

**IMPROVING STUDENTS VOCABULARY THROUGH
TWO STAY – TWO STRAY TECHNIQUE AT THE SIXTH YEAR
STUDENTS OF SDN 24 KAMPUNG TANGGNGA**



A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree in English Education

Composed By,

Nayla Lis Mayang

Reg.num: 09.16.3.0085

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2014**

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Palopo, February 7th 2013

The researcher

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ABSTRACT

Name : Nayla Lis Mayang
NIM : 09.16.3.0085
Title : Improving Students' Vocabulary through two stay- two stray technique at the sixth year students of SDN 24 Kampung Tangnga

This thesis deals with the application of two stay - two stray technique effective in improving the students' vocabulary at the Sixth year students' of SDN 24 Kampung Tangnga in academic year 2013/2014. This thesis is to find out whether the use of two stay - two stray technique effective or not in teaching vocabulary through two stay - two stray technique

The problem of the research questions were "Does the students' vocabulary at the sixth year of SDN 24 Kampung Tangnga developed through two stay - two stray technique ? "and" How is the students' perception of the sixth year students of SDN 24 Kampung Tangnga towards the two stay two- stray technique ?

This research applied pre- experimental method using pre-test and post-test and using vocabulary test as the instrument in collecting data. And the researcher focused on at the Sixth year students' of SDN 24 Kampung Tangnga in academic year 2013/. The number of population is 24 students and as a sample using the total sampling technique.

The researcher collects the data by using a test and questionnaire and the researcher analyzed the students' score by using t- test analysis.

The result of data analysis shows that using Two Stay – Two Stray Technique is effective to improve the students' vocabulary at the Sixth year students' of SDN 24 Kampung Tangnga in academic year 2013/2014. It is proved by calculating the difference of both tests (pre –test and post-test), by using test analysis the results of t- test value was 7,369 and t- table value was 2,807 or value of t- test > value of t- table $7,369 > 2,807$. It means that there is a significant difference between before and after applying the Two Stay – Two Stray Technique. In addition, using Two Stay – Two Stray Technique is effective to improve the students' perception at the Sixth year students' of SDN 24 Kampung Tangnga in academic year 2013/2014. It is proved by the mean score of result of their questionnaire.

PRONOUNCEMENT OF THESIS AUTHENTICITY

I am undersigned:

Name : Nayla Lis Mayang

Reg. Number : 09.16.3.0085

Study Program : English

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Clarify truly that:

1. This thesis is really a result of my own work, not plagiarism or duplication of the writing / works of others which I admitted as a result of my own writing or mind.

2. All parts of this thesis are my own work, except the quotations which are shown the source. Any mistake in it is my responsibility.

Thus this pronouncement was made as appropriate. When I am not write letter, I am willing to accept sanctions for such actions.

Palopo, february 7th 2014

Pronouncement maker

IAIN PALOPO

Nayla Lis Mayag
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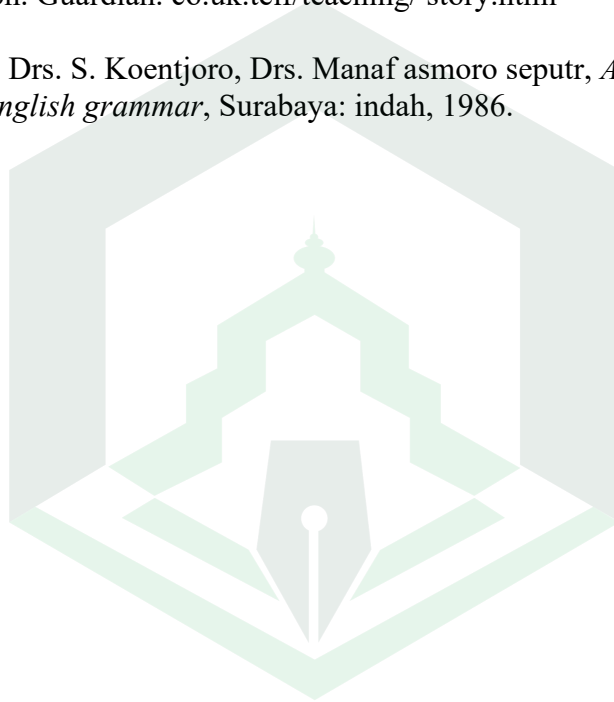
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CHAPTER I

INTRODUCTION

A. Background

Problem which is a lot of faced by the student in that vocabulary like the teacher only explain the vocabulary without giving motivation to student so that a lot of bored student with the lesson. Where student also only is always in giving task learn by heart the minimum two vocabularies every day. Those students a lot not to mind in accepting the lesson. Where about child who still sits in that elementary school bench is not suggested to in forcing its brain think too high.

In addition student will find it extremely complained that state and only the students focused on memorizing vocabulary so that students just stupid them together. Of course for the child who still sitting in age schools did not yet in recommend that for his brain to think too loud.

In teaching learning process, especially English learning there are many technique we can use. One of them two stay two stray technique. Two stay two stray technique is one types of cooperative learning model. This technique is very effectively in English learning process, because it can be made interactive situation in our class. So, the students can improve their ability in English language, especially for improving their vocabulary.

In application, that technique is very easy to use. Beside that, this technique have many advantages. This technique has advantages such as: does not like feel

hard work, very useful for changing attitudes, students can criticize each other's view and not the person, and others. We can use this technique to improve students' vocabulary.

The teacher can apply this technique, because the teacher can make direct interaction with students. That is the important thing in improving students' vocabulary, in other that the students can improve the ability in English language, by treasury vocabularies.

In every level of school there are many students still lack vocabulary, especially in class sixth of SDN 24 Kampung Tangnga. Based on the preliminary, the researcher got on Desember 20 2013, by interviewing the students and English teacher of SDN 24 Kampung Tangnga. The students still lack of vocabulary. Moreover the students who considered the best in the class also have lack to vocabulary well and based on that the researcher have got from the vocabulary test with the students of the class sixth of SDN 24 Kampung Tangnga, most of the students could not answer the question perfectly.

Based on the assumption above, the researcher that necessary to find out the correct technique in improving students' vocabulary of SDN 24 Kampung Tangnga. The title of research is "Improving Students' Vocabulary through two stay- two stray technique at the sixth year students of SDN 24 Kampung Tangnga". And this research is hoped to be contribution especially for SDN 24 Kampung Tangnga in improving vocabulary.

B. Problem Statement

1. Does the students' vocabulary at the sixth year of SDN 24 Kampung Tangnga develop through two stay - two stray technique ?

2. How the students' perception of the sixth year students of SDN 24 Kampung Tangnga towards the two stay two- stray technique ?

C. Objectives of the Research

The objective of this researcher are:

1. To find out the students' vocabulary developed through two stay - two stray technique at the sixth year of SDN 24 Kampung Tangnga.
2. To find out the students' perception of SDN 24 Kampung Tangnga towards the two stay - two stray technique.

D. Significances of the Research

The result of the study is expected to be useful information for all readers to improve vacabulary through two stay two stray technique, hope to be useful informatioan for all researches to improve their education quality especially in vacabulary skill and specially to the teachers at the sixth year of SDN 24 Kampung Tangnga.

E. Scope of the Research

The scope of this research restricted to the teaching vocabulary through two stay two stray technique at the sixth year of SDN 24 Kampung Tangnga. Two stay two stray technique is instruction about noun (animal, fruits), and adjective (color, expression).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Ika Ashari in her research “improving vocabulary of students through bingo game at the seventh year students of SMPN 8 Palopo” was increased. The use of bingo game is a technique of teaching vocabulary which is considered very interesting for the students. It was proved by the score of the students, that is 71,4 in the pre-test was greater than 263,64 in the post-test. It means that the difference of two variable is significance difference.¹

Makmur in his research “improving Students’ Vocabulary Through Jumping Words at MAN Palopo”. It was proved by post-test analysis that $t_0 \geq t_1$ it means that there was significant different between and after treatments.² There was a significant improvement on vocabulary at the second class of MAN Palopo after Jumping words conducted.

Based on the research findings above, it can be inferred that there are many kinds of teaching techniques of vocabulary. Each method or technique can be applied in any ways as long as it is suitable for the students. The researcher focused on improving vocabulary, but in this research, the researcher has different way with

¹ Ika Ashari, *Improving Students of Students Through Bingo Game At the Seventh Year Students of SMPN 8 Palopo*, (Thesis STAIN, Palopo, 2008),p.58

² Makmur, *improving Students’ Vocabulary Through Jumping Words at MAN Palopo*” (Thesis STAIN, Palopo,2008),p.66

them because the researcher intends to enhance students understanding in learning vocabulary by applying two stay two stray techniques.

B. The Concept of Vocabulary

1. Definition of vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language.³Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning it self.

Vocabulary is the whole set of words used by a writer or speaker or a list of words used in certain book arranged in alphabetical order.⁴

According to Hornby that vocabulary is :

- a. Total number of words (either words for combination them) make up the language.
- b. Range of words know to, or used by a person in a trade, profession, etc.
- c. Book contains a list words used in a book, etc – usually with definition or translation.⁵

According to Manser that vocabulary is :

- a. Total number of words in language.

³Jeremy Harmer, *the Practice of English Language Teaching*, (New York: Longman Publishing, 1992), p,154

⁴Ahmad thib Raya and Musda mulia, *your vocabulary and idiom*, (Ujung pandang, 1989), p,1

⁵Hornby, *Oxford Advanced Learners Dictionary of current English*, (Tokyo:oxford university press, 1974), p.1959.

- b. Words known to a person.
- c. List of words with their meaning, especially at the back of the book of used teaching a foreign language.⁶

According to Oxford dictionary that vocabulary is :

- a. A list or collection of words and phrase usually alphabetically arranged and explained or defined lexicon.
- b. A sum or stock of words employed by a language group individually or words in a field of knowledge.⁷

Besides that according to Pieter A. Noppa, explain that vocabulary is one of the components of language and that language exists without words. Words are signs or symbols for ideas. There means by which people exchange their thoughts the more words we learn, the more ideas we should have so we can communicate the ideas more effectively.

And the other definition explains that : vocabulary as the content and function words of the language which are learned through that because a part of children's under. The words having meaning when heard or seen thought not produced by individually itself.⁸

⁶Martin h. Manser, *Oxford advanced Learners pocket Dictionary*, (Tokyo: Oxford university Press,1991), p.461.

⁷Hornby, *oxford Advanced Learners Dictionary of current English*, p. 318.

⁸C.V Good, *Dictionary of Education* (New York.M.C. Growhill book company,1959), p.642.

Vocabulary is a group of words allied to one another so that become that word having a meaning with realized in our life in this case of reading and also conversation.

Vocabulary is one language elements that need to be acquired by English learners. The opinion indicates that vocabulary has the same level of phonology and grammatical and supporting the English learning to master a language skills mastery of the vocabulary is usually related to reading and listening.

The areas of book are ; learning grammar, listening, speaking, reading and writing.

In relation to teach, there are exercise to help you to reflect on how you are going about your learning. As an example for vocabulary learning you are asked which method of learning or your refer learning words by topic, by translating them into FL, by writing into down, and so on.

Although historically the important of vocabulary has been minimized, some of the most recently published EFL of course books have adopted a systematic approach to vocabulary learning and have become learning increasingly aware of the importance of developing vocabulary learning strategies Ruth Gairs.⁹

Vocabulary is one of the elements of language is important to study, without having enough vocabulary, the ability to communicative and convey our needs could not be established. According to Wilga M. Rivers :

⁹Ruth gairs, *working with words A guide to teaching and learning Vocabulary*, (New York:1968). P.171.

“It would be impossible to learn a language is important to study without vocabulary or words. Vocabulary is the main part of the sentence, very important to be mastered. We cannot organize our idea in sentence without words.”¹⁰

Vocabulary is a core component of language proficiency and provides much of the basic for how well learn speak, listen, read, or write. Without an extensive vocabulary strategies for acquiring a new vocabulary, learn often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to the native speakers, use the language in different context, reading or watching tv, research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learned to achieve in order to read both simple and un simple materials and the process different kind of oral and written text, as well as kinds of strategies learners use in understanding, using and remembering words.

Jack Ricahard and Will A. Renandya states that 3000 to 5000 words suggested for learners continuing to tertiary education studies.¹¹

As we know that, before the students know to speak and write the teacher must introduce kinds of vocabulary to know many things in their environment. So one general things such as kinds of animals, adjective for people, clothes, geography, building, place, bank, cooking, restaurant. Down town, etc.

¹⁰Wilga M. Rivers, *Teaching foreign-Language Skills*, p.462.

¹¹Jack Richard and Renandya, *Methodology in language Teaching*, p.256.

From definition above, we can see that vocabulary is one of the components of language exists without words. Without vocabulary we cannot vocabulary each other, so we have learn and memorize many of vocabulary in order to we cn speak English well.

2. Principle of learning vocabulary

Of Indicates the main principle teaching and learning vocabulary as follow :

a. Aims

In teaching vocabulary, we have to be clear about our aims, how many vocabularies listed, we expect as learners to be able to do. It is not clear at this point, it will be difficult to asses how successfull the vocabulary learning has been attained.

b. Quantity

Quantity had decided on what involved in vocabulary learning, we might decide on the quantity of vocabulary learning, we may decide on the quantity of vocabulary to be taught the number of new words that student can learn. If we expect that words will be taught become part of the students active vocabulary put the number of words as low as round “ five to seven” new word than clearly the actual number will depent on a number of factors varying from class and learning.

c. Need

In most cases the choice of vocabulary taught student, the teacher in choosing the vocabulary that is going to be taught will to relate to the aims of

course and the objective of individual lessons. It is also possible for the teachers, in a sense to put the responsible of choosing the vocabulary to be taught of the students. In order words, they need, as they need using the worlds as the information.

d. Frequent Expose and repetition

In teaching and learning vocabulary, has to be certain amount of reposition until there is evidence that the student have learned the target words. The simple way that checking the learning has been done is seeing whether the students can recognize the target words and identity the meaning. If the words have to be parts of the student productive vocabulary. They must be given an opportunity to use them, as often necessary for them to recall the word at all, with the correct spelling, and pronunciation and identify the meaning.

e. Meaning presentation

In presentation vocabulary lesson, the students must have a clear and specific understanding of what words denotes or refers. This requires that word presented in such a way their denotation references are perfect and unambiguous.

f. Situation presentation

The word presented are appropriated to the student' situation with a favourable condition, enough time consuming and conviont method, the student will automatically succeed in learning vocabulary.

g. Presentation in context

Words very seldom occur in isolation is important for the students to know the usual collocation that word a occur in. So from the beginning the words must appear an it is natural environment as it word among the words, naturally collocates with. Collocation are word, which are commonly associated.

h. Learning of vocabulary in mother tongue and target language

In teaching the word of the target language, teachers can use words of mother tongue as tool a compare and similarity and differentiate words.

i. Quessing procedure in vocabulary learning

Based on the explanation above, the writer conclude that un teaching vocabulary we have to be clear about our aims, and if we teach about new words, the quantity had on what involved in learning vocabulary. In choice of vocabulary through the students, the teacher must to put the responsible of choosing the vocabulary to be taught to the students. So the students can use it as information.¹²

In teaching and learning vocabulary, the amounts of the target must have learned by students. The students also have an appportunity in use the words. However the students must have a clear a specific understanding of what word denotes. Moreover, the words presented are appropriated to the students' situation with a favorable condition. So from the beginning the words must appear in it is natural environment.

¹² Michel Walase, *Teaching Vocabulary ELBS*, (New York, Oxford University 1989),p.21

3. The importance of vocabulary

Vocabulary is critical to reading success for three reasons:

- a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
- b. Words are the currency of communication. A robust vocabulary improves all areas of communication-listening, speaking, reading and writing.
- c. How many times have you asked your students or your own children to "use your words"? when children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.¹³

Vocabulary can assist the us to be able to develop and understand from reading content which we read, can communicate with the others and can know the things of which deal with English language.

4. Types of vocabulary

There are four type of vocabulary, those are:

- a. Active speaking of vocabulary is words that the speakers are able to use in speaking.
- b. Passive listening vocabulary, words that listener recognize but cannot necessary produce when speaking.

¹³Basri, *improving vocabulary through letter games at the Eight year students*, (palopo: STAIN,2009), p.9.

- c. Passive reading vocabulary refers to words that a reader recognize would not necessary be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing.¹⁴

Harmer also divide vocabulary into two types, those are:

- a. Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- b. Active vocabulary refers to words that student have learners, they are expected to be able to use by the student.¹⁵

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabularies are reading vocabulary. Oral vocabulary refers to words that we used in speaking or recognize in listening.

5. Teaching vocabulary

Teaching vocabulary is an important part a language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students. Useful word are the word that occurs frequently in everyday English and easy to remember.

¹⁴Kenji Kitao and S. Kathlen Kitao, *testing vocabulary*. ([http://www.mifi.gof/partnership for reading/publishing/reading firstvocab.html](http://www.mifi.gof/partnership_for_reading/publishing/reading_firstvocab.html),2000)

¹⁵Jeremy Harmer, *the practice of language teaching*, (New York : Longman Publishing,1983)p,159

One of problems of vocabulary teaching is how to select what words to teach. To select the important vocabulary means that can be used by the students. In this case before teaching it, the teacher should select the vocabulary students need.

Harmer states that a general principle of vocabulary selection has been that of frequency. We can divide which words we should teach in the basic of how frequently they are used speaker by the language. The words which are most commonly used are the one we should teach first.¹⁶

The vocabulary needed by the students us that vocabulary can be used for the language performance. For example vocabulary for thinking, vocabulary communication or for human relation in the class particularly and acuity generally.

Harmer states that three activities which are designed to teach and practice words. They are

a. Presentation

There are many occasions when some form of presentation or explanation is the best way to bring new words into the classroom. Such as :

1. Relia; The teacher holds up the object (or points to it), says the words and then get students to repeat it.
2. Picture; pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or on the bring in pictures.
3. Mime action, and gesture; Action, particular, are probably better explain by mime.

¹⁶ Jeremy Harmer, *The Practice of English Teaching*, (New York, longman, 1992),p.154

4. Contrast; we may present these concepts with pictures or mime, and by drawing attention to the contrast in meaning we ensure our students' in understanding.

