THE EFFECTIVENESS OF THE WINDOW-SHOPPING METHOD IN TEACHING VOCABULARY TO SENIOR HIGH SCHOOL STUDENTS

THESIS

Submitted by

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THE EFFECTIVENES OF THE WINDOW-SHOPPING METHOD IN TEACHING VOCABULARY TO SENIOR HIGH SCHOOL STUDENTS

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The Effectivenes Of The Window-Shopping Method In Teaching Vocabulary To Senior High School Students

On: December 16th 2025

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I hereby declare that the thesis is no work ever submitted for a degree in a collage, and as long my knowlage also does not have work of literature ever written or published by others, expect as in writing referenced in this text is mentioned in the references.

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My Sincerely

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MOTTO AND DEDICATION

MOTTO:

"Every journey has its own time. You just need to trust and keep moving."

DEDICATION:

I proudly dedicate this thesis to:

My beloved parents, my father Arnold GwasGwas and my mother Paulina Imbiri,

and my lovely mother Imelda GwasGwas;

My beloved fiancé, Kosmas Sedik;

All of my extended family and also friends who have always supported and loved

me;

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ABSTRACT

This study aims to determine the effectiveness of the Window-Shopping Bag method in improving students' English vocabulary mastery. Conducted at SMAN 1 Fef, the research used a pre-experimental design with a one-group pretest-posttest approach. The sample consisted of 7 tenth-grade students selected from an original population of 19 students, chosen based on consistent attendance and willingness to participate. All participants had very limited English proficiency and struggled to recognize even basic vocabulary. The research involved a pretest to assess initial vocabulary knowledge, followed by treatment sessions using the Window-Shopping Bag method, which engaged students in interactive, contextual learning through simulated shopping activities with labeled items and role-play. A posttest was administered to evaluate vocabulary improvement. The results showed a significant increase in scores, with the average pretest score at 42.86 and the posttest average rising to 72.16. The N-Gain score was 0.51, which falls into the medium category. According to the decision rule, since the N-Gain score is greater than 0.3, the null hypothesis is rejected, indicating that the Window-Shopping Bag method is effective in enhancing students' vocabulary mastery. The method proved to be suitable for small groups with low proficiency, especially in remote areas with limited learning resources. It is recommended that future research involve a larger sample size and a longer period of implementation to better understand the method's long-term impact.
Keywords: *Window Shopping Bag, Vocabulary Mastery, Effectiveness*

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CHAPTER I
INTRODUCTION

This chapter presents the introduction of the research. It consists of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1 Research Background

Vocabulary played a crucial role in language acquisition, as it served as the foundation for communication and comprehension. Without sufficient vocabulary, students struggled to express their ideas, understand texts, and engage in meaningful conversations. Schmitt (2019) emphasized that vocabulary knowledge was one of the strongest predictors of language proficiency. In the context of English as a Foreign Language (EFL), acquiring vocabulary was particularly challenging because students had limited exposure to English outside the classroom. Consequently, effective vocabulary instruction was essential for helping students develop their language skills and achieve better academic performance.

However, traditional vocabulary teaching methods in many schools still relied on rote memorization and dictionary-based learning, which did not provide meaningful engagement with new words. These approaches often led to quick forgetting, lack of motivation, and minimal real-life application. According to Webb and Nation (2017), vocabulary retention was more effective when students

actively interacted with words in various contexts rather than simply memorizing lists. Thus, finding an engaging, interactive, and effective teaching method was crucial to improving vocabulary learning, especially in EFL settings.

In Indonesia, vocabulary mastery remained a significant challenge among senior high school students. Many students struggled to remember and apply new words in speaking and writing tasks. This issue was often caused by a lack of exposure to English and the absence of engaging learning activities that encouraged active vocabulary use. A study by Nurhayati et al. (2021) found that Indonesian EFL students tended to forget newly learned vocabulary because they did not have enough opportunities to practice and reinforce the words in meaningful ways. Moreover, students often felt unmotivated to learn vocabulary due to monotonous teaching methods, which failed to capture their interest.

Students at SMAN 1 Fef in Tambrauw Regency had serious difficulties in learning and using vocabulary. Observations and discussions with teachers showed that many students knew only a small number of words. This made it hard for them to understand what they read, share their ideas clearly, and take part in speaking activities. One major reason for this problem was that lessons were mostly teacher-centered, where students only listened to explanations instead of actively practicing. Because of this, they struggled to understand texts, had trouble making good sentences, and often used the wrong words in writing and speaking. This also lowered their confidence and made it even harder for them to improve their English skills.

To address this problem, the study proposed the Window Shopping method as an alternative strategy for teaching vocabulary. The Window Shopping method was a movement-based learning technique in which students walked around the classroom, observed vocabulary items displayed at different stations, and discussed their meanings and usage. This interactive approach encouraged students to actively engage with words rather than passively memorize them. According to Mertens et al. (2018), movement-based learning enhanced cognitive engagement, making it easier for students to retain new information. By incorporating visual aids, discussion, and exploration, the Window Shopping method created a dynamic learning environment that increased student participation and motivation.

One of the main advantages of the Window Shopping method was that it catered to different learning styles. Unlike traditional approaches, which relied heavily on reading and writing, this method allowed kinesthetic, auditory, and visual learners to engage with vocabulary in ways that suited their learning preferences. Rahmawati et al. (2020) found that interactive vocabulary learning strategies significantly improved student retention and motivation, as they involved real-life application and meaningful interactions. By physically engaging with vocabulary items, students were more likely to remember words and use them accurately in context.

While previous research had explored various vocabulary teaching methods, few studies had focused on movement-based strategies like Window Shopping. For example, Kusumawati (2019) examined contextual learning and found that students learned vocabulary more effectively when words were presented in meaningful

situations. However, that study did not explore movement-based interaction. Similarly, Pratiwi (2021) investigated the effectiveness of collaborative learning in vocabulary acquisition but focused on online-based activities rather than physical classroom interaction. This research aimed to fill that gap by examining how the Window Shopping method, as a movement-based and interactive approach, could enhance vocabulary learning and retention.

Additionally, most previous studies on vocabulary learning had been conducted in urban schools with better access to digital learning tools. A study by Rahayu and Ananda (2021) found that technology-assisted vocabulary games helped students improve their word retention, but that study was conducted in a well-resourced urban setting. In contrast, SMAN 1 Tambruw, as a rural school, had limited technological resources, making digital-based learning strategies difficult to implement. This research sought to explore whether the Window Shopping method could serve as an effective alternative for vocabulary instruction in rural schools with minimal access to digital tools.

