**USING WORD BUILDING MEDIA TO IMPROVE STUDENTS'
VOCABULARY AT THE EIGHTH GRADE OF SMPN 8 PALOPO**

IAIN PALOPO

A THESIS

*Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program*

NURUL HAFSARI

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2019

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2019

THESIS APPROVAL

This thesis, entitled "**Using Word Building Media to Improve Students' Vocabulary at the Eighth Grade of SMPN 8 Palopo**" written by **Nurul Hafsari, Reg. Number 15 0202 0077**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, September 2nd 2019 M**, coincided with **Muharram 2nd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>September 2nd, 2019 M</u>
Muharram 2nd 1441 H

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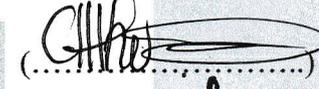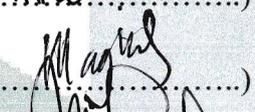
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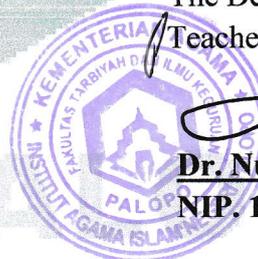
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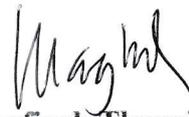
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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah Swt, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, Muhammad peace be upon Him. Alhamdulillah, the researcher expresses her gratitude to the almighty God that has been given guidance, chances and good health, so the researcher could finish the thesis entitled "Using word building to improve students' vocabulary at the eighth grade of SMPN 8 Palopo".

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore, the researcher would like to express her deepest gratitude to them.

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The researcher hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving the teaching-learning of vocabulary. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. Allah Swt may bless us.

Palopo, 13th August 2019

The Researcher

Nurul Hafsari

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ABSTRACT

Nurul Hafsari, 2019. Using Word Building Media to Improve Students Vocabulary at the Eighth Grade of SMPN 8 Palopo. Thesis Tarbiyah Department. Consultant (1) Amalia Yahya, S.E., M.Hum. (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

Key Words: *Improve Vocabulary, Word Building.*

The researcher focused on the use of Word Building media to improve students' vocabulary at the eighth grade of SMPN 8 Palopo. The research question of this research was does the use of word building media improve students' vocabulary at the eighth grade of SMPN 8 Palopo. The aim of this research was to find out whether the use of word building improve students' vocabulary at the eighth grade of SMPN 8 Palopo.

This research used Classroom Action Research (CAR). The subject of the research was VIII.9 and the total of them was 30. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing and reflecting. The data were analyzed by using SPSS 20.0

The result of data analysis and the findings in using word building media to improve students' vocabulary applied in learning outcomes cycle I, students got mean score was 76,77 while the scores of students learning outcomes in the cycle II was 87,77. It can be categorized students learning outcomes improved. The appropriate way in teaching vocabulary using word building were: (1) The researcher divided students into some grups. (2) The researcher gave a list of vocabulary about noun, verb, adjective and adverb. (3) The researcher gave alphabet cards that had been arranged before. (4) the researcher asked students to make words as much as possible, then translated the meaning and classified into class of word. (5) The researcher checked the students mistakes. (6) The researcher asked the students to make sentences from the words that they had made before. (7) The researcher taught how to say the word correctly and the students repeated after listen to the researcher. The researcher concluded that using word building media improve students' vocabulary mastery.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the important language aspects of foreign language teaching and learning and it is basic in language that has to be mastered. Knowing limited numbers of vocabulary caused the students cannot communicate well in the target language (English).[1] Because, when learners want to master English, they must have many vocabularies and it relates of four skills namely, listening, speaking, reading and writing, by mastering vocabulary learner can express ideas through statement or speech, and it can also describe a feeling and build communication with others.

Based on the preliminary observation at the eighth grade of SMPN 8 Palopo, the researcher found that some problems in learning English especially mastering vocabulary. Those are the students were lazy to memorize vocabularies because the way to memorize words is not effective for them. So, the students can not understand the text and sometimes they did not know what they have to say when their teacher speak them up. It was caused because they are less vocabulary. Also, the students had difficulty in differentiating the form of word namely noun, verb, adjective and adverb. Besides that, the English teachers still use the traditional method and cannot use media in teaching vocabulary. So, it made the students felt bored and they will be a passive learner.

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[1] Hasan Basri, et.al., *Strategi Belajar Kosakata Bahasa Inggris (English Vocabulary) Mahasiswa TBI STAIN Pamekasan Journal*, vol.8, No. 2, 2014. Retrieved on April 19, 2018

From this case, vocabulary should become an important lesson in the English language, especially for the eighth-grade students of Junior High School. Furthermore, the teacher should find interesting media to make the students enjoy and more active in improving students' vocabulary.

Media are the collective communication outlets or tools used to store and deliver information or data. Media are needed to teach and help teaching becomes easy to be understood, especially for English learning.

One of the interesting media that can give enjoyment in teaching between the teacher and students is word building. According to Augarde, word building is an activity to build up words in one letter at the time.[2] Ariati also says that word building is a method to teach letter sound. The application of this method is using letter cards that arranged into a word.[3] The researcher believes that the use of word building will improve the students' vocabulary because word building can make the students enjoy, active and easy in remembering vocabulary.

Based on the explanation above, the researcher was interested in conducting the research entitled "Using Word Building Media to Improve Students' Vocabulary at the Eighth Grade of SMPN 8 Palopo".

B. Research Question

Based on the background above, the researcher formulated the research question as following " Does the use of word building media improve students' vocabulary at the eighth grade of SMPN 8 Palopo?"

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[2]Tony Augarde, *The Oxford A to Z of Word Games*, (New York: Oxford University Press, 1994),p.xi

[3]Fardillah Ariati, *The effectiveness of Word Building Method to Teach Reading for Slow Learner Children Age 7-8*. (Universitas Indonesia,2013),p. ix.

C. Objective of the Research

The objective of the research was to find out whether the use of word building media to improve students' vocabulary at the eighth grade of SMPN 8 Palopo.

D. Significance of the Research

The result of this research is expected to be useful theoretically and practically. Theoretically, this research is to enrich the theory of teaching English vocabulary. Practically, this research is useful for the teacher to help his/her in choosing the appropriate material in teaching vocabulary. For the students, it is useful to improve their English vocabulary and for the other researchers, it is useful to conduct similar topic with a different perspective and also to facilitate the readers in applying Word Building in teaching English. Hopefully, it will attract the reader to practice Word Building in their learning vocabulary mastery.

E. Scope of the Research

By discipline, this research was under English language teaching. By activity, this research applied word building. By content, this research was limited on verb, noun, adjective, and adverb. The target words must be achieved by the students were 100 words. The students were hoped to master 25 nouns, 25 verbs, 25 adjectives, and 25 adverbs.

F. Operational Definition

There are key terms of this research:

1. Vocabulary is all the words in a language and express the meaning.

2. Word Building is an activity to build up words that use alphabet cards.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Some of the previous research findings are as follows:

Syamsul (2015) entitled *Improving Students' Vocabulary through Scrabble Words Game at the Eight-year of SMPN 8 Palopo*. The subject of the research was all of the eighth year students at SMPN 8 Palopo, in 2014/2015 academic year. The sample was 25 students. This research applied a pre-experimental method with one group pre-test and post-test design. The result of this research showed that scrabble words significantly improve students' vocabulary.[4]

This research and the research above have some differences and similarities. The differences are; the research above used the pre-experimental method while this research used classroom action research. Besides, the research above used scrabble words while this research used word building. Furthermore, the subject of the research also different, the subject of this research was the eighth grade of SMPN 8 Palopo, in academic year 2018/2019 while the subject of the research above was the eighth year students at SMPN 8 Palopo, in academic year 2014/2015. The similarity is this research and the research above focused on improving students' vocabulary.

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[4]Sulfia Syamsul, *Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo*. (IAIN Palopo, 2015)

Istiqomah (2016) entitled *The Effectiveness of Using Word Building Game to Improve Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Salaman in the Academic Year of 2015/2016*. In her research was conducted through experimental research. The subject of the research was the seventh grade of SMPN 3 Salaman and took 52 students as the sample and divided into two classes. The result of this research that word building game is effective to improve students' vocabulary mastery.[5]

There are differences and similarities between this research and the research above. The difference between this research and the research above is the subject of this research is different from this research above. The subject of this research was the eight grade of SMPN 8 Palopo. While the subject of research above was the seventh grade of SMPN 3 Salaman. Besides that, the research above used different type of the research, the research above used experimental research while this research used Classroom Action Research (CAR). The similarity between this research and the research above is both of them use the same media that is Word Building. Besides, this research and the research above conduct research about vocabulary.

Fi'izzatillah (2015) entitled *The Effectiveness to Increase Vocabulary through Word Building Games in English Learning for Disabilities Students'*. In her research was conducted through experimental research. The subject of the research was tunagrahita students' class VII in SLB Negeri 1 Bantul. This

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[5]Istiqomah, *The Effectiveness of Using Word Building Game to Improve Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Salaman in the Academic Year of 2015/2016*. (Universitas Muhammadiyah Purworejo,2016),p. ix.

research conducted along 10 days. The result of this research that word building game is effective to increase students' vocabulary.[6]

The differences between this research are on the subject of the research. The subject of the research was the eighth grade of SMPN 8 Palopo, while the subject of the research above was tunagrahita students' class VII in SLB Negeri 1 Bantul. Furthermore, the research above used different type of this research, the research above used experimental research while this research used Classroom Action Research (CAR). The similarities are this research and the research above used the same media that is Word Building. Besides that this research and the research above discussed vocabulary.

Hasibuan (2017) entitled *Improving the Students' Vocabulary Mastery through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan*. The subject of this research was the seventh grade of MTsN Sibuhuan. It has consisted of one class and 46 students as respondents. This research was conducted by using classroom action research (CAR). The result of this research that word square method in teaching vocabulary can be effective and it made the students more active and enjoy during the teaching-learning process.[7]

The differences are this research used word building while the research above used word square method. Furthermore, the subject of the researches also

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[6]Annisa Fi'izzatillah, *The Effectiveness to Increase Vocabulary through Word Building Games in English Learning for Disabilities Students'* (Universitas Muhammadiyah Yogyakarta, 2015)

[7]Asrinah Amaliyah Hasibuan, *Improving the Students' Vocabulary Mastery through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan* (UIN Sumatera Utara Medan, 2017)

different, the subject of the research was the seventh grade of SMPN 8 Palopo, while the subject of the research above was the seventh grade of MTsN Sibuhuan. The similarities are this research and the research above used the same research method that is classroom action research (CAR). Besides that this research and the research above discussed vocabulary.

B. Concept of Vocabulary

1. Definition of Vocabulary

According to Linse (2005), vocabulary is the collection of words that an individual knows.[8] A vocabulary usually grows evolves with age, and a tool for communication and acquiring knowledge. Vocabulary is an important thing in learning language, it will be impossible to learn vocabulary without words. It can be presented, explain in all kinds of activities, but it must be learned by the individual.

According to Jackson (2002), vocabulary is the stock of words in a language, or that is known by an individual, or that is associated with the particular activity.[9] Mastering a stock of words, someone can communicate with other people and one can understand the information with ease and fluency. The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the

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[8]Caroline T.Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p.121.

[9]Howard Jackson, *Grammar and Vocabulary*, (London: Rouletdge, 2002), p.202.

structures and functions we may have learned for comprehensible communication.[10] Vocabulary is a knowledge of words.

Alqahtani (2015), also stated that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.[11] That is the reason why it is important to learn vocabulary. Generally, learning vocabulary is students need to see, say, and write new words that they learned.

Based on the definitions above, the researcher concluded that vocabulary is all the words in a language and express the meaning. Vocabulary is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentences.

2. **Kinds of Vocabulary**

Many kinds of vocabulary that should be comprehended by the teacher before giving for the students. Summarizing many kinds of vocabulary elaborated by Thornbury (2002) is divided into:

a. Word Classes

Word classes are well known as parts of speech in grammatical English, they are:

1) Noun

Noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that

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[10]David Nunan, *Language Teaching Methodology*, (London: Prentice Hall, 1991), p. 117.

[11]Mofareh Alqahtanih,*The Importance of Vocabulary in Language Learning and How to be Taught*, International Journal of Teaching and Education, Vol.III ,No.3, 2015,p.25. Retrieved on May 20, 2018.

noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.[12] There are basically four types of noun:

a. Common Nouns

Words for people, places, and things are called common nouns. For example; *singer, dancer, zoo, park, ruler, pen, tiger, lion, etc.*

b. Proper Nouns

The name of particular people, place, and things are proper nouns. The always begin with a capital letter. For example; *Robin Hood, Harry Potter, Monday, Tuesday, January, February, Mother's Day, Independence day, the Eiffel Tower, the Taj Mahal, etc.*[13]

c. Abstract Nouns

Abstract nouns are nouns which can not be sensed by our five sense. In this case, the noun can not be smelled, touched, heard, seen as well as tasted. For example; *idea, love, beauty, hope, life, etc.*[14]

d. Collective Nouns

Words for groups of people, animals or things are collective nouns. For example; *a family, ateam, a club, a pack of wolves, a flock of birds, a bunch of bananas, a deck of cards, a slice/piece of bread, a sheet/piece of aper,etc.*[15]

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[12] Sukirman, English Morphology: *The Basic Concept of How to Analyze English Word Structure Easily*. (Makassar: Alauddin University Press, 2013), p.107

[13] Howard Sargeanta, Basic English Grammar: *for English Language Learners*, (USA: Saddlecack Educational Publishing,2007),p.7

[14] Sukirman, *opcit*., p.109

[15] Howard Sargeanta, *opcit*., p.17

2) Verb

A verb is doing word; it refers to an section.[16] Verbs can express action, events, process, activities, states, etc.[17] For example; *eat, sleep, go, read, drink, tell, etc.*

3) Adjectives

The word 'adjective' is from Latin ad jacere meaning 'throw to' or 'add'. In the grammatical sense. This means to add the characteristics of something to qualify it. Adjectives tell us more about nouns.[18] For example; *smart, diligent, stupid, good, kind, etc.*

4) Adverbs

Adverbs are words that tell you more about vebs, adjectives, and other adverbs. Many adverbs end in 'ly'. You make these adverbs by adding 'ly' to adjectives.

   a. Adverbs of Manner

Some adverbs and adverb phrases describe the way people do things. The answer the question 'How?'. For example; *correctly, safely, skillfully, carelessly, etc.*

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[16] Geoffrey Lecch et al, *English Grammar for Today*, (London: The Mac, illan Pres LTD, 1982), p.24

[17] Geoffrey Leech at al. *Ibid*., p.46

[18] Barbara Dykes, *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar*, (Australia: ACER Press, 2007),p.62

b. Adverbs of Time

Some adverbs and adverb phrases answer the question 'when?' they are called adverb of time. For example; *tomorrow, yesterday, last week, next year, last night, today, etc.*

c. Adverbs of Place

Some adverbs and adverb phrases answer the question "where?" they are called adverbs of place. For example; *outside, upstairs, in the garden, in the park, New York City, there, etc.*

d. Adverbs of Frequency

Some adverbs and adverb phrases answer the question ' how often'? they are called adverbs of frequency. For example; *never, ever, twice, often, every day, every week, always, etc.*[19]

b. Word Families

Word family compromises the base word plus its inflexions and its most common derivatives.

