THE USE OF COLLABORATIVE LANGUAGE LEARNING (CLL) IN TEACHING VOCABULARY AT THE SEVENTH YEAR STUDENTS OF MTS BATUSITANDUK

A THESIS

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

BY

NOVITASARI
Reg. Num.09.16.3.0086

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

Novitasari, 2013. "The Use Of Collaborative Language Learning In Teaching Vocabulary At The Seventh Year Students Of MTS Batusitanduk". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (1) Wisran, S.S., M.Pd. and Wahibah,S.Ag,.M.Hum.

Key words : Collaborative Language Learning , Teaching, Vocabulary.

This thesis studies about teaching vocabulary at the seventh year students of MTS Batusitanduk through Collaborative Language Learning .Statements of the research are: What is the effective way in teaching vocabulary by using Collaborative Language Learning at the seventh year students of MTS Batusitanduk? and How is the students' response during the teaching vocabulary by applying Collaborative Language Learning at the seventh year of MTS Batusitanduk?

Objective of the research are to find out the effective way of the Collaborative language learning in teaching vocabulary and to find out the students' response during the teaching vocabulary by Collaborative language learning method the seventh year students of MTS Batusitanduk.

This research applied classroom action research and using vocabulary test as the instrument in collecting data and the researched focused on the seventh year students of MTS Batusitanduk, who were the academic year 2012/2013. The number of sample is 20 students. The researcher collects the data by using essay test.

Based on the finding and discussion of data analysis, the researcher describes the result of the research indicate that the score of the student's vocabulary at the seventh year students of MTS Batusitanduk through Collaborative Language Learning, it is proved by calculating the different of both test (cycle I and cycle II). The score of the students' in cycle I (45.96) and cycle II (77.31). It means that the use of Collaborative Language Learning gives significant improvement to the students' vocabulary. In addition, the researcher found almost all of the students gave positive responds toward Collaborative Language Learning application in learning vocabulary.

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background

In English vocabulary is very important to be learnt, because it can construct or organize ideas in to the sentence and vice versa. It is known that sentences that are produced are built by vocabulary. It means that the language learners have to pay attention about how important the vocabulary.

Furthermore, the students have to upgrade vocabulary, because it is a key to master the language, and it will be the target to be acquired. And also it plays a very important role in communication and has a contribution to support the students' ability. Vocabulary is one of language elements that need to be acquired by English learners.

In Indonesia, English language has been taught as a compulsory subject from Junior High School up to the university. The students learned four language skills; listening, speaking, reading, and writing. To support the mastery of the four language skills the learners obviously should have well understanding of English sub-skills; they are vocabulary, pronunciation, and grammar as a core of having structured English in communication and comprehension. Ideally, the students of seventh grade already studied four language skills and language components for three years from fourth class of elementary school. Accordingly, the learners have enough ability about the four language skills (*listening, speaking, reading, and*

writing) and language components (*vocabulary, pronunciation, and grammar)* and they mastered a list of vocabularies as the curriculum recommended.

The fact, the learners of seventh grade of MTs Batusitanduk do not master yet the four language skills and language components. Besides, the students" pronunciation is still far from expectation because the written form is different from its pronunciation. In addition to these cases, the students seldom practice the pronunciation and the students" number of the class is big enough, the students' had difficulties in increasing their vocabulary because the situation and method in the classroom not supported.

In addition, some factors must be considered, for sentence. The interferences of the mother tongue when the learners learn English, in this context teacher is asked to give a command and implement appropriate technique in order to avoid misunderstanding in terms of vocabulary. The thing which is always ignored by the teacher is considering instant way to enrich student's vocabulary. They even never write a word which is followed or complete by its synonym and antonym next to each other and furthermore, the most complex problem is giving some vocabulary without intensifying in the way of practicing them, and also as the researcher observation in MTS Batusitanduk.

Based on Penny Ur "vocabulary can be defined roughly as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *Post Office* a *Mother-in-law,* which are made up of two or three words but express a single idea. There are also multi – word idioms such as call it a day, where the meaning of the phrase cannot be

deduced from an analysis of the component words. A useful convention is to cover all such cases by taking about vocabulary „items" rather than „words[1]"

According to Brown "teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".[2]

One of the techniques that can be used to improve the students' vocabulary is using Collaborative Language Learning. Collaborative Language Learning can make easy and clear understand well for students. Collaborative Language Learning can help teacher to get instruction aims, because Collaborative Language Learning include one technique that very easy and active. It means that can make high value in learning. Collaborative learning is any learning where two or more students are working together on a learning experience. It is learner-centre where students are active participants and have clear roles, responsibilities and outcomes – both long term and short term. The success of the group is dependent upon the contribution of every individual.

This technique can increase learners' motivation to learn and make the learning process more meaningful In learning vocabulary . Not only do they help learners to be stronger, but also they make vocabulary learning more enjoyable.

The researcher believes that students can improve vocabulary by using Collaborative Language learning. Therefore, the writer is interested in doing

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[1] Penny Ur, *A course in Language Teaching Practice and Theory*, (Cambridge University Press, 1996), p . 60

[2] H. Douglas Brown, "*Principles of Language Learning and Teaching*" (San Francis State University, 2000) p.7.

research entitled "The use of collaborative language learning in teaching vocabulary at the seventh year students of MTS Batusitanduk".

B. Problem Statements

Referring to the background above, the writer formulates the research questions as follows:

1. What is the effective way in teaching vocabulary by using Collaborative Language Learning at the seventh year students of MTS Batusitanduk?

2. How is the students' response during the teaching vocabulary by applying Collaborative Language Learning at the seventh year of MTS Batusitanduk?

C. Objective of the Research

1. To find out the effective way of the Collaborative language learning in teaching vocabulary.

2. To find out the students' response during the teaching vocabulary by Collaborative language learning method the seventh year students of MTS Batusitanduk.

D. Significance of the Research

The findings of the research was expected to be meaningful to the following people:

1. To be useful information for the students at MTS Batusitanduk in learning vocabulary.

2.   To be useful information for the next researchers who wants to continue or do the same research about vocabulary.

E. Scope of the Research

The scope of the research was restricted to improve vocabulary by using Collaborative language learning. The researcher was emphasize on thematic vocabulary namely animals.

F. Definition of Term

From the research, there are some definitions that the writer find:

1.   Vocabulary is all the words that a person knows or used, all the words in a language, list the words with their meanings, especially in a book for learning foreign.

2.   Classroom action research is a research activity by observing learning process in a classroom that is given some actions purposefully which is aim to solve the problem or increase the learning quality.

3.   Collaborative language learning (CLL) is a method in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor and a paraphraser, while the learner acts as a collaborator, although sometimes this role can be changed. Collaborative language learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Previous Related Research Findings

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

Bulan (2007) in her research entitled "Using Picture in Teaching Vocabulary at SDN Bara Palopo". She concludes that teaching vocabulary by using picture can improve students' vocabulary achievement.[1]

Astiana silama in her research "improving students' vocabulary in translating reading text at the eight year students' of SMPN 8 Palopo was effective to stimulate the students' achievement in vocabulary of the second year of SMPN 8 Palopo in academic year 2009-2010.[2]

Jasmaruddin in his research "improving vocabulary of the sixth year students' of SDN 79 Tappong Palopo through word list" was increased.[3]

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[1] Bulan. "*Using Picture In Teaching Vocabulary At Sdn Bara Palopo"* , 2012. Thesis S1 Cokroaminoto University Palopo. 2007.

[2] Astiana Silama, *Improving Students' Vocabulary Translating Reading Text at the Eight Year Students' of SMPN 8 Palopo* (Thesis STAIN Palopo,2009), p. 59.

[3] Jasmarddin, *Improving Vocabulary of the Sixth Year Students of SDN 79 Tapping Palopo through word list* Thesis STAIN Palopo, 2007), p. 58.

Jumarni in her research "presenting the meaning of new vocabulary through synonym at the students of SMP Muhammadiyah Palopo" Showed that synonym was able improve the students' vocabulary.[4]

Based on the research findings above, it can be inferred that there are many kinds of techniques in teaching vocabulary. Each method can be applied in any ways as long it is suitable for the students' so that, the writer will do a research by using collaborative learning language to improve the students' vocabulary mastery.

2. Concepts of Vocabulary

Vocabulary as an essential component of all used of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are sings or symbols for ideas. They are the means by which people exchange their through. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. The vocabulary we understand and the vocabulary we can use varies in nature and in quality from one person to another even in our native language. We can help our students by giving those ideas on how to learn vocabulary and some guidance on what to learn. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.[5]

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[4] Jumarni, *Presenting the Meaning of New Vocabulary Through Synonym at the Students of SMP Muhammadiyah Palopo* (Thesis STAIN Palopo, 2010), p. 63.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners 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 native speakers, use the language in different contexts, reading or watching TV. Vocabulary plays on important part in learning to read. As beginning readers children use the words they have heard to make sense of the words they see in print.

Consider, for example: what happens when a beginning reader comes to the words dig in a book. As she begins to figure out the represented by the letters d, *I, g,* the reader recognized that the sounds make up a very familiar word that she has heard and said many time reading word that are not already part of their oral vocabulary.

There are many concepts about vocabulary, some of them:

a. Vocabulary is the stock of words used by a people or by a particular class or person

b. Vocabulary is a list or collection of the words of a language, book, or, branch of science, or the like usually in alphabetical order and defined.

c. Vocabulary is the words of a language

d. Vocabulary is the sum scope of one's expression technique as in the arts.

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[5] Schil, William S.*Seven Days to Foster Reading*. New York : Paperback Library Inc. 1967.

3. The Definition of Vocabulary

Vocabulary as one of the language aspects, which the people should learn when they are learning language. According to George D. Spache "vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing".[6] Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery. Kufaishi pointed out that, "students" listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary".[7]

When a student has mastered the fundamental grammatical patterns of language, the next task is to master its vocabulary-or at least that part of its vocabulary that the student needs.[8] They need to learn what words mean and how they are used.[9]

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[6] George D. Spache, *Reading in The Elementary School,*(New York: Allvn & Bacon, inc.,1964), p. 326.

[7] Al-Kufaishi, Adil, *A vocabulary Building Program is A Necessary Not a Luxury*, (English Teaching Forum , Vol XXVI, No.2, April 1988, p. 45.