Another gap in previous research was that most studies focused solely on vocabulary test scores without considering students' engagement and perceptions. According to Dörnyei (2020), students' motivation and attitudes toward learning strategies played a crucial role in their success. While some studies, such as Wijayanti et al. (2022), examined motivation in vocabulary learning, they did not assess how movement-based learning strategies influenced student engagement. This study aimed to bridge that gap by examining both the effectiveness of the method and students' perceptions of its impact on vocabulary learning motivation.

The novelty of this research lay in its focus on rural senior high school students and its emphasis on a movement-based learning approach. Unlike previous studies that mainly examined technology-based or teacher-centered vocabulary learning methods, this study explored a collaborative, movement-based, and interactive strategy that required minimal resources. This made it particularly relevant for rural schools that lacked access to digital learning tools. By filling this research gap, the study aimed to contribute to the field of vocabulary instruction and offer practical solutions for improving vocabulary learning in under-resourced schools.

By implementing the Window Shopping method at SMAN 1 Tambruw, this research was expected to be effective for improving students' vocabulary. Allowing students to physically interact with vocabulary materials and collaborate with peers provided an enjoyable and effective way to learn new words. As highlighted by Lee and Huang (2023), active learning strategies significantly improved vocabulary retention and learner confidence. This research provided valuable insights into the effectiveness of the Window Shopping method and its potential application in other rural schools with similar challenges.

Based on the problems discussed above, the researcher intended to use the Window Shopping method to improve students' vocabulary learning. The Window Shopping method was an interactive learning strategy that encouraged students to move around, observe, and engage with different vocabulary items in a meaningful way. In this research, the method was applied to help students at SMAN 1 Fef in Tambrauw Regency expand their vocabulary and use it more effectively in reading,

writing, and speaking activities. Therefore, the researcher was interested in conducting this study with the title "The Effectiveness of Window Shopping Method in Teaching Vocabulary for Senior High School Students."

1.2 Research Problem

Based on the background above, the formulation of the problem in this research as follow:

"Is Window Shopping Method effective in teaching vocabulary of senior high school students?"

1.3 Objective of the Research

The objective of the research was to find out the effectiveness of Window Shopping method in teaching vocabulary of senior high school students

1.4 Hypothesis of the Research

The hypothesis of this research were as follows:

a. Null Hypothesis (H0): Window Shopping method is not effective in teaching vocabulary of senior high school students.

b. Alternative Hypothesis (H1): Window Shopping method is effective in teaching vocabulary of senior high school students.

1.5 Significance of the Research

This study on the Window Shopping method in teaching vocabulary has important benefits for students, teachers, and future researchers.

a. For Students

This research helped students improve their vocabulary in a fun and interactive way. By using the Window Shopping method, students can learn new

words more easily because they actively move around, observe, and discuss vocabulary with their peers. This method also encouraged students to be more engaged in learning, making it easier for them to remember and use new words in speaking and writing.

b. For Teachers

This study provided teachers with an effective teaching strategy to improve students' vocabulary learning. Instead of using traditional methods where students only memorize words, teachers can use the Window Shopping method to make learning more active and enjoyable. This approach can also help teachers manage student participation better, as it encourages collaboration and interaction among students.

c. For Future Researchers

This research can be a useful reference for future studies on interactive learning methods. It provided insights into how the Window Shopping method can be used in vocabulary teaching and its impact on students' learning. Future researchers can explore this method in different subjects or education levels, compare it with other strategies, or develop new variations to improve its effectiveness.

1.6 Operational Definition

1.6.1   Window Shopping Method

The Window Shopping method is an interactive learning strategy where students simulate a shopping experience to enhance vocabulary acquisition. The method involves three phases: preparation, activity, and post-activity. In the preparation phase, the classroom is set up like a store with themed vocabulary items,

and students receive shopping lists or item descriptions. During the activity phase, students browse, ask and answer questions, and role-play as buyers and sellers, using relevant vocabulary in conversations. In the post-activity phase, students write a shopping report to reinforce vocabulary usage. This method promotes active learning, communication, and contextual vocabulary development through observation, interaction, and real-life application.

1.6.2 Students Vocabulary

Vocabulary in this research refers to the collection of words that students need to understand and use effectively in real-life communication. The vocabulary in this study is theme-based, focusing on words and phrases commonly used in a shopping context. Students acquire new vocabulary through observation, interaction, and application in speaking and writing activities. The success of vocabulary learning is measured by students' ability to recognize, pronounce, understand, and apply these words accurately in different contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary refers to a collection of words within a language that carry meaning and facilitate communication between individuals. It is one of the most essential components of learning a foreign language. The first step in acquiring a new language is to build vocabulary, as it enables individuals to express ideas, emotions, motivations, and information effectively.

According to Nappu (2017), vocabulary consists of a group of words that form the foundation of a language. It plays a crucial role in communication, as individuals would struggle to convey their thoughts without a sufficient vocabulary. Similarly, Triariani (2020) states that vocabulary acquisition primarily involves memorization, unlike grammar, which is based on rules. Effective vocabulary instruction requires an understanding of how words are stored in memory and how long-term memory is organized.

Karamoy (2018) defines vocabulary as the words used in a particular language. In the context of foreign language learning, vocabulary is commonly understood as the set of words taught and utilized in language courses. In general terms, vocabulary can be described as a list of words along with their meanings. It is fundamentally linked to word knowledge and dictionary usage. As a person learns

and practices a language, their vocabulary expands and evolves, serving as a fundamental tool for communication and knowledge acquisition.

Vocabulary is also a key linguistic component, influencing grammar, sentence structure, and language comprehension. Cameron (2001:72) emphasizes that developing a strong vocabulary is central to foreign language learning at the elementary level. A well-established vocabulary serves as the foundation for constructing meaningful sentences and enhancing language proficiency. Therefore, vocabulary learning is an essential expectation for students.

Based on the explanations above, it can be concluded that vocabulary is the most critical factor in language learning. Without adequate vocabulary, communication, comprehension, and overall language use become challenging. As a result, mastering vocabulary should be prioritized before developing other language skills.

2.1.2 Kinds of Vocabulary

According to Biemiller (2003), the distinction between productive and receptive vocabulary is crucial for teachers to consider when designing vocabulary exercises. The way vocabulary is used highlights the contrast between these two types.

a. Productive Vocabulary

Productive vocabulary, often referred to as active vocabulary, consists of words that are used in speaking and writing. Learning productive vocabulary is more challenging than learning receptive vocabulary because learners must be able

to select the appropriate words based on the context. Therefore, acquiring an active or productive vocabulary requires extra effort from the learner.

b. Receptive Vocabulary

Receptive vocabulary, also known as passive vocabulary, includes words encountered in reading and listening. A strong receptive vocabulary helps students understand what they read and hear. If students have a large receptive vocabulary, they can comprehend texts more easily. However, words from a student's receptive vocabulary may not necessarily be part of their productive vocabulary. They can recognize and understand these words when reading or listening but may struggle to use them accurately in speaking or writing.