1) Inflexions   : Plays, playing, played

2) Derivatives   : Player, replay, playful

c. Word Formation

1) Compounding : Second-hand, word processor, typewriter

2) Blend   : Information + entertainment = Infotainment

3) Conversion   : She upped and left (preposition to verb)

4) Clipping   : Email = Electronic mail, Flu (Influenza)

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[19] Howard Sargeanta, *opcit.*, p.95

d. Multi-word units

Most well known multi words units are in the form of phrasal verbs or idioms.

    1) Phrasal Verb   : Look for, Look after

    2) Idioms   : How time flies

e. Collocations

When two words are collocates if they occur with more than chance frequency. Example : the biggest threat, this week, once again, once more.

f. Homonyms

Homonyms are words that share the same form but have unrelated meaning. Examples : well, left, fair. How the meaning of one item relates to the meaning of others can also be useful in teaching.[20]

Harmer also stated that, In the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make more clearly explains both of them as follows:

a. Active Vocabulary

Active vocabulary means the stock of words that a person uses in his speech or writing. It is used in oral or writer expression by the student.

b. Passive Vocabulary

Passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that helps them recall the word meanings. The students usually

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[20]Scott Thornburry, *How to Teach Vocabulary*. (Pearson : Longman, 2002), p. 3

find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.[21]

C. Teaching Vocabulary

Harmer (1991) stated that teaching vocabulary is a major part of the teacher's art.[22] The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material to be understood by students and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from the student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material to gain the target of language teaching.

Alqahtani (2015) also stated that teaching vocabulary is a crucial aspect of learning a language as languages are based on words and one of the most discussed parts of teaching English as a foreign language.[23]It is almost impossible to learn a language without words, even communication between human beings is based on words. It means that the teaching vocabulary must be familiar with the

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[21]Jeremy Harmer, *The Practice of English Language Teaching*. (New York:Longman, 1991), p.159.

[22]Jeremy Harmer, *op. cit*., p.229
[23]Mofareh Alqahtani, *op. cit.,* p.24

words and know the meaning of the words. In using of words often, the students will familiar with those words and raise their ability directly.

D. Word Building

1. Definition of Word Building

According to Augarde (1994), word building involves building up words, usually one letter at a time.[24]Word building is a strategy for teaching students to decode, not encode. In practical terms, this means that we should make sure that we don't tell students a word and ask them how to spell it because this would be asking them to encode the word. Instead, we always provide the spelling of the word and then ask them to decode it, to tell you what word those letters make when putting together in that particular order.

McCandliss (2003) stated that a core aspect of word building is an instructional activity called progressive minimal contrasts, which may be unique among decoding programs, and represents a potentially important contribution to the methods available to teach decoding.[25] This activity provides a chain of words that differ by a single grapheme. This activity provides a chain of words that differ by a single grapheme. A child forms the words in a lesson with letter cards by stepping through a scripted set of transformations that change one word into the next by changing single graphene at the beginning, middle, or end of the word.

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[24]Tony Augarde, *The Oxford A to Z of Word Games*, (New York: Oxford University Press, 1994),p.xi.

[25]Bruce McCandliss, *Focusing Attention on Decoding for Children With Poor Reading Skills:Design and Preliminary Tests of the Word Building Intervention, (*New York:Cornell University,2003),p.78.

2. Types of Word Building

There are many types of word building can be used by the teachers to teach English. According to Augarde (1994), types of word building are as follows:

a. Addiction

b. Arrow of Letters

c. Boggle

d. Build-Up

e. Catchword

f. Digrams

g. Jarnac

h. Kan-U-Go

i. Last Word

j. Letter Auction

k. Lexicon

l. My Word

m. Syllables

n. Trigrams

o. Word-Making.[26]

Based on the types of word building above, the researcher used Word-making type to teach the students. Below example of word building that used word-making type:

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[26]Tony Augarde, *op.cit.*, p.xx

Figure 2.1. Example of Word Building

Based on the figure above the words that can be made by alphabet cards they are:

1. Heart   : Hati   (Noun)
2. Hat   : Topi   (Noun)
3. Ear   : Telinga   (Noun)
4. Tear   : Air mata   (Noun)
5. Tale   : Kisah/Cerita   (Noun)
6. Hear   : Mendengarkan   (Verb)
7. Take   : Mengambil   (Verb)
8. Let   : Membiarkan   (Verb)
9. Eat   : Makan   (Verb)
10. Hate   : Membenci   (Verb)
11. Real   : Nyata   (Adjective)
12. Here   : Disini   (Adverb of Place)
13. There   : Disana   (Adverb of Place)

3. **Word Building Procedure**

The procedures of word building according to Beck (2002)**,** as follows:

a. Material

The material which will be used in word building can be adapted from the textbook, other published sources, and even teacher-made materials. However,

it is easy for the teacher if they make their materials. They also need to make a worksheet, alphabet cards to the unit will be taught.

b.   Assigning Students to Teams

Word building represents the cross-section of the class. The group will have boys and girls. It is also has a high performance, two average performers and different ethnic members. In this case, the students are not allowed to choose their teammates.[27]

4.   Word Building Strategy

Some strategies of word building according to Beck (2002), as follows:

a.   Student and Teacher Letter Cards

Teachers have found several ways to handle student letter cards. You should use whatever method you find most convenient. Some teachers put all the a's in one sandwich baggie, all the b's in another, etc. That way, when they are about to teach a lesson using a, i, d, s, and m, for example, they have baggies of each of these letters ready, and all that needs to be done is for one letter from each baggie to be handed out to each student. It is also easier afterward to collect all the a's for one baggie, all the I's for another, etc. This is simpler than keeping a separate set of the alphabet for each student and sorting through it to find the letters they want to use each time. Other teachers use file folders or envelopes instead of baggies. Some teachers take another approach and hand each student a photocopied sheet as each new word building lesson begins. On that photocopied

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[27] Isabel Beck, *Bringing Words to life*, (The Guilford Press, 2002), p.19.

sheet are copies of the letter cards needed for that day's lesson. Students cut out their letter cards and then the lesson begins.

The researcher makes many sets of alphabet cards to build words. Each group gets the same alphabet card and it should be adopted by the word that will be played by the student team.

b. Selecting a Pocket Chart

You will probably find that a fairly large pocket chart is easiest to use, with room in the sleeves for your large teacher cards. There should be several rows of sleeves. If a pocket chart is not available, you can lean the teacher letter cards against the chalk tray, provided that they are still visible to all your students.

c. Creating a List of Words

Prior to each word building lesson, we will need to create a list of 5-20 words. Whenever we are introducing a new vowel, vowel digraph or r-controlled vowel, it is a good idea to start with a shorter word list. First, choose the sounds we wish to use, write them down, and then make our word list. We should start each list with two demonstration words that we will use to start the lesson. Each new word in a list is the same as the preceding word except that one letter or digraph has been altered to make a new word. We may find you want to use the same word twice in a list. Lists of words should constantly revisit sounds that were practiced in previous lessons. Most of our word lists will add one new vowel or consonant sound, as well as using some of the previously practiced

sounds. However, some word lists should simply review and consolidate previously practiced sounds without adding anything new.[28]

E. **Media**

1. **Definition of Media**

According to Asnawir and Usman (2002), media is something which can give a message and stimulate the brain of the students, their feeling and desire so in learning process use media creatively can objective that will be got[29]. Media a set of helping tool or object which can be used by the teacher or educator to communicate with the students.

From the definition above, the researcher could conclude that media is a tool transfer message and also can stimulate one's mind, feeling and audience wishes (students) so it can encourage learning process on the students themselves.

2. **The Function of Media**

One of the function learning media is as a helping tool of teaching that also influences atmosphere, condition and learning circumstance arranged and created by teaching.

According to Asnawir and Usman (2002) that the functions of media are:

1. Media can overcome limited experience, which is had by the students.

2. Media can overcome classroom.

3. Media can make direct interaction between students and the environment.

4. Media can result in a variety of observation.

5. Media can increase new desire and interest.

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[28] Ibid.

[29]Asnawir and Usman, *Media Pembelajaran*, (Cet.I;Jakarta:Ciputat Pres, 2002),p.11

6. Media can increase motivation and stimulate students to study.[30]

3. Kinds of Media

As we know that media is all tool or aids that may be used by teacher and learner to attain certain education objectives. Then the media can be divided into some classification.

According to Mahajan (2012) media are classified into seven categories such as:

a. **Grapic Media:** any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.

b. **Display Media:** a board used to show information in small group. Example, chalkboard, bulletin board, flannel board, and peg boards.

c. **Three Dimensional Media**: A the medium that has 3D shape. For example, models, objects, spicemens, puppets.

d. **Projected Media**: A kind of media that need projector to show the messages. For example, slides, filmstrips, transparenceis, films, video tapes, gramophones, records.

e. **Audio Media**: Media that just can be heard. Such as, radio, audio cassetes, gramophones, records.

f. **Video Media**: This media is combination between audio and visual, e.g, TV, video cassettes, CD, computers.

g. **Activity Media**: Media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.[31]

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[30]Ibid.

Based on Sahid (2010) media can be grouped as follows:

a. **Visual Media**: The nedia which can show information that just can be seen and read. For example; picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

b. **Audio Media**: The media which can show information that just can be heard. For example; radio, tape recorder, language laboratory, MP3 player, etc.

c. **Projected Still Media**: The media that need projector to show the information which inform of no-motion picture/writing. For example; Power Point slide, micro films, etc.

d. **Projected Motion Media**: The media that need projector to show information inform of motion picture/writing. For example; film, television, video (VCD, DV, VTR), computer, etc.[32]

F. Conceptual Framework

Based on the statement above, the researcher focused on the effectiveness of using Word Building to improve students' vocabulary at the Eighth grade of SMPN 8 Palopo. The conceptual framework underlying in this research will be given in the following diagram:

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[31] Gourav Mahajan, *Multimedia in Teacher Education:Perceptions and Uses*, Journal Education and Practice, vol.3, No. 1, 2012. Retrieved on September 13, 2019.

[32] Sahid, *Pengembangan Media Pembelajaran Berbasis ICT*, (Bandung: Rajawali Pers, 2010), p.3.

```
┌─────────────────────┐
│ Teaching Vocabulary │
│   (Word Building)   │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐          ┌──────────────────────────────┐
│  The Advantages of  │   ──►     │ • Encourage students to      │
│    Word Building    │          │   study seriously.           │
└─────────────────────┘          │ • Can make learning          │
           │                      │   fun, motivating and        │
           ▼                      │   challenging.               │
┌─────────────────────┐          │ • Improve students'          │
│   The Students'     │          │   vocabulary mastery.        │
│    Achievement      │          │ • Encourage student to       │
└─────────────────────┘          │   find more new              │
                                 │   vocabularies.              │
                                 │ • When working in a          │
                                 │   group, students can        │
                                 │   share their knowledge      │
                                 │   each other                 │
                                 └──────────────────────────────┘
```
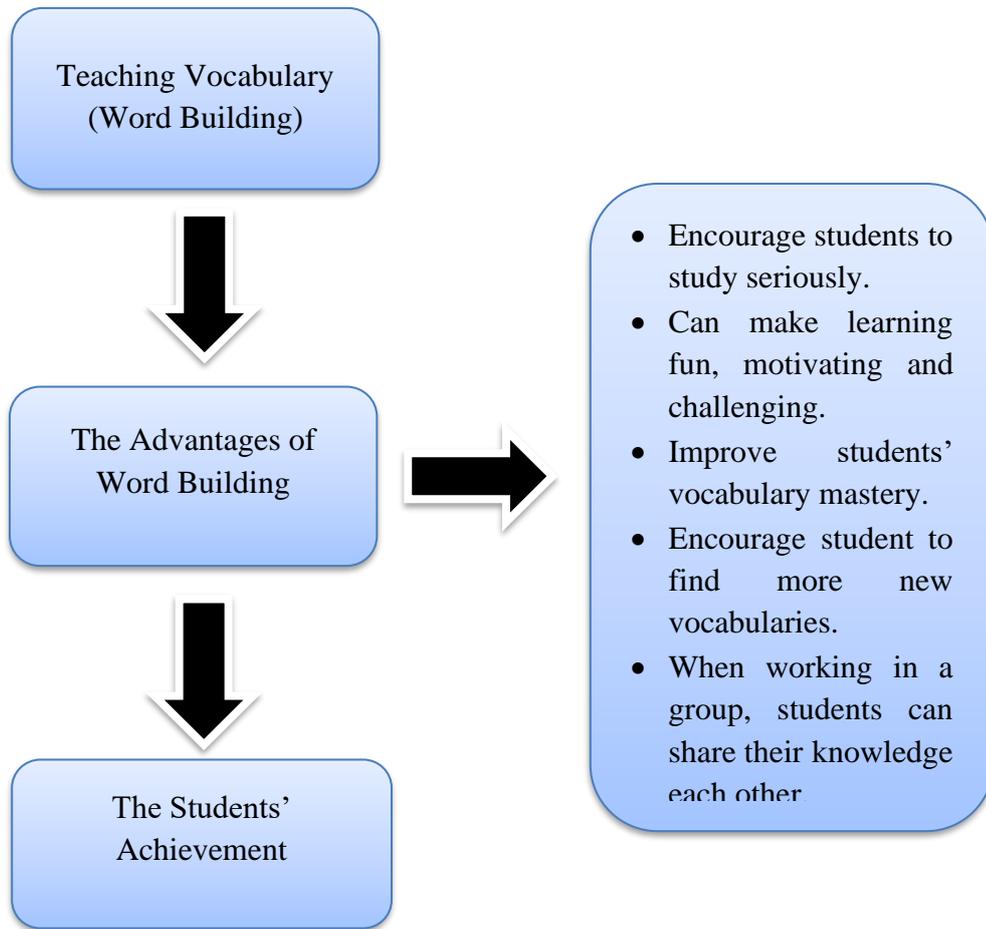
From diagram above, it shows that the problem of this research is students difficult to master vocabulary because teaching learning vocabulary for the students of junior high school needs more attention and motivation to get successful in the learning process. The students of junior high school are in the process of growing up and they have their characteristics in the learning process. They need something new and enjoyable in studying something. Furthermore, the researcher uses Word Building to help the students to improve vocabulary. This media will be more effective and efficient because it is fun and easy to be played. Being more interesting in the learning process, the students will understand the

material easier. In this research used Classroom Action Research (CAR). It aims to improve students'vocabulary through Word Building. The output of the research is the students can define and differentiate among noun, verb, adjective, and adverb. Besides that, there is a significant improvement of the students'.