[8] Cellier- Macmillan International:A Division of the Macmillan Company, *The Key to English: Vocabulary: English Language Service*, (London: Collier Macmillan Limited, 1971), p. 1.

[9] Jeremy Harmer, *The Practice of English Language Teaching, New Edition*, (New York: Longman,1991), p. 34.

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their student"s master vocabulary.

The words that students know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence.

According to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language".[10]

Form the definition given above, it can be concluded simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression.

4. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language area about the kinds of vocabulary. According to Mary Finocchiaro, vocabulary is divided into two types:

a. Function word needs to be learned as quickly as feasible (in a logical order and sequence, however).

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[10] Penny Ur, *A Course in Language Teaching: Practice and Theory*, *(*New York:Cambridge University Press, 1996*),* p .60.

b. Content words can be learned in small groups around "life" situations.[11]

Furthermore Charles C. Fries classified the content word into:

a. Word for things represent sets of phenomena that seem to endure with some stability (nouns).

b. Word for actions represents sets of phenomena that seem to change or be in process (verbs).

c. Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjectives and adverbs).[12]

Meanwhile, According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:

a. Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.

b. Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly.[13]

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary.[14]

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[11] Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (New Jersey: Englewood Cliffs, Inc., 1989), p. 21.

[12] Harles C. Fries, *Teaching and Learning as A Foreign Language,* (Ann Arbor, the University of Michigan Press, 1995) p. 47.

[13] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press, 1997), p. 139.

[14] Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 1997), p. 13.

a. Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

b. Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

Corson that is quoted by I.S.P nation called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

1.   Words which are only partly understood and are not well known enough to use actively

2.   Words which are not needed in daily communication.[15]

Caleb Gattegno also classified vocabulary into two kinds; they are luxury vocabulary and semi-luxury vocabulary. Semi luxury is of the words we

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[15] I. S. P. Nation, *Teaching and Learning Vocabulary,* (New York: Newbury House Publishers, 1990), p. 94.

would need to get along with natives in the business of day-to day life, which include food, clothing, travel, family life, outings and the like. While luxury vocabulary is the words we would need in the philosophical discussions, political arguments and sources of information (economic, military, diplomatic, etc), and also as the specialized language of professions, and trades. [16]

5. Tips To Improve Vocabulary

a. Read

Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words.

b. Improve Your Context Skills.

Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used. Doing a search on a word using dejanews.com (for searching newsgroups) will give you many examples of how that word is used in context. Play our Daily Context Vocabulary Quiz.

c. Practice.

Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence

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[16] Caleb Cattegno, *Teaching Foreign Language in School,* (New York: Educational Solution, 1963), p. 53.

you make up using the word - perhaps on an index card that can later be reviewed. As soon as you learn a new word, start using it. Review your index cards periodically to see if you have forgotten any of your new words. Also, do a search on a word using dejanews.com (for searching newsgroups) to get many examples of how the word is actually used.

d. Get in the Habit Of Looking Up Words You Don't Know.

If you have a dictionary program on your computer, keep it open and handy. America Online and other internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of. Use a thesaurus when you write to find the word that fits best.

e. Play With Words.

Play Scrabble, Boggle, and do crossword puzzles. These and other word games are available for the computer, so you are not dependent on a partner to play. Also, try out the Franklin Electronic Dictionary that features built-in word games.

f. Use vocabulary lists.

For the serious vocabulary student, there are many books that focus on the words most commonly found in standardized tests, such as the SAT and GRE. There are also many interesting word sites on the Internet, many of which will send you a word a day by email.

g. Take vocabulary tests.

Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making. [17]

6. Problem in Teaching Vocabulary

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies.

Some factors that make some words difficult for the students:

a. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.

b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a words difficulty. For example: muscle, headache, etc.

c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

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[17] http://www.sheppardsoftware.com/vocabulary_tips.htm (Accessed on September 25, 2013).

e. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than skinny, slim and slander. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.[18]

Some people maybe say that vocabulary is easier than grammar or any lesson, but as a matter of fact the lack of vocabulary is the biggest problem when people communicate in English.

7. Definition of Collaborative Language Learning

Collaborative Language learning is a situation in which one or more people do interaction to learn. More specifically, Collaborative Learning is based on the model that knowledge can be created within a population where member actively interact in sheering.

Dillenbourg (1999) defines collaborative learning as "a situation in which two or more people learn or attempt to learn something together and solve a problem" or "mutual engagement of participants in a coordinated effort to solve a

problem

together"[19]

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[18] Scott Thornby, *How To Teach Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 27.

[19] Dillenbourg, P. (1999). What do you mean by collaborative learning? In P. Dellinbourg (Ed) *Collaborative-learning: Cognitive and Computational Approaches.* Oxford: Elsevier.

8. The Advantages of Collaborative Learning

Comments made by students coincide with research findings, such as the ones reported in the literature. On a personal level, students are pleased to be able to share their difficulties with others. They gain confidence from observing that if their team-mates can solve problems, they will also be able to overcome them. Speaking in front of a small group with which they are familiar, rather than in front of the whole class, is also less stressful. In addition, participants are better able to accept criticism, since they themselves are also allowed to criticize. On a social level, the students' level of tolerance and acceptance of other people's viewpoints is increased, a skill which no doubt is beneficial in real-life situations where one also often has to be prepared to compromise. They also form close friendships with their team-mates, and many stress that for that reason they look forward to coming to class. Last but not least, on an academic level, there are definite gains in conformity with Johnson and Johnson's findings that "cooperative learning experiences promote higher achievement than do competitive and individualistic experiences"[20]. To be sure, the drawback of the method is that it is slower than traditional ones since it obviously takes longer to reach a consensus than to be handed the right answer by the instructor, but the discussion itself is much more profitable.

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[20] Johnson, D.W. & Johnson, R.T. (1985)"*The internal dynamics of cooperative learning groups* " In R. Slavin, S. Sharan, S. Kagan.

9. Collaborative Learning Tips And Strategies For Teachers

Many consider Vygotsky the father of "social learning". Vygotsky was an education rebel in many ways. Vygotsky controversially argued for educators to assess students' ability to solve problems, rather than knowledge acquisition. The idea of collaborative learning has a lot to do with Vygotsky's idea of the "zone of proximal development". It considers what a student can do if aided by peers and adults. By considering this model for learning, we might consider collaboration to increase students' awareness of other concepts.[21]

some ways to include best practices for collaborative learning in our classroom.

a. Establish Group Goals.

Effective collaborative learning involves establishment of group goals, as well as individual accountability. This keeps the group on task and establishes an unambiguous purpose. Before beginning an assignment, it is best to define goals and objectives to save time.

b. Keep Groups Midsized.

Small groups of 3 or less lack enough diversity and may not allow divergent thinking to occur. Groups that are too large create "freeloading" where not all members participate. A moderate size group of 4-5 is ideal.

c. Establish Flexible Group Norms.

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[21] http://www.teachthought.com/learning/20-collaborative-learning-tips-and strategies (Accessed on 25 September 2013).

Research suggests that collaborative learning is influenced by the quality of interactions. Interactivity and negotiation are important in group learning. In the 1960's studies by Jacobs and Campbell suggested that norms are pervasive, even deviant norms were handed down and not questioned. If you notice a deviant norm, you can do two things: rotate group members or assist in using outside information to develop a new norm. You may want to establish rules for group interactions for younger students. Older students might create their own norms. But remember, given their durable nature, it is best to have flexible norms. Norms should change with situations so that groups do not become rigid and intolerant or develop sub-groups.

d. Build Trust and Promote Open Communication.

Successful interpersonal communication must exist in teams. Building trust is essential. Deal with emotional issues that arise immediately and any interpersonal problems before moving on. Assignments should encourage team members to explain concepts thoroughly to each other. Studies found that students who provide and receive intricate explanations gain most from collaborative learning. Open communication is key.

e. For Larger Tasks, Create Group Roles.

Decomposing a difficult task into parts to saves time. You can then assign different roles. A great example in my own classroom was in science lab, fifth grade student assumed different roles of group leader, recorder, reporter, and fact checker. The students might have turns to choose their own role and alternate roles by sections of the assignment or classes.

f. Create A Pre-Test and Post-Test.

A good way to ensure the group learns together would be to engage in a pre and post-test. In fact, many researchers use this method to see if groups are learning. An assessment gives the team a goal to work towards and ensures learning is a priority. It also allows instructors to gauge the effectiveness of the group. Changes can be made if differences are seen in the assessments over time. Plus, you can use Bloom's taxonomy to further hone in on specific skills. Individuals should also complete surveys evaluating how well the group functioned. "Debriefing" is an important component of the learning process and allows individuals to reflect on the process of group learning.

g. Consider the Learning Process It Self As Part Of Assessment.

Many studies such as those by Robert Slavin at Johns Hopkins have considered how cooperative learning helps children develop social and interpersonal skills. Experts have argued that the social and psychological effect on self-esteem and personal development are just as important as the learning itself. In terms of assessment, it may be beneficial to grade students on the quality of discussion, engagement, and adherence to group norms. Praise younger groups for following collaborative learning standards. This type of learning is a process and needs explicit instruction in beginning stages. Assessing the process itself provides motivation for students to learn how to behave in groups. It shows students that you value meaningful group interactions and adhering to norms.

h. Consider Using Different Strategies, Like The Jigsaw Technique.

The jigsaw strategy is said to improve social interactions in learning and support diversity. The workplace is often like a jigsaw. It involves separating an assignment into subtasks, where individuals research their assigned area. Students with the same topic from different groups might meet together to discuss ideas between groups. This type of collaboration allows students to become "experts" in their assigned topic. Students then return to their primary group to educate others. Here are some easy steps to follow the Jigsaw approach. There are other strategies discussed here by the University of Iowa, such as using clusters, buzz groups, round robin, leaning cells, or fish bowl discussions.

i. Allow Groups to Reduce Anxiety.

When tackling difficult concepts, group learning may provide a source of support. Groups often use humor and create a more relaxed learning atmosphere that allow for positive learning experiences. Allow groups to use some stress-reducing strategies as long as they stay on task.

j. Establish Group Interactions.

The quality of discussions is a predictor of the achievement of the group. Instructors should provide a model of how a successful group functions. Shared leadership is best. Students should work together on the *task and maintenance functions* of a group.

k. Use A Real World Problems.

