

- **SL**: **Batik** is an artwork made on **textile** and devided into two, handmade and printing.
- TL: Batik adalah bentuk karya seni yang dibuat di atas tekstil dan terbagi menjadi 2, buatan tangan dan cetak.

d. Calque

Calque is a translation technique by literally translating a word or phrase from the source language into the target language. In this translation technique, it can be done lexically or structurally (Molina & Hurtado Albir, 2002). The following is a calque example from Valufi & Noverino (2022):

- SL: A folded dollar bill holding down the switch, stopping the alarm from blaring and letting everyone in the hospital know some crazy guy with **cystic fibrosis** and self-destructive tendencies is hanging out on the roof. (p. 31)
- TL: Lembaran uang dolar yang dilipat terselip di sakelar, mencegah alarm meraung dan membuat semua orang di rumah sakit tahu kalau ada cowok sinting yang menderita **fibrosis kistik** dan kecenderungan bunuh diri sedang menongkrong di atap. (p. 76)

e. Compensation

This compensation translation technique is a technique that is carried out by making a change in the position of information contained in the source language where the information cannot be realized or transferred into the target language (Molina & Hurtado Albir, 2002). Here

is an example of compensation from Hendrastuti, Nababan & Wiratno (2013) cited in Putranti et al (2019):

SL: You can let your imagination **go wild** with a Vision Board.

TL: Melalui Papan Visi, Anda bisa membiarkan imajinasi mengembara sejauh mungkin.

f. Description

The description translation technique is done by adding a description to the terms or expressions in the source language into the target language (Molina & Hurtado Albir, 2002). This is done to make it easier for readers to understand the information that has been translated from the source language into the target language. Here is an example of description:

SL: Two main equipments to make Batik are canting and malam (candle).

TL: Dua peralatan utama untuk membuat Batik adalah canting dan malam (lilin).

g. Discursive Creation

Discursive creation is done by translating the text from the source language into the target language text using temporary equivalents or equivalents that are far from the original context. Therefore, the discursive creation translation technique is usually used to translate the title of a film (Molina & Hurtado Albir, 2002). Here is an example of discursive creation from Sakulpimolrat (2019):

SL: You **must** describe your planet to me!

TL: Kamu akan mendeskripsikan planetmu!

h. Establish Equivalent

Terms or expressions in the source language are translated by terms that are common or recognized. Usually these terms or expressions are based on dictionary of the target language (Molina & Hurtado Albir, 2002). The following is a establish equivalent example:

SL: Wait until smooth and creamy

TL: Tunggu sampai lembut dan krimi.

i. Generalization

Generalization is a translation technique used to translate a term from the source language into a general or neutral term (known to the wider community) in the target language (Molina & Hurtado Albir, 2002). The following is a generalization example from Valufi & Noverino (2022):

SL: I pull on the blue AffloVest, snapping it into place around my torso with Barb's help. (p. 19)

TL: Aku memakai Afflovest biru dan mengeratkan ikatannya di **tubuh**ku dengan bantuan Barb. (p. 46)

j. Linguistic Amplification

Linguistic amplification is a translation technique by adding linguistic elements from the source language into the target language. Usually this translation technique is used in spoken translation or dubbing (Molina & Hurtado Albir, 2002). Here is an example of linguistic amplification from Wibowo & Haryanto (2024):

- SL: What do you mean you won't see your children? Of course, you will.
- TL : Apakah maksudmu kau takkan melihat anakanakmu! Tentu saja kau akan bertemu mereka.

k. Linguistic Compression

The linguistic compression translation technique is a translation technique that is the opposite of linguistic amplification. This is because the linguistic compression translation technique is used by assembling linguistic elements in the source language into the target language. In essence, this technique shortens the translation in the target language. Usually this technique is used for simultaneous translation of spoken and subtitled (Molina & Hurtado Albir, 2002). Here is an example of linguistic compression from Nabilah & Sujatna (2020):

- SL : Arrived rat portage this morning stop larose has disappeared stop

 leaving at dawn for sandy lake with sgt hawk stop will advise
- TL: Tiba di rat portage pagi ini titik larose hilang titik akan pergi ke danau sandy dgn sersan hawk titik akan beri kabar.

l. Literal Translation

This literal translation technique is done by translating a sentence word for word. This technique is the same as what has been proposed by Nida's formal equivalent, translation with a form that is appropriate in

function and meaning (Molina & Hurtado Albir, 2002). Here is an example

of literal translation from Fitria (2020):

SL: But Rachel and I will stay together.

TL: Tapi Rachel dan aku akan tinggal bersama.

m. Modulation

Modulation is a translation technique done by changing several

things such as point of view, focus, or cognitive categories related to the

source language text, this can be either lexical or structural in the

translation (Molina & Hurtado Albir, 2002). Here is an example of

modulation from Fitria (2020):

SL: We're fully booked, madam.

TL: Hotel kami tidak ada kamar kosong, Nyonya.

n. Particularization

This translation technique is used by using more concrete terms in

its translation from the source language into the target language (Molina

& Hurtado Albir, 2002). Here is an example of particularization from

Wibowo & Haryanto (2024):

SL: Is it a web?

TL: Is that a spider web?

o. Reduction

In this translation technique, the information in the source language

is condensed into the target language. This reduction translation technique

is a technique that is opposite to the amplification technique (Molina &

Hurtado Albir, 2002). Here is an example of reduction from Fitria (2020):

SL: I'm not a good son.

TL: Aku bukan anak yang baik.

p. Substitution (Linguistic, Paralinguistic)

This translation technique is used to change linguistic elements into paralinguistic elements such as intonation and gestures and vice versa (Molina & Hurtado Albir, 2002). An example of a substitution is such as the gesture putting a hand on the heart which can be interpreted as thank you (Molina & Hurtado Albir, 2002).

q. Transposition

Transposition is used by changing or shifting the grammatical categories and structures in the source language into categories or grammatical structures in the target language (Molina & Hurtado Albir, 2002) example of transposition from Fitria (2020):

SL: We **spoke** on the phone when I confirmed it yesterday.

TL: Kita sudah bebicara di telepon saat aku mengkonfirmasikannya kemarin.

r. Variation

Variation is a translation technique used to change a linguistic element or paralinguistic element which has an influence on aspects of linguistic variation (changes in textual tone, style and even dialect and so

on) (Molina & Hurtado Albir, 2002). Here is an example of variation from

Sakulpimolrat (2019):

SL: Please draw **me** a sheep.

TL: Tolong...tolong gambarkan aku seekor domba.

6. Classroom Action Research

Classroom action research is a type of research that is widely used by educators, this is an effort made by a teacher and applied in the classroom with the aim of improving the quality of a learning process carried out by students in the classroom (Eliawati & Harahap, 2019). Therefore, this class action research has benefits in solving problems that arise in the classroom during the learning process (Pasaribu et al., 2021). In line with the benefits stated by Pasaribu et al (2021), the definition of classroom action research according to Rafiqie et al (2023) is that classroom action research is an activity that has the aim of improving the role and duties of a teacher in educating, teaching to assessing and evaluating students.

In classroom action research, based on Kemmis & McTaggart (1998) cited in Semathong (2023) classroom action research is research that is not technically different from other types of research, but the difference is in the methodology. In this classroom action research, based on the concept of Kemmis & McTaggart (1988), there are four main processes to be carried out in the research, including: (1)Planning, (2)Action, (3)Observation, and (4)Reflection or re-planning.

B. Literature Review

1. Previous Study

Research using TikTok social media has been conducted by many researchers. Research using TikTok social media is mostly researched as a learning medium in the learning process in the classroom. Most of these studies have the same goal of using TikTok as a learning medium, namely to improve students' English language skills. The following are some of the findings of previous research that are related to the research conducted by researchers:

The first research that conducted by Dhony Franciska, Dwi Rohman Soleh, and Nunung Nurhidayati (2023), in their research used TikTok videos as a learning medium with the aim of helping students in writing. The method used in this research is the collective action method with the type of research, that is quantitative. The subjects of this research were eighth grade students who applied problem-based learning and TikTok videos. The results of this research show an improvement from Cycle 1 and Cycle 2. From the research of Dhony Franciska, Dwi Rohman Soleh and Nunung Nurhidayati, the similarities with this study are both using TikTok social media. The difference lies in the purpose of using TikTok, Dhony Franciska, Dwi Rohman Soleh and Nunung Nurhidayati's research uses TikTok as a medium to help improve students' ability to write, while the researcher's research uses TikTok to find out its contribution in improving students' vocabulary.

The second research conducted by (Anggi E Pratiwi, Naura U Ufairah and Riska S Sopiah (2021), in their research which aims to determine the use

of the TikTok social media platform to improve students' pronunciation skills, with eight research subjects or respondents namely students. The results shown from this study indicate that respondents have a positive attitude and desire to use the social media platform TikTok to help improve reading and speaking skills as well as other skills related to English at a basic level. The similarity of this research is that both use TikTok for media to improve students' English skills. However, this research also has differences with the research that the researchers conducted, the difference is shown from the use of TikTok. The research conducted by Anggi E Pratiwi, Naura N Ufairah and Riska S Sopiah used TikTok to improve students' English pronunciation skills, while the research conducted by researchers used TikTok to improve vocabulary through uploaded bilingual posts.

Next, research that conducted by Amalia Rahmawati, Muh Syafei and Moh Aris Prasetiyanto (2023), their research on the use of the social media platform TikTok to describe or provide an overview of improving students' English skills, namely speaking. This research was conducted by involving respondents from the program research development with a total of 32 students by utilizing the sampling technique and divided into experimental and control groups with the same number. In this study, the researcher conducted an assessment by clarifying the indicators of students' speaking ability. The results of this study indicate that in the experimental group, students' speaking ability pre-test scores increased. The similarities shown from the research conducted by Amalia Rahmawati, Muh Syafei, and Moh Aris Prasetiyanto are from

TikTok social media. However, there are differences between research by Amalia Rahmawati, Muh Syafei, and Moh Aris Prasetiyanto and research conducted by researchers. This difference is seen from the use of TikTok as a learning media used to improve speaking skills in students, while this study is to improve English vocabulary through posts in two languages.

Based on previous research that has been described above, the researcher concludes that to improve students' English language skills can be done by using learning media that is innovative and in accordance with the current generation. So that English learning can have attractiveness and not be boring during learning.

In addition, despite the similarities that exist in previous studies. There are things that can differentiate this research from existing studies. The difference is that researchers use the TikTok social media platform, especially on bilingual posts in it to find out its use on increasing students' English vocabulary. In relation to bilingual posts on TikTok, this research was also conducted to analyze the translation techniques used in it.

C. Thinking Framework

In this research, there is a thinking framework consisting of stages carried out to obtain research data. To provide a clearer overview of the stages taken to obtain the research data. The thinking framework can be seen from the picture below:

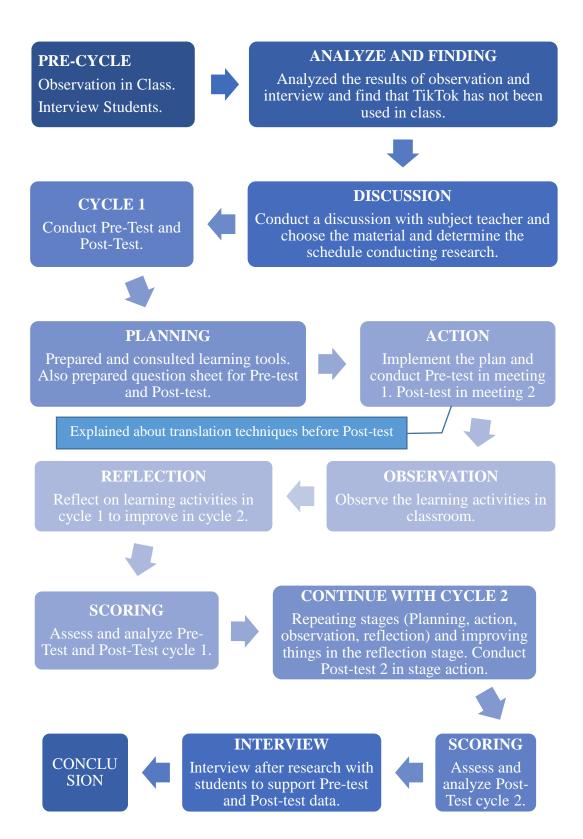


Figure 2.1 Thinking Framework

Based on the thinking framework above which consists of eight stages of this research with a class action research method, it is explained as below:

1. Pre-Cycle

At this stage, researchers carried out two stages, namely classroom observations and interviews with students. This was done to obtain preliminary data and find out the condition of the class where it was used to research. Researchers conducted these two stages so that the information obtained at the observation stage was reinforced at the interview stage. The following is a further explanation of the stages carried out during the pre-cycle:

a. Observation in Class

At this stage of observation, carried out by researchers by recording important things that occur during the learning process in the classroom. The things recorded at this stage include learning activities in the classroom. The purpose of this observation is to find out the conditions and get information related to research. Therefore, through this observation stage, researchers have found that during classroom learning in English subjects, the use of TikTok as a learning medium has not been used.

b. Interview Students

Researchers conducted interviews with students with the aim of obtaining additional information and also strengthening the information that researchers had obtained after conducting the observation stage. Through this interview stage, researchers get additional information

related to students' interest in English subjects and also students' interest in learning English, especially in increasing vocabulary using learning media. In addition, through this interview stage it also strengthens information about the use of TikTok learning media in the classroom that has not been implemented.

2. Analyze and Finding

In the previous stage, researchers have carried out classroom observations and conducted interviews with students. Where the information obtained by researchers through observations and interviews is in line. After analyzing the results of observations and interviews, researchers found that the use of TikTok as a learning media in the classroom had not been used. In addition, researchers can also conclude that students' interest in learning English is quite high.

3. Discussion

The researcher held a discussion with the English teacher to determine the material to be used. The material obtained by the researcher to be taught during classroom research is procedure text. In addition to determining the material, the researcher together with the English teacher also determined the schedule. This was done so that researchers could conduct research by adjusting the applicable lesson schedule. The schedule given to researchers to conduct research is one cycle consisting of two meetings and conduct research in class VII C.

4. Cycle 1

In accordance with the model of Kemmis & McTaggart (1998), classroom action research has four phases, including planning, action, observation, and reflection. Therefore, in one cycle that has been carried out by researchers there are four stages, including:

a. Planning

In this planning stage, researchers collaborated with English teachers at SMP Muhammadiyah 3 Yogyakarta. The things prepared by researchers in this stage are learning tools. These learning tools consist of teaching modules, teaching materials and assessment instruments used for the learning process. This teaching module has gone through a consultation stage with the English teacher.

b. Action

At this stage, researchers apply learning tools consisting of teaching modules, teaching materials and assessment instruments that have been prepared previously to teach in the classroom. At this stage, the learning process was observed in the form of documentation through a handphone camera. In addition, at this action stage, researchers also carried out tests consisting of pre-test and post-test. The pre-test was conducted at the first meeting of cycle one, while the post-test was conducted at the second meeting of cycle one. In the second meeting, before the researcher distributed the questionnaires to the students to conduct the post-test, the researcher showed a video post from TikTok that

used two languages and briefly explained the translation techniques used in it to the students.

c. Observation

In this observation stage, researchers record important things that occur during the learning process in the classroom. Things that are observed and recorded at this stage are learning activities. Then the results of this observation are used as material for reflection and improvement at the next stage.

d. Reflection

At this stage, the researcher evaluated the things that happened during the learning process together with the English teacher at SMP Muhammadiyah 3 Yogyakarta. At this stage, reflection is done by giving the results whether this cycle has reached the set target or not. If the results of this cycle have not reached the indicator of action success, the research can be carried out again in the next cycle. In addition, reflection is also carried out if there are obstacles that occur so that they can be improved at the next meeting or cycle.

5. Scoring

At this stage, the researcher conducted an assessment of the results of the pre-test and post-test done by students. Furthermore, the researcher will recap the scores that have been given on the question sheet to find out the existing improvements. The scores obtained by students are considered complete if they reach a score of 75 in accordance with the indicator of action success.

6. Cycle 2

In this study, researchers conducted two cycles. This is because in the previous cycle the results of student scores obtained from the pre-test and post-test had not reached the desired target in accordance with the indicator action success. In line with this, then in cycle two researchers have gone through the same four phases, there are planning, action, observation and reflection by paying attention to what needs to be improved from the reflection stage of the previous cycle.

7. Interview

After conducting two cycles, researchers conducted interviews with students. This was done to support the data obtained from the pre-test and post-test results for two cycles.

8. Conclusion

This conclusion stage is carried out by researchers to provide comprehensive results from the stages that have been carried out in the research. This stage will contain important information whether the results of this research have achieved the indicator of action success or not.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

This research uses the Classroom Action Research method. This classroom action research is a research method that is often used by teachers to find out and solve problems that arise during the teaching process (Lufungulo et al., 2021). Apart from that, based on Johnson, 2012 and Koshy 2005 quoted in Lufungulo et al (2021), classroom action research is an appropriate research method to use for a teacher, this is because the teacher will be directly involved and has an interest in solving a problem that occur in the teaching process or matters related to the education system. In classroom action research, there are four stages that must be taken by a researcher. Based on Kemmis and McTaggart quoted in Semathong (2023), classroom action research has four phases in each research cycle, including planning, action, observation and reflection.

This Classroom Action Research is a collaborative research conducted together with English teacher from SMP Muhammadiyah 3 Yogyakarta. In this classroom action research, the researcher took action in the learning process that occurred in the classroom by using TikTok post media which was presented in two languages (English and Indonesian). Researchers design and prepare the requirements for conducting research in the classroom with collaboration and assistance from the English teacher.

This classroom action research was carried out in 2 cycles. In this classroom action research, the model used is the model from Kemmis and McTaggart. Based on Kemmis and McTaggart quoted in Semathong (2023), classroom action research has four phases in each research cycle, including planning, action, observation and reflection. The following is a model from Kemmis and McTaggart (1997):

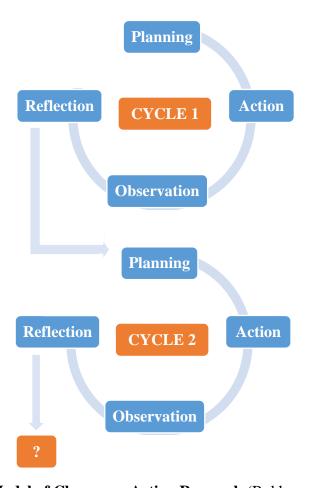


Figure 3.1 Model of Classroom Action Research (Rokhman et al., 2021)

Based on the above model which consists of four stages in one cycle of class action research, it is explained as below:

1. Planning

In this planning stage, researchers collaborated with English teachers from SMP Muhammadiyah 3 Yogyakarta. The things prepared by researchers in this stage are learning tools consisting of teaching modules, teaching materials and assessment instruments used for the learning process.

2. Action

At this stage, researchers apply the learning tools that have been prepared previously to teach in the classroom. In this classroom action research, researchers conducted research in class VII C. At this stage, the learning process was observed in the form of documentation from handphone camera.

3. Observation

In this observation stage, it is carried out by researchers by observe important things that occur during the learning process in the classroom. The things observe at this stage include learning activities in the classroom. Then the results of this observation are used as material for reflection.

4. Reflection

In this reflection stage, the researcher evaluated the things that happened during the learning process together with the English teacher at SMP Muhammadiyah 3 Yogyakarta. At this stage, reflection is carried out by providing results whether this cycle has reached the indicator of action success or not. If the results of this cycle have not reached the indicator of action success, the research can be carried out again in the next cycle. In addition,

reflection is also carried out to find out the obstacles that occur, so that it can be improved in the next cycle.

B. Data Source and Data

Data sources are a source of research to obtain data and can be in the form of places, informants, events, documents, sites and other forms of data sources (Santosa, 2017:52). Meanwhile, data is an object of research that is the reality and focus of research and can be in the form of places, participants, and events included in the focus of research (Santosa, 2017:52).

1. Data Source

In this research, the required data sources were obtained from the Tiktok social media platform. Data sources from this social media are collected by researchers in the form of videos. The selection of data sources from TikTok social media is because researchers need posts consisting of two languages to analyze the translation techniques used. The TikTok account that is the source of this research is an account with the username @haicansu. The account with 16.6K followers has uploaded posts in the form of knowledge about English in general such as daily life English, basic English, vocabulary, English with oktaf, and so on. From the posts that have been uploaded by the account, it has received 225.1K accumulated likes. In one of the posts uploaded on February 19, 2023 regarding hobbies with the title "Playing Pubg and Me Time" has received 9937 likes and there are 41 comments. One of the comments from the

post includes "sangat membantu kak (very helpful sis)" and "thank u kak, jadi mudah diingat (thank u sis, so easy to remember)".

2. Data

The data from this study are video posts uploaded in TikTok social media and presented in the form of two languages, that is English and Indonesian. This is because the data is in accordance with the research needs to analyze the translation techniques used in the posts presented in two language.

C. Data Collections

1. Observation

Observations were carried out before the research to determine the learning process activities that occurred in the classroom and the learning outcomes. In conducting observations, the researcher observed the English teacher during the learning process as usual in the classroom and with the students.

2. Interview

Interviews in general are a way to collect data that occurs with a conversation between two or more people consisting of an interviewer and a resource person (Yuhana & Aminy, 2019). In line with the general understanding of interviews, based on Lexy J. Moleong quoted in Yuhana & Aminy (2019), an interview is a communication that occurs orally which is

carried out in a structured manner and consists of two or more people, and can be done in two ways, namely directly and remotely.

In this research, interviews were conducted using semi-structured interviews. This is because the questions that have previously been prepared by the researcher can be changed to suit the source with the aim of obtaining deeper data. Interviews were conducted in two stages, namely before using the media used by the researcher and after using the media used by the researcher.

3. Field Note

Field note in this study are used as notes containing activities that are noted objectively. These field note contain information or activities that occur in the classroom during the learning process such as notes in the form of interactions that occur between participants and note related activities. In this study, these research notes were used to observe and determine the increase in students' vocabulary.

4. Test

Test are used to determine the increase in vocabulary of the students. The test used in this research is pre-test and post-test. Furthermore, the results of the pre-test and post-test were then assessed and categorized in the Minimum Completion Criteria (KKM) in the indicators of action success that had been determined to find the improvement that occurred between before and after using the learning media used by the researcher.

a. Pre-Test

The pre-test was carried out in cycle one before researchers used the learning media studied in the classroom during the learning process.

b. Post-Test 1

The post-test 1 was carried out in cycles one meeting two after researchers used the learning media TikTok post in two language in the classroom during the learning process.

c. Post-Test 2

The post-test 1 was carried out in cycles two meeting two after researchers used the learning media TikTok post in two language in the classroom during the learning process.

5. Documentation

Documentation is obtained while researchers collect data from the research site. This documentation can be in the form of photos while the researcher is collecting data at the research site.

D. Data Analysis

Research data that has been obtained and collected, then the data must go through the analysis stage. The research data analysis step carried out by this researcher was carried out with the aim of interpreting the data, so as to conclude the results of the data obtained.

Based on Miles & Huberman (1994:10) to analyze interview data consists of three flows that are carried out simultaneously, the three flows consist of (1)Data reduction, (2)Data Display, and (3)Conclusion Drawing or Verification. The following is an explanation of the three flows:

1. Data Reduction

Data reduction according to Miles & Huberman (1994:10) is a process that refers to five things, including selecting, focusing, simplifying, abstracting and transforming data. Therefore, based on Miles & Huberman (1994:10) also during data collection has not been completed, data reduction will continue until the end by writing summaries, coding, looking for themes, making clusters, making partitions and writing memos. So that data reduction will make it easier to draw final conclusions and can be verified because it has gone through the process of sharpening, classifying, directing, discarding and organizing data Miles & Huberman (1994:11).

2. Data Display

Data presentation according to Miles & Huberman (1994:11) is a process that makes it possible to draw conclusions or take action with a better view so that qualitative analysis can be valid. Therefore, based on Miles & Huberman (1994:11) to display data can be done in forms such as matrices, charts and networks. This is done to collect information so that it is organized into a more concise and easily analyzed form to produce conclusions that can be accounted for (Miles & Huberman, 1994:11).

3. Conclusion Drawing or Verification

Conclusion drawing or verification according to Miles & Huberman

(1994:11) is half of the Gemini configuration. In addition, conclusions will

continue to be verified during the analysis process. Then, if in the middle of

data collection, the researcher has a relatively short conclusion, in the

conclusion itself the researcher cannot do it arbitrarily. This is because to make

conclusions, researchers must return to the data to verify. Therefore, the

conclusions at the end of the research data are not only done during data

collection, but also need verification so that the conclusions of the research data

can be accounted for (Miles & Huberman, 1994).

In addition to data analysis from Miles & Huberman (1994), researchers

also use analysis techniques used to analyze the test data that has been obtained,

this test data is in the form of scores collected from pre-test and post-test. The

following is the analysis technique used:

1. Mean Formulation (Gaurifa & Harefa, 2023)

x: Mean

 $x = \frac{\Sigma n}{N}$ Σn : Total score

N : Number of student in class

2. Percentage Formula of Minimum Criteria

P: Percentage

 $P = \frac{F}{N} \times 100\%$ F : Number student passed KKM

N : Number of Student in class

E. Data Analysis of Translation Techniques

Research data in this research are divided into two, data obtained from classroom action research and data obtained from TikTok accounts in the form of bilingual posts to analyze the translation techniques. In this relation, research data obtained from the TikTok account in the form of bilingual posts as mentioned in the data source and data point in this research are analyzed using translation techniques by Molina & Hurtado Albir (2002). In Molina & Hurtado Albir (2002) translation techniques, there are 18 translation techniques consisting of: adaptation, amplification, borrowing, calque, compensation, description, discursive creation, establish equivalent, generalization, linguistic amplification, linguistic literal translation, modulation, particularization, compression, reduction, substitution (linguistic, paralinguistic), transposition and variation.

F. Data Validity

In this research, researchers used triangulation to validate the data that had been collected from each data collection technique. Triangulation is a method that can be used in to validate research data by using more than two data sources (Pashaie et al., 2023). Based on Denzin (1978) and Patton (1999) cited in Lemon & Hayes (2020), there are four triangulation approaches that are often used, including: (1)Method Triangulation, which is a technique in research using more than one type of data collection technique (Lemon & Hayes, 2020). (2)Researcher Triangulation, which is research that requires multiple researchers to collect and analyze data from a phenomenon in order to increase the depth of the findings of the data (Lemon & Hayes, 2020). (3)Theory Triangulation, which is a technique used when researchers

use or rely on different theories to analyze data (Lemon & Hayes, 2020). (4) Data Source Triangulation, is a technique that requires diverse data sources such as participation from individuals with different backgrounds (Lemon & Hayes, 2020).

In this research, data that has been collected is then validated using method triangulation technique. This is because in this research, researchers used more than one data collection technique. The data collection techniques used by researchers include observation, interviews, field note, tests (Pre-test and Post-test) and the last is documentation.

G. Quota Sampling Technique

In this research, data obtained from TikTok social media on the accounts used as data sources to analyze the translation techniques used are very large in number. Therefore, to limit the excessive amount of data, researchers used quota sampling technique. Based on Acharya et al (2013), quota sampling requires a procedure to determine certain characteristics of the sample to match those desired by the researcher.

In this research, researchers determined the characteristics of posts taken by TikTok, namely posts presented in two languages (English and Indonesian). In addition, researcher also determined that data collection was taken from October 2022 to September 2023, in each month at least 1-2 posts in two languages were taken from account that had been selected to be the data source. During the data collection, researcher needs at least 69 data to analyze the translation techniques used. As mentioned above, this quota sampling selection aims to limit the data to be used for the analysis of translation techniques.

H. Research Setting

1. Place of the Research

This research was conducted at SMP Muhammadiyah 3 Yogyakarta which is located at Jalan Captain Piere Tendean No. 19 Wirobrajan, Yogyakarta City, Yogyakarta Special Region 55252.

2. Time of the Research

This research was conducted in October – December 2023 with seventh grade students as the data source. This research was carried out by applying 2 cycles from Classroom Action Research. To provide clearer details about the research time, it can be seen through the activity schedule table below:

Table 3.1 Research Schedule

	Month / Week																	
Activities	2023													2024				
	October				November			December					January					
	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4
CAR																		
Proposal																		
Preparation																		
Arranging																		
Research																		
Instruments																		

Data									
Collection:									
Cycle 1									
Data									
Collection:									
Cycle 2									
Collect data,									
assess data									
and analyze									
data									
Preparing									
Research									
Report									
Report									
Presentation									

I. Research Subject and Object

1. Subject of the Research

The subjects of this research were class VII C students at SMP Muhammadiyah 3 Yogyakarta, with a total of 21 female students and 10 male students.

2. Object of the Research

The object of this research is vocabulary mastery. Vocabulary is one of the important things for understanding a language. In research on increasing vocabulary, the research is seen from learning activities and tests.

J. Research Instruments

In this research, researchers used guidelines used to conduct research as well as other instruments in order to collect data. These instruments include the following:

1. Observation Sheet

Observation sheets were used and carried out before the research. Observations carried out before the research was carried out aimed to determine the conditions and learning activities of students in the classroom. Observations that have been carried out by researchers before conducting research have a good results. This is indicated by the activities of students who pay attention to the explanation and directions of the teacher during the learning process.

2. Interview Sheet

Observation sheets are used to obtain information after researchers use learning media. This interview was carried out with resource persons consisting of students regarding learning activities and learning media used during the learning process. In this research, the interviews used were semi-structured interviews. The interview guide used to students is as follows:

a. Before Research

- 1) What do you think about English lessons?
- 2) Do you like learning English, especially learning vocabulary?
- 3) While learning English, did you experience difficulties, especially in increasing your vocabulary?
- 4) During the learning process, does the teacher use a variety of learning media? If yes or no, what learning media does the teacher use during English learning?
- 5) What do you think about learning English to increase vocabulary using learning media?
- 6) Do you prefer learning English using media? If yes or no, what is your reason?
- 7) Is TikTok learning media already used?

b. After Research

- 1) What do you think about English lessons after using TikTok learning media?
- 2) Does TikTok learning media in English learning help improve your vocabulary?
- 3) While learning English using TikTok learning media to improve your vocabulary, are you having difficulty?
- 4) Do you like learning English to improve your vocabulary using TikTok media?

3. Test

The test instrument used in this study aims to determine the increase in students' vocabulary. In this study, the tests used were pre-test and post-test.

4. Other Instrument

Other instruments used in this research to support in obtaining research data are cellphone cameras and LCD Projectors. When the research took place, the researcher took documentation in the form of photos using a cellphone camera. Meanwhile, to support the smooth running of researchers in displaying TikTok posts and displaying subject matter, researchers use school facilities that are already available, namely by using an LCD Projector.

K. Indicator of Action Success

In this research, the indicators of action success were determined to determine whether this research was successful or not. The indicator of action success in this research is by setting Minimum Completion Criteria (KKM). The value set to achieve the completion criteria is 75. So that if 75% of students reach the completion criteria, then this research is considered successful.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The results of the research on translation techniques in TikTok posts in two languages and their use to improve students' vocabulary are presented in two parts:

1. Translation Technique used in Bilingual Post

Researchers collected data from TikTok as a data source. The data collected is data in the form of posts presented in two languages. In this study, during the research, neither the students nor the researcher translated a text. However, during the research, the researcher has provided information to the students, which is related to translation techniques. In line with translation techniques, in this research, the researcher tried to categorize the types of translation techniques used in TikTok bilingual posts. The translation technique used to analyze the data is from Molina & Hurtado Albir (2002). There are 69 sentences taken from bilingual TikTok posts and have gone through the translation technique analysis stage. Following is a presentation of data on the types of translation techniques used in bilingual posts:

Table 4.1 Translation Technique Data Presentation

No	Translation Technique	Frequency	Percentage
1	Establish Equivalent	363	92.13%
2	Borrowing	24	6.09%
3	Amplification	6	1.52%
4	Description	1	0.25%

a. Establish Equivalent

Established Equivalent based on Molina & Hurtado Albir (2002) is a translation technique that the terms or expressions in the source language are translated by terms that are common or recognized from the target language. Based on the definition from Molina & Hurtado Albir (2002), following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/EE/Eng-Ind/TT/01

SL: Batik is one Indonesian Cultural Heritages.

TL : Batik / adalah / salah satu / warisan / budaya / Indonesia.