CHAPTER III

METHODOLOGY

A. Type of Research

The type of research in this research applied Classroom Action Research (CAR). This method is research which uses of teachers in the classroom itself through self-reflection, intending to improve its performance as a teacher, so that early students learning outcomes be improved.[33]

Classroom Action Research (CAR) is the research conducted by the classroom teacher or school were teaching with an emphasis on the improvement or enhancement of learning practices and processes.[34]

B. Design of Research

The research began with surveying and identifying classroom problems. A classroom problem pointing to the classroom practice that is improved to result in better learning achievements of the students.[35] The design of this research referred to the planning of how to teaching vocabulary well. The researcher made plans about the media in vocabulary learning, and the researcher focused on classroom action research in teaching vocabulary using word building.

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[33]Wardhani, et.al., *Penelitian Tindakan Kelas*, (Cet.11; Jakarta:Universitas Terbuka, 2010), p.14.

[34]Susilo, *Penelitian Tindakan Kelas*, (Cet.II, Yogyakarta: Pustaka Book Publisher, 2009), p.16.

[35]Husni, *The Use of Oxford Audio Dictionary in Teaching Pronunciation at the Fourth Semester English Department of State Institute for Islamic Studies (IAIN) Palopo*,(IAIN Palopo,2017),p.18.

There were four common stages of classroom action research. They were planning, implementation or action, observation, and reflection. The models of each stages are as follows:

```
        ┌──────────────┐
        │   Planning   │
        └──────────────┘

┌──────────────┐   ╭─────────╮      ┌──────────────────┐
│  Reflection  │   │ Cycle I │      │  Implementation  │
└──────────────┘   ╰─────────╯      └──────────────────┘

              ┌──────────────┐
              │  Observation │
              └──────────────┘


        ┌──────────────┐
        │   Planning   │
        └──────────────┘

┌──────────────┐   ╭──────────╮     ┌──────────────────┐
│  Reflection  │   │ Cycle II │     │  Implementation  │
└──────────────┘   ╰──────────╯     └──────────────────┘

              ┌──────────────┐
              │  Observation │
              └──────────────┘
```
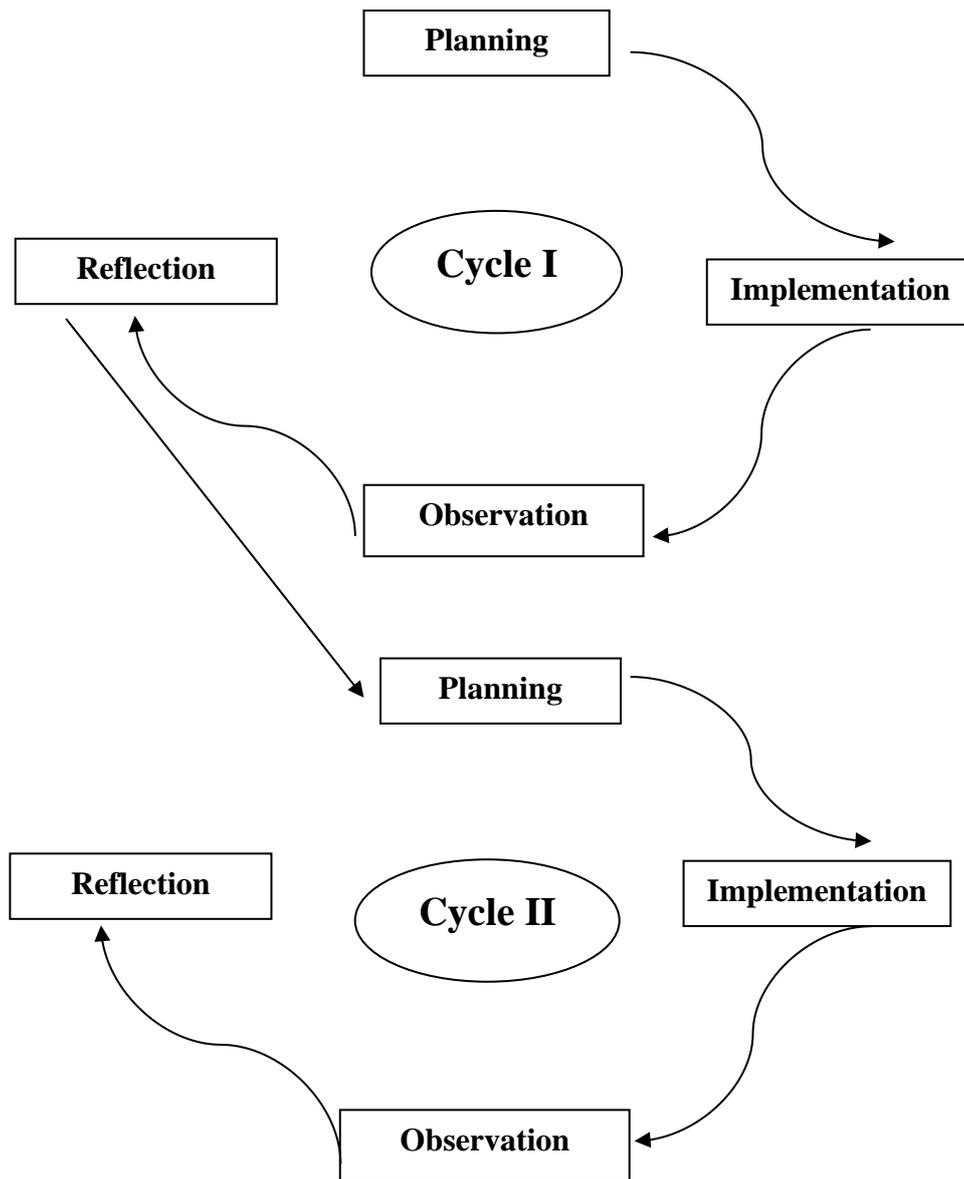
Figure 3.1. The Cycle of Classroom Action Research

C. Subject of the Research

The subject of the research was the eighth grade of SMPN 8 Palopo in the academic year of 2018/2019. The research took one class that is VIII 9. The number of students consists of 30 students. There were 13 males and 17 females.

D. Instrument of the Research

1. Observation

The researcher used observation as an instrument to collect the data. In learning vocabulary process, the researcher observed to know the students' interest and to know the act of happening in the classroom during teaching and learning process. In this case, the observation did by investigating directly in the field of research.

2. Interview

The researcher used a structural interview. The researcher asked some questions to the students to get some information about the students. The questions were a) Do you like studying English? b) what are your difficulties in mastering English vocabulary? And c) Does your English teacher usually give games or media while teaching?

3. Test

The researcher used the test as an instrument to collect the data. The researcher's purpose in this research was to develop the students' vocabulary. So the researcher gave the test to know the student capability and to know whether word building develops the students' capability. They were some types of questions that the researcher used here, the test consist of 30 questions. Part A,

translate the words into Indonesia consist of 10 questions. Part B, multiple-choice consist of 10 questions and part C 10 matching the words questions.

4. Documentation

The researcher the used the camera to record and took pictures the students' learning process. Documentation is done to get the data that will be elaborated in this research. Furthermore, documentation is also evidence of this research.

E. Procedure of the Research

1. Cycle 1

Every cycle in the classroom based on the research consists of planning, implementation/action, observation, and reflection.

a) Planning

1) The researcher made a lesson plan based on the curriculum and arranged the material of the lesson plan. The material in the first cycle made a word from the alphabet cards.

2) The researcher prepared the form of the test (pre-test and post-test).

3) The researcher made the observation checklist for observing the condition of the learning process.

4) The researcher prepared facilities which will be used at the vocabulary learning process by using Word Building.

5) The researcher selected the vocabulary materials which were appropriate with the conduct of the classroom.

b) Action / implementation

First Meeting

1) Pre- Teaching

   - The researcher began the meeting with greetings.

   - The researcher introduced her self.

   - The researcher explained the procedure of learning for this meeting before the researcher starts the lesson.

   - The researcher gave the students pre-test.

   - The researcher explained for the students about Word Building as the media that will be used.

2) While - Teaching

   - The researcher asked the students to make some groups.

   - The researcher gave a list of vocabulary about noun, verb, adjective, and adverb.

   - The researcher gave alphabet cards that have been arranged for every group.

   - The researcher asked the students to make a word as much as possible then, classified the words into noun, verb, adverb or adjective.

   - The researcher asked the students to find the translation of the words that they had made from the dictionary.

   - The researcher asked the students to write their words on the whiteboard.

- The researcher read the pronunciation of the words,then

- The students repeated pronunciation after listening to the researcher.

- After that, the researcher asked the students' confirm about the word that had they made that were meaning and class of the word.

3) Post- Teaching

- The researcher gave a conclusion about the material or allowed the students who want to give a conclusion about the material.

- The researcher asked the students' feeling about learning process in this meeting.

- The researcher closed the teaching-learning process.

Second Meeting

1) Pre- Teaching

- The researcher began the meeting with greetings.

- The researcher checked the students' attendance list.

- The researcher reviewed the previous material.

- The researcher explained the procedure of learning for this meeting before the researcher started the lesson.

2) While - Teaching

- The researcher asked the students to make some groups.

- The researcher gave a list of vocabulary about noun, verb, adjective, and adverb.

- The researcher gave alphabet cards that have been arranged for every group.
- The researcher asked the students to make a word as much as possible then, classified the words into noun, verb, adverb or adjective.
- The researcher asked the students to find the translation of the words that they had made from the dictionary and then the students should make sentences from every word.
- The researcher read the pronunciation of the words,then
- The students repeated pronunciation after listening to the researcher.
- After that, the researcher asked the students' confirm about the word that had they made that were meaning and class of the word.
- The researcher gave post-test to the students.
- The students collected the post-test worksheet.

3) Post- Teaching
- The researcher gave a conclusion about the material or allowed the students who want to give a conclusion about the material.
- The researcher asked the students' feeling about learning process in this meeting.
- Researcher closed the teaching-learning process.

c) Observation

This is implementing while in a teaching-learning process and using instruments of observation which have prepared than the observer should write everything in the learning process from the researcher performance in the opening until closing learning process and the students' activity in the learning process. The results of this observation then collected and analyzed to be a matter of reflection.

d) Reflection

In this stage, the researcher or another observer of each collaboration evaluated to know the strengths and the weakness which have been given from implementation of the first cycle which was used as a consideration lesson plan in the next cycle.

2. Cycle II

The cycle II in the classroom based on the research consists of planning, implementation/action, observation, and reflection.

a) Planning

1) The researcher made a lesson plan.

2) The researcher made the observation checklist for observing the condition of the learning process.

3) The researcher prepared facilities which will be used at the vocabulary learning process by using Word Building.

4) The researcher selected the vocabulary materials which were appropriate with the conduct of the classroom.

b) Action / implementation

First Meeting

1) Pre- Teaching

   - The researcher began the meeting with greetings.

   - The researcher gave the students motivation.

   - The researcher checked the students' attendance list.

   - The researcher explained the procedure of learning for this meeting before the researcher started the lesson.

2) While - Teaching

   - The researcher asked the students to make some groups.

   - The researcher gave a list of vocabulary about noun, verb, adjective, and adverb.

   - The researcher gave alphabet cards that have been arranged for every group.

   - The researcher asked the students to make a word as much as possible then, classified the words into noun, verb, adverb or adjective.

   - The researcher asked the students to find the translation of the words that they had made from the dictionary.

   - The researcher asked the students to write their words on the whiteboard.

   - The researcher read the pronunciation of the words,then

- The students repeated pronunciation after listening to the researcher.

- After that, the researcher asked the students' confirm about the word that had they made that were meaning and class of the word.

3) Post- Teaching

- The researcher gave a conclusion about the material or allowed the students who want to give a conclusion about the material.

- The researcher asked the students' feeling about learning process in this meeting.

- The researcher closed the teaching-learning process.

Second Meeting

1) Pre- Teaching

- The researcher began the meeting with greetings.

- The researcher gave the students motivation.

- The researcher checked the students' attendance list.

- The researcher reviewed the previous material.

- The researcher explained the procedure of learning for this meeting before the researcher starts the lesson.

2) While - Teaching

- The researcher asked the students to make some groups.

- The researcher asked every group to raise their hand if they knew the answer. In which, every group had to say directly the words, the meanings and the class of the word.