Experts suggest that project-based learning using open-ended questions can be very engaging. Rather than spending a lot of time designing an artificial scenario, use inspiration from everyday problems. Real world problems

can be used to facilitate project-based learning and often have the right scope for collaborative learning.

l. Focus On Enhancing Problem-Solving and Critical Thinking Skills.

Design assignments that allow room for varied interpretations. Different types of problems might focus on categorizing, planning, taking multiple perspectives, or forming solutions. Try to use a step-by step procedure for problem solving. Mark Alexander explains one generally accepted problem-solving procedure:

1. Identify the objective.

2. Set criteria or goals.

3. Gather data.

4. Generate options or courses of action.

5. Evaluate the options using data and objectives.

6. Reach a decision

7. Implement the decision

m. Keep in Mind The Diversity Of Groups.

Mixed groups that include a range of talents, backgrounds, learning styles, ideas, and experiences are best. Studies have found that mixed aptitude groups tend to learn more from each other and increase achievement of low performers. Rotate groups so students have a chance to learn from others.

n. Groups With An Equal Number Of Boys And Girls Are Best.

Equally balanced gender groups were found to be most effective. Some research suggests that boys were more likely to receive and give elaborate

explanations and their stances were more easily accepted by the group. In majority male groups girls were ignored. In majority girl groups, girls tended to direct questions to the boy who often ignored them. You may also want to specifically discuss or establish gender equality as a norm. This may seem obvious, but it is often missed. It may be an issue you may want to discuss with older students.

o. Include Different Types Of Learning Scenarios.

Studies suggests that collaborative learning that focuses on rich contexts and challenging questions produces higher order reasoning. Assignments can include laboratory work, study teams, debates, writing projects, problem solving, and collaborative writing.

p. Technology Makes Collaborative Learning Easier.

Collaboration had the same results via technology as in person, increased learning opportunities. Try incorporating free savvy tools for online collaboration such as Stixy, an online shared whiteboard space, Google groups, or Mikogo for online meetings. Be aware that some research suggests that more exchanges related to planning rather than challenging viewpoints occurred more frequently through online interactions. This may be because the research used students that did not know one another. If this is your scenario, you may want to start by having students get to know each other's backgrounds and ideas beforehand on a blog or chat-board.

q. Keep In Mind The Critics.

As with any learning strategy, it's important to have a balanced approach. Cynics usually have a valid point. A recent New York time article, cites some criticism of collaboration for not allowing enough time for individual, creative thinking. You may allow some individual time to write notes before the groups begin. This may be a great way to assess an individual grade.

r. Be Wary Of "Group Think".

While collaborative learning is a great tool, it is always important to consider a balanced approach. At times, group harmony can override the necessity for more critical perspectives. Some new research suggests that groups favored the more confident members. Changing up groups can help counter this problem.

s. Value Diversity.

Collaborative learning relies on some buy in. Students need to respect and appreciate each other's viewpoints for it to work. For instance, class discussions can emphasize the need for different perspectives. Create a classroom environment that encourages independent thinking. Teach students the value of multiplicity in thought. You may want to give historical or social examples where people working together where able to reach complex solutions.

B. Conceptual Framework

The focus of this research is to enhance students' understanding in learning vocabulary by Collaborative Language Learning. The theoretical framework in this research is shown in the diagram below:
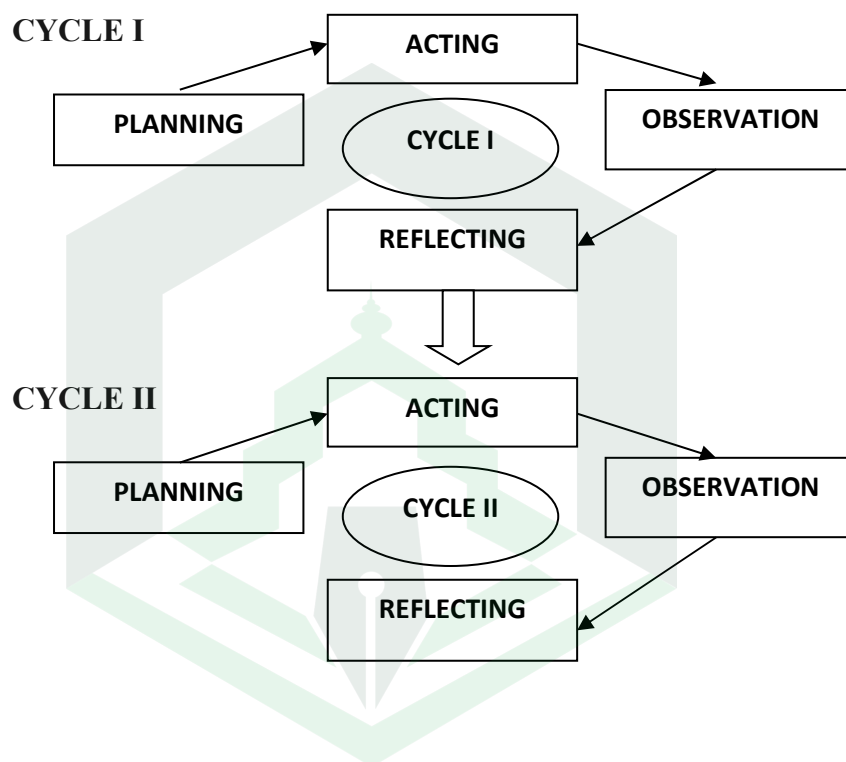
a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, , the observation sheets, test evaluation, and present list in order to know student's activeness in joining teaching learning process.

b. Acting

In this step, the researcher delivers the scope of the learning material and gives little bit explanation about it that would be studied after that the researcher explained clearly the learning material about Vocabulary and then the researcher gave three connected commands.

c. Observation

In this stage the researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation.

d. Reflecting

In this step, the researcher gave some tests as the evaluation of the study. She also analyzed the weakness that she had got in observing. After analyzing, she looked for the problems solving for the weakness. In this step, she also had to think what she had to do for the next step
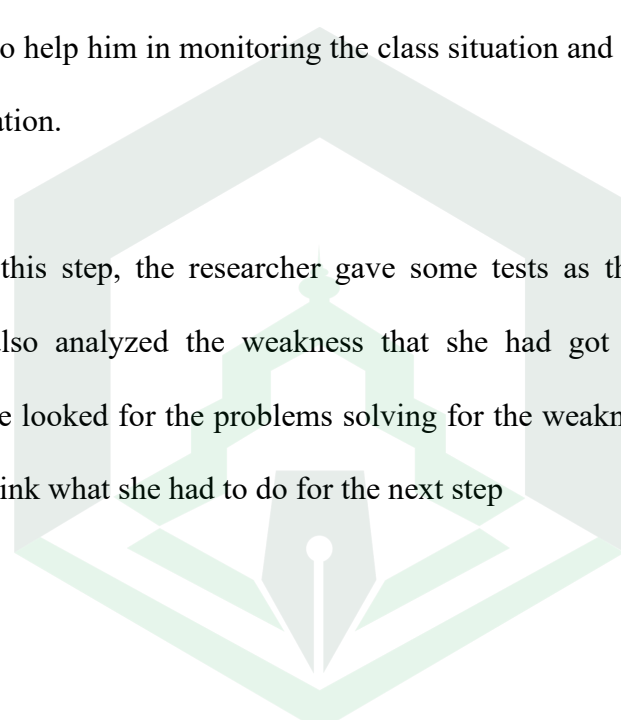
CHAPTER III

RESEARCH METHOD

A. Method

In this research, the researcher applied Classroom Action Research (CAR). It is planned that this action research was done in two cycles, where every cycle consists of: Planning, Action, Observation, and Reflection. The aim of this research is to find out the way to improve vocabulary of the seventh year students of MTS Batusitanduk through collaborative language learning.

B. Time and Location of the Research

This research was done in even semester on 7 -21 January 2013 and Location of the research was conducted at MTS. Batusitanduk, total student's were 434, in first class were 142, second class 161 and third class 119. Total teacher were 28 and total of English teacher were 3, M. Syahrullah. S.Pd, Silwiani. S.Pd and Haerul Takdir. S.Pd. MTS. Batusitanduk was established on 1 January 1970, total of rooms were 14, consist of 11 classroom, 1 office, 1 library and 1 laboratory and status of school was private with accreditation B. MTS. Batusitanduk located on Jln. Poros Palopo-Masamba, Kecamatan Walenrang Utara.

C. Object and Subject

1. Object

There are object that was investigated in the classroom action research. It is impossible to investigate the whole population directly, it is needed a sample.

Sample is a part of object which represent all the object observed. In this research, the researcher used object of the seventh grade students MTS Batusitanduk 2012/2013 academic year and total object of this research were 142 students.

2. Subject

The researcher was applied classroom action research and the researcher was determine 20 students as subject from the seventh grade students.

3. Collaborator

The collaborator in this classroom action research was person who helps the researcher to collects the data. The collaborator in this research was the English teacher who teaches English in Mts. Batusitanduk at seventh class, she was Silwiani. S.pd.

D. Instruments of the Research

The instruments were used in collecting data in this classroom action research are:

1. Test, in this case the test was used vocabulary test especially noun (animals)

2. Observation Sheet

It was useful to observe the students' response during the application of collaborative language learning in teaching Vocabulary especially noun (animals).

E. Techniques of Collecting Data

1. Test

The test aimed at finding out the student's mastery on vocabulary.

2. Observation

It aims to find out the student's response during the application of collaborative language learning in teaching Vocabulary noun (animals).

3. Interview

It aims to find out the level of successful in implementing the Collaborative language learning in teaching Vocabulary especially noun (animals).

F. Procedure Cycle I and Cycle II

Cycle 1

The first cycle of this classroom action research consists of planning, acting, observing, and reflecting.

a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students at MTS Batusitanduk.

2. Make a lesson plan about the use of collaborative language learning in teaching vocabulary

3. Classroom management: Numbers of student are 20, make the classroom comfortable, enjoyable, interesting, and fervently

4. Prepare the test

5. Making the observation sheet was used in the first cycle of classroom research.

b. Action

Pre activity was also called as introduction and connection. Introduction discussed about the material that would be studied. In this case, the researcher instructed students to get ready either physically or psychologically by expressing greeting, calling the roll, and motivating them to join in learning process and then the researcher explained the purpose of the learning process and also the basic competence that would be achieved after that the researcher delivers the scope of the learning material and gives little bit explanation about it that would be studied

Whilst activity, the researcher involved students to construct their common sense concerned the learning material learnt. After that the researcher involved students to seek and find out by themselves about the learning material learnt then, the researcher involved students to be active during learning process. After that the researcher explained clearly the learning material about vocabulary and the researcher gave vocabulary, in this case the researcher gave vocabulary test about animals.