In conclusion, a learner's vocabulary consists of both productive and receptive words those they understand, can pronounce correctly, and can effectively use in communication.

According to Harmer, as cited in Sholikhah (2013), vocabulary can be classified into seven groups:

a. Noun

Nouns are words that identify people, places, or things. They are commonly found in sentences, and most sentences contain multiple nouns.

b. Pronoun

Pronouns replace nouns that have already been mentioned or that the speaker/writer assumes the listener/reader understands. For example, in the sentence "I want you to read this again," the words I, you, and this are pronouns.

Pronouns are classified into eight categories based on their meaning and function in a sentence.

c. Verb

Verbs are one of the main components of a sentence. A sentence cannot exist without at least one verb. Verbs typically describe actions and are often found in the middle of sentences.

d. Adjective

Adjectives provide additional information about nouns and pronouns. They modify or describe these words by adding details. Adjectives usually come before the nouns or pronouns they modify. In a sentence, adjectives help characterize nouns by providing more specific descriptions.

e. Adverb

Adverbs modify verbs, adjectives, or other adverbs to clarify meaning. They help express how, when, where, or to what extent an action occurs. By modifying words, adverbs enhance the clarity of a sentence.

f. Preposition

Prepositions are small words that show relationships between nouns/pronouns and other words in a sentence. They indicate time, place, direction, or ownership. For example, prepositions such as in, on, under, beside, and between help establish these relationships.

g. Conjunction

Conjunctions, like prepositions, are linking words used to connect words, phrases, or sentences. They can appear anywhere in a sentence except at the very

end. There are different types of conjunctions, including subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

2.1.3 Aspect of Vocabulary

According to Ur (as cited in Dewi Nur H, 2017, p. 24), students should develop proficiency in the following aspects of vocabulary:

a. Pronunciation and Spelling

Students must learn to spell words correctly and recognize their pronunciation. Acquiring pronunciation can be challenging since it is not always directly related to spelling. However, mastering spelling is essential for vocabulary development, as it enhances reading skills.

b. Grammar

When learning new words, students should also understand their grammatical usage. This includes knowing how words function in sentences and how they change based on grammatical rules.

c. Meaning

The meaning of a word consists of two aspects:

1. Denotation – The literal or dictionary definition of a word.

2. Connotation – The emotional or associative meaning a word carries, which may not always be explicitly stated in a dictionary. Words can evoke positive, negative, or neutral feelings depending on their connotation.

In conclusion, mastering vocabulary requires students to develop skills in pronunciation and spelling, grammar, and meaning. These aspects are essential for effective communication in speaking, listening, reading, and writing.

2.2 Window Shopping Method
2.2.1 Definition of Window Shopping Method

The Window Shopping Method is a cooperative learning strategy that facilitates group-based activities, allowing students to observe, analyze, and engage with the work of their peers to expand their knowledge and perspectives. According to Rahma (2017), the window shopping method is a learning model based on group work, where students move around the classroom to examine the work of other groups, thereby broadening their insights. This process involves an interactive observation of the knowledge products created by different groups, resembling the concept of "shopping" by exploring various displays of information.

Istianingsih (2018) further defines window shopping as a group-based service strategy in which students engage in activities similar to shopping, observing the work of other groups to gain a deeper understanding of the subject matter. The students' work is typically displayed on classroom walls or windows, facilitating an environment where learners not only look at the materials but also engage in discussions, make observations, and take notes on their findings.

In the context of teaching vocabulary, the Window Shopping Method allows students to engage actively with new words by observing and discussing vocabulary-related materials prepared by their peers. Students are divided into smaller groups, with representatives from each group visiting other groups'

displays. During these visits, the "shop owners" (original group members) present and explain their vocabulary work, while the "visitors" ask questions, take notes, and discuss meanings, usage, and pronunciation. The process rotates, ensuring that all students experience both roles presenting and learning from others.

By implementing the Window Shopping Method in vocabulary instruction, students gain exposure to a diverse range of words and contexts while reinforcing learning through peer interaction. This approach fosters active engagement, collaborative learning, and deeper vocabulary retention.

2.2.2 The Implementation of the Window Shopping Method in Learning

The Window Shopping method is an interactive and student-centered learning strategy that encourages students to explore and engage with learning materials in a dynamic way. This method involves moving around the classroom to observe, analyze, and discuss the work of their peers, which enhances collaborative learning and deepens understanding. The implementation of the Window Shopping method in learning consists of several key stages (Istianingsih, 2018):

1. Preparation Stage

Before implementing the Window-Shopping method, teachers must carefully prepare the learning materials and structure the classroom setting to support student movement. This stage involves selecting relevant topics, designing various learning stations, and providing clear instructions. Learning stations may include posters, project displays, written explanations, or multimedia presentations. The teacher also organizes students into groups, assigning each group a specific task to create a product or presentation related to the learning objectives.

2. Exploration Stage

In this stage, students engage in the core activity of Window Shopping. They move from one learning station to another, observing and analyzing the work of other groups. This stage fosters curiosity and critical thinking as students interact with different perspectives and knowledge representations. To ensure active participation, students may be required to take notes, answer guided questions, or discuss key points with their peers. Additionally, this stage allows students to practice communication skills by asking questions and exchanging ideas with the groups presenting their work.

3. Discussion and Reflection Stage

After completing the exploration phase, students return to their original groups to discuss their observations and insights. This discussion helps consolidate their understanding by synthesizing the knowledge they have gained from different stations. Teachers facilitate this process by guiding students through reflection questions, encouraging them to connect their observations to the lesson objectives. This stage may also involve a class-wide discussion where each group shares their findings, further reinforcing learning outcomes.

4. Assessment and Feedback

To evaluate the effectiveness of the Window Shopping method, teachers can use various assessment techniques, including peer evaluations, self-reflection, and teacher observations. Formative assessments such as short quizzes, reflective journals, or oral presentations can help measure students' comprehension and

engagement. Providing constructive feedback ensures continuous improvement and helps students recognize their strengths and areas for development.

The Window Shopping method fosters an active learning environment by promoting student collaboration, engagement, and deeper understanding. By implementing this approach in vocabulary learning, students can interact with words in meaningful contexts, enhancing retention and application. Through structured movement, discussion, and reflection, this method provides an effective way to support student-centered learning and improve overall language acquisition. Students who are actively involved in their studies are more inclined to perform exceptionally well in standardized tests and are less prone to withdrawing from their educational pursuits.