- After that, the researcher asked the students to come forward one by one, then the students chose the alphabet cards that researcher arranged before where the students should make the words from alphabet cards with said directly the meaning and the class of words.

- The researcher gave post-test to the students.

- The students collected the post-test worksheet.

3) Post- Teaching

- The researcher gave a conclusion about the material or allowed the students who want to give a conclusion about the material.

- The researcher asked the students' feeling about learning process in this meeting.

- Researcher closed the teaching-learning process.

c) Observation

This is implementing while in a teaching-learning process and using instruments of observation which have prepared than the observer should write everything in the learning process from the researcher performance in the opening until closing learning process and the students' activity in the learning process. The results of this observation then collected and analyzed to be a matter of reflection.

d) Reflection

In this stage, the researcher or another observer of each collaboration evaluated to know the strengths and the weakness which have been given from implementation of the second cycle.

F. Technique of Collecting Data

In collecting data, the following technical data are:

1. Observation

Observation is the act of watching something carefully. In this case, observation did by investigating directly in the field of research. The comment or remark based on something had been seen is written in the observation sheet. The use observation to mean an act of happening in the classroom during the teaching-learning process then.

2. Interview

The interview is a source of data and information for the technique which is conducted for getting information. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. So, the interview is only conducted in analyzing the situation. The problems of English teacher in teaching vocabulary and some of the students about their difficulties in learning vocabulary.

3. Tests

The test is a way to get how far the students' ability and to see the students' achievement from a material that has explained. Giving tests in this research were Pre-test (before giving the action), and Post-test (after cycle). Form

of the test translated the words into Indonesia, multiple-choice and matching the words. In this case, vocabulary test consists of 30 items.

4. Documentation

The researcher used documentation as one way to collect the data, it included study literature and photos.

G. Technique of Analysing Data

In this stage, the researcher analyzed the data. The data were taken from the test analyzes by using the following:

1. The researcher tried to get the score per action within one cycle. It was used to know how well students' score as a whole on vocabulary skill. The raw score for the correct answer was 1. The raw score for the incorrect answer was 0. The count of the percentages of the score test by using the following formula:

$$\text{Score} = \frac{\Sigma right\ answer}{\Sigma items} \times 100\%$$

2. The researcher tried to get the class percentage which passes the minimal mastery level criterion (KKM) considering English subject gains score 76 which was adapted from the school agreement at SMPN 8 Palopo. It used the formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

P: The class percentage

F: Total percentage score

N: Number of students

3. To analysis the objective test from students, the researcher used the application that was *Statistical Produce and Service Solution (SPSS) ver. 20 for windows*. Furthermore, to determine the students' achievement into classification as below:

Table 3.1. The Classification Score for Test

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
F	Below 60	Failing/unacceptable

(Brown, 2004,p.287)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the researcher presents the result of classroom action research conducted to improve students' vocabulary for students of SMPN 8 Palopo.

1. Before Implementing Classroom Action Research (CAR)

a. The Result of Interview

Before implementing CAR, the researcher interviewed the students of SMPN 8 Palopo class VIII.9. The researcher gave some questions for the students related to the teaching and learning English especially vocabulary mastery. The questions were a) Do you like studying English? b) What are your difficulties in mastering English vocabulary? c) Does your English teacher usually give games or media while teaching? And other questions like that. The students' answer were studying English was difficult because we did not know the meaning and the teacher gave them the monotonous technique in learning English. Where the teacher gave them some vocabularies taken from students' book, then the teacher asked them to memorize the whole vocabulary. Besides, the teacher also asked them to memorize some conversation that makes them bored and they easily forgot what they had memorized because the vocabularies were never recalled.

b. Preobservation

Based on the pre-observation, the researcher got some information about the students' condition of the class, including the students' problem. The students were not able to transfer the meaning of words and difficult to spell them well. Besides that, the students consider that learning English was bored and uninterest.

c. The Result of Pre-test

Figure 4.1. The Situation of Class when Students' did Pre-test

Before implementing the CAR, the researcher gave the students pre-test. It was done to know the students' vocabulary mastery. Therefore, the researcher could compare the score of pre-test and post-test.

After giving the pre-test, the researcher calculated the score. Below the students' score for the pre-test:

Table 4.1. The Result of Students' Pre-test

NO.	Students' Name	Score
1.	S1	73
2.	S2	67
3.	S3	60

4.	S4	76
5.	S5	76
6.	S6	73
7.	S7	67
8.	S8	60
9.	S9	73
10.	S10	76
11.	S11	47
12.	S12	70
13.	S13	40
14.	S14	70
15.	S15	76
16.	S16	73
17.	S17	73
18.	S18	70
19.	S19	73
20.	S20	67
21.	S21	63
22.	S22	70
23.	S23	67
24.	S24	40
25.	S25	53
26.	S26	70
27.	S27	73
28.	S28	70
29.	S29	40
30.	S30	73
	Total	**1.979**
	Mean	**65,97**

From the data above, it can be seen that the highest score was 76 and the lowest score was 40. Four students got 76 and passing KKM, eight-students got the score of 73, six-students got the score of 70, four-students got the score of 67, one-student got the score of 63, two-students got the score of 60, one-student got the score of 53, one-student got the score of 47 and three-students got the score of 40.

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.2. The Rate Percentage of Students' Score of Pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	0	0%
2	Good	80 – 89	0	0%
3	Adequate	70 – 79	18	60%
4	Inadequate	60 – 69	7	23%
5	Failing	Below 60	5	17%
				100%

The table above showed that the students' score at the pre-test in cycle I there was no one students got classification "Excellent" and "Good", 18 students (60%) got classification "Adequate", seven-students (23%) got classification "Inadequate" and five-students (17%) got classification "Failing".

B. The Implementation of Classroom Action Research (CAR)

The action conducted in two cycles that covered four-meetings. The obstruction and failure found in the cycle I and then looked for the solution and applied to the next cycle. The result of the research could be reported as follows:

1. Cycle 1

a. Planning

In this phase, the researcher prepared the tools were more important thing before the implementation of CAR (Classroom Action Research), namely:

a) The researcher designed a lesson plan by using word building in teaching vocabulary.

b) The researcher made a list of vocabulary that will be shared for students.

c) The researcher determined the words from alphabet cards to be taught by using word building.

d) The researcher prepared all facilities needed in doing the learning-teaching process such as students' test, observation sheets, and camera.

b. Action

The action of the cycle I was held two-meetings. For the first meeting, the steps can be explained as follows:

1) The researcher started the activities by greeting and praying together before starting the teaching and learning process. After that, the researcher introduced herself.

2) The researcher checked the attendance of students and describing the instructional objectives that would be achieved. Then, the researcher gave the list of vocabulary about noun, verb, adjective, and adverb.

3) The researcher explained about noun, verb, adjective, adverb and also word building as a media in these learning activities.

4) The researcher divided students into some groups and gave alphabet cards for every group that had been arranged. The students were

asked to made word as much as possible from alphabet cards then, classified the words into noun, verb, adverb or adjective.

5) The researcher asked the students to find the translation of the words from their dictionary then the researcher and the students checked the mistakes together.

6) The researcher asked the students to repeat the pronunciation after listening to the researcher.

Figure 4.2. The Students Made Words by Using Media of Word Building

The second meeting, the steps were the same as the first meeting. However, the researcher recalled about previous material and checked the attendance of students convey learning objectives that took place. The researcher gave alphabet cards for every group but different from the first meeting which alphabet cards had been arranged, then the researcher asked the students to make words as much as possible and classified into noun, verb, adjective or adverb. In this section, the researcher focused on the students could make the sentences from the words that they had made from the alphabet cards. After that, the researcher gave the test.

Figure 4.3. The Situation of Class when Students did Post-test

Table 4.3. The Result of Students' Post-test in Cycle 1

NO.	Students	Score
1.	S1	80
2.	S2	67
3.	S3	70
4.	S4	83
5.	S5	90
6.	S6	80
7.	S7	80
8.	S8	76
9.	S9	73
10.	S10	83
11.	S11	66
12.	S12	87
13.	S13	60
14.	S14	90
15.	S15	80
16.	S16	87
17.	S17	87
18.	S18	80
19.	S19	80
20.	S20	83
21.	S21	70
22.	S22	80
23.	S23	76
24.	S24	60
25.	S25	63
26.	S26	76
27.	S27	80
28.	S28	80

29.	S29	60
30.	S30	76
	Total	**2.303**
	Mean	**76,77**

Based on the data above, the researcher found that the students' score was better than the pre-test, some the students had reached KKM (76) that was 21 students. Even though, some of students had not reached it yet. The highest score was 90 and the lowest score was 60. There were two-students who got score of 90, three-students got score of 87, three-students got score of 83, nine-students got score of 80, four-students got score of 76, one-student got score of 73 , two-students got score of 70, one-student got score of 67, one-student got score of 66, one-student got score of 63 and three-students got score of 60.

If the value of student learning outcomes in post-test are grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.4. The Rate Percentage of Students' Score of Post-test in Cycle I

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	2	7%
2	Good	80 – 89	15	50%
3	Adequate	70 – 79	7	23%
4	Inadequate	60 – 69	6	20%
5	Failing	Below 60	0	0%
				100%

The table above showed that the students' score of post-test in cycle I there were two-students (7%) got classification "Excellent", 15 students (50%) got classification "Good", seven-students (23%) got classification "Adequate", six-

students (20%) got classification "Inadequate" and the good thing that there was no one students got classification "Failing".

c. Observation

Based on the observation which has done by the researcher and my collaborator through process teaching and learning in the cycle I the data obtained as follows:

1) The students were still indiscipline and confused about their new lesson.

2) The condition of the class was noisy when the researcher divided groups and when the researcher gave alphabet cards.

3) Most of the students were not able to accept quickly the explanation of the researcher.

4) A few students could not make new words from the alphabet cards.

5) From the students' vocabulary evaluation result, the researcher shows the students' activeness below:

Table 4.5. The Result of Observation Students' Activeness in Cycle 1

NO	Students' Name	Activeness			
		Very Active	**Active**	**Less Active**	**Passive**
1.	S1	✓			
2.	S2		✓		
3.	S3			✓	
4.	S4	✓			
5.	S5	✓			
6.	S6		✓		
7.	S7		✓		
8.	S8		✓		
9.	S9		✓		

No.	Student	Very Active	Active	Less Active	Not Active
10.	S10	✓			
11.	S11			✓	
12.	S12	✓			
13.	S13			✓	
14.	S14	✓			
15.	S15		✓		
16.	S16	✓			
17.	S17	✓			
18.	S18		✓		
19.	S19		✓		
20.	S20	✓			
21.	S21			✓	
22.	S22		✓		
23.	S23			✓	
24.	S24			✓	
25.	S25			✓	
26.	S26		✓		
27.	S27		✓		
28.	S28		✓		
29.	S29			✓	
30.	S30		✓		
		9	**13**	**8**	

Where :

1) **Very Active**: the students were responsive and full participation in all activities in the teaching process.

2) **Active**: the students responded to the materials by using word building in the teaching process.

3) **Less Active**: the students pay attention and give response once.

4) **Not Active (Passive):** the students did not give the response to the material. they look confused, bored, and sometimes the students left the class.

Diagram 4.1. Category and Frequency of Students' Activeness in Cycle I
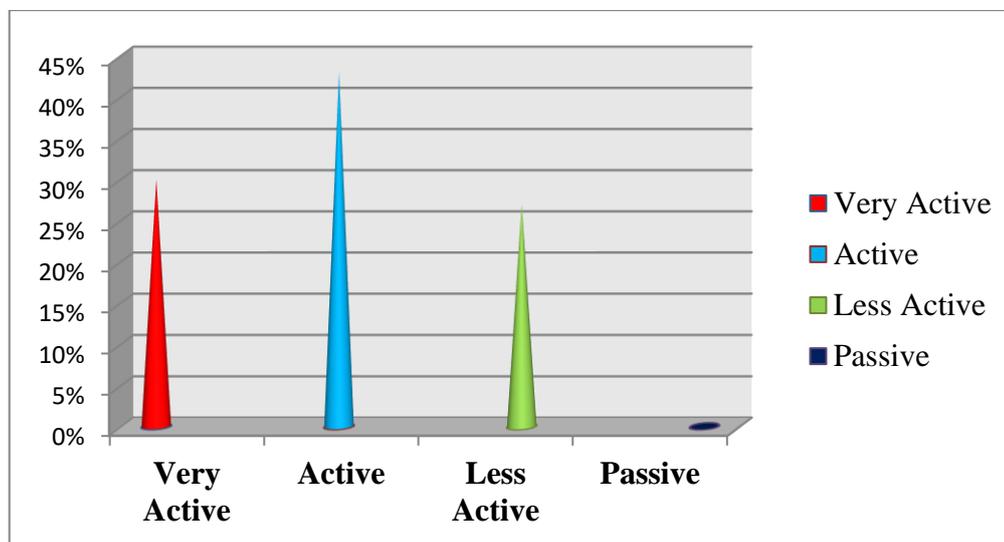
From the diagram category and frequency of students toward the activity at the classroom above showed that there were 30% students "Very Active" in learning process, 43% students who "Active" to the study, 27% students who "Less Active" to joined the study and 0% students who "Not Active". It means that in the cycle I, most of students active to joined the learning process and they enjoyed the lesson also most of them got good score.

d. Reflection

In this stage, the researcher did reflection by discussing and evaluating the learning activities that have been carried out with collaborator. Reflection was done to find out the deficiency or constraints of the cycle I.

The implementation of learning by using word building in the cycle I could be said to be quite good, but there were still some obstacles. The constraints in question were some students were still less active in the learning process or only active while in class and the students were less focused on the researcher's

explanation. Considering these constraints, it was necessary to take corrective action so that the learning outcomes in cycle II can be more effective.

2. Cycle II

a. Planning

Cycle II was held the two meetings. The activities in cycle II were repeated the activities in cycle I by making improvements that still considered lacking in cycle I.

In this phase, the researcher made new plans and the researcher formed new lesson plans. The researcher made the class more interesting for the students and more enthusiastic. So, in this section the researcher did the steps as follows:

1) The researcher made lesson plans by using word building.