The researcher gave exercises concerning the learning material that had been studied. After that in confirmation, the researcher gave feed back related to the result of students' exploration and elaboration about vocabulary material. And then the researcher gave some corrections about the mistakes/errors they had made, and also helped them solving their difficulties about the exercises after that the researcher helped and encouraged students who still did not participate yet during learning process by giving them some positive suggestions.

Post activity were also called as reflection and extension. In this case, the researcher with students made conclusion about the learning material that had been studied. In reflection, the researcher asked again the difficulties that the students got during learning and teaching process. Meanwhile, extension was also called as reinforcement. In reinforcement, the researcher told the students about the learning material that would be studied in the next meeting.

c. Observation

The situation of learning and teaching process when students learning collaborative language learning are:

1. The students listen carefully the explanation of the material about collaborative language learning

2. The students participate in asking question about collaborative language learning

3. The students' attitude in learning vocabulary by using collaborative language learning.

d. Reflection

This classroom action research is success if some of the following requirements are fulfilled:

1. Most of the students (75%) have a good participation during the acting

2. Most of the students have a good score in evaluation (70)

Cycle II

The second cycle of this classroom research action consist of planning, acting, observing, and reflecting.

a) Planning

1) Make a lesson plan (RPP) about the use of collaborative language learning in teaching vocabulary based on the reflection's result in cycle I.

2) Preparation was done based on the need in the cycle II.

b) Action

In Pre activity in this second cycle, the researcher gave more explanations in understanding vocabulary well and easily by applying collaborative language learning and gave more guidance to them how to understand it well and easily.

Whilst activity, the researcher teach by using collaborative language learning in this case the researcher divided student's to some group and asked to student's write down about animals. The researcher gave exercises concerning the learning material that had been studied. After that in confirmation, the researcher gave feed back related to the result of students' exploration and elaboration about vocabulary material. And then the researcher gave some corrections about the mistakes/errors they had made, and also helped them solving their difficulties about the exercises after that the researcher helped and encouraged students who still did not participate yet during learning process by giving them some positive suggestions.

Post activity were also called as reflection and extension. In this case, the researcher with students made conclusion about the learning material that had been studied. In reflection, the researcher asked again the difficulties that the students got during learning and teaching process.

c) Observation

During the teaching and learning process at cycle II, the researcher was observing the teaching and learning process. In this part, the writer was accompanied by partner or collaborator.

d) Reflecting

At the end of this cycle, the researcher was reflection like in cycle I in order to measure the success of the action II.

G. Techniques of Analyzing Data

The result of the test which is collected in every observation in each cycle will be analyzed descriptively through percentage technique:

a. Test result students' score of correct answer test will be counted by using the formula:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

b. The level of the students' score the following classification was used:

1) 96 – 100 is classified as Excellent

2) 86 – 95 is classified as Very good

3) 76 – 85 is classified as Good

4) 66 – 75 is classified as Average

5) 56 – 65   is classified as Fair

6) 46 – 55   is classified as Poor

7) 0 – 35   is classified as Very poor[1]

c. Determining the mean score by formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = Mean score

$\sum x$ = Total score

N   = Total respondents[2]

Procedure of analysis the students' participation based on the observation sheet**:**

1)   Activities the students during the learning process: was analyzed by considering the students participation and classified into high, average, and low classification.

2)   Implementing of learning vocabulary by collaborative language learning: by analyzing the successful level of implementation, then it categorized as success, less success, and not success.

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[1] Tambing, Devi Darnita. *The Difficulties Faced by the Second Year Students of SMP PMDS Putri Palopo in Writing Paragraph.* A Thesis S1, English Education Study Program, Cokroaminoto University Palopo, 2007).

[2] Gay, L.R., 1981. *Educational Research Competences For Analysis And Application.* Second Edition. Charles E. Merrill Publishing Company.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of classroom action research deal with the answers to the problem statements. Teaching vocabulary through collaborative Technique can improve the students' vocabulary in class VII C of Madrasah Tsanawiyah Batusitanduk. The findings consist of students' achievement in vocabulary test and observation result about students' attitude. Description the result in the first cycle:

a. Planning

To carry out the action research class required different tools that have been created and developed previously, namely: lesson plan (RPP) the supporting instruments: guidelines for observation sheets, and test.

In the section, the researcher prepares what have to do before action in cycle I are:

1. Introduced to student about collaborative language learning.

2. The researcher explained the material about vocabulary especially with animal theme.

3. The researcher explained how to use collaborative language learning to improve the student's vocabulary ability.

4. The researcher tell students that they are going to practice using collaborative learning as they prepare for carry out a vocabulary task in English learning.

5. The researcher guide the students to choose the vocabulary about animal and made group to presentation in front of class about this vocabularies.

6. The researcher gave chance to students for express their difficulties in learning process.

b. Action

Action based on schedule in MTs. Batusitanduk. The materials in cycle 1 about animals' vocabulary. The students choose partner to make small group with consist of 4 – 5 students. In this meeting executed on Thursday, January 2014 time of study 1 – 2 pm. The researcher introduce of collaborative language learning to students. And then the researcher introduced the vocabulary topic about animal, and then asked the students to prepare their paper work and then ask the students for brainstorming what they know about animal topic would have to learn. The researcher gave chance for about 10 minutes. In this part the researcher allowed time for students to work in group after that invited students in every group to share the vocabularies what they have found and write all this vocabularies in the whiteboard. The researcher gave instruction to students and reflections in learning. And the last action the researcher gave conclusions based on the learning. Before ending the process of learning, the researcher gave the morally suggestion that can motivate students in the learning process, and the last, the researcher closed the learning process by reciting prayer together.

c. Observation

Based on observation activities made by researcher in first cycle, the researcher observed the learning activity about condition class and student activity in learning vocabulary trough collaborative language learning. Observation the students activities in the first cycle, many students still confused in learning process.

Condition VII C class was learning shown that (a) the condition class was noising when the researcher gave instruction to make group (b) the was confused how to brainstorming the vocabulary topic that they have to learn (c) the students still lack active (d) the students seemed not to be discipline (e) learning process not interest that some students just silence although they confused or they do not understand with the material.

d. Reflection

Evaluation to students vocabulary ability showed that students mastery in vocabulary where mostly in low scores. The mean score was only 45.96. It means that the student still lack motivation in learning English.

List of cycle I scores

Table 4.1

No	Respondents	Score
1	R1	50
2	R2	30

3	R3	63.3
4	R4	46.6
5	R5	63.3
6	R6	53.3
7	R7	36.6
8	R8	43.3
9	R9	43.3
10	R10	40
11	R11	33.3
12	R12	53.3
13	R13	56.6
14	R14	43.3
15	R15	40
16	R16	46.6
17	R17	53.3
18	R18	73.3
19	R19	23.3
20	R20	26.6
	Total	**919.3**

The mean score of students in the cycle I

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

$$X = \frac{919,3}{20} = 45,96$$

The results of the observation sheet on students activities during the teaching and learning process. It can be seen in the table below:

Description of the students activities at the first meeting in cycle I

Table 4.2
Observation Sheet Student's Response at cycle 1

No	Respondents	Very active	Active	Less active	Not active
1	R1		🟩		
2	R2			🟨	
3	R3		🟩		
4	R4			🟨	
5	R5		🟩		
6	R6			🟨	
7	R7				🟥
8	R8			🟨	
9	R9		🟩		
10	R10				🟥
11	R11				🟥
12	R12		🟩		
13	R13		🟩		
14	R14				🟥
15	R15				🟥
16	R16			🟨	
17	R17			🟨	

18	R18				
19	R19				
20	R20				
	frequently	**0**	**7**	**6**	**7**

The result of the students activities in first meeting in cycle I can been seen on chart below, where none student look very active, 7 students look active, 6 students look less active, and 7 students look not active. The high percentage is the students less active, where the still reached 65%. It means that the students still low interested in learning English.

Chart 4.1
Students' activities in the first meeting at cycle 1
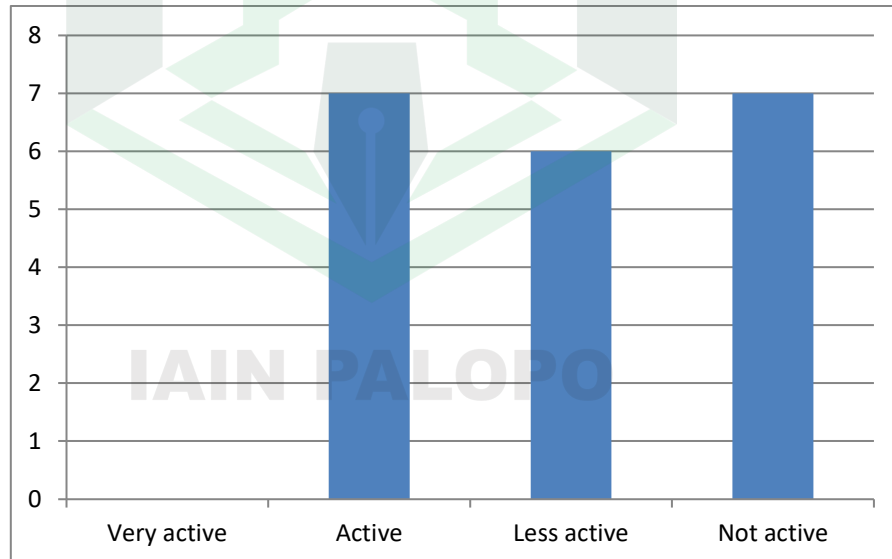
Based on research of data analysis of observation sheet at the first meeting in cycle 1 can be known that from 20 students. There is none student look very active in learning activity or the percentage 0%, the students look active are 7 students or the percentage was only 35%, the students look less active are 6

students or the percentage 30%, and 7 students look not active or the percentage 35%. By looking on chart above the researcher to find out that the students at MTs. Batusitanduk in class VII C still low interest in learning English, because their scores are very low.