BOR EE EE EE EE

Based on the data presentation of translation technique analysis above, the word **is** in the SL column is translated into **adalah** in the TL column. In the translation process, the translator uses the establish equivalent translation technique. In addition, the establish equivalent translation technique is also used on the word **cultural** in the SL column which is translated into **budaya** in the TL column.

b. Borrowing

Based on Molina & Hurtado Albir (2002) borrowing is done by taking or borrow a word from the source language. Therefore, based on the definition, following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/BOR/Eng-Ind/TT/04

SL: Batik has made into the Representative List of Intangible

Cultural Heritage of Huamanity in 2008 by UNESCO.

TL : Batik / telah / masuk / dalam / Daftar / Representatif /

BOR EE EE EE BOR

Warisan / Budaya / Takbenda / Kemanusiaan / pada / tahun / 2008

EE EE EE EE AMP EE

/ oleh / UNESCO.

EE EE

Based on the data presentation of translation technique analysis above, the word **representative** in the SL column is translated into **representatif** in the TL column. This is because the translator uses a word that has the same form in the target language. Therefore, the translation technique used to translate the word is borrowing translation technique.

c. Amplification

Amplification based on Molina & Hurtado Albir (2002) is a translation technique by adding a detail of information that does not appear in the source language text. Following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/AMP/Eng-Ind/TT/62

SL: I like carrot because it makes my eyes healthy

TL: Aku / suka / wortel / karena / membuat / kedua / mataku / sehat.

EE EE EE EE AMP EE EE

Based on the data presentation of translation technique analysis above, there is one word in TL that is translated using amplification translation technique, the word is the second word. Where the **kedua** word is not listed in the source language, but the researcher adds the word to make it easier for readers.

d. Description

Based on Molina & Hurtado Albir (2002) description translation technique is done by adding a description to the terms or expressions in the source language into the target language. Following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/DESC/Eng-Ind/TT/03

TL: Dua / peralatan / utama / untuk / membuat / Batik / adalah /

EE EE EE EE BOR EE

canting / dan / malam / (lilin).

BOR EE BOR DESC

Based on the data presentation of the translation technique analysis above, the word **candle** in brackets in the SL column is translated into **lilin** in the TL column. This is because the translator provides detailed information that may not be widely known by the general public. Therefore, the translator uses the description translation technique to provide detailed information to make it easier for readers.

2. Bilingual TikTok can Improve Students Vocabulary Mastery by Using Classroom Action Research Method

Research using class action research was conducted from October to December 2023. This research was conducted at SMP Muhammadiyah 3 Yogyakarta located at Jalan Kapten Piere Tendean No. 19. The implementation of cycle one was carried out on 7th November 2023 to carry out the pre-test and 8th November 2023 to carry out post-test 1. Meanwhile, cycle two was carried out on 21st November 2023 and 22nd November 2023. On 22nd November 2023 was used to conduct post-test 2. Researchers conducted research at SMP Muhammadiyah 3 Yogyakarta, class VII C with the following research results:

a. Pre-Test (Cycle 1)

To obtain data, at this stage it is done by using two ways, field note and tests (pre-test and post-test 1). Field note are taken to note things or activities that occur during the learning process. While the test (pre-test and post-test 1) was carried out in order to obtain data in the form of the students' scores before being given treatment by using the tiktok bilingual post and after being given treatment. The following are the results of data collection using field note:

Table 4.2 Field Note Cycle 1 (Meeting 1)

FIELD NOTE

Day/Date : Tuesday / 7th November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 1 (Meeting 1)

Researcher entered the class and greets the students. Researcher invited students to say Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then before giving an explanation of "procedure text" material, researcher distributed pre-test questions for students to do. After the duration of working on the test was finished, researcher asked the students to collect their work in front.

Researcher asked triggering question "Is there anyone here who wants to make something and needs the steps?", students responded by answering "Yes". Researcher "Well that means we need a guide right. Such a guide can be called as a procedure text". After that researcher mentioned learning objectives. Then researcher asked again "Do any of you like to cook here?", some students answered "Yes, I do". Then researcher again asked "Cooking food or drinks?", the answers from the students varied either food or drinks. Then researcher asked "If you want to cook and don't know how, usually use a tutorial in what form?", the students' answers also varied. After that, researcher informed the students that today's material was procedure text. Before explaining the material, researcher provides stimulation related to the material by showing a video of TikTok bilingual posts. After that, researcher asked question "So what do you think from the video was being made?", several students were able to answer the question simultaneously. Researcher again asked, "What are the materials and utensils needed?", one of the students was able to answer even though he was hesitant. After that, researcher explained the structure in the procedure text and gave examples of cooking utensils in form of TikTok bilingual posts. Furthermore, researcher explained about language features in procedure text, "So one of the language features of procedure text is action verb, what are there?", students answered "Is like mix, pour and cut". Then researcher gave an example of procedure text in form of TikTok bilingual post while explaining the material. Researcher again asked

questions "From the example of the procedure text, so what is in the procedure text?", one of the students answered the question correctly based on what had been explained. After explaining the material, students were asked to work on the individual assignment. After the students have finished collecting individual assignments, researcher briefly explains procedure text material again then students are divided into several groups and researcher shows food or drinks for students to choose with their groups. After choosing, researcher explained the task they had to do to create a procedure text based on the food or drink that had been chosen with their group. After explaining the task, researcher asked the students "Is it clear with the task?" and students answered if they understood and some gave a gesture of nodding heads. Although there are some students who still ask about the clarity of the tasks that have been given such as "This is to make a procedure text right miss, from the food that has been chosen". Researcher walked around to check the process of students with their groups while working on the task. While researcher was monitoring students, many students made noise by chatting and joking. 10 minutes before the bell rang, researcher asked "Is it finished? Those who have finished can be collected, those who have not finished are also collected, in the next meeting we will do it again", several students came forward to collect the results of their group's work in front.

Before closing the lesson, researcher together with the students made a conclusion about today's learning "So what have we learned today?" after that students answered and researcher asked again "In the procedure text there are three structures, anyone knows what they are?", students answered the question together. After that researcher asked students if there were any difficulties regarding today's material and shared learning agenda for the next meeting. After the bell rang, then researcher together with the students closed the lesson by saying

Hamdalah and researcher greets the students. The researcher said greetings and left the class.

Learning activities that were noted in the field note in cycle 1 (first meeting) can be seen in the picture below, when students take the test (pretest) and when researchers display TikTok bilingual posts in the learning process.

Figure 4.1 Learning Activities in Cycle 1 (Meeting 1)



Researchers use learning media in the form of bilingual TikTok posts that are displayed before explaining the material "procedure text" as a stimulation for students. The following is the media used in the learning process:

Figure 4.2 Learning Media from TikTok Bilingual Post (Cycle 1)





In cycle one, researchers conducted two tests, consisting of pre-test and post-test 1. At the pre-test stage, researchers gave questions to students as many as 25 items. The following are the results of the pre-test that students have done which are presented in the form of table 4.3:

Table 4.3 Result of Pre-Test

No	Name	KKM	Cycle 1	
110		IXIXIVI	Pre-Test	
1	AFH	75	72	
2	AZHP	75	28	
3	AZYP	75	64	
4	AAF	75	76	
5	AMS	75	80	
6	АН	75	68	
7	ANR	75	84	
8	ASDL	75	84	
9	ACP	75	84	
10	ARS	75	64	
11	AK	75	44	
12	ANS	75	56	

	TOTAL	2016	
31	ZWH	75	48
30	TEJW	75	36
29	RAK	75	84
28	QF	75	76
27	NAZEP	75	84
26	NPV	75	52
25	NKK	75	32
24	NFG	75	40
23	NAB	75	84
22	MIFH	75	60
21	MHAEG	75	72
20	KAAR	75	28
19	IAL	75	84
18	HRA	75	60
17	GRY	75	80
16	FNI	75	84
15	FIAA	75	64
14	DDA	75	64
13	CAM	75	80

Description:

Not Passed Minimum Completion Criteria (KKM)

Based on the table above, it shows that most students did not reach the Minimum Completion Criteria (KKM) that had been set. Students who did not reach the completion criteria had a percentage of 53.06%, while students who had reached the Minimum Completion Criteria (KKM) value only had a percentage of 41.93%. From this percentage, it can be seen that the difference between students who are not reached and reached is 16.13%.

In cycle one (Pre-test), students who did not reach the completion criteria were 18 students and on the other hand students who had reached

the Minimum Completion Criteria (KKM) were only 13 students. Therefore, because the number of students who did not reach the KKM was more than those who had reached the minimum completion criteria. The researcher decided to conduct the next test, that is post-test 1 which was carried out in cycle 1 at the next meeting after the pre-test had been carried out.

b. Cycle 1

Before carrying out post-test 1, the stages that must be passed by researchers include three stages including:

1) Planning

At this stage researchers prepare learning tools consisting of teaching modules, learning media and also test sheets.

2) Action

At this stage, two meetings were held with the same material at each meeting. The first meeting was held on 7th November 2023 and the second meeting was held on 8th November 2023 November. In each of these meetings the time allocation given is 35 minutes. The learning activities noted in table 4.5 of the field note in cycle 1 (second meeting) can be seen in the picture below, when the researcher gave a brief explanation of translation and translation techniques from the TikTok bilingual post and when students took the test (post-test 1).



Figure 4.3 Learning Activities in Cycle 1 (Meeting 2)

Researcher used the bilingual TikTok posts to provide stimuli and examples for students when explaining translation and translation techniques. The following are the bilingual TikTok posts used:

Figure 4.4 Tiktok Bilingual Post to Inform Translation



After previously the researchers conducted a pre-test and the mean student did not reach the KKM. The following are the results of post-test 1 which are displayed in table form as follows:

Table 4.4 Result of Post-Test 1

No Name		KKM	Cycle 1
110	Ivaille	KKIVI	Post-Test 1
1	AFH	75	60
2	AZHP	75	28
3	AZYP	75	68
4	AAF	75	36
5	AMS	75	84
6	AH	75	76
7	ANR	75	96
8	ASDL	75	88
9	ACP	75	92
10	ARS	75	64
11	AK	75	60
12	ANS	75	64
13	CAM	75	100
14	DDA	75	48
15	FIAA	75	80
16	FNI	75	96
17	GRY	75	88
18	HRA	75	60
19	IAL	75	92
20	KAAR	75	60
21	MHAEG	75	80
22	MIFH	75	24
23	NAB	75	92
24	NFG	75	84
25	NKK	75	64
26	NPV	75	44
27	NAZEP	75	96
28	QF	75	92
29	RAK	75	92
30	TEJW	75	40
31	ZWH	75	36
	2184		

Description:

Not Passed – Improved Passed – Improved Based on the table above, it shows that there is an increase in student scores after being given treatment through viewing TikTok learning media which is presented in two languages. In post-test 1 results, percentage of students who have reached KKM increased by 9.68%. With this increase, the percentage of students who have reached KKM is 51.61%. Meanwhile, the percentage of students who did not reach KKM was 48.38%, which showed a decrease from the pre-test results by 9.68%.

In the post-test 1 results, there were 16 students who had reached the KKM. However, there are some students who have shown an increase even though they have not reached KKM, for example, a student with the initials KAAR who experienced an increase in score of 32, where the score in the pre-test was 28 and then increased in the post-test 1 with the score of 60. Although the number of students who have reached the KKM is half of the total number of students, the researchers decided to conduct post-test 2 in cycle two to help students who have improved but have not yet reached the specified KKM.

3) Observation

In this first cycle, the use of learning media TikTok posts in two languages received a good response from students. When the researcher showed TikTok posts in two languages according to the predetermined material, students paid serious attention so that when the TikTok video that was shown was finished and the researcher asked questions, some students were able to answer correctly according to the video shown. Following are the results of data collection using field note:

Table 4.5 Field Note in Cycle 1 (Meeting 1)

FIELD NOTE

Day/Date : Wednesday / 8th November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 1 (Meeting 2)

Researcher entered the class and greet the students. Then, researcher asked students to said Basmalah before starting learning. After that, researcher took attendance by calling students' names one by one. Then researcher asked students a triggering question "Anyone still remember what yesterday's meeting was about?", some students answered correctly. Researcher asked another question to students "Procedure text has three structures, can anyone mention what they are?", one of the students was able to answer correctly even though he was a little hesitant. Next, convey the learning objectives that will be achieved.

Researcher gave directions to students about the activities "Yesterday we made groups and made procedure texts. For those who have not finished, you can continue", then researcher called one of group representatives to take the paper of their work. While students continued their group work from previous meeting, researcher monitored the students by walking around the classroom. Some still asked questions related to the material. After completing the group work, researcher asked "Does anyone here know what translation and translation techniques are?", the students answered by not knowing translation techniques. Researcher reopened the

discussion "Then I try to explain and give examples briefly about translation techniques", students responded by giving a gesture of nodding heads. After that, researcher displayed a bilingual TikTok post and explained examples of translation techniques used in the translation in the post. After explaining about translation and translation techniques, students were asked to do a test (post-test 1) as a learning evaluation after the treatment using TikTok bilingual posts. After allotted time ran out, researcher asked students "Is it finished? Come on, those who have finished are collected", students collect the results of their group work to the front.

Before the bell rang, researcher and students made a conclusion together. Researcher asked students if there were any difficulties during learning. After that, researcher distributed rewards to students who had been active for two meetings and closed the lesson by said Hamdalah together after the bell rang. The researcher said greetings and left the class.

4) Reflection

Reflection on this research is seen from the learning activities carried out by researchers during cycle 1. Reflection in cycle 1 is that during learning takes place using learning media TikTok posts in two languages have a good response from students, this can be seen from the attitude of students when researchers show TikTok post videos, although there are obstacles with the sound of speakers that are not large enough.

In addition, the results of post-test 1 shown in table 4.4 show that there was an increase in student scores. Although some of the improvements experienced by students have not yet reached the KKM. However, this does not rule out the possibility for these students to reach the KKM in the next test. Therefore, the researcher decided to conduct post-test 2 with the aim of providing opportunities and helping students reach the KKM score.

c. Cycle 2

Before carrying out post-test 2, the stages that must be passed by researchers include three stages including:

1) Planning

This planning stage is overall the same as what researchers did in cycle 1. At this stage, researchers prepare learning tools consisting of teaching modules, learning media and also test sheets.

2) Action

At cycle two, first meeting held on 21st November 2023 and the second on 22nd November 2023. In each of these meeting the time allocation is 35 minutes. Learning activities noted in table 4.7 of the field note in cycle 2 (first and second meetings) can be seen in the picture below, when the researcher displays TikTok bilingual posts and when students take post-test 2:

Figure 4.5 Learning Activities in Cycle 2





Researchers use learning media in the form of TikTok bilingual posts that are displayed as stimulants for students. The following is the media used in the learning process:

Figure 4.6 Learning Media from Tiktok Bilingual Post (Cycle 2)



After previously the researchers conducted a pre-test and post-test 1 and the mean student had improved, but the improvement shown by some students had not yet reached the KKM. Following are the results of post-test 2:

Table 4.6 Result of Post-Test 2

No	Name	KKM	Cycle 2
110	rvame	IXIXIVI	Post-Test 2
1	AFH	75	36
2	AZHP	75	72
3	AZYP	75	84
4	AAF	75	88
5	AMS	75	96
6	АН	75	92
7	ANR	75	92
8	ASDL	75	100
9	ACP	75	76
10	ARS	75	88
11	AK	75	96
12	ANS	75	92

	TOTA	2750	
31	ZWH	75	96
30	TEJW	75	92
29	RAK	75	100
28	QF	75	96
27	NAZEP	75	96
26	NPV	75	76
25	NKK	75	96
24	NFG	75	76
23	NAB	75	100
22	MIFH	75	82
21	MHAEG	75	88
20	KAAR	75	80
19	IAL	75	100
18	HRA	75	92
17	GRY	75	92
16	FNI	75	100
15	FIAA	75	92
14	DDA	75	84
13	CAM	75	100

Description:

Passed Minimum Completion Criteria (KKM)

Based on the table above, results of post-test 2 show that the percentage of students who have reached the KKM has increased greatly by 41.93%. With this increase, the percentage of students who have reached the KKM is 93.54%. Meanwhile, the percentage of students who did not reach the KKM experienced a drastic decrease with a percentage decrease of 41.93%. So that with this decrease, the percentage of students who did not reach the KKM was 6.45%.

In addition, in this post-test 2 carried out there were six students who achieved perfect scores, these students had the initials ASDL, CAM, FNI, IAL, NAB, and RAK. There are several students who have experienced a steady increase from pre-test to post-test 2. Students who experienced stable improvement with the initials AMS, FIAA, and GRY. In line with the results of pre-test 2 which showed the percentage of students who had reached the KKM was 93.54% and had reached the indicator of action success. So the researcher decided not to do post-test 3.

3) Observation

Observations were made by looking at learning activities that occurred during cycle 2. Not much different from the observation results in cycle 1, the application of learning media using TikTok posts in two languages in cycle 2 received a much better response from students during the learning process. Students pay more attention to the variations in learning media, and can focus more on the material. Although there were some students in this cycle 2 still did not understand the difference between adverbs and connectives words. In this cycle 2, overall the learning process using TikTok post learning media presented in two languages has gone well and the obstacles experienced by researchers can be faced and handled. The following are the results of data collection using field notes:

Table 4.7 Field Note in Cycle 2 (Meeting 1 and 2)

FIELD NOTE

Day/Date : Tuesday and Wednesday / 21st – 22nd November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 2 (Meeting 1 and 2)

Meeting 1

Researcher entered the class and greet the students. Then, researcher invited students to said Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then researcher asked the students a triggering question "In the previous two meetings, anyone still remember what we learned?", some students answered correctly. Next, researcher conveyed the learning objectives.

Researcher displayed a TikTok bilingual post as a stimulus before asking a question, "Now question, what are the materials used from the video?", one of the students could answer several materials correctly. Then researcher asked again "Another question, we already mentioned the ingredients, now what are the utensils used?", several students answered the correct answer together. After that, researcher invited students to recall the material that had been explained in the previous meeting. "Now time to recall our memory about procedure text, do any of you still remember what is the structure of procedure text?", students looked hesitant to answer, but one of them was able to answer correctly. Researcher asked again "Well, besides the structure of procedure text, there are also language features, what are the examples of connectives?", one of the students answered "Connective is the one in front, right miss?" Researcher answered yes and nodding head, the students continued their answer "As I remember, like firs, second" the researcher responded "Yes, that's right". After briefly researcher encourages students to recall the material in the previous meeting. Students are given individual assignments according to the material that has been studied. After the time given ran out, the researcher asked students to collect the individual assignments. Then the researcher gave time and asked students to present the results of their group work in front of the class. One by one, representatives from the group began to come forward and present the results of their group work in making text procedure.

Before the bell rang, the researcher together with the students made a conclusion of the material that had been taught. Then the researcher asked if they had any difficulties and conveyed the learning agenda for the next meeting. Furthermore, the researcher invites students to said Hamdalah to close the learning. The researcher said greetings and left the class.

Meeting 2

Researcher entered the class and greeted the students. Then, researcher asked the students to said Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then researcher asked the learners a triggering question. Next, the researcher said the learning objectives.

Researcher provides stimulation in the form of questions to students to recall the material that has been taught in the previous meeting, "Yesterday we tried to make a procedure text right, now there is a question, try to mention what examples of kitchen utensils are used for cooking?" students answer at the same time examples of utensils. Researcher again asked, "Earlier it was about kitchen utensils, now, try to mention what are the language features in the procedure text?", one of the students was able to answer some of language elements of procedure text. Then researcher displayed a

picture of an action verb and asked students to guess the action verb from the picture "Now, miss has an example of an action verb, later after I shows you, try to guess what action verb that I shows, do you understand?" students answered yes and some nodded heads. After that, researcher gave directions regarding the activities. Researcher informed and distributed test as final evaluation (post-test 2) to students to be done individually and gave duration of time to do the test. After the time given was almost finished, researcher asked "Has anyone finished? Come on, those who can be collected" some students collect the test results.

Then after a while before the bell rang, the test was collected and researcher asked students to summarize procedure text material again. After that, researcher asked if there were any difficulties during the lesson and asked students to said Hamdalah together to close the lesson. Then, researcher greets students and left the class.

4) Reflection

Reflection in this study related to learning using TikTok bilingual post learning media in cycle 2 is the same as the previous cycle, students showed a positive response. The learning process that took place during cycle 2 was carried out by improving the obstacles that researchers experienced related in the last meeting.

Learning activities in cycle 2 using TikTok post learning media in two languages showed an increase. This can be seen from the student learning outcomes that have increased in table 9 and have reached the KKM, and can be seen from the enthusiasm shown by students during the cycle 2 learning process.

To provide an overview of the improvement experienced by students, the following are the results of student scores obtained during cycles one and two in the pre-test, post-test 1 and post-test 2:

Table 4.8 Result of Pre-Test, Post-Test 1 and Post-Test 2

			Cycle 1				Cycl	le 2
No	Name	KKM	Pre-	Cate	Post-	Cate	Post-	Cate
			Test	Gory	Test 1	gory	Test 2	Gory
1	AFH	75	72	U	60	U	36	U
2	AZHP	75	28	U	28	U	72	U
3	AZYP	75	64	U	68	U	84	P
4	AAF	75	76	P	36	U	88	P
5	AMS	75	80	P	84	P	96	P
6	AH	75	68	U	76	P	92	P
7	ANR	75	84	P	96	P	92	P
8	ASDL	75	84	P	88	P	100	P
9	ACP	75	84	P	92	P	76	P
10	ARS	75	64	U	64	U	88	P
11	AK	75	44	U	60	U	96	P
12	ANS	75	56	U	64	U	92	P
13	CAM	75	80	P	100	P	100	P
14	DDA	75	64	U	48	U	84	P
15	FIAA	75	64	U	80	P	92	P
16	FNI	75	84	P	96	P	100	P
17	GRY	75	80	P	88	P	92	P
18	HRA	75	60	U	60	U	92	P
19	IAL	75	84	P	92	P	100	P
20	KAAR	75	28	U	60	U	80	P
21	MHAEG	75	72	U	80	P	88	P
22	MIFH	75	60	U	24	U	82	P

23	NAB	75	84	P	92	P	100	P
24	NFG	75	40	U	84	P	76	P
25	NKK	75	32	U	64	U	96	P
26	NPV	75	52	U	44	U	76	P
27	NAZEP	75	84	P	96	P	96	P
28	QF	75	76	P	92	P	96	P
29	RAK	75	84	P	92	P	100	P
30	TEJW	75	36	U	40	U	92	P
31	ZWH	75	48	U	36	U	96	P
	TOTAL		20	016	218	34	275	50
Stu	Student Passed KKM		-	13	16	6	29)

Description:

Passed the Minimum Completion Criteria : Passed

Not Reached the Minimum Completion Criteria : Unpassed

Based on the table above, to find out whether this research is successful or not, the data above needs to be calculated to determine the mean and percentage of student passed KKM. This is done to determine the improvement in each cycle that has been carried out as well as the percentage of the completion criteria in each cycle. Therefore, following is a table of calculations of mean and percentage of student passed KKM:

Table 4.9 Result of Mean and Percentage of Students Passed KKM

Cycle	Test	Mean	Percentage of student passed KKM
1	Pre-Test	65.03	41.93%
	Post-Test 1	70.45	51.61%
2	Post-Test 2	88.71	93.54%

The table above shows an increase in each cycle. The increase can be seen from the mean and percentage of the number of students who passed completion criteria.

d. Interview (After Research)

Table 4.10 Transcript of Interview After Research

No	Question	Answer
1	What do you think	R1: It's very exciting, I love it, it's really
	about English lessons	exciting.
	after using TikTok	R2: In my opinion, well, when we learn
	learning media?	English using TikTok media, it makes it
		easier to understand new vocabulary.
		R2: Then I can get rid of my boredom.
		Usually, teachers only use power points
		if not told us to open a book. Now when
		using TikTok, I think it's more exciting
		and less boring.
2	Does TikTok learning	R1: Yes, because it added new
	media in English	vocabulary like what is it, there are many
	learning help improve	things.
	your vocabulary?	R2: Yes, because from social media we
		can learn a lot of vocabulary not only
		from books.
		R2: Yes some of it, like for example
		there is accounting, that's new. The pre-
		test questions, I forgot what the video
		was, but I also added vocabulary.
3	While learning English	R1: It doesn't, actually help me to learn
	using TikTok learning	more effectively.
	media to improve your	R2: No

	vocabulary, are you	R: Nothing at all?
	having difficulty?	R2: No, in fact, it's easier
4	Do you like learning	R1: Like it, really like it
	English to improve	Anyway I like it
	your vocabulary using	Anyway I like that
	TikTok media?	R2: Yeah, obviously, because TikTok is
		easier to understand, anyway it's easier to
		understand.

Based on the post-research interview transcript table above with a total of four questions asked to the respondents. The interview shows that the use of learning media in the form of TikTok posts presented in two languages can help improve vocabulary in students. This is shown from the answers of respondents one and two who said that they agreed that learning using TikTok helped improve vocabulary. With the answers from these respondents, this is in line with the research question of this study regarding TikTok to improve vocabulary in students. In addition, the interview results also showed positive responses from students regarding learning using TikTok posts presented in two languages. This is shown from the answers of respondents one and two who said that they think learning using TikTok is more fun and not easily bored and helps them to understand new vocabulary. Therefore, based on the interview transcripts above, it can be concluded that learning using learning media using TikTok posts in two languages can help in improving students' vocabulary, as well as students' interest in the learning media during the learning process.

B. Discussion

To answer the research formulation, the discussion will be discussed into two, first is about translation techniques and second is about classroom action research. In these two discussions both use TikTok bilingual posts.

Based on the results of data analysis on 69 sentences in TikTok bilingual posts and have been grouped as in Table 4.1, there are four types of translation techniques used in TikTok bilingual posts. In relation to Table 4.1, it can be seen that there are four types of translation techniques used. First establish equivalent, this translation technique has the highest frequency compared to the other three translation techniques, which is 363. According to Molina & Hurtado Albir (2002), establish equivalent technique is a commonly used term or expression that exists in the target language dictionary. As an example of the results of the analysis of translation techniques from TikTok bilingual posts is the word "handmade" in the data with the code TK/Eng-Indo/TT/02. The word is translated into the target language into "buatan tangan", so the translation is included in the establish equivalent translation technique and in accordance with the definition of Molina & Hurtado Albir (2002). Another example of the analysis of establish equivalent translation technique can be seen in the data coded TK/Eng-Indo/TT/10 on the words "smoked" and "beef" from the source language. Both words are then translated into the target language into "asap" and "daging sapi". Establish equivalent has a high frequency with a percentage of 92.13%. Because it is in line with the definition of Molina & Hurtado Albir (2002), the translated terms or

expressions use terms or expressions that are common according to the dictionary, or in other words, known by the general public.

Second, borrowing translation technique, although borrowing is not widely used, but compared to amplification and description translation techniques, borrowing translation technique has quite a lot of frequency, which is 24. According to Molina & Hurtado Albir (2002), borrowing translation technique is used by borrowing words or expressions from the source language. To give an overview of this definition, it can be seen from the results of the data analysis of translation techniques in the code TK/Eng-Indo/TT/04 on the word "Representative", then the word is translated into the target language into "Representatif". The word that has been translated into the target language is the result of borrowing translation technique from the source language. Another example of borrowing translation technique can also be seen in the data analysis of translation technique with code TK/Eng-Indo/TT/05 on the word "Batik" which is translated into the target language with the same word "Batik". This is because the word is translated without any changes and is included in the borrowing translation technique. The results of the analysis of translation techniques in TikTok bilingual posts show that the borrowing translation technique has a percentage of 6.09%.

Third, amplification translation technique has a small frequency which is 6. This translation technique has a small frequency and is rarely used because the translation technique according to Molina & Hurtado Albir (2002) is a translation technique used by adding information or details that are not in the source language. For example, from the data analysis of translation technique with code **TK/Eng-**

Ind/TT/54, the sentence "Prepare for tomorrow" in the source language is translated into the target language into "Menyiapkan keperluan hari esok". In translating the sentence into the target language, there is an addition of the word "keperluan" which does not exist in the source language. Therefore, from the analysis of translation techniques in TikTok bilingual posts, amplification translation technique has a percentage of 1.52%, which is smaller than the percentage of borrowing translation technique.

Fourth, description translation technique has the smallest frequency among the previous three techniques. From the analysis of translation techniques in TikTok bilingual posts, this technique has a frequency of only 1. This translation technique is rarely used because according to Molina & Hurtado Albir (2002), this technique is used by adding a description to a term in source language into target language with the aim of making it easier for readers to understand information. An example of this translation technique can be seen from the data analysis of the translation technique coded TK/Eng-Ind/TT/03 in the sentence "Two main equipments to make Batik are canting and malam (candle)" which is then translated into "Dua peralatan utama untuk membuat Batik adalah canting dan malam (lilin)". The word in brackets is an example of description translation technique, where the word in brackets provides information on the previous word "malam" which is candle, a main equipment to make batik carving. This translation technique has a percentage of 0.25% of all data collected and analyzed. From the analysis of translation techniques in TikTok bilingual posts, the most widely used translation technique in TikTok bilingual posts is establish equivalent translation technique.

Researcher also conducted classroom action research using TikTok's bilingual posts as learning media. After carrying out classroom action research for two cycles and getting the final results through tests, pre-test and post-test. Furthermore, researcher analyze student's score to determine the success of the research. Researchers have determined the indicators of action success in the form of determining the Minimum Completion Criteria (KKM). The value set to achieve the completion criteria is 75. If as many as 75% of students have reached the completion criteria, then this research is considered successful.

Based on table 4.8 which presents the results of pre-test, post-test 1, and post-test 2 and then calculated the mean and percentage of students who have reached the KKM. In cycle 1, the mean pre-test and post-test 1 increased by 5.42. Similarly, the mean number of post-tests in cycle 2, compared to the mean results of the previous post-test, the mean in the post-test cycle 2 has increased by 18.26. As for the percentage of student passed KKM, it also shows an increase in each cycle. The percentage shown in the pre-test in cycle 1 was 41.93% while in the post-test 1 in cycle 1 it was 51.61%. This shows that during cycle 1 there has been an increase of 9.68%. Although the cycle 1 (Post-Test 1) percentage not met the predetermined indicators of action success. However, in cycle 2, the percentage of student passed KKM reached 93.54%. Where this is a big improvement than before. The percentage difference in the cycle 1 post-test and cycle 2 post-test is 41.93%. In line with the results of the percentage of student passed KKM in cycle 2 and there is an indicators of actions success that have been determined in this study regarding if 75% of students have reached the completion criteria, then this research

is considered successful. Therefore, based on the results in post-test 2 which show that 93.54% of students have reached the completion criteria, and this percentage has exceeded the predetermined indicator of action success, this research can be said to be successful.

In addition, the data from the results of class action research are also supported by data from interviews conducted after the research was conducted. Based on the results of interviews during class action research using technology (TikTok bilingual posts), students showed a positive attitude and felt that learning using technology (TikTok bilingual posts) was more exciting and not boring. This can be seen in the results of the interview with respondent 1, in interview questions number one and four.

Transcript Interview Result on Question 1:

"It's very exciting, I love it, it's really exciting." (Respondent 1)

Transcript Interview Result on Question 4:

"Like it, really like it. Anyway I like it. Anyway I like that" (Respondent 1)

From the results of the interview transcript with respondent 1, it can be interpreted that students show a positive attitude towards learning using technology (TikTok bilingual posts) which is in line with the opinion of T. C. Reeves (1998) cited in Hermagustiana & Rusmawaty (2017), states that the use of technology in learning is believed to have a positive impact on student attitudes. In addition, the results of the interview transcripts are also in line with the opinion of Alakrash (2020) cited in Sarip & Khalid (2021) which states that vocabulary learning using technology makes students feel enjoyment and less stressed.

Apart from students who show a positive attitude towards learning using technology, the interview results also show that the use of technology (TikTok bilingual posts) during English learning is effective and efficient in improving students' vocabulary. This is evidenced in the interview transcripts of respondents 1 and 2, in interview questions number two and three.

Transcript Interview Result on Question 2:

"Yes, because it added new vocabulary like what is it, there are many things."