5. Enumeration; we can use this to present meaning.

6. Explanation; if we are explaining the meaning of 'mate' (friend) we have to point out that that is a colloquial word in use informal context and that is more often use for males than for females.

7. Translation; translation is a quick and easy way to present the meaning of words but it is not without problems.

b. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of word.

c. Practice

Using new vocabulary, which is known is real communication. So it won't be forgotten easily.¹⁷

Based on the explanation above, there are three kinds of some technique of teaching vocabulary. So in this case, I will to combine a lot of the techniques. When teaching vocabulary, the teacher normally starts by doing of one two things, the teacher either gives the student the word or ask the meaning. She or he explain the meaning concepts and ask the word. Finally s/he checks that students whether they

¹⁷ Jeremy Harmer, p. 161.

have understood. The tables below keep to this order order and are followed by some suggestions for language your students may need.

6. What needs to be taught to improve vocabulary?

a. From : pronunciation and spelling

The learner has to know that a word sounds like (its pronunciation) and what its look likes (its spelling).

1. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context or may have some idyiosincratic way of connection with other word in sentences; it is important to provide learners with thiw information at the same time as we teach the base form. When teaching a new verb, for example we might give also it past form, if think is irregular (think, thought), and we might not if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present at plural form , if irregular (mouse, mice), or draw learners attention to th fact that is has no plural at all (advice, information). We may present verbs as want and enjoy together whit the verb form that follows them (want to, enjoying), or adjectives or verbs together with their following preposition (responsible forms, remind someone of).

2. Collocation

The collocations typical or particular items are another factors that makes a particular combination sounds ‘right or wrong’ in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like decision and conclusion , for example we may not that you take or make the one; but usually come to other; similarly, you throw a ball but toss a coin; you may talk about someone being dead tiered but it sounds odd to say dead fatigued.

3. Aspect of meaning(1):detonation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotations; this is often the sort definition that is given in a dictionary. For example dogs denotes the kinds of animal;more specifically, a common,domestic carnivorous mammal; and both dank and moist mean slight wet. A less obvious component of the meaning of an item is its connotation; the associations, or positive or negative feeling its evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotations of friendship nd loyalty; whereas the equivalent in Arabica, as understood by most people in Arab counties has negative associations of dirt and inferiority. Within the English language, moist has vafourable connotations while dank has unfavorable; so that you could describe something as pleasantly moist’ where ‘please dank’ would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relative rare or 'taboo' in polite conversation or tends to be used in writing but not in speech or is more suitable for formal than informal discourse or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but is more formal, tends to be more in writing more than in speech, and is generally much less common.

4. Aspect of meaning (2); relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships; here are some of the main ones.

a. Synonym: items that mean the same, or nearly the same; for example; *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.

b. Antonyms; item that mean the opposite; *rich* is antonym of *poor*.

c. Hyponyms; items that serve as specific examples of general concept; *dog*, *lion*, *mouse* are hyponyms of *animal*.

d. Co-hyponyms or ordinates; other items that are the 'some kind of thing' *red*, *blue*, *green*, and *brown* are co-ordinates.

e. Super Ordinates; general concept that 'cover' specific items: *animal* is the super ordinate of *dog*, *lion*, and *mouse*.

f. Translation; words or expressions in the learner's mother tongue are (more or less) equivalent in meaning to the item being taught.

Beside these, there are other, perhaps looser, ways associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between *arm* and body); or associate items that are part of the same real world context (*tractor, farmer, milking, and irrigate* are all associated with agriculture).

All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.

5. Word Information

Vocabulary items, whether one-word or multi-word can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information. Perhaps mainly for more advanced learn.

You may wish to teach the common preffixes and suffixes; for example if learners know the meaning of *sub-*, *un-*, and *-able*, this will help them guess the meaning of words like *substandard, ungrateful* and *untranslatable*. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning.

7. Strategies for building a powerful vocabulary

There are five strategies for building your vocabulary, those are:

- a. Check your knowledge of the words used most frequently in English.
- b. Focus on the words used in academic texts.
- c. Use the dictionary effectively.
- d. Keep a vocabulary notebook.

e. Use study cards.¹⁸

If you know these words, you have a much better chance of understanding what you read. Research on academic texts has shown that certain words are used very frequently in these texts, Regardless of the subject matter. When you encounter new words, write them in a notebook that you use only for vocabulary and not for other course work.

Rolf Tyna notice that in recent year, one of the main problem of the students that they couldn't understand the question words, or that the reading text were about subject they didn't know a lot about. If the students have a problem retaining and using vocabulary, making vocabulary stick will offer a different way looking at the problem¹⁹.

While Andrew Wright, David Better and Michael Buckby suggested the benefits of the game, namely help the students enjoy in learning vocabulary²⁰.

C. Content words

Content words are words which refer to a thing, quality, state or action and which have meaning (lexical meaning) when the words are used alone.

¹⁸Beatrice S. Mikulecky & Linda Jeffries, *advanced reading power*, (Longman: Pearson, 2007) , p.26.1

¹⁹Rolf Tinan, *making vocabulary stick*,2005.The internet available online at [http// education.Guardian. co.uk.telf/teaching/ story.html](http://education.guardian.co.uk/telf/teaching/story.html).

²⁰Andrew, Wright, et.al, *Games for the language learning*. (United Kingdom: University Press Cambridge, 1997), p.1

1. Noun

Noun is word showing people, object, place, animal plant, idea, etc. Noun have two form, those are:

a. Concrete Noun is people name, place, or object, etc, which can be under arrest with the pentameter indra, namely object which concret.

Example: Chair, bread, people, car, perfume, etc.

There is four type concrete noun, those are:

1) Proper Noun is noun preceded by block letters that is name. People name, town, state, school, other place name and company.

Example: Amir, Jakarta, Airlangga University, etc.

2) Common Noun is noun showing type, class from object, place, etc.

Example: Book, invention, city, soldier, etc.

3) Material noun is name showing material noun that happened by itself namely non human being brand.

Example: Gold, water fish, iron, blood, silver, etc

4) Collective noun is name of group or corps which is considered to be by one unit or represent the corps of a number of its number.

Example: a team, a committee, a club, division, etc.

b. Abstract Noun is not seen or groped but imaginable.

Example: Happiness, freedom, health, honesty, etc.

c. Abstract noun is mould able from words work the, words is nature of and other words.

d. Way of altering verb become the Abstract noun:

1) By giving suffix –ment at verb.

Example: advertise = advertisement, agree = agreement, argue = argument, etc.

2) By giving suffix –ion –tion at verb.

Example: connect = connection, adopt = adoption, associate = association, etc.

3) By enhancing suffix –ation, -cation, -ition at verb.

Example: admire = admiration, repeat = repetition, qualify = qualification, etc.

4) By enhancing suffix –ance, -ence at verb.

Example: Hinder = hindrance, confide = confidence, etc.

5) By enhancing –t.

Example: Complain = complaint, fly = flight, contain = content, etc.

6) By enhancing –y.

Example: discover = discovery, deliver = delivery, injure = injury, etc.

e. Same abstract noun its for with verb:

Verb (kata kerja)	Abstract noun
To hope	hope
To help	help
To mind	mind

f. Way of altering adjective become the abstract noun:

1) Abstract noun coming from adjective by enhancing suffix –ness at adjective.

Adjective	Abstract noun
Good	goodness

Happy happiness

Polite politeness

2) Abstract noun coming from common noun.

Common noun Abstract noun

Agent agency

Champion championship

Child childhood

3) Abstract noun coming from other adjective.

Adjective Abstract noun

Patient patience

Young youth

Important importance.²¹

2. Adjectives

Adjective is words used to explain or narrow the noun or word change.

Example: Good, happy, long, bad, sad, etc.

Adjective divided for two faction that is:

a. Descriptive adjectives is adjective explaining circumstance of noun or pronoun covering size measure, form the, color, aroma, feel, etc.

Example: Big, red, small, round, etc.

²¹John Surjadi H, Drs. S. Koentjoro, Drs. Manaf asmoro seputro ,*Accurate, breaaf and clear English grammar*, (Surabaya: indah, 1986), p. 7

b. Limiting adjectives is adjective narrowing noun or pronoun without giving information concerning circumstance, its type, etc.

Beside that, usually adjectives also in grouping to become eight that is:

1) Adjective of quality is words showing form, cutting or circumstance of noun or pronoun.

Example: small, fat, large, poor, etc.

2) Adjective of quantity is adjective showing amount something incalculable goods, that is: much, little, some, all, etc.

Example: He ate little bread.

3) Adjective of numeral is adjective showing certain quantity or is not certain or network or sequence.

4) Demonstrative adjective is indicative adjective.

5) Proper adjective, this adjective come from proper noun which usually mean its nation or its language. Letter early always in the form of letter capital.

Proper noun	proper adjective
-------------	------------------

England	English
---------	---------

Holland	Dutch
---------	-------

Java	Javanese
------	----------

6) Interrogative adjective is adjective used for the question of, that words is what, which, whose.

Example: What time will you come?

7) Possessive adjective is adjective showing owner, that words is: my, her, our, its, your, their and his.

Example: My father is a teacher

8) Distributive adjective is adjective showing one from existing amount, that is: each, every, either, neither.

Example: She read *every* book in the library.

3. Verbs

Verb is word showing deed name conducted by subject, but possible also show circumstance.

Example: Amir comes from Jakarta.

Kinds of verb:

a. Finite verbs is ordinary verb namely marked with the following marking:

1) If weared in interrogative sentence and negative require to hence auxiliary verb *do, does or did*.

2) Its for can fluctuate by tense.

Example: She worked hard.

b. Auxiliary verbs is verb used by together with other verb to express the action or circumstance, or specially have the function grammatical.

c. Linking verbs is functioning verb connect among subject by its complement. Word which is attributed to the subject named by subject complement.

Example: The author is our guest. (the subject complement guest refers to the subject author).

d. Transitive verbs is verb needing object to complete the sentence meaning.

Example: He struck the board.

e. Intransitive verbs is verb which do not need object because have earned to show the perfect meaning.

Example: The sun shines.

f. Regular verb is verb which can fluctuate as according to from tense and that verb transformation regularly.

g. Irregular verb is verb having function of equal to regular verb, but this verb transformation disjointedly.

4. Adverbs

Adverbs is word explaining how to, where its place, when its time, how many times etc, a work conducted or a event happened.

a. function adverbs

Adverbs can explain or give the boldness to verbs, adjective, noun phrase, other adverb, or all sentence.

b. Kinds of adverbs

In English language there is a lot of type adverbs, however in this shares will only be important adverb its function in sentence that is:

1) Adverb of manner is adverb expressing how to a work conducted or event happened.

Example: He runs *quickly*.

2) Adverb of place and direction is adverb explaining place of the happening of event or action.

Example: She'll come *here* again.

3) Adverb of time is adverb expressing time of the happening of a event or work.

Example: I am studying English now.

4) Adverb of degree is boldness explaining level, degree of or how far something that matter.

Example: She became *quite* angry with me.

5) Adverb of frequency is adverb expressing frequency- often- do not its- a work conducted or event happened, for example: usually, always, often, sometime, etc.

Example: She *sometimes* comes late.

6) Adverb of quantity is adverb explaining amount or how many times a work conducted or event happened.

Example: She studied English a *little*.

7) Interrogative adverb is adverb used to make the question, for example: why, where, how, when, etc.

Example: Where did you buy this book?

8) Relative adverb is functioning adverb as link in sentence, for example: therefore, moreover, besides, however, why, etc.

Example: I don't know *why* he is absent today.²²

As we know that vocabulary in English just like in the other language where it is divided into several classification. They are noun, verb, adverb and adjective. From part of example above we can know that for noun its derivative sometime ended by -er, -nee, -ion, -ism, -ization, -ment, -ness, -hood, -ist, -ship. Adjective ended by -y, -ed, -able, -al, -full, -ish, -ing, -ive, -ous. Verb sometimes ended by -ize, like Islamize, organize, while and adverb sometimes and by lay. The other things that pay attention are informing derivative vocabulary that we have to directive from dictionary. The characteristic that mentioned above are only to make us easy in classification word whether it is noun, adjective, verb or adverb.

D. The Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is a successful teaching strategy / managed within a small team, each consisting of students with different levels of ability , use a variety of learning activities to improve their understanding of a subject. ²³ Model of cooperative learning is a series of learning activities undertaken by students in certain groups to achieve the learning objectives have been formulated . Model of cooperative learning is group learning lately to the attention of education experts and recommended for use . Slavin suggests two reasons . First , some studies show that the use of cooperative learning model can boost the ability sosial

²²Fuad Mas'ud, *Essential of English grammar*, (Yogyakarta: BPFY-yogyakarta,2005)p, 68.

²³ Wikipedia, *Pengertian Model Pembelajaran*, 2011:1, Accessed on 2 Oktober 2012.

relationships , cultivate an attitude of accepting the shortcomings of others , and can improve self-esteem . Second, cooperative learning model can realize students to learn to think, solve problems, and integrate knowledge with skills. ²⁴ From these two reasons, the model of cooperative learning is a form of learning that can improve learning system that so far has drawbacks.

Model of cooperative learning is a learning model using a system of grouping / small teams of between four to six people who have the ability academic background , gender , race , or ethnicity is different . Sytem research made to the group. Each group will receive an award, if the group is able to demonstrate achievement of the required. Thus, each group member will have a positive dependence. That kind of dependence which hereinafter will bring the individual's responsibility to the group and interpersonal skills of each member of the group. Each individual will help each other, they will have the motivation for the success of the group, so that each individual will have an equal opportunity to contribute to the success of the group.

This cooperative learning model can be used when :

- a. She stressed the importance of collective effort on the side of individual effort in learning.
- b. If the teacher wants all students (not just good students only) separately obtain success in learning

²⁴ Slavin, R.E., Cooperative Learning: Theory, Reasearch, and Practice (Second Ed.) Boston: Allyn and Bacon, 1995, h. 53.

- c. If teachers want to instill, that students can belajar of other friends, and learn from the help of others.
- d. If the teacher wants to develop communication skills as part of the curriculum content.
- e. If teachers want increased student motivation and increase their level of participation.
- f. If the teacher requires the development of students' skills in solving problems and finding solutions solving.

Anita Lee, emphasizes that cooperative learning must be founded on five vital mutual principles: positive interdependent, individual accountability, face-to-face interaction, inter-member communication and group evaluation. Only by applying these principles the learners will be able to get the maximum benefits of cooperative learning.²⁵

Cooperative Learning is the approach that involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success.

Cooperative learning is a learning strategy with a number of students as members of small groups of different ability levels. In completing the group assignment, each student member of the group must work together and help each

²⁵ Anita Lee, *Cooperative Learning; Mempraktekkan Cooperative Learning di Ruang-Ruang Kelas*. (PT Grasindo :Jakarta). Accessed on November 11th 2013

other to understand the subject matter . In cooperative learning , learning is not yet finished when one of the friends in the group have not mastered the lesson material .

Cooperative Learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group successes.²⁶

The researcher concluded that the cooperative learning model is a learning model using small groups, work together. The success of this model is highly dependent on the ability of the activity of group members, either individually or in groups.

2. Principles of cooperative learning

There are four basic principles of cooperative learning, as described below:

- a. The principle of positive interdependence (positive Interdependence)
- In the study group, the successful completion of a task is dependent upon the efforts of each member of the group. Therefore, it should be realized by every member of the group of successful completion of the task group will be determined by the performance of each member. Thus, all members of the group would be mutually dependent.

²⁶ “Cooperative Learning,” *Wikipedia the Free Encyclopedia*. [Http://:en.Wikipedia.org/wiki/cooperative-learning](http://en.Wikipedia.org/wiki/cooperative-learning) (November 13th 2013)

b. Individual Responsibility (Individual Accountability)

This principle is a consequence of the first principle. The success of the group depends on each of its members, then each member of the group should have responsibility in accordance with his duties.

c. Face to face interaction

Cooperative learning model to give space and ample opportunity for each member of the group for a face to face exchange of information and mutual pembelajaran. Face to face interaction will give experience berharga kepada each member of the group to work together, menghargai any difference, utilizing the advantages of each member, and fill each other's shortcomings.

d. Participation and Communication

Cooperative learning model to train students to be able to participate actively and communicate. This capability is very important to equip them in people's lives in the future.

a. *Characteristic of Cooperative Learning*

According to Stahl in Ismail, the characteristic of cooperative Learning are:

- a. Studying with friends
- b. Face to face with friends
- c. Listening among members
- d. Learning from his/her friends in group
- e. Learning in a small group
- f. Active in speaking or giving a piece of mind

- g. Students make decision
- h. Students must be active²⁷

In cooperative learning, there are several variations of the model that can be applied, which include:

1) *Student Team Achievement Division (STAD)*

Measures (syntax) learning, namely:

- a) Teacher divides students into group with members of the heterogeneous (e.g., each group of four).
- b) The teacher presents the lesson
- c) The teacher gives a task to be done by the group members of the group
- d) Students who can do the task / problem explained to members of the group so that all members of the group understand.
- e) The teacher gives a quiz / questionnaire to all students. When answering the quiz / questions, students should not help each other.
- f) Teachers give awards to groups that have value / high point.
- g) The teacher gives an evaluation.
- h) Conclusion

2) *Jigsaw*

One form of cooperative learning is the jigsaw method , which in this study , to test the impact on interpersonal relationship skills and teamwork . On learning the

²⁷ Ismail, *Model-model Pembelajaran*, (Jakarta, 2012), p.12

jigsaw method , students learn in a group whose members are capable heterogin and each student is responsible for one part of the material (Arends , 2007).²⁸

Learning topics specified by the teacher , while the students' task is to study and discuss the matter in the expert group , further sharing (sharing) of various materials in the home group .