Description of the students activities at the second meeting in cycle I

Table 4.3

Observation Sheet Student's Response at cycle I

No	Respondents	Very active	Active	Less active	Not active
1	R1	███			
2	R2		███		
3	R3	███			
4	R4		███		
5	R5	███			
6	R6		███		
7	R7			███	
8	R8			███	
9	R9		███		
10	R10			███	
11	R11				███
12	R12		███		
13	R13		███		
14	R14			███	
15	R15			███	

16	R16				
17	R17				
18	R18				
19	R19				
20	R20				
	frequently	3	6	9	2

The result of the students activities in second meeting in cycle I can been seen on chart below, where 3 students look very active, 6 students look active, 9 students look less active, and 2 students look not active. The high percentage is the students less active, where they still reached 55%. It means that the students still low interested in learning English.

Chart 4.2
Students' activities in the second meeting at cycle I
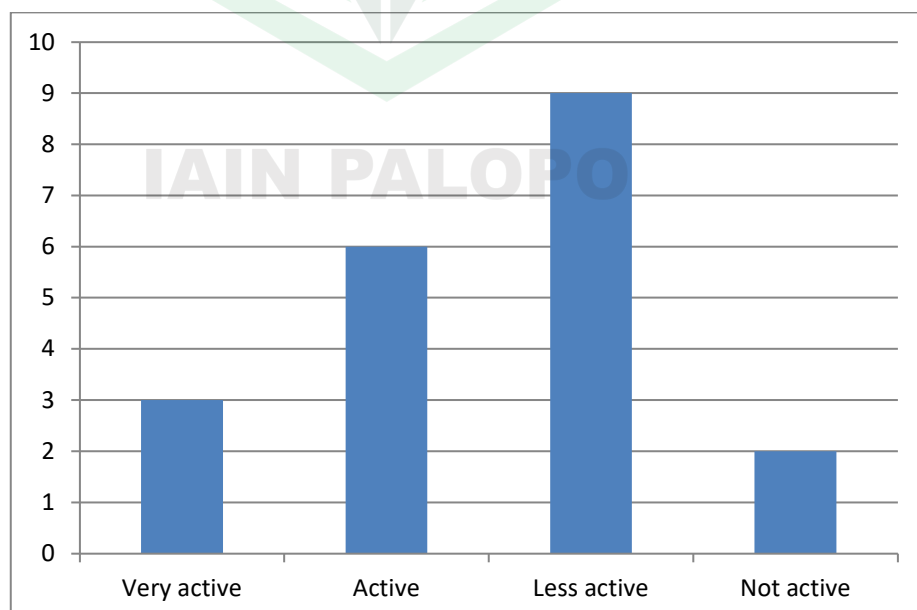
Based on research of data analysis of observation sheet at the second meeting in cycle 1 can be known that from 20 students. There is 3 students look very active in learning activity or the percentage 15%, the students look active are 6 students or the percentage was only 30%, the students look less active are 9 students or the percentage 45%, and 2 students look not active or the percentage 10%. By looking on chart above the researcher to find out that the students at MTs. Batusitanduk in class VII C still low interest in learning English, because their scores are very low.

The result of the observation sheet and she score of the test still weakness in the first cycle, the researcher needed to do reflection to know the weakness in cycle I, they are (1) the mean score the result of the students test in the cycle I was only 45.96. Where 1 student got 23.3 score, 1 student got 26.6 score, 1 students got 30 score, 1 student got 33.3 score, 1 student got 36.6 score, 2 students got 40 score, 3 students got 43.3 score, 2 students got 46.6 score, 1 student got 50 score, 3 students got 53.3 score, 1 student got 56.6 score, 2 students got 63.3 score, and 1 student got 73.3 score. It means under low standard, so the students score of test in cycle II must be increase. Based on the observation activities made by researcher execution learning vocabulary through collaborative language learning shown not good, must increase some aspect in the next cycle especially the students ability in learning vocabulary in this case about animals. The solution of the problem, the researcher would do same ways in the next cycle they are, the researcher was observed the students more intensively and then researcher was more explain the material using collaborative language learning in

teaching vocabulary after that that researcher guided the students that cannot understand how to brainstorming the new vocabularies related to the topic.

1. Description the result in the second cycle:

a. Planning

The researcher hoped in cycle II the students more active in the class than before. Plan in the second cycle same the first cycle. The second cycle was made student to be active in the class when learning process, not just silence if they confused with the material and reflection in the first cycle used to plan the second cycle.

In finally the activities in the second cycle, the researcher gave student questionnaire to measure students' attitude in learning vocabulary trough the collaborative language learning. The researcher hoped in the second cycle will be success.

b. Action

All action in this cycle according to planned. The material in cycle II about animal vocabulary topic. The first activity the researcher greeting and ask to students, then the researcher invited students to pray together to start lesson. After that the researcher organized class so that students were ready to accept the lesson and call roll students, the next the researcher prepared tools and matter should be used to learn. After that the researcher instructs the purpose and step to do in learning. The researcher introduced the vocabulary topic about animal, and then ask the students to prepare their paper work. The researcher ask the students for brainstorming what they know about the topic. In this part the student allowed to

work in pair. And then invited students to share what they have found in front of class. And the last action the researcher gave instruction to students and reflections in learning. And then the researcher gave conclusions based on the learning. Before ending the process of learning, the researcher gave morally suggestions that can motivate students in learning process, and the last, the researcher closed the learning process by reciting prayer together.

c. Observation

Based on observation activities made by researcher and collaborator in the second cycle, the researcher and the observed the learning activity about condition class and students' activity in learning vocabulary through collaborative language learning. Observation the students' activities in the second cycle many students' to be active in learning class, then the condition in class more conducive the students' more active in learning process.

The observation about activities researcher made by observer was satisfied because more students' success finished their task. The condition in class more conducive than cycle I, and the students' vocabulary skill improve in the second cycle.

List of cycle II scores

Table 4.4

No	Respondent	Score
1	R1	73.3
2	R2	76.6
3	R3	93.3

4	R4	76.6
5	R5	90
6	R6	76.6
7	R7	73.3
8	R8	76.6
9	R9	73.3
10	R10	76.6
11	R11	76.6
12	R12	76.6
13	R13	80
14	R14	93.3
15	R15	86.6
16	R16	63.3
17	R17	76.6
18	R18	100
19	R19	53.3
20	R20	53.3
	Total	**1546.2**

The mean score of students in the cycle II

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

$$X = \frac{1546.2}{20} = 77.31$$

The result of the observation sheet on the student's activities during the teaching and learning process. It can be seen in the table below:

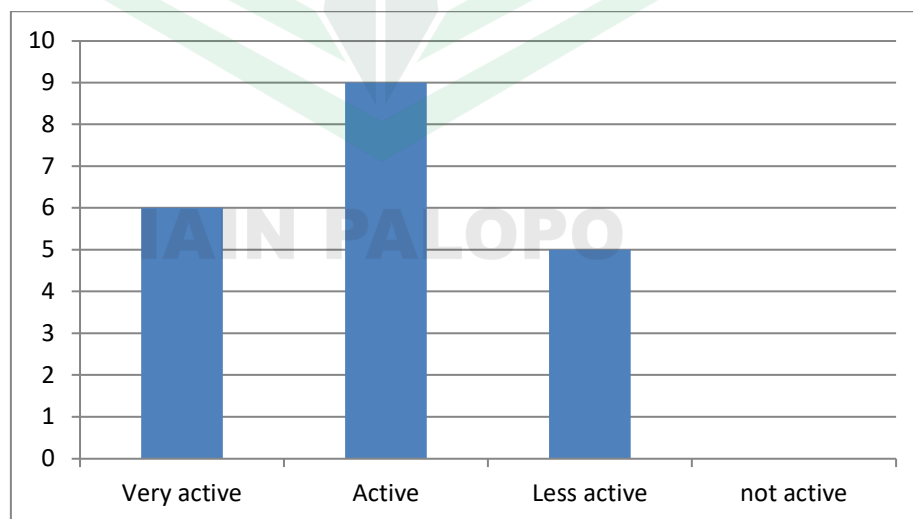**Description of the students' activities at the first meeting in cycle II**

Table 4.5

Observation Sheet Student's Response at cycle II

No	Respondents	Very active	Active	Less active	Not active
1	R1		🟩		
2	R2	🟦			
3	R3	🟦			
4	R4		🟩		
5	R5	🟦			
6	R6		🟩		
7	R7			🟨	
8	R8		🟩		
9	R9			🟨	
10	R10		🟩		
11	R11		🟩		
12	R12		🟩		
13	R13	🟦			
14	R14	🟦			
15	R15		🟩		
16	R16			🟨	

17	R17				
18	R18				
19	R19				
20	R20				
	frequently	**6**	**9**	**5**	**0**

The result of the students' activities in first meeting in cycle II can be seen on chart where 6 students look very active, 9 students' look active, 5 students' look less active, and none student look not active. The high percentage was the students' active where they can reach 45%. It means that the students begin interested in learning English through collaborative language learning.

Chart 4.1
Students' activities in the first meeting at cycle II

Based on research data analysis of observation sheet at the first meeting in cycle II, there are 6 students' look very active in learning activity or the

percentage 30%, the students' look active are 9 students' or the percentage was 45%, the students' look less active are 5 or the percentage 0%. Based on chart above the researcher find out that the student's at MTs. Batusitanduk in class VII C got highly competence in learning vocabulary, because their scores are very increase.

**Description of the students' activities at the second meeting in cycle II**

Table 4.6
Observation Sheet Student's Response at cycle II

No	Respondents	Very active	Active	Less active	Not active
1	R1		■		
2	R2	■			
3	R3	■			
4	R4		■		
5	R5	■			
6	R6		■		
7	R7		■		
8	R8		■		
9	R9			■	
10	R10	■			
11	R11		■		
12	R12		■		
13	R13	■			
14	R14	■			

15	R15				
16	R16				
17	R17				
18	R18				
19	R19				
20	R20				
	frequently	**7**	**10**	**3**	**0**

The result of the students activity in second meeting in cycle II can be seen on chart below where 7 students' look very active, 10 students' look active, 3 students' look less active, and none student look not active. The high percentage was the students' active, where they can reach 50%. It means that the students more attractive and interested in learning English through collaborative language learning.