Based on the explanation above, the teaching step using Window Shopping Method that will be used in this research as follows:

1. Preparation
a. Arrange the classroom to resemble a store with different sections displaying vocabulary items (e.g., food, clothing, school supplies).
b. Select a vocabulary theme relevant to students' daily lives.
c. Prepare materials such as shopping lists, price tags, and item descriptions.
d. Assign roles to students, such as buyers, sellers, or storekeepers.
2. Browsing Phase
a. Students walk around the "store" and observe the displayed items.
b. They take notes on words they recognize and new vocabulary they encounter.

3. Asking for Information

   Students practice asking and answering questions about the items, such as:

   - *"How much does this cost?"*

   - *"What is this item used for?"*

   - *"Do you have this in another size or color?"*

4. Making Purchases

   a. Students act as buyers and sellers, engaging in simple transactional dialogues.

   b. They use vocabulary related to prices, quantities, and product descriptions.

5. Describing Items

   a. Students describe the items they "purchased" using adjectives and complete sentences

   b. They present their shopping experience orally to the class.

6. Writing Activity

   Students write a short shopping report, summarizing what they bought and why.

7. Reflection and Feedback

   a. Students discuss what they learned, sharing new words and expressions.

   b. The teacher provides feedback on students' vocabulary use in speaking and writing.

2.2.3 Advantages of the Window Shopping Method

The Window Shopping method has gained recognition as an effective instructional strategy that enhances the learning process by promoting active engagement, collaboration, and deeper comprehension. Several studies have highlighted its benefits in various educational settings, making it a valuable tool for educators seeking innovative teaching methods.

One of the most significant advantages of this method is its ability to enhance student engagement. According to Smith (2019), the interactive nature of Window Shopping increases student motivation and participation by incorporating movement and social interaction into the learning process. Unlike traditional lecture-based instruction, this method encourages students to actively explore, discuss, and reflect on learning materials, making the experience more dynamic and enjoyable. When students are physically engaged in learning activities, they are more likely to stay focused and absorb new information effectively.

Additionally, the Window Shopping method encourages collaborative learning, fostering teamwork and communication skills among students. Brown and Johnson (2021) state that this approach provides opportunities for students to engage in peer discussions, exchange ideas, and work together to construct knowledge. This collaborative environment not only enhances students' ability to express their thoughts but also helps them develop critical thinking skills as they analyze and evaluate different perspectives. Through structured interactions, students gain confidence in their ability to articulate concepts, ask questions, and engage in meaningful discussions with their peers.

Another crucial benefit is its role in improving retention and understanding of the material. Lee (2020) found that when students actively engage with multiple sources of information, they are more likely to retain vocabulary and comprehend new concepts. Unlike passive learning methods that rely solely on memorization, the Window Shopping method provides hands-on experiences that reinforce knowledge through observation, discussion, and application. By repeatedly encountering and interacting with vocabulary words or subject matter in different contexts, students develop a deeper understanding and stronger memory retention.

Moreover, the versatility of the Window Shopping method allows it to be applied across various subjects and educational levels. While it is particularly effective in language learning, it has also been successfully implemented in fields such as social sciences, STEM education, and business studies. Its adaptability makes it a valuable teaching strategy for diverse learning environments, catering to students with different learning styles and preferences. Whether used in a language classroom to enhance vocabulary acquisition or in a science lesson to explore concepts interactively, the Window Shopping method can be tailored to suit different educational objectives.

Furthermore, this method supports experiential and contextual learning, allowing students to connect new information with real-world experiences. By simulating shopping scenarios, exploring different learning stations, or engaging in hands-on activities, students develop practical skills that extend beyond the classroom. This real-world application makes learning more meaningful and

memorable, bridging the gap between theoretical knowledge and everyday experiences.

In conclusion, the Window Shopping method offers numerous advantages that contribute to a more engaging, collaborative, and effective learning process. By increasing student motivation, fostering teamwork, enhancing retention, and providing real-world learning experiences, this method serves as a powerful instructional tool. Its flexibility and adaptability across different subjects further highlight its potential to revolutionize traditional teaching approaches, making learning more interactive and enjoyable for students.

2.4 Previous Related Studies

Istianingsih (2018) conducted a study on the implementation of the Window Shopping method in group-based learning. The research explored how students engage in collaborative learning by moving around the classroom to observe, analyze, and discuss the work of other groups. The findings indicated that this method enhances students' ability to absorb information actively, encourages teamwork, and fosters communication skills. The study concluded that Window Shopping is an effective strategy for improving student engagement and comprehension in a group learning environment.

Rahma (2017) investigated the use of the Window Shopping method in interactive learning. The research focused on how students develop insights by visiting different learning stations, where various concepts and materials are displayed. The results demonstrated that this approach increases students' curiosity, motivation, and learning retention. Rahma suggested that the Window Shopping

method is particularly beneficial for subjects that require active participation and observational learning.

Putri (2020) explored the effectiveness of the Window Shopping method in teaching vocabulary to elementary school students. The study implemented this method in a vocabulary lesson where students moved around the classroom to observe and interact with different word categories. The results showed a significant improvement in students' vocabulary acquisition, as they were able to remember and use new words more effectively compared to traditional teaching methods. Putri concluded that the Window Shopping method makes vocabulary learning more engaging, contextual, and student-centered.

The previous studies and this research share several similarities in their use of the Window Shopping method as a learning strategy. All studies emphasize the importance of student-centered learning, where students actively engage in the learning process by moving around, observing, and interacting with different materials. They also highlight the effectiveness of this method in promoting collaborative learning, as students work together to discuss and analyze information. Additionally, all studies recognize that the Window Shopping method enhances student motivation and engagement by making learning more interactive and dynamic compared to traditional approaches.

Despite these similarities, there are notable differences between the previous studies and this research. While previous studies generally focused on the Window Shopping method in various educational contexts, such as group-based learning and conceptual exploration, this research specifically examines its

application in vocabulary learning. The primary goal of the previous studies was to improve student engagement, teamwork, and learning motivation, whereas this research aims to assess how the method enhances vocabulary acquisition and retention. Furthermore, the previous studies explored the method in broader educational settings, while this research is specifically applied to language learning, particularly in helping students build their vocabulary through experiential learning activities. By focusing on vocabulary acquisition, this study seeks to extend the existing research on the Window Shopping method and provide more targeted insights into its role in language education.