2) The researcher determined the words from alphabet cards to be taught using word building.

3) The researcher prepared evaluation tests about the material that had been taught.

b. Action

In this section, the researcher conducted teaching and learning activities to get better results than cycle I. The action of cycle II was held in two-meetings. For the first meeting, the steps can be explained as follows:

1) The researcher started the activities by greeting and praying together before starting the teaching and learning process.

2) The researcher checked the attendance of the students and described the instructional objectives that would be achieved.

3) The researcher divided the students into some groups and gave alphabet cards for every group.

4) The students were asked to made word as much as possible from alphabet cards but in a different way from the cycle I. For the cycle II, the students made the words as much as possible and then the students made the words based on the letters that had been given from alphabet cards and classified the words into noun, verb, adverb or adjective.

5) The researcher asked the students to find the translation of the words from their dictionary then the researcher and the students checked the mistakes together.

6) The researcher asked the students to write the words on the whiteboard then the student read the words that they had made and the researcher analyzed, and then the researcher gave the right pronunciation for students.

Figure 4.4. Students Wrote the Words by Using Media of Word Building

The second meeting, the steps were the same as the first meeting. However, the researcher recalled about previous material and checked the attendance of students convey learning objectives that took place. In this section, the students competed in the group to check whether the students mastered the materials. The researcher asked every group to raise their hand if they knew the answer. In which, every group had to say directly the words, the meanings and the class of the word. After that, the researcher asked the students to come forward one by one, then the students chose the alphabet cards that researcher arranged before where the students should make the words from alphabet cards with said directly the meaning and the class of words. After that, the researcher gave the post-test.

Figure 4.5. The Students Made Words by Using Word Building

Table 4.6. The Result of Students' Post-test in Cycle II

NO.	Students	Score
1.	S1	87
2.	S2	76
3.	S3	80
4.	S4	87
5.	S5	100
6.	S6	80
7.	S7	85
8.	S8	80
9.	S9	87

10.	S10	90
11.	S11	87
12.	S12	91
13.	S13	73
14.	S14	100
15.	S15	93
16.	S16	97
17.	S17	93
18.	S18	100
19.	S19	100
20.	S20	93
21.	S21	76
22.	S22	87
23.	S23	77
24.	S24	93
25.	S25	76
26.	S26	87
27.	S27	85
28.	S28	100
29.	S29	90
30.	S30	83
	Total	**2.633**
	Mean	**87,77**

Based on the data above, the researcher found that the students' score was better than the post-test in cycle I, almost students had reached KKM (76) that were 29 students and only one student had not reached it yet. The highest score was 100 and the lowest score was 73. There were five-students who got score of 100, one-student got score of 97, four-students got score of 93, one-student got score of 91, two-students got score of 90, six-students got score of 87 , two-students got score of 85, one-student got score of 83, three-students got score of 80, one-student got score 77, three-students got score of 76 and one-student got score of 73.

If the value of student learning outcomes in post-test is grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.7.The Rate Percentage of Students' Score of Post-test in Cycle II

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	13	43%
2	Good	80 – 89	12	40%
3	Adequate	70 – 79	5	17%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

The table above showed that the students' score of post-test in cycle II. There were 13 students (43%) got classification "Excellent", 12 students (40%) got classification "Good", five-students (17%) got classification "Adequate", and the good thing that there was no one students got classification " Inadequate" and "Failing".

c. Observation

The researcher observed the students in cycle II. The observation phase in cycle II was recorded on the participation of activeness in each student towards the process of learning English. The students' activity was obtained from observation sheets in the meeting recorded in each cycle, the observation sheet was used to determine the participation or motivation of students in learning English to improve students' vocabulary by using word building.

Table 4.8. The Result of Observation Students' Activeness in Cycle II

NO	Students' Name	Activeness			
		Very Active	**Active**	**Less Active**	**Passive**
1.	S1	✓			
2.	S2		✓		
3.	S3		✓		
4.	S4	✓			
5.	S5	✓			
6.	S6		✓		
7.	S7		✓		
8.	S8			✓	
9.	S9		✓		
10.	S10	✓			
11.	S11	✓			
12.	S12		✓		
13.	S13			✓	
14.	S14	✓			
15.	S15	✓			
16.	S16		✓		
17.	S17	✓			
18.	S18		✓		
19.	S19		✓		
20.	S20	✓			
21.	S21			✓	
22.	S22		✓		
23.	S23			✓	
24.	S24	✓			
25.	S25		✓		
26.	S26		✓		
27.	S27		✓		
28.	S28	✓			
29.	S29	✓			
30.	S30		✓		
		12	14	4	

Where :

1) **Very Active**: the students were responsive and full participate in all activities in the teaching process.

2) **Active**: the students responded the materials by using word building in the teaching process.

3) **Less Active**: the students pay attention and give response once.

4) **Not Active (Passive):** the students did not give the response to the material. They look confused, bored, and sometimes the students left the class.

Diagram 4.2. Category and Frequency of Students' Activeness in Cycle II
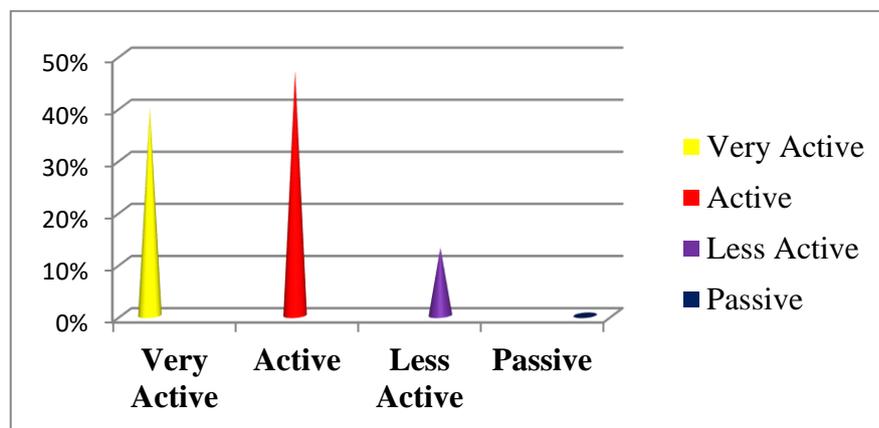
From the diagram category and frequency of students toward the activity at the classroom in cycle II above showed that the students' activity in the learning English was more active than cycle I, there were 40% students "Very Active" in learning process, 47% students who "Active" to the study, 13% students who "Less Active" to joined the study and 0% students who "Not Active". It means that most of the students active to joined the learning process

and they enjoyed the lesson also most of them got a good score and the researcher and collaborator were sure bin this cycle succeed based on the observation.

d. Reflection

In this cycle II, students' vocabulary mastery was better than in the cycle I, it was shown by students' capability to recall the words and their translation. In addition, they got a better score than the cycle I. Below, the researcher compares and give the result of pre-test, post-test 1 and post-test 2.

Table 4.9. The Result of Students' Score in Pre-test, Post-test 1 and 2

NO.	Students	Pre Test	Post Test 1	Post Test 2
1.	S1	73	80	87
2.	S2	67	67	76
3.	S3	60	70	80
4.	S4	76	83	87
5.	S5	76	90	100
6.	S6	73	80	80
7.	S7	67	80	85
8.	S8	60	76	80
9.	S9	73	73	87
10.	S10	76	83	90
11.	S11	47	66	87
12.	S12	70	87	91
13.	S13	40	60	73
14.	S14	70	90	100
15.	S15	76	80	93
16.	S16	73	87	97
17.	S17	73	87	93
18.	S18	70	80	100
19.	S19	73	80	100
20.	S20	67	83	93
21.	S21	63	70	76
22.	S22	70	80	87
23.	S23	67	76	77
24.	S24	40	60	93

25.	S25	53	63	76
26.	S26	70	76	87
27.	S27	73	80	85
28.	S28	70	80	100
29.	S29	40	60	90
30.	S30	73	76	83
	Total	**1.979**	**2.303**	**2.633**
	Mean	**65,97**	**76,77**	**87,77**

Based on the table above, it is known the mean score before implementing CAR or pre-test was only 65,97 and only four-students who passing KKM. In post-test at cycle I the mean score was 76,77 and the number of students who passing KKM was 21 students. While in the post-test, at cycle II 29 students passing KKM and the mean score was 87,77.

B. Discussion

This research is a classroom action research (CAR) while consists of two cycles. Each cycle consists of two meetings. This study applied the media that is word building to improve students' vocabulary in learning English VIII 9 class of SMPN 8 Palopo.

The results of the research that have been carried out in two cycles show that word building can improve the vocabulary of students VIII 9 class. The success of this research is shown by the improvement of learning outcomes of students who are the subject of the research.

Based on analysis from the student evaluation at the pre-test in cycle I, the highest score got by the student was 76 score and the lowest score was 40. While in the post-test cycle I the highest score got by the student was 90 and the lowest score was 60. Based on the observation of students' activities in the class, the

researcher and collaborator looked at the students' weakness. The students were not disciplined, the students felt confused how to learn by using word building, the students did not master English vocabulary, the lack of time was given for students to work the activities by using word building, and some students were naughty when learning will be started. In this cycle had not been successfully seen students' learning process and the students' score test was low.

Whereas in cycle II, the highest score result of students vocabulary test was 100 score and the lowest was 73. The researcher and the collaborator also looked at the progress and spirit of the students in learning English vocabulary. They were more spirit to study English vocabulary after hearing motivation, the students were more focus on finishing the task, the students could understand well the subject was given, the students were more enthusiastic in memorizing vocabulary by using word building, the students were more cooperative in their group when they were given activities and the evaluation result of the students showed significant improvement if it was compared within the cycle I. This fact was suitable with the advantages from learning use word building namely, encourage students to study seriously, it can make learning fun, motivating and challenging, it can improve students' vocabulary mastery, encourage student to find more new vocabularies and when working in a group, students can share their knowledge with each other. So, the researcher can conclude that after the implementation of the actions in cycle II, there is an increase in students' vocabulary in the learning process in English subjects.

Based on the research findings above, the researcher concludes that between previous studies and the researcher research there were difference and similarity. The similarity was focused on vocabulary to know the students' vocabulary achievement. The difference was in the main material or media of vocabulary which in this research just focus on the noun, adjective, adverb, and verb.

This research is line with Istiqomah (2016) explained that word building can improve the students' vocabulary mastery because word building has a significant effect to increase the students' vocabulary. She said that the using of word building is one of the alternative media to teach vocabulary because it has a positive response from the students. In this research prove that word building is not only improving the students' vocabulary mastery but also it can upgrade the students' speaking skill and pronounce. In addition, Annisa Fi'izzatillah (2015) explained the same of benefit of learnig includes developing learning motivation, clarifying teaching material, and increasing students activity especially for disabilities students'.

Based on the all explanation the researcher could say that this research is success to improve students' vocabulary by using word building.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis and discussion in the previous chapter, the researcher concluded that using word building in Classroom Action Research (CAR), it can improve students' vocabulary of the eighth grade of SMP 8 Palopo. Word building was effective to use in learning and teaching process because it made the students active in learning. It could be proven by the students' score that they have got. In the pre test, four-students were passing KKM and the result of the mean score was 65,97. Different from the post-test cycle I, which the students passing KKM were 21 students, and the mean score was 76,77, then it improved in cycle II. The post-test in cycle II, the students passing KKM were 29 students and the mean score was 87,77. It means that this research is successful.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher

   a) The teacher should be able to use an appropriate method, techniques or media, so they can change the students' mind that learning English is boring, but it is fun and interesting.

   b) The teacher should be flexible and understand the student's need, so the teaching-learning process can be fun, enjoyable, and interesting.

c) Word building should be considered as an alternative media to be used in teaching vocabulary in the classroom and it may be effective to improve students vocabulary.

2. For students

a) The students should try to contribute ideas and become an active participant in the learning process in the class.

b) The students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.

c) The student should also have high motivation to learn English especially vocabulary, because vocabulary is the basic and most important part of the language.

3. For another researcher

Hopefully, it will be an improvement for the next research. It is possible to optimize many sectors of teaching vocabulary. They can make this study as a reference to conduct another researcher in the same field.

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APPENDICES

Rencana Pelaksanaan Pembelajaran

(CYCLE I)

Sekolah   : SMPN 8 Palopo

Mata Pelajaran : Bahasa Inggris

Topik/Tema   : Noun, Verb, Adjective, and Adverb

Kelas   : VIII 9

Waktu   : 4 X 40 menit

I. Standar Kompetensi : Mengungkapkan dan memahami makna kosakata

II. Kompetensi Dasar : Merespon makna dalam kosakata tersebut.

III. Indikator :
a. Siswa dapat membuat kosakata baru dari alphabet card yang diberikan.

b. Siswa dapat mengetahui makna dari kosakata tersebut.

c. Siswa dapat mengklasifikasikan kosakata tersebut berdasarkan kelas katanya.

IV. Tujuan Pembelajaran :
a. Siswa mampu mengklasifikasikan kosakata tersebut ke dalam jenis kata yang tepat.

b. Siswa dapat mengetahui terjemahan dari kata yang dibuat dari alphabet cards.

c. Siswa dapat dengan mudah menghafal kosakata tersebut.