(Respondent 1)

Transcript Interview Result on Question 3:

"It doesn't, actually help me to learn more effectively." (Respondent 1)

Based on the results of the interview transcript with respondent 1, it can be interpreted that in English language, learning vocabulary using technology (TikTok bilingual posts) is effective and efficient in increasing vocabulary. Where this is in line with the opinion of Mulyasa (2018) cited in Berliani & Katemba (2021) who say that learning activities using technological assistance can be more effective and efficient.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results described in the previous chapter iv research findings and discussion, to answer the research formulation, this conclusion is divided into two points:

- 1. Based on the results of the analysis of translation techniques from 69 sentences taken from TikTok posts in two languages, it shows that there are four types of translation techniques used. Establish equivalent is the translation technique that has the most frequency of use, which is 363 and with a percentage of 92.13%. In addition, there are three other translation techniques including borrowing, amplification and description. Borrowing has a larger percentage than amplification which is 6.09%. Meanwhile, amplification with a percentage of 1.25% is greater than description with a percentage of 0.25%. With the results of the analysis of translation techniques, it can be seen that in TikTok posts that are presented in two languages, the most widely used translation technique is establish equivalent.
- 2. Based on the results described in the research findings and discussion in the previous chapter, it can be concluded that learning using TikTok bilingual post can improve vocabulary of students in VII C at SMP Muhammadiyah 3 Yogyakarta. This increase in student vocabulary can be seen from the results of student tests in each cycle, especially in percentage of student passed KKM.

In the first cycle (pre-test), percentage of student passed KKM was 41.93% with an mean student score 65.03, then the percentage increased in the first cycle post-test 1 by 9.68% became 51.61% with mean student score 70.45. This can be the evidence of an increase in cycle 1. In connection with that, percentage of student passed KKM also experienced an increasing in the second cycle (post-test 2). The percentage of student passed KKM increased by 41.93% from the previous post-test and became 93.54% with mean student score 88.71. Therefore, with the results of the student test shown from the percentage of student passed KKM, it can be concluded that there was an increase in student vocabulary during the given action from cycle 1 to cycle 2. In relation to this, it can be interpreted that the use of TikTok bilingual post as learning media can increase students' vocabulary during learning in English subjects and this research can be considered as successful because it has achieved the indicator of action success.

B. Suggestion

In connection with the research results and conclusions of this study, researchers provide suggestions that are expected to be helpful and useful for:

1. For School

After researchers conducted observations, research and used TikTok bilingual posts as learning media, the facilities in the classroom have been very supportive for using video learning media. So the researcher hopes that this research can be taken as consideration to use learning media in the form of videos such as TikTok posts presented in two languages.

2. For Teacher

It is hoped that teachers can consider TikTok posts presented in two languages as alternative learning media in the teaching process, especially used to increase students' vocabulary insights.

3. For Further Researcher

This research still has limitations in the research process. So that with these limitations, it is advisable for future researchers who will conduct research with similar problems to pay attention to existing and possible variables. In addition, it is hoped that the results of this study can be used as study material for future researchers.

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APPENDIX

Appendix 1: Observation Permission Letter



Hal.

UNIVERSITAS PGRI YOGYAKARTA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LPGRI I Sonosewu No117 Kotak Pos 1123 Yogyakarta Telp (0274) 376808,373198, Fax (0274)37680

No. : A.1881/FKIP-UPY/R/X/2023

: Ijin Observasi

Yogyakarta, 23 Oktober 2023

Kepada Yth. Kepala SMP Muhammadiyah 3 Yogyakarta Di Yogyakarta

Dengan hormat,

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin observasi, wawancara, serta pencarian data-data di instansi yang Bapak/Ibu Pimpin untuk melengkapi tugas matakuliah *Undergraduate Thesis* bagi Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP berikut:

NO NAMA MAHASISWA	NPM
Anita Tyas Yuniati	20144700008

Dosen Pembimbing

: Dr. Sujatmiko, M.Hum

Demikian surat ini kami buat, atas bantuan dan kerja sama yang baik diucapkan terima kasih.

Mengetahui,

Dr. Esti Setiawati, M.Pd. NIP: 19650909 199512 2 001

Tembusan: Dosen Pengampu Mahasiswa yang bersangkutan

Appendix 2: Research Permission Letter



UNIVERSITAS PGRI YOGYAKARTA

JL PGRI 1 Sonosewu No 117 Kotak Pos 1123 Yogyakarta -55182 Telp (0274), 376808, 373198, 373038 Fax (0274)376808

Nomor: A. 1883/FKIP-UPY/R/X/2023

: Ijin Penelitian

Kepada Yth:

Kepala SMP Muhammadiyah 3 Yogyakarta

Di Yogyakarta

Dengan hormat,

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin penelitian kepada:

Nama Mahasiswa

: Anita Tyas Yuniati

Nomor Mahasiswa : 20144700008

Semester/Prodi

: Gasal/Pendidikan Bahasa Inggris

Fakultas Alamat

: Keguruan dan Ilmu Pendidikan

: Jalan Nitiprayan No. 46A, Ngestiharjo, Kasihan, Bantul, Yogyakarta

Judul penelitian

: "AN ANALYSIS OF TRANSLATION TECHNIQUES ON

TIKTOK POSTS AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S VOCABULARY"

Waktu Penelitian

: Oktober - Desember 2023

Tempat Penelitian

: SMP Muhammadiyah 3 Yogyakarta

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

Yogyakarta, 23 Oktober 2023

Dekan

Setiawati, M.Pd.

NIP: 19650909 199512200 1

Tembusan:

- 1. Mahasiswa yang bersangkutan
- 2. Arsip

Appendix 3: Proof of Research Letter



MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH SEKOLAH MENENGAH PERTAMA SMP MUHAMMADIYAH 3 YOGYAKARTA

SEKOLAH STANDAR NASIONAL (SSN)
SK DIREKTUR PEMBIHAAN SEKOLAH MENENGAH PERTAMA. Nomor. 138/CJ.XD.92008, Tanggal 29 Agustus 2008
Alamat: Jalan Kapten Piere Tendean No. 19 Yogyakarta 552.52
Telp./Fax. Kampus I (0274) 375158 Kampus II (0274) 382735 Email: smp_3muh@yahoo.com



SURAT KETERANGAN

Nomor: 019/KET/III.4.AU.203/F/III/2024

Kepala SMP Muhammadiyah 3 Yogyakarta, Kecamatan Wirobrajan Kota Yogyakarta Daerah Istimewa Yogyakarta, dengan ini menerangkan bahwa:

nama

: Anita Tyas Yuniati

NIM

: 20144700008

perguruan tinggi

: Universitas PGRI Yogyakarta

program studi

: S-1, Pendidikan Bahasa Inggris

judul

: An Analysis of Translation Techniques on Tiktok Posts and Their

Contribution in Improving Student's Vocabulary

Telah melaksanakan observasi/penelitian/pengumpulan data di SMP Muhammadiyah 3 Yogyakarta.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 25 Maret 2024

Kepala Sekolah

Susamta, S.Pd., M.Pd.

SSNUKS 16023L0010560131016444

Appendix 4: Thesis Guidance Form



UNIVERSITAS PGRI YOGYAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS

Jl. PGRI II Sonopakis Lor No. 240 Yogyakarta-55182 Telp. (0274) 376808, 373198, 373038

FORM BIMBINGAN SKRIPSI

Nama Mahasiswa

Dosen Pembimbing

: Anito Tyas Yuniati

NPM

. 20144700008

Judul Skripsi

. An Analysis of Translation Techniques

On Tik Tok Posts and Their Contribution in improving students vocabulary

Dr. Sujatmika, M.Hum

NO Tanggal Paraf Keterangan Dosen 1 12 mei 2023 mengiconsultasikan judul skripsi 2 Mengicansultasikan data penelitian berjemahan. 15 juni 2023 3 ia juli sazz Bimbingan proposal 1-3 4 28 juli 2023 Konsultasi persiapan pengambilan data penelitian 5 Konsultasi instrument penelitian 20 aktober 6 Revisi proposal bob 1-3 3 jan 2024 7 Kansultasi dan revisi bab 4 28 jan 2029 8 Perbaikan bab 4, penyusunan bab 5 dan 12 Maret 2029 penyusunan lampiran 9 23 April 2024 Revisi skripsi lengkap 10 ACC ujian skripsi 25 April 2014

Appendix 5: Student Pre-Test Answer Sheet (Max Score)

Name	AnniSa Nabila Ro	chmad	SCORE:	
Class	70		00	7. You're cooking with your friend and your friend says the next steps are "Pour into a glass or
No. Absent	: 7		89	bowl". The word "Pour" in the sentency is included in the
	MEETING	G 1: PRE-TEST	11-	 Verb, because it is the first adverb.
Instructions! Choose either	! r a, b, c or d as the correct ensw	Previous		 b. Vorb, because the word in in the first line. Yerb, because the word is an action verb. "She from West Java"
The abili	ce above, the bolded and underly my to record the finances of a	nn c. Ability to sociali	ze within the company.	What is the correct "to be" to correct the sentence? a. and, because the subject is "she" is, because the subject is "she". d. is, because the subject is "the"
b. Responsi	tion. ible for increasing sales.	a. Aminy m the my	ration of company series.	Diam: "What do you do before going to bed?" Hita: "I always brush my teeth before sleep"
"I am respon	sible for increasing sales."			What is the correct adverb of time to complete the sentences?
In the sentence a. Condition	e above, the bolded and underl ms when sales increase that have a role to increase sale	 A person who descriptions increasing sales. 	loes not have a role for	a. aun. >> duwys b. yesterday d. last week
"Book is an g	rrwerk made on textile and the	d. Person that work		10. Linar - "What is do you do?" Subm : "I am a seconatard The bolded and underfined wird are include the form of a. Work related to module c. Wick related to the organization of a
a. An object b. An innov	rative product of a company.	c. An almost of inst	ofration. ated by a person.	Work related to product c. Work related to the organization of a development. Work related to the cooperation of X Work related to checking financial two companies.
Match the bol	ad a book before steep" ided and underlined words with Artivities that involve body mov the activity of looking a nding words or septences from a	rement, c. Verb. An	activities that involve	M° 1 work for a <u>publisher</u> In the sentence shows, the bolded and underfined word means. a. A place that takes care of the company's c. A place that produce texts, muste or dimenses. A job that domoustrates the writing of a text. d. The job of witting a meaniscript.
Buch to now I	indonesian Cultural Heritages.			12. "It's really stuning at night!"
In the sentence Something	or above, the bolded and underling that is an icon of a earling that is recognized by d.	ined word means Something that belongs historical value. Something that is famous	s to the culture and have sus among the people.	In the settines above, the bolded and underlined word moust. Something that is very beautiful and a. Something that is famously beautiful attractive to look at. Something that many people go to. Something that many people go to. Something that goes viral among many people
erromeno N				
"I as a do What is the or work b. wroking	orrect verb to complete the sent c. worked	ence?		3. "You can also find some destination in Central Java." In the sentence above, the holded and underlined word means. a. A place to gather writers. b. A place to recommend while on vacation. d. A place to do assignments.
		number 13-172		
Ingredients	BANANA s: How to make:	ICE CREAM		
	BANANA s: How to make: • Feel + sli	ICE CREAM	bounds	Steps:
Ingredients Banana	BANANA S: How to make: Peel + sli Notter - Put in the hips - Put the fir	ice a banana e freezer for one or two ozen slices in a blender		First, crack 2 eggs into a bowl. Second, add a ninch of salt current cut into annull convers to make it entire to the three.
Ingredients Benana Peanut b	BANANA How to make: Ped + ali porter Put in the puts Put wait unti Wait unti	ice a banana if reszer for one or two l ozea slices in a blender il smooth and creamy		First, crack 2 eggs into a bowl. Second, add a ninch of salt current cut into annull convers to make it entire to the three.
Ingredients Benana Peanut b	BANANA How to make: Pecl + all outter Put in the Put the fi Wait unti Pour into	ice a banana e freezer for one or two i ozen slices in a blender I smooth and creamy a glass or bowl	and blend	1. First, creek? eggs into a low.) 2. Second, add a ginch of salt, curret cut into small squares to make it easier to stir, then add milk and perper (optional), then winks them well with the spoon. 3. Heat a monestick skillet and add butter until melled. 4. After that add the eggs into the monestick skillet Test is the 25 seconds.
Ingredients Benana Peanut b	BANANA How to make: Pecl + all outter Put in the Put the fi Wait unti Pour into	ice a banana if reszer for one or two l ozea slices in a blender il smooth and creamy	and blend	 First, creek? eggs into a lyou). Second, side a pinch of sist, curret cut into small squares to make it easier to stir, then add milk and proper (optional), then which thow well with the spoon. Heat a majestick shiller and add subter until meled. After that, add the eggs into the non-side shiller! Each is it for 25 seconds. Gootly sift the eggs repeatedly usin a samula multi-relate.
Ingredients Banana Peanut b Chococh	BANANA s: How to make Pecl + ali outtor Put in the put to the Wait until Pour iolo Mix with Enjoy it	ice a banana e freezer for one or two i ozen slices in a blender I smooth and creamy a glass or bowl	and blend	 First, creek? eggs into a lyou). Second, side a pinch of sist, curret cut into small squares to make it easier to stir, then add milk and preper (optional), then which then well with the spoon. Heat a non-stock tailer and add state: untal melect. Ander that, add the eggs into the non-stock stiller! East let 52 seconds. Gootly sit the eggs greatestly using a synulu must cocked. Finally, remove the eggs from the non-stock stiller and serve on a plate.
Ingredients Benans Peanut b Chococh	BANANA S: How to make: Pot! + di Put in the Put in the Put in the Wait unti Pour into Mix with Enjoy it	ice a banana i freezer for one or two i ozen slices in a blender ozen slices in a blender a glass or bowl Peanus butter or chocoe	and blend	1. First, creek 2 eggs into a two.) 2. Second, ride a gipth of sist, curret cut into small squares to make it easier to stir, then add milk and proper (optional), then which then well with the spoon. 3. Heat a non-stock shifter and add milker multi-metal. 4. After that, add the eggs into the non-stock shifter Let its its of 25 seconds. 5. Gouthy air the eggs repeatedly using a sputhal unit crocked. 6. Finally, remove the eggs from the non-stock shifter and serve on a plate. 18. Bused on the text above, what kind of food do we make? a. How to make find egg. 5. How to make find egg. 6. How to make find egg.
Ingredients Banana Peanut b Chococh Peel + slice a The beided an Adverb	s: How to make: • Peel + also outer • Put in the ips • Put he fi • Wait unti • Pour into • Mix with • Enjoy it a banana" ad upderlined word is included	ce a banana e freezer for one or two loces slices in a blender a mode slices in a blender a glass or bowl Peanut butter or chocos in c. Action Verb	and blend	1. First, creek? eggs into a bow). 2. Second, side a pinch of salt, curret cut into small squares to make it easier to stir, then add untils and peoper (opinional), then which them well with the spoon. 3. Heat a nan-stick didlet and add batter until melled. 4. After that, and five eggs into the non-stick skiller. Ent is if for 25 seconds. 5. Goulty stir the eggs regulatedly using a spatial until crocked. 6. Finally, remove the eggs from the non-stick skiller and serve on a plate. 18. Based on the text above, what kind of food do we make?
Ingredients Benana Peanut b Chococh Peel + slice a The beided an Adverb	s: How to make: • Peel + also outer • Put in the ips • Put he fi • Wait unti • Pour into • Mix with • Enjoy it a banana" ad upderlined word is included	ice a banana i freezer for one or two ocea silices in a blender l smooth and creamy a glass or bowl Peamut butter or chocoa in	and blend	1. First, creek 2 eggs into a low). 2. Second, side a gight of sist, curret cut into small squares to make it easier to stir, then add milk and preper optional), then which then well with the spoon. 3. Heat a non-stick dailet and add milker until meteld. 4. After that, add the eggs into the non-stick stillet Zer it is it for 25 seconds. 5. Goutly air the eggs preparately using a symbil unit croked. 6. Finally, remove the eggs from the non-stick stillet and serve on a plate. 18. Bused on the text show, which indef food do we make? a. How to make orange juice. 4. How to make asmay side up egg. 5. How to make orange juice. 4. How to make sampy side up egg.
Ingredients Benana Peanut b Chococh Peel + slice of the beided and a Adverb Connective Pout in the flee	s: How to make: Peel + ali Peel + ali Peel + ali Peul + ali Put he fe Wait wuith Pour inde Mix with Enjoy it t bonnan d underlined word is included Note for one or few bruggs* underlined words included in.	to a banana firecer for one at two i freezer for one at two i coses alices in a blender smooth and creamy a glass or bould Pennut butter or chocos in. c. Action Verb d. Simple present t	and blend	1. First, creek 2 eggs into a low). 2. Second, side a ginth of sist, curret cut into small squares to make it easier to skir, then add milk and preper optionally, then which thom well with the spoon. 3. Heat a non-stok kallet and add white untal meteld. 4. After that, add the eggs into the non-stok stallet. Ear it sit for 25 seconds. 5. Gouthy air the eggs preparately using a symbil unit crocked. 6. Finally, remove the eggs from the non-stok stillet and serve on a plate. 18. Bused on the text above, what kind of food do we make? a. How to make find agg. K. How to make find agg. L. How to make find agg.
Ingredients Banna Peanut b Chococh Chococh The beided an a Adverb Connective Put in the flue a. Simple pt	s: How to make: Peel + ali Peel + ali Peel + ali Peul + ali Put he fe Wait wuith Pour inde Mix with Enjoy it t bonnan d underlined word is included Note for one or few bruggs* underlined words included in.	ICE CREAM ce a bonnas freezer for one or two i orose silices in a blender smooth and creamy a glass or bout Pennut butter or choose in c. Action Verb d. Sumple present t 2.2 e. Connectives	and blend	1. First, creek? eggs into a bow). 2. Second, seld a gained of sist, curret cut into small squares to make it easier to stir, then add milk and proper (optional), then which them well with the spoon. 3. Heat a manifold skiller and add busine untal melest. 4. After that, add for eggs into the non-stick skiller. Let it sit for 25 seconds. 5. Gouldy ait the eggs repeatedly untal a symbol under crocked. 6. Finally, remove the eggs from the som-stick skiller and serve on a plate. 18. Bused on the text above, what kind of food do we make? a. How to make fined egg. b. How to make or muse pivice. 4. How to make unawy side up egg. 19. In the fourth steps, the current word to complete the step is a. Fourth, because it is a stillow word. b. After that, because it is a connettive word. b. After we pure eggs into the rom-sticke skiller, bow those should we wait withing stirring it?
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Ingredients Benana Peanur b Chococh The belded an a Adverb Connectify Put in the floor Entire is Entir	BANANA S: How to make: Peel + ali Put in the Put in the Wait wait Pour inde Max with Enjoy it a bonnea" glouderlined word is included NOS. Description Banana Languit	ICE CREAM ce a bonna. freezer for one art two i come silices in a blender smooth and creamy a glass or bout Pennut butter or choose in c. Action Verb d. Sample present t 2. c. Connectives d. Action Verb Keyloying the food th Getting a series of pr procedure.	and blend chips consc.	1. First, creek? eggs into a bow) 2. Second, side a gained of side, correct cut into senall squares to make it easier to stir, then add milk and proper (optional), then which them well with the spoon. 3. Heat a ministed kallet and add stitute multi melant. 4. After that, add for eggs into the non-stick stiller. Let it sit for 25 seconds. 5. Goodly air the eggs repeatedly ming a sputhul under crobed. 6. Finally, remove the eggs from the som-stick stiller and serve on a plane. 18. Bused on the text above, what kind of food do we make? a. How to make fined egg. b. How to make make principle the still the still the server while deggs. b. How to make orange joice. f. How to make under the still the sti
Ingredients Bannna Peanut b Chococh Peet + slice The belied an Adverb Connectiv The beld indi a. Simple p Adverb The beld med a. Simple p Adverb The meaning c General to Carit tast made Mixing th pew	BEADANS How to make: Per the two make: Put in the fear the purple of	LECECEAN one a bonna theeser for one in two ones silies in a blender annown and enemy a glass or boul remains the second of the second e. Action Verb d. Simple present t Commettives d. Action Verb Cetting a series of pr procedure. indeed word means, indeed word means, indeed course management of Putting their of the second of the	and blend chips case. at we have made, the whon completing the	1. Finst, creek? eggs into a bow) 2. Second, side a ginke of side, corret out into small squares to make it easier to stir, then add milk and perspec (optional), then which them well with the spoon. 3. Heat a num-stude shifted and do their until mellet. 4. After that, add the eggs into the non-sticle shifted. Ent is if for 25 seconds. 5. Gently with the eggs repeatedly units a purpose and crocked. 6. Finselly, resource the eggs from the non-sticle shifted and serve on a plane. 18. Bused on the test above, what kind of food do we make? a. How to make fried egg. b. How to make fried egg. c. How to make their thy scrembled eggs. b. How to make their the supplement of the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to complete the supplement of the fourth stops, the correct word to supplement of the supplement of the supplement of the fourth stops, the correct word. 20. After the fourth social wind for 1 hour. 21. In step 2, there are word "wister." What is the recenting of the word? a. The art of footning fourth C. The act of spanning para for cooking. The act of spanning para for cooking. The act of spanning para for cooking. We need 3 eggs and a teaspoon of butter. b. We need 3 eggs and a teaspoon of butter. b. We need 3 eggs and a teaspoon of butter.
Ingredients Bonnna Peanut b Chococh The belded an a Adverb Connective The beld indi a Gerting a b Can't test made Mixing the forece Mix	BANANA S: How to make: How to make: Port in the Put in the Put in the Put in the Wait unit Pour into Mix with Enjoy it a bonana* do underlined word is included NOS: BOOK for more or five lengts* underlined words included in sense of pleasure. Se the food that have been deligated and sligated and	ICE CREAM on bonnam freezer for one ar two i ones silices in a blender smooth and oreamy a glass or boult remains butter or choose in c. Action Verb d. Simple present i 2. d. Action Verb d. Action Verb M. Enjoying the food th d. Getting a serse affprocedure. ined word means ining or Carting mater	and blend chips conec. an we have made. the when completing the	1. Finst, creek? eggs into a bow). 2. Second, wild a gight of solit, curret out into small squares to make it easier to stir, then add milk and proper (optional), then which them well with the spoon. 3. Heat a non-stock dailed and add notice usual meleta. 4. After that, add the cags into the non-stock stalled. Let it so for 25 seconds. 5. Gently with the eggs preparetely using a symbol under clocked. 6. Finally, resource the eggs from the som-stock stalled and serve on a plane. 18. Bused on the text above, what kind of food do we make? a. How to make fined egg. b. How to make fined egg. c. How to make some private. d. How to make some private. d. How to make nearest word to complete the step fix. a. Fourth, because it as action word. b. After the fourth steps, the current word to complete the step fix. a. Fourth, because it is the nearest word. 20. After we pour eggs into the non-sticks skiller, how long should we want without stirring it? We have to wast fire 25 seconds to six them. b. You can't stir if for 20 minutes. d. We should wait for 1 hour. 21. In step 2, there are word "visits". What is the recenting of the word? a. The act of footning dough. The act of footning dough. The act of footning dough. C. The act of separating para for cooking. We need 3 eggs and a test-poon of the text above, how many eggs and butter do we need to make acrumbled eggel. We need 3 eggs and a test-poon of the text above
Ingredients Bonna Peanut b Chococh Peal + silee The belied an Adverb Connectiv Fut in the file Adverb Entire a Entire a Entire a Entire a The meaning c A circling a Curt test made Put the foces In the seemon Mixing th new b Adding di	BANANA S: How to make: How to make: Port in the Put in the Banana Pour inde Banana Ban	ICE CREAM of the case of the	and blend chips case. at we have made, the whon completing the trials into small piecea together in one	1. First, creek? eggs into a bow). 2. Second, seld a gained of sist, curret cut into small squares to make it easier to stir, then add milk and proper (optional), then which them well with the spoon. 3. Heat a minimal distinct and add suites usual melest. 4. After that, add for eggs into the non-stick stiller. Let it sit for 25 seconds. 5. Gouldy ait the eggs repeatedly using a synoidu under crobed. 6. Finally, remove the eggs from the som-stick stiller and serve on a plate. 18. Bused on the text above, what kind of food do we make? 19. How to make fined egg. 19. How to make the despread of the stiller and serve on a plate. 19. In the fourth steps, the current word to complete the step is 20. After we pure aggs into the rom-sticke skiller, how long should we wait without stirring at? 21. In step 2, these are word "wistis". What is the meaning of the wood? 22. The set of missing dough. 23. The set of missing ingredients that are d. The set of keeping parts for cooking food. 24. Based on the text above, how many eggs and butter du we need to make carnuthed egg? 25. We need 3 eggs and setspoon of butter. 26. We need 3 eggs and a tempoon of butter. 27. Based on the text above, how many eggs and butter du we need to make carnuthed egge? 28. We need 3 eggs and half a teaspoon of d. We need 3 eggs and two and a hall butter. 29. Based on the text above, why we have to cut the anotic into small squares?
Ingredients Bonnna Peanur b Chococh Peal + slice a The belief a Adverb Connection The bold and a Adverb The bold and a Adverb The transaing a Greining a Cart test made Put the froze In the southorn Mixing th new Adding di Look at the te	BANANS How to make: Port of the tree tree tree tree tree tree tree	ICE CREAM one a bonnam threaser for one in two ones silies in a blender lancoth and creamy a glass or bould. Pennut botter or chocot line. a Action Verb d. Simple present t Connectives d. Action Verb Enjoying the food th Genting a series of procedure. Enjoying the food th Conting material for the container. ined word means hing c. Curring material d. Patting the container.	and blend chips case. at we have made, the whon completing the trials into small piecea together in one	1. First, creek? eggs into a bow). 2. Second, wild a gight of solit, curret out into small squares to make it easier to stir, then add milk and perper (optional), then which from well with the spoon. 3. Heat a manistick shifted and do butter until melled. 4. After that, add five cags into the non-stick shifter. It is sit for 25 seconds. 5. Octuly with the gggs repeatedly units a spandul until crocked. 6. Finally, resource the eggs from the non-stick shifter and serve on a plane. 18. Based on the text above, what kind of food do we make? a. How to make fined agg. b. How to make orange piece. d. How to make builtly scrimbled eggs. b. How to make competitive. d. How to make sumly side up agg. 19. In the fourth steps, the careret word to complete the step fit. a. Fourth, because it as action word. b. After the, because it is an action verb word. b. After the, because it is not the non-stick shiftly to be long should we wait without stirring at? We have to wast fite 25 seconds to stir them b. You can't stir if for 20 minutes. b. You can't stir if for 20 minutes. d. We should will said fit for boar. 21. In step 2, there are word "whist." What is the recuming of the wood? a. The act of footning dough. The act of mixing timerelicins that are food. 22. Based on the text above, how many eggs and butter do we need to make acrumbled aggs? We need 3 eggs and a teaspoon of Dutter. b. We need 2 eggs and butter do we need to make acrumbled aggs? We need 3 eggs and a teaspoon of Dutter. c. We need 2 eggs and two and a bul teaspoons of butter. b. We need 3 eggs and a teaspoon of Outer. c. We need 2 eggs and two and a bul teaspoons of butter. b. We need 5 eggs and have a can be a carrot into small squares? a. Sol that it is not too big when eater. 2. To make it took more beautiful when served.
Ingredients Banna Peanut b Chococh Peet + silce a The belief a Adverb Connective Put in the fire The reasing c Green a	BANANS How to make: Port of the tree tree tree tree tree tree tree	in Carting a serie of procedure. Carting a series of procedure. Carting mater. Carting m	and blend chips case. at we have made, the whon completing the trials into small piecea together in one	1. First, creek? eggs into a bow). 2. Second, wild a gight of solit, curret out into small squares to make it easier to stir, then add milk and perper (optional), then which from well with the spoon. 3. Heat a mani-tick skilled and do butter until meled. 4. After that, add the cags into the non-stick skilled. Let it sit for 25 seconds. 5. Octuly with the gggs repeatedly unit a spandul until crocked. 6. Finally, resource the eggs from the non-stick skilled and serve on a plane. 18. Based on the text above, what kind of food do we make? a. How to make fined agg. b. How to make orange piece. d. How to make nonly served to example the step file. a. Fourth, because it as action word. b. After that, because it is not cross stick skilled. The best piece is a compretive word. b. After that, because it is to the non-stick skilled. The best piece is a compretive word. 20. After we pour cags into the non-stick skilled who was the cags of the step file. b. You can't stir if for 20 minutes. c. We can only stir after 15 seconds. b. You can't stir if for 20 minutes. d. We should we wait refer 15 seconds. b. You can't stir if for 20 minutes. d. We should will fir? I hear. 21. In step 2, there are word "whits!". What is the recuming of the word? a. The act of footning dough. The act of footning dough. c. The act of separating parts for cooking. We need 3 eggs and a teaspoon of Dutter. b. We need 3 eggs and a teaspoon of Dutter. c. We need 2 eggs and two and a bul teaspoons of butter. b. We need? eggs and half a teaspoon of d. We need? A titen that it is taken in small seminance of the word? A titen that it is taken in small seminance in the searching of the word? A titen that it is taken in small seminance in the searching of the word? A titen that it is taken in small seminance in the second with a received to the search in the searc
Ingredients Banna Peanut b Choooch Cho	BANANY S: How to make: Post to make: Post in the property of the property o	ICE CREAM on a bonna if freezer for one in two ones siltes in a blender lamooth and creamy a gless or bowl. e. Action Verb d. Sample present t 2. e. Cannestives d. Action Verb d. Sering the food th I. Getting a serase of pri procedure. inde word means. hing c. Curing relater d. Putting the container. t 18-25:	and blend chips case. at we have made, the whon completing the trials into small piecea together in one	1. First, creek? eggs into a bow). 2. Second, side a gaine of soil, curret out into small squares to make it easier to stir, then add milk and proper (optional), then which them well with the spoon. 3. Heats a mainted kallet and add notice untal meled. 4. After that, add five eggs into the non-stick stallet. Let it sit for 25 seconds. 5. Gordly nit he eggs preparedly untal a spandly unter clothed. 6. Finally, remove the eggs from the non-stick stillet and serve on a plane. 18. Based on the text shows, what kind of food do we make? a. How to make fined egg. b. How to make fined egg. b. How to make come; jusc. d. How to make healthy strambled eggs. b. How to make come; jusc. d. How to make sumly side up egg. 19. In the fourth steps, the current word to complete the step is. a. Fourth, because it is a action word. b. After that, bocause it is the new to a first them. c. We can only sid after 15 seconds to sit them: c. We can only sid after 15 seconds. b. You can't sit if fer 20 minutes. d. We should we want for 25 seconds to sit them: c. We can only sid after 15 seconds. b. You can't sit if fer 20 minutes. d. We should we want for 1 hour. 21. In sep 2, there are word "white." What is the recenting of the word? a. The net of officialing dough. The act of mixing ingredients that are d. The act of knowling paras for cooking. We need 3 eggs and a teaspoon of butter. b. We need 2 eggs and a teaspoon of butter. c. We need 2 eggs and see and a hall butter. 22. Based on the text shows, why we have to cut the earest into sensill square? a. So that it is not too big w hen eater. For easier sirring. 24. There are word "pinch" in step 7. What is the meaning of the word? An item that is taken in small amounts by c. Secnething taken with a spoon in squeezing the first finger and thumb longther. For easier straining.
Ingredients Bonnna Peanut b Chococh The belded an a Advarb Cannot bit Put in the flo Can't test Builder Put the frozen In the sentence Mixing th pew Adding di Look at the te Ingredients 3 cass Carrot Gut i	BANANA S: How to make: Port to make: Port to the properties of	ICE CREAM ce a bonna threager for one in two open silies in a blender smooth and oreany a glass or boul remains a glass or boul remains butter or choose in. c. Action Verb d. Simple present t 2 c. Connectives d. Action Verb Centing a sense of pr procedure. ined word means integer contrigues to container. y 18-25:	and blend chips case. at we have made, the whon completing the trials into small piecea together in one	1. First, creek? eggs into a bow) 2. Second, side a gaine of solit, correct out into small squares to make it easier to stir, then add milk and perspec (optional), then which them well with the spoon. 3. Heat a ministrick dailed and add notice mail melecule. 4. After that, add the eggs into the non-stick stiller. Let it sit for 25 seconds. 5. Octuly with the eggs repeatedly main a spandul multi-croked. 6. Finally, remove the eggs from the non-stick stiller. Let it sit for 25 seconds. 8. Bused on the text above, what kind of food do we make? 8. How to make fined gas. 4. How to make some price. 8. How to make come; piece. 8. How to make some piece. 9. After the fourth stop, the correct word to complete the step its. 9. After the fourth stop, the correct word to complete the step its. 9. After the fourth stop, the correct word to stir them: 9. We have to wast fire 25 seconds. 9. We have to wast fire 25 seconds to stir them: 9. We should we wast fire 25 seconds to stir them: 9. We should wait for 1 hour. 9. The act of foofmining dough. 9. The act o