2.5 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:

```
┌─────────────────────────────────────────┐
│          Students Lack Vocabulary         │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│            Experimental Class             │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│   Treatment using Window Shopping Method  │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│ The Effectiveness of Window Shopping      │
│ Method on the Students Vocabulary         │
└─────────────────────────────────────────┘
```
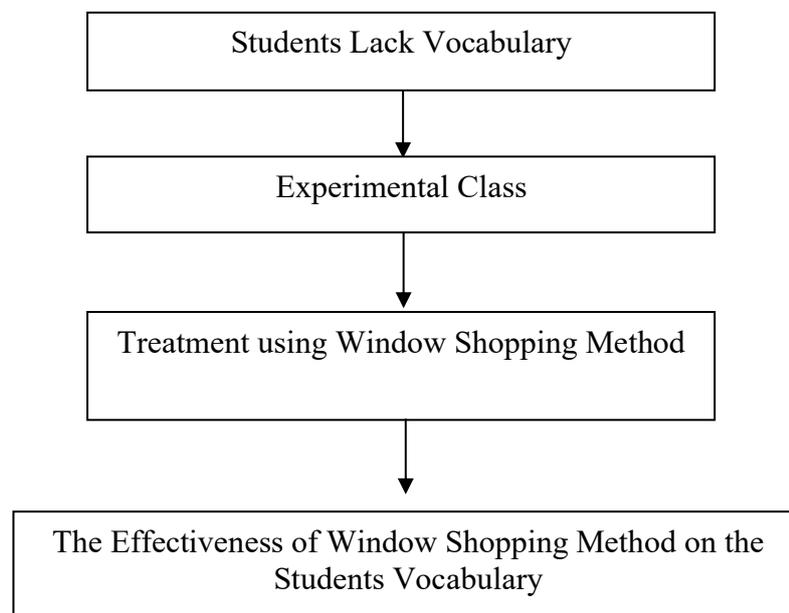
The research begins with identifying the problem that students lack sufficient vocabulary, which affects their language proficiency. To address this

issue, an experimental class is selected, where the Window Shopping Method is applied as a treatment. In this phase, students engaged in interactive learning by observing, discussing, and exchanging information about vocabulary items within a structured classroom activity. The implementation of this method aimed to enhance vocabulary acquisition through a collaborative and engaging approach. After the treatment, the effectiveness of the Window Shopping Method was evaluated by assessing students' vocabulary. The research ultimately sought to determine whether this method significantly enhanced students' vocabulary knowledge compared to traditional learning approaches.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consists of research design, research variable, research setting, population and sample, technique of collecting data, research instrument and technique data analysis.

3.1 Research Design

This research employed a pre-experimental design, which has been conducted to examine the effect of an intervention before implementing a true experimental design. Pre-experimental research is the simplest form of experimental study, where a single group or multiple groups are observed before and after receiving a specific treatment to determine its impact.

In this study, the researcher utilized a one-group pre-test and post-test design to investigate the effectiveness of the Window Shopping Method in improving students' vocabulary acquisition. The process began with a pre-test to assess students' initial vocabulary knowledge. Following this, the students underwent treatment using the Window Shopping Method, where they actively engaged in learning vocabulary through interactive and observational activities. After the treatment phase, a post-test is administered to measure any improvements in students' vocabulary proficiency. The results from the pre-test and post-test were then compared to determine the effectiveness of the Window-Shopping Method in students' vocabulary skills.

Table 3.1 One Group Pretest-Posttest Design

Pretest	Independent	Posttest
Y_1	X	Y_2

3.2 Research Variables

There are two variables in this research, which are independent variables and dependent variables. Both variables were identified in this study as follows:

a. Independent Variable. The independent variable is the factor that is manipulated or introduced as a treatment in the study. It is the variable that influences the outcome. In this research, the Window Shopping Method served as the independent variable, as it is the teaching approach applied to enhance students' vocabulary acquisition.

b. Dependent Variable. The dependent variable is the outcome or response that is measured to determine the effect of the independent variable. It is influenced by the treatment applied in the study. In this research, the students' vocabulary mastery is the dependent variable, as the study aimed to assess the effectiveness of the Window Shopping Method on students' ability to acquire and retain vocabulary.

3.3 Setting of the Research

a. Location of This Research

The research has been conducted in SMAN 1 Fef Tambrauw Regency. It is in Jln. Waref Ayia, No. I, Kampung Wayo, Fef District, Tambrauw Regency.

b. Time of Research

This research has been conducted in six meetings, starting from April until May 2025.

3.4 Population and Sample Research

a. Population

The researcher needs to decide the population to collect the data in this research. Creswell (2008) explains population is "a group of individuals who have the same characteristic". Considering the statement, the population of this research was the tenth-grade students' of SMAN 1 Fef which consists of 19 students. The distribution of population can be seen in the following table:

Table 3.2 Students Population

Levels Class	Gender		Amount of Students
Seventh Grade	Male	Female	
Total	**7**	**12**	**19**

b. Sample

The sample of this research is same with the population because the level of this class only has one class. So, the sample of this research was the tenth-grade students' of SMAN 1 Fef which consists of 19 students. It was divided into 7 male students and 12 female students.

3.5 Research Instrument

The research instrument used in this study was a vocabulary test, which aimed to assess students' vocabulary mastery before and after the treatment using

the Window Shopping Method. The test has been administered in both the pre-test and post-test stages to measure students' progress. The vocabulary test consisted of two different types of tasks:

a. Fill in the Blank (Short Passage Completion)

Students have been given a short passage with 10 missing words related to the vocabulary topic taught in the lesson. They must fill in the blanks using the appropriate words from a word bank provided. This task aimed to assess students' ability to understand the meanings of words and apply them in a meaningful context, ensuring that they not only recognize vocabulary but also use it accurately in comprehension-based activities.

b. Sentence Construction

In the sentence construction task, students will be provided with a list of 10 vocabulary words from the lesson. They were required to create grammatically correct and meaningful sentences using each word. This activity aims to assess students' ability to apply the vocabulary in proper sentence structures, reinforcing their understanding and usage of the words in a practical context.

3.6 Technique of Collecting Data

In this research the researcher collected the data which consist of:

a. Pre-test

The pre-test aimed to measure students' vocabulary knowledge before receiving the treatment using the Window Shopping method. This activity takes place in the first meeting. In the pre-test, students receive a short passage with 10 missing words related to the vocabulary topic taught in the lesson. They have to fill in the blanks using appropriate words from a word bank. Additionally, students get a list of 10 vocabulary words from the lesson and need to construct grammatically correct and meaningful sentences using each word. This task assesses their ability to understand word meanings, apply them in a meaningful context, and use them correctly in sentence structures.

b. Post-test

The post-test aimed to evaluate students' vocabulary improvement after being taught using the Window Shopping method. The format of the post-test remains the same as the pre-test to ensure consistency in measurement. Students receive a short passage with 10 missing words and must fill in the blanks using words from a word bank. However, the words in the post-test differ from those in the pre-test while still belonging to the same vocabulary category. Similarly, students are required to construct 10 sentences using a new set of vocabulary words from the lesson. This ensures that students' progress is accurately measured based on their ability to understand, apply, and construct sentences with new vocabulary words.