According to Aronson (www.jigsaw.org) , learning steps jigsaw method is as follows : (1) Placing students in groups , each group consisting of between 5-6 people , (2) Assign a student from each group as leader , (3) Divide the subject matter into 5-6 sections , (4) Assign each student to learn the material part ; (5) Provide time for students to learn the material portion of the at least two times that he became familiar with the material ; (6) Establish an " expert groups " , whose members are a student from each group home . They merge into one group (experts) to learn the same material parts . Teachers provide time in each group of experts to discuss the key points of the material as part of their presentation guidelines they would do in a group home ; (7) Ask each student to return to their home group ; (8) Ask for each each student to present the material part in the original group . Teachers encourage other group members to ask questions aimed at clarifying ; (9) Teachers observe the discussion from one group to another . If the group is experiencing barriers (eg there are dominate or interfere with) the teacher

²⁸Arends, R.I., *Learning to Teach*. Diterjemahkan oleh Helly Prayitno Soetjipto dan Sri Mulyantini Soetjipto (2008). Yogyakarta: Pustaka Pelajar, 2007.

intervened ; (10) At the end of the session gave a quiz related materials so that students can immediately realize that what they do is not a futile activity .

3) Rotating Tri Exchange

In this model class is divided into groups consisting of 3 people, the class arranged so that each group can see the group in the left and right, the trio give each the same questions for discussion. When finished give numbers for each member of the trio. For example the number 0,1, and 2. Then ordered the number 1 moves clockwise and the number counterclockwise 2 next. While the numbers 0 remain in place .This will lead to the emergence of a new trio. Give each new trio of new questions to be discussed. Rotate back students after every question that has been prepared.

4) Group Resume

In this model would be a better interaction between students, the class is divided into groups, each group consisting of 3-6 students. Emphasize that they are a good group, a good talent or ability Emphasize that they are a good group, a good talent or ability. Allow the groups to make conclusions on the data contained therein educational background, knowledge of the content of classes, work experience, position held now, skills, hobbies, talents and others. Then each group was asked to present the conclusions of their group.²⁹

5) Two Stay- Two Stray Technique (TSTS)

²⁹ Isjoni, *Cooperative Learning mengembangkan kemampuan belajar kelompok*,(Bandung: Alfabeta, 2011),p. 60

b. Two stay two stray technique

1. Definition

One model is a model of cooperative learning TSTS . " Two guests staying two " developed by Spencer Kagan 1992 and commonly used in conjunction with models Numbered Head (Numbered Heads) . TSTS structure which is one type of cooperative learning groups that provide opportunities to share results and information to other groups . This is done because a lot of teaching and learning activities are colored with individual activities . Students work alone and are not allowed to see the work of other students . Whereas in real life outside of school , life and human labor depend on each other .³⁰

Two Stay- Two Stray was developed by Spencer Kagan (1992). In this technique, each group (containing four members) is given an opportunity to share the result of their group discussion to other groups by sending their two “representatives” to the other groups in the class. The other two members will stay within their group and become host for the “guests” who are coming from other groups to search for information.³¹

2. The characteristics of the learning model two stay two stray technique, namely:

a) Students work cooperatively in groups to complete the learning material .

³⁰ [Http://www.ras.ec.com/.../model-pembelajaran-kooperatif-tipe-two.html](http://www.ras.ec.com/.../model-pembelajaran-kooperatif-tipe-two.html). Accessed on January 6th 2014

³¹ Isjoni, *Cooperative Learning mengembangkan kemampuan belajar kelompok*,(Bandung : Alfabeta, 2011),p. 75

- b) .Formed group of students who have high ability , medium and low .
- c) . When group members may come from racial , cultural , ethnic , gender different
- d). Award more oriented group of individuals

3. Step -by-step learning model two stay two stray as follows:

- a). Students work in groups of four as usual .
- b) . Once completed , two students from each group will leave the group and each visit to the other group .
- c) . Two groups of students who live in charge of distributing the work and get them to their guests .
- d) . Guest excused himself and returned to their own groups and report their findings from other groups .
- e) . Group match and discuss the results of their work

Two Stay- Two Stray was developed by Spencer Kagan (1992). In this technique, each group (containing four members) is given an opportunity to share the result of their group discussion to other groups by sending their two “representatives” to the other groups in the class. The other two members will stay within their group and become host for the “guests” who are coming from other groups to search for information.³²

TSTS cooperative learning model consists of several stages as follows:

1) Preparation

³² Isjoni, *Cooperative Learning mengembangkan kemampuan belajar kelompok*,(Bandung : Alfabeta, 2011),p. 75

In the preparation phase , the teachers do is make the syllabus and system of assessment, instructional design , prepare assignments and divide students into groups with 4 members each student and each member of the group should be heterogeneous based on student academic performance and ethnicity.

2). Presentation by the teacher.

At this stage the teacher delivering learning indicators , recognize and explain the material in accordance with lesson plans that have been made .

3). Group Activities

In this learning activity using an activity sheet that contains the tasks that must be learned by each student in the group . After receiving an activity sheet that contains issues related to the concept of matter and its classification , students learn it in a small group (4 students) are discussing the problem together members of the group . Each finished the group or solve a given problem in their own way . Then 2 of the 4 members of each group to leave the group and other groups to visit , while two members of the group who live in charge of delivering the work and get them to the guests . After obtaining information from the 2 members who stay , guests excused himself and returned to their respective groups and report its findings and mancocokkan and discuss the results of their work .

4). Formalization

After studying in groups and solve problems given one of the groups presented the results of a discussion group to be communicated or discussed with other groups . Then teacher discusses and directs students to a formal shape.

5). Evaluation Group and Awards

At the evaluation stage to determine how much students' ability to understand the material that has been obtained using the model of cooperative learning model TSTS . Each student was given a quiz containing questions on learning outcomes TSTS model , which is subsequently followed by giving the award to the group receiving the highest average scores

4. The purpose of learning model two stay two stray technique: In this learning model students are exposed to activities of listening to what is expressed by his friend while a visit , which indirectly will be brought students to listen to what is expressed by the members of the group who hosted them. In this process , there will be activities on students' listening material . In this TSTS cooperative learning model has the same goal with a cooperative learning approach that has been discussed previously . Students are invited to work together to find a concept . The use of cooperative learning model TSTS will lead students to be active , both in discussions , frequently asked questions , find answers , explain and also listen to the material described by a friend . In addition, the reason for using a learning model two stay two stray is because there is a clear division of labor group each member of the group , students can work with his friend , the students can cope with crowded conditions and unruly during the learning process .

Thus , essentially returning to the essence of language skills into a single unit that is reading , speaking , writing and listening . When students explain the material covered by the group , then of course the students who visited the listening activity

over what was described by his friend . material to another friend . Similarly, when students return to the group to explain what the material in the can from the group visited . Students who re- explain the material in the can from the other groups , the students in charge of maintaining the house listening to things described by his friend .

In the learning process with two stay two stray models , consciously or unconsciously , students will undertake one of the activities that were analyzed for language , namely listening skills improved . By implementing cooperative learning model TSTS such , students will be doing a lot of listening activities directly , in the sense of not always a way to listen to what the teacher can make students express saturated . With the application of TSTS learning model , students will also be actively involved , so that will bring the spirit of the students in the study (active) .

While debriefing can be conducted by students from one group and another , by way of matching material obtained with the material presented . That way , students can evaluate themselves , how accurate to their mindset to a mindset concept with resource persons . skills .

A. Hypothesis

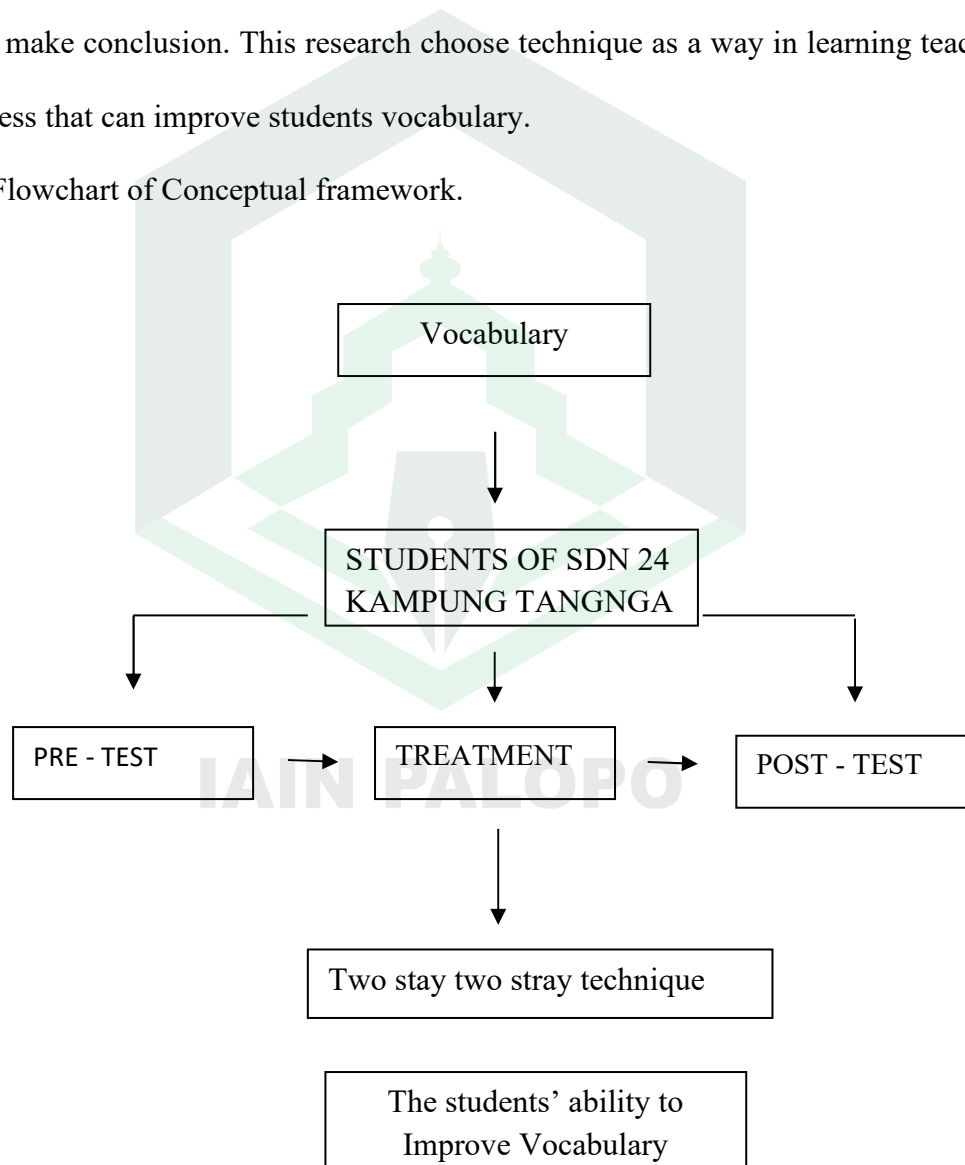
In this research, based on the writer proposed, the hypothesis is as follows:

1. Null hypothesis (H_0): two stay two stray technique is not effective to develop vocabulary at the sixth year of SDN 24 Kampung Tangnga.
2. Alternative hypothesis (H_a): two stay two stray technique is effective to develop vocabulary at the sixth year of SDN 24 Kampung Tangnga.

B. Conceptual Framework

The conceptual framework in this research explains about that use to develop students' vocabulary through two stay two stray technique in improving students vocabulary. The students vocabulary will be measure, before treatment that by giving Pre-test and Post-test and then will be analyzed in finding data analysis then make conclusion. This research choose technique as a way in learning teaching process that can improve students vocabulary.

Flowchart of Conceptual framework.



CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

1. Method

The method that would be used in this research is pre- experimental research that related with statistic. It would be used to describe the effectiveness of two stay two stray technique to improving students' vocabulary at the sixth year of SDN 24 Kampung Tangnga.

2. Design of Research

To do the experimental, the research used one group pre-test and post test design. The design is written as follows:

$X1 - T - X2$

Remarks: X1 : Pre test
T : Treatment
X2 : Post test¹

In the design the research observes, the first is before treatment/ experiment and the second one of after treatment. The observation done before treatment is called pre test (X1) and the observation done after treatment is called post test (X2).

¹ Hatch and Lazaraton. *The Research Manual* (USA; Newbury House 1991) p. 7.

B. Population and sample

1. Population

The population of this research is consisting of the sixth year students of SDN 24 Kampung Tangnga in 2012/2013 academic year. The total population at the sixth year students of SDN 24 Kampung Tangnga is 24 students.

2. Sample

This research used total sampling technique. They are 24 students to be taken as sample of this research.

C. Instrument of the Research

In this research, the researcher used written test and questionnaire.

1. Written Test

The researcher used tests. The writer would gave students test in vocabulary that consist of 10 items and than students look for through two stay two stray technique with the other friends in classroom. Each item has 1 score if the students can answer it well. So, the total of the scores are 20 if the students can answer all of the questions correctly. The test aims to know the significant of two stay two stray technique in teaching vocabulary at SDN 24 Kampung Tangnga.

2. Questionnaire

In this instrument the researcher prepared the sheet of questionnaire, where it contains of some questions about the student's perception toward two stay two stray technique. The questionnaire was used by researcher multiple choice form. It consist

of seven statements by choose strongly agree, agree, less agree, disagree, and strongly disagree. The questionnaires were provided in likert scale. Likert scale which modified in five alternative answer, that consist of strongly agree (SS) = 5, agree (S) = 4, less agree (RG) = 3, disagree (TS) = 2, and strongly disagree (STS) = 1.²

D. Procedure of collecting data

In collecting data, the researcher do some procedures, the procedures as follows :

1. Giving Pre- test

The writer distributed pre-test to students as sample, and it intends to know the students' prior knowledge of vocabulary.

2. Treatment

The researcher conducted treatment. For six meetings conduct as follows :

- a) The first, the researcher explain what two stay two stray technique and explains clearly the learning material.
- b) The second, the researcher involves students to construct, seek, find out, and be active during learning process.
- c) The third, the researches divides into several groups, then explain clearly the learning material vocabulary by applying two stay two stray technique.

² Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif R & D*, (Alfabeta, 2002),p. 93-94

d) The fourth treatment, the researches gives feed back to students such as he help and correct the students exploration and elaboration about vocabulary material that has been studied.

e) The fifth treatment, the researches with students make conclusion about the learning material that has been studied.

3. Post – test

The writer distributed post-test to students as sample. This test is to know the effectiveness of two stay two stray technique in improving vocabulary for students. It took 60 minutes too to do the test.

a). Technique of Data Analysis

The data analysis technique involved some step that was elaborated as follows :

- 1) Score the students correct answer by using the following formula :

$$\text{Score} = \frac{\text{value of the students' correct answer} \times 10}{\text{Total items}}$$

- 2) Calculating the means score

$$M = \frac{\sum X}{N}$$

Where :

M : mean score

$\sum x$: total of raw score

N : number of respond

3) Classification the students score based on the following classification.

The score is classified into interpretation score as follows :

- Excellence = 8,6 - 10 is classified as excellent
- Good = 7,0 – 8,4 is classified as good
- Fairly = 5,5 – 6,9 is classified as fairly
- Poor = 4,0 – 5,4 is classified as poor
- Bad = 0,0 – 3,9 is classified as bad³

4) Calculating the rate percentage of students score by using the following

formula :

$$P = \frac{F}{N} \times 100$$

Where :

P = percentage

F = frequency

N = total sample⁴

5) Calculating the standard deviation by using the following formula :

³ R. Oemar hamalik, *Tekhnik pengukuran dan evaluasi pendidikan* (Bandung Mandar Maju, 1989),p.122

⁴ Ridwan, *Dasar- Dasar Statistika*, (Jakarta, Rineka Cipta, 2003),p.41

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Where :

SD = Standard deviation

$(\sum X_1)$ = the sum of X_1 score

$(\sum X_1)^2$ = the square of X_1 score

n = total sample⁵

- 6) Calculating the t – test to know the difference between the result of pre – test and post-test by using formula :

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{\sqrt{n(n-1)}}}$$

Where :

t : Test of Significance

Md : Mean Deviation SS between Pre-test and Post-test

$\sum D$: The Mean of Different score

$\sum X^2 d$: Different Deviation and Mean Deviation

n : Total Number of Deviation

I : Constant Number⁶

⁵ Ridwan, *Belajar Mudah Penelitian untuk Guru dan karyawan dan peneliti pemula*, (Bandung : Alfabeta,2004),p.122

⁶ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : PT. Rineka Cipta,1992),p. 327

7) Criteria of hypothesis acceptability

If $t_o \geq t_t$ = reject null hypothesis

If $t_o \leq t_t$ = receive t null hypothesis

Where :

t_o = Test of significance (t-test)

t_t = Level of significance on one tailed test (t- table)⁷



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⁷ Subana, Rahardi Moestiyah, *Statistik Pendidikan*, (Bandung: CV Pustaka Setia, 2001), p.178

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the previous description, it is explained that the data analysis in this researched used experimental method. The description explained the result of the research (pre test and post test).

1. The analysis of test

a. Score of students in pre test and post test

Table 4.1

The score of students in pre – test (X_1) and post-test(X_2)

Respondent	Value of student's correct answer		Score	
	Pre-test	Post-test	Pre-test	Pos-test
R1	65	75	65	75
R2	65	70	65	70
R3	65	85	65	85
R4	70	90	70	90
R5	70	80	70	80
R6	65	90	65	90
R7	70	75	70	75
R8	60	70	60	70

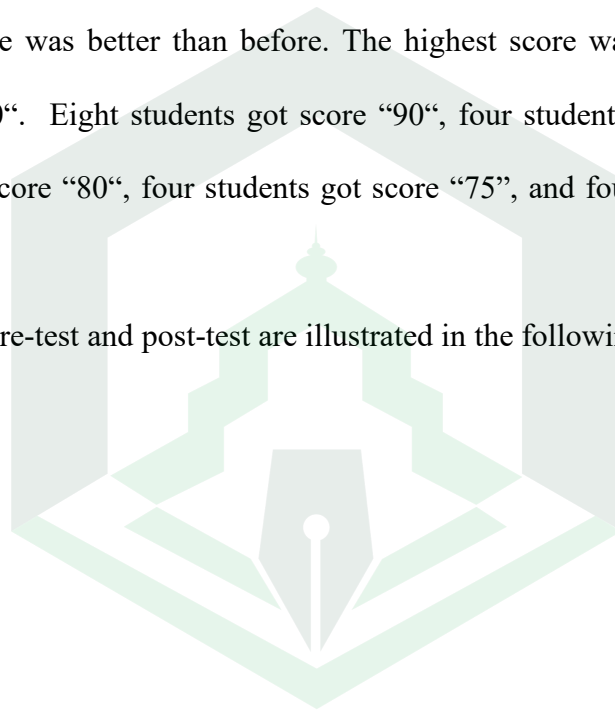
R9	65	85	65	85
R10	70	90	70	90
R11	70	80	70	80
R12	65	90	65	90
R13	70	90	70	90
R14	65	80	65	80
R15	70	90	70	90
R16	65	70	65	70
R17	70	75	70	75
R18	65	85	65	85
R19	65	85	65	85
R20	70	75	70	75
R21	65	70	65	70
R22	65	90	65	90
R23	70	90	70	90
R24	65	80	65	80

The table 4.1 shows the value of the student's correct answer and their score in doing the test (pre-test and post-test). It showed the difference between the result of pretests and post-test, where almost students which taken as sample in the

researched got low score in pre-test and become high in post-test, there was not students got high score in pre-test. The higher score in pre-test was “70” and the lowest score is “60“, thirteen students got score “65“, ten students got score “70“, one student got score “60“.