Appendix 6: Student Pre-Test Answer Sheet (Min Score)

Name Addings Zanra Haranda Burni Score: Class 70 28	7. You're cooking with your friend and your friend says the next steps are "Pour into a glass
No. Alssent 2	bowl*. The word *Pour* in the sentence is included in the a. Verb, because is and connection. c. Verb, because it is the first adverb.
MEETING I: PRE-TEST	 Verb, because the word in in the first line. X' Verb, because the word is an action verb.
Instructions!	8. "She from West Java"
Choose either a, b, c or d as the correct answer!	What is the correct "to be" to correct the sentence?
"I am good at accounting."	n. arm, because the subject is "T" are, because the subject is "She"
In the senance shove, the holded and underlined word mesns	 b. is, because the subject is "She". d. is, because the subject is "He"
 The ability to record the finances of an x Ability to socialize within the company. 	9) Liam : "What do you do before going to bed?"
organization. d. Ability in the division of company duties. b. Responsible for increasing sales.	Hits: "I always brush my teeth before alcep"
	What is the correct adverts of time to complete the sentences?
"I am <u>responsible</u> for increasing sales." In the sentence above, the bolded and underlined word means	a. am c. always b. yesterday d. last week
a. Conditions when sales increase. c. A person who does not have a role for	
A person that have a role to increase sales. increasing sales.	10. Linar : "What is do you do?"
d. Person that works in a company.	Suba : "I am an <u>accountant"</u> The bolded and underlined word are include the form of
"Bank is an artwork made on textile and devided into two, handmade and printing."	a. Work related to product Work related to the organization of
In the sentence above, the bolded and underlined word means a. An object sold in a shop. c. An object of inspiration.	development, company,
An innovative product of a company. d. An art object created by a person.	 Work related to the cooperation of d. Work related to checking finance two companies.
30mg (1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	
"I always <u>read</u> a book before sleep" Match the bolded and underlined words with the correct type of word and meaning	11. "I work for a publisher" In the sentence above, the holded and underlined word means
a. Adverb. Ativities that involve body movement, e. Verb. An activities that involve	A place that takes care of the company's c. A place that produce texts, music.
by Verb. The activity of looking at and sound. understanding words or sentences from a book. d. Noun Activities that are done when there is no work.	finances. other things in its field.
understanding words or sentences from a book. d. Noun. Activities that are done when there is no work.	 A job that demonstrates the writing of a text.
	12. "It's really stuning at night!"
Batik is one Indonesian Cultural Heritages. In the seatence above, the bolded and underlined word means	In the asstence phase, the holded and underlined word means
a. Something that is an icon of a u. Something that belongs to the culture and have	 Something that is very beautiful and X Something that is famously beautiful.
region. b. Something that is recognized by Something that is famous among the people.	attractive to look at. d. Something that many people go to. b. Something that goes viral among many
Something that is recognized by Something that is recognized by the community.	people.
/	
"I as a doctor"	 "You can also find some <u>destination</u> in Central Java." In the sentence above, the bolded and underlined word means
What is the correct verb to complete the sentence? 2. work worked	 A place to eather writers. A place one would like to go to.
b. wroking d. go	A place to recommend while on vacation. d. A place to do assignments.
ook at the text below to answer question number 13-172 BANANA ICE CREAM	
BANANA ICE CREAM Ingredients: How to make:	
BANANA ICE CREAM Ingredients: How to make: Banana • Peel + slice a banara	Stens:
BANANA ICE CREAM Ingredients: How to make: Banana - Peel + slice a banara Paut in the freezer for one or two hours	Steps: 1. First, crack 2 eggs into a bow).
BANANA ICE CREAM Ingredients: How to make: Banana • Peel + slice a banara	First, crack 2 eggs into a bowl. Second, add a pluck of sale count and into applications in the sale in a s
Ingredients: BANANA ICE CREAM How to make: Banana Pelan butter Chocochips Chocochips Put in the freeze for one or two hours Put in five freeze for one or two hours Put in five freeze for one or two hours Put in five freeze in a Mender and blend Wait until smooth and creamy Put into a glass or bowl	 Finst, erack 2 eggs into a bow). Second, and a plinth of salt, carrot out into small squares to make it exsier to stir, the add milk and peoper (optional), then which does not with the spoon. Heat a nonactive said.
Ingredients: BANANA ICE CREAM How to make: Pet and butter Pout a fisice a bararia Pet in the freezer for one or two hours Put in the freezer for one or two hours Put the freezer sizes in a blender and blend Wait until smooth and creamy Put into a glass or bowl Mis, with Peanut butter or chocochings	 First, crack 2 eags into a bow). Second, add a <u>plush</u> of sail, carrot out into small squares to make it excite to stir, the add milk and pepper (cpitional), then <u>which</u> them well with the spoon. Heat a non-stick skilled and add butter until marked. After that add the cent into the more right deliver. In the late of the control of the contro
Ingredients: BANANA ICE CREAM How to make: Banana Pelan butter Chocochips Chocochips Put in the freeze for one or two hours Put in five freeze for one or two hours Put in five freeze for one or two hours Put in five freeze in a Mender and blend Wait until smooth and creamy Put into a glass or bowl	 First, end. 2 eggs into a bow.) Second, and a glitch of salt, carry out into small squares to make it easier to stir, the add milk and pepper (epitions), then whigh them well with the spoon. Heat a non-strick staller and add butter until miles. After that, add the eggs into the new order kells. Let it air for 25 seconds. Gestly stir the eggs repeateful wairs a namely wall engineer.
Ingredients: BANANA ICE CREAM How to make: Panana Pelant butter Chocochips Put the forces alizes in a blender and blend Wait until smooth and creamy Put the forces alizes in a blender and blend Wait until smooth and creamy Put into a glass or bowl Mix with Penut butter or chocochings Enjoy it	 First, end. 2 eggs into a bow! Second, and a glitch of salt, carry out into small squares to make it easier to stir, the add milk and pepper (epitions), then whigh them well with the spoon. Heat a non-strick staller and add butter until maller. Alter than, and the eggs into the movestick skiller. Let it sit for 25 seconds. Gestly stir the eggs preparately using a spatial until cooked. Finally, remove the eggs from the non-rick skiller and serve on a plane.
Ingredient: Banana Penne butter Checochips Checochips Banana Poll + files a banana Poll + files a banana Poll + files a banana Put in the freeze for one or two house Put the freeze sizes in a blender and blend Wait until smooth and creamy Pour into a glass or bowd Mix with Pennet butter or chocochips Enjoy it ect + siles a banana* bolded and underlined word is included in	1. First, end. 2 eggs into a bow) 2. Second, and a glight of salt, carrot out into small squares to make it exteir to stir, the add milk and pepper (epitions), then while them well with the spoon. 3. Heat a non-stick stilled and did better until meloci. 4. After that, odd the eggs into the neo stick skilled. Let it sir for 25 seconds. 5. Gently stir the eggs preparately, using a sputual until cond. 6. Finally, remove the eggs from the non-stick skilled and serve on a plotte. 18. Its end on the text shows, what kind of food do we make? 2. How we make fined eggs. 3. How we make fined eggs. 3. How we make fined eggs. 4. Lies we make healthy accomplished evgs.
BANANA ICE CREAM Banatia Ped+ slice a bararia Peanut butter Chocochips Put in tho freeze for one or two hours Put in tho freeze for one or two hours Put in tho freeze for one or two hours Put in the freeze slices in a blender and blend Wait until smooth and creamy Put into a glass or bowl Mix with Peanut butter or chocochips Enjoy it Exit + slice a banum' bolded and underlined word is included in Adverb Adverb Accion Verb	 First, end. 2 eags into a bow! Second, and a glitch of salt, carrier out into small squares to make it easier to stir, the add milk and peoper (epitemil), then while them well with the spoon. Heat is mon-trick shalled and add batter until melled. Aller than, and the eggs into the non-ordisk shilled. Let it sis for 25 seconds. Gently star the eggs repeatefly using a spatial until cooked. Pinally, remove the eggs from the non-rolick shilled and serve on a plate. Based on the text shows, what kind of fixed do we make?
Ingredients: Banana Peanut butter Chocochips Put in tho freeze for one or two hours Put in tho freeze for one or two hours Put in tho freeze for one or two hours Put in the freeze sizes in a blender and blend Wait until smooth and creamy Put into a glass or bowl Mix with Peanut butter or chocochips Enjoy it cel + stice a banuna" bolded and underlined word is included in Adverb Connectives. Banana Put in tho freeze for one or two hours Put in the forces sizes in a blender and blend Wait until smooth and creamy Enjoy it cel + stice a banuna" color better the forces sizes in a blender and blend Wait until sort on a present sense.	1. First, end. 2 eags into a bow) 2. Second, and a glipth of salt, carrot out into small squares to make it easier to sair, the add milk and pepper (epitions), then which them well with the spoon. 3. Heat a non-nick stallet and did better until melled. 4. After their, add the segs into the neo-stick skillet. Let it six for 25 seconds. 5. Gently stut the eggs preparative, using a spatial until cooked. 6. Finably, remove the eggs from the non-nick skillet and serve on a plane. 8. Based on the test show, what kind of food do we make? Mow to make fried eggs 6. How to make fried eggs 7. How to make orange juice. 6. How to make energe juice. 7. How to make course to the control of the stallet and surprised to ggs. 7. In the fourth green the course to seek the second of the secon
ngredicents: Banana Peanot butter Chococchips Put in the freezer for one or two house Put the freezer for one or two house Put the freeze lices in a blender and blend Wait until smooth and creamy Pour into a glass or bowdy Mix with Peanut butter or chococchips Enjoy it cel + silee a banana* bolded and undertined word is included in Adverb Connectives Adverb Simple present tense.	1. First, enck 2 eags into a bow! 2. Second, and a gliptch of salt, carnt out into small squares to make it easier to sir, the add milk and pepper (epitional), then which them well with the apoon. 3. Heat a non-strick staller and do butter until melled. 4. After that, add the segs into the mos-stick skiller. Let it is for 25 seconds. 5. Gently start the eggs from the mon-stick skiller and serve on a plane. 6. Finally, monove the eggs from the non-stick skiller and serve on a plane. 6. These on the text shows, what kind of food to we make? 6. How to make fried eggs 6. How to make onese time. 6. How to make seage time. 6. How to make many sade up egg. 7. In the fourth steps the course tractice consistency.
Ingredients: BANANA ICE CREAM Barana Peannt butter Chocochips Pat in the freque slices in a blender and blend Wait until smooth and creamy Pour into a glass or bowl Mix with Peannt butter or chocochips Enjoy it challenge a banuma" bolded and undertimed word is included in Adverb Connectives. Lajoy it	1. First, end. 2 eags into a bowl 2. Second, and a glight of sale, carret out into small squares to make it easier to stir, the add milk and pepper (epitions), then while them well with the spoon. 3. Heat a non-strick stilled and did better word meloci. 4. After that, add the eggs into the new stick skillet. Let it sit for 25 seconds. 5. Gently stir the eggs preparatify, using a sputual until content. 6. Finally, remove the eggs from the non-stick skillet and serve on a plane. 18. Insend on the text shows, what kind of food do we make? 2. How to make freed eggs. 3. How to make freed eggs. 4. How to make freed eggs. 5. How to make energe juice. 6. How to make strong juice. 7. How to make evenge juice. 7. How to make evenge juice. 8. How to make evenge juice. 9. How to make evenge juice. 19. In the fourth steps, the correct word to compilete the step is. 19. The fourth because it is a action word. 19. First, because it is a continue word. 10. After that, because it is a committee word. 10. After that, because it is a committee word. 11. After that, because it is a committee word. 12. The start is a committee word. 13. After that, because it is a committee word.
Ingredients: Banana Peanut butter Chocoochips Dut in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Enjoy it Led + stieg a banana* bodded and underlined word is included in Adverb Simple present tense. Connectives Connectives Connectives	1. First, enck 2 eggs into a bowl 2. Second, and a glitch of salt, carret out into small squares to make it easier to stir, the add milk and pepper (epitions), then which them well with the spoon. 3. Heat is non-stick saltel and add butter until melled. 4. After that, add the eggs into the mos-atick skillet. Let it sit for 25 seconds. 5. Gestly stir the eggs from the non-stick skillet and serve on a plotte. 18. Based on the text shows, what kind of fixed do we make? 28. Based on the text shows, what kind of fixed do we make? 29. How to make fixed eags 20. How to make army sade up eggs 30. How to make army sade up eggs 41. In the fourth steps, the correct word to complete the step is. 3. Fourth, because it is a section word. 4. After that, because it is a sortion word. 4. After the power eggs into the non-sticke skillet, how long should we wait without stirring into
BANANA ICE CREAM Banana	1. First, enck 2 eggs into a bowl 2. Second, and a glitch of salt, carret out into small squares to make it easier to stir, the add milk and pepper (epitions), then which them well with the spoon. 3. Heat is non-stick saltel and add butter until melled. 4. After that, add the eggs into the mos-atick skillet. Let it sit for 25 seconds. 5. Gestly stir the eggs from the non-stick skillet and serve on a plotte. 18. Based on the text shows, what kind of fixed do we make? 28. Based on the text shows, what kind of fixed do we make? 29. How to make fixed eags 20. How to make army sade up eggs 30. How to make army sade up eggs 41. In the fourth steps, the correct word to complete the step is. 3. Fourth, because it is a section word. 4. After that, because it is a sortion word. 4. After the power eggs into the non-sticke skillet, how long should we wait without stirring into
Ingredients: Banana Peant butter Chococchips Chococchips Chococchips Put in the freeze for one or two hours Put in the freeze for one or two hours Put in the freeze for one or two hours Put in the freeze for one or two hours Put in the freeze for one or two hours Put in the freeze for one or two hours Put in the freeze for one or two hours Put in the freeze for one or two hours Mix with Peanut butter or chococchips Enjoy it Enjoy it Simple present tense. Adverb Adverb Connectives Adverb Connectives Adverb Connectives Adverb Action Verb Connectives Adverb Action Verb Connectives Adverb Action Verb	1. First, enck 2 eags into a bowl 2. Second, and a glighth of salt, carrot out into small squares to make it easier to stir, the add milk and pepper (epitional), then whish them well with the spoon. 3. Heat a non-strick stilled and dobt turner until melod. 4. After thin, add the segs into the non-stick skilled. Let is in for 23 seconds. 5. Gently stir the eggs from the non-stick skilled and serve on a plane. 18. Insend on the test above, what kind of fixed do we make? 19. How to make fried eag. 10. How to make stange juice. 10. How to make examps juice. 11. How to make examps juice. 12. How to make examps juice. 13. After that, because it is a action word. 14. After that, because it is a cation word. 15. After we pour eags into the non-stick skilled, how long should we wait without stirring it? 16. After we pour eags into the non-sticke skilled, how long should we wait without stirring it? 18. We have to wait for 25 seconds to stir them. 19. We have to wait for 25 seconds to stir them. 20. We can only sill after 15 seconds. 21. We should wait for 15 tourn.
Ingredients: BANANA ICE CREAM How to make: • Banana • Pend: slice a banana • Ped: slice a banana • Put in the freeze slice in a blender and blend • Wait until smooth and creamy • Pour into a glass or bowl • Mix with Peanut butter or choosechips • Enjoy it ted: slice a banana • bolded and undertined word is included in Adverb Connectives to bolded and underfined words included in Simple present tense Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Connectives Adverb Connectives Connectives Connectives Adverb Connectives	1. First, end. 2 eags into a bowl 2. Second, and a glitch of sale, carret out into small squares to make it easier to stir, the add milk and pepper (epitions), then which them well with the spoon. 3. Heat a non-strick stilled and did busine well with the spoon. 4. After that, add the eggs into the new ordick skillet. Let is air for 25 seconds. 5. Gently stir the eggs from the non-stick skillet and nerve on a plane. 18. Based on the text shows, what kind of food do we make? 19. Based on the text shows, what kind of food do we make? 10. How to make find eggs. 10. How to make stamps sade up eggs. 11. How to make stamps sade up eggs. 12. How to make stamps sade up eggs. 13. In the fourth steps, the correct word to complete the step is. 14. After that, the cause it is a action word. 15. After the, the cause it is a committee word. 16. After the, because it is a committee word. 17. After we pour eggs into the non-sticke skillet, how long should we wait without stirring it? 18. We have to wait for 25 seconds to stir them 19. You can't thir if a 20 minutes. 19. In step 2; there are word "white". What is the meaning of the word? 21. In step 2; there are word "white". What is the meaning of the word?
Ingredicate: Banana Peanet butter Chococchips Put in the freezer for one or two house Put the freezer for one or two house Enjoy it Simple present tense. Adverb Connectives It in the freezer for one or two house Connectives Connectives Connectives Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives	1. First, end. 2 eags into a bowl 2. Second, and an Ighth of sale, carrot out into small squares to make it exister to stir, the add milk and peoper (epitions), then whigh them well with the spoon. 3. Heat a non-rick stilled and dob butter would mileted. 4. After that, add the segs into the non-stick skilled Let is six for 25 seconds. 5. Gently stur the eggs preparately, using a sputual until conclord. 6. Finally, remove the eggs from the non-rick skilled and serve on a plane. 18 hased on the text above, what kind of fixed do we make? 19 How to make fried eggs. 10 How to make fried eggs. 21 How to make energe juice. 32 How to make energe juice. 43 How to make energe juice. 5. How to make energe juice. 5. How to make sease; it is a action word. 6. First, hecause it is a action word. 7. After that, because it is an action were two ord. 8. Fourth, hecause it is a bedverh. 8. Fourth, hecause it is a bedverh. 9. After the precure gas into the non-sticke skiller, how long should we wait without stirring it? 8. We have to wait for 25 seconds to crift them. 9. We can only with after 15 seconds. 9. You can't stir if for 20 minutes. 9. The next of colorating dough. 9. The next of coordinate dough? 9. The next of coordinate dough? 9. The next of coordinate dough? 9. The next of coordinate foough.
Ingredients: Banana Peant butter Chococchips Pet in the freeze sizes in a Mender and blend Wait until smooth and creamy Pour into a glass or bowl Mix with Peanut butter or chococchips Enjoy it c. Action Verb Simple present tense. but and underlined word is included in Adverb Connectives. Simple present tense. d. Action Verb Connectives.	1. First, end. 2 eags into a bowl 2. Second, and a gliptch of sale, carret out into small squares to make it exteir to stir, the add milk and peoper (epitions), then which them well with the spoon. 3. Heat a non-rick skilled and do bitter would mileted. 4. After that, add the eggs into the mos-nick skilled. Let it six for 25 seconds. 5. Gently stir the eggs preparately using a sputual small condend. 6. Finally, remove the eggs from the non-nick skilled and serve on a plane. 18. Based on the text shows, what kind of food do we make? 2. How to make fred egg. c. Low to make brainly screenfold eggs. 3. How to make energe juice. 4. How to make fred egg. c. Low to make summy sade up egg. 3. How to make second it is a section word. 5. Forth, because it is a action word. 6. After the, the because it is a committee word. 6. After the, because it is a committee word. 7. After the because it is a committee word. 8. We have to wait for 25 seconds to nitr them. 8. You eas's thir if for 20 minutes. 8. You eas's thir if for 20 minutes. 9. The regard of the word? 9. The step 2 there are word "white". What is the remaining of the word? 9. The step 2 there are word "white". What is the remaining of the word?
Ingredients: Banana Peans to the work of make: Banana Pean to the construction of the forces alices in a blender and blend Wait until smooth and creamy Pour into a glass or bowl Mix with Peanst butter or chocochings Enjoy it Enjoy it Simple present tense. Let a be forces for one or two hours Adverb Connectives List a be forces for one or two hours Connectives List a before one or two bustant Connectives Action Verb Connectives Action Verb Connectives Action Verb Connectives Contract a series of pleasure. Cart tests the food that hes been directing the procedure. Enjoying the food that we have made. Cart tests the food that hes been directing the procedure. It is the forces alices in a blender and blend!	1. First, end. 2 eags into a bowl 2. Second, and a glight of sale, carret out into small squares to make it exteir to stir, the add milk and peoper (epitions), then while them well with the spoon. 3. Heat a non-strick stalled and disbuter would mileted. 4. After that, add the segs into the new stick skillet. Let it sit for 25 seconds. 5. Gently stir the eggs preparatify, using a sputual until contend. 6. Finally, remove the eggs from the non-stick skillet and serve on a plane. 18. Insend on the text shows, what kind of food do we make? 2. How to make freed eggs. 3. How to make freed eggs. 4. How to make freed eggs. 5. How to make evange juice. 6. How to make summy side up eggs. 7. How to make evange juice. 7. How to make evange juice. 8. How to make evange juice. 8. How to make evange juice. 9. How to make summy side up eggs. 9. The star fourth, because it is a action word. 9. First, because it is a committee skillet, how long should we wait without stirring it? 9. We have to wait for 25 seconds to stir them 6. We can only side after 15 seconds. 9. We have to wait for 25 seconds to stir them 6. We can only side after 15 seconds. 9. We have to wait for 25 seconds to stir them 6. We can only side after 15 seconds. 9. The set of softening dough. 9. The next of orienting dough. 9. The next of separating parts for cooking the first of mixing ingredients that are d. The ext of kneading dough. 10. The ext of mixing ingredients that are d. The ext of kneading dough.
Ingredients: Banana Pennet butter Chococchips Put in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Put in the freezer for one or two house Enjoy it Test + slice a banana* The bolded and underlined word is included in Adverb Simple present tense. Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Getting a sense of pleasure. Car't taste the food that has been nade. Getting a sense of pleasure. Car't taste the food that has been nade. Getting a sense of pride when completing the procedure. Ut the freezer firm a benefit and betterff the sentence heive the bolded and underlined word incerns.	1. First, end. 2 eags into a bowl 2. Second, and a glipth of salt, carrot out into small squares to make it easier to sair, the add milk and peoper (epitions), then while; them well with the spoon. 3. Heat a non-rick stallet and add better until meloca. 4. After that, add the segs into the neo-stick stillet. Let it sin for 25 seconds. 5. Gently star the eggs preparatify, using a sputual until coolend. 6. Finally, remove the eggs from the non-rick stillet and serve on a plane. 18 hased on the text above, what kind of food do we make? 2. How to make fried eggs. 3. How to make fried eggs. 4. How to make strange juice. 5. How to make senge juice. 6. How to make samps side up eggs 19 In the fourth steps, the correct word to complete the step is. 8. Fourth, heavure it is a section word. 6. If it has because it is an action werb word. 7. After that, because it is a deverb. 8. Fourth, heavure it is a deverb. 9. After the pecuage sint of the non-sticke skillet, how long should we wait without string it? 8. We have to wait for 25 seconds to set them: 9. We can only sit after 15 seconds. 9. We should wait for 1 hour. 21. In step 2, there are word "white". What is the meaning of the word? 22. Beated on the text above, how many eggs and butter do we need to make scrambied eggs!
ngredients: BANANA ICE CREAM How to manke Banana Pean How to make Pean the forces alices in a blender and blend Wait until smooth and creamy Pour into a glass or bowl Mix with Peanut butter or chocochips Enjoy it Enjoy it Enjoy it Connectives di as the forces for one or two hours Adverb Connectives di as the forces for one or two hours Connectives di as the forces for one or two buster Simple present tense Adverb Connectives Connectives Contrain a sense of pleasure. Car't sate the food that hes been Car't sate the food that hes been Car't sate the food that hes been difference for one or force or one or force or force one or force one or force one or force one or force or f	1. First, end. 2 eags into a bowl 2. Second, and a glight of sale, carret out into small squares to make it exteir to stir, the add milk and peoper (epitions), then which them well with the spoon. 3. Heat a non-strick staller and dib testire until meloci. 4. After that, add the eggs into the neo-stick skillet. Let is in for 25 seconds. 5. Gently stir the eggs preparetify using a sputual until contend. 6. Finally, remove the eggs from the neo-stick skillet and serve on a plane. 18. Inseed on the text shows, what kind of food do we make? 2. How to make freed eggs. 3. How to make energe juice. 4. How to make energe juice. 5. How to make energe juice. 6. How to make summy sade up egg. 10. In the fourth steps, the correct word to complient the step it. 6. Then, the essent it is a section word. 6. First, the essent is a content word. 6. After that, because it is the adverb. 6. After that, because it is the othersh. 7. We have to wait for 25 seconds to stir them 6. We can only sit after 15 seconds. 7. The sect of softening dough. 7. The next of softening dough. 7. The next of softening dough. 7. The next of supermiting parts for cooking food. 7. The cat of mixing impredients that are d. The act of supermiting parts for cooking food. 7. Received the stat shows, how many eggs and butter do we need to make scrambold eggs! 4. We need 3 eggs and next one of butter. 7. We need 2 eggs and next one of butter. 7. We need 2 eggs and next one of butter. 7. We need 2 eggs and next one of such a second of the text of the second of butter. 8. We need 2 eggs and next of the second of butter. 8. We need 2 eggs and next of the second of the text of
Ingredients: How to make: Banana Peal + sike a banana Peal + sike a banana Put in the freezar for one or two house Put in the freezar for one or two house Put in the freezar for one or two house Enjoy it red + sike a banana" Enjoy it Enjoy it C. Action Verb Simple present tense. Adverb Connectives. Simple present tense. Adverb Connectives Adverb Connectives Connectives Adverb Connectives Connectives	1. First, end. 2 eags into a bowl 2. Second, and a glight of sale, carret out into small squares to make it exteir to stir, the add milk and peoper (epitions), then which them well with the spoon. 3. Heat a non-strick staller and dib testire until meloci. 4. After that, add the eggs into the neo-stick skillet. Let is in for 25 seconds. 5. Gently stir the eggs preparetify using a sputual until contend. 6. Finally, remove the eggs from the neo-stick skillet and serve on a plane. 18. Inseed on the text shows, what kind of food do we make? 2. How to make freed eggs. 3. How to make energe juice. 4. How to make energe juice. 5. How to make energe juice. 6. How to make summy sade up egg. 10. In the fourth steps, the correct word to complient the step it. 6. Then, the essent it is a section word. 6. First, the essent is a content word. 6. After that, because it is the adverb. 6. After that, because it is the othersh. 7. We have to wait for 25 seconds to stir them 6. We can only sit after 15 seconds. 7. The sect of softening dough. 7. The next of softening dough. 7. The next of softening dough. 7. The next of supermiting parts for cooking food. 7. The cat of mixing impredients that are d. The act of supermiting parts for cooking food. 7. Received the stat shows, how many eggs and butter do we need to make scrambold eggs! 4. We need 3 eggs and next one of butter. 7. We need 2 eggs and next one of butter. 7. We need 2 eggs and next one of butter. 7. We need 2 eggs and next one of such a second of the text of the second of butter. 8. We need 2 eggs and next of the second of butter. 8. We need 2 eggs and next of the second of the text of
Ingredients: Banna Poel + slice a banara Poel + slice a banara Put in the freezar for one or two house Wat until mooth and creamy Mix with Peanut butter or chocochips Fut the freezar for one or two house Wat until smooth and creamy Mix with Peanut butter or chocochips Enjoy it Enjoy it c. Action Verb Connectives. Simple present tense. Adverb Connectives. Adverb Connectives.	1. First, end. 2 eags into a bowl 2. Second, and a glight of salt, carrot out into small squares to make it easier to sair, the add milk and peoper (epitions), then while; them well with the spoon. 3. Heat a non-rick stallet and add better until melod. 4. After that, add the segs into the neo-stick stillet. Let it sin for 25 seconds. 5. Gently star the eggs preparatify, using a spatial smill cooled. 6. Finally, remove the eggs from the non-rick stillet and serve on a plane. 18 hased on the text show, what kind of food do we make? 2. How to make fried eggs. 3. How to make setage juice. 4. How to make setage juice. 5. How to make energy juice. 6. How to make setage juice. 7. How to make energy juice. 8. Fourth, heavest it is a setion word. 9. First, heaves it is as setion word. 9. After they, heavest it is a form. 10. After they heavest it is a form. 11. After the pecuages into the non-sticke skillet, how long should we wait without stirring it? 12. The set of foreigning dough. 13. The set of mixing ingredients that are d. The ert of kneading dough. 14. The eart of mixing ingredients that are d. The ert of kneading dough. 15. We need 2 eggs and a treaspoon of botter. 16. We need 2 eggs and a treaspoon of botter. 17. We need 2 eggs and a treaspoon of botter. 18. We need 2 eggs and a treaspoon of d. We no od 3 eggs and a treaspoon of botter. 18. We need 2 eggs and a treaspoon of d. We no od 3 eggs and a treaspoon of botter. 18. We need 2 eggs and a treaspoon of d. We no od 3 eggs and a treaspoon of botter. 18. We need 2 eggs and a treaspoon of d. We no od 3 eggs and a treaspoon of botter. 18. We need 2 eggs and a treaspoon of d. We no od 3 eggs and a treaspoon of botter. 19. We need 2 eggs and a treaspoon of botter. 19. We need 2 eggs and a treaspoon of botter. 19. We need 2 eggs and a treaspoon of botter. 20. We need 2 eggs and a treaspoon of botter.
Ingredients: Banana Peanus Poel + slice a banana Put in the freezer for one or two house Put in the freezer for one or two house Enjoy it Ed + eller a banana* bolded and underlined word is included in Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Adverb Connectives Getting a sense of pleasure. Centing a sense of pleasure. Centing a sense of prides when completing the made. Car't taste the food that hea been directed and underlined word inserted the sentence above, the holded and underlined word means. Mixing things objecter to make sentificing Couling materials into small pieces. Put in the freeze for one or two house. Centing a sense of pride when completing the procedure. In the freeze slices in a blender and blend* the sentence above, the holded and underlined word means. Mixing things objecter to make sentificing Couling materials into small pieces. Put in the freeze slices in a blender to each shipe. Container.	1. First, enck 2 eggs into a bowl 2. Second, and a glipts of salt, carrot out into small squares to make it easier to sir, the add milk and pepper (epitional), then whish them well with the spoon. 3. Heat a non-strick stiller and do bitter until melod. 4. After that, add the eggs into the non-stick skillet. Let is sir for 25 seconds. 5. Gently stir the eggs from the non-stick skillet and serve on a plane. 18. Insend on the text shows, what kind of fixed do we make? 19. How to make fixed eggs. 10. How to make samps juice. 10. How to make samps juice. 11. How to make samps juice. 12. How to make samps juice. 13. After that, because it is a action word. 14. After that, because it is a cation word. 15. After we pour eggs into the non-sticke skillet, how long should we wait without stirring it? 16. We have to wait for 25 seconds to stir them. 17. We have to wait for 25 seconds to stir them. 18. You can't stir if for 20 minutes. 19. The act of softening dough. 19. The act of mixing ingredients that are d. The net of separating parts for cooking in the case of the store. Low make a desired to we need to make serambled eggs! 18. We need 3 eggs and a texapoon of butter. 19. Hased on the text above, how many eggs and butter do we need to make serambled eggs! 29. Hased on the text above, how many eggs and butter do we need to make serambled eggs! 20. Hased on the text above, how many eggs and butter do we need to make serambled eggs! 21. Hased on the text above, how have to out the carrot into early secured? 22. Hased on the text above, why we have to out the carrot into early secured?
Ingredients: BANANA ICE CREAM **Banas	1. First, end. 2 eags into a bowl 2. Second, and a glight of sale, carrot out into small squares to make it easier to stir, the add milk and peoper (epitions), then while them well with the spoon. 3. Heat a non-strick stilled and dolb better until melod. 4. After that, add the eggs into the neo-stick skilled. Let is the for 25 seconds. 5. Gently stir the eggs from the non-stick skilled and serve on a plante. 18. It is not to the test shows, what kind of fixed do we make? 19. How so make fixed eggs. 10. How to make fixed eggs. 2. How to make stampe juice. 3. How to make exange juice. 4. How to make stampe juice. 5. How to make stampe juice. 6. How to make stampe juice. 7. How to make exange juice. 8. How to make stampe juice. 8. After that, because it is a action word. 9. Then the stampe juice is a comment of the stampe juice is an action web word. 9. After we pour eggs into the non-sticke skilled, how long should we wait without stirring it? 9. We have to wait for 25 seconds to stir them. 9. We have to wait for 25 seconds to stir them. 9. We have to wait for 25 seconds to stir them. 10. The act of submilling dough. 11. The act of mixing impedients that are defended to the end of separating parts for cooking the first of the part of the second of the seco
Ingredients: How to make: Bannan Peal + slice a banara Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Enjoy it Connectives Adverb Connectives Connectives Adverb Connectives Connectives Adverb Connectives Connectives Adverb Connectives Adverb Connectives Adverb Connectives Connectives Adverb Connectives Adverb Connectives Connectives Adverb Connectives Connecti	1. First, end. 2 eags into a bowl 2. Second, and an Ighth of salt, carrot out into small squares to make it exteir to stir, the add milk and peoper (epitions), then which we will with the spoon. 3. Heat a non-rick stilled and dob better until melod. 4. After that, add the segs into the non-stick stilled. Let it sin for 25 seconds. 5. Gently star the eggs preparatify, using a sputual until cooked. 6. Finally, monwel the eggs into the non-stick stilled and serve on a plane. 18 hased on the text above, what kind of fixed do we make? 2. How to make fried eggs. 3. How to make senge juice. 4. How to make senge juice. 5. How to make energe juice. 6. How to make samy side up egg. 19 In the fourth steps, the correct word to complete the step is 8. Fourth, heature it is a section word. 6. First, heature it is a section word. 6. After that, because it is a section word. 7. After the because it is an action were the section of the section of the section word. 7. After the eggs into the non-sticke skiller, how long should we wait without stirring it? 8. We have to wait for 25 seconds to set them. 8. We can only sit after 15 seconds. 8. You can't stir it for 20 minutes. 8. We have to wait for 25 seconds to set them. 9. We should we wait without stirring it? 9. The set of mixing ingredients that are d. The set of knoading dough. 9. The next of mixing ingredients that are d. The set of knoading dough. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and a texapoon of butter. 9. We need 2 eggs and the section of the section of the text above, how we have to cut the cauro into small squares? 9. So that it coke faster. 9. F
Ingredients: BANANA ICE CREAM How to make: Banana Peans Ped + slice a banara Penn to the freezer for one or two house Put in the freezer for one or two house Put the freezer for one or two house Page into a glass or bowl Mix with Peanut butter or chocochings Enjoy it To bolded and underlined word is included in Adverb Adverb Connectives Adverb Connectives Action Verb Simple present tense. Adverb Can't uste the foed final host been discussed in the foed word included in Can't uste the food that host been discussed in the food that we have made. Getting a sense of pleasure. Can't uste the food that host been discussed in the food word included and underlined word included in the food word included in Can't uste the food that host been discussed in the food word included in the food word included in the food word included in Can't uste the food that we have made. Getting a verue of pride when completing the precedure. Ut the frozen slices in a blender and blend' the sentence above, the bolded and underlined word incerts. Mixing things together to make something Conting materials into small pieces. Adding different textures to each shippe. Container. Solution the food in the textures to each shippe. Container. Solution the food in the textures to each shippe. Container. Solution the food in the textures to each shippe. Container. Solution the food in the textures to each shippe. Container. Solution the food in the fo	1. First, end. 2 eags into a bowl 2. Second, and an glipth of sale, carnot out into small squares to make it exteir to stir, the add milk and peoper (epitions), then whigh them well with the spoon. 3. Heat a non-strick stilled and dob burse well with the spoon. 4. After that, add the eggs into the mos-stick skilled. Let it sit for 25 seconds. 5. Goathy stir the eggs preparetely quain a spitually until conclord. 6. Finally, remove the eggs from the non-stick skilled and serve on a plane. 18. Inseed on the text above, what kind of fixed do we make? 28. How to make fried eggs. 29. How to make fried eggs. 30. How to make examps juice. 31. In the fourth steps, the correct word to complete the step is. 32. After that, because it is a section word. 33. After that, because it is a section word. 44. After that, because it is a section word. 55. Goath, because it is a section word. 56. First, because it is a section word. 57. After we pour eggs into the non-sticke skiller, how long should we wait without stirring it? 58. The section of the stirring it? 59. The section of shoulding dough. 50. The sect of softening dough. 50. The sect of spearanting parts for cooking by the section of the text above, how many eggs and butter do we need to make serrandised eggs? 50. The sect of softening dough. 50. The sect of segrenting parts for cooking by the section of the text above, how many eggs and butter do we need to make serrandised eggs? 50. We need 2 eggs and a tempoon of duth to two ends of the section of the text above, how we have to out the carrot into small squares? 50. So that it cooks faster. 50. So that it is not to big when eater. 51. The manning of the word? 52. The section of the text above, why we have to out the carrot into small squares? 53. So that it is not to big when eater. 54. The need 3 eggs and two and a butter. 55. So that it is not to big when eater. 56. So that it is not to big when eater. 57. The need of the word? 58. The section of the word? 58. The section of the word? 59. So that it is not to big w
Ingredients: How to make: Banana Peans Peel + slice a banana Pet in the freeze for one or ew o house Put in the freeze for one or ew o house Put in the freeze for one or ew o house Put in the freeze for one or ew o house Put in the freeze for one or ew o house Put in the freeze for one or bowl Mix with Peanut butter or obcouching Enjoy it beloided and undertined word is included in Adverb Connectives With the freeze for one or fave human be bolded and undertined words included in? Simple present tense. Adverb Connectives Action Verb Connectives Action Verb Conting a sense of pleasure. Car't sate the food that hes been different in the freeze slices in a blender and pleand the sentence above, the bolded and underlined word means. Whising things together to make something the procedure. Ut the freeze slices in a blender and pleand the sentence above, the bolded and underlined word means. Mixing things together to make something the procedure. Adding different textures to each shape. Sook at the text below to answer questions 18-15? How to	1. First, end. 2 eags into a bowl 2. Second, and a glipth of salt, carnot out into small squares to make it easier to stir, the add milk and peoper (epitions), then while; them well with the spoon. 3. Heat a non-rick stilled and dib better until melod. 4. After that, add the eggs into the neo-stick skilled. Let is it for 25 seconds. 5. Gently stir the eggs preparatify, using a sputual until conclord. 6. Finally, remove tipe eggs from the nen-rick skilled and serve on a plotte. 18. Inseed on the test sbow, what kind of food do we make? 19. How so make fined eggs. 10. How to make stage juice. 11. How to make exage juice. 12. How to make exage juice. 13. Forth, because it is a section word. 14. After that, because it is a section word. 15. After we pour eggs into the non-sticke skiller, how long should we wait without stirring it? 16. We have to wait for 25 seconds to stir them. 17. A test of to-forth and the stirring of the word? 18. The act of mixing ingredients that are. 19. How are a word "white." What is the meaning of the word? 19. The act of mixing ingredients that are. 20. Based on the test above, how unany eggs and boater do we need to make serambied eggs! 21. Based on the test above, why we have to out the carrot into small squareo? 22. Based on the test above, why we have to out the carrot into small squareo? 23. So that it is not too big when eater. 24. Based on the test above, why we have to out the carrot into small squareo? 25. So that it is not too big when eater. 26. To make it look mane heastful when served be. So that it is not too big when eater. 27. Based on the test above, they we have to out the carrot into small squareo? 28. So that it is not too big when eater. 29. To make it look mane heastful when served be. So that it is not too big when eater to a free cater stores one of the word? 29. An item that is taken in small amounts by e. Socnething taken with a spoon squared time of the sound.
Ingredients: How to make: Bannan Peal + silice a banara Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Put in the freezer for one or two hours Pour into a glas or two deals of the freezer for one or two hours Pour into a glas or two deals of the freezer for one or two hours Pour into a glas or two deals of the freezer for one or two hours Pour into the freezer for one or two hours Pour into the freezer for one or two hours Adverb Connectives Connectives Adverb Connectives Connectives Connectives Adverb Connectives Connecti	1. First, end. 2 eags into a bowl 2. Second, and an Ighth of salt, carrot out into small squares to make it exister to stir, the add milk and pepper (epitions), then which we will with the spoon. 3. Heat a non-nick stallet and add butter until mellod. 4. After that, add the segs into the new-nicks skillet. Let it six for 25 seconds. 5. Gearly start the eggs preparatify, using a sputual until content. 6. Finably, remove the eggs from the non-nick skillet and serve on a plane. 18. This end on the test shows, what kind of fixed do we make? How to make fried eggs. 2. How to make fried eggs. 3. How to make reduce tities. 4. How to make reduce tities. 5. How to make reduce tities. 6. How to make seame tities. 6. How to make seame tities. 7. How to make reduce tities. 8. Fourth, because it is a section word. 8. Fourth, because it is a section word. 8. Fourth, because it is a section word. 9. We have to wait for 25 seconds to stir them. 10. We have to wait for 25 seconds to stir them. 11. We have to wait for 25 seconds to stir them. 12. We have to wait for 25 seconds to stir them. 13. The set of scofening dough. 14. The set of scofening dough. 15. The set of sinchening dough. 16. The set of sinchening dough. 16. The set of sinchening dough. 17. The set of sinchening dough. 18. The set of mixing impedients that are 19. The set of mixing impedients that are 19. The set of some seam and tecapoon of botter. 10. We need 2 eggs and a tecapoon of botter. 10. We need 2 eggs and a tecapoon of botter. 11. We need 2 eggs and a tecapoon of botter. 12. The set of some seamed the seamed that a temporal of d. We need 3 eggs and a tecapoon of botter. 18. We need 2 eggs and a tecapoon of botter. 19. We need 2 eggs and a tecapoon of botter. 19. We need 2 eggs and a tecapoon of botter. 10. We need 2 eggs and a tecapoon of botter. 10. We need 2 eggs and a tecapoon of botter. 11. We need 3 eggs and a tecapoon of botter. 12. The set of some heartful when served to botter. 13. The set of we need to some s
Ingredicate: Bannaa Peant butter Poet in the freezer for one or two hours Put the fivores alices in a blender and blend Wait until smooth and creamy Pour into a glass or browl Mix with Peanut butter or chocochips Enjoy it Ed + slice a bannaa* bolded and underlined word is included in Adverb Connectives Simple present tense. Adverb Connectives Adverb Connectives Connectives Adverb Connectives Gering a sensis of pleasure. Can't taste the food that hes been of Gering a version of prices and prices and proceeding the procedure. It has frozen slices in a blender and blend the sentence above, the bolded and underlined word underlined word included in Adding different textures to cach shippe. Can't tast the food that hes been of Gerting a verse of pride when completing the procedure. It has frozen slices in a blender and blend* the structures to cach shippe. So consider to make semanting Coulting materials into small pieces. Adding different textures to each shippe. So at the text below to answer questions 18-25 How to	1. First, end. 2 eags into a bowl 2. Second, and a glight of sale, carrot out into small squares to make it easier to stir, the add milk and peoper (epitions), then while; them well with the spoon. 3. Heat a non-rick stilled and dob better until melod. 4. After that, add the eggs into the neo-stick skilled. Let is it for 25 seconds. 5. Gently stir the eggs preparatify, using a sputual until conclord. 6. Finally, remove the eggs from the non-rick skilled and serve on a plotte. 18. Inseed on the text show, what kind of food do we make? 19. How so make freid eggs. 10. How to make freid eggs. 10. How to make freid eggs. 11. How to make benefit servers to make surray sade up eggs. 19. In the fourth steps, the correct word to complete the step is. 10. Formath, because it is a section word. 10. After we pour eggs into the non-sticke skiller, how long should we wait without stirring if it is. 10. We have to wait for 25 seconds to stir thems. 11. In step 2, there are word "white." What is the meaning of the word? 12. In step 2, there are word "white." What is the meaning of the word? 13. The act of mixing ingredients that are. 14. The act of mixing ingredients that are. 15. Based on the least above, how many eggs and butter do we need to make scrambiol eggs! 16. We need 3 eggs and a textpoon of botter. 17. On the condition of the carrot into small squares? 18. So that it cocks faster. 19. To make it look mase heautiful when served by the second in the text above, how we have to cut the carrot into small squares? 19. To make it look mase heautiful when served by the text and that it is taken in small amounts by e. Southing taken with responsing expecting the first finger and through together.