Chart 4.2
**Students' activities in the second meeting at cycle II**
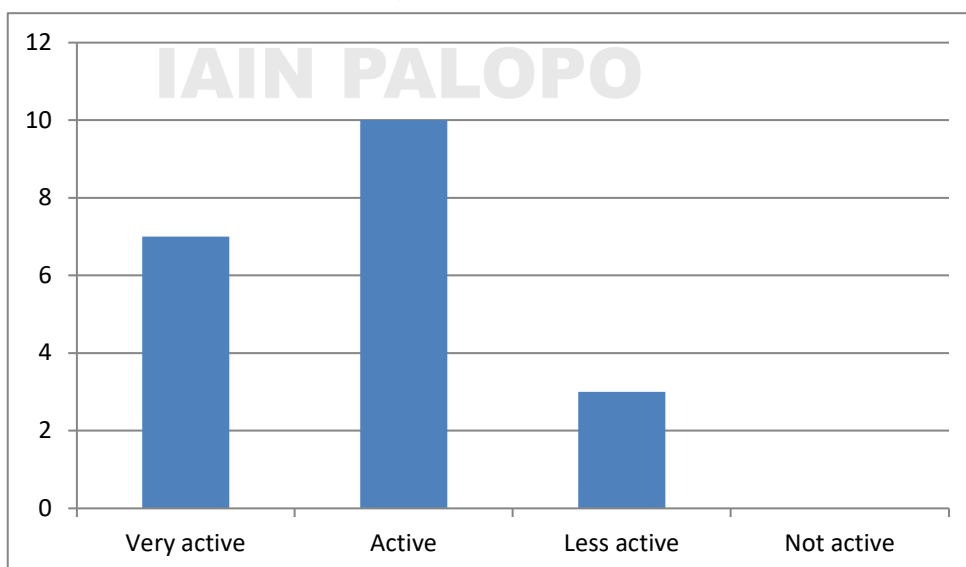
Based on the research data analysis of observation sheet at the second meeting in cycle II can be known that 20 students. There are 7 students look very active in learning activity or the percentage 35%, the students look active are 10 or the percentage was 50%, the students look less active are 3 or percentage 15%, and none look not active or the percentage 0%. Based on chart above the researcher to find out that the students activities at MTs. Batusitanduk in class VII C increase in learning vocabulary.

B. Questionnaires Analysis

The data was used to find out the students' attitude in learning vocabulary through questioning strategy in the second cycle, they are:

1. Learning vocabulary is very important to me.

Chart 4.5
Questionnaire Number One
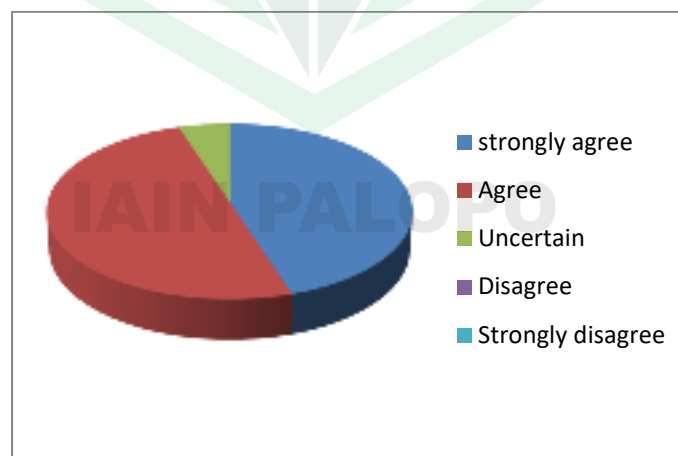
Based on the research of data analysis can get known that from 20 students. There are 9 students said that strongly agree to follow in English learning activity or the percentage 45%, the students said they were agree 10

students or the percentage 50%, the students said that uncertain 1 student or the percentage 5%, the student said that disagree is 0% or there is none, and none student said that strongly disagree too or the percentage 0%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

2. The use of collaborative learning language in learning English can improve my vocabulary
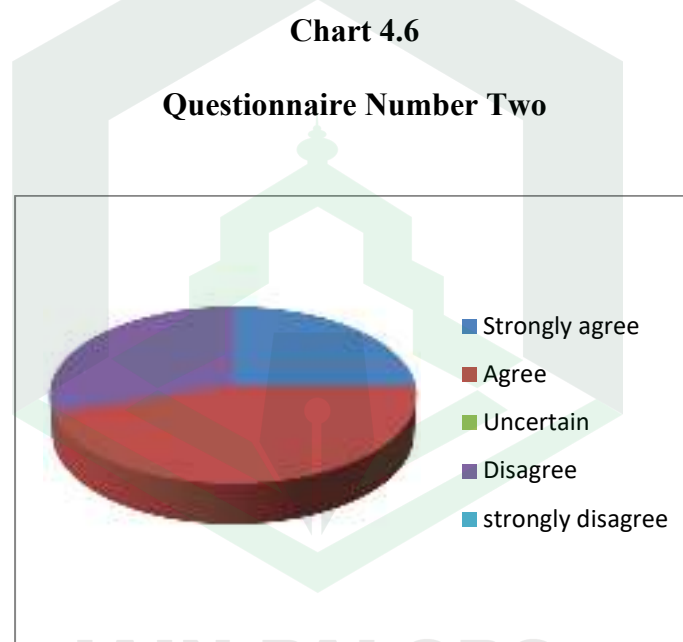
Chart 4.6

Questionnaire Number Two

Based on the research of data analysis can get known that from 20 students. There are 5 students said that strongly agree to follow in English learning activity or the percentage 25%, the students said they were agree 9 students or the percentage 45%, there is none student said that uncertain or the percentage 0%, the student said that disagree are 6 or the percentage 30%, and none student said that strongly disagree or the percentage 0%. By looking this

chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

3. I'm happy studying vocabulary using collaborative language learning approach

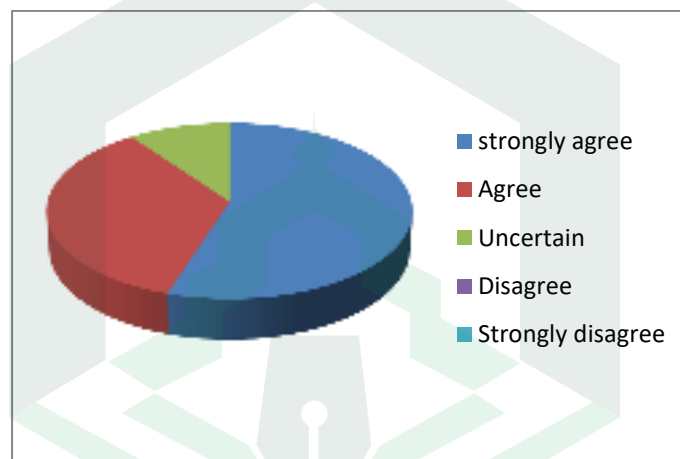**Chart 4.7**

Questionnaire Number Three

Based on the research of data analysis can get known that from 20 students. There are 11 students said that strongly agree to follow in English learning activity or the percentage 55%, the students said they were agree 7 students or the percentage 35%, the students said that uncertain 2 students or the percentage 10%, the student said that disagree is 0% or there is none, and none student said that strongly disagree too or the percentage 0%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

4. Do you agree if your teacher always giving your time for asking the difficulties in learning vocabulary?
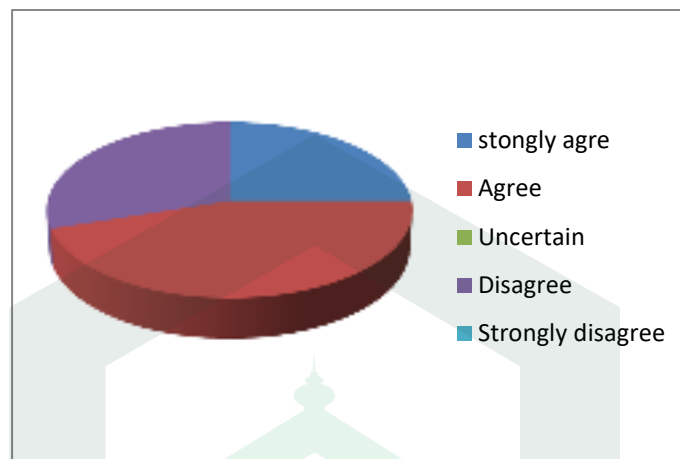
Chart 4.8
Questionnaire Number four

Based on the research of data analysis can get known that from 20 students. There are 5 students said that strongly agree to follow in English learning activity or the percentage 25%, the students said they were agree 9 students or the percentage 45%, the students said that uncertain is none student or the percentage 0%, the student said that disagree are 6 students or the percentage 30%, and none student said that strongly disagree or the percentage 0%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.
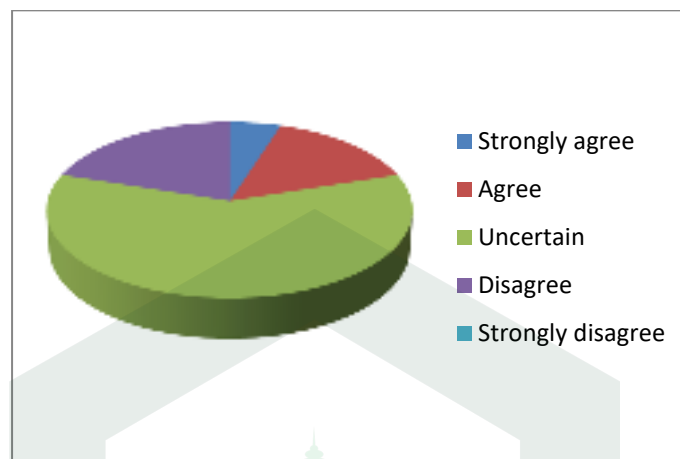
5. Learning vocabulary is boring.