3.7 Technique of Data Analysis

3.7.1 Scoring the Vocabulary Test

The data in this research were analyzed using specific scoring procedures for the two vocabulary tests: the fill-in-the-blank test and the sentence construction task. In the fill-in-the-blank test, students receive a short passage with 10 missing words and must complete each blank using the correct vocabulary word from a word bank. Each correct answer is awarded 10 points, with a total possible score of 100. The final score is calculated by dividing the number of correct answers by the total items and multiplying by 100.

In the sentence construction task, students receive 10 vocabulary words from the lesson and are required to create meaningful and grammatically correct sentences using each word. Their responses are evaluated based on three aspects: correct word usage, grammar and sentence structure, and clarity and coherence. Each sentence is scored out of 10 points, with a total maximum score of 100. The final score is determined by summing the total points earned and converting them into a percentage. The results from both tests are then analyzed to assess students' vocabulary improvement before and after implementing the Window Shopping method.

3.7.2 Normality Test

This normality test aimed to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). Decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is if the significance value > 0.05 can be concluded that the data is derived from the normal distribution population and if the

significance of the < 0.05 can be concluded that the data comes from a population that is not normal distribution.

3.7.3 N-Gain Test

To determine the effectiveness of the Window-Shopping method in teaching vocabulary, this research used the N-Gain Test (Normalized Gain). The N-Gain Test measured the improvement in students' vocabulary scores from the pre-test to the post-test and evaluated how much learning has occurred as a result of the treatment.

The formula for calculating N-Gain is:

$$\text{N-Gain} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum score} - \text{Pre-test score}}$$

According to Hake (1999), the N-Gain value is classified as follows:

N-Gain Score	Interpretation
> 0.7	High Improvement
0.3 – 0.7	Moderate Improvement
< 0.3	Low Improvement

The decision rule was as follows:

- If the N-Gain score is **greater than 0.3**, H_0 is rejected, meaning the Window Shopping Method is effective on the students vocabulary.

- If the N-Gain score is **less than 0.3**, H_1 is accepted, meaning the Window Shopping Method has little to no effect on students vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1. Research findings

This part described about the result of students' vocabulary score after given treatment using Window Shopping Method. The findings will be explained more detail in the following discussion.

a. The Students Vocabulary between Pretest and Posttest

After being taught using window shopping method, the students were given the vocabulary test as post-test. The result of the students score between pretest and posttest can be seen in the following table:

Table 4.1 The Students Vocabulary Score in Pretest and Posttest

No	Classification	Range	Pretest		Posttest	
			F	P	F	P
1	Very Good	90-100	0	0	3	42
2	Good	70-89	2	29	0	0
3	Fair	50-69	0	0	3	42
4	Poor	30-49	2	29	1	8
5	Very Poor	10-29	3	42	0	0
Total			7	100	7	100

Table 4.1 presents the classification of students' vocabulary scores before and after being taught using the Window-Shopping Bag method. In the pretest, the

majority of students were in the "Very Poor" category, with 3 students (42%) scoring between 10–29, and 2 students (29%) in the "Poor" range (30–49). Only 2 students (29%) were in the "Good" category (70–89). No students reached the "Very Good" or "Fair" levels.

In contrast, the posttest results show a clear improvement. Three students (42%) achieved a "Very Good" score (90–100), and another three (42%) reached the "Fair" level (50–69). One student (8%) remained in the "Poor" category, while no students scored in the "Very Poor" or "Good" ranges. This shift in score distribution indicates that the Window Shopping method had a positive impact on students' vocabulary acquisition. While the improvement may not yet place all students in high categories, it shows notable progress, especially with several students advancing to the Very Good and Fair classifications.

b. The Students Mean Score

After classifying the students score, the research analyzed the mean score of the student's vocabulary. The result of students mean score in vocabulary mean score can be seen on the following table:

Table 4.2. The Students Vocabulary Mean Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	42.86	7	26.90	10.17
	Posttest	72.16	7	22.52	8.51

The table 4.2 show that in pretest the students mean score is 42.86 with the standard deviation is 26.90. While in posttest, the students mean score is 72.16 with

the standard deviation is 22.52. If we look from the score, the different of students'
vocabulary score in pretest and posttest improved a lot, that is 29.30 score.

c. N-Gain Test Result

To know the effectiveness of Window-Shopping Bag Method on the
student's vocabulary as statically, the data were analyzed using N-Gain test
formula. The result of N-Gain test can be seen on the following table:

N Gain $= \dfrac{\text{Posttest Score} - \text{Posttest Score}}{\text{Maximum Score} - \text{Pretest Score}}$

N Gain $= \dfrac{72{,}16 - 42{,}86}{100 - 42{,}86}$

N Gain $= \dfrac{29{,}24}{57{,}14}$

N Gain $= 0{,}51$

Based on the N-Gain test calculation above, the score obtained was 0.51,
which falls into the medium category of effectiveness. This result indicates that
there was a meaningful and noticeable improvement in students' vocabulary scores
after they were taught using the Window Shopping method. The increase from the
average pretest score of 42.86 to the posttest score of 72.16 reflects that the students
benefited from the learning strategy applied during the intervention.

According to the decision rule, if the N-Gain score is greater than 0.3, H_0 is
rejected, meaning the Window Shopping method is effective on the students'
vocabulary. If the N-Gain score is less than 0.3, H_0 is accepted, meaning the
Window Shopping method has little to no effect on students' vocabulary. Because
the calculated N-Gain score is 0.51, which is above the 0.3 threshold, H_0 is rejected

and H_1 is accepted. This clearly shows that the application of the Window Shopping method in vocabulary teaching gave a significant contribution to the students' learning progress. Even though the gain is not in the high category, the results prove that the method is effective and beneficial in enhancing students' vocabulary mastery.

4.2 Discussion

The findings of this study reveal that the Window Shopping method significantly improved students' vocabulary mastery, as indicated by the N-Gain score of 0.51, which falls into the medium category. This improvement is particularly notable considering the starting point of the participants students with extremely limited English proficiency. Prior to the intervention, many of them could not understand even the most basic English vocabulary. Their pretest scores averaged 42.86, categorized as poor or very poor. However, following the implementation of the method, the posttest average rose to 72.16, suggesting meaningful progress in their vocabulary acquisition.