Appendix 7: Student Post-Test 1 Answer Sheet (Max Score)

Name : Challaso A.M SCORE:	
Class : 14.	6. "I really love Mobile Legend"
No. Absent 1 13	What is the correct verb to complete the sentence?
MEETING 2: POST-TEST	a. trying c, play
Instructions! Choose either a, b, c or d as the correct answer!	b. doing 'JK, playing
	7. When you're making food following a recipe, and step three is "Mix all ingredients into
"Thise black colour because it's <u>represent</u> my personality." In the sentence above, the bolded and underlined word means	blender". The word "Mix" in the sentence is included in the a. Verb, because is and adverb. c. Verb, because it is the first word.
Describe a personality that a person have. c. Describe a symbol.	Verb, because the word is an action. d. Verb, because the word is a noun.
b. Show the habits of a person. d. Show that you come from	8. "1 not going to buy any milk"
community	What is the correct "to be" to correct the sentence?
Beside, the most <u>leonic</u> in Palembang is Ampera bridge".	am, because the subject is "I" c. are, because the subject is "I"
In the sentence above, the bolded and underlined word means	b. a, because the subject is "F". d. arn, because the subject is "We"
 a. Something that is only known by the people c. Something that is very famous amound it. 	
Something very famous and became the d. Something that is not known to m	any Giria : "1 go to bed at 9pm" What is the correct adverb of time to complete the sentences?
characteristic of a place. people.	n Usually c. em
Where is the neursest hospital?	b temorrow d last day
In the sentence shows, the holded and underlined word means	10. Rua "What have you been up to lately?"
Indicates a location that is next to the c. Indicates a location between large buildin house. Indicates a location that is not too far away.	ngs. Kina 'Tru a trainee' Ry. Rua : "What are you doing?"
h. Indicates a location across the street.	Kina ""I'm currently taking training on how to write a good book."
	The bolded and underlined sentence means
"I always <u>prepare</u> anything for tomorrow at night" Match the bolded and underlined words with the current type of word and meaning	 a. Someone who already has good skills.
a. Adverb, activities done before 9." Verb, an activity done to get something read	ly.
going to hed. d. Noun, Activities that are the responsibility b. Verb, an activity that becomes a the committee.	y of 11. "It's my lovely hometown." In the sentence above, the boiled and underlined word means
habit.	The place where a person was born c. A place where people gather to support a race
	and lived during his or her childhood. d. A place where people compete against each food b. A place for medical check-ups. other to win activities.
My friend is telling me about his hometown and his place "the most funous <u>traditional</u> in Palembang is Pempek"	Total 6. A place for medical eneck-ups. other to win activities.
In the sentence above, the bolded and underlined word means	12. "I'm training to be a <u>nurse</u> "
L. Something that characterizes a region c. The type of food that is only sold in o and is known.	
 b. Something that is favored by many d. The type of food that is not easy to fir 	b. Occupations that translate languages. At. Occupations that are in the field of health and
Something that is favored by many people. d. The type of food that is not easy to fir people. 3. "I'm doing an interpublic". 3. "I'm doing an interpublic". 3. "The doing an interpublic".	 b. Occupations that translate languages. At Occupations that are in the field of health as earing for people.
people. 13. "I'm doing an <u>internshin"</u> In the semence above, the bolded and underlined word means 2. Activities to make repairs to a damaged e. Activities confused to raise funds for forat. 3. Activities that have a ported of time for a	Supe: * *
people. 13. "I'm doing an <u>laterwithin"</u> 10 the semence shove, the bolded and underlined word means. 2. Activities to make repairs to a damaged. e. Activities conducted to rake funds for	Steps: * *
people. 13. "I'm doing an <u>Internshin"</u> In the semience shows, the bolded and underlined word means. a. Activities to make repairs to a damaged. e. Activities confused out by volunteers. forest. d. Activities conducted to rake funds fo person to work. Look at the text below to answer questions 14-17!	Steps: * *
people. 13. "I'm doing an <u>internating</u> " In the semence above, the belded and underlined word means. a. Activities to make repairs to a damaged c. Activities carried out by volunteers. forest. b. Activities that have a period of time for a petron to work. Look at the text below to answer questions 14-17! ORIO ICE BAR	Steps: *
people. 13. "I'm doing an <u>jaternshin</u> " 10 the semience above, the holded and underlined word means. 2. Activities to make repairs to a damaged e. Activities conducted to raise funds for forest. 3. Activities that have a portion of time for a disaster victims. 4. Activities conducted to raise funds for portion to work. 5. Look at the text below to answer questions 14-17. 6. Tage dients: 1. Mark to make: 1. One o Milk all ingredients into a container.	Steps: *
13. "I'm doing an <u>internation</u> " In the semience above, the bodded and underlined overd means. a. Activities to make repairs to a damaged. c. Activities conducted to raise funds for force. J. Activities to make repairs for a disaster victims. J. Activities to make repairs for a disaster victims. Look at the text below to answer questions 14-17! OREO ICE BAR Ingredients: - Oreo - Mix all ingredients into a container - Signr - Pour into models and freeze for an hour.	Steps: *
people. 3. "I'm doing an <u>internshin"</u> In the semience shove, the bodded and underlined word means. a. Activities to make repairs to a damaged. c. Activities conducted to raise funds for force. J. Activities that have a period of time for a portion to work. Look at the text below to answer questions 14-17! OREO ICE BAR Ingredients: - Oreo - Mila 3 ingredients into a container. - Mila 250 onl - Served in -	Steps: *
people. 13, "I'm doing an <u>jaternshin</u> " In the semience shows, the bolded and underlined overt means. a. Activities to make repairs to a damaged. c. Activities conducted to rake funds for force. J. Activities that have a period of time for a person to work. Look at the text below to answer questions 14-17! OREO ICE BAR. Ingredients Oreo Sugar Oreo Sugar Oreo: Sugar	Steps: *
people. 13. "I'm doing an <u>interesting"</u> 10 the semence shows, the bodded and underlined word means. a. Activities to make repairs to a damaged. e. Activities conducted to rake funds for force. J. Activities that have a period of time for a period to the force of the period to work. Look at the text below to answer questions 14-17! OREO ICE RAR. How to make: Oreo Sugar Mix all ingredients into a container. Pour into molds and freeze for an hour. Served it Served it They word "Mix" is instalated in.	Steps: *
13, "I'm doing an internshin"	Steps: *
13. "I'm doing an <u>internation</u> " In the semience above, the bodded and underlined overd means. a. Activities to make repairs to a damaged. b. Activities to make repairs to a damaged. c. Activities conducted to raise funds for disaster victims. disaster victims. Activities to make repairs to answer questions 14-17! OREO ICE BAR	Steps:
people. 13. "I'm doing an <u>internshin"</u> 10 the semicace shows, the bodded and underlined word means. a. Activities to make repairs to a damaged. c. Activities conducted to rake funds for force. J. Activities that have a period of time for a potton to work. Look at the text below to newer questions 14-17! OREO ICE RAR. Ingredients: Oreo Super Oreo Super Pour internalism into a container. Mike 250 and Some of the force of the pour inside and freeze for an hour. Action werk c. Connectives b. Advest of None. A circle word of None. A circle word of None. 15. "Pour into moids and freeze for an hour."	Steps: *
13, "I'm doing an <u>interwitin</u> "	Steps: *
13, "I'm doing an internshin"	Steps: *
13. "I'm doing an Internation"	Steps: *
13. "I'm doing an <u>internship"</u> To the seminence shows, the bodded and underlined word means. a. Activities to make repairs to a damaged. c. Activities conducted to rake funds for force. J. Activities that have a period of time for a person to work. Look at the text below to newer questions 14-17! OREO ICE BAR. Ingredients: Oreo Sugar Mix all ingredients into a container. Mix all ingredients into a container. Served it Notes in the first below to a container. Action work c. Connectives b. Adveb. d. Noun. Action work d. Connectives b. Adveb. d. Noun. 15. "Pour sint moids and freeze for an hour." The bolded and underlinde world include in	Steps: *
13. "I'm doing an Internation"	Steps: * **
13. "I'm doing an <u>laternship"</u> To the seminence shows, the bodded and underlined word means. A cativities to make repairs to a damaged e. Activities conducted to rake funds for the force of the for	Steps: * **
3. "I'm doing an <u>later whin</u> " In the semicace above, the bolded and underlined word means. a. Activities to make repairs to a damaged. b. Activities to make repairs to a damaged. c. Activities conducted to raise funds for disaster victims. d. Activities conducted to raise funds for disaster victims. Look at the text below to answer questions 14-17! Ingredients: OREO ICE BAR How to make: Nix all ingredients into a container. ** Mix all ingredients into a container. Thy word "Mix is insulated in. Action werk a. Commentives. h. Adverb. d. Noun 15. "Pour into molds and freeze for an hour." The bolded and underlinde word include in. a. Commentives. h. Adverb. d. Noun d. Action werk and freeze for an hour. The bolded and underlinde word include in. a. Commentives. A container with a hole for molding. something is the shape of the container. b. A container with a hole for molding. something is the shape of the container. b. A container used to heat something. 7. "Served it" In the centeece above, the bolded and underlined word means.	Steps: *
13. "I'm doing an <u>internation</u> " In the semicace above, the bodded and underlined word means. 2. Activities to make repairs to a damaged. Activities conducted to raise funds for force. 3. Activities to make period of time for a person to work. Look at the text below to nawer questions 14-17! OREO ICE BAR Ingredient: - Once - Milk 250 and - Fresh Cream 150 ml - Fresh Cream 150 ml 14. "Mix all ingredients into a container." They word "Mix is instanted in Action word - Connectives b. Adveb. d. Nous 15. "Pour into models and freeze for an hour." The bodded and indefinited world include in Connectives b. Adveb Nous d. Action word a decision with a local force of include in Connectives b. Adveb Nous d. Action word a d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in Connectives b. Adveb Nous d. Action word in chalce in A container with a lole for modifing semiclings into the shape of the continior A container used to help hold water in the sentence above, the bolded and underfined word means To buy goods that are sold at a law of To provide food of drinks that have already price.	Steps: **
3. "I'm doing an <u>laternship"</u> In the semence above, the bolded and underlined word means. a. Activities to make repairs to a damaged. b. Activities that have a period of time for a person to work. Look at the text below to savver questions 14-17! Core	Steps: *
3. "I'm doing an <u>internship"</u> To the semence shows, the bodded and underlined word means. A chivities to make repairs to a damaged. A chivities confluenced to rake funds for state funds. A chivities to make repairs to a damaged. A chivities conducted to rake funds for data for the state funds for data funds. Look at the text below to newer questions 14-17! Ingredients: Oneo	Steps: *
3. "I'm doing an <u>laterwhin</u> " 10 the seminuse above, the bolded and underlined word means. 2. Activities to make repairs to a damaged e. Activities contribed out by volunteers. Forest. 3. "I'm doing an <u>laterwhin</u> " 4. "Activities to make repairs to a damaged e. Activities conducted to raise funds for disaster victims. 5. "Look at the text below to answer questions 14-17! Ingredients: 1. "OREO ICE RAR How to make: 1. "Mix all ingredients into a container." 1. "By word "Mix 250 and" 2. "Served it	Steps: *
3. "I'm doing an <u>laterwhin</u> " 10 the seminuse above, the bolded and underlined word means. 2. Activities to make repairs to a damaged e. Activities contribed out by volunteers. 3. The contribution of the	Steps: *
13. "I'm doing an jaternship" In the semence shows, the bolded and underlined word means. 2. Activities to make repairs to a damaged. c. Activities conducted to rake funds for force. 3. Activities that have a period of time for a person to work. 4. Look at the test below to answer questions 14-17! OREO ICE BAR. Ingredients: 5. Once 6. Sugar 7. Mix all ingredients into a container. 8. Mix all ingredients into a container. 9. Surved it. 10. "Possi forcean 150 ml. 14. "Wix all ingredients into a container." They word "Mix is included in A container with a Mole of the word in chicke in A Comencious Jr Afrech. 15. "Pour into molds and freeze for an hour. The bolded and underlined world include in A Commencious Jr Afrech. 16. The meaning of the word "molds" is A container with a hole for molding is A container with a hole for molding is A container will be word "molds" is A container will be word "molds" is A container will be word "molds" is A container will be word be a something. 17. "Served it" In the sentence above, the bolded and underlined word means 17. Served it" In the sentence above, the bolded and underlined word means 18. To buy goods that are sold at a law of To provide feed or drinks that have already poice. 19. To self goods in the market. 19. To self goods in the market. 10. To self food that has already been sold. 10. To self goods in the market. 10. To self goods in the market. 10. To self food that has already been sold. 10. To self food that has already been sold. 10. To self goods in the market. 10. To self food that has already been sold.	Steps: **
13. "I'm doing an jatzenshin" In the sentence above, the bolded and underlined word means. 2. Activities to make repairs to a damaged. e. Activities curried out by volunteers. forcet. 3. Activities to make repairs to a damaged. e. Activities conducted to raise funds for disaster victims. 4. Activities to work. Look at the text below to answer questions 14-17? OREO ICE BAR Ingredients: Onco Milk 250 and Fresh Cream 150 rail Fr	Steps: ***

Appendix 8: Student Post-Test 1 Answer Sheet (Min Score)