Chart 4.9
Questionnaire Number Five

Based on the research of data analysis can get known that from 20 students. There are 1 student said that strongly agree to follow in English learning activity or the percentage 5%, the students said they were agree 3 students or the percentage 15%, the students said that uncertain 12 students or the percentage 60%, the students said that disagree are 4 or the percentage 20%s, and none student said that strongly disagree too or the percentage 0%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

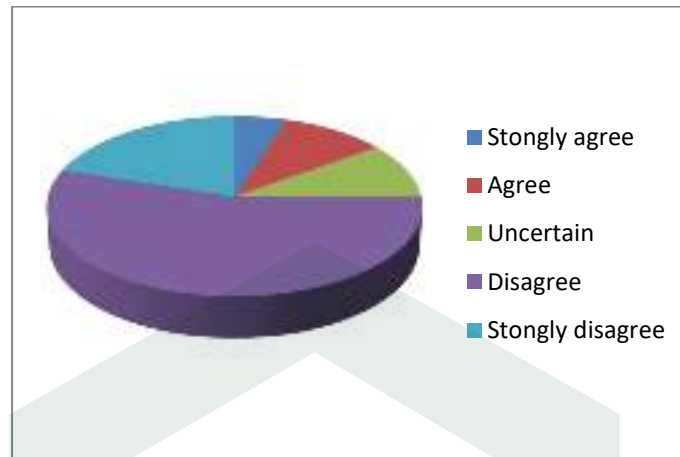6. I don't like learning vocabulary because it's very hard to me.

Chart. 4.10
Questionnaire Number Six

Based on the research of data analysis can get known that from 20 students. There are 1 student said that strongly agree to follow in English learning activity or the percentage 5%, the students said they were agree 2 students or the percentage 10%, the students said that uncertain 2 students or the percentage 10%, the students said that disagree are 11 or the percentage 55%, and there were 4 students said that strongly disagree or the percentage 20%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

7. I always getting difficulties in learning vocabulary

Chart 4.11
Questionnaire Number Seven

Legend:
- Strongly agree
- Agree
- Uncertain
- Disagree
- Stongly disagree

Based on the research of data analysis can get known that from 20 students. There are 9 student said that strongly agree to follow in English learning activity or the percentage 45%, the students said they were agree 7 students or the percentage 35%, the students said that uncertain 3 students or the percentage 15%, the student said that disagree are 1 or the percentage 5%, and none student said that strongly disagree too or the percentage 0%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

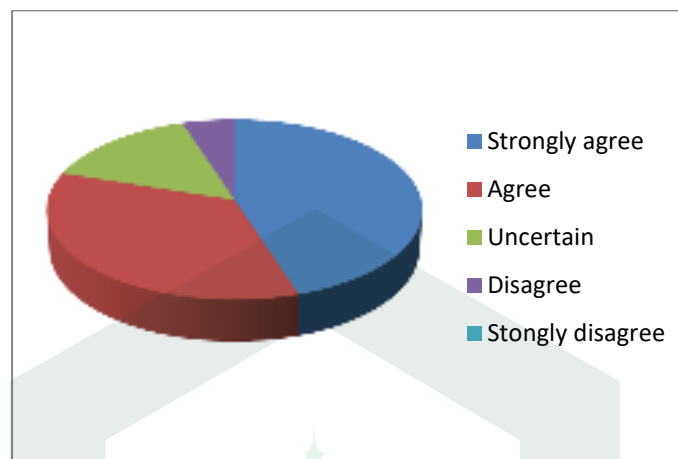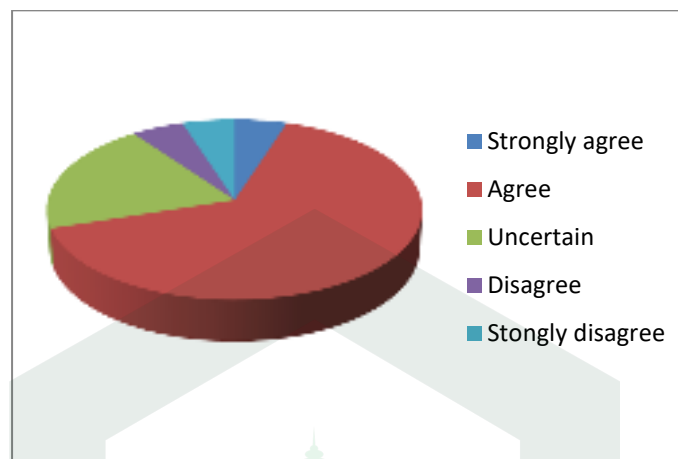8. I always getting difficulties in answer my vocabulary exam.

Chart 4.12
Questionnaire Number Eight

Based on the research of data analysis can get known that from 20 students. There is 1 student said that strongly agree to follow in English learning activity or the percentage 5%, the students said they were agree 13 students or the percentage 65%, the students said that uncertain 4 students or the percentage 20%, the student said that disagree is 1 or the percentage 5%, and 1 student said that strongly disagree too or the percentage 5s%. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

9. Do you agree if your teacher only explain the material without practice in learning vocabulary?

Chart 4.13
Questionnaire Number Nine

Based on the research of data analysis can get known that from 20 students. There is 1 student said that strongly agree to follow in English learning activity or the percentage 5%, the students said they were agree 2 students or the percentage 10%, the students said that uncertain 2 students or the percentage 10%, the students said that disagree are 13 or the percentage 65%, and 2 students said that strongly disagree or the percentage 10 %. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

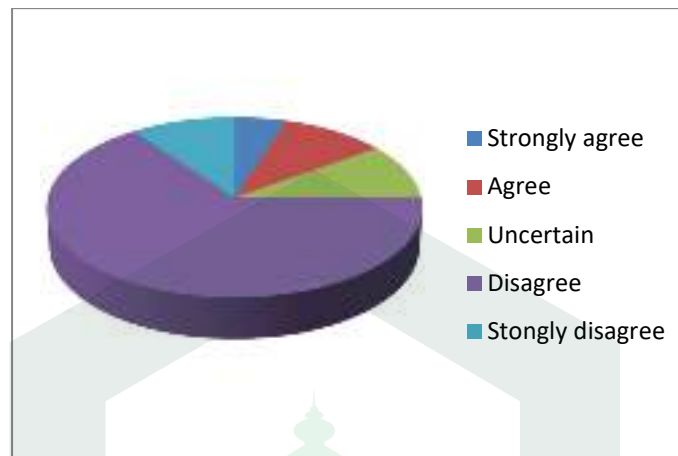10. Vocabulary is the main key in English languages

Chart 4.14
Questionnaire Number Teen
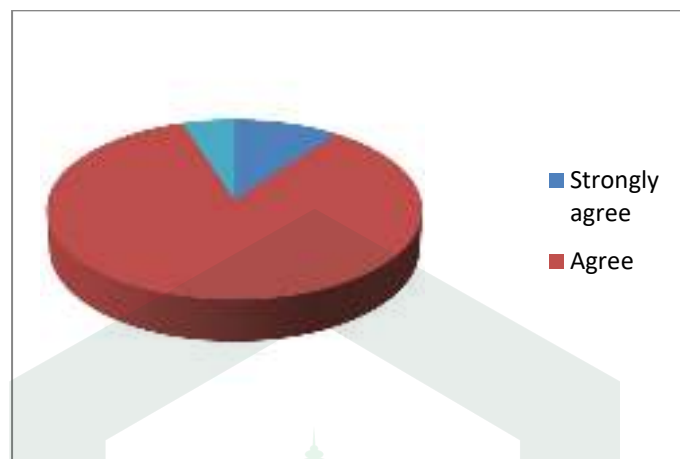
Based on the research of data analysis can get known that from 20 students. There are 2 students said that strongly agree to follow in English learning activity or the percentage 10%, the students said they were agree 17 students or the percentage 85%, the students said that uncertain is none or the percentage 0%, none student said disagree or the percentage 0%, and 1 student said that strongly disagree or the percentage 5 %. By looking this chart above the researcher to find out that the student attitude is very interest in learning vocabulary trough collaborative language learning.

Table 4.7

Comparison between the result of student's observation sheet and the result of student's questionnaire

No	Respondents	Observation sheet students response		The result of students questionnaire									
		Cycle I	Cycle II	1	2	3	4	5	6	7	8	9	10
1	R1	3	3	4	4	5	5	2	5	3	5	4	1
2	R2	2	4	4	4	4	4	4	3	4	2	2	2
3	R3	3	4	5	4	5	5	4	5	5	4	2	4
4	R4	2	3	4	4	4	4	4	3	4	2	2	2
5	R5	3	4	5	4	4	4	4	4	5	4	2	2
6	R6	2	3	5	4	5	4	2	5	4	3	5	2
7	R7	2	3	5	4	4	5	5	4	5	4	3	4
8	R8	2	3	4	4	5	4	1	4	5	2	2	5
9	R9	3	2	4	4	5	4	4	4	2	3	1	3
10	R10	1	4	4	4	4	4	2	4	4	2	2	2
11	R11	1	3	4	4	5	4	4	3	1	2	2	4
12	R12	3	3	5	4	5	4	5	4	4	3	2	5
13	R13	3	4	5	4	5	5	5	4	4	3	2	2
14	R14	1	4	4	5	5	4	2	5	4	2	3	2
15	R15	1	3	4	5	4	4	2	4	4	3	3	2
16	R16	2	3	4	4	3	4	4	2	2	2	2	2
17	R17	2	3	5	4	5	4	5	4	4	2	2	2
18	R18	3	4	5	4	5	4	5	4	4	3	2	2

| 19 | R19 | 1 | 1 | 5 | 4 | 3 | 4 | 2 | 4 | 4 | 3 | 3 | 3 |
| 20 | R20 | 1 | 1 | 3 | 4 | 4 | 5 | 4 | 4 | 3 | 2 | 2 | 1 |

Based on analysis of table 4.7 most of student's more active in cycle two such as student R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R13, R14, R15, R16, R17, and R18. There are 4 students in cycles 1 and 2 that the response does not change in the students' learning process, namely R1 and R12 with a response of "active" and the other students in this case R19 and R20 with the response "not active". Most of student's gave positive answer in questionnaire in this case the most students chose strongly agree and agree if positive statement and answered strongly disagree and disagree if a negative statement. Criteria scoring for observation sheet, not active point 1(25%), less active point 2 (50%), active point 3 (75%), very active point 4 (100%) and scoring for questionnaire, strongly agree got 5 point, agree got 4 point, uncertain 3 point, disagree 2 point and strongly disagree 1 point.

B. *Discussion*

In this part, the researcher described the teaching and learning process in the classroom. The students learning about vocabulary and improve their ability in learning English. In this case, the researcher used collaborative language learning in teaching vocabulary.

The researcher finding indicated that the students' achievement in learning vocabulary by using collaborative language learning showed the improvement of the students. This improvement showed the process from the

cycle I to cycle II. The process covered about their achievement from low to high mean score.

The teacher has change the activity more interesting in cycle II so that students could show the improvement, in the first cycle the teacher gave less explanation about collaborative language learning to students seemed like confused. But in cycle II the students really enjoyed the method because the teacher gave explanation intensively and motivation when teaching and learning process.

At the first the teacher found that the students difficult to answer the questions. So the method could so the improvement by doing some interesting efforts from cycles I to cycle II. The teacher prepared well before did the second cycle in this case she prepare lesson plan, observation sheet and vocabulary test. The teacher knew what the weakness and the strengths, because the teacher did reflection.

The process that could be explained from cycle 1 to cycle 2 as follow:

a. At the beginning of the implementation of the first cycle has not been suitable with the planning yet. This matter was caused by:

1) Some of students still passive in learning process.

2) Some students were difficult to understand about the vocabulary

3) The students still confused did not know how to extend their knowledge using collaborative language learning

b. At the end of the second cycle could be concluded:

1) Some students very active in learning process.

2) Students already understood the method.

3) The students shared their own opinion easily.

4) The students answered the questions easily.

To change the process from cycle 1 to cycle 2 the researcher did some efforts such as:

a. The researcher divided student's to same group

b. The researcher intensively gave understanding or explanation to the students about the technique.

c. The researcher asked to the student's to make conversation about animal.

d. The researcher helped the students who did not know what to do in learning process.

e. The research prepared interesting material so that the students enjoy shared their own opinion.

The description of data analysis through the test as explain in previous finding section showed that the students' ability about improvement literal and interpretative learning vocabulary by using collaborative language learning is significant. It is supported by result of the test value in cycle II was higher than test value of cycle I.

After final text cycle I and cycle 2, the researcher could know how this research succeeds, and how the students mean score improved significance from low to high. This research showed the significance improvement. Where, the mean score in second cycle higher than the first cycle.

This score was taken from students' correct answer and calculating by using mean score in data analysis. After that, the research used the score of cycle I and cycle II to find out the students' improvement percentage. It means that the students' achievement in learning vocabulary improved after using collaborative language learning.

After giving the questionnaire to the students of Madrasah Tsanawiyah Batusitanduk class VII C which consists of 5 items the researcher concluded that the students interested in learning vocabulary through collaborative language learning. It proved in 20 students in there, 9 students choose strongly agree in questionnaire 1 or the percentage 45%, in questionnaire 2, there was 11 students choose strongly agree or the percentage 55%, in questionnaire 3, there was 5 students choose strongly agree or the percentage 25%, in questionnaire 4, there was 5 students choose strongly agree or the percentage 25%, and the last questionnaire 5, there was 9 students choose strongly agree or the percentage 45%. All the questionnaires above in positive statement.

IAIN PALOPO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis and discussion in the previous chapter, it can be concluded that the effective way in teaching vocabulary by applying collaborative language learning approach are, the researcher give students' motivation, so the students have self confidence and then give more opportunities to student to make turns in study vocabulary during the times allocated and then observe the students' activities in the classroom more intense and the teaching vocabulary make more interact and fun, so the students can brainstorming the vocabulary easily.

B. Suggestions

Related to the conclusion above, the researcher give some suggestion for the shake of the improvement of the students' ability by using interesting topic towards vocabulary by using collaborative language learning.

1. For teacher

a. The teacher should give the students motivation in improving their vocabulary in learning English.

b. The teacher uses good method to stimulate the students 'interest in vocabulary.

c. The teacher should give the students much opportunity to practice vocabulary.

d. The teacher should involve the students actively in the classroom activity.

2. For the student

a. The students should have strategies in vocabulary, such as collaborative language learning.

b. The students must use collaborative language learning strategy to improve vocabulary skill.

c. The students should be diligent to practice their vocabulary in English.

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QUESTIONNAIRE

Petunjuk soal

Pilihlah jawaban anda dengan membubuhi tanda silang sesuai dengan pendapat atau keyakinan anda dengan memperhatikan pilihan-pilihan berikut ini.

1. Menurut anda belajar vocabulary itu sangat penting.
   - a. Sangat setuju
   - b. Setuju
   - c. Ragu-ragu
   - d. Tidak setuju
   - e. Sangat tidak setuju

2. Vocabulary adalah kunci utama dalam bahasa inggris.
   - a. Sangat setuju
   - b. Setuju
   - c. Ragu-ragu
   - d. Tidak setuju
   - e. Sangat tidak setuju

3. Penggunaan metode collaborative language learning dalam belajar vocabulary sangat menyenangkan.
   - a. Sangat setuju
   - b. Setuju
   - c. Ragu-ragu
   - d. Tidak setuju
   - e. Sangat tidak setuju

4. Penggunaan metode collaborative language learning sangat membantu dalam meningkatkan vocabulary.
   - a. Sangat setuju
   - b. Setuju

c. Ragu-ragu

d. Tidak setuju

e. Sangat tidak setuju

5. Setujukah anda jika guru selalu memberikan waktu untuk menanyakan hal-hal yang kurang jelas dalam belajar vocabulary.

f. Sangat setuju

g. Setuju

h. Ragu-ragu

i. Tidak setuju

j. Sangat tidak setuju

6. Pelajaran vocabulary adalah pelajaran yang sangat membosankan.

a. Sangat setuju

b. Setuju

c. Ragu-ragu

d. Tidak setuju

e. Sangat tidak setuju

7. Saya tidak suka belajar vocabulary karena pelajarannya terlalu sukar.

a. Sangat setuju

b. Setuju

c. Ragu-ragu

d. Tidak setuju

e. Sangat tidak setuju

8. Dalam belajar vocabulary anda selalu mendapatkan kesulitan.

a. Sangat setuju

b. Setuju

c. Ragu-ragu

d. Tidak setuju

e. Sangat tidak setuju

9. Dalam menjawab soal-soal ujian khususnya vocabulary, anda selalu mengalami kesulitan.

    a. Sangat setuju

    b. Setuju

    c. Ragu-ragu

    d. Tidak setuju

    e. Sangat tidak setuju
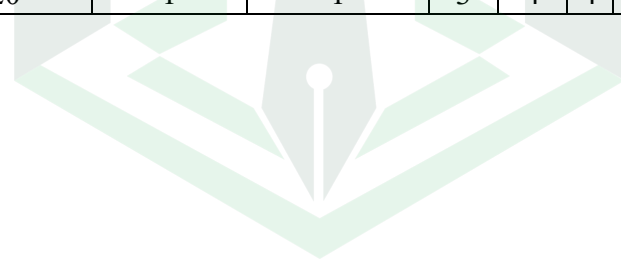
10. Setujukah anda jika guru hanya menjelaskan materi vocabualry tanpa melakukan praktek.

    a. Sangat setuju

    b. Setuju

    c. Ragu-ragu

    d. Tidak setuju

    e. Sangat tidak setuju

No	Respondents	Observation sheet students response		The result of students questionnaire									
		Cycle I	Cycle II	1	2	3	4	5	6	7	8	9	10
1	R1	3	3	4	4	5	5	2	5	3	5	4	1
2	R2	2	4	4	4	4	4	4	3	4	2	2	2
3	R3	3	4	5	4	5	5	4	5	5	4	2	4
4	R4	2	3	4	4	4	4	4	3	4	2	2	2
5	R5	3	4	5	4	4	4	4	4	5	4	2	2
6	R6	2	3	5	4	5	4	2	5	4	3	5	2
7	R7	2	3	5	4	4	5	5	4	5	4	3	4
8	R8	2	3	4	4	5	4	1	4	5	2	2	5
9	R9	3	2	4	4	5	4	4	4	2	3	1	3
10	R10	1	4	4	4	4	4	2	4	4	2	2	2
11	R11	1	3	4	4	5	4	4	3	1	2	2	4
12	R12	3	3	5	4	5	4	5	4	4	3	2	5
13	R13	3	4	5	4	5	5	5	4	4	3	2	2
14	R14	1	4	4	5	5	4	2	5	4	2	3	2
15	R15	1	3	4	5	4	4	2	4	4	3	3	2
16	R16	2	3	4	4	3	4	4	2	2	2	2	2
17	R17	2	3	5	4	5	4	5	4	4	2	2	2
18	R18	3	4	5	4	5	4	5	4	4	3	2	2
19	R19	1	1	5	4	3	4	2	4	4	3	3	3
20	R20	1	1	3	4	4	5	4	4	3	2	2	1

OBSERVATION SHEET CYCLE

NO	STUDENTS NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
	Total				
	Percentage				

LESSON PLAN

Class   :

Time   : **90 minutes**

Teaching and Learning Process

a. Aspect :

   1.   Pre Activity

Activities:

A. INTRODUCTION

1. The researcher instructs students to get ready either physically or psychologically by expressing greeting, calling the roll, and motivating them to join in learning process.
   (Peneliti menyiapkan peserta didik secara fisik dan psikis dengan mengucapkan salam, mengabsen dan memotivasi mereka untuk mengikuti proses pembelajaran)

1. The researcher explains the purpose of the learning process and also the basic competence that will be achieved.
   (Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai)

2. The researcher delivers the scope of the learning material and gives little bit explanation about it that will be studied.
   (Guru menyampaikan batasan/cakupan materi dan memberikan penjelasan sedikit tentang materi yang akan dibahas)

3. Before starting the teaching and learning process, the researcher give motivation. It aims to activate and foster students' feeling in order to be relaxed before studying. So the learning process will be interesting and fun.

(sebelum memulai proses belajar mengajar, peneliti memberikan motivasi. Hal ini bertujuan untuk mengaktifkan dan membantu perkembangan perasaan peserta didik agar menjadi santai sebelum belajar. Sehingga proses pembelajaran akan menarik dan menyenangkan)

B. CONNECTION

4. Apperception. The researcher asks short questions to students for connecting their previous knowledge with the material that will be studied.

(Apersepsi. Peneliti mengajukan pertanyaan-pertanyaan singkat kepada peserta didik yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari)

2. Whilst Activity

Activities :

C. APPLICATION

1. EXPLORATION (Eksplorasi)
2. The researcher involves students to construct their common sense concerned the learning material learnt.

   (Peneliti melibatkan peserta didik untuk mengkonstruksi nalarnya sendiri terkait materi pembelajaran yang dipelajari)

3. The researcher involves students to seek and find out by themselves about the learning material learnt.

   (Peneliti melibatkan peserta didik untuk mencari dan temukan sendiri terkait materi pembelajaran yang dipelajari