After teaching vocabulary through two stay two stray technique, the student’s score was better than before. The highest score was “90“and the lowest score was “70“. Eight students got score “90“, four students got score “85“, four students got score “80“, four students got score “75“, and four students got score “70“.

The score in pre-test and post-test are illustrated in the following table:



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b. Rate Percentage of students score

Table 4.2

Rate percentage of students score

NO	Classifications	Score	Frequency		Percentage	
			Pre-test (X_1)	Post-Test (X_2)	Pre-test (X_1)	Post-test (X_2)
1	Excellent	8,6 – 10	-	8	-	33,33%
2	Good	7,0 8,4	13	8	54,16%	33,33%
3	Fairly	5,5 – 6,9	11	8	45,84%	33,33%
4	Poor	4,0 – 5,4	-	-	-	-
5	Bad	0,0 - ,3,9	-	-	-	-
Total			24	24	100%	100%

The table 4.2 shows in pre-test, there were 11 (45,84%) students got fairly score, there were none (0,00%) students got poor score, there were none (0,00%) students got low score and there was not students got excellent but there were 13(54,26%) good score. It means that the students less about vocabulary, where just three students got expected score, while in the post- test is different, where we can see from the table above that from 24 students there were 8(33,33%) students got expected score, there were 8 (33,33%) students got expected score and there none students got unexpected score. There were 8 (33,33%) students got excellent score, there were 8 students got good score, there was 8 (33,33%) students got fairly score

and none students got poor and bad score. It means that the score of students after doing the treatment process during fifth meeting was very significant because the students' score was increased from the pre- test to the post- test. Although there are still a few students got poor score.

c. The students mean score in pre- test and post-test.

Table.4.3

The students gain score

Respondent	Variable X_1	Variable X_2	D (gain)
	Pre-test	Post-test	Y-X
R1	65	75	10
R2	65	70	5
R3	65	85	20
R4	70	90	20
R5	70	80	10
R6	65	90	25
R7	70	75	5
R8	60	70	10
R9	65	85	20
R10	70	90	20
R11	70	80	10
R12	65	90	25

R13	70	90	20
R14	65	80	15
R15	70	90	20
R16	70	70	0
R17	65	75	10
R18	70	85	15
R19	65	85	20
R20	65	75	10
R21	70	70	0
R22	65	90	25
R23	70	90	20
R24	65	80	15
N=24	$\sum X_1 = 1675$	$\sum X_2 = 1960$	$\sum D_1 = 345$

d. The students' mean score

1) Pre-test

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{1675}{24}$$

$$M = 69,791$$

2) Post – test

$$M = \frac{\sum X_2}{N}$$

$$M = \frac{1960}{24}$$

$$M = 81,666$$

Table 4.4
The students' mean score

Component	Pre-test	Post-test
Mean	69,791	81,666

Table 4.4 indicates that the mean score of students in the post-test was different from the mean score in the pre-test or post-test > pre-test or 81,666 > 69,791. It means that the students' achievement was improved.

e. Standard Deviation

1). Pre – test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{24(1675)^2 - (1675)^2}{24(24-1)}}$$

$$SD = \sqrt{\frac{24(2805625) - (2805625)}{24(23)}}$$

$$SD = \sqrt{\frac{67335000 - 2805625}{552}}$$

$$SD = \sqrt{\frac{64529375}{552}}$$

$$SD = \sqrt{116901,401}$$

$$SD = 341,908$$

2). Post - test

$$SD = \sqrt{\frac{n(\sum X)^2 - (\sum X)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{24(1960)^2 - (1960)^2}{24(24-1)}}$$

$$SD = \sqrt{\frac{24(3814600) - (3814600)}{24(23)}}$$

$$SD = \sqrt{\frac{91550400 - 3841600}{552}}$$

$$SD = \sqrt{\frac{158892,754}{552}}$$

$$SD = \sqrt{158892,754}$$

$$SD = 398,613$$

Table 4.5
Standard deviation

Component	Pre-test	Post-test
Standard deviation	341,908	398,613

The table 4.5 shows that standard deviation of pre – test was low than post – test. Were standard deviation of pre – test was 341,908 and post-test was 398,613 or $398,613 > 341,98$

f. Test significant

1). T- test

$$T_1 = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Md = Mean deviation between pre-test and post-test

$$= 81,666 - 69,791$$

$$= 11,905$$

$$\sum X^2 d = \sum D^2 - \frac{\sum D^2}{n}$$

$$= 6400 - \frac{(345)^2}{24}$$

$$= 6400 - \frac{119025}{24}$$

$$= 6400 - 4959,375$$

$$= 1440,625$$

$$T \text{ test } t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

$$= \frac{11,905}{\sqrt{\frac{1440,625}{24(24-1)}}}$$

$$= \frac{11,905}{\sqrt{\frac{1440,625}{24(23)}}}$$

$$= \frac{11,905}{\sqrt{\frac{1440,625}{552}}}$$

$$= \frac{11,905}{\sqrt{2.6098279}}$$

$$= \frac{11,905}{1,6154}$$

$$= 7,369$$

2). T -table

$$\text{Level of significance } (\alpha) = 0.05 \text{ or } 5 \%$$

$$\text{Degree of freedom (df)} = n - 1$$

$$= 24 - 1$$

$$= 23$$

$$= 2,807$$

Table 4.6
T – Table

Component	T- table	T-test
T Value	2.807	7,369

The table 4.6 shows that the result of t-test was higher than t-table or 7,369 > 2.807. So H_0 is rejected and H_a is accepted (two stay- two stray technique can improve students' vocabulary).

2. The Analysis of Questionnaire

After doing research in SDN 24 Kampung Tangnga, the researcher found that the students' perception about teaching vocabulary two stay-two stray technique. The students' perception is presented as follows:

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Table 4.7**Students' Impression of using two stay- two stray technique in improving vocabulary**

Statement	Category	Frequency	Percentage
I like to study about vocabulary through two stay- two stray technique	Strongly agree	18	75%
	Agree	3	12,5%
	Neutral	3	12,5%
	Disagree	-	-
	Strongly disagree	-	-
			24

The table 4.7 showed that among 24 students, there were 18 students (75%) choose strongly agree, 3 students (12,5%) choose agree, 3 (12,5%) students choose neutral and none students choose disagree and strongly disagree. It means that the most of the students like study about vocabulary through two stay- two stray technique.

Table 4.8**Students' Ability in Using Vocabulary**

Statement	Category	Frequency	Percentage
I am able to do English assignment specially vocabulary through two stay- two stray technique.	Strongly agree	8	33,33%
	Agree	14	58,33%
	Neutral	12	8,33%
	Disagree	-	-
	Strongly disagree	-	-
			24

The table 4.8 showed that among 24 students, there were 8 students (33,33%) choose strongly agree, 14 students (58,33%) choose agree, 12 (8,33%)

students choose neutral and none students choose disagree and strongly disagree. It means that the most of the students able to do English assignment is given by teacher by using two stay- two stray technique.

Table 4.9
Students' Motivation in Using Two Stay- Two stray technique in Teaching vocabulary

Statement	Category	Frequency	Percentage
By using two stay- two stray technique. , the students motivation to study in teaching vocabulary	Strongly agree	5	20,83%
	Agree	14	58,33%
	Neutral	3	12,5%
	Disagree	2	8,33%
	Strongly disagree	-	-
			24

The table 4.9 showed that among 24 students, there were 5 students (20,83%) choose strongly agree, 14 students (58,33%) choose agree, 3 (12,5%) students choose neutral and 2 (8,33%) students choose disagree and none students choose strongly disagree. It means that the most of the students able to do English assignment is given by teacher by using two stay- two stray technique.

Table 5.0**Students' Achievement in Learning Vocabulary**

Statement	Category	Frequency	Percentage
The students' ability in vocabulary increase after they study through two stay- two stray technique.	Strongly agree	14	58,33%
	Agree	5	20,83%
	Neutral	1	4,16%
	Disagree	2	8,33%
	Strongly disagree	-	-
			24

The table 5.0 showed that among 24 students, there were 14 students (58,33%) choose strongly agree, 5 students (20,83%) choose agree, 1(23.33%) students choose neutral, 2 students choose disagree (8,33%) and none students choose strongly disagree. It means that during the students follow this research, the students' ability in using vocabulary is better than before, it is showed by the most students choose agree.

Table 5.1**Students' Self Confidence**

Statement	Category	Frequency	Percentage
I am very confident when study vocabulary through two stay- two stray technique. study vocabulary	Strongly agree	10	41,66%
	Agree	10	41,66%
	Neutral	4	16,66%
	Disagree	-	-
	Strongly disagree	-	-
			24

The table 5.1 showed that among 24 students, there were 10 students (41,66%) choose strongly agree, 10 students (41,66%) choose agree, 4 (16,66%) students choose neutral, none students choose disagree, none students choose strongly disagree. It means that by using two stay- two stray technique can make students confidence when they study English especially vocabulary.

Table 5.2
Students' Involvement in Learning Vocabulary

Statement	Category	Frequency	Percentage
I am always active in studying vocabulary through two stay – two stray technique	Strongly agree	11	45,83%
	Agree	9	37,5%
	Neutral	3	12,5%
	Disagree	1	4,16%
	Strongly disagree	-	-
			24

The table 5.2 showed that among 24 students, there were 11 students (45,83%) choose strongly agree, 9 students (37,5%) choose agree, 3 (12,5%) students choose neutral, 1 student (4,16%) choose disagree and none students choose strongly disagree. It means that by using two stay- two stray technique can make students active in learning vocabulary.

Table 5.3**Students' interest in using vocabulary**

Statement	Category	Frequency	Percentage
I am more interested to study vocabulary if it is taught through two stay – two stray technique	Strongly agree	4	16,66%
	Agree	10	41,66%
	Neutral	5	20,83%
	Disagree	5	20,83%
	Strongly disagree	-	-
		24	100%

The 5.3 showed that among 24 students, there were 4 students (16.66%) choose strongly agree, 10 students (41,66%) choose agree, 5 (20,83%) students choose neutral, none student (0,00%) choose disagree and strongly disagree. It means that students interest in improving vocabulary through two stay- two stray technique.

Table 5.4**Students' Understanding in Learning Vocabulary**

Statement	Category	Frequency	Percentage
I understand quickly about vocabulary if the teacher taught by using two stay - two stray technique.	Strongly agree	8	33,33%
	Agree	11	45,83%
	Neutral	3	12,5%
	Disagree	1	4,16%
	Strongly disagree	-	-
		24	100%

The table 5.4 showed that among 24 students, there were 8 students (33,33%) choose strongly agree, 11 students (45.83%) choose agree, 3 (12.5%) students choose neutral, one student (4,16%) choose disagree and none students

choose strongly disagree. It means that students understand quickly about vocabulary if the teacher teaches through two stay- two stray technique.

Table 5.5

The Superiority of two stay- two stray technique

Statement	Category	Frequency	Percentage
I can remember and master the lesson if I study by using two stay - two stray technique.	Strongly agree	11	45,83%
	Agree	10	41,66%
	Neutral	1	4,16%
	Disagree	2	8,33%
	Strongly disagree	-	-
		24	100%

The table 5.5 showed that among 24 students, there were 11 students (45, 83%) choose strongly agree, 10 students (41, 66%) choose agree, 1 (4, 16%) students choose neutral, 2 students (8, 33%) choose disagree and none students choose strongly disagree. It means that two stays- two stray technique give the easy to students in remember material of vocabulary.

Table 5.6

Students' performance in learning vocabulary

Statement	Category	Frequency	Percentage
I am able to communicate idea well when study vocabulary through two stay- two stray technique.	Strongly agree	15	62,5%
	Agree	4	16,66%
	Neutral	3	12,5%
	Disagree	2	8,33%
	Strongly disagree	-	-
		24	100%

The table 5.6 showed that among 24 students, there were 15 students (62,5%) choose strongly agree, 4 students (16.66%) choose agree, 3(12,5%) students choose neutral, 2 students (8,33%) choose disagree and none students choose strongly disagree. It means that the most of students able to communicate their ideas in improving vocabulary through two stay- two stray technique.

B. Discussion

Vocabulary is very important in learning a language, because we need words in thinking, learning, speaking and writing. There are several definitions relating to vocabulary. Some of them are following:

Vocabulary is total number of words in a language. Vocabulary is a total numbers of words with their meaning especially one which accompanies a text books in a foreign language.¹

One of the techniques that can be used is using two stay two stray technique. Two Stay- Two Stray was developed by Spencer Kagan (1992). In this technique, each group (containing four members) is given an opportunity to share the result of their group discussion to other groups by sending their two “representatives” to the other groups in the class. The other two members will stay

¹Hornby, *Oxford Learners Dictionary of Current English*, (Tokyo, London Uneversity Press, 1893),P. 451

within their group and become host for the “guests” who are coming from other groups to search for information.²

In collecting data, the researcher did some procedures, the procedures as follows: Students were given a pre - test to determine their ability to understand the vocabulary. After that they were given treatment as a vocabulary learning process through the two stay two stray. After conducting both items, the researcher comes to the Questionnaire to find out the students’ perception toward two stay two stray technique in improving their ability in using vocabulary. Finally, last items namely giving post - test to know whether any significance development to the students or the output after giving questionnaire.

The data analysis shows that the two stay two stray technique can improve the ability in improving vocabulary of the sixth year students of SDN 24 Kampung Tangnga. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre -test and post- test. The higher score in pre-test was “70” and the lowest score is “60“, thirteen students got score “65“, ten students got score “70”, one student got score “60“.

After teaching vocabulary through two stay two stray technique, the student’s score was better than before. The highest score was “90“and the lowest score was “70“. Eight students got score “90“, four students got score “85”, four

² Isjoni, *Cooperative Learning mengembangkan kemampuan belajar kelompok*,(Bandung : Alfabeta, 2011),p. 75

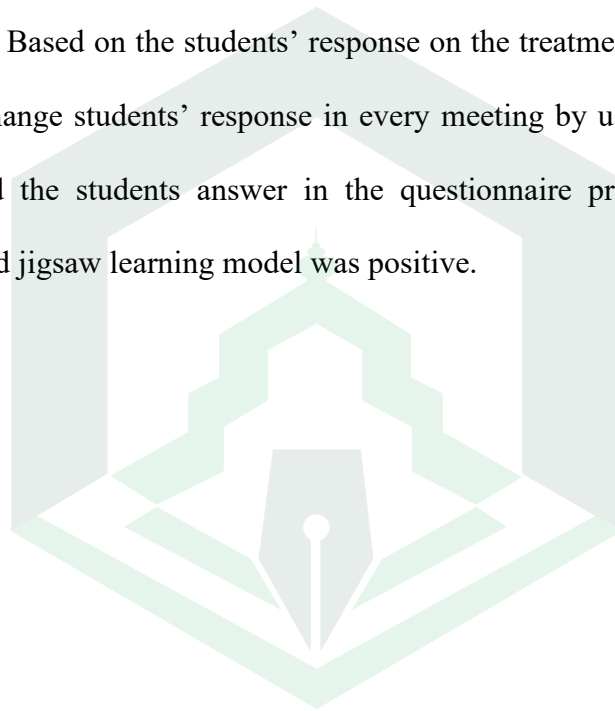
students got score “80“, four students got score “75“, and four students got score “70“.

The table 4.2 shows in pre-test, there were 11 (45,84%) students got fairly score, there were none (0,00%) students got poor score, there were none (0,00%) students got low score and there was not students got excellent but there were 13(54,26%) good score. It means that the students less about vocabulary, where just three students got expected score, while in the post- test is different, where we can see from the table above that from 24 students there were 8(33,33%) students got expected score, there were 8 (33,33%) students got expected score and there none students got unexpected score. There were 8 (33,33%) students got excellent score, there were 8 students got good score, there was 8 (33,33%) students got fairly score and none students got poor and bad score. It means that the score of students after doing the treatment process during fifth meeting was very significant because the students' score was increased from the pre- test to the post- test. Although there are still a few students got poor score

The data analysis shows that the two stay two stray technique is effective to use, because can improve students' vocabulary. It can be seen from the results of $t -$ test and t -table. From the result of data analysis researches describes that with $df=$ 24, standard of significant (α) = 0. 05. The researcher got $t_{table} = 2. 807$ and for t_{test} ,

The researcher got 7,369. The result of $t_{\text{test}} > t_{\text{table}}$, it indicated that H_0 was rejected and accepted H_a . That is indicated that the two stay- two stray technique can improve the ability in using vocabulary of the sixth year students of SDN 24 Kampung Tangnga.

To measure the students' perception of the jigsaw learning model using a questionnaire. Based on the students' response on the treatment every meeting there were many change students' response in every meeting by use two stay- two stray technique and the students answer in the questionnaire proved that the student attitude toward jigsaw learning model was positive.



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CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items were presented as follows:

A. Conclusion

1. The students' vocabulary of the sixth year students of SDN 24 Kampung Tangnga before treatment was classified as poor and then after treatment their vocabulary ability is significantly increased. It can be seen from the result of their post-test, their vocabulary ability change become good classification.

2. The students of SDN 24 Kampung Tangnga have positive perception toward the two stay-two stray technique in their vocabulary class. It was supported by the questionnaire that they had answered.