Name Muhammad Irran 74	SCORE:
Class 9-6 No Absent 124	6, "I really love Mebile Legend"
No. Absent St. MEETING 2: POST-TEST	What is the correct verb to complete the sentence? a. trying q, play
Instructions!	b. doing d playing
Choose either a, b, c or d as the correct answerf	3. When you're making food following a recipe, and step three is "Mix all ingredients in
"[like black colour because it's represent my personality."	/ blender". The word "Mix" in the sentence is included in the
in the sentence above, the bolded and underlined word menns	a. Verb, because is and adverb. c. Verb, because it is the first word. (b.) Verb, because the word is an action. d. Verb, because the word is a nount.
Describe a personality that a person have. Show the habits of a person. d. Show that	and the form of
community.	8 "1 not going to buy any milk" What is the correct "to be" to correct the sentence?
"Reside, the most iconte in Palembang is Ampera bridge".	am, because the subject is "F" c. are, because the subject is "F"
to a second property of the helded and underlyined avail means	b. 8, breause the subject is "1". d. am, because the subject is "We"
a. Something that is only known by the people c. Something t	that is very famous among 9. Hriana "Gina, what time do you usually go to bed?"
around it. the people a s. Something very firmous and became the d. Something to	that is not known to many # Gins : "1 go to bed at 9pm"
chimieteristic of a place. people	What is the correct adverb of time to complete the sentences? (n) Usually c. am
Where is the nearscar hospital?.	b tomorrow d. feet day
to the contents above the helded and underlined word moons	10 Rua "What have you been in to lately?"
Indicates a location that is next to the e. Indicates a location house. Indicates a location Indicates	a between large buildings 10 Rus "What have you been up to intely?" Kins "Tin a trainee"
house. b. Indicates a location across the street.	
	Kina: "I'm currently taking training on how to write a good book." The bolded out training of college a good book."
"I always <u>prepare</u> anything for tomorrow at night." March the builded and underlined words with the correct type of wor	The boilded and underlined sentence means 2. Someone who already has good skills. [c] Someone who is improving their skills.
n. Adverb, activities done before (c) Verb, an activity done	e to get something ready. b. Someone who teaches a skill. d. Someone who is a role model.
going to both the product of the pro	t are the responsibility of 11. "It's my lovely hometown."
Verb, an activity that becomes a the committee.	In the sentence above, the holded and underlined word means
	(78) The place where a person was born c. A place where people gather to support a rac
My friend is telling me about his homelown and his place "the mos	and lived during his or her childhood. d. A place where people compete against ea b. Aplace for medical check-ups. other to win activities.
in Palemhang is Pempek" to the sentence above, the bolded and enderlined word means	7
a) Something that characterizes a region The type of food	d that is only sold in one 12.7 m training to be a nurse." In the sentence above, the bolded and underlined word means
and is known.	of that is not easy to find. a. Work related to finance. c. Work related to construction.
nounie	b. Occupations that translate languages. Occupations that are in the field of health a
The state of the s	caring for people.
In the centence above, the bolded and underlined word means	all out by solveneers
In the sentence above, the bolded and underlined word means a Activities to make repairs to a damaged c. Activities carrier forest. Activities condu	nd out by volunteers. Steps: Steps:
in the centence above, the bolded and underlined word means	 Second, tern on the store to mestions best and gently air the batter and water. Third, and 15 tablespoons of flour into the not when the butter and water are well mixed and bodie
In the sentence above, the bodded and underlined word means. A Activities to make require to a damaged a Activities confirence forest. Activities that have a period of time for a disaster victims, person to work.	 Second, terr on one store to mention hear and gently air the batter and water. Think, and if a build process of their simb to per sixth and built and water are well mixed wed books. Fourth, six the floor ever low best on it densit burn. Then remove from the store of the batter on it densit burn. The remove from the store and after one the doubt field fine limitation (and).
in the surfacee above, the boiled and underlined word means. a Activities to make repairs to a damaged concept forcest. Activities that have a period of time for a person in work. Look at the text below to answer questions 14-17! OREO ICE BAR	Sections, turn on the store to mentions hear and gently as in the haster and water. Think, and if Subales posses of those them be private and water are well mixed and boolin Fourth, six that flour over low hold so it doesn't burn Then remove from the store and leave the dought for 15 minutes to cool. Sixth, mix 2 eggs on the you are the dought for 15 minutes to cool.
In the surfaces above, the boiled and underlined word means. A clivities to make repairs to a damaged e. Activities carrier from the control of the control	Section, term on the electric to mentions hear and generity air the batter and water. Think, and if a build process of their simb to per sixtual to be used and water are well mixed wed bools. Fourth, six the floor ever low heat so it denote bourn. Then remove from the section and leave the depoly fire (15 minutes to cool.). Sixth, mix 2 eggs one by one is the couled dough. Section, put the desays have the model and they cover mediant freat usual the charms mostly become
in the sentence above, the boiled and underlined word means. A chrivities to make repairs to a damaged e. Activities comics forest. Activities the twee a period of time for a period in work. Look at the text below to answer questions 14-17! OREO ICE TAIR Ingredients: Oreo • Mix all ingred.	Section, term on the electric part of the latter and water. Thing, and if a billing possion of their similer per rives in the billing and water are well mixed wed bools. Fourth, six the flour over (now hast so if density burn.) Their removes from the six too if density burn. Their removes from the six too and leaves the deputy fire if a minutes to cool. Sixth, mix. 2 eggs one by now in the couled dough. Security, get the deady into the model and flow over median the six that the charms mostly bewood. Finally, drain the charms and place it to a place and sop with classicate milk.
in the sentence above, the boiled and underlined word means. Activities to make require to a damaged e. Activities conference of the conf	Second, term on the electric to mentions hear and genety as in the healer and water. Think, and if a build proceed of their simile to per times the build and water are well mixed wed bools. Fourth, six the floor ever (now heat to in depark bourn. Then remove from the second and ever the depark bourn. Then remove from the second and ever the depark first instructs to cool. Sixth, mix 2 eggs one by one is the couled dough. Second, put the desays have the model and by over medium the attention that the charmes movely become and proceeding the second and the country of the desays the second from the charmes and place in to a place and to p with classosiste milk. Sixth freeze for on hour. 15. Based on the text above, what kind of food do we make?
In the surfaces above, the bodded and underlined word means. Activities to make repairs to a damaged c. Activities carrier forest. Activities to make repairs to a damaged c. Activities carrier forest. Activities that have a period of time for a person in wells. Look at the text below to answer questions 14-17 OREO ICE BAR Ingredients: Ozoo Mis all ingred. Sugar Pour into model.	Second, term on the electric to mentions hear and genety as in the healer and water. Think, and if a build proceed of their simile to per times the build and water are well mixed wed bools. Fourth, six the floor ever (now heat to in depark bourn. Then remove from the second and ever the depark bourn. Then remove from the second and ever the depark first instructs to cool. Sixth, mix 2 eggs one by one is the couled dough. Second, put the desays have the model and by over medium the attention that the charmes movely become and proceeding the second and the country of the desays the second from the charmes and place in to a place and to p with classosiste milk. Sixth freeze for on hour. 15. Based on the text above, what kind of food do we make?
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in the sentence above, the boiled and underlined word means. A chivities to make require to a damaged e. Activities comits forest. Activities the lave a period of time for a period in work. Look at the text below to answer questions 14-17! OREO ICE BAR Ingredients: OREO ICE BAR How to make: Oxeo Sugar Mik 250 ml Peri into adoption. Served it Play word "Mix 2 is included in.	Section, territor of the device to insentions shart and greatly at the batter and water. Think, and if a finite process of their interference in the state and water are well mixed and book. Fourth, set the figure over low host on a describe the popular for a finite to cool. Seath, mix 2 eggs one by one in the couled dough. Section, but the describe the couled dough. Section, but the describe the model and by over mediant heat useful the charrons mostly between the state of the couled dough. Finally, detail the charrons and place in the option of the visit characteristic milk. 18. Based on the lexit above, what kind of food do we make? B. How to make find egg. How to make delicious Charrons How to make additious Charrons How to make some yield up egg.
in the sentence plows, the booked and underlined word means. Activities to make require to a damaged e. Activities coming from the period of time for a period to work. Look at the text below to answer questions 14-72. Look at the text below to answer questions 14-72. OREO LCE BAR Ingredients: Oreo Mix all ingredients. - Sugar Pour inno mode Served it New office of the period to the company of the com	Second, turn on the electric to mentions hear and generity air the batter and water. Thing, and if a build-process of their time better and water are well mixed and boils. Fourth, set the floor ever low heat to it denote bour. The remove from the second and ever the depoly fire 15 minutes to cool. Sixth, mix 2 regist ent by note in the couled dough. Second, put the deaply into the model and if you've mediant best until the charms mostly between the second and research or any batter and only with the charms mostly between the second freeze for on hour. 18. Based on the text above, what kind of food do we make? 8. How to make fixed egg. 19. How to make fixed egg. 19. It has to remake disconsidered. 19. It has the charms of the second of the step a 19. It has the latepa, the correct word to complete the step a
in the sentence plows, the booked and underlined word means. Actividies to make require to a damaged e. Actividies comies forest. Actividies to the fore a period of time for a period in work. Look at the text below to answer questions 14-72. OREO ICE TAR How to make: - Oreo - Mis all ingredients: - Oreo - Mis all ingredients into a continier." The word "Mis" is included in. Action verb - Connectives - Adverto - d. Noun	**Second, turn on the electron bearing shart and generity air the batter and water. **Time, and if a build process of their since he can be device are well mixed and bools. **Pourth, six the first ever low host is not desert bears. **The remove from its second after one the object first limites to cool. **Sixth, mix 2 eggs one by one is the caubed drough. **Second, put the desay has the model and by cover medians their until the charrow movely between the analysis of the plant and specific productions. **Finally, desir the charrow and place in the plant and specific productions. **Jimily, desir the charrow and place in the plant and specific productions. **Jimily, desir the charrow and place in the plant and specific productions. **Jimily, desir the charrow and place in the plant and specific production. **Jimily, desir the charrow and place in the plant and specific production. **Jimily, desir the charrow and place in the plant and specific production. **Jimily, desir the charrow and place in the plant and specific production. **Jimily, desir the charrow and place in the plant and place and place and place and place. **Jimily, desir the charrow and place in the plant and place and place and place. **Jimily, desir the charrow and place in the place and place. **Jimily, desir the charrow and place and place and place and place and place. **Jimily, desir the charrow and place and place and place and place and place. **Jimily, desir the charrow and place and place and place and place and place. **Jimily, desir the charrow and place and place and place and place and place. **Jimily, desir the charrow and place and place and place and place and place. **Jimily, desir the charrow and place and place and place and place and place. **Jimily, desir the place and place and place and place and place and place. **Jimily, desir the place and place and place and place and place and place. **Jimily, desir the place and place and place and place and place and place. **Jimily, desir the place and plac
in the sentence above, the booked and underlined word means. Activities to make require to a damaged e. Activities comits forest. Activities the lace a period of time for a period in word. Look at the text below to answer questions 14-12! ORIO UCE BAR Ingredients: Orio — Make: Orio — Make: Orio — Milk 250 ml Nilk all ingredients into a continient." The word "Mir" is included in. Action web Action with — Connectives Advard — O. Noun Four into models and firezze for an hunr."	**Second, terri on the electric based and greatly as in the hatter and water. **Tind, and if a bind promote of their intelligent when the built and water are well mixed and book. **Poretth, six the flore over low hast so it deems bourn. **The memore from the second and leve the doubt file of limites to cool. **Sixth, mix 2 eggs one by none in the couled dough. **Second, port the doubt, not be model and by over mediant heat useful the charrons mostly between the cool of long. **Second, port the doubt, not be model and by over mediant heat useful the charrons mostly between the second file of the second of long. **Sixth, mix 2 eggs one by none in the couled dough. **Second, port the deems of the open and be possible to a place and be possible to milk. **Jimility, detail the charrons and place in the sphere and be possible coulid. **Jimility, detail the charrons and place in the sphere and be possible coulid. **Jimility, detail the charrons and place in the sphere and be possible to milk. **Jimility, detail the charrons and place in the sphere and be possible to milk. **Jimility, detail the charrons and place in the sphere and be possible to milk. **Jimility, detail the charrons and place in the sphere and be possible to milk. **Jimility, detail the charrons and place in the sphere and be possible to milk. **Jimility, detail the charrons and place in the sphere and be possible to milk. **Jimility, detail the charrons and place in the place and be possible to milk. **Jimility, detail the charrons and place in the place and be possible to milk. **Jimility, detail the charrons and place in the place and be possible to milk. **Jimility, detail the charrons and place in the place and possible to milk. **Jimility, detail the charrons and place in the place and possible the place and possible to the place and possible t
in the sentence above, the booked and underlined word means. A chividise to make require to a damaged e. Activities comits forest. Activities the have a period of time for a person in work. Look at the text below to answer questions 14-12! ORIO UCE BAR Ingredients: Oravo Sugar Milk 250 ml Four into models and freeze for an hour? The word "Mir" is included in. Action with Commenters Activities confidence in the with a commenter in the without the commenter in the witness of the without the word in the word	Second, terr on the electron bear and specify six in the batter and water. Thing, and if a bialappear of their into the price and water are well mixed and bools. Fourth, six the floor ever (now hast so it denote born. The remove from the second and two the doppling for 3 minutes to cool. Sixth, mix 2 eggs one by one is the couled dough. Second, por the deapy into the model and by over mediant beat usually beaused. Finally, deals the charces and place in to a place and top with checolate milk. Sixth, mix 2 eggs one by one is the couled dough. Second, por the deapy with checolate milk. Finally, deals the charces and place in to a place and top with checolate milk. How to make fined egg. The water and the leaf place in the place and top with checolate milk. The second of the leaf and the place in the place and top with checolate milk. How to make fined egg. The water and the couled deapy and the place and the plac
in the sentence above, the booked and underlined word means. Activities to make require to a damaged e. Activities comits forest. Activities the lace a period of time for a period in word. Look at the text below to answer questions 14-12! ORIO UCE BAR Ingredients: Orio — Make: Orio — Make: Orio — Milk 250 ml Nilk all ingredients into a continient." The word "Mir" is included in. Action web Action with — Connectives Advard — O. Noun Four into models and firezze for an hunr."	**Second, terror on the device to mentions that and generity are the batter and water.* **Tind, and if a fairly process of their sinch they threat the batter and water are well mixed and health. **Perenth, six the flore over low heat to it deems begin.* **The remove from the second and even the depoty fire 15 minutes to cool. **Seath, mix 2 eggs one by note in the coulted dough. **Second, part the deamy has the model and by over median the six state the charms mostly between the second freeze for on hour. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain the charms and place int to a place and sep with closesolate milk. **Simily, drain
In the serience above, the bodded and underlined word means. Activities to make repairs to a damaged of activities coming from the property of the property o	**Besting and \$1 and \$1 and \$2 and \$2 and \$2 and \$3 and
In the serience above, the bodded and underlined word means. Activities to make require to a damaged c. Activities comite from: Activities that have a period of time for a period in work. Look at the text below to answer questions 14-17! ORIO ICE BAR. Ingredients: - Oroo - Mark How to make: - Oroo - Mark How to make: - Mix all ingredients: - Mix all ingredients into a container." The word "Mix" is included in. - Action with Connectives Advisor word underly a form of the connectives of November 10 November 11 November 10 November	**Second, turn on the electric to mentions that and grantly air the balter and water.* **Tind, and if shall appeared of their interference in the state and water are well mixed and both **Perenth, sit the flore ever low hast is in densely burn.* **The remove from its beaute and leave the doubt for 15 minutes to cool. **Sixth, mix 2 eggs one by note in the coulted dough. **Second, port the doubt point to model and by over mediant heat useful the charrons mostly between the state of the point and of the point of t
In the serience above, the bokied and underlined word means. Activities to make require to a damaged of a devisities coming from the property of the property	**Second, terr on the electric to mentions that and gently six the batter and water.* **Title, and if a build process of their either the six that he build and water are well mixed and boild. **Perenth, six the flore ever low host is or identify build. **Perenth, six the flore ever low host is or identify build. **Title every common from the second and ever the doubt fire it for instance cool. **Sixth, mix 2 eggs one by note in the coulded drugh. **Second, post the doubt price in most of model and by cover median that until the charrons mostly between the second fire every fire or inhouse. **Sixth, mix 2 eggs one by note in the coulded drugh. **Second, post the doubt price in the splace and top with closeoplate milk. **Sixth, mix 2 eggs one by note in the coulded drugh. **Sixth, mix 2 eggs one by note in the coulded drugh. **Sixth, mix 2 eggs one by note in the coulded drugh. **Sixth, mix 2 eggs one by note in the or place and top with closeoplate milk. **Sixth, mix 2 eggs one by note in the or place and top with closeoplate milk. **Sixth, mix 2 eggs one by note in the store of the mixed charcos conclusion. **Sixth, mix 2 eggs one by note in the store, how long should we wait? **An extend that is done without using force. **An extend that shows a bring force. **An
In the serience above, the bodded and underlined word means. Activities to make repairs to a damaged of a devisted control forces. Activities to make repairs to a damaged of a devisted control force. Activities to make repairs to a devision of a person in work. Look at the text below to answer questions 14-72. Ingredients: Oneo OFC BAR How to make: Oneo OFC BAR How to make: Mix all ingredients into a container." The word "Mix" is included in. Action with "Mix" is included in. Action with "Action word incodes in. Connectives b Adverb d. Nouncitives b Adverb d. Noun d. Action with The meaning of the word "modds" is. A container with a hole for malding something into the shape of the coordient. A container with a hole for malding something into the shape of the coordient.	Second, terr on the electric based and gently air the batter and water. - Title, and if a ballappeared of their time for ever low hast or a dearsh burn. - Treath, six the first ever low hast or a dearsh burn. - The remove from the second leave the deaph first in the burn and water are well mixed and book. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the couled deaph. - Seath, mix 2 eggs one by note in the plant and be noted and believe to the seath of the couled deaph. - Seath, mix 2 eggs one by note in the seath of a flood do we make? - How to make finded egg. - How to make finded egg. - How to make amony side up egg. - How to make amony side up egg. - How to make amony side up egg. - First, because it is in action verb word. - One, because it is a connectives word. - One, because it is in a connectives word. - First, because it is in action verb word. - Machine the first step. - We should wait for 1 both or c. - We can only sit raite it is an adverb word. - We should wait for 1 both or c. - We can only sit raite it is an adverb word. - We can only sit raite it is an adverb word. - We not only the sit of a 20 minutes. - We can only sit raite it is an adverb word. - An action that is done harshly - An action that is done harshly - We not of 15 minutes to done harshly - We not of 15 minutes of 80 ur and 200 c. We need 15 stohespoon of four and 200 - We not of 15 minutes of 80 ur and 200 c. We need 15 stohespoon of four and 200
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in the serience above, the bodded and underlined word means. Activities to make require to a damaged of a Activities coming from the property of the property	**Second, terr on one device to mentions have not gently air the batter and water.* **Title, and if a build process of their interference water and water are well mixed and bools.* **Perenth, nit the floor ever low host to it deem's born.* **The remove from the score and leave the doubt for 16 minutes to cool.* **Sixth, mix 2 eggs one by note in the coulted dough.* **Second, part the doubt, born the modal and by over mediant heat until the charms mostly between the second freeze for an hour.* **Sixth, mix 2 eggs one by note in the coulted dough.* **Second, part the doubt, note the modal and by over mediant heat until the charms mostly between the second freeze for an hour.* **Sixth, mix 2 eggs one by note in the coulted dough.* **Second, the rest above, what kind of food do we make?* **It have to make facilities.* **Lifety to make facilities.*
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in the serience above, the bokied and underlined word means. Activities to make require to a damaged of a Activities coming from the property of the property	Second, turn on the electric to mentions that and growthy air the batter and water. This pass of the subtract of the subtrac
in the serience above, the bokied and underlined word means. A chivides to make repairs to a damaged of a chivides carried forces. Activities to make repairs to a damaged of a chivides carried forces. Activities that have a period of time for a purpose in work. Look at the text below to answer questions 14-72. Ingredients: Onco Onco Onco Onco Onco Milk 250 ml Served is Pour inno mode of managed of the pour inno mode of the	**Second, turn on the electric to mentions have and greatly air the batter and water. **Time, and if a build process of their three three and water are well mixed and bools. **Perents, six the first ever low hast or as of dearsh born. **The remove from the second leave the deapth first limitude and water are well mixed and bools. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath and character and the charces and place in the great rank of the charces mostly bewood. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath, mix 2 eggs one by one is the caubed drough. **Seath of the charces and place and water. **Seath, mix 2 eggs one by one is the caubed drough. **Seath of the charces and drough. **Seath of the charc
In the serience above, the bolded and underlined word means. Activities to make repairs to a damaged of a devisities earlied from the control of time for a person in work. Look at the text below to answer questions 14-17! OREO LE BAR Ingredients: Onco Superior of the text below to answer questions 14-17! OREO LE BAR Ingredients: How to make: Superior of the text below to answer questions 14-17! OREO LE BAR Ingredients: In the ore make: Superior of the word income of the control of t	Second, turn or one device to accelulate heart and gently six the batter and water. This year and Is shall proceed of their thin by the six the batter and water are well mixed and both. Fearth, six the first ever low hast is in dearsh born. The remove from its sear and leave the doubt fee 15 minutes to cool. Sixth, mix 2 eggs one by note in the couled dough. Second, post the dealy hast the model and by cover medians their small all the charrow mostly between the small freeze for on hour. 18. Based on the text above, what kind of fixed do we make? A flow to make facilities. Thereo. How to make dictions Charrow. First, housage it is in action verb word. One, housage it is the flast step. 28. After we remove the deoply from the size, how long should we wait? Now about shirt is the flast step. 29. There are word "ground" in stop. 2. What is the meaning of the weet? A notion that is done without his is done with mostly. 21. Based on the text above, how many flour and vater do we need to make charmou? a We need 15 allowspoon of flour and 200 — We need 15 diegs and two and a half on hearthy. 21. Based on the text above, why we have to stir the flour in a low hear? 22. Based on the text above, why we have to stir the flour in a low hear? 23. Based on the text above, why we have to stir the flour in a low hear? 24. There are word "mustly" in step 7. What is the meaning of the word? 25. Based on the text above, why we have to stir the flour in a low hear? 26. There are word "mustly" in step 7. What is the meaning of the word? 27. Based on the text above, why we have to stir the flour in a low hear? 28. Based on the text above, why we have to stir the flour in a low hear? 29. Based on the text above, why we have to stir the flour in a low hear? 29. Based on the text above, why we have to stir the flour in a low hear? 29. Based on the text above, why we have to stir the flour in a low hear? 29. The demo
Activities that have a period of time for a period in work. Look at the text below to answer questions 14-17! Ingredients: OREO ICE BAR Ingredients: OREO ICE BAR Ingredients: Mik 20 mil 19 make: Mik 20 mil 20 mi	**Second, turn on the device to mentions that and growthy air the batter and water.* **Time, and if subalapposed of their interes to the mention of the term from the batter and water are well mixed and both. **Perents, six the first ever low hast as in dearsh born. **The member from the second of their interests to dearsh born. **The member from the second and the problem of the minutes to cool. **Sixth, mix 2 eggs one by none is the couled dough. **Second, part to dealing host to made and the couled dough. **Second, part to dealing host the model and by cover medians their until the charrow movely between the second freeze for on hour. **Jimily, desir the charrow and place and the problem their statistic charrow movely between the second freeze for on hour. **Jimily, desir the charrow and place and the problem their statistic charrow movely between the second freeze for on hour. **Jimily, desir the charrow and place and the problem their statistic charrow movely between the second freeze for on hour. **Jimily, desir the charrow and place and the problem the second freeze for on hour. **Jimily, desir the charrow and place and the problem their statistic charrow movel place. **Jimily, desir the charrow and place and the problem their statistic charrow. **Jimily, desir the charrow and place and the problem their statistic charrow. **Jimily, desir the charrow and place and the problem their statistic charrow. **Jimily, desir the charrow and place and the problem their statistic charrow. **Jimily, desir the charrow and place and the problem their statistic charrow. **Jimily, desir the charrow and place
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Appendix 9: Student Post-Test 2 Answer Sheet (Max Score)

	ب حد	8. "1 looking for a job"
No. Absent	:_16	What is the correct "to be" to correct the sentence? a. a, because the object is "!" a. are, because the subject is "!"
-	MEETING 4: POST-TEST	a. a, because the object is "!", a. are, because the subject is "!" d. ant, because the object is "!" d. ant, because the object is "We"
Instructions!	a, b, c or d as the correct unswer!	9. Kinara : "How, do you eat out?"
		Busin : "I usually eat our cree a week with my sibling"
"I like namet b	ecause it makes my eyes healths."	What is the correct adverts of time to complete the sentences?
	above, the bolded and underlined word means condition and tired. * c. Body condition that is	oK often ⊏ many
h. Body coni	lition that is tired and pale. • A body that is strong:	
		 Dina 1 "What is your full-time inb?
Two main eq.	aipments to make Batik are carring and malarn", above, the bolded and underlined word means	Jiana : "I work as a writer"
'A act of to	ols peeded to make something. u. A set of row row	The boilded and underlined scrience means a. A person who prints a house, * * A person who writes a book for publication.
b A set o	f clothes used for a dress d. A set of types o	of fruit that are yellow in b. A person who makes a food. d. A person who draws a place.
performan	ce. * color.	11. "Hike watching horror movie."
Could you rep	eat it again?	In the sentence above, the bolded and underlined word means
In the sentence	above, the bolded and underlined word means	 An event that invites artists. A film that is played in cinemus or on television.
a. Say the sai	ne thing only once c. Saying something in	n a loud voice. b. An official activity at school. d. An activity in which many people participate.
X Say the sai	me thing more than once. > d. Snying something so	offly. 12. "I work as a doctor"
"Write in shor	and simple sentence"	In the sentence above, the bolded and underlined word means.
Match the hold	ed and underlined words with the correct type of word	d and meaning a. Work related to machinery. c. Work related to animal hosbendry,
a. Adverb, co	eating an image for a poster. Yesb, an activi netivity making origami out of d. Noun, cesting	ity creating a sentence. b. Occupations related to planting. Occupations related to baspinals and earing sick or injured patients.
b. Verb, an	activity making ungami out of d. Nout, exesting	g a matering out a convers
		13. "My favoruite actor is Bradd Pit"
"My favourite	colour is black"	In the sentence above, the bolded and underlined word means
In the sentence	above, the bolded and underlined wird means that a person likes the most. c. A thing that one I	a. A job that calculates a company's profits. c. A job that involves the kitchen.
b. The thing	that one dislikes the most. * d. A thing that is str	rongly distiked.
		Look at the text below to answer questions 14-17:
"My hobby is	" rect verb to complete the sentence?	CHOCOLATE BANANA SMOOTHIE Ingredients: How to make:
	c. written	Banana Pill the banana skin
	X writing	6 see blocks Place all ingredients in a blender and blend un
	aking food following a cake and the step two is "Stirt	* 1 glass of milk smooth
The most "Stir	in the sentence is included in the	the dough slowly." • 1 tsp of chocolate powder • Prepare a glass and pour it • Serve
a. Adverb. be	course it is a description. A X Verb, because the w	rord is an action.
b. Vero, Becs	use it is the first word. d. Novm, because it is t	
b. Connectives "Blend until sm The bolded and a. Noun b. Connectives The meaning of X Very soft as b. Slightly ron "Place all ingres In the xentence a. Chemist results	"is included in enteroe c. Adverb and Action verb conti." Action verb conti." Action verb and Action verb and Action verb the word "smooth" is. d. resture that is not amooth the word "smooth" action that is not amooth them in a blender and blend until smooth cover, the beliefed and underlined word means. coverd. — Nolds for making milk lear entered.	20. After we pour the milk into the meld, bow long should we went for it to cool down to re temperature? We have to wait for 20 minutes. c. We can only pour the milk after 15 seconds. b. You can't mix it for 20 minutes. d. We have in wait for 15 minutes. 21. There is the word "above," in step 4. What is the meaning of the word? a. An action that is done metally. c. An action performed at high speed. b. An action performed uncertainty. An action after into thurry. 22. Based on the text above, how much agen powder and sugar do we need to make hennon or secretary. w. We need 15 tablespoons of super and 2 c. We need 3 tablespoons of agar powder.
The word "pour" a. Imperative a beginned and an interest and a Noun b. Connectives The meaning of X Very soft as b. Slightly rou Phace all inverse. In the xentence a a. Utensil require. Products no	'is included in and Action verb conti. Action verb continued verd includes in Action verb continued verb in Action verb continued in d. Texture dust is not smooth licents in a blender and blend until smooth licents in a blender and blend until smooth licents in a blender and blend until smooth continued in c. Modia for making milk ices coloid to prepare fond. d. Utersala for making milk ices coloid to prepare fond.	20. After we pour the milk into the meld, bow long should we wait for it to need down to re temperature? We have to wait for 20 minutes. D. You can't mix it for 20 minutes. 2. We can only pour the milk after 15 seconds. D. You can't mix it for 20 minutes. 2. There is the word "alovely" in step 4. What is the meaning of the word? a. An action feet is done measily. C. An action spectromed uncertainty. An action taken in an element uncertainty. 2. Based on the text above, how much agar powder and sugar do we need to make benane or secretainty. a. We need 15 tablespoons of super and 2. c. We need 3 tablespoons if signs powd tablespoons of water. B. We need 5 temporate of water. B. We need 5 temporate of page powder and 4. We need 5 tense and two temporates.
The word "pour" a. Imperative a b. Connectives "Blend until sm The booked and a Noun b. Connectives The meaning of y Very soft ac b. Sightly ron "Place all insere in the xentence a Look at the text	'is included in 'is included in 'Action werb ooth.' 'Action werb ooth.' 'Action werb ooth.' 'Action werb id Action werb id Action werb ide word "smooth" is de regular texture. c. Rough and measy texture. gh texture. d. Texture that is not amooth litents in a blencke and bland until smooth flow, the beliefe and underlined word meanum. ired. e. Modis for making milk ice is alock to prepare food. d. Uterabla for making milk ice is blow to answer questions 18-25! How to	20. After we pour the milk into the mold, how long should we wait for it to sool down to re temperature? We have to wait for 20 minutes. c. We can only pour the milk after 15 seconds. b. You can't mix it for 20 minutes. d. We have in wait for 15 minutes. 21. There is the word "showly" in step 4. Whit is the meaning of the word? a. An action that is done measily. c. An action performed at high speed. b. An action performed uncertainty
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The wood "poor" as Impercise to be Councetives "Blend until sm The bolded and a Noun b. Councetives "Blend until sm The bolded and a Noun b. Councetives The meaning of Yorky soft as a Shightly ron "Place all jources in the sentence 4 a. Utental required, Products no the lexitographics and lexitographics	'is included in 'is included in 'A Action werb ooth.' 'A Action werb ooth.' 'A Action werb ooth.' 'A Action werb id Action werb id Action werb ide word "smooth" is de regular texture. c. Rough and measy texture. gh texture. d. Texture that is not smooth liters in a blender and blend until smooth liters in a blender and blend until smooth ired. c. Molds for making milk ice a action in perpare fond. d. Uterable for making milk ice a chelow to answer questions 18-25! How to Pan Spoon Spoon Ban Spoon Ban Spoon Lee errann midde	20. After we pour the milk into the meld, how long should we wait for it to sool down to re temperature? We have to wait for 20 minutes. We have no wait for 15 minutes. 2. We can only pour the milk after 15 seconds. b. You can't min it for 30 minutes. 2. There is the word "showly" is step 4. What is the meaning of the word? a. An action that is done messaly. b. An action that is done messaly. c. An action performed uncertainty. An action taken in no hurry. 22. Based on the text above, bow much agar provider and sugar do we need to make beanan or cream? a. We need 35 subsequents of super and 2 c. We need 3 rabbtspoots of agar powder and all temperatures of water. We need 35 subsequent of water. We need 35 subsequent of super and 2 c. We need 3 reproduce to water. We need 35 subsequent of super and 2 c. We need 3 super and 2 temperatures of water. We need 35 subsequent of water. 2 temperatures of water was a super powder and a super powder. 3 the standard water water water and water to pour the milk slowiy? a. To do this first accove, why do we know to pour the milk slowiy? a. To make it look a quest.
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The word "poor" In the property of the proper	'is included in menteroe e. Adverb A Action verb modefined woeld includes in A Adverb d. Action verb d. Texture that is not amouth lients in a blender and blend until smooth flower, the belief and underlined word means ired. d. Molds for making risils loot added to prepare fond. d. Uteralis der making things. I below to answer questions 18-25! How to Spoon Spo	20. After we pour the milk into the mold, how long should we went for it to cool down to retemperature? We have to wait for 20 minutes. c. We can only pour the milk after 15 seconds. b. You can't mink it for 20 minutes. d. We have in wait for 15 minutes. 21. There is the weed "abovely" in step 4. Whith is the meanings of the wood? a. An action flot is door measily. c. An action performed a high speed. b. An action performed uncorrainty.
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Appendix 10: Student Post-Test 2 Answer Sheet (Min Score)

 "I looking for a job". What is the correct to be to correct the sentence?
a. a, because the object is "I". c. are, because the subject is "I"
₩ mm, because the subject is "I" d. mm, because the object is "We"
9. Kinara : "How do you est out?"
Busin: "I usually eat out once a week with my sibling." What is the correct adverb of time to complete the sentences?
a often c many
today d. is
10 Dina : "What is your full-time job!
Jiana : "I work as a <u>writer</u> " The belded and underlined sentence means
a. A person who points a house. c. A person who writes a book for publication.
A person who points a house. A person who writes a book for publication. A person who insides a food. A person who draws a place.
11. "I like watching horror movie."
In the sentence above, the holded and underlined word means a. An event that invites artists. A film that is played in cinemas or on television.
 An official activity at school. An activity in which many people participate.
12. "I work as a doctor"
In the seatence above, the bolded and underlined word means
Work related to machinery. C. Work related to naimal busbandry. Coccupations related to loospitals and caring in
sick or injured patients.
13. "My favoruite actor is Bradd Pit"
In the sentence above, the bolded and underlined word means
 a. A job that calculates a company's profits. c. A job that involves the kitchen. d. A job related to writing.
Look at the text below to answer questions 14-17: CHOCOLATE BANANA SMOOTHIE
Ingredients: How to make: • 1 Banana • Pill the banana skin.
Banana Pill the banana skin 6 see blocks Place all ingredients in a blander and bland until
 I glass of milk smooth
1 tsp of chocolate powder Prepare a glass and pour it Serve
• Serve
temperature?
temperature? a. We have to write for 20 minutes. b. You curt risk it for 20 minutes. We have so wait for 15 minutes. When the word following in step 4. Whan is the meaning of the word?
temperature? a. We have to writ for 20 minutes. b. Yeu can only pour the milk after 15 seconds. b. Yeu cant mix is fire 20 minutes. We have to wait for 15 minutes. We have to wait for 15 minutes. 21. There is the word [flowly] in step 4, Whan is the meaning of the word? An action but Them meanity. A maction part Them meanity.
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Appendix 11: Observation Sheet

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Puji Anitasari, S.S

Mata Pelajaran : Bahasa Inggris
Lokasi Observasi : SMP Muhammadiyah 3 Yogyakarta

		Ketei	rangan
No	Aspek yang diobservasi	Ya	Tidak
I	Guru membuka pelajaran dengan salam/doa dan memeriksa kehadiran siswa.	1	
2	Guru menyampaikan apersepsi.	1	
3	Guru memberikan motivasi untuk meningkatkan minat belajar siswa selama proses pembelajaran.	V	
4	Guru menjelaskan tujuan yang akan dicapai pada pertemuan tersebut.	~	
5	Guru menggunakan metode yang melibatkan siswa untuk aktif selama proses pembelajaran.	~	
6	Guru menggunakan bahasa yang komunikatif.	V	
7	Guru menggunakan media pembelajaran atau alat peraga.		~
8	Guru mampu menciptakan suasana kelas yang menyenangkan.	~	
9	Aktivitas pembelajaran berjalan dengan lancar, berurutan dan juga logis.	~	
10	Guru menguasai materi dan disajikan sesuai dengan fase dan tingkat pemahaman siswa.	V	- 11
11	Guru memberikan kesempatan pada siswa untuk bertanya.	v	
12	Guru menjawab pertanyaan siswa dengan bahasa jelas dan mudah dipahami.	1	

13	Menumbuhkan interaksi antara guru dan siswa selama proses pembelajaran.	~
14	Guru memberikan kesempatan kepada siswa untuk menyimpulkan materi pelajaran pada pertemuan tersebut.	~
15	Guru menutup pembelajaran dengan salam/berdoa.	~

Yogyakarta,......2023

Guru Mata Pelajaran

Observer

(Puji Anitasari, S.S) NBM 971383 (Anita Tyas Yuniati) NPM 20144700008

Appendix 12: Interview Sheet

Before Research

- 1. What do you think about English lessons?
- 2. Do you like learning English, especially learning vocabulary?
- 3. While learning English, did you experience difficulties, especially in increasing your vocabulary?
- 4. During the learning process, does the teacher use a variety of learning media?
 If yes or no, what learning media does the teacher use during English learning?
- 5. What do you think about learning English to increase vocabulary using learning media?
- 6. Do you prefer learning English using media? If yes or no, what is your reason?
- 7. Is TikTok learning media already used?

After Research

- 1. What do you think about English lessons after using TikTok learning media?
- 2. Does TikTok learning media in English learning help improve your vocabulary?
- 3. While learning English using TikTok learning media to improve your vocabulary, are you having difficulty?
- 4. Do you like learning English to improve your vocabulary using TikTok media?

Appendix 13: Transcript Interview

Respondent 1

P : Bagaimana pendapat kamu mengenai pelajara bahasa inggris setelah menggunakan TIKTOK?

R: Seru sama kayak ada yang ga seru gitu

P: Serunya gimana engga nya juga gimana?

R: Kalau serunya tuh kayak kan kemarin itu jawab cepet cepetan nah itu kayak seru. Terus yang ga seru itu apa ngerjain soal

P: Oh okey paham. Yang kedua menurutmu pembelajaran pakai TikTok itu membantu meningkatkan kosakata ngga sih?

R: Iya membantu

P: Jadi kamu banyak yang ga tau, terus jadi tau sekarang?

R: He eh

P: Selama belajar bahasa inggris mengalami kesulitan ngga buat kosakatanya pakai TIKTOK tadi itu?

R: Kadang, iya kadang

P: Gimana kesulitannya?

R: Yang adverb itu loh

P: Oh belum tau membedakannya adverb, verb gitu ya

R: Iya

P: Okey. Nomor 4 kamu suka ngga sih belajar bahasa inggris untuk kosakata itu pakai tiktok?

R: Sedikit

P: Kenapa?

R: Soalnya juga kadang tuh rada susah

P: Tapi tiktok membantu menngkatkan kosakata kamu kan

R: Iya

P: Jadi kamu suka nya sedikit tapi membantu gitu ya

R: He em

Respondent 2

P: Bagaimana pendapat mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R: Seru sama lebih masuk aja sih itunya, materinya

P: Okey. Nomor dua apakah media pembelajaran tiktok dalam belajar bahasa inggris membantu meningkatkan kosakata kamu?

R: Lumayan

P: Kamu jadi kayak, ada engga sih pas kamu ngerjain soal atau pas lihat videonya tuh kayak aku ga tau ini sekarang jadi tahu gitu

R: Ada beberapa sih kak

P: Okey. Tapi yang jelas lumayan membantu gitu ya

R: Iya

P: Okey. Nomor tiga selama pembelajaran bahasa inggris menggunakan media belajar tiktok untuk meningkatkan kisakata kamu mengalami kesulitan engga?