A. Materi Pembelajaran

a. Kosakata yang berkaitan dengan "Verb"

1.	Bite	= Menggigit	11. Eat	= Makan
2.	Bring	= Membawa	12. Fall	= Jatuh
3.	Build	= Membangun	13. Find	= Menemukan
4.	Buy	= Membeli	14. Forbid	= Melarang
5.	Catch	= Menangkap	15. Hear	= Mendengar
6.	Come	= Datang	16. Know	= Mengetahui

7. Cut	= Memotong	17. Let	= Membolehkan
8. Do	= Melakukan	18. Read	= Membaca
9. Drink	= Minum	19. Run	= Lari
10. Drive	= Mengemudi	20. Sell	= Menjual

b. Kosakata yang berkaitan dengan " Noun"

1. Sand	= Pasir	11. Table	= Meja
2. Land	= Tanah	12. Marker	= Spidol
3. Bridge	= Jembatan	13. Ink	= Tinta
4. Wood	= Kayu	14. Floor	= Lantai
5. Chair	= Kursi	15. Window	= Jendela
6. Book	= Buku	16. Rice	= Nasi
7. Fork	= Garpu	17. Sailor	= Pelaut
8. Veil	= Kerudung	18. Farmer	= Petani
9. Hat	= Topi	19. Tailor	= Penjahit
10. Belt	= Ikat pinggang	20. King	= Raja

c. Kosakata yang berkaitan dengan "Adjective"

1. Afraid	= Takut	11. Rich	= Kaya
2. Angry	= Marah	12. Rude	= Kasar
3. Bored	= Bosan	13. Sad	= Sedih
4. Clean	= Bersih	14. Sleepy	= Mengantuk
5. Diligent	= Rajin	15. Hot	= Panas
6. Funny	= Lucu	16. Deaf	= Tuli
7. Happy	= Bahagia	17. Tired	= Lelah
8. Honest	= Jujur	18. Wise	= Bijaksana
9. Kind	= Baik hati	19. Bitter	= Pahit
10. Lucky	= Beruntung	20. Tight	= Ketat, kikir

c. Kosakata yang berkaitan dengan " Adverb"

❖ **Adverb of Time (Kata Keterangan Waktu)**

1. Everyday	= Setiap hari	11. Last week	= Minggu lalu
2. Every morning	= Setiap pagi	12. Tomorrow	= Besok
3. Every year	= Setiap tahun	13. Next week	= Minggu depan
4. Now	= Sekarang	14. Next year	= Tahun depan

5. Today	= Hari ini	15. Next month	= Bulan depan
6. Tonight	= Malam ini	16. Next time	= Yang akan datang
7. This afternoon	= Sore ini	17. At that time	= Pada waktu itu
8. At noon	= Di siang hari	18. Two days ago	= 2 hari yang lalu
9. Yesterday	= Kemarin	19. While	= Sementara
10. Last night	= Tadi malam	20. Still	= Masih

❖ **Adverb of Place (Kata Keterangan Tempat)**

1. Here = Disini
2. There = Disana
3. At home = Di rumah
4. At school = Di sekolah
5. In the library = Di perpustakaan
6. At the bank = Di bank
7. Anywhere = Dimana saja
8. Everywhere = Mana- mana
9. Somewhere = Entah dimana
10. Across the street = Di seberang jalan
11. In bed = Di tempat tidur
12. In the north = Di sebelah utara
13. In the south = Di sebelah selatan
14. In the east = Di sebelah timur
15. In the west = Di sebelah barat

B. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (Respect), tekun (diligence), tanggung jawab (responsibility), Berani (Courage), dan ketulusan (honesty).

C. Metode Pembelajaran

a. Direct Method

b. Use Word Building in teaching learning process.

D. Sumber belajar/ alat bahan

a. Alfhabet cards   c. Spidol, whiteboard

b. Dictionary   d. Paper

E. Langkah - Langkah Pembelajaran

> **Pertemuan Pertama**

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (Memberi salam dan saling tegur sapa). • Peneliti memperkenalkan sebagai guru bahasa inggris sementara dikelas. • Mengecek kehadiran siswa. • Menyampaikan pembelajaran yang akan berlangsung. • Menyampaikan materi yang akan diberikan.	10 menit
B. Kegiatan Inti **Mengamati (7 Menit)** • Siswa mengamati daftar kosakata yang diberikan. • Siswa mendengarkan peneliti membacakan kosakata tersebut dengan intonasi dan tekanan kata yang benar. • Siswa mengamati contoh dari penggunaan media word building yang diberikan. **Menanya (disampaikan secara lisan langkahnya) (3 menit)** • Dengan arahan peneliti, siswa menanyakan hal-hal yang belum di pahami dan keterkaitannya degan materi. **Mengumpulkan Informasi (10 menit)** • Siswa mencermati/membaca kosakata yang telah diberikan untuk mengumpulkan informasi mengenai attention dan respon siswa. • Siswa memberikan contoh mengenai media word building dari yang telah mereka amati sebelumnya. **Mengasosiasi (20 menit)** • Membagi siswa dalam beberapa kelompok. • Memberikan Alphabet card kepada tiap kelompok yang telah diacak sebelumnya. • Meminta siswa untuk membuat kosakata dari Alphabet card yang dibagikan. • Meminta siswa menerjemahkan dan mengklasifikasikan kosakata yang dibuat kedalam kelas kata (Noun, Verb, Adverb dan Adjective). • Membimbing setiap kegiatan siswa sesuai dengan permasalahannya.	60 menit

Kegiatan dan Langkah Pembelajaran	Waktu
Mengkomunikasikan (20 menit) • Meminta tiap perwakilan kelompok untuk menuliskan di papan tulis kosakata yang telah dibuat. • Memberikan penguatan dengan memberikan koreksi terhadap hasil kerja kelompok siswa. • Mengajarkan cara penyebutan yang baik dan benar dari kata tersebut yang kemudian diikuti oleh siswa. **C. Kegiatan Penutup** • Memberikan kesimpulan dari pelajaran yang diberikan. • Menanyakan perasaan siswa setelah mengikuti pembelajaran pada pertemuan ini (Refleksi). • Memberikan motivasi terhadap siswa untuk lebiah giat belajar dan lebih aktif dalam pembelajaran. • Menyampaikan rencana pembelajaran untuk pertemuan selanjutnya. • Salam (Close the class).	10 menit

➢ **Pertemuan Kedua**

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (Memberi salam dan saling tegur sapa) • Mengecek kehadiran siswa • Menyampaikan materi yang akan diberikan. • Mereview tentang materi sebelumnya	10 menit
B. Kegiatan Inti **Mengamati (7 Menit)** • Siswa mengamati daftar kosakata yang diberikan. • Siswa mendengarkan peneliti membacakan kosakata tersebut dengan intonasi dan tekanan kata yang benar. • Siswa mengamati contoh dari penggunaan media word building yang diberikan. **Menanya (disampaikan secara lisan langkahnya) (3 menit)** • Dengan arahan peneliti, siswa menanyakan hal-hal yang belum di pahami dan keterkaitannya degan materi.	60 menit

Mengumpulkan Informasi (10 menit) • Siswa mencermati/membaca kosakata yang telah diberikan untuk mengumpulkan informasi mengenai attention dan respon siswa. • Siswa memberikan contoh mengenai media word building dari yang telah mereka amati sebelumnya. **Mengasosiasi (20 menit)** • Membagi siswa dalam beberapa kelompok. • Memberikan Alphabet card kepada tiap kelompok yang telah diacak sebelumnya. • Meminta siswa untuk membuat kosakata dari Alphabet card yang dibagikan. • Meminta siswa menerjemahkan dan mengklasifikasikan kosakata yang dibuat kedalam kelas kata (Noun, Verb, Adverb dan Adjective). • Meminta siswa untuk membuatkan kalimat dari kata yang telah dibuat. • Membimbing setiap kegiatan siswa sesuai dengan permasalahannya. **Mengkomunikasikan (20 menit)** • Meminta tiap perwakilan kelompok untuk menuliskan di papan tulis kosakata yang telah dibuat. • Memberikan penguatan dengan memberikan koreksi terhadap hasil kerja kelompok siswa. • Mengajarkan cara penyebutan yang baik dan benar dari kata tersebut yang kemudian diikuti oleh siswa.	
C. Kegiatan Penutup • Memberikan kesimpulan dari pelajaran yang diberikan. • Menanyakan perasaan siswa setelah mengikuti pembelajaran pada pertemuan ini (Refleksi). • Memberikan motivasi terhadap siswa untuk lebih giat belajar dan lebih aktif dalam pembelajaran. • Menyampaikan rencana pembelajaran untuk pertemuan selanjutnya. • Salam (the leader close the class).	10 menit

F. Penilaian

Bentuk : Tes Tertulis

Rencana Pelaksanaan Pembelajaran

(CYCLE II)

Sekolah   : SMPN 8 Palopo

Mata Pelajaran   : Bahasa Inggris

Topik/Tema   : Noun, Verb, Adjective, and Adverb

Kelas   : VIII 9

Waktu   : 4 X 40 menit

V. Standar Kompetensi **:** Mengungkapkan dan memahami makna kosakata

VI. Kompetensi Dasar **:** Merespon makna dalam kosakata tersebut.

VII.Indikator **:** a. Siswa dapat membuat kosakata baru dari alphabet card yang diberikan.

          d. Siswa dapat mengetahui makna dari kosakata tersebut.

          e. Siswa dapat mengklasifikasikan kosakata tersebut berdasarkan kelas katanya.

VIII. **Tujuan Pembelajaran :** a. Siswa mampu mengklasifikasikan kosakata tersebut ke dalam jenis kata yang tepat.

          d. Siswa dapat mengetahui terjemahan dari kata yang dibuat dari alphabet cards.

          e. Siswa dapat dengan mudah menghafal kosakata tersebut.

C. Materi Pembelajaran

a. Kosakata yang berkaitan dengan "Verb"

11. Bite	= Menggigit	11. Eat	= Makan
12. Bring	= Membawa	12. Fall	= Jatuh
13. Build	= Membangun	13. Find	= Menemukan
14. Buy	= Membeli	14. Forbid	= Melarang
15. Catch	= Menangkap	15. Hear	= Mendengar

16. Come	= Datang	16. Know	= Mengetahui
17. Cut	= Memotong	17. Let	= Membolehkan
18. Do	= Melakukan	18. Read	= Membaca
19. Drink	= Minum	19. Run	= Lari
20. Drive	= Mengemudi	20. Sell	= Menjual

b. Kosakata yang berkaitan dengan " Noun"

11. Sand	= Pasir	11. Table	= Meja
12. Land	= Tanah	12. Marker	= Spidol
13. Bridge	= Jembatan	13. Ink	= Tinta
14. Wood	= Kayu	14. Floor	= Lantai
15. Chair	= Kursi	15. Window	= Jendela
16. Book	= Buku	16. Rice	= Nasi
17. Fork	= Garpu	17. Sailor	= Pelaut
18. Veil	= Kerudung	18. Farmer	= Petani
19. Hat	= Topi	19. Tailor	= Penjahit
20. Belt	= Ikat pinggang	20. King	= Raja

c. Kosakata yang berkaitan dengan "Adjective"

11. Afraid	= Takut	11. Rich	= Kaya
12. Angry	= Marah	12. Rude	= Kasar
13. Bored	= Bosan	13. Sad	= Sedih
14. Clean	= Bersih	14. Sleepy	= Mengantuk
15. Diligent	= Rajin	15. Hot	= Panas
16. Funny	= Lucu	16. Deaf	= Tuli
17. Happy	= Bahagia	17. Tired	= Lelah
18. Honest	= Jujur	18. Wise	= Bijaksana
19. Kind	= Baik hati	19. Bitter	= Pahit
20. Lucky	= Beruntung	20. Tight	= Ketat, kikir

d. Kosakata yang berkaitan dengan " Adverb"

❖ **Adverb of Time (Kata Keterangan Waktu)**

11. Everyday	= Setiap hari	11. Last week	= Minggu lalu
12. Every morning	= Setiap pagi	12. Tomorrow	= Besok
13. Every year	= Setiap tahun	13. Next week	= Minggu depan
14. Now	= Sekarang	14. Next year	= Tahun depan

15. Today	= Hari ini	15. Next month	= Bulan depan
16. Tonight	= Malam ini	16. Next time	= Yang akan datang
17. This afternoon	= Sore ini	17. At that time	= Pada waktu itu
18. At noon	= Di siang hari	18. Two days ago	= 2 hari yang lalu
19. Yesterday	= Kemarin	19. While	= Sementara
20. Last night	= Tadi malam	20. Still	= Masih

❖ **Adverb of Place (Kata Keterangan Tempat)**

16. Here	= Disini
17. There	= Disana
18. At home	= Di rumah
19. At school	= Di sekolah
20. In the library	= Di perpustakaan
21. At the bank	= Di bank
22. Anywhere	= Dimana saja
23. Everywhere	= Mana- mana
24. Somewhere	= Entah dimana
25. Across the street	= Di seberang jalan
26. In bed	= Di tempat tidur
27. In the north	= Di sebelah utara
28. In the south	= Di sebelah selatan
29. In the east	= Di sebelah timur
30. In the west	= Di sebelah barat

D. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (Respect), tekun (diligence), tanggung jawab (responsibility), Berani (Courage), dan ketulusan (honesty).

C. Metode Pembelajaran

a. Direct Method

b. Use Word Building in teaching learning process.

D. Sumber belajar/ alat bahan

a. Alfhabet cards   c. Spidol, whiteboard

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E. Langkah - Langkah Pembelajaran

➢ **Pertemuan Pertama**

Kegiatan dan Langkah Pembelajaran	Waktu
D. Kegiatan Awal • Greeting (Memberi salam dan saling tegur sapa). • Mengecek kehadiran siswa. • Menyampaikan materi yang akan diberikan.	10 menit
E. Kegiatan Inti **Mengamati (7 Menit)** • Siswa mengamati daftar kosakata yang diberikan. • Siswa mendengarkan peneliti membacakan kosakata tersebut dengan intonasi dan tekanan kata yang benar. • Siswa mengamati contoh dari penggunaan media word building yang diberikan. **Menanya (disampaikan secara lisan langkahnya) (3 menit)** • Dengan arahan peneliti, siswa menanyakan hal-hal yang belum di pahami dan keterkaitannya degan materi. **Mengumpulkan Informasi (10 menit)** • Siswa mencermati/membaca kosakata yang telah diberikan untuk mengumpulkan informasi mengenai attention dan respon siswa. • Siswa memberikan contoh mengenai media word building dari yang telah mereka amati sebelumnya. **Mengasosiasi (20 menit)** • Membagi siswa dalam beberapa kelompok. • Memberikan Alphabet card kepada tiap kelompok yang telah diacak sebelumnya. • Meminta siswa untuk membuat kosakata dari Alphabet card yang dibagikan. • Meminta siswa menerjemahkan dan mengklasifikasikan kosakata yang dibuat kedalam kelas kata (Noun, Verb, Adverb dan Adjective). • Meminta siswa untuk membuatkan kalimat dari kata yang telah dibuat. • Membimbing setiap kegiatan siswa sesuai dengan permasalahannya. **Mengkomunikasikan (20 menit)**	60 menit

Kegiatan dan Langkah Pembelajaran	Waktu
- Meminta tiap perwakilan kelompok untuk menuliskan di papan tulis kosakata yang telah dibuat. - Memberikan penguatan dengan memberikan koreksi terhadap hasil kerja kelompok siswa. - Mengajarkan cara penyebutan yang baik dan benar dari kata tersebut yang kemudian diikuti oleh siswa. **F. Kegiatan Penutup** - Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya perasaannya (Refleksi). - Memberikan kesimpulan dari pelajaran yang diberikan. - Memberikan motivasi terhadap siswa untuk lebih giat belajar dan lebih aktif dalam pembelajaran. - Salam (the leader close the class).	10 menit

> **Pertemuan Kedua**

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal - Greeting (Memberi salam dan saling tegur sapa) - Mengecek kehadiran siswa - Menyampaikan materi yang akan diberikan. - Mereview tentang materi sebelumnya.	10 menit
B. Kegiatan Inti **Mengamati (7 Menit)** - Siswa mengamati daftar kosakata yang diberikan. - Siswa mendengarkan peneliti membacakan kosakata tersebut dengan intonasi dan tekanan kata yang benar. - Siswa mengamati contoh dari penggunaan media word building yang diberikan. **Menanya (disampaikan secara lisan langkahnya) (3 menit)** - Dengan arahan peneliti, siswa menanyakan hal-hal yang belum di pahami dan keterkaitannya degan materi. **Mengumpulkan Informasi (10 menit)** - Siswa mencermati/membaca kosakata yang telah diberikan untuk mengumpulkan informasi mengenai attention dan respon siswa.	60 menit

• Siswa memberikan contoh mengenai media word building dari yang telah mereka amati sebelumnya. **Mengasosiasi (20 menit)** • Membagi siswa dalam beberapa kelompok. • Memberikan Alphabet card kepada tiap kelompok yang telah diacak sebelumnya. • Meminta siswa untuk membuat kosakata dari Alphabet card yang dibagikan. • Meminta siswa menerjemahkan dan mengklasifikasikan kosakata yang dibuat kedalam kelas kata (Noun, Verb, Adverb dan Adjective). • Membimbing setiap kegiatan siswa sesuai dengan permasalahannya. **Mengkomunikasikan (20 menit)** • Meminta tiap perwakilan kelompok untuk menuliskan di papan tulis kosakata yang telah dibuat. • Memberikan penguatan dengan memberikan koreksi terhadap hasil kerja kelompok siswa. • Mengajarkan cara penyebutan yang baik dan benar dari kata tersebut yang kemudian diikuti oleh siswa.	
C. Kegiatan Penutup • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya perasaannya (Refleksi). • Memberikan kesimpulan dari pelajaran yang diberikan. • Memberikan motivasi terhadap siswa untuk lebih giat belajar dan lebih aktif dalam pembelajaran. • Salam (the leader close the class).	10 menit

F. Penilaian

Bentuk : Tes Tertulis

LIST OF VOCABULARIES

NOUN (KATA BENDA)

21. Sand	= Pasir	14. Table	= Meja
22. Land	= Tanah	15. Marker	= Spidol
23. Bridge	= Jembatan	16. Ink	= Tinta
24. Wood	= Kayu	17. Floor	= Lantai
25. Chair	= Kursi	18. Window	= Jendela
26. Book	= Buku	19. Rice	= Nasi
27. Fork	= Garpu	20. Sailor	= Pelaut
28. Veil	= Kerudung	21. Farmer	= Petani
29. Hat	= Topi	22. Tailor	= Penjahit
30. Belt	= Ikat pinggang	23. King	= Raja
31. Picture	= Gambar	24. Dictionary	= kamus
32. Tongue	= Lidah	25. Magazine	= Majalah
33. Skin	= Kulit		

VERB (KATA KERJA)

21. Bite	= Menggigit	14. Eat	= Makan
22. Bring	= Membawa	15. Fall	= Jatuh
23. Build	= Membangun	16. Find	= Menemukan
24. Buy	= Membeli	17. Forbid	= Melarang
25. Catch	= Menangkap	18. Hear	= Mendengar
26. Come	= Datang	19. Know	= Mengetahui
27. Cut	= Memotong	20. Let	= Membolehkan
28. Do	= Melakukan	21. Read	= Membaca
29. Drink	= Minum	22. Run	= Lari
30. Drive	= Mengemudi	23. Sell	= Menjual
31. Walk	= Berjalan	24. Make	= Membuat
32. Get	= Memperoleh	25. Meet	= Bertemu
33. Go	= Pergi		

ADJECTIVE (KATA SIFAT)

21. Afraid	= Takut	14. Rich	= Kaya
22. Angry	= Marah	15. Rude	= Kasar
23. Bored	= Bosan	16. Sad	= Sedih
24. Clean	= Bersih	17. Sleepy	= Mengantuk

25. Diligent	= Rajin	18. Hot	= Panas
26. Funny	= Lucu	19. Deaf	= Tuli
27. Happy	= Bahagia	20. Tired	=
	Lelah/Capek		
28. Honest	= Jujur	21. Wise	= Bijaksana
29. Kind	= Baik hati	22. Bitter	= Pahit
30. Lucky	= Beruntung	23. Tight	= Ketat, kikir
31. Poor	= Miskin	24. Lazy	= Malas
32. Smart	= Pintar	25. Polite	= Sopan
33. Hungry	= Lapar		

ADVERB (KATA KETERANGAN)

❖ **Adverb of Time (Kata Keterangan Waktu)**

21. Everyday malam	= Setiap hari	14. Midnight	= Tengah
22. Every morning	= Setiap pagi	15. Tomorrow	= Besok
23. Every year depan	= Setiap tahun	16. Next week	= Minggu
24. Now depan	= Sekarang	17. Next year	= Tahun
25. Today depan	= Hari ini	18. Next month	= Bulan
26. Tonight akan datang	= Malam ini	19. Next time	= Yang
27. This afternoon waktu itu	= Sore ini	20. At that time	= Pada
28. At noon yang lalu	= Di siang hari	21. Two days ago	= 2 hari
29. Yesterday Sementara	= Kemarin	22. While	=
30. Last night	= Tadi malam	23. Still	= Masih
31. Last year	= Tahun lalu	24. When	= Ketika
32. Last month tahun 1945	= Bulan lalu	25. In 1945	= Pada
33. Last week	= Minggu lalu		

❖ **Adverb of Place (Kata Keterangan Tempat)**

31. Here	= Disini
32. There	= Disana
33. At home	= Di rumah
34. At school	= Di sekolah
35. In the library	= Di perpustakaan
36. At the bank	= Di bank
37. Anywhere	= Dimana saja
38. Everywhere	= Mana- mana
39. Somewhere	= Entah dimana
40. Across the street	= Di seberang jalan
41. In bed	= Di tempat tidur
42. In the north	= Di sebelah utara
43. In the south	= Di sebelah selatan
44. In the east	= Di sebelah timur
45. In the west	= Di sebelah barat

G A R K N I D Y
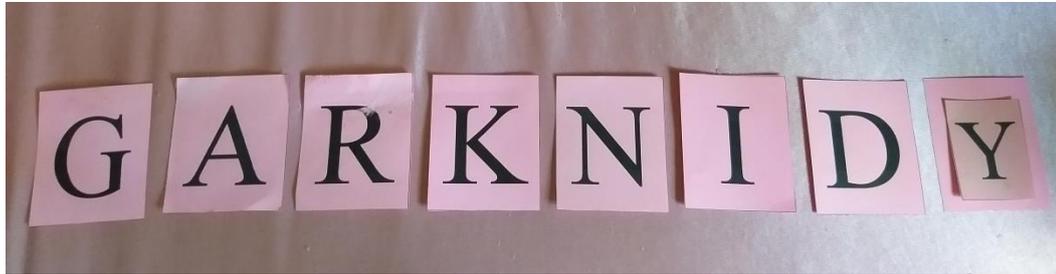
1. Angry   : Marah   (Adjective)

2. Dry   : Kering   (Adjective)

3. Dark   : Gelap   (Adjective)

4. Gray   : Abu-abu   (Adjective)

5. Kind   : Baik   (Adjective)

6. Kid   : Anak   (Noun)

7. Day   : Hari   (Noun)

8. King   : Raja   (Noun)

9. Ink   : Tinta   (Noun)

10. Yard   : Halaman   (Noun)

11. Diary   : Buku harian   (Noun)

12. Air   : Udara   (Noun)

13. Rain   : Hujan   (Noun)

14. Ring   : Cincin   (Noun)

15. Gain   : Memperoleh   (Verb)

16. Drink   : Minum   (Verb)

17. Dig   : Menggali   (Verb)

14. Heart	: Hati	(Noun)
15. Hat	: Topi	(Noun)
16. Ear	: Telinga	(Noun)
17. Tear	: Air mata	(Noun)
18. Tale	: Kisah/Cerita	(Noun)
19. Hear	: Mendengarkan	(Verb)
20. Take	: Mengambil	(Verb)
21. Let	: Membiarkan	(Verb)
22. Eat	: Makan	(Verb)
23. Hate	: Membenci	(Verb)
24. Real	: Nyata	(Adjective)
25. Here	: Disini	(Adverb of Place)
26. There	: Disana	(Adverb of Place)

Pre test

Nama :

Kelas :

A. **Translate vocabularies below into Indonesia!**

1. Table
2. Dictionary
3. Clock
4. Magazine
5. Eat
6. Walk
7. Lazy
8. Diligent
9. Jackfruit
10. Mango

B. **Choose the most appropriate answer below!**

1. My <u>friend</u> is friendly. Kata *Friend* bermakna...

    a. Saudara   c. Ibu

    b. Teman   d. Bapak

2. My <u>Father</u> is at home now. Kata *Father* bermakna...

    a. Saudara   c. Ibu

    b. Teman   d. Bapak

3. We are in the <u>office</u> today. Kata *Office* bermakna...

    a. Rumah   c. Kantor

    b. Kopi   d. Sekolah

4. I read <u>newspaper</u> every morning. Kata *Newspaper* bermakna...

    a. Koran   c. Buku catatan

    b. Majalah   d. Jurnal

5. Sufi puts her <u>pillow</u> on the bed. Kata *Pillow* bermakna...

a. Kasur   c. Tikar

b. Bantal   d. Obat pil

6. Dyan is celebrating her birthday. Now dyan feels....

    a. Happy   c. Hungry

    b. Angry   d. Sad

7. The exam was too.... for her. She got score 100

    a. Difficult   c. High

    b. Easy   d. Expensive

8. Candy is ...., but honey is sweeter than candy.

    a. Salty   c. Smooth

    b. Sour   d. Sweet

9. I hope to see you...

    a. Soon   c. Sometimes

    b. Never   d. Usually

10. Please walk .... it's wet here

    a. Quickly   c. Really

    b. Carefully   d. Politely

C. Matching the words below !

1. Lip   a. Bibir

2. Skin   b. Senyum

3. Hand   c. Putih

4. Smile   d. Kulit

5. White   e. Tangan

6. Knife   f. Buaya

7. Car   g. Lari

8. Crocodile   h. Mobil

9. Run   i. Pisau

10. Cry   j. Menangis

Post-test

Nama :

Kelas :

D. Translate vocabularies below into Indonesia!

11. Listen

12. Help

13. Finger

14. Ear

15. Inside

16. Always

17. Soldier

18. Bored

19. Clever

20. Hungry

E. Choose the most appropriate answer below!

11. They are <u>reading</u> book in the class. Kata *Reading* bermakna...

    a. Menulis   c. Membaca

    b. Mendengar   d. Melihat

12. I <u>catch</u> a cat in the Sufi's home. Kata *catch* bermakna...

    a. Menangkap   c. Memberi makan

    b. Memotong   d. Menggambar

13. Every student <u>needs</u> some notebooks. Kata *Need* bermakna...

    a. Membeli   c. Membutuhkan

    b. Membawa   d. Memiliki

14. We <u>bring</u> many cakes and some fruits. Kata *Bring* bermakna...

    a. Membeli   c. Membutuhkan

    b. Membawa   d. Memiliki

15. My Sister <u>buys</u> a dress from Singapore. Kata *Buy* bermakna...

    a. Membeli   c. Membutuhkan

    b. Membawa   d. Memiliki

16. My mother went to market ....

    a. Today   c. Now

    b. Ago   d. Yesterday

17. He is very ...., he makes all children laugh and happy.

    a. Angry   c. Funny

    b. Noisy   d. Quiet

18. Please walk .... it's wet here

    c. Quickly   c. Really

    d. Carefully   d. Politely

19. Sport helps us become strong and ......

    a. Healthy   c. Lazy

    b. Wealthy   d. Sleepy

20. My uncle will give me a gift .... week

    a. Last   c. Next

    b. Ago   d. In the

F. Matching the words below !

    11. Floor   a. Tanah

    12. Land   b. Malas

    13. Tomorrow   c. Nangka

    14. Lazy   d. Lantai

    15. Jackfruit   e. Besok

    16. Knife   f. Topi

    17. Spoon   g. Membangun

    18. Hat   h. Sendok

    19. Build   i. Pisau

    20. Sad   j. Sedih

Answer of Pre-test

A. 1. Meja
2. Kamus
3. Jam
4. Majalah
5. Makan
6. Berjalan
7. Malas
8. Rajin
9. Nangka
10. Mangga

B. 1. b.Teman
2. d.Bapak
3. c.Kantor
4. a.Koran
5. b.Bantal
6. a.Happy
7. b.Easy
8. d.Sweet
9. a.Soon
10 b.Carefully

C. 1. Lip   a. Bibir
2. Skin   d. Kulit
3. Hand   e. Tangan
4. Smile   b. Senyum
5. White   c. Putih
6. Knife   i. Pisau
7. Car   h. Mobil
8. Crocodile   f. Buaya
9. Run   g. Lari
10. Cry   j. Menangis

Answer of Post-test

G.
1. Mendengar
2. Membantu
3. Jari
4. Telinga
5. Didalam
6. Selalu
7. Tentara
8. Bosen
9. Cerdas
10. Lapar

H.
1. c. Membaca
2. a.Menangkap
3. c. Membutuhkan
4. b.Membawa
5. a.Membeli
6. d.Yesterday
7. c. Funny
8. b.Carefully
9. a.Healthy
10. c. Next

I.
1. Floor	d. Lantai
2. Land	a. Tanah
3. Tomorrow	e. Besok
4. Lazy	b. Malas
5. Jackfruit	c. Nangka
6. Knife	i. Pisau
7. Spoon	h. Sendok
8. Hat	f. Topi
9. Build	g. Membangun
10. Sad	j. Sedih

Pre test

Nama : Siti Fadilah

Kelas : VIII.9

A. Translate vocabularies below into Indonesia!

1. Table : Meja ✓
2. Dictionary ✗
3. Clock : Jam ✓
4. Magazine ✗
5. Eat ✗
6. Walk ✗
7. Lazy ✗
8. Diligent ✗
9. Jackfruit ✗
10. Mango : mangga ✓

B. Choose the most appropriate answer below!

1. My <u>friend</u> is friendly. Kata *Friend* bermakna...
   - a. Saudara
   - c. Ibu ✓
   - ✗ Teman
   - d. Bapak

2. My <u>Father</u> is at home now. Kata *Father* bermakna...
   - a. Saudara
   - c. Ibu ✓
   - b. Teman
   - ✗ Bapak

3. We are in the <u>office</u> today. Kata *Office* bermakna...
   - a. Rumah
   - c. Kantor ✗
   - b. Kopi
   - d. Sekolah

4. I read <u>newspaper</u> every morning. Kata *Newspaper* bermakna...
   - ✗ Koran
   - c. Buku catatan ✓
   - b. Majalah
   - d. Jurnal

5. Sufi puts her <u>pillow</u> on the bed. Kata *Pillow* bermakna...
   - ✗ Kasur
   - c. Tikar ✗
   - ✗ Bantal
   - d. Obat pil

6. Dyan is celebrating her birthday. Now dyan feels....

    a. Happy   c. Hungry   ✓

    b. Angry   d. Sad

7. The exam was too.... for her. She got score 100

    a. Difficult   c. High   ✗

    b. Easy   d. Expensive

8. Candy is ...., but honey is sweeter than candy.

    a. Salty   c. Smooth   ✗

    b. Sour   d. Sweet

9. I hope to see you...

    a. Soon   c. Sometimes   ✗

    b. Never   d. Usually

10. Please walk .... it's wet here

    a. Quickly   c. Really   ✗

    b. Carefully   d. Politely

C. Matching the words below !

✓ 1. Lip ———————————— a. Bibir

✓ 2. Skin ———————————— b. Senyum

✗ 3. Hand   c. Putih

✓ 4. Smile ———————————— d. Kulit

✗ 5. White   e. Tangan

✗ 6. Knife   f. Buaya

✗ 7. Car   g. Lari

✓ 8. Crocodile ———————— h. Mobil

✗ 9. Run   i. Pisau

✓ 10. Cry ———————————— j. Menangis

Pre test

Nama : Nur adya Sabti Ibrahim

Kelas : VIII.9

A. Translate vocabularies below into Indonesia!

1. Table
2. Dictionary
3. Clock
4. Magazine
5. Eat
6. Walk
7. Lazy
8. Diligent
9. Jackfruit
10. Mango

1) MEJa ✓
2) kamus ✓
3) Jam ✓
4) Penyimpanan ✗
5) Makan ✓
6) Jalan ✗
7) kenyong ✗
8) ✓
9) Buah busuk ✗
10) Mangga ✓

B. Choose the most appropriate answer below!

1. My friend is friendly. Kata *Friend* bermakna...
   a. Saudara   c. Ibu   ✓
   b. Teman ✗   d. Bapak

2. My Father is at home now. Kata *Father* bermakna...
   a. Saudara   c. Ibu   ✓
   b. Teman   d. Bapak ✗

3. We are in the office today. Kata *Office* bermakna...
   a. Rumah   c. Kantor ✗   ✓
   b. Kopi   d. Sekolah

4. I read newspaper every morning. Kata *Newspaper* bermakna...
   a. Koran ✗   c. Buku catatan   ✓
   b. Majalah   d. Jurnal

5. Sufi puts her pillow on the bed. Kata *Pillow* bermakna...
   a. Kasur   c. Tikar   ✓
   b. Bantal ✗   d. Obat pil

6. Dyan is celebrating her birthday. Now dyan feels....

    a. Happy ✗   c. Hungry ✓
    b. Angry   d. Sad

7. The exam was too.... for her. She got score 100

    a. Difficult   c. High ✗   ✗
    b. Easy   d. Expensive

8. Candy is ...., but honey is sweeter than candy.

    a. Salty   c. Smooth   ✓
    b. Sour   d. Sweet ✗

9. I hope to see you...

    a. Soon   c. Sometimes ✗   ✗
    b. Never   d. Usually

10. Please walk .... it's wet here

    a. Quickly   c. Really   ✓
    b. Carefully ✗   d. Politely

C. Matching the words below !

✓ 1. Lip ⟷ a. Bibir
✓ 2. Skin b. Senyum
✓ 3. Hand c. Putih
✓ 4. Smile d. Kulit
✓ 5. White e. Tangan
✓ 6. Knife f. Buaya
✓ 7. Car g. Lari
✓ 8. Crocodile h. Mobil
✓ 9. Run i. Pisau
✓ 10. Cry ⟷ j. Menangis

Nama : Farei Abdan mujanio

Kelas : VIII g

(73)

A. Translate vocabularies below into Indonesia!

1. Listen : mendengar ✓
2. Help = tolong ✗
3. Finger = Jari ✓
4. Ear : Telinga ✓
5. Inside = ✗
6. Always = Selalu ✓
7. Soldier = ~~Prajurit~~ tentara ✓
8. Bored = ✗
9. Clever = ✗
10. Hungry = lapar ✓

B. Choose the most appropriate answer below!

1. They are <u>reading</u> book in the class. Kata *Reading* bermakna...

   a. Menulis   c. Membaca ✓

   b. Mendengar   d. Melihat

2. I <u>catch</u> a cat in the Sufi's home. Kata *catch* bermakna...

   a. Menangkap   c. Memberi makan ✓

   b. Memotong   d. Menggambar

3. Every student <u>needs</u> some notebooks. Kata *Need* bermakna...

   a. Membeli   c. Membutuhkan ✓

   b. Membawa   d. Memiliki

4. We <u>bring</u> many cakes and some fruits. Kata *Bring* bermakna...

   a. Membeli   c. Membutuhkan ✓

   b. Membawa   d. Memiliki

5. My Sister <u>buys</u> a dress from Singapore. Kata *Buy* bermakna...

   a. Membeli   c. Membutuhkan ✓

   b. Membawa   d. Memiliki

6. My mother went to market ....

   a. Today   c. Now ✗

   b. Ago   d. Yesterday

7. He is very ...., he makes all children laugh and happy.
   a. Angry   ✗ Funny
   b. Noisy   ·d. Quiet   ✓

8. Please walk .... it's wet here
   a. Quickly   c. Really
   b. Carefully   ✗ Politely   ✗

9. Sport helps us become strong and ......
   a. Healthy   c. Lazy
   ✗ Wealthy   d. Sleepy   ✗

10. My uncle will give me a gift .... week
    a. Last   c. Next
    b. Ago   ✗ In the   ✗

C. Matching the words below !

✓ 1. Floor   a. Tanah
✓ 2. Land   b. Malas
✓ 3. Tomorrow   c. Nangka
✓ 4. Lazy   d. Lantai
✓ 5. Jackfruit   e. Besok
✓ 6. Knife   f. Topi
✓ 7. Spoon   g. Membangun
✓ 8. Hat   h. Sendok
✓ 9. Build   i. Pisau
✓ 10. Sad   j. Sedih

Nama : Mahesa Putri Lukman

Kelas : VIII. 9

(100)

A. Translate vocabularies below into Indonesia!

1. Listen = Mendengarkan (V) ✓
2. Help = Membantu (V) ✓
3. Finger = Jari (N) ✓
4. Ear = Telinga (N) ✓
5. Inside = Di dalam (AoP) ✓
6. Always = Selalu (AoT) ✓
7. Soldier = Tentara (N) ✓
8. Bored = Bosan (A) ✓
9. Clever = Cerdas (A) ✓
10. Hungry = Lapar (A) ✓

B. Choose the most appropriate answer below!

1. They are <u>reading</u> book in the class. Kata *Reading* bermakna...
   - a. Menulis
   - ✗ Membaca
   - b. Mendengar
   - d. Melihat   ✓

2. I <u>catch</u> a cat in the Sufi's home. Kata *catch* bermakna...
   - ✗ Menangkap
   - c. Memberi makan
   - b. Memotong
   - d. Menggambar   ✓

3. Every student <u>needs</u> some notebooks. Kata *Need* bermakna...
   - a. Membeli
   - ✗ Membutuhkan
   - b. Membawa
   - d. Memiliki   ✓

4. We <u>bring</u> many cakes and some fruits. Kata *Bring* bermakna...
   - a. Membeli
   - c. Membutuhkan
   - ✗ Membawa
   - d. Memiliki   ✓

5. My Sister <u>buys</u> a dress from Singapore. Kata *Buy* bermakna...
   - ✗ Membeli
   - c. Membutuhkan
   - b. Membawa
   - d. Memiliki   ✓

6. My mother went to market ....
   - a. Today
   - c. Now
   - b. Ago
   - ✗ Yesterday   ✓

7. He is very ...., he makes all children laugh and happy.
   a. Angry
   b. Noisy
   c. Funny ✓
   d. Quiet

8. Please walk .... it's wet here
   a. Quickly
   b. Carefully
   c. Really
   d. Politely ✓

9. Sport helps us become strong and ......
   a. Healthy
   b. Wealthy
   c. Lazy
   d. Sleepy ✓

10. My uncle will give me a gift .... week
    a. Last
    b. Ago
    c. Next ✓
    d. In the

C. Matching the words below !

1. Floor .... a. Tanah ✓
2. Land .... b. Malas ✓
3. Tomorrow .... c. Nangka ✓
4. Lazy .... d. Lantai ✓
5. Jackfruit .... e. Besok ✓
6. Knife .... f. Topi ✓
7. Spoon .... g. Membangun ✓
8. Hat .... h. Sendok ✓
9. Build .... i. Pisau ✓
10. Sad .... j. Sedih ✓

Transcription of Students' Interview

Student 1

1. Apakah adik menyukai pelajaran bahasa Inggris?

   Jawaban : Tidak, susah.

2. Apa kesulitan adik dalam belajar bahasa Inggris?
   Jawaban : Tidak ditau apa mau dibilang sama susah ki bedakan apa itu

   noun, verb.
3. Bagaimana cara mengajar guru bahasa Inggris adik didalam kelas?
   Jawaban : Mmm... biasa di kasih ki bacaan baru dijawab karena ada buku

   paket ta.
4. Kira – kira sudah berapa banyak kosakata yang adik sudah hafal?
   Jawaban : Tidak ku tau
5. Apa kesulitan adik dalam menghafal kosakata?
   Jawaban : Malas
6. Apakah guru bahasa Inggris adik biasa memberikan games atau media

   pembelajaran saat mengajar?
   Jawaban : Tidak, kakak PPL ji biasa.

Student 2

1. Apakah adik menyukai pelajaran bahasa Inggris?

   Jawaban : Mmmm... di suka ji tapi, tidak ditau apa artinya.

2. Apa kesulitan adik dalam belajar bahasa Inggris?

   Jawaban : tidak ditau artinya, tidak ditau juga pengucapannya
3. Bagaimana cara mengajar guru bahasa Inggris adik didalam kelas?
   Jawaban : Ada buku paket di pakai
4. Kira – kira sudah berapa banyak kosakata yang adik sudah hafal?
   Jawaban : Mmm.. tidak ku tau, ehh masih sedikit.
5. Apa kesulitan adik dalam menghafal kosakata?
   Jawaban : Banyak sekali dan susah ki hafal i.
6. Apakah guru bahasa Inggris adik biasa memberikan games atau media

   pembelajaran saat mengajar? Tidak, pakai buku paket ji biasa.

Transcript Data of SPSS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	40	76	65,97	11,034

Valid N (listwise)	30				

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	10,0	10,0	10,0
	47	1	3,3	3,3	13,3
	53	1	3,3	3,3	16,7
	60	2	6,7	6,7	23,3
	63	1	3,3	3,3	26,7
	67	4	13,3	13,3	40,0
	70	6	20,0	20,0	60,0
	73	8	26,7	26,7	86,7
	76	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest1	30	60	90	76,77	8,764
Valid N (listwise)	30				

Posttest1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10,0	10,0	10,0
	63	1	3,3	3,3	13,3
	66	1	3,3	3,3	16,7
	67	1	3,3	3,3	20,0
	70	2	6,7	6,7	26,7
	73	1	3,3	3,3	30,0
	76	4	13,3	13,3	43,3
	80	9	30,0	30,0	73,3
	83	3	10,0	10,0	83,3
	87	3	10,0	10,0	93,3
	90	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Posttest2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	3,3	3,3	3,3
	76	3	10,0	10,0	13,3
	77	1	3,3	3,3	16,7
	80	3	10,0	10,0	26,7
	83	1	3,3	3,3	30,0
	85	2	6,7	6,7	36,7
	87	6	20,0	20,0	56,7
	90	2	6,7	6,7	63,3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest2	30	73	100	87,77	8,169
Valid N (listwise)	30				
	Total	30	100,0	100,0	

Pre-test

Teaching Learning Proccess

Disc

Post-test