This result aligns with the idea that contextual, visual, and interactive methods can greatly assist learners, especially those starting from a very low proficiency level (Fitriana & Yusuf, 2021). The Window Shopping method provides students with direct interaction with visual aids (such as labeled items, pictures, and realia) and repeated exposure to vocabulary through a simulated "shopping" experience. This technique turns vocabulary learning into a meaningful and memorable activity, which is especially crucial for learners who struggle to retain abstract or decontextualized vocabulary.

The use of real-world simulation in vocabulary learning has been supported by several researchers. According to Nation and Webb (2017), vocabulary learning is most effective when it is embedded in a meaningful context and when learners can interact with the target words multiple times across various activities. Similarly, Arif and Safitri (2019) emphasized that vocabulary retention among EFL learners is stronger when learning is connected to a familiar situation, particularly in settings where students have limited access to English outside the classroom.

Another relevant study by Isnawati et al. (2020) demonstrated the effectiveness of activity-based and visual learning strategies for students in rural areas of Indonesia, where English exposure is minimal. In such cases, traditional textbook-based instruction often fails to engage learners or support vocabulary development. The Window Shopping method, by contrast, encourages movement, interaction, and the use of real or replica objects, all of which support the natural acquisition of new words through multiple senses.

The findings are also in line with Utami and Puspitasari (2018), who investigated the use of role-playing and task-based learning for vocabulary improvement in elementary students with basic English. They found that involving learners in real-life tasks, such as shopping or preparing food, created better engagement and more sustainable learning outcomes than rote memorization or flashcard drills. Furthermore, Setiawan and Marlina (2020) showed that learning methods incorporating storytelling or games had a significant positive effect on low-achieving students in Papua.

In the context of students with zero or near-zero English ability, the success of this method is especially promising. These learners often face a double challenge: they lack the linguistic foundation in English, and they may also have low motivation due to repeated academic failure or limited support at home (Samosir & Pratiwi, 2022). Many students in this study initially could not recognize or pronounce basic words such as "apple," "book," or "ball." This reflects a critical need for remedial and engaging vocabulary instruction at the most fundamental level.

Using the Window Shopping method allowed these students to visualize and physically interact with vocabulary items. This experiential learning helped bridge the gap between unfamiliar English words and their real-life meanings. According to Sulistyo (2019), physical interaction with learning materials can enhance memory retention by activating multiple areas of the brain. The multisensory nature of the method—seeing, touching, hearing, and speaking—provided much-needed reinforcement for learners starting from zero.

This study also supports the work of Widodo and Anugerahwati (2023), who advocate for differentiated instruction in multilingual and multicultural classrooms, particularly in Eastern Indonesia. Students from such backgrounds often come with varying levels of readiness, and applying a one-size-fits-all teaching method is rarely effective. The Window Shopping strategy inherently allows for differentiation: more advanced learners can take on roles such as shopkeepers or cashiers using simple dialogues, while beginners focus on vocabulary recognition and pronunciation.

Moreover, the social aspect of this method cannot be overlooked. As suggested by Hapsari and Fauziah (2016), cooperative learning in small group activities increases learner motivation and reduces anxiety, especially among beginners. In this study, shy students who typically hesitated to speak English became more willing to participate when the activity felt like a game rather than a test. This shift in classroom atmosphere from passive reception to active participation contributed significantly to their progress.

The findings of this study provide practical implications for English language teaching, especially in regions with limited access to quality English instruction such as remote or rural areas. First, teachers should consider integrating more activity-based and visual methods like the Window Shopping into their vocabulary instruction. These methods are especially suitable for beginner learners and can be implemented with minimal resources. Second, this study encourages teacher training programs to include alternative teaching strategies that focus on learner engagement and contextual learning. In many regions of Papua and Eastern Indonesia, teachers still rely on grammar-translation or lecture methods, which are not effective for students with zero-level English. Providing professional development on interactive teaching methods could greatly enhance student outcomes.

Third, policymakers and curriculum developers should recognize the importance of vocabulary development at the early stages of English learning. If students lack basic vocabulary, they will struggle with higher-level skills like reading comprehension, writing, and speaking. The inclusion of vocabulary-rich,

interactive modules in early English education would help close the gap between urban and rural learners.

Despite the promising findings, this study has several limitations. The sample size was relatively small, and all participants came from one school with similar linguistic and cultural backgrounds. Therefore, the results may not be fully generalizable to other contexts. Further research should involve larger and more diverse samples from multiple regions. Another limitation is the short duration of the intervention. The Window Shopping method was applied in a limited number of sessions, which might not reflect its long-term effectiveness. Future studies could explore the impact of the method over a full semester or academic year to see if the vocabulary gains are sustained.

Additionally, the study focused solely on vocabulary development. It did not assess the method's effect on other language skills such as grammar, reading, or writing. Further research could explore how this method supports integrated language skills development. Lastly, some students might have improved not only due to the method but also due to repeated testing and teacher encouragement. Future research should include control groups or comparative methods to better isolate the effect of the Window Shopping method.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research at SMAN 1 Tambrauw shows that the Window Shopping method is effective in improving students' vocabulary mastery. The N-Gain score of 0.51 falls into the medium category, meaning there was a significant increase in students' vocabulary scores after the treatment. Most students began with very poor English skills, unable to understand basic words. After applying the method, their posttest scores improved notably, with some reaching fair to very good levels. Based on the decision rule, H_0 is rejected, indicating that the Window Shopping method is an effective strategy for teaching vocabulary, especially for students with zero-level English proficiency.

5.2 Suggestion

Based on the findings regarding the influence of the Window Shopping method on students' vocabulary mastery, the following suggestions are proposed for students, teachers, and future researchers:

a. For Students

Students are encouraged to actively participate in vocabulary learning using contextual and visual materials. At home, they can continue practicing by labeling common items, reviewing class materials, and practicing simple dialogues or role-play related to shopping and everyday activities. Consistent practice can help reinforce the vocabulary they have learned in class.

b. For Teachers

Teachers should consider applying the Window Shopping method or other similar interactive and visual-based strategies in their classrooms, especially when teaching students who are new to English. These methods are effective in capturing students' interest and making the learning process more concrete. Teachers should also adjust their teaching to match the students' readiness levels and provide ongoing support for those who need more time to master basic vocabulary.

c. For Future Researchers

Further research is recommended to explore the long-term impact of the Window Shopping method on vocabulary retention and its effect on other language skills such as speaking and reading. Future studies could involve a larger sample size from different schools and include a control group for comparison. It is also suggested to examine how the method can be adapted for use with digital tools or in blended learning environments to increase engagement and accessibility.