R: Engga sih

P: Okey kalau gitu Alhamdulillah. Terus nomor empat apakah kamu menyukai belajar bahasa inggris untuk meningkatkan kosakata menggunakan tiktok?

R: Iya suka banget soalnya seru gitu

P: Lebih nangkep gitu ya berarti

R: Iya

Respondent 3

P : Bagaimana pendapat mu mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran tiktok?

R: Menurut saya ya mbak ya ee saat kita belajar bahasa inggris menggunakan media tiktok itu ee lebih memudahkan untuk mengerti apa ya untuk mengerti kosakata baru gitu

P: He em

R: Terus ngilangin rasa bosen. Biasanya kan guru-guru Cuma pake power point kalau engga disuruh buka buku kan mbak

P: He em

R: Nah kalau pakai tiktok tuh kalau menurut ku itu lebih seru sama lebih engga bosen aja gitu deh

P: Okey. Nah sekarang nomor dua apakah menurutmu itu media pembelajaran tiktok membantu meningkatkan kosakata kamu?

R: Iya, karena dari sosial media itu kita bisa belajar banyak kosakata engga Cuma dari buku doang gitu mbak

P: Pas kemarin mbak nampilin video sama soal soal yang dari mbak itu kamu menambah kosakatamu ngga?

R: Iya beberapa, kayak misalnya ada accounting, itu kan baru. Yang soal pretest itu loh mbak, kan kalau yang di tiktok itu aku lupa videonya apa tapi nambah kosakata juga sih mbak

P: Okey baik. Alhamdulillah kalau nambah. Ada lagi, terus selama kamu belajar menggunakan tiktok itu untuk meningkatkan kosakata kamu mengalami kesulitan nggak?

R: Engga

P: Engga ada sekalipun?

R: Engga, malahan lebih gampang

P: Lebih nangkep gitu ya belajarnya

R: Iya, daripada pake buku

P: Okey. Berarti yang kemarin yang soal soal kamu kerjain, kan itu sumbernya juga dari video yang di apa tiktok itu kamu malah lebih nyantol gitu ya

R: Iya

P: Okey. Nomor empat apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan tiktok?

R: Iya jelas, karena tiktok itu apa ya lebih gampang di ngerti apa ya lebih gampang di mengerti gitu lah pokoknya

P: Okey

Respondent 4

P: Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan tiktok?

R: Sangat seru sih, I love, pokoknya seru banget

P: Okey yang kedua. Menurutmu apakah media pembelajaran tiktok dalam pembelajaran bahasa inggris itu membantu meningkatkan kosakata kamu?

R : Iya, karena jadi nambah kosakata baru gitu kayak apa ya banyak deh pokoknya

P: Berarti kemarin pas lihat videonya sama soal yang dari mbak itu kamu jadi ada yang tahu, nambah baru gitu ya

R: Iya

P: Okey. Terus nomor 3 selama belajar bahasa inggris pakai tiktok itu kamu mengalami kesulitan ngga?

R: Engga justru malah kebantu terus jadi efektif gitu belajarnya

P: Jadi lebih nangkep gitu?

R: He em

P: Okay. Nomor empat kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu pakai tiktok?

R: Suka, suka banget kayak. Pokoknya suka suka. Pokoknya suka gitu

P: Lebih bervariasi gitu engga bosen

R: He em engga bikin bosen

P: Okey

Respondent 5

P : Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan media TikTok?

R: Seru kak

P: Kenapa bisa seru?

R: Soalnya ada gambar unik banget buat dipelajari gitu kak, jadinya aku ngerti gitu.

P: Oh, lebih nangep gitu ya

R: Iya

P: Okey, nomor 2 apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R: Lumayan kak

P: Okey nomor 3, selama belajar bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata, kamu mengalami kesulitan engga?

R: Engga

P: Okey kalau gitu. Nah ini pertanyaan yang terakhir ya. Apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Suka

P: Kenapa bisa suka?

R: Soalnya menarik gitu, kana da gambarnya terus bisa dipahami, mengerti, terus jadi tahu, oh ini aku tau ini sekarang. Sebelumnya aku engga tau sekarang jadi tahu gitu.

Respondent 6

P : Bagaimana pendapatmu mengenai pelajara bahasa inggris menggunakan media TikTok?

R: Seru

P: Okey yang kedua. Apakah media pembelajaran TikTok dalam pelajaran bahasa inggris itu membantu meningkatkan kosakata kamu?

R: Iya

P: Banyak ga hal-hal yang kamu gat ahu terus jadi tahu?

R: Lumayan banyak

P: Okey nomor 3. Selama belajar bahasa inggris menggunakan TikTok kamu mengalami kesulitan engga?

R: Engga

P: Okey nomor 4, kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu menggunakan TikTok?

R: Suka. Suka banget

P: Kenapa?

R: Karena lebih seru

Respondent 7

P: Bagaimana pendapatmu mengenai pelajara bahasa inggris menggunakan media TikTok?

R: Lebih memahami gampang gitu sih. Sama jadi lebih bisa

P: Okey nomor 2. Apakah media belajar TikTok dalam pelajaran bahasa inggris itu membantu meningkatkan kosakata kamu?

R: Iya bantu

P: Kamu jadi tahu banyak kata baru engga?

R: Iya, jadi tau ya nambah.

P: Okey. Selama belajar bahasa inggris menggunakan media TikTok kamu mengalami kesulitan engga?

R: Sempet ngalamin kesulitan sih. Pas bagian adverb sama verb gitu

P: Okey, nomor 4. Kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu menggunakan TikTok?

R: Suka, lebih cepet paham aja gitu

Respondent 8

P: Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan TikTok?

R: Seru sih mba jadi kayak engga bosen gitu loh

P: Okey nomor 2. Apakah media TikTok itu membantu meningkatkan kosakata kamu?

R: Iya. Soalnya kan sering main TikTok juga kan mba. Jadi kayak ya bisa lah buat hafalin gitu.

P : Okey. Terus selama belajar menggunakan TikTok kamu mengalami kesulitan engga?

R: Iya soalnya kaya banyak kosakata baru gitu loh mba

P: Jadi kamu kaya belum tau artinya tapi itu tetap menambah kosakata kamu?

R: Iya

P: Okey, nomor 4. Kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu menggunakan TikTok?

R: Suka.

P: Kenapa?

R: Soalnya ya pokoknya lebih seru aja gitu loh mba. Jadi engga boring

Respondent 9

P: Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R: Seru sih lebih gampang juga dipahami

P: Okey nomor dua, apakah media pembelajaran TikTok dalam belajar bahasa inggris membantu meningkatkan kosakata kamu?

R: Iya membantu

P: Pas kemarin itu kamu merasa aku ga tahu ini sekarang jadi tahu

R: Iya soalnya kan jadi lebih paham gitu

P : Terus selama pelajaran bahasa inggris menggunakan TikTok kamu mengalami kesulitan engga?

R: Engga

P: Okey yang terakhir. Apakah kamu menyukai pelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Suka, jadi kaya lebih seru gitu. Aku sih lebih suka pakai TikTok itu

Respondent 10

P: Bagaimana pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media TikTok?

R: Seru

P: Apakah media pembelajaran Tiktok dalam pelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R: He eh iya

P : Selama belajar bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R: Engga

P: Okey nomor 4 yang terakhir. Apakah kamu menyukai belajar bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Suka. Soalnya jadi lebih seru

P: Okey

Respondent 11

P : Bagaimana pendapat kamu mengenai pelajaran bahasa inggris setelah menggunakan media TikTok?

R: Lebih seru

P: Okey yang kedua. Apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R: Iya

P: Okey nomor 3. Selama belajar bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R: Dikit

P: Kaya gimana?

R: Kaya ga tau artinya terus sekarang jadi tahu.

P: Oh karena ga tau artinya gitu ya, terus jadi tahu. Terus nomor 4, apakah kamu menyukai pembelajaran bahsa inggris untuk meningkatkan kosakata menggunakan TikTok?

R: Iya suka banget

P: Kenapa?

R: Karena kaya lebih seru aja gitu daripada yang biasanya

P: Okeyy.

Respondent 12

P: Bagaimana sih pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media TikTok?

R: Jadi lebih kaya seru aja sih

P: Kamu lebih nangkep gitu engga kalau pakai TikTok

R: Iya, lebih bisa memahami

P: Okey yang kedua. Apakah media pembelajaran TikTok dalam pelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R: Iya dikit-dikit.

P: Selama belajar bahasa inggris menggunakan TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R: Rata-rata sih engga. Cuma ada beberapa yang agak sulit.

P: Engga tau artinya gitu ya?

R: Iya

P: Okey nomor 4, apakah kamu menyukai pembelajaran bahsa inggris untuk meningkatkan kosakata menggunakan TikTok?

R: Suka. Suka banget malah.

P: Kenapa?

R: Karena kayak lebih mudah dipahami terus engga bosen gitu

Respondent 13

P : Bagaimana pendapat kamu mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R: Sebenernya sih sama aja, cuma ya lumayan paham lah ya.

P: Okey nomor 2. Pelajaran bahasa inggris menggunakan TikTok itu membantu meningkatkan kosakata kamu engga?

R: Iya.

P: Okey. Terus selama pembelajaran bahasa inggris menggunakan TikTok itu kamu ada kesulitan engga?

R: Eum engga

P: Okey. Yang terakhir, kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Suka

P: Kenapa

R: Karena pengetahuan kosakatanya bertambah gitu. Yang tadinya bingung jadi paham gitu, karena kosakatanya belum pernah denger.

P: Okey

Respondent 14

P : Bagaimana pendapatmu mengenai pembelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R: Seru sih, tapi kayak aku bingung gitu loh. Soalnya sebelumnya belum dipelajarin. Nah terus pas selama pelajaran jadi ngerti sendiri gitu loh

P: Gara-gara ada videonya jadi ngerti gitu ya?

R: Iya

P: Okey nomor dua. Apakah media pembelajaran TikTok dalam pelajaran bahasa inggris membantu meningkatkan kosakata mu?

R: Iya, ada beberapa yang aku tadinya engga tahu jadi tahu. Berarti iya.

P: Okey, terus selama pembelajaran bahasa inggris untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R: Engga deh

P: Okey nomor empat. Apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Suka.

P: Kenapa suka?

R: Karena kan kalau misal belajar biasa tuh kalau aku tipikal orang yang bisa nangep kalau ada contoh, kalau misal dijelasinnya tuh ada contoh atau engga ada diperagakan atau dikasih tau gambar gitu loh

P: Oh okey okey

Respondent 15

P: Yang pertama itu, bagaimana pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R: Menurut aku lebih menarik terus bisa lebih banyak menangkapnya gitu loh mba

P: Okey nomor dua. Apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R: Iya

P: Okey nomor tiga. Selama belajar bahasa inggris menggunakan TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R: Engga

P: Okey nomor empat nih yang terakhir. Apakah kamu menyukai belajar bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Iya suka

P: Kenapa suka?

R: Karena lebih engga ngebosenin

Respondent 16

P : Bagaimana pendapatkamu mengenai pembelajaran bahasa inggris setelah menggunakan media TikTok?

R: Eum jadi tahu banyak hal yang baru

P: Okey nomor dua. Apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R: Iya

P: Okey nomor tiga selama pembeajaran bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R: Eum lumayan kesulitan, karena mengetahui bahasa baru

P: Okey nomor empat. Apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R: Iya lumayan suka

Appendix 14 Field Note Cycle 1

1. Field Note Cycle 1 (Meeting 1)

FIELD NOTE

Day/Date : Tuesday / 7th November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 1 (Meeting 1)

Researcher entered the class and greets the students. Researcher invited students to say Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then before giving an explanation of "procedure text" material, researcher distributed pre-test questions for students to do. After the duration of working on the test was finished, researcher asked the students to collect their work in front.

Researcher asked triggering question "Is there anyone here who wants to make something and needs the steps?", students responded by answering "Yes". Researcher "Well that means we need a guide right. Such a guide can be called as a procedure text". After that researcher mentioned learning objectives. Then researcher asked again "Do any of you like to cook here?", some students answered "Yes, I do". Then researcher again asked "Cooking food or drinks?", the answers from the students varied either food or drinks. Then researcher asked "If you want to cook and don't know how, usually use a tutorial in what form?", the students' answers also varied. After that, researcher informed the students that

today's material was procedure text. Before explaining the material, researcher provides stimulation related to the material by showing a video of TikTok bilingual posts. After that, researcher asked question "So what do you think from the video was being made?", several students were able to answer the question simultaneously. Researcher again asked, "What are the materials and utensils needed?", one of the students was able to answer even though he was hesitant. After that, researcher explained the structure in the procedure text and gave examples of cooking utensils in form of TikTok bilingual posts. Furthermore, researcher explained about language features in procedure text, "So one of the language features of procedure text is action verb, what are there?", students answered "Is like mix, pour and cut". Then researcher gave an example of procedure text in form of TikTok bilingual post while explaining the material. Researcher again asked questions "From the example of the procedure text, so what is in the procedure text?", one of the students answered the question correctly based on what had been explained. After explaining the material, students were asked to work on the individual assignment. After the students have finished collecting individual assignments, researcher briefly explains procedure text material again then students are divided into several groups and researcher shows food or drinks for students to choose with their groups. After choosing, researcher explained the task they had to do to create a procedure text based on the food or drink that had been chosen with their group. After explaining the task, researcher asked the students "Is it clear with the task?" and students answered if they understood and some gave a gesture of nodding heads. Although there are some students who still ask about the clarity of the tasks that have been given such as "This is to make a procedure text right miss, from the food that has been chosen". Researcher walked around to check the process of students with their groups while working on the task. While researcher was monitoring students, many students made noise by chatting and joking. 10 minutes before the bell rang, researcher asked "Is it finished? Those who have finished can be collected, those who have not finished are also collected, in the next meeting we will do it again", several students came forward to collect the results of their group's work in front.

Before closing the lesson, researcher together with the students made a conclusion about today's learning "So what have we learned today?" after that students answered and researcher asked again "In the procedure text there are three structures, anyone knows what they are?", students answered the question together. After that researcher asked students if there were any difficulties regarding today's material and shared learning agenda for the next meeting. After the bell rang, then researcher together with the students closed the lesson by saying Hamdalah and researcher greets the students. The researcher said greetings and left the class.

2. Field Note Cycle 1 (Meeting 2)

FIELD NOTE

Day/Date : Wednesday / 8th November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 1 (Meeting 2)

Researcher entered the class and greet the students. Then, researcher asked students to said Basmalah before starting learning. After that, researcher took attendance by calling students' names one by one. Then researcher asked students a triggering question "Anyone still remember what yesterday's meeting was about?", some students answered correctly. Researcher asked another question to students "Procedure text has three structures, can anyone mention what they are?", one of the students was able to answer correctly even though he was a little hesitant. Next, convey the learning objectives that will be achieved.

Researcher gave directions to students about the activities "Yesterday we made groups and made procedure texts. For those who have not finished, you can continue", then researcher called one of group representatives to take the paper

of their work. While students continued their group work from previous meeting, researcher monitored the students by walking around the classroom. Some still asked questions related to the material. After completing the group work, researcher asked "Does anyone here know what translation and translation techniques are?", the students answered by not knowing translation techniques. Researcher reopened the discussion "Then I try to explain and give examples briefly about translation techniques", students responded by giving a gesture of nodding heads. After that, researcher displayed a bilingual TikTok post and explained examples of translation techniques used in the translation in the post. After explaining about translation and translation techniques, students were asked to do a test (post-test 1) as a learning evaluation after the treatment using TikTok bilingual posts. After allotted time ran out, researcher asked students "Is it finished? Come on, those who have finished are collected", students collect the results of their group work to the front.

Before the bell rang, researcher and students made a conclusion together. Researcher asked students if there were any difficulties during learning. After that, researcher distributed rewards to students who had been active for two meetings and closed the lesson by said Hamdalah together after the bell rang. The researcher said greetings and left the class.

Appendix 15 Field Note Cycle 2

FIELD NOTE

Day/Date : Tuesday and Wednesday / $21^{st} - 22^{nd}$ November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 2 (Meeting 1 and 2)

Meeting 1

Researcher entered the class and greet the students. Then, the researcher invited students to said Basmalah before starting the lesson. After that, the researcher took attendance by calling the students' names one by one. Then

researcher asked the students a triggering question "In the previous two meetings, anyone still remember what we learned?", some students answered correctly. Next, the researcher conveyed the learning objectives.

Researcher displayed a TikTok bilingual post as a stimulus before asking a question, "Now question, what are the materials used from the video?", one of the students could answer several materials correctly. Then researcher asked again "Another question, we already mentioned the ingredients, now what are the utensils used?", several students answered the correct answer together. After that, researcher invited students to recall the material that had been explained in the previous meeting. "Now time to recall our memory about procedure text, do any of you still remember what is the structure of procedure text?", the students looked hesitant to answer, but one of them was able to answer correctly. The researcher asked again "Well, besides the structure of procedure text, there are also language features, what are the examples of connectives?", one of the learners answered "Connective is the one in front, right miss?" The researcher answered yes and nodding head, the students continued their answer "Means as I remember, like firs, second like that miss" the researcher responded "Yes, that's right". After briefly researcher encourages students to recall the material in the previous meeting. Students are given individual assignments according to the material that has been studied. After the time given ran out, the researcher asked students to collect the individual assignments. Then the researcher gave time and asked students to present the results of their group work in front of the class. One by one, representatives from the group began to come forward and present the results of their group work in making text procedure.

Before the bell rang, the researcher together with the students made a conclusion of the material that had been taught. Then the researcher asked if they had any difficulties and conveyed the learning agenda for the next meeting. Furthermore, the researcher invites students to said Hamdalah to close the learning. The researcher said greetings and left the class.

Meeting 2

The researcher entered the class and greeted the students. Then, the researcher asked the students to said Basmalah before starting the lesson. After that, the researcher took attendance by calling the students' names one by one. Then the researcher asked the learners a triggering question. Next, the researcher conveyed the learning objectives that would be achieved.

Researcher provides stimulation in the form of questions to students to recall the material that has been taught in the previous meeting, "Yesterday we tried to make a procedure text right, now there is a question, try to mention what examples of kitchen utensils are used for cooking?" students answer at the same time examples of utensils. Researcher again asked, "Earlier it was about kitchen utensils, now, try to mention what are the language features in the procedure text?", one of the students was able to answer some of language elements of procedure text. Then researcher displayed a picture of an action verb and asked students to guess the action verb from the picture "Now, miss has an example of an action verb, later after I shows you, try to guess what action verb that I shows, do you understand?" students answered yes and some nodded heads. After that, researcher gave directions regarding the activities. Researcher informed and distributed test as final evaluation (post-test 2) to students to be done individually and gave duration of time to do the test. After the time given was almost finished, researcher asked "Has anyone finished? Come on, those who can be collected" some students collect the test results.

Then after a while before the bell rang, the test was collected and researcher asked students to summarize procedure text material again. After that, researcher asked if there were any difficulties during the lesson and asked students to said Hamdalah together to close the lesson. Then, researcher greets students and left the class.

Appendix 16: Student Score Recapitulation

Student Score Recapitulation

Class

School

: VII C : SMP Muhammadiyah 3 Yogyakarta

		Name and Address of the Owner, where	Cycle 1				Cycle 2	
No	Name	KKM	Pre- Test	Cate	Post- Test 1	Cate	Post- Test 2	Cate Gory
1	AFH	75	72	U	60	U	36	U
2	AZHP	75	28	U	28	U	72	U
3	AZYP	75	64	U	68	U	84	P
4	AAF	75	76	P	36	U	88	P
5	AMS	75	80	P	84	P	96	P
6	AH	75	68	U	76	P	92	P
7	ANR	75	84	Р	96	P	92	P
8	ASDL	75	84	P	88	P	100	P
9	ACP	75	84	P	92	P	76	P
10	ARS	75	64	U	64	U	88	P
11	AK	75	44	U	60	U	96	P
12	ANS	75	56	U	64	U	92	P
13	CAM	75	80	P	100	P	100	P
14	DDA	75	64	U	48	U	84	P
15	FIAA	75	64	U	80	P	92	P
16	FNI	75	84	P	96	P	100	P
17	GRY	75	80	P	88	P	92	P
18	HRA	75	60	U	60	U	92	P
19	IAL	75	84	P	92	P	100	P
20	KAAR	75	28	U	60	U	80	P
21	MHAEG	75	72	U	80	P	88	P
22	MIFH	75	60	U	24	U	82	P
23	NAB	75	84	P	92	P	100	P
24	NFG	75	40	U	84	P	76	P
25	NKK	75	32	U	64	U	96	P
26	NPV	75	52	U	44	U	76	P
27	NAZEP	75	84	P	96	P	96	P
28	QF	75	76	P	92	P	96	P
29	RAK	75	84	P	92	P	100	P
30	TEJW	75	36	U	40	U	92	P
31	ZWH	75	48	U	36	U	96	P

Yogyakarta,....

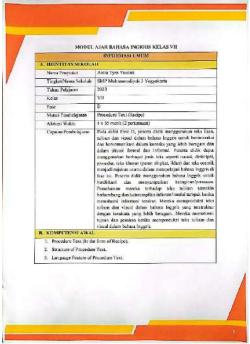
Researcher,

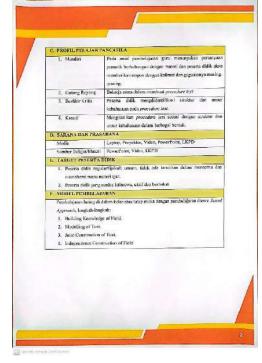
Subject Teacher,

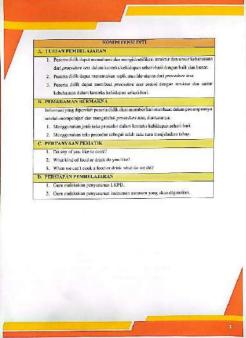
Anita Tyas Yuniati NPM 20144700008 Puji Anitasari, S.S NBM 971383

Appendix 17: Teaching Module (Cycle 1)









KEGIATAN PEMBELAJARAN KEGIATAN PEMBELAJARAN PERTEMUAN KE-1 3 x 35 meni Urusa Fembubigi zan Gunu menyupa dan memberi salum kepada peserta elebik • (Insu menyasa dan menderi salam kepuda pesetra dalik. « Kina menyasa dan menjadi, kepandi delembat berdo sebelua stemindi kegintan pembelajana. « Cina medalukan procesa jeserta didik, belik menanyaka sesara limpung atau mengecek dari dihar presenti. « Gira menganjakan pensaja dan pempujuan persani) tenang maneri yang dan digindan. Building Knowledge of Field (BKOF) Peseria didik diberikan megangan tentang muteri dengan cara dibenikan cidao. Sumber vidao: https://vt.tilktok.com/ZSNApYDt4/ Guru mengajakan peranya rezi yang ditayangkan. Modeling of Text (MOT) A. Silvas deletikan control proceeding sees intergeroit res-mitimum dan mengerjahan LKPD 1. Guan menjelakan lebih linjut menjenai procedure fusit. Perarts didik dibagi menjadi 4 kelampuik. Gera menumpilkan makanan dan minuntan urtuk pener didik pilis. didik gilih. Secelah memilih, peserta didik diminta untuk membua procesahru tera bersama anggota kelosi poktya (LKPD 2).

a. Guns den pracetta didik merabuat kesimpulan dari materi yang telah daljarkan selama kegiatan pembelajaran. Guru bertanya kepada peserta didik sipakan terda kesalitan mengenai mateti yang disampaikan. Guru menyumpaikan openda pembelajuran per Guru menyanyakan apenda pembelajaran pertemus selarjulnya. Guru menung kegistan pembelajaran dengan salam. PERTEMUAN KE-2 1.135 menil Guru menyapa dan membel salam kapada peserta didik. Kegiatan Pendahubuan h. Guru menykapkan dan mengajak posorta didik untuk beraku Pendahahan

6. Gun menyaphan dan mengajah poorsa dilik untuk herikas seletam memulai kugisian penbalajaran.

6. Guni melabahan presensi postra dilih, buka menanyaban secara langsang ana mengesel dari dalih penkamban secara langsang ana mengesel dari dalih penkamban secara langsang ana mengesel dari dalih penkamban di Gran menyampanjahan ujuan pembelajaran yang akan dicapat.

Kegintas lari Jahat Construction of Text (ACOT) Grau membenkan amhan kepuda paseria didik menyensi kegiman yang okan dilakukan.
 Solonjimon paseria didik dibarikan waktu untuk melonjadan membiat pencedara dari bersamu anggotwaya. Independent Construction of Test (ICOT)

s. Pesents didis discriban tes sebegal evolussi skhir dan discriban secera indisidu.

a. Guan dan peserta didis membase tesimpulan diri sentri Kegiatan yang telah disjantan selawa kepantan pembelajuran.
b. Gamu bertanya kepada peseria didik apakish terdaput kesulitan mengenai materi yang telah disampaikan.
c. Guru membagikan reward kepada peseria didik yang akali scherra 2 performan. Guru menutup kegiatan pembelajaran dengan salam.

Asesmea Sikap	Aspek utama yang dinilai: a. Skop kritis, kongamujawah dan iorjasama. Aspek tambahan dalam perilbi ian alkap: u. Periluku yang ditunjukkan peserto didik yada sam pembelajaran.
Assumen Formatif	b. Keskilfan dari pesetta didik selama prmbelajaran. Dilakukan dahan bentuk: I.K.PO dan Pilihan Ganda
Assument Summif	Dilakukan dalam bentuk: Seal bentuk pilihan ganda dengan materi procedane seat yang melipati Janguaga Jentum dan procedure test.

C. Pengayasa dan Remidial

Pengayan dia kelalana Pengayan diberikan kepada pesera didik yang mengusol materi dengan serifa baik dan memiliki nika selakinya, 75 mau diausnya. Bemie dari pengayan ini merupakan son) yang telah ditingkatkatkan dari sebelumnya.

 Remedial
 Remedial diberkun kepada pesena didik yang belias menguasai materi dengan balk den memiliki nilai dibawah 75. Bentuk dari rest idial ini menupakan pengulangan sosi pada muteri dasar socora spesifik.

D. Refleksi Peserta Didik dan Guru

No	Uraian Portunyoan
1	Apakah model pembelajaran yang digunakan sesuai dengan materi yang diajarkan?
2	Pembelajaran seperti spakak yang anda ingirikan pada saat dikelas?
5	Hagai mana kesesuatan waktu dan tujuan pembelajaran yang ingin dicapai pada pembelajaran la?i

E. Materi / Baban Ajar

1. Procedure Test

Procedure less is a test that presents steps/instructions that help to inform about leaves or make sumething. Hamples of test precedures can be food recipes or instruction marrants. The following is an example of a test procedure in the form of excipe:

How to Make fee Lemon Ten Ingredients: 1 bag of tenbog 2 pieces of irmon orange 2 tap of sugar Research for long in 50 ml of 164 water.

And supps, and theis size until exemply distributed.

Separate the lancen. Then, your favore gives into the text.

Add jurgation and full 50 ml of 164 meters.

Sair until the knowley juleon mixes with the text.

Add jurgation shows an decemblan.

Jee Lemma Task a rendy to be horwed.

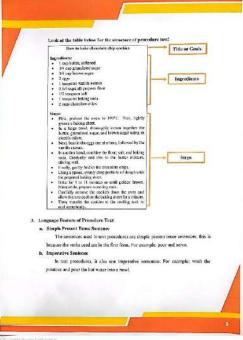
data sandan bed

a. Titte or Goals

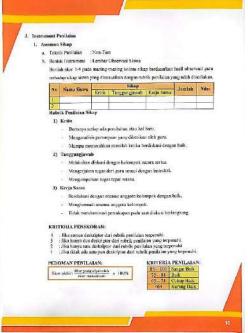
This title or goal is the first part of the procedure text that serves to explain the

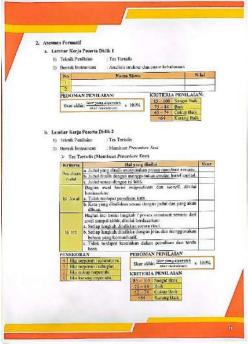
purpos of virtual the created. For example, "Note in make apple juties," by far allows or literalls. The catastic is of the procedure text contains or discribes the large-dients and tools people to make something.

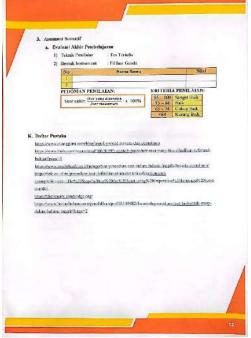
Steps
 The structure of the procedure text that must be present is steps. Steps is a section

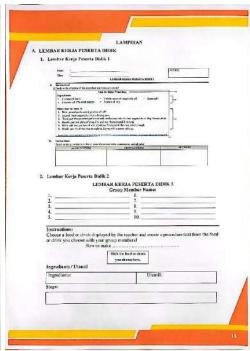












B. EVALUASI AKHIR PEMBELAJARAN
Name
Class
Nn. Alternit
EVALUASI AKHIR PEMBELAJARAN

1. Instructioned
Closes either a la, or of an infection asswer?

1. "Take black colour because it's generating my personality."
In the attention of the blade and united interince interince.

2. Describe a personality that a person law.

3. Show they you come from a commenting.

2. "Busiste, ment gening in Pulemburg it Ampean bridge."
In the settlence above, the bolded and united interince to week ments.

3. Sementing that is not justice by the people or. Something that is very finness among the people around it.

4. Something that is not justice to a piece.

5. Something that is not justice to a piece.

6. Something that is not justice to a piece.

7. Where is the ments at booked?

8. Indicates a location between large buildings.

8. Indicates a location around an intellection who the ments.

9. Indicates a location around an intellection who the ments.

9. Indicates a location around the server.

1. "Labous garganze anything for competitive with the current type of word and manifig...

1. Alverti, activities four before c. Virtua activity done to get something sendy, going to bed.

1. When the service around the booked and and article to the current type of word and manifig...

1. Alverti, activities four before a Virtua activity done to get something sendy, going to bed.

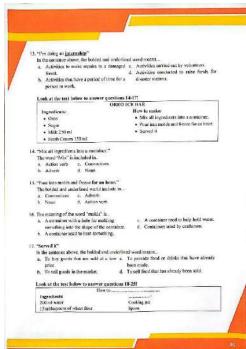
1. Something that is flowered by many people.

2. The type of food that is only sold in one and is known.

3. Something that is flowered by many people.

4. The type of food that is only sold in one and is known.

6. "I really love Mobile Legend"	15.00 pt. 1
What is the correct verb to complete the se a, trying c, play	estence?
a. trying c. play b. doing d. playing	
 When you're making food following a re blender. The word "Mix" in the sentence. 	scipo, and step three is "Mix all ingredients into a
Verb because is and advects.	e. Verb. housand it is the first word.
b. Verb, because the word is an action.	
 "Inot going to buy my milk" What is the correct "to be" to correct the se 	
a. am, because the subject is "F"	c. are, because the subject is "!"
b. a, because the subject is "F".	d. am, because the subject is "We"
	100 E
 Briano: "Gins, what time do you ascelly a Gins." "I go to bed at 9pm" 	in to peri
What is the contect adverb of time to comp	victe the sentences?
s. Useally c. am	
b. tomorrow d. law day	
10. Rus : "What have you been up to fately!	Q**
Kina "I'm a traince"	
Rus : "What are you doing?"	
Kins: "I'm currently taking training on h	
The bolded and under/ined sentence means	e. Someone who is improving their skills.
h. Someone who reaches a skill.	d. Someone who is a role model.
of Collegement was a con-	
 "It's my lovely <u>homelown</u>." In the sentence above, the bolded and under 	36 C - 1
	 A place where people gather to support a race.
and lived during his or her childhood.	d. A place where people compete against each
b. A place for medical check-ups.	other to win activities.
2 "I'm training to be a purse"	
In the sentence above, the bolded and undo	rlined word means
a. Work related to finance.	c. Work related to construction.
 Occupations that translate languages. 	d. Occupations that are in the field of health and
	cading for people.



Cal Damie Bright Co-Filippin

2 tachet of futter
2 tags
3 tags
4 tags
6 tags
6 tags
6 tags
7 tags
7 tags
8 tags
8 tags
8 tags
8 tags
8 tags
9 tags
10 tags
11 tags
12 tags
13 tags
14 tags
15 tags
15 tags
16 tags
16 tags
17 tags
18 tags
19 tags
10 tags
1

Structure (cognition)

24. There are word "mostly" in step 7, What is the meaning of the word!

a. A large part of the charme is crooked.
b. A small part of the charme is crooked.
c. So that it denorst cook quickly.
b. A small part of the charme is crooked.
d. So that it is not bet when stirming.

25. There are word "detur" in the lest step. What is the creating of the word?
a. Steps to hold liquid front spilling.
c. Steps to nemove oil by letting it sit.
d. The final step to serve the food.

C. KILNCLIAWABAN

1) Lember Kerja Poserts Dielik I
L. Structure of Procedure Text
Take at Alm
Ingolicitus or Donall

EL Language Founter

A CHON YERSS

Dound Fry
First Jounth A white
I lest Mix
Serve de Coonse Fifth
Put Add Theed Finally
Serve de Serve Serv

Mergerabul, Guni Mata Pelajaran

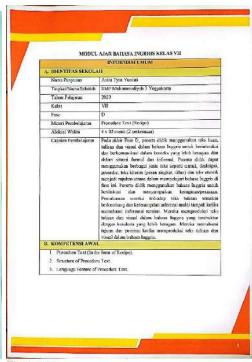
Puji Anitasuri, S.S NBM 971383 Yogyakaria, November 2023

Mahashowa The

Anita Tyas Yuniati NPM 201447/0008

Appendix 18: Teaching Module (Cycle 2)





C. PROPILIPALAJAR PANCANILA

1. Mandri

Pede sauel pembelajaten gara memiayakan pertanyaan pemanik berkulvapun dengan materi dap peneta dalik dan membeda pempanik berkulvapun dengan materi dan peneta dalik dan membeda pempanikan dan pempanya matagamanu.

2. Gotoba Koyang bolopat membelan pempanikan taut

3. Berlikir Kris

Federa dalik menghidrantikaan atauktur dan untur kerlahasaan peda proceeding satu satur dan untur kerlahasaan peda proceeding satur sasuri dangat struktur dan untur kelahasaan dalam berbagai beriak.

D. SARANA DAN PRASALTAN MEMBA.

Modia

Laptan, Fronyckor, Video, PowerPoint, LEPD

Sombre Balgarbidane PowerPoint, Video, LEPD

E. JAKKER PUSSER AD DIDIK

1. Peperta dalik regularsipited mutua, didak ada kesulitan dalam membenan dan atasir ajar.

2. Peseta dalik regularsipited mutua, didak ada kesulitan dalam membenan dan atasir ajar.

2. Peseta dalik regularsipited mutua, didak ada kesulitan dalam membenan dan atasir ajar.

3. Peneta dalik regularsipited mutua, didak ada kesulitan dalam membenan dalik materi ajar.

3. Peneta dalik regularsipited mutua, didak ada kesulitan dalam membenan dalik dalik penetangan dalik dalik selahan dalam dalik satu teropendak dangan pembelajaran Genee Resord Approach, kenjaka-kanjakah:

1. Baldajing Kromindiga of Pidal.

A. Medelling of Test

3. Joint Construction of Field.

A. Independence Construction of Field.

A. TLUU AN PERIELA JARAN

1. Pogreta delik dagat us emalami dan mangi destilicasi struktur dan cansar kebahasana dari processine seter delim kentula sishiri apra sistri-ind dangan bala dan bester.

2. Peseria delik dagat usenbaan perjet isan ida ustana dari procedure seas.

3. Pesaria dalik dagat usenbaan percodure teri tesasi delegas seriktur dan untur lechahasan dalam kontek tehdipan seberih biri.

B. PEMAHAMAN BERMANYA.

Informasi yang dipercish peseria didik datan umberikar manhasis dalam penerapannya setelah mengelapit den margenbai provindure tera, diantimasya.

1. Mengemukan jana teka protektur schapit selah sean uma menjelakan tulup.

C. PERFANYAN PEMATIK

1. Do nya (iya liketu soold)

2. Wina kind of Bool or didik dayan ikle?

8. Wina wa seni recka food or didik dayan ikle?

8. Wina wa seni recka food or didik dayan lake?

9. Uma melakuktun penyusuran LECPD.

2. Cara melakuktun penyusuran leCPD.

KEGIATAN PEMBELAJARAN

	KKGIATAN PEMBELAJARAN PERTEMUAN KE-I						
2 x 35 manit Kegistan Nembelajaran Uraian Pembelajaran Kenistan A Guna menyana dan membera salam kerasan didik.							
Kegia ian Pendahuluan	Gun menyapa dan men ber selam kegoon pesent delik. Qun menyapa dan men penjak pesent delik untuk berdes sebelam menudal kepitata pembelapiran. Gun melalak pesitata pembelapiran. Gun melalak pesant pesenta delak, basik mensyakan secara bingana pasa mengesek dada pe pesenta. d. Gum menyapakan pensapai ana, pertanyaan pemantik terting muteri yang akan digiakan. Gima menyapakan ayan pembelajaran yang akan ikingali.	5 menir					
Keghatan Inti	Residing Knowledge of Field (BKOF) a. Pegara disk ülberhar angangan teolong materi dengan der dengan dengan in dengan in dengan in dengan in dengan der dengan der der dengan dengan der dengan deng	55 menit					

b. Perwakilan kelompok diberikan wokto untuk memperastanikan procedure nez yang telah dibant berajan anggota kalempok di pertenuan sebelumnya (LKPO 2: Periencan sebelumnya). Independent Construction of Test (ICOT)

a. Peseria didik diherikan kuis urusir menpenhai pemahanan dan dikerjakan secara andivida (wordwall)

a. Guru dan peserta didik membaat kesimpulan dari meteri Kegia tan Sung telah dia menyakan kegiatan penbelajaran.

Guru berianya bepoda peserta dulik apakah terdapet basuhtan mengensi materi yang elisampaikan.

Guru menyampaikan pagada pembelajaran pertemuan. menil selanjumya. rediajitaya.

4. Gira mentuju kugistin pembelajana dengan salaan.

1788 (1944) N. (10-2)

3. Sila nesil.

5. Giran menyepa dan mankei salain kepada penera didik.

6. Giran menyepa dan mankei salain kepada penera didik.

6. Giran menyelak nela mengajak pesera didik transk benda sebelam menuda kegidan penbelajaran.

6. Giran menada kegidan penbelajaran.

6. Giran menamakan mian penbelajaran penerah.

6. Giran menamakan mian penerah bairan yang dan denterah didik bendam secara lampara pala menguraka bairan yang dan didik penerah. Guir menyampiston jenerosis piratuyan penemu.
 Gira menyampiston junip menbujuan yang akan dicaput
 Budding Knewterge of Field (BKOF)
 Pesenn delfe diberdim rangsungui beruga pertanyama anrak mengingui kembali materi yang diajukan dipentennan sebelumnya. Kegistan Inti Modaling of Fext (MOT)

a. Guru memberikan gambar ingredierda dan nicesid dan pessem didik menembak unuk kebabassan yang dibidakan.

	Jaint Construction of Text (ACOT) a. Gurn memberikan sarkan kepada pasenti didik mengentel kegistan yang akun dikaksira. Independent Construction of Text (ACOT) a. Pasera didik dibenikan tes sebagai evaluasi sikiri dan dikejajikan sasam adaivida.
Kegiatan Penulup	Gun: dan peseria didik membuat kesimpulan dari asaseri yang telah diajarkan selama kegistan pendedigirah. Gun: bermya kepada peserta didik apdah tendapat kesalitan mengerai meneri yang telah dirampatikan. Gun: membua kesistan pembelaharan dengan selam.

Asserted Pombolsier

Asesmen Pem	Belajaran
Assures Sikap	Asprik stame yang dinilali: a. Salap kitis, tonggangsasad dan kerjasama. Asprik tanbahan dalam pemiliana silaap: u. Peribku yang disnjukkin pasaria dilik pada sasa pembelajaran. b. Keshifich dan peseria didik selama pumbelajaran.
Assument	Dilakukan dalam bentuk:
Formatif	LKPD dan Piliban Genda
Assument	Dilakakan dahan bentuk:
Sumatif	Sosi bentuk pilihan ganda dengan materi procesibre text yang meliputi

I. Pengayam Pengayam diberikan kepada peseria didik yang mengadan materi dengan sonfat baik dan memiliki mitu sebidahnya 75 sias diaksanya. Bentuk dari pengayana ini merupakan sond yang telah deingkaksukan dari sebuhannya.

2. Remedial

Remedial diberikas kepula peseria didik yang belum mengrasai materi dengan hak-der memiliki nilal dibersih 75. Basuk dari ran idial ini merupakan pengulangan seol pada materi diwar sooma spesifik.

D. Refleksi Peserta Didik dan Gur

Cine	NA PENCHA DIAN DAD GUIT
No	Uraina Pertanyaan
1	Apakah model pembelajaran yang digurakan sesuai dengan materi yang diajarkan?
1	Pembelgaran seperti apakak yang anda inginkan pada saat dikelas?
ä.	Bagaimana kesesusian waktu dan tajuan pembelajanan yang ingin dicapat pada combelajaran ini?

1. Procedure Text

Procedure text in a text that presents street/instructions that help to inform about how to make something. Compiles of text procedures can be food recipies or instruction annuals. The following is no compiled to the procedure in the form of 160 pt.

Have to Make be Louwen Text

Steps:

1. Brewoll to bug to 59 ml of hir water.

2. Add sugar, and then stir well everly distributed.

2. Squeeze the leaven Then, pour leaventy distributed.

3. Squeeze the leaven Then, pour leavent piece in offe ten.

4. Add is eye then and add 150 ml of cold water.

5. Stir name the leavent piece mises with the ten.

6. Add leaven offers and descentation.

7. Incolumen Ten is ready to be served.

Structure of Procedure Text

Structure of Procedure Lest

1. This or Goals

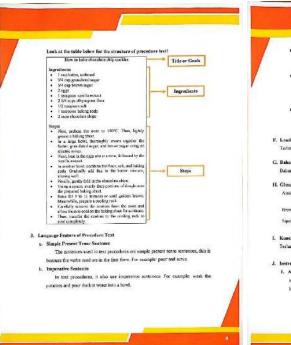
This ride or goal is the first part of the procedure text that serves to explain the
purpose of what will be created. For example: "How to make apple juice".

It algorithms to thousais

The lagradients or attential section of the procedure text contains or obseribes the

sens and tools needed to make something

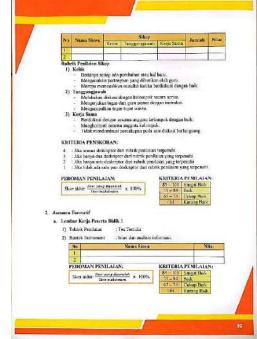
 Steps
 The structure of the procedure text that must be present is steps. Steps is a section
 that contains steps or instructions to make or do something.

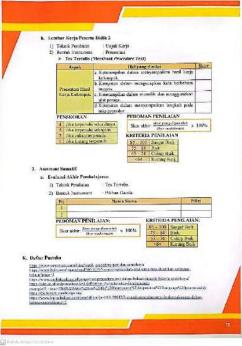


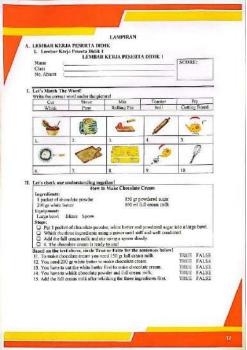
c. Action Verbs In text procedures there are verte that refer to physical activities, for example: Connectives in procedure texts are used to connect steps with each other so that it will provide instructions that are easy to understand. For example: firstly, secondly, after that, first, second and floatly

a. Adverbs

Adverbs in text procedures are used to provide time information. For example, in 14 minutes and for 3 hours. F. Lembar Kerja Peserta Didik G. Bahan Bacaan Guru dan Peserta Didik Bahan ayar dan LKPD H. Glosurium Verb
Port of the greent participle of the word "Assemble".
This act of brigging parts tragether into one
Verb
The action to breve tee by adding builting water.
Verb
This act of proving something finnly with the aim of removing the bigned. Assembling L. Kunci Jawa ban J. Instrument Penilaian 1. Assession Silkan Assentian ascip-B. Bennik hiptominat | Lential Octorvad Siowa Berlish skir | 4 pada contingeneining below alsop bendatarkan intell observed your terladap ship siowa sang discensikan dengan nebell penlisan yang telah disedaksan.







55 harry departments

The second community of

4.	"Wriging in door and simple sentence" Made the holder and underlined words with the correct type of word and meaning Advert, scratting as image for a poster. Verb, on activity making original out of d. Noun, creating a descrite gaper.
5.	"My <u>favourite</u> colour is black"
	in the sentence above, the belief and underlined word the inst. a. The thing there a person likes the must. c. A thing that one likes the least.
	b. The thing that one diclikes the most. d. A thing that is strongly dicliked.
6.	"My hobby as"
	What is the correct verb to complete the sentence?
	n. write a renistan b. wrote d. writing
7.	When you're making food following a cake and the step two is "Stir the dough slowly."
	The word "Stir" in the sentence is included in the
	Adverb, because it is a description. C. Veeb, because the word is an action.
	b. Verh, because it is the first word. d. Noun, because it is the name of semething
8.	"I looking for a job"
	What is the correct "to be" to exercet the sentence?
	a. a, because the object is "I". b. are, because the subject is "I" d. are, because the object is "W" d. are, because the object is "W"
	to any recurse the subject is 1 to any occasion are deposit in wir
9.	Kinara : "How do you cat out?"
	Buan : "I usually ont out more a work with my sibling" What is the correct adverb of time to complete the seatences?
	a often c. many
	h. today d. is
10	Dina "What is your full-time job?"
	Jiana : "I work as a <u>writer</u> "
	The bol ded and underlined sentence means
	a. A person who points a house. a. A person who writes a book for publication,
	 A person who makes a food. A person who draws a place.

11. "I ble reaching home guage"

In the sentence those, the holded and underlined word mutat.

A. An exercise that inniversatists.

A. An exercise that inniversatists.

A fall that is played in circums or on infection.

A conflictal activity at school.

A fall that is played in circums or on infection.

A conflictal activity at school.

A fall that is played in circums or on infection.

A work related to machinery.

A conjugations related to planting.

A conjugation related to planting.

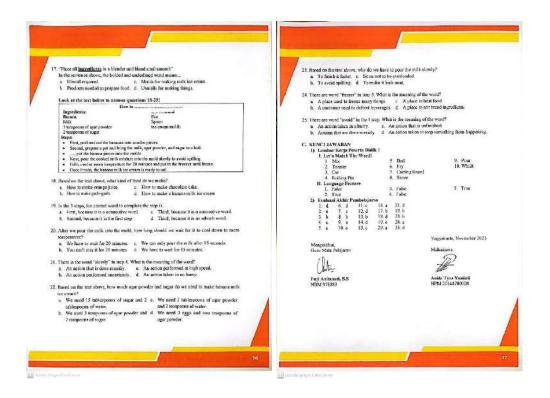
A fall that calculates a company's purific.

A planting in the calculates a company's purific.

A planting in the calculation accompany's purific.

B proper a glass and point in a blender and blend used in a particulation accompany in the calculation acc

14



Appendix 19: Translation Technique Analysis

TK/Eng-Ind/TT/01

SL	: Batik is one Indonesian Cultural Heritages.											
TT	: Batik / adalah / salah satu / warisan / budaya / Indonesia.											
	BOR	BOR EE EE EE EE										
	1 BOR + 5 EE = 6 Technique											

SL	: Batik is	s an artv	vork ma	de on textil	le and d	evided	into two,	handma	de and
	printing.								
TL	: Batik /	adalah /	/ bentuk	/ karya sen	i / yang	dibuat	t / di atas	/ tekstil	/ dan /
	BOR	EE	EE	EE		EE	EE	BOR	EE
	terbagi /	menjad	i / 2, / b	uatan tanga	ın / dan	/ cetak.			
	EE	EE	EE	EE	EE	EE			
	1		2 BOF	R + 12 EE =	= 14 Te	chniqu	e		

SL	: Two main equipments to make Batik are canting and malam (candle).										
TL	: Dua / peralatan / utama / untuk / membuat / Batik / adalah / canting /										
	EE	EE	EE	EE	EE	BOR	EE	BOR			
	dan / ma	lam / (lil	in).								
	EE BO	EE BOR DESC									
	I	7 EE	+ 3 BO	R + 1 D	ESC = 11	Techniq	ues				

TK/Eng-Ind/TT/04

SL	: Batik	: Batik has made into the Representative List of Intangible Cultural								
	Heritage of Humanity in 2008 by UNESCO.									
TL	: Batik	/ telah /	masuk /	dalam /	Daftar / R	epresen	tatif / Wa	arisan / E	Budaya	
	BOR	EE	EE	EE	EE	BOR		EE	EE	
	/ Takbe	nda / K	emanusi	aan / pad	la / tahun /	/ 2008 /	oleh / Ul	NESCO.		
	EE EE AMP EE EE EE									
	2 BOR + 12 EE + 1 AMP = 15 Technique									

TK/Eng-Ind/TT/05

SL	: As Inc	: As Indonesia citizens, we should be proud and protect Batik as our									
	cultural heritage.										
TL	TL : Sebagai / warga / Indonesia,/ kita / harus / bangga / dan / menjaga /										
	EE	EE	EE	E	EΕ	EE	EE	EE	EE		
	Batik /	sebagai /	warisan /	buday	a / k	ita.					
	BOR EE EE EE										
	12 EE + 1 BOR = 13 Technique										

SL	: Do you like seafood?									
TL	: Apa	/ kamu	/ suka / r	nakanan laut?						
	EE EE EE									
	4 EE = 4 Technique									

SL	: Do you like eating vegetables?									
TL	L : Apa / kamu / suka / makan sayuran?									
	EE EE EE									
	4 EE = 4 Technique									

TK/Eng-Ind/TT/08

SL	: Do yo	: Do you like FAST FOOD?									
TL	: Apa /	: Apa / kamu / suka / makanan cepat saji?									
	EE	EE	EE	EE							
	4 EE = 4 Technique										

TK/Eng-Ind/TT/09

SL	: What'	What's your favourite food?								
TL	: Apa /	: Apa / makanan / kesukaanmu?								
	EE	EE	EE							
	3 EE = 3 Technique									

TK/Eng-Ind/TT/10

SL	: My favou	: My favourite food is smoked beef								
TL	: Makanan	Makanan / kesukaanku / adalah / daging sapi / asap.								
	EE EE EE EE									
	5 EE = 5 Technique									

SL	: Wha	: What do you like to eat?										
TL	TL : Apa / yang / kamu / suka / untuk / dimakan?											
	EE	EE	EE	EE	EE	EE						
	6 EE = 6 Technique											

SL	: I like	to eat	grilled s	almon							
TL	: Aku / suka / makan / salmon / panggang.										
	EE	EE	EE	BOR	EE						
	•		4	EE + 1 BO	R = 5 Technique						

TK/Eng-Ind/TT/13

SL	: How ofte	: How often do you eat out?										
TL	: Seberapa	: Seberapa / sering / kamu / makan / di luar?										
	EE	EE	EE	EE	EE							
			5 I	EE = 5	Fechnique	e						

TK/Eng-Ind/TT/14

SL	: I alwa	: I always eat out every Sunday										
TL	: Aku / selalu / makan / di luar / setiap / hari minggu.											
	EE											
	6 EE = 6 Technique											

TK/Eng-Ind/TT/15

SL	: Peel + slice a banana							
TL	Kupas / dan / potong / pisang.							
	EE AMP EE EE							
	3 EE + 1 AMP = 4 Technique							

SL	Put in the freezer for one or two hours										
TL	: Taruh / di / frizer / selama / 1 / atau / 2 / jam.										
	EE EE EE EE EE EE										
	8 EE = 8 Technique										

SL	: Put the frozen slices in a blender and blend										
TL	: Taruh / potongan / yang sudah membeku / di / blender / dan / blender.										
	EE EE AMP EE EE EE EI						EE				
	6 EE + 1 AMP = 7 Technique										

TK/Eng-Ind/TT/18

SL	: Wait unt	: Wait until smooth and creamy										
TL	: Tunggu / sampai / lembut / dan / krimi.											
	EE	EE	EE	EE	BOR							
	4 EE + 1 BOR = 5 Technique											

TK/Eng-Ind/TT/19

SL	: Pour i	Pour into a glass or bowl.								
TL	: Tuang / ke / gelas / atau / mangkuk.									
	EE	EE	EE	EE	EE					
				5]	EE = 5 Tec	hnique				

TK/Eng-Ind/TT/20

SL	: Mix wit	: Mix with Peanut butter or chocochips							
TL	: Campui	: Campur / dengan / krim / kacang / atau / cokocips.							
	EE	EE	EE	EE	EE	BOR			
	5 EE + 1 BOR = 6 Technique								

SL	: Hy! ha	: Hy! have you ever been to Palembang?								
TL	: Hai, / pernahkah / kamu / ke / Palembang?									
	EE	EE	EE	EE	EE					
	5 EE = 5 Technique									

SL	: It's my lovely hometown.								
TL	: Itu / adalah / kampung halamanku / tercinta.								
	EE EE	EE	EE						
	4 EE = 4 Technique								

TK/Eng-Ind/TT/23

SL	: Palembang is the capital city of South Sumatra.								
TL	: Palembang / adalah / ibukota / Sumatera Selatan.								
	EE	EE	EE	EE					
	4 EE = 4 Technique								

TK/Eng-Ind/TT/24

SL	: The most famous traditional foods in Palembang is Pempek.								
TL	: Makanan / tradisional / paling / terkenal / di / Palembang / adalah /								
	EE	BOR	EE	EE	EE	EE	EE		
	Pempek.								
	BOR								
	6 EE + 2 BOR = 8 Technique								

TK/Eng-Ind/TT/25

SL	: Everybody love it and it's my favourite food.								
TL	: Semua orang / menyukainya / dan / itu / adalah / makanan / kesukaanku.								
	EE	EE	EE	EE	EE	EE	EE		
	7 EE = 7 Technique								

SL	: Palembang has some torism places such as Taman Purbakala, Bukit
	Siguntang and Balaputradewa Museum.
TL	: Palembang / memiliki / beberapa / tempat / wisata / sperti / Taman /

EE	EE	EE	EE	EE	EE	EE				
Purbakala, / Bukit Siguntang / and / Balaputradewa Museum.										
EE	EE	EE								
10 EE = 10 Technique										

SL	: Besides, the most iconic in Palembang is Ampera bridge.								
TL	TL : Selain it, / paling / ikonik / di / Palembang / adalah / jembatan Ampera.								
	EE	EE	BOR	EE	EE	EE	EE		
	6 EE + 1 BOR = 7 Technique								

TK/Eng-Ind/TT/28

SL	: It's rea	: It's really stunning at night!							
TL	: Sangat	: Sangat / indah / dimalam hari!							
	EE	EE	EE						
	3 EE = 3 Technique								

TK/Eng-Ind/TT/29

SL	: Hy, I'm Anto!								
TL	: Hai, / aku / Anto!								
	EE EE EE								
	3 EE = 3 Technique								

SL	: In this	: In this session, I wanna tell you about my hobby.								
TL	: Di / ses	: Di / sesi / ini / aku / akan / bercerita / kepadamu / tentang / hobiku.								
	EE EI	E EE	EE	EE	EE	EE	EE	BOR		
	8 EE + 1 BOR = 9 Technique									

SL	: I reall	: I really love playing Mobile Legend.								
TL	: Aku /	: Aku / sangat / suka / bermain / Mobile Legend.								
	EE	EE EE EE EE								
	5 EE = 5 Technique									

TK/Eng-Ind/TT/32

SL	: It's fun when I fight to others on my online game,								
TL	: Sangat /	: Sangat / menyenangkan / ketika / aku / bertarung / dengan / yang lain /							
	EE	EE	EE	EE	EE	EE	EE		
	di / game	/ onlineku.							
	EE EE BOR								
	9 EE + 1 BOR = 10 Technique								

TK/Eng-Ind/TT/33

SL	: I always playing game in the evening after I finished all my tasks.									
TL	: Aku / :	: Aku / selalu / bermain / game / di / malam hari / setelah / semua /								
	EE	EE EE EE EE EE EE								
	pekerjaan / ku / selesai.									
	EE EE EE									
	11 EE = 11 Technique									

SL	: I also usually playing online with my friends and it called "Mabar"								
TL	: Aku / juga / biasanya / bermain / online / bersama / teman-temanku /								
	EE I	EE EE EE BOR EE EE							
	dan / itu / disebut / Mabar.								
	EE EE EE								
			10 EE +	- 1 BOI	R = 11 Tec	hnique			

SL	: By playing Mobile Legend, I can learn English, make friends, and so on.									
TL	: Dengan	: Dengan / bermain / Mobile Legend, / aku / bisa / belajar / bahasa								
	EE	EE EE EE EE EE								
	Inggris, /	Inggris, / membuat / pertemanan, / dan sebagainya.								
		EE EE EE								
	10 EE = 10 Technique									

TK/Eng-Ind/TT/36

SL	: I live	in Indo	nesia							
TL	: Aku /	: Aku / tinggal / di / Indonesia								
	EE	EE	EE	EE						
	4 EE = 4 Technique									

TK/Eng-Ind/TT/37

SL	: I visite	: I visited my grandparents in Malang last week						
TL	: Aku / 1	: Aku / mengunjungi / kakek nenekku / di / Malang / minggu lalu						
	EE EE EE EE							
	6 EE = 6 Technique							

TK/Eng-Ind/TT/38

SL	: I put n	: I put my drinks in the fridge								
TL	: Aku /	: Aku / menaruh / minumanku / di / kulkas								
	EE	EE	EE	EE	EE					
	5 EE = 5 Technique									

SL	: My mom plants vegetables in the ga plants vegetables in the garden rden								
TL	: Ibuku	: Ibuku / menanam / sayuran / di / kebun							
	EE	EE	EE	EE	EE				
	5 EE = 5 Technique								

SL	: I am	: I am in a good mood today						
TL	: Aku /	/ dalam / sua	asana hati yang ba	ik / hari ini				
	EE EE AMP EE							
	3 EE + 1 AMP = 4 Technique							

TK/Eng-Ind/TT/41

SL	: I put i	: I put my bag on the table								
TL	: Aku /	: Aku / menaruh / tasku / di atas / meja								
	EE	EE	EE	EE	EE					
	5 EE = 5 Technique									

TK/Eng-Ind/TT/42

SL	: I will go to South Korea								
TL	: Aku / akan / pergi / ke / Korea Selatan.								
	EE EE EE EE								
	5 EE = 5 Technique								

TK/Eng-Ind/TT/43

SL	: The wind	: The wind is coming from the east								
TL	: Anginnya	: Anginnya / datang / dari / timur.								
	EE	EE	EE	EE						
	4 EE = 4 Technique									

SL	: Polar bears li	: Polar bears live at the North Pole.							
TL	: Beruang kutub / hidup / di / kutup / utara.								
	EE	EE	EE	EE	EE				
	5 EE = 5 Technique								

SL	: She is from West Java								
TL	: Dia / dari / Jawa Barat.								
	EE EE EE								
	3 EE = 3 Technique								

TK/Eng-Ind/TT/46

SL	: My house f	: My house faces south-west.								
TL	: Rumahku /	: Rumahku / menghadap / Barat Daya.								
	EE	EE	EE							
	3 EE = 3 Technique									

TK/Eng-Ind/TT/47

SL	: I have	: I have dinner with my boyfriend							
TL	: Aku / r	: Aku / makan malam / bersama / pacarku.							
	EE	EE	EE	EE					
	4 EE = 4 Technique								

TK/Eng-Ind/TT/48

SL	: Read a bo	: Read a book before sleep								
TL	: Membaca / buku / sebelum / tidur.									
	EE	EE	EE	EE						
	4 EE = 4 Technique									

SL	: I alwa	: I always read a book before sleep									
TL	: Saya / selalu / membaca / buku / sebelum / tidur.										
	EE	EE	EE	EE	EE	EE					
	6 EE = 6 Technique										

SL	: Listen to mus	: Listen to music is one of my hobbies								
TL	: Mendengark	: Mendengarkan / lagu / adalah / salah / satu / hobiku.								
	EE	EE	EE	EE	EE	BOR				
	5 EE + 1 BOR = 6 Technique									

TK/Eng-Ind/TT/51

SL	: I like	: I like watching horror movie									
TL	: Aku /	: Aku / suka / menonton / film / horror.									
	EE	EE	EE	EE	BOR						
	4 EE + 1 BOR = 5 Technique										

TK/Eng-Ind/TT/52

SL	: Brush teet	: Brush teeth before bed time								
TL	: Menggosok / gigi / sebelum / tidur.									
	EE	EE	EE	EE						
	4 EE = 4 Technique									

TK/Eng-Ind/TT/53

SL	: Brush my to	: Brush my teeth before bed time is important								
TL	: Menggosok	: Menggosok / gigiku / sebelum / tidur / itu / penting.								
	EE	EE	EE	EE	EE	EE				
	6 EE = 6 Technique									

SL	: Prepare for	: Prepare for tomorrow								
TL	: Menyiapkan / keperluan / hari esok.									
	EE	AMP	EE							
	2 EE + 1 AMP = 3 Technique									

SL	: I alw	: I always prepare anything for tomorrow at night									
TL	: Aku / selalu / menyiapkan / keperluan / hari esok / dimalam hari.										
	EE EE EE EE EE										
	l		6 l	EE = 6 Techi	nique						

TK/Eng-Ind/TT/56

SL	: I usual	: I usually go to bed at 9pm								
TL	: Aku /	: Aku / biasanya / pergi / tidur / jam 9 malam.								
	EE	EE	EE	EE	EE					
				5 EE =	5 Technique					

TK/Eng-Ind/TT/57

SL	: Are y	: Are you vegetarian?					
TL	: Apa	kamu /	penyuka sayur?				
	EE	EE	EE				
			3 EE = 3 Tecl	ınique			

TK/Eng-Ind/TT/58

SL	: Do yo	ou like	brcoli?					
TL	: Apa /	kamu	/ suka /	brokoli?				
	EE	EE EE BOR						
			3	EE + 1 BOR = 4 Technique				

SL	: Which v	: Which vegies do you like?							
TL	: Sayuran / mana / yang / kamu / suka?								
	EE	EE	EE	EE	EE				
				5 EE	Z = 5 Technique				

SL	: I like e	ggplaı	nt	
TL	: Saya / s	suka /	terong.	
	EE	EE	EE	
				3 EE = 3 Technique

TK/Eng-Ind/TT/61

SL	: I will	: I will make a spinach soup for breakfast									
TL	: Aku	: Aku / akan / membuat / sayur / bayam / untuk / sarapan.									
	EE	EE EE EE EE EE									
	•			7 EE =	7 Techn	ique					

TK/Eng-Ind/TT/62

SL	: I like	: I like carrot because it makes my eyes healthy								
TL	: Aku	Aku / suka / wortel / karena / membuat / kedua / mataku / sehat.								
	EE	EE EE EE EE AMP EE EE								
			7 E	EE + 1 AI	MP = 8 T	echnique				

TK/Eng-Ind/TT/63

SL	: Hello,	: Hello, my name's Cansu						
TL	: Halo,	/ namaku	/ Cansu.					
	EE	EE BOR EE						
			2 EE + 1 BOR = 3 Technique					

SL	: I was l	: I was born in Purbalingga						
TL	: Aku / lahir / di / Purbalingga							
	EE	EE	EE	EE				
				4 EE = 4 Technique				

SL	: I'm 24 <u>y</u>	I'm 24 years old						
TL	: Umurku	ı / 24 /	tahun.					
	EE	EE	EE					
				3 EE = 3 Technique				

TK/Eng-Ind/TT/66

SL	: I'm a	I'm a college student						
TL	: Aku /	: Aku / seorang / mahasiswa						
	EE	EE	EE					
			3 EE = 3 Technique					

TK/Eng-Ind/TT/67

SL	: My major is English literature						
TL	: Jurusanku / Sastra Inggris						
	EE	EE					
2 EE = 2 Technique							

TK/Eng-Ind/TT/68

SL	: My hobby is writing						
TL	: Hobiku / menulis						
	BOR	EE					
1 BOR + 1 EE = 2 Technique							

SL	: My hobbies are writing and learning new language									
TL	: Hobiku / menulis / dan / belajar / bahasa / baru									
	BOR	EE	EE	EE	EE	EE				
1 BOR + 5 EE = 6 Technique										

Appendix 20: Documentation

1. Pre-Test









2. Post-Test 1

a. Treatment





b. Post-Test 1





3. Post-Test 2

a. Treatment





b. Post-Test 2





4. Interview (After Research)