B. Suggestions

Based on the conclusion above, the researcher formulated some suggestion as follows:

1. One of the effective technique in teaching vocabulary is two stay-two stray because it is proved most of students agree and like if this method must be applied in teaching vocabulary. So the teacher should try to use it in teaching vocabulary.

2. The researcher also suggested for the next researcher who are interested in this subject (vocabulary) to used two stay-two stray technique to teach vocabulary.



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Cooperative learning (cooperative learning) in general can be interpreted as a learning process that is designed to help the [mighty] students to interact and work collectively, through structured tasks in order to achieve the learning objectives. Cooperative learning developed into a variety of techniques, such as: Think Pair Share, Jigsaw, STAD, TGT, and so on. The tradition of collaborative learning comes from the UK. English teachers are trying to explore ways to help students to be more active in the learning process, particularly in assessing the literature. Lecturers / teachers analyze every conversation [mighty] students while reviewing or responding to literature section

Pembelajaran kooperatif (*Cooperative Learning*) secara umum dapat diartikan sebagai suatu proses pembelajaran yang didesain untuk membantu [maha] siswa agar dapat berinteraksi dan bekerjasama secara kolektif, melalui tugas-tugas terstruktur guna mencapai tujuan pembelajaran. Pembelajaran kooperatif dikembangkan ke dalam berbagai teknik, seperti: Think Pair Share, Jigsaw, STAD, TGT dan sebagainya. Tradisi pembelajaran kolaboratif berasal dari Inggris. Para guru Bahasa Inggris berusaha mengeksplorasi cara-cara untuk membantu siswa agar dapat berperan lebih aktif dalam proses pembelajarannya, khususnya dalam mengkaji suatu literatur. Dosen/guru menganalisis percakapan setiap [maha] siswanya ketika sedang menelaah atau merespon bagian literatur

. Sementara pembelajaran kooperatif berkembang di Amerika dengan bersumber dari pemikiran John Dewey tentang pentingnya belajar sosial dan pemikiran Kurt Lewin tentang dinamika kelompok. John Myers (dalam Akhmad Sudrajat). Untuk melihat perbedaan dan persamaan dari kedua konsep pembelajaran ini, Matthews, et.al. dalam Akhmad Sudrajat, memerincinya seperti tampak dalam tabel berikut ini:

While cooperative learning developed in America by John Dewey comes from thinking about the importance of social learning and thinking about group dynamics Kurt Lewin. John Myers (in Akhmad Sudrajat). To see the differences and similarities of these two learning concepts, Matthews, et al in Akhmad Sudrajat, develop them as shown in the following table:

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Tulisan ini sekedar merefresh ingatan saya semasa kuliah di UT dulu, barangkali juga bermanfaat bagi rekan-rekan yang masih kuliah.

1. Bagaimana cara mengenal karakteristik karya ilmiah?

Jawab : cara mengenal karakteristik karya ilmiah dengan didasari beberapa aspek. Aspek-aspek tersebut antara lain :

- a. struktur penyajian,
- b. komponen dan substansi karya ilmiah,
- c. sikap penulis, dan
- d. bahasa

Karya ilmiah dapat dikenali dengan struktur penyajian yang terdiri dari **bagian pembukaan, pokok pembahasan/isi, dan penutup**. Dalam struktur sajian karya ilmiah terdapat beberapa komponen antara lain **daftar pustaka/daftar rujukan, abstrak (saripati tulisan), daftar gambar, tabel, dan ucapan terima kasih**. Substansi karya ilmiah dapat mencakup segala bidang, dari yang **paling sederhana hingga yang paling kompleks**. Oleh karenanya karya ilmiah dikelompokkan sesuai dengan disiplin ilmu. Karya ilmiah selalu **didasari oleh fakta dan data**, sehingga karya ilmiah bersifat **obyektif**. Dengan didukung argumentasi yang disajikan dengan berbagai teori yang telah teruji kebenarannya atau pengalaman empiris yang telah diakui kalangan luas. Penggunaan bahasa dalam karya ilmiah yaitu **bahasa tulis baku**.

2. Bandingkan sebuah artikel dari koran dan sebuah artikel dari jurnal ilmiah. Apa yang dapat di pelajari dari perbandingan tersebut?

Jawab : artikel dari koran tidak terstruktur seperti artikel dari jurnal ilmiah. Substansi dari artikel koran bersifat subyektif sedangkan artikel pada jurnal bersifat obyektif dengan didukung data dan fakta yang akurat. Dari perbandingan tersebut dapat disimpulkan bahwa artikel koran bukan termasuk karya ilmiah sedangkan artikel pada jurnal termasuk karya ilmiah.

3. Sebutkan aspek-aspek yang dapat menggambarkan karakteristik sebuah karya ilmiah dan berikan penjelasan singkat untuk sebuah aspek. Dari uraian tersebut cobalah simpulkan karakteristik karya ilmiah!

Jawab : aspek-aspek yang dapat menggambarkan karakteristik sebuah karya ilmiah adalah meliputi **struktur penyajian, komponen dan substansi karya ilmiah, sikap penulis, dan bahasa**.

Komponen Dan Substansi Karya Ilmiah

a. Komponen Karya Ilmiah

Komponen karya ilmiah bervariasi sesuai dengan jenisnya, namun semua karya ilmiah memuat *pendahuluan, bagian inti, penutup, dan daftar pustaka*. Sebuah karya ilmiah jika berupa *makalah*, paling tidak harus memuat *daftar pustaka atau daftar rujukan* yang digunakan oleh penulis dalam mengungkapkan suatu masalah dan dalam memberikan argumentasi. Karya ilmiah yang berupa *artikel ilmiah* harus terdapat komponen *abstrak*. Karya ilmiah berupa *laporan penelitian* harus mencantumkan *lampiran* untuk mendukung laporan tersebut. Karya ilmiah berupa *skripsi, tesis, dan disertasi* dilengkapi dengan komponen *abstrak, daftar gambar dan tabel, ucapan terima kasih (kata pengantar), daftar pustaka dan lampiran*.

b. Substansi Karya Ilmiah

Substansi karya ilmiah mencakup bidang dari yang paling sederhana ke yang paling kompleks. Oleh karena bidangnya yang terlalu luas, karya ilmiah dikelompokkan sesuai disiplin ilmu. Menurut substansinya karya ilmiah dapat dikelompokkan ke dalam *ilmu-ilmu sosial, eksakta (Matematika dan IPA), dan seni*.

Dari uraian tersebut dapat disimpulkan bahwa karakteristik sebuah karya ilmiah adalah bersifat *sistematis, mengupas masalah dari hal terkecil hingga yang kompleks secara rinci dan didukung dengan fakta dan data yang dapat dipertanggungjawabkan*.

4. Secara umum struktur sajian sebuah karya ilmiah terdiri dari bagian awal, bagian inti, dan bagian penutup. Cobalah sebutkan deskripsi masing-masing bagian dan apa bedanya dengan struktur sajian karya non ilmiah?

Jawab : Struktur sajian karya ilmiah

- a. Bagian awal

Bagian awal atau pendahuluan sebuah karya ilmiah merupakan pengantar untuk menuju ke bab inti. Pada umumnya berisi tentang latar belakang masalah, indentifikasi masalah, rumusan masalah, tujuan pemaparan, dan manfaat dari kegiatan.

- b. Bagian inti

Bagian inti merupakan gagasan pokok yang ingin disampaikan penulis, yang terdiri dari beberapa bab atau sub topik.

- c. Bagian penutup

Bagian penutup merupakan simpulan pokok pembahasan dan rekomendasi penulis terhadap tindak lanjut gagasan tersebut.

Dengan memperhatikan struktur sajian karya ilmiah seperti tersebut di atas, dapat dibedakan antara struktur sajian karya ilmiah dan struktur sajian karya non ilmiah sebagai berikut : sebuah karya ilmiah mempunyai struktur sajian yang sangat ketat, sedangkan karya non ilmiah tidak. Karya ilmiah menyajikan tulisan yang dari awal hingga akhir penulisan selalu terdapat kesinambungan sedangkan karya non ilmiah sering tidak ada kesinambungan.

5. Bagaimana cara membedakan bahasa karya ilmiah dengan bahasa karya non ilmiah?

Jawab : Bahasa yang digunakan dalam penulisan karya ilmiah dengan bahasa karya non ilmiah dapat dibedakan sebagai berikut :

- a. Bahasa yang digunakan dalam penulisan karya ilmiah adalah bahasa baku sesuai dengan kaidah bahasa Indonesia yang baik dan benar, sedang pada penulisan karya non ilmiah sering menggunakan bahasa yang tidak baku (mis: bahasa gaul, bahasa slenk, dsb).
- b. Memperhatikan nilai rasa. Dapat membedakan penggunaan kata sesuai peruntukannya, misalnya kata kamu, anda, beliau, mohon, minta, dan sebagainya.
- c. Mampu membedakan arti umum dan arti khusus.
- d. Menggunakan bahasa secara efektif dan efisien. Efektif dikandung maksud mempunyai susunan kalimat lengkap mengikuti aturan tata bahasa, bernalar. Efisien yaitu menggunakan kata secara hemat (tidak bertele-tele).

KODE ETIK DAN PENULISAN RUJUKAN

Standar Kompetensi

Setelah mengikuti kegiatan ini peserta pelatihan diharapkan memiliki kemampuan memahami karakteristik karya ilmiah, sistematika dan kerangka penulisannya, memahami metode penulisan karya ilmiah; memahami kode etik dan cara-cara menulis rujukan; serta format penulisan ilmiah.

Kompetensi dasar

Setelah menempuh mata kuliah ini , diharapkan peserta pelatihan mampu:

1. Peserta latih dapat mengenali kode etik penulisan karya ilmiah
2. Peserta latih dapat menulis daftar pustaka untuk jurnal dan makalah bahan seminar serta laporan penelitian
3. Peserta latih dapat menulis karya ilmiah dengan menggunakan format penulisan ilmiah

A. Kode Etik Penulisan Karya Ilmiah

Kode etik adalah seperangkat norma yang perlu diperhatikan dalam penulisan karya ilmiah. Norma ini berkaitan dengan pengutipan dan perujukan, perizinan terhadap bahan yang digunakan dan penyebutan sumber data atau informasi.

Dalam penulisan karya ilmiah, penulis harus secara jujur menyebutkan rujukan terhadap bahan atau pikiran yang diambil dari sumber lain. Pemakaian bahan atau pikiran dari suatu sumber atau orang lain yang tidak disertai dengan rujukan dapat diidentikan dengan pencurian.

Penulis karya ilmiah harus menghindari diri dari tindak kecurangan yang lazim disebut plagiat. Plagiat merupakan tindak kecurangan yang berupa pengambilan tulisan atau pemikiran orang lain yang diakui sebagai hasil tulisan atau pemikiran orang lain yang diakui sebagai hasil tulisan atau hasil pemikirannya sendiri. Oleh karena itu, penulis skripsi dan tesis wajib membuat dan mencantumkan pernyataan dalam skripsi, tesis atau disertasinya bahwa karyanya itu bukan merupakan pengambilalihan tulisan atau pemikiran orang lain.

Dalam menulis karya ilmiah, rujuk-merujuk dan kutip-mengutip merupakan kegiatan yang tidak dapat dihindari. Kegiatan ini amat dianjurkan, karena perujukan dan pengutipan akan membantu pengembangan ilmu.

Dalam menggunakan bahan dari suatu sumber (misalnya instrumen, bagan, gambar, dan tabel), penulis wajib meminta izin kepada pemilik bahan tersebut. Permintaan izin dilakukan secara tertulis. Jika pemilik bahan tidak dapat dijangkau, penulis harus menyebutkan sumbernya dengan menjelaskan apakah bahan tersebut diambil secara utuh, diambil sebagian, dimodifikasi atau dikembangkan.

Namun sumber data dan informasi, terutama dalam penelitian kualitatif, tidak boleh dicantumkan apabila pencantuman nama tersebut dapat merugikan sumber data atau informan. Sebagai gantinya, nama sumber data atau informan dinyatakan dalam bentuk kode atau nama samaran. Setelah bagian pendahuluan ini akan diuraikan secara berturut-turut tentang skripsi dan tesis hasil penelitian kuantitatif, dan penelitian kualitatif, kajian pustaka dan hasil kerja pengembangan (proyek).

B. Cara Merujuk dan Menulis Daftar Rujukan

1. Cara Merujuk

Perujukan dilakukan dengan menggunakan nama akhir dan tahun diantara tanda kurung. Jika ada dua penulis, perujukan dilakukan dengan cara menyebut nama akhir kedua penulis tersebut. Jika penulis lebih dari dua orang, penulisan rujukan dilakukan dengan cara menulis nama pertama dari penulis tersebut diikuti dengan dan kawan-kawan. Jika nama penulis tidak disebutkan, yang dicantumkan dalam rujukan adalah nama lembaga yang menerbitkan, nama dokumen yang diterbitkan, atau nama koran. Untuk karya terjemahan, perujukan dilakukan dengan cara menyebutkan nama penulis aslinya, rujukan dari dua sumber yang ditulis oleh penulis yang berbeda dicantumkan dalam satu tanda kurung, dengan titik, sebagai tanda pemisahannya.

2. Cara Merujuk Kutipan-Kutipan Langsung

a. Kutipan Kurang dari 40 Kata

kutipan yang berisi kurang dari 40 kata diantara tanda kutip (“...”) sebagai bagian yang terpadu dalam teks utama, dan diikuti nama penulis, tahun dan nomor halaman. Nama penulis dapat ditulis secara terpadu dalam teks atau menjadi satu dengan tahun dan nomor halaman di dalam kurung. Lihat contoh berikut:

Nama penulis disebut dalam teks secara terpadu.

Contoh:

Soebronto (1990: 123) menyimpulkan “ada hubungan yang erat antara faktor sosial ekonomi dengan kemajuan belajar”.

Nama penulis disebut dengan tahun penerbit dan nomor halaman.

Contoh:

Kesimpulan dari penelitian tersebut adalah: “ada hubungan yang erat antara faktor sosial

ekonomi dengan kemajuan belajar”(Soebronto, 1990: 123).

Jika ada tanda kutip dalam kutipan, digunakan tanda kutip tunggal (‘...’).

Contoh:

Kesimpulan dari penelitian tersebut adalah “terdapat kecenderungan semakin banyak ‘campur tangan’ pimpinan perusahaan semakin rendah tingkat partisipasi karyawan di daerah perkotaan” (Soewignyo, 1991: 101).

b. Kutipan 40 Kata atau Lebih

Kutipan yang berisi 40 kata atau lebih ditulis tanpa tanda kutip secara terpisah dari teks yang mendahului ditulis 1,2 cm atau terus 7 ketukan dari garis tepi sebelah kiri dan kanan, dan diketik dengan spasi tinggal. Nomor halaman juga harus ditulis.

Contoh:

Smith (1990: 276) menarik kesimpulan sebagai berikut:

The ‘placebo effect’. Which had been verified in previous studies, disappeared whwn behavior were studied in this manner. Furthermore, the behavior were never exhibited again, even when real drugs were administered Earlier student were clearly premature in attributing the results to aplecebo effect.

c. Kutipan Yang Sebagian Dihilangkan

Apabila dalam mengutip langsung ada kata-kata dalam kalimat yang dibuang, maka kata-kata yang dibuang diganti dengan tiga titik.

Contoh:

“Semua pihak yang terlibat dalam pelaksanaan pendidikan di sekolah... diharapkan sudah melaksanakan kurikulum baru” (Manan, 1995: 278).

Apabila ada kalimat yang dihubungkan, maka kalimat yang dibuang diganti dengan empat titik.

Contoh:

“Gerak manipulatif adalah keterampilan yang memerlukan koordinasi antara mata, tangan, atau bagian tubuh lain...yang termasuk gerak manipulatif adalah menangkap bola, menendang bola, dan menggambar” (Asim, 1995:319).

3. Cara Merujuk Kutipan Tidak Langsung

Kutipan yang disebut secara tak langsung atau dikemukakan dengan bahasa penulis sendiri ditulis tanda kutip dan terpadu dalam teks. Nama penulis bahan kutipan dapat disebut terpadu dalam teks, atau disebut dalam kurung bersama tahun penerbinya. Jika memungkinkan nomor halaman disebutkan. Perhatikan contoh berikut:

Nama penulis disebut terpadu dalam teks.

Contoh:

Mahasiswa tahun ketiga ternyata lebih baik daripada tahun keempat (Salimin,1990:13).

4. Cara menulis Daftar Rujukan

Daftar rujukan merupakan daftar yang berisi buku,makalah, atau bahan lainnya yang dikutip baik secara langsung maupun tidak langsung. Bahan-bahanyang dibaca akan dikutip secara langsung ataupun tak langsung dalam teks harus dicatumkan dalam daftar rujukan.

Pada dasarnya, unsur yang ditulis dalam daftar rujukan secara berturut-turut meliputi: (1) nama penulis dengan urutan: nama akhir, nama awal, dan nama tengah, tanda gelar akademik, (2) tahun penrrbitan, (3) judul, termasuk anak judul (subjudul), (4) kota tempat penerbitan dan (5) nama penerbit. Unsur-unsur tersebut dapat bervariasi tergantung jenis sumber pustakanya. Jika penulisnya lebih dari satu, cara penulisan namanya sama dengan penulis pertama. Nama penulis yang terdiri dari dua bagaian ditulis dengan urutan: nama akhir diikuti koma, nama awal (disingkat atau tidak disingkat tetapi harus dalam satu karya

ilmiah), diakhiri dengan titik. Apabila sumber yang dirujuk ditulis oleh tim, semua nama penulisnya harus dicantumkan dalam daftar rujukan.

5. Rujukan dari Buku

Cara menulis rujukan dari buku adalah sebagai berikut:

- a. Nama penulis, baik penulis Indonesia maupun bukan Indonesia, dimulai dengan nama belakang (diketik lengkap), diikuti nama depan (sebaiknya diketik singkatan nama depannya), diakhiri dengan tanda (.).
- b. Tahun terbit, diakhiri dengan tanda titik (.
- c. Judul buku, diketik dengan huruf miring (*italic*) atau diberi garis bawah, semua diketik dengan huruf kecil, kecuali huruf pertama judul dan subjudul, diakhiri dengan tanda (.
- d. Kota tempat penerbit atau negara bagian tanpa penerbit (yang dapat didahului dengan kota tempat penerbit), diakhiri dengan tanda titik (:), dan
- e. Nama penerbit, diakhiri dengan tanda titik (.
- f. Jika ada beberapa buku yang dijadikan sumber ditulis oleh orang yang sama dan diterbitkan dalam tahun yang sama pula, data tahun penerbitan diikuti oleh lambang a, b, c, dan seterusnya yang urutannya ditentukan secara kronologis atau berdasarkan abjad buku-bukunya.

Contoh:

Bandura, A. 1977. *Social Learning Theory*. Prentice-Hall: Englewood Cliffs. New Jersey.

Bar-Tal, D. 1979. *Prosocial Behavior. Theory and Research*. New York: John-Weley.

Lewin. K 1935. *A Dynamic Theory of Personality : Selected Papers*. New York: Mc Graw-Hill.

_____. 1935. *Principle of Topological Psychology*. New York: Mc Graw-Hill.

6. Rujukan dari Buku yang Berisi Kumpulan Artikel (Ada Editornya)

Seperti menulis rujukan dari buku ditambah dengan tulisan (Ed.) jika ada satu editor dan (Eds). Jika editornya lebih dari satu, diantara nama penulis dan tahun penerbitan.

- a. Nama penulis, baik penulis Indonesia maupun bukan penulis Indonesia, dimulai dengan nama belakang (diketik oleh lengkap), diikuti nama depan (diketik singkatannya), diakhiri dengan tanda titik (.
- b. Tahun terbit, diakhiri dengan tanda titik (.
- c. Judul artikel, tidak diketik dengan huruf miring (*italic*) atau dibagi garis bawah, semua diketik dengan huruf kecil kecuali huruf pertama judul dan subjudul, diakhiri dengan tanda titik (.
- d. Ditambah dengan tulisan Ed. jika ada satu editor dan Eds. jika editornya lebih dari satu diantara nama penulis dan tahun penerbitan diketik di belakang kata 'Dalam' dan dimulai dengan nama belakangnya (diketik singkatannya), diikuti nama belakang (diketik lengkap), diakhiri dengan tanda titik dua (:).
- e. Judul buku diketik huruf miring (*italic*) atau diberi garis bawah, semua diketik dengan huruf kecil, kecuali huruf pertama judul dan subjudul, diakhiri dengan tanda titik (.
- f. Kota tempat penerbit atau negara bagian tempat penerbit (yang dapat didahului dengan kota tempat penerbit), diakhiri dengan tanda titik dua (:).
- g. Nama penerbit, diakhiri dengan tanda titik (.

Contoh:

Letheridge, S. & Cannon, C.R. (Eds.). 1980. *Bilingual Education: Teaching as a Second Language*. New York: Praeger

Aminuddin (Ed.). 1990. *Pengembangan Penelitian Kualitatif dalam Bidang Bahasa dan Sastra*. Malang: HISKI Komisariat Malang dan YA3.

7. Rujukan dari artikel dalam buku kumpulan artikel (ada editornya)

Nama penulis artikel ditulis di depan diikuti dengan tahun penerbitan. Judul artikel ditulis tanpa cetak miring. Nama editor ditulis seperti: menulis nama biasa, diberi keterangan (Ed.) bila hanya satu editor, dan (Eds.) bila lebih dari satu editor judul buku kumpulannya ditulis dengan huruf miring, dan nomor halamannya disebutkan dalam kurung.

Contoh:

Hartley, J.T., Harker, J.O., & Walsh, D.A. 1980. Contemporary Issues dan New Directions in Adult Development of Learning and Memory. Dalam L.W. Poon (Ed.), *Aging in the 1980s: Psychological Issue* (hlm. 239-252). Washington, DC.: American Psychological Association.

Hasan, M.Z. 1990. Karakteristik Penelitian Kualitatif. Dalam Aminuddin (Ed.), *Pengembangan Penelitian Kualitatif dalam Bidang Bahasa dan Sastra* (hlm. 12-25). Malang: HISKI Komisariat Malang dan YA3.

Lewin. K. 1958. Group desicion and Social Change. Dalam E.E. Maccoby, T.M. Newcomb & E.L. Hartley (Eds). *Reading in Social Psychology*. 3 edition. New York: Holt, Rinehard & Wilson.

_____. 1968. Quasi-stationary social equilibrium and the problem og permanent change. Dalam W.G. Bennis, K.D. Benne, & R. Chin (Eds). *The Planning of Change*. New York: Holt, Rinehard & Wiston.

atau

Lewin. K. 1958. Group desicion and Social Change. Dalam E.E. Maccoby, T.M. Newcomb & E.L. Hartley (Eds). *Reading in Social Psychology*. 3 edition. New York: Holt, Rinehard & Wilson.

_____. 1968. Quasi-stationary social equilibrium and the problem og permanent change. Dalam W.G. Bennis, K.D. Benne, & R. Chin (Eds). *The Planning of Change*. New York: Holt, Rinehard & Wiston.

8. Rujukan dari artikel dalam jurnal

Nama penulis ditulis paling depan diikuti dengan tahun dan judul artikel yang ditulis dengan cetak biasa, dan huruf besar pada setiap katanya ditulis dengan huruf kecil kecuali kata hubung. Bagian akhir berturut-turut ditulis jurnal tahun keberapa, nomot berapa (dalam kurung), dan nomor halaman dan artikel tersebut.

a. Nama penulis, baik pnulis Indonesia maupun bukan Indonesia, dimulai dengan nama belakang (diketik lengkap), diikuti nama depan (diketik singkatan), diakhiri dengan tandi titik (.).

b. Tahun terbit diakhiri dengan tanda titik (.).

c. Judul artikel, tidak diketik dengan huruf miring (*italic*) atau diberi garis bawah, semua diketik dengan huruf kecil, kecuali huruf pertama judul dan subjudul, diakhiri dengan tanda titik (.).

J. Nama judul, diketik dengan huruf miring (*italic*) atau diberi garis bawah, diakhiri dengan tanda koma (,).

K. Nomor halaman, tidak diketik dengan huruf miring (*italic*), nomor halaman ini diketik mulai dari halaman awal sampai dengan akhir artikel.

Contoh:

Bell, S.M. 1970. The Develompent of the Concept of object as Related to Infant-Mother Attachment. *Child Development*, 41, 291-311.

Bower. G.H. 1981. Mood adn Memory. *American Psychologist*, 36, 139-148.

atau

Bell, S.M. 1970. The Develompent of the Concept of object as Related to Infant-Mother

Attachment. Child Development, 41, 291-311.

Bower. G.H. 1981. Mood and Memory. American Psychologist, 36, 139-148.

9. Rujukan dari artikel dalam jurnal dari CD-ROM

Penulisannya di daftar rujukan sama dengan rujukan dari artikel dalam jurnal cetak ditambah dengan penyebutan CD-ROM-nya dalam kurung.

Contoh:

Krashen, S., Long, M. & Scaecella, R. 1979. Age, Rate and Eventual Attainment in second Language Acquisition. TESOL Quarterly, 13: 573-82 (CD-ROM: TESOL Quarterly Digital, 1997).

10. Rujukan dari artikel dalam majalah atau koran

Nama penulis ditulis paling depan, diikuti oleh tanggal, bulan, dan tahun (jika ada). Judul artikel ditulis dengan cetak biasa, dan huruf besar pada setiap huruf awal kata, kecuali kata hubung. Nama majalah ditulis dengan huruf kecil huruf pertama setiap kata, dan dicetak miring. Nomor halaman disebut pada bagian bagian akhir.

Contoh:

Garner, H. 1981. Do babies Sing a Universal Song? Psuchology Today, hlm. 70-76.

Suryadarma, S. V. C. 1990. Prosor dan Interface: komunikasi data. Info Komputer, IV (4) 46-48.

11. Rujukan dari koran tanpa penulis

Nama koran ditulis di bagian awal. Tanggal, bulan, dan tahun ditulis setelah nama koran, kemudian judul ditulis dengan huruf besar kecil dicetak miring dan diikuti dengan nomor halaman.

Contoh:

Jawa Pos. 22 April, 1995. Wanita Kelas Bawah Lebih Mandiri, hlm. 3.

12. Rujukan dari Dokumen Resmi Pemerintah yang diterbitkan oleh suatu penerbit tanpa penulis dan tanpa lembaga

Judul atau nama dokumen ditulis di bagian awal dengan cetak miring, diikuti tahun penerbitan, kota penerbitan dan bulan penerbit.

Contoh:

Undang-undang Republik Indonesia Nomor 2 Tahun 1989 tentang Sistem Pendidikan Nasional. 1990. Jakarta PT Armas Duta Jaya.

13. Rujukan dari Lembaga yang Ditulis Atas Nama Lembaga tersebut

Nama lembaga penanggung jawab langsung ditulis paling depan, diikuti dengan tahun. Judul karangan yang dicetak miring, nama tempat penerbitan, dan nama lembaga yang bertanggung jawab atau penerbitan larangan tersebut.

Contoh:

Pusat Pembinaan dan Pengembangan Bahasa 1978. Pedoman Penulisan Laporan Penelitian Jakarta: Departemen Pendidikan dan Kebudayaan.

14. Rujukan Berupa Karya Terjemahan

Nama penulis asli ditulis paling depan, diikuti tahun penerbitan, nama penerjemah, tahun terjemahan, nama tempat penerbitan dan nama penerbit terjemahan. Apabila tahun penerbitan buku asli tidak dicantumkan, ditulis dengan kata tanpa tahun.

Contoh:

Ary, D., Jacobs, L.C., & Razavieh, A. Tanpa Tahun. Pengantar Penelitian Pendidikan.

Terjemahan Arief Ferchan. 1982. Surabaya. Usaha Nasional.
Mulder, N. 1984. kebatinan dan Hidup Sehari-Hari Orang Jawa dan Perubahan Kultural. Diterjemahkan oleh A.A Nugroho. Jakarta: Gramedia.

15. Rujukan berupa Skripsi, Tesis, atau Disertasi

Nama penulis ditulis paling depan, diikuti tahun yang tercantum pada sampul, judul skripsi, tesis, atau disertasi ditulis dengan cetak miring diikuti dengan pernyataan skripsi, tesis atau disertasi tidak diterbitkan, nama kota tempat perguruan tinggi, dan nama fakultas serta nama perguruan tinggi.

Contoh:

Ardian, 1995. pengaruh Informasi dan Pendidikan terhadap pemahaman ibu dalam Penggunaan ASI. Bandung: Universitas Padjadjaran. Tesis tidak dipublikasikan.
Pangarubuan, T. 1992. Perkembangan Kompetensi Kewacanaan Pembelajar Bahasan Inggris di LPTK. Disertasi tidak diterbitkan. Malang: Program Pascasarjana IKIP MALANG.

16. Rujukan berupa Makalah yang Disajikan dalam Seminar, Penataran, atau Lokakarya

Nama penulis ditulis paling depan, judul makalah ditulis dengan cetak miring kemudian diikuti pernyataan "Makalah disajikan dalam..."... nama pertemuan, lembaga penyelenggara, tempat penyelenggaraan, dan tanggal serta bulannya.

Contoh:

Manan, Bagir. 2004. Mewujudkan Peradilan yang Bersih dan Berwibawa Melalui Good Governance. Makalah disajikan pada Seminar Nasional diselenggarakan Universitas Muhammadiyah Sumatera Utara, Medan, tanggal 10 Januari.
Karin, Z. 1987. Tata kota di Negara-negara Berkembang. Makalah disajikan dalam Seminar Tata kota, BAPPEDA Jawa Timur, Surabaya, 1-2 September.

17. Rujukan dari Internet berupa karya individual

Nama penulis ditulis seperti rujukan dari bahan cetak, diikuti secara berturut-turut oleh tahun, judul karya tersebut (dicetak miring) dengan diberi keterangan dalam kurung (Online), dan diakhiri dengan alamat sumber rujukan tersebut disertai dengan keterangan kapan diakses, di antara tanda kurung.

Contoh:

Hitchcock, S., Carr, L., & Hall, W. 1996. A Survey of STM Online Journals, 1990-95: The Calm Before the Storm, (Online), <http://joournal.acs.soton.ac.uk/survey.html>, diakses 12 Juni 1996).

18. Rujukan dari Internet berupa artikel dari jurnal

Nama penulis ditulis seperti rujukan dari bahan cetak, diikuti secara berturut-turut oleh tahun, judul artikel, nama jurnal (dicetak miring) dengan diberi keterangan dalam alamat sumber rujukan tersebut disertai dengan keterangan kapan diakses, di antara tanda kurung.

Contoh:

Griffith, A. L. 1995. Coordinating Family and School: Mothering for Schooling. Education Policy Analysis, Archives, (Online), Vol. 3, No. 1, (<http://olam.ed.asu.edu/epaa/>, diakses 12 Februari 1997).

Kumaidi. 1998. Pengukuran Bekal Awal Belajar dan Pengembangan Tesnya. Jurnal Ilmu Pendidikan, (Online), Jilid 5, No. 4. (<http://www.malang.ac.id>, diakses 20 Januari 2000).

19. Rujukan dari Internet Berupa Bahan Diskusi

Nama penulis ditulis seperti rujukan dari bahan cetak, diikuti secara berturut-turut oleh

tanggal, bulan dan tahun, topik bahan diskusi (dicetak miring) dengan diberi keterangan dalam kurung (Online), dan diakhiri dengan e-mail sumber rujukan tersebut disertai dengan keterangan kapan diakses, di antara tanda kurung.

Contoh:

Wilson, D. 20 November 1995. Summaru of Citing Internet Sites. NETTRAIN Discussion List. (Online), (NETTRAIN2ubvm.cc.buffalo.edu, diakses 22 November 1995).

20. Rujukan dari Internet E-mail pribadi

Nama pengirim (jika ada) dan disertai keterangan dala, kurung (alamat e-mail pengirim), diikuti secara berturut-turut oleh tanggal, bulan, tahun, topik, isis bahan (dicetak miring), nama yang dikirim disertai keterangan dalam kurung (alamat e-mail yang dikirim).

Contoh:

Davis, A. (a.dav s@uwts edu.au). 10 juni 1996. Learningto Use web Authoring Tools. E-mail Kepada Alison hunter (huntera@usq.edu.au).

C. Tabel dan Gambar

1. Penulisan Tabel

Penggunaan tabel dapat dipandang sebagai salah satu cara yang sistematis untuk menyajikan data statistik untuk menyajikan data statistik dalam kolom-kolom dan lajur, sesuai dengan klasifikasi masalah. Dengan menggunakan tabel, pembaca akan dapat memahami dan menafsirkan data secara cepat, dan mencari hubungan-hubungannya.

Tabel yang baik seharusnya sederhana dan dipusatkan pada beberapa ide. Memasukkan terlalu banyak data dalam suatu tabel dapat mengurangi nilai penyajian tabel. Lebih baik menggunakan banyak tabel daripada menggunakan sedikit tabel yang isinya terlalu padat. Tabel yang baik harus dapat menyampaikan ide dan hubungannya secara efektif. Jika suatu tabel cukup besar (lebih dari setengah halaman), maka tabel harus ditempatkan pada halaman tersendiri, dan jika tabel cukup pendek (kurang dari setengah halaman), sebaiknya diintegrasikan dalam teks.

Tabel harus diberi identitas (berupa nomor dan nama tabel) dan ditempatkan di atas tabel. Hal ini dimaksudkan untuk memudahkan perujukan. Jika tabel lebih dari satu halaman, maka bagian kepala tabel (termasuk teksnya) harus diulang pada halaman selanjutnya. Akhir tabel pada halaman pertama tidak perlu diberi garis horizontal. Pada halaman berikutnya tulislah Lanjutan Tabel...pada tepi kiri, tiga spasi dari garis horizontal teratas tabel. Hanya huruf pertama kata tabel ditulis dengan menggunakan huruf besar. Kata "Tabel" ditulis di pinggir, diikuti nomor dan judul tabel. Jika judul tabel lebih dari satu baris, baris kedua dan seterusnya ditulis sejajar dengan huruf awal judul dengan jarak satu spasi. Judul tabel tanpa diakhiri tanda titik. Berilah jarak tiga spasi antara teks sebelum tabel dan teks sesudah tabel. Nomor tabel ditulis dengan angka Arab sebagai identitas yang menunjukkan bab tempat itu dimuat dan nomor urutnya dalam bab yang bersangkutan. Dengan demikian untuk setiap bab nomor urut tabel dimulai dari Nomor 1.

Contoh:

Tabel 4.1. Jumlah Kriminal Keganasan dan Harta Benda di Malaysia

Nomor tabel ini menunjukkan bahwa tabel yang berjudul Persepsi Terhadap Ancaman Korupsi terletak pada Bab IV nomor urut yang pertama. Pengacuan Tabel menggunakan angka, bukan dengan menggunakan kata tabel di atas atau tabel di bawah.

Garis yang paling atas dari tabel diletakkan tiga spasi di bawah nama tabel. Kolom pengetahuan (heading), dan deskripsi tentang ukuran atau unit data harus dicantumkan.

Istilah-istilah seperti: nomor, persen, frekuensi, dituliskan dalam bentuk singkatan/lambang. No., %, dan f. Data yang terdapat dalam tabel ditulis dengan menggunakan spasi tunggal. Garis akan digunakan jika dipandang lebih mempermudah pembacaan tabel, tetapi garis vertikal di bagian kiri, tengah, dan kanan tabel tidak diperlukan. Tabel yang dikutip dari sumber lain wajib diberi keterangan mengenai nama akhir penulis, tahun publikasi, dan nomor halaman tabel asli di bawah tabel dengan jarak tiga spasi dari garis horizontal terbawah, mulai dari tepi kiri. Jika diperlukan catatan untuk menjelaskan butir-butir tertentu yang terdapat dalam tabel, gunakan simbol tertentu dan tulis dalam bentuk superskrip. Catatan kaki untuk tabel ditempatkan di bawah tabel, dua spasi di bawah sumber, bukan pada bagian bawah halaman.

Contoh:

Tabel 4.1 Jumlah kriminal keganasan dan Harta Benda di Malaysia Tahun 1993-2003

Tahun	Kriminal Keganasan	Harta Benda	Jumlah
1993	11,164	68,729	79,893
1994	10,301	65,674	75,975
1995	10,623	70,598	81,221
1996	12,340	75,562	87,902
1997	16,919	104,257	121,176
1998	19,673	139,186	158,859
1999	21,157	147,958	169,115
2000	21,604	145,569	167,173
2001	20,390	136,076	156,469
2002	20,843	128,199	149,042
2003	22,790	133,525	156,315

Sumber: *Madani*, Vol. 5 No. 3. (Oktober 2004: 367)

2. Penyajian Gambar

Istilah gambar mengacu pada foto, grafik, chart, peta sket, diagram, bagan, dan gambar lainnya. Gambar dapat menyajikan data dalam bentuk-bentuk visual yang dapat dengan mudah dipahami. Gambar tidak harus dimaksudkan untuk membangun deskripsi tetapi dimaksudkan untuk menekankan hubungan tertentu yang signifikan. Gambar juga dapat digunakan untuk menyajikan data statistik berbentuk grafik.

Beberapa pedoman penggunaan gambar dapat dikemukakan seperti berikut:

- Judul gambar ditempatkan di bawah gambar, bukan di atasnya. Cara penulisan judul gambar sama dengan penulisan judul tabel.
- Gambar harus sederhana untuk dapat menyampaikan ide dengan jelas dan dapat dipahami tanpa harus disertai penjelasan tekstual.
- Gambar harus digunakan dengan hemat. Terlalu banyak gambar dapat mengurangi nilai penyajian data
- Gambar yang memakan tempat lebih dari setengah halaman harus ditempatkan pada halaman tersendiri.
- Penyebutan adanya gambar seharusnya mendahului gambar.
- Gambar diacu dengan menggunakan angka, bukan dengan menggunakan kata gambar di atas gambar di bawah.
- Gambar dinomori dengan menggunakan angka Arab seperti pada penomoran tabel.

D. Penggunaan Bahasa Indonesia dengan Baik dan Benar

Bahasa Indonesia adalah bahasa yang kita gunakan untuk berkomunikasi secara resmi maupun tidak resmi dengan teman, kolega, keluarga dan lain-lain. Namun, menggunakan bahasa Indonesia yang baik dan benar dalam menulis bahan ajar bukan merupakan hal yang mudah. Banyak kaidah-kaidah bahasa yang perlu diikuti sehingga penggunaan bahasa dalam penulisan bahan ajar menjadi baik dan benar. Penggunaan bahasa yang baik dan benar dalam bahan ajar akan meningkatkan kualitas bahan ajar tersebut, sehingga dapat dimengerti dengan mudah oleh pemakainya.

1. Pembentukan Kata

Dalam pembentukan kata yang perlu diperhatikan adalah sebagai berikut:

a. Jika meng- ditambahkan pada dasar yang bersuku satu, bentuknya berubah menjadi menge-

meng- + tik = mengetik

meng- + bom = mengebom

meng- + cek = mengecek

b. Konsonan rangkap pada awal kata tidak lulus apabila ditambahkan dengan meng-,

meng- + produksi = memproduksi

meng- + klasifikasi = mengklasifikasi

meng- + transfer = mentransfer

c. Jika verbal berdasar tunggal direduklifikasi, dasarnya diulangi dengan dipertahankan peluluhan konsonan pertamanya. Dasar yang bersuku satu mempertahankan nge- di depan dasar yang direduklifikasi;

tulis = menulis = menulis-nulis

pijit = memijit = memijit-mijit

d. Bila kata majemuk direduklifikasi yang diulang adalah kata awal.

kereta api = kereta-kereta api

meja makan = meja-meja makan

2. Asas Pemungutan Kata

a. Asas pemungutan secara utuh

abad biadab

ilham hikayat

radio ijab

mode izin

hotel motor

b. Asas pemungutan dengan perubahan atau penyesuaian bunyi

subject = subjek

system = sistem

effektive = efektif

frequency = frekuensi

description = deskripsi

c. Asas pemungutan dengan terjemahan

medical = pengobatan

spoortein = kereta api

dentist = dokter gigi

vulcano = gunung api

sportsman = olahraga

3. Bentuk baku dan tidak baku

Baku Tidak baku

kemarin kemaren
hakikat hakekat
sistem sistim
konkret konkrit
khotbah khutbah

4. Pembentukan Kalimat

Hal penting yang perlu diperhatikan dalam pembentukan kalimat adalah apakah kalimat-kalimat yang kita hasilkan dapat memenuhi syarat suatu kalimat yang benar (gramatikal). Kalimat yang gramatikal adalah kalimat yang strukturnya benar berdasarkan kaidah bahasa (aturan bahasa). Selain itu, apakah kita dapat mengenali kalimat gramatikal yang dihasilkan orang lain.

a) Syarat kalimat

Sekurang-kurangnya, kalimat memiliki subjek dan predikat. Kalau tidak memiliki unsur subjek dan predikat, pernyataan itu bukanlah kalimat. Predikat kalimat dalam bahasa Indonesia ada dua macam, yaitu (1) kalimat yang berpredikat kata kerja, dan (2) kalimat yang berpredikat bukan kata kerja. Contoh: Tugas itu dikerjakan oleh para pegawai BRI. Kata kerja dalam kalimat itu ialah dikerjakain. Kata dikerjakan adalah predikat dalam kalimat itu. Setelah ditemukan predikat dalam kalimat itu, subjek dapat ditemukan dengan cara mengajukan pertanyaan dengan kata apa atau siapa. Apa yang dikerjakan? Atau, siapa yang dikerjakan?

Jawaban atas pertanyaan itu ialah tugas itu. Kata tugas itu, merupakan subjek kalimat. Kalau tidak ada yang dijadikan jawaban pertanyaan itu, berarti subjek tidak ada. Dengan demikian, pertanyaan dalam bentuk deretan kata-kata itu bukanlah kalimat.

Perhatikan pernyataan berikut!

(1) Berdiri aku di atas bangku.

(2) Kumandikan adik pada pagi hari.

Perhatikanlah pula pernyataan berikut: Dalam kamar ini memerlukan empat buah kursi. Mari kita gunakan cara menemukan subjek dan predikat seperti di atas. Mula-mula kita temukan subjek dan predikat seperti di atas. Mula-mula kita temukan dulu kata kerja dalam kalimat itu, yaitu memerlukan. Kata memerlukan adalah predikat kalimat. Selain itu, kita berusaha menemukan subjek kalimat dengan bertanya apa atau siapa yang memerlukan. Jawabannya adalah kamar ini. Dalam kalimat di atas, kata kamar ini didahului kata dalam, sehingga tidak memungkinkan kata kamar ini berstatus subjek. Kata dalam menandai kata di belakangnya itu sebuah keterangan tempat. Dengan demikian, pernyataan itu tidak bersubjek, jadi bukan kalimat.

Kalimat-kalimat yang tidak gramatikal sering disebabkan oleh ketaksaan pikiran penutur bahasa, yaitu dua konsep dipadukan menjadi satu sehingga melahirkan struktur kalimat yang tidak tegas dan bermakna ganda.

b) aktif dan pasif

Saya sudah katakan bahwa berbahasa Indonesia dengan baik dan benar itu tidak mudah. Kalimat itu merupakan perpaduan dari dua konsep kalimat aktif dan pasif.

Kalimat aktif:

Saya sudah mengatakan bahwa berbahasa Indonesia dengan baik dan benar itu tidak mudah.

Kalimat pasif:

Sudah saya katakan bahwa berbahasa Indonesia dengan baik dan benar itu tidak mudah.

c) **Subjek dan keterangan.**

Contoh: Dalam konferensi tingkat tinggi negara-negara nonblok tidak memutuskan tempat penyelenggaraan konferensi berikutnya. Kalimat itu merupakan perpaduan dari dua konsep, yaitu: subjek dan keterangan.

Subjek:

Konferensi tingkat tinggi negara-negara nonblok tidak memutuskan tempat penyelenggaraan konferensi berikutnya.

Keterangan:

Dalam konferensi tingkat tinggi negara-negara nonblok tidak diputuskan tempat penyelenggaraan konferensi berikutnya.

d) **Pengantar kalimat dan predikat**

contoh:

Menurut ahli geologi itu dinyatakan bahwa perembesan air laut telah sampai ke wilayah Jakarta Pusat.

Kalimat itu, merupakan perpaduan dari dua konsep yaitu pengantar kalimat dan predikat.

Pengantar kalimat:

Menurut ahli geologi itu, perbesaran air laut telah sampai ke wilayah Jakarta Pusat.

Predikat:

Ahli geologi itu menyatakan bahwa perembesan air laut telah sampai ke wilayah Jakarta Pusat.

e) **Kalimat majemuk dan kalimat bersusun**

Contoh:

Meskipun kita tidak menghadapi musuh, tetapi kita harus selalu waspada.

Kalimat itu merupakan perpaduan dari dua konsep yaitu kalimat majemuk dan kalimat bersusun.

Kalimat majemuk:

Kita tidak menghadapi musuh, tetapi (kita) harus selalu waspada.

(1) induk kalimat dan anak kalimat

(2) pernyataan yang tidak mengandung unsur subjek. Contoh : Dengan demikian akan membantu para karyawan riset, teknisi, dan peminat yang lain, terutama mahasiswa dalam melaksanakan tugasnya.

(3) pernyataan yang tidak mengandung unsur predikat. Contoh: Jalan layang itu mengatasi kemacetan lalu lintas.

(4) Pernyataan berupa anak kalimat. Contoh: Meskipun peningkatan mutu para dosen dan karyawan adalah jelas tidak identik dengan pengembangan fakultas.

(5) Pernyataan berupa unsur keterangan penjelas atau keterangan tambahan. Contoh: Baik bila kita berada di restoran, di pasar, terminal bus, maupun tempat-tempat umum lainnya.

(6) Pernyataan berupa ungkapan preposisi. Contoh: Bagi seorang peneliti, sebagai pedoman perbandingan, perlu diperhatikan kegiatan yang telah dilakukan.

E. Format Penulisan

Skripsi, paper/makalah, laporan penelitian, dan lain sebagainya, memiliki format penulisan tertentu untuk bisa disebut sebagai sebuah karya ilmiah. Uraian di bawah ini membahas format penulisan karya ilmiah berupa skripsi pada Program S-1 Pemerintahan Integratif.

Namun beberapa poin penting dalam format penulisan dimaksud bisa dipakai sebagai acuan dalam penulisan karya ilmiah selain skripsi, seperti paper/makalah, artikel dalam jurnal ilmiah, dan lain sebagainya.

1. Bahan dan Ukuran Kertas

Bahan dan ukuran kertas yang dipakai dalam sebuah karya ilmiah adalah sebagai berikut:

1. Ukuran kertas: A4 (21 x 29,7 cm).
2. Jenis kertas: HVS 80 gram.
3. Kertas doorslag berwarna (sesuai dengan warna yang telah ditentukan) dengan lambang Universitas Mulawarman sebagai pembatas.

2. Pengetikan

Ketentuan-ketentuan dalam pengetikan sebuah karya ilmiah dirinci sebagai berikut:

- a. Menggunakan software pengolah kata dengan platform Windows, seperti MS Word, Excel, dan lain-lain
- b. Jenis huruf yang digunakan adalah Times New Roman dengan ukuran 12 kecuali untuk: halaman judul sampul/luar (hard cover) dan halaman judul dalam (soft cover), yang menggunakan huruf tegak (kecuali istilah asing) dan dicetak tebal (bold) dengan ukuran font mulai 12 sampai 16 (disesuaikan dengan panjang judul, lihat Lampiran). Catatan kaki (footnotes), yang menggunakan font ukuran 10.
- c. Huruf tebal (bold) digunakan untuk judul dan sub-judul (sub-bab, sub-sub-bab), memberi penekanan, perbedaan, dan sejenisnya.
- d. Huruf miring (italic) digunakan untuk istilah dalam bahasa asing atau bahasa daerah, memberi penekanan, perbedaan (termasuk perbedaan sub-judul yang hirarkhinya tidak setingkat), dan sejenisnya. Judul sub sub-sub-bab dibuat dengan mengkombinasikan huruf miring dan huruf tebal (italic-bold atau bold-italic). Judul sub sub-sub-sub-bab dan seterusnya dibuat dengan huruf miring biasa (italic).
- e. Batas tepi (margin):
 - 1) Tepi atas : 4 cm
 - 2) Tepi bawah : 3 cm
 - 3) Tepi kiri : 4 cm
 - 4) Tepi kanan : 3 cm
- f. Sela ketukan (ind3e nsi) selebar 1 cm. Indensi Tab dipakai pada baris pertama alinea baru. Indensi gantung digunakan untuk daftar pustaka.
- g. Spasi bagian awal, bagian isi, dan bagian akhir:
- h. Bagian awal dari karya ilmiah
Termasuk di dalamnya adalah halaman judul, halaman pengesahan, halaman pernyataan, abstrak, riwayat hidup, kata pengantar, daftar isi, daftar tabel, daftar gambar dan daftar lampiran. Spasi yang digunakan adalah:
 - 1) Pernyataan ditulis dengan spasi tunggal.
 - 2) Riwayat Hidup dan Kata Pengantar ditulis dengan spasi ganda.
 - 3) Abstrak, antara 150-250 kata (dalam satu halaman) ditulis dengan menggunakan spasi tunggal.
 - 4) Daftar Isi, Daftar Tabel, Daftar Gambar, disusun dengan menggunakan spasi tunggal.
- i. Bagian isi karya ilmiah
Meliputi Bab I sampai BAB V, disusun dengan menggunakan spasi ganda.
- j. Bagian akhir karya ilmiah
Terdiri dari Daftar Pustaka, yang daftar referensinya memakai spasi tunggal dan indensi gantung (jarak antar referensi dengan spasi ganda), dan Lampiran yang ditulis dengan spasi tunggal atau disesuaikan dengan bentuk/jenis lampiran.

3. Judul karya ilmiah, bab, sub bab, dan lain sebagainya:

- a. Judul karya ilmiah dan bab, diketik dengan huruf besar/kapital, dicetak tebal, tanpa singkatan (kecuali yang berlaku umum seperti PT., CV.), posisinya di tengah halaman, dan tanpa diakhiri tanda titik. Perkecualiannya adalah judul pada halaman Persetujuan Seminar dan Pengesahan Skripsi (dengan huruf biasa, dicetak tebal).
- b. Judul sub-bab diketik sejajar dengan batas tepi (margin) sebelah kiri dengan menggunakan huruf A, B, C, dan seterusnya. Huruf pertama setiap kata dimulai dengan huruf besar (Title Case) kecuali kata penghubung dan kata depan, tanpa diakhiri titik. Judul sub-bab dicetak dengan huruf tebal (bold).
- c. Judul sub sub-bab dimulai dengan angka 1, 2, 3 dan seterusnya. Huruf pertama setiap kata dimulai dengan huruf besar (Title Case) kecuali kata penghubung dan kata depan, tanpa diakhiri titik. Judul sub sub-bab dicetak dengan huruf tebal (bold).
- d. Judul sub sub-sub-bab dimulai dengan huruf a, b, c dan seterusnya. Huruf pertama setiap kata dimulai dengan huruf besar (Title Case) kecuali kata penghubung dan kata depan, tanpa diakhiri titik. Judul sub sub-sub-bab dicetak dengan huruf tebalmiring (bold-italic).
- e. Judul sub sub-sub-sub bab dimulai dengan angka 1), 2), 3) dst. (tanpa titik), dan judul sub sub-sub-sub-sub bab dimulai dengan huruf a), b), c) dst. (tanpa titik). Huruf pertama setiap kata dimulai dengan huruf besar (Title Case) kecuali kata penghubung dan kata depan, tanpa diakhiri titik. Judul sub sub-sub-sub-bab dan sub subsub- sub-sub-bab dicetak dengan huruf miring (italic).
- f. Judul sub-bab, sub sub-bab, dan sub sub-sub-bab, dan seterusnya (headings hierarchy) perlu dibedakan dengan rincian poin-poin atau item-item (points/items hierarchy). Penulisan headings hierarchy dimulai dari A, B, C, lalu 1, 2, 3, kemudian a, b, c, dan seterusnya (lihat Box) dibuat sejajar dengan batas tepi kiri pengetikan (batas margin kiri). Isi atau teksnya (alinea, kalimat) juga dibuat sejajar dengan batas tepi kiri pengetikan dan awal kalimat dalam alinea baru dibuat dengan indensi 1 cm). Sementara penulisan points/items hierarchy tidak sejajar dengan batas tepi kiri pengetikan (batas margin kiri), melainkan mengikuti poin-poin/item-item dimaksud atau posisinya disesuaikan dengan memperhatikan estetika. Penggunaan angka atau huruf awal untuk poin-poin atau item-item juga disesuaikan (bisa dimulai dari 1,2,3 atau a, b, c). Penulisan headings hierarchy (sub-judul) – sejajar batas tepi kiri: Batas tepi kiri pengetikan. Contoh:

D. Judul Sub-Bab (bold)

1. Judul Sub Sub-Bab (bold)

a. Judul Sub Sub-Sub-Bab (bold-italic)

1) Judul Sub Sub-Sub-Sub-Bab (italic)

2) Judul Sub Sub-Sub-Sub-Bab (italic)

b. Judul Sub Sub-Sub-Bab (bold-italic)

1) Judul Sub Sub-Sub-Sub-Bab (italic)

2) Judul Sub Sub-Sub-Sub-Bab (italic)

a) Judul Sub Sub-Sub-Sub-Sub-Bab (italic)

b) Judul Sub Sub-Sub-Sub-Sub-Bab (italic)

2. Judul Sub Sub-Bab (bold)

E. Judul Sub-Bab (bold)

1. Judul Sub Sub-Bab (bold)

2. Judul Sub Sub-Bab (bold)

Penulisan points/items hierarchy (rincian poin-poin/item-item) – tidak sejajar dengan batas

tepi kiri (masuk ke dalam, disesuaikan):

- a. Untuk mendapatkan gambaran yang lebih jelas tentang perbedaan keduanya (headings hierarchy dan points/items hierarchy) dalam sebuah teks/tulisan, lihat contohnya pada Lampiran.
- b. Sepanjang memungkinkan, hindari penggunaan hirarkhi sub-judul (headings hierarchy) yang terlalu banyak tingkatannya (sub sub-subsub-bab dan seterusnya). Hal ini bisa dilakukan dengan memanfaatkan penggunaan rincian poin-poin atau item-item (points/items hierarchy).

2. Bilangan dan satuan:

- a. Bilangan diketik dengan angka kecuali bilangan yang terletak pada awal kalimat yang harus dieja. Contoh: Umur mesin 10 tahun. Sepuluh perusahaan besar... dan seterusnya.
- b. Bilangan desimal ditandai dengan koma (contoh: Rp1.150,25)
- c. Satuan dinyatakan dengan singkatan resmi tanpa tanda titik (kg, cm, dan lain-lain)

Batas tepi kiri pengetikan, contoh:

A. Poin/Item

1. Sub-Poin/Item

a. Sub Sub-Poin/Item

1) Sub) Sub-Sub-Poin/Item

2) Sub) Sub-Sub-Poin/Item

b. Sub Sub-Poin/Item

1) Sub Sub-Sub-Poin/Item

2) Sub Sub-Sub-Poin/Item

a) Sub Sub-Sub-Sub-Poin/Item

b) Sub Sub-Sub-Sub-Poin/Item

(1) Sub Sub-Sub-Sub-Sub-Poin/Item

(2) Sub Sub-Sub-Sub-Sub-Poin/Item

(a) Sub Sub-Sub-Sub-Sub-Sub-Poin/Item

(b) Sub Sub-Sub-Sub-Sub-Sub-Poin/Item

2. Sub-Poin/Item

B. Poin/Item

1. Sub-Poin/Item

2. Sub-Poin/Item

Catatan: Poin/Item dan sub-subnya ditulis dengan huruf biasa,

Pecahan yang berdiri sendiri ditulis dengan angka, sedangkan pecahan yang bergabung dengan bilangan bulat harus ditulisdengan huruf/dieja. Contoh: tiga dua pertiga.

F. Penomoran Halaman

Ketentuan-ketentuan dalam penomoran halaman, seperti halaman-halaman awal, halaman judul bab, halaman teks utama, dan lain sebagainya, adalah sebagai berikut:

1. Bagian awal karya ilmiah (halaman judul, halaman pengesahan, halaman pernyataan, abstrak, riwayat hidup, kata pengantar, daftar isi, daftar tabel, daftar gambar, dan daftar lampiran) diberi nomor halaman dengan angka romawi kecil (i, ii, iii, dan seterusnya) dan ditempatkan di tengah bagian bawah. Halaman judul tidak diberi nomor, tetapi tetap dihitung.

2. Mulai dari BAB I sampai dengan halaman terakhir pada Daftar Pustaka diberi nomor halaman dengan angka latin (1, 2, 3, dan seterusnya). Nomor halaman ditempatkan di sebelah kanan atas, kecuali bab baru yang tidak diisi nomor halaman.

3. Data yang mendukung penelitian disajikan dalam lampiran yang disajikan menurut kelompoknya tanpa diberi nomor halaman. Contoh:

Lampiran 1. Pedoman Wawancara

Lampiran 2. Peta Desa Mahak Baru

Rangkuman

1. Kode etik penulisan karya ilmiah Kode etik adalah seperangkat norma yang perlu diperhatikan dalam penulisan karya ilmiah. Norma ini berkaitan dengan pengutipan dan perujukan, perizinan terhadap bahan yang digunakan dan penyebutan sumber data atau informasi.

2. Cara Merujuk dan Menulis Daftar Rujukan dalam karya ilmiah ada bermacam-macam. Hal tersebut dipengaruhi oleh kaidah selingkung, kutipan langsung atau tidak langsung, dan juga macam sumber yang dirujuk.

3. Unsur yang ditulis dalam daftar rujukan secara berturut-turut meliputi: (1) nama penulis dengan urutan: nama akhir, nama awal, dan nama tengah, tanda gelar akademik, (2) tahun penerbitan, (3) judul, termasuk anak judul (subjudul), (4) kota tempat penerbitan dan (5) nama penerbit. Unsur-unsur tersebut dapat bervariasi tergantung jenis sumber pustakanya.

4. Penggunaan tabel dapat dipandang sebagai salah satu cara yang sistematis untuk menyajikan data statistik untuk menyajikan data statistik dalam kolom-kolom dan lajur, sesuai dengan klasifikasi masalah. Dengan menggunakan tabel, pembaca akan dapat memahami dan menafsirkan data secara cepat, dan mencari hubungan-hubungannya.

5. Penulisan ilmiah perlu memperhatikan format. Dalam format penulisan ilmiah antara lain harus memperhatikan tentang batas tepi kanan, tepi kiri, atas dan bawah dari suatu halaman. Selain itu juga perlu memperhatikan jenis huruf yang digunakan serta penomoran.

Evaluasi

1. Apa yang dimaksud kode etik penulisan karya ilmiah
2. Buat contoh daftar pustaka yang merujuk dari buku, rangkuman dan artikel dalam jurnal,
3. Jelaskan format penulisan karya ilmiah pada umumnya. Apa saja aturan yang harus diperhatikan.

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Good scientific writing is:

- **clear** - it avoids unnecessary detail;
- **simple** - it uses direct language, avoiding vague or complicated sentences. Technical terms and jargon are used only when they are necessary for accuracy;
- **impartial** - it avoids making assumptions (Everyone knows that ...) and unproven statements (It can never be proved that ...). It presents how and where data were collected and supports its conclusions with evidence;
- **structured logically** - ideas and processes are expressed in a logical order. The text is divided into sections with clear headings;
- **accurate** - it avoids vague and ambiguous language such as about, approximately, almost;
- **objective** - statements and ideas are supported by appropriate evidence that demonstrates how conclusions have been drawn as well as acknowledging the work of others.

Jenis Karya Ilmiah di Perguruan Tinggi

1. Makalah

Makalah adalah karya tulis ilmiah yang menyajikan suatu topik tertentu yang mencakup dalam suatu mata kuliah. Makalah merupakan salah satu persyaratan untuk memenuhi tugas atau menyelesaikan suatu perkuliahan baik mahasiswa aprogram Diploma, Strata 1 (S-1), Strata 2 (S-2), dan Strata 3 (S-3).

Makalah memiliki karakteristik sebagai berikut :

- (a) Menyajikan hasil kajian literatur yang berkaitan dengan topik atau cakupan permasalahan.
- (b) Menerapkan pemahaman tentang teori, prinsip, atau metode tertentu yang berkaitan dengan materi perkuliahan

- (c) Menerapkan kemampuan mengemas berbagai sumber informasi dalam satu pembahasan yang utuh.

2. Laporan Buku/ Bab/ artikel Ilmiah

Laporan buku/ bab/ artikel ilmiah merupakan karya tulis ilmiah yang menyajikan pemahaman mahasiswa terhadap isi buku/ Bab/ artikel ilmiah yang disertai dengan ulasan atau pandangan penulis. Selain itu laporan buku/ bab/ artikel Ilmiah juga dapat menyajikan analisis, kritik, justifikasi terhadap isi buku/ bab/ artikel Ilmiah. Sebagai bagian dari tugas perkuliahan buku/ bab/ artikel ilmiah buku/ bab/ artikel ilmiah yang diaporkan ditentukan oleh dosen atau dapat pula diusulkan oleh mahasiswa setelah mendapat persetujuan dosen yang bersangkutan.

Laporan buku/ bab/ artikel Ilmiah bertujuan untuk memperdalam dan memperluas wawasan dan pemahaman mahasiswa tentang topik yang disajikan atau dibahas dalam suatu mata kuliah yang ditempuhnya. Untuk itu laporan buku/ bab/ artikel ilmiah memiliki kriteria sebagai berikut :

- (a) Buku/ bab/ artikel ilmiah buku/ bab/ artikel ilmi yang dilaporkan harus aktual, minimal terbitan lima tahun terakhir.
- (b) Buku/ bab/ artikel ilmiah yang dilaporkan mempunyai kualitas isi yang baik
- (c) Buku/ bab/ artikel ilmiah yang dilaporkan memberikan kontribusi bagi mahasiswa untuk memperdalam topik yang dibahas dalam mata kuliah

3. Skripsi

Skripsi merupakan karya tulis ilmiah yang disusun dan dipertahankan sebagai persyaratan untuk mencapai gelar Sarjana Pendidikan atau Sarjana Non Pendidikan. Skripsi merupakan bukti kemampuan akademik mahasiswa dalam penelitian yang berhubungan dengan masalah yang sesuai dengan bidang keahlian atau bidang studinya. Skripsi memiliki kriteria sebagai berikut :

- (a) Topik, skripsi dapat bersumber dari permasalahan permasalahan yang sesuai dengan bidang studi atau bidang keahlian mahasiswa
- (b) Skripsi ditulis atas dasar hasil pengamatan dan observasi lapangan dan atau penelaahan pustaka yang relevan
- (c) Skripsi ditulis sendiri oleh mahasiswa dengan bimbingan dosen yang sesuai dengan bidang keahliannya dan sudah ditetapkan oleh surat tugas dekan
- (d) Skripsi ditulis dalam bahasa Indonesia yang baik dan benar. Untuk program studi dan jurusan tertentu skripsi dapat ditulis dalam bahasa minat (bahasa Inggris, bahasa Arab, bahasa Perancis, dan bahasa lainnya), dengan menuliskan abstrak dalam bahasa minat (bahasa Inggris, bahasa Arab, bahasa Perancis, bahasa asing lainnya), dan bahasa Indonesia

- (e) Skripsi dipertahankan sendiri oleh mahasiswa dihadapan tim penguji yang ditetapkan dengan surat tugas dekan

4. Tesis

Tesis merupakan karya tulis ilmiah yang disusun dan dipertahankan sebagai persyaratan untuk mencapai gelar Magister (S-2). Tesis merupakan bukti kemampuan akademik mahasiswa dalam penelitian dan pengembangan keilmuan pada salah satu bidang keilmuan yang sedang ditempuh oleh mahasiswa. Tesis disusun untuk meraih gelar Magister Pendidikan (M.Pd), Magister Manajemen (MM), dan sebagainya. Tesis memiliki karakteristik sebagai berikut :

- (a) Topik tesis berfokus pada kajian yang aktual yang tercakup dalam salah satu disiplin ilmu , sesuai dengan program studi yang ditempuh oleh mahasiswa.
- (b) Tesis ditulis atas dasar pengujian empirik terhadap teoritertentu dalam disiplin ilmu yang dipelajari
- (c) Tesis..untuk penelitian lapangan ... menggunakan data primer (data yang dikumpulkan dari lapangan) yang dapat ditunjang oleh data sekunder. Untuk bibliografi digunakan sumber-sumber yang otentik
- (d) Tesis ditulis sendiri oleh mahasiswa dengan bimbingan dosen yang sesuai dengan bidang keahliannya dan sudah ditetapkan oleh surat tugas Direktur Program Pascasarjana
- (e) Tesis ditulis dalam bahasa Indonesia yang baik dan benar dengan menuliskan abstrak dalam bahasa Indonesia dan bahasa Inggris. K program studi atau jurusan tertentu, tesis dapat ditulis dalam bahasa minat (bahasa Inggris).Untuk program studi dan jurusan tertentu skripsi dapat ditulis dalam bahasa minat
- (f) Tesis dipertahankan sendiri oleh mahasiswa dihadapan tim penguji yang ditetapkan dengan surat tugas Direktur Program Pascasarjana.

5. Disertasi

Disertasi merupakan karya tulis ilmiah yang disusun dan dipertahankan sebagai persyaratan untuk menyelesaikan Program Doktor (S-3).Disertasi merupakan bukti kemampuan akademik mahasiswa dalam melakukan penelitian yang berkaitan temuan baru pada salah satu disiplin ilmu yang sedang ditempuh oleh mahasiswa. Disertasi disusun dan dipertahankan untuk meraih gelar Doktor. Disertasi memiliki karakteristik sebagai berikut :

- (a) Topik berfokus pada kajian mengenai salah satu disiplin ilmu yang sesuai dengan bidang yang dipelajari
- (b) Disertasi ditulis atas dasar temuan sesuatu yang baru dalam disiplin ilmu yang dikaji secara mendalam , baik berupa pengujian terhadap teori –teori yang ada dan prinsip-prinsip baru atau pengembangan suatu model baru yang diuji di lapangan

- (c) Disertasi menggunakan data primer (data yang dikumpulkan dari lapangan) yang dapat ditunjang pula oleh data sekunder
- (d) Disertasi ditulis sendiri oleh mahasiswa dengan bimbingan dosen yaitu promotor, ko-promotor dan anggota yang sesuai dengan bidang keahliannya dan telah ditetapkan oleh surat tugas Direktur Program Pascasarjana
- (e) Disertasi ditulis dalam bahasa Indonesia yang baik dan benar dengan menuliskan abstrak dalam bahasa Indonesia dan bahasa Inggris. Untuk program studi atau jurusan tertentu, disertasi dapat ditulis dalam bahasa minat (bahasa Inggris). Dengan menuliskan abstrak dalam bahasa minat dan bahasa Indonesia.
- (f) Tesis Disertasi dipertahankan sendiri oleh mahasiswa yang bersangkutan dihadapan tim penguji yang ditetapkan dengan surat tugas Direktur Program Pascasarjana.

Karya ilmiah

Dari Wikipedia bahasa Indonesia, ensiklopedia bebas

Langsung ke: [navigasi](#), [cari](#)

Karya ilmiah (*bahasa Inggris: scientific paper*) adalah laporan tertulis dan diterbitkan yang memaparkan hasil penelitian atau pengkajian yang telah dilakukan oleh seseorang atau sebuah tim dengan memenuhi kaidah dan etika keilmuan yang dikukuhkan dan ditaati oleh masyarakat keilmuan.

Ada berbagai jenis karya ilmiah, antara lain laporan penelitian, makalah [seminar](#) atau [simposium](#), dan artikel jurnal yang pada dasarnya kesemuanya itu merupakan produk dari kegiatan ilmuwan. Data, simpulan, dan informasi lain yang terkandung dalam karya ilmiah tersebut dijadikan acuan bagi ilmuwan lain dalam melaksanakan penelitian atau pengkajian selanjutnya.

Di [perguruan tinggi](#), khususnya jenjang S1, mahasiswa dilatih untuk menghasilkan karya ilmiah seperti [makalah](#), [laporan praktikum](#), dan [skripsi](#) (tugas akhir). Skripsi umumnya merupakan laporan penelitian berskala kecil, tetapi dilakukan cukup mendalam. Sementara itu, makalah yang ditugaskan kepada mahasiswa lebih merupakan simpulan dan pemikiran ilmiah mahasiswa berdasarkan penelaahan terhadap karya-karya ilmiah yang ditulis oleh para pakar dalam bidang persoalan yang dipelajari. Penyusunan laporan praktikum ditugaskan kepada mahasiswa sebagai wahana untuk mengembangkan kemampuan menyusun laporan penelitian.

Daftar isi

- [1 Tujuan Karya Ilmiah](#)
- [2 Manfaat Karya Ilmiah](#)
- [3 Sistematika Penulisan Karya Ilmiah](#)
 - [3.1 Bagian Pembuka](#)

- [3.2 Bagian Isi](#)
 - [3.2.1 Pendahuluan](#)
 - [3.2.2 Kajian teori atau tinjauan kepustakaan](#)
 - [3.2.3 Metodologi penelitian](#)
 - [3.2.4 Hasil Penelitian](#)
- [3.3 Bagian penunjang](#)
- [4 Pranala luar](#)

Tujuan Karya Ilmiah

- Sebagai wahana melatih mengungkapkan pemikiran atau hasil penelitiannya dalam bentuk tulisan ilmiah yang sistematis dan metodologis.
- Menumbuhkan etos ilmiah di kalangan mahasiswa, sehingga tidak hanya menjadi konsumen ilmu pengetahuan, tetapi juga mampu menjadi penghasil (produsen) pemikiran dan karya tulis dalam bidang ilmu pengetahuan, terutama setelah penyelesaian studinya.
- Karya ilmiah yang telah ditulis itu diharapkan menjadi wahana transformasi pengetahuan antara sekolah dengan masyarakat, atau orang-orang yang berminat membacanya.
- Membuktikan potensi dan wawasan ilmiah yang dimiliki mahasiswa dalam menghadapi dan menyelesaikan masalah dalam bentuk karya ilmiah setelah yang bersangkutan memperoleh pengetahuan dan pendidikan dari jurusannya.
- Melatih keterampilan dasar untuk melakukan penelitian.

Manfaat Karya Ilmiah

Manfaat penyusunan karya ilmiah bagi penulis adalah berikut:

- Melatih untuk mengembangkan keterampilan membaca yang efektif;
- Melatih untuk menggabungkan hasil bacaan dari berbagai sumber;
- Mengenalkan dengan kegiatan kepastakaan;
- Meningkatkan pengorganisasian fakta/data secara jelas dan sistematis;
- Memperoleh kepuasan intelektual;
- Memperluas cakrawala ilmu pengetahuan;
- Sebagai bahan acuan/penelitian pendahuluan untuk penelitian selanjutnya

Sistematika Penulisan Karya Ilmiah

Bagian Pembuka

- Cover
- Halaman judul.
- Halaman pengesahan.
- Abstraksi
- Kata pengantar.
- Daftar isi.
- Ringkasan isi.

Bagian Isi

Pendahuluan

- Latar belakang masalah.
- Perumusan masalah.
- Pembahasan/pembatasan masalah.
- Tujuan penelitian.
- Manfaat penelitian.

Kajian teori atau tinjauan kepustakaan

- Pembahasan teori
- Kerangka pemikiran dan argumentasi keilmuan
- Pengajuan hipotesis

Metodologi penelitian

- Waktu dan tempat penelitian.
- Metode dan rancangan penelitian
- Populasi dan sampel.
- Instrumen penelitian.
- Pengumpulan data dan analisis data.

Hasil Penelitian

- Jabaran variabel penelitian.
- Hasil penelitian.
- Pengajuan hipotesis.
- Diskusi penelitian, mengungkapkan pandangan teoritis tentang hasil yang didapatnya.

Bagian penunjang

- Daftar pustaka.
- Lampiran- lampiran antara lain instrumen penelitian.
- Daftar Tabel

IAIN PALOPO