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APPENDICES

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMAN 1 FEF

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X / 2

Materi Pokok   : Fruits

Alokasi Waktu   : 2 x 45 menit

Metode   : Window Shopping

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi nama-nama buah dalam bahasa Inggris dengan benar.

2. Menyebutkan manfaat dan ciri-ciri berbagai jenis buah dalam bahasa Inggris.

3. Menggunakan kosakata tentang buah dalam kalimat sederhana.

4. Berinteraksi secara aktif dalam kegiatan Window Shopping untuk meningkatkan pemahaman dan keterampilan berbicara dalam bahasa Inggris.

B. Kegiatan Pembelajaran

Pendahuluan (15 menit)

1. Guru membuka pembelajaran dengan salam dan doa.

2. Guru menanyakan pertanyaan pemantik, seperti: "What is your favorite fruit?" dan "Why do you like it?"

3. Guru menjelaskan tujuan pembelajaran dan memberikan gambaran umum tentang kegiatan Window Shopping.

4. Guru membagi siswa ke dalam beberapa kelompok kecil.

Kegiatan Inti (60 menit)

1. **Pengenalan Materi (10 menit)**

   o Guru memperkenalkan kosakata tentang buah-buahan beserta gambar dan deskripsinya.

   o Siswa mengulang dan mencoba menyebutkan nama buah dengan pelafalan yang benar.

2. **Pelaksanaan Window Shopping (40 menit)**

   o Guru menyiapkan beberapa "display stations" di sekitar kelas, di mana setiap station berisi gambar dan informasi singkat tentang buah tertentu (nama, manfaat, asal, rasa, dsb.).

   o Setiap kelompok diberikan waktu untuk mengunjungi setiap station, membaca informasi, dan mendiskusikan isi materi.

   o Siswa mencatat poin-poin penting dari setiap station.

   o Setelah mengunjungi semua station, siswa kembali ke kelompoknya dan mendiskusikan hasil temuan mereka.

3. **Presentasi Hasil (10 menit)**

   o Setiap kelompok memilih satu buah yang paling menarik dan mempresentasikan informasi yang mereka dapatkan di depan kelas.

o Guru memberikan umpan balik terkait pelafalan, penggunaan kosakata, dan struktur kalimat yang digunakan siswa.

Penutup (15 menit)

1. Guru bersama siswa merangkum kembali materi tentang buah-buahan dalam bahasa Inggris.

2. Guru memberikan kuis singkat atau permainan terkait kosakata buah untuk menguatkan pemahaman.

3. Guru meminta siswa merefleksikan pengalaman belajar mereka dengan menjawab pertanyaan: "What did you learn today?" dan "Which fruit do you find the most interesting?"

4. Guru memberikan tugas rumah: Menulis deskripsi singkat (3-5 kalimat) tentang buah favorit mereka dalam bahasa Inggris.

5. Guru menutup pelajaran dengan motivasi dan doa penutup.

C. Penilaian (Assessment)

1. **Penilaian Sikap**: Keaktifan, kerja sama dalam kelompok, dan rasa percaya diri saat berbicara.

2. **Penilaian Pengetahuan**: Pemahaman siswa terhadap kosakata buah dan informasi yang telah dipelajari.

3. **Penilaian Keterampilan**: Kemampuan siswa dalam mengucapkan kata-kata dengan benar dan menyusun kalimat sederhana.

D. Sumber Dan Media Pembelajaran

1. Gambar dan kartu informasi tentang berbagai jenis buah.

2. PowerPoint atau video pendek tentang manfaat buah-buahan.

3. Lembar kerja untuk mencatat hasil observasi selama Window Shopping.

4. Kamus atau aplikasi penerjemah untuk membantu memahami kosakata baru.

Sorong, 15 Maret 2025

Mengetahui,

Kepala Sekolah   **Guru Mata Pelajaran**

Saverius Sani Basa, S.Pd.   _____
NIP. 1974111020031210 2

Appendix 2. Instrument

PRETEST

Part A: Fill in the Blanks (10 points)

Complete the passage below by filling in the blanks with appropriate nouns from the word bank.

Word Bank: *uniform, basket, journal, mirror, suitcase, kitten, recipe, curtain, market, statue*

Lisa was preparing for her school trip. She packed her clothes neatly into a (1) _____ and placed it near the door. Before leaving, she looked at herself in the (2) _____ to check if her (3) _____ was clean and tidy.

On the way, she stopped at a (4) _____ to buy some snacks. She carried them in a (5) _____ and walked toward the bus. While traveling, she wrote her thoughts in her (6) _____, documenting everything she saw.

During the trip, Lisa visited a park with a large (7) _____ of a famous historical figure. She also found an old (8) _____ that explained how to bake traditional bread. At the end of the day, she sat by the window, watching the wind move the

(9) _____ gently. When she arrived home, her little (10) _____ ran to greet her happily.

Part B: Sentence Construction (10 points)

Use the following nouns to create meaningful sentences.

1. Backpack
2. Notebook
3. Scarf
4. Bench
5. Umbrella
6. Ticket
7. Fence
8. Shelf
9. Lantern
10. Broom

POSTTEST

Part A: Fill in the Blanks (10 points)
Complete the passage below by filling in the blanks with appropriate nouns from the word bank!
Word Bank: *apron, sweater, cafeteria, backpack, sneakers, menu, ruler, trousers, cupboard, notebook*

At school, Anna realized she had forgotten her (1) _____ at home, so she had to borrow a pen and paper from her friend. During the math lesson, the teacher asked the students to use a (2) _____ to measure the length of their desks.

After class, Anna went to the (3) _____ with her friends to eat lunch. She looked at the (4) _____ to decide what to order. She chose a sandwich and a drink before sitting down to eat.

It was a cold day, so Anna wore a warm (5) _____ over her uniform. Her friend, Lisa, wore a pair of (6) _____ instead of her usual skirt because the weather was chilly.

In the afternoon, the cooking class required students to wear an (7) _____ to keep their clothes clean while preparing food. Anna put her belongings into her (8) _____ before leaving the classroom.

When she got home, she placed her books neatly inside the (9) _____ so they wouldn't get lost. Finally, she took off her (10) _____ and changed into more comfortable shoes.

Part B: Sentence Construction (10 points)
Use the following nouns to create meaningful and well-structured sentences!.
1. Scarf
2. Textbook
3. Sandals
4. Classroom
5. Vegetables
6. Sweatshirt
7. Pencil case
8. Bakery
9. Uniform
10. Juice

Appendix 3. Students Score

Nama	Pretest	Post-test
Alvian	85	94
Jendri Warinusi	85	94
Obeth Kinho	20	64
Shila Susanto	20	60
Victoria Yesnath	35	60
Rainer Arsai	20	94
Yubelina Bofra	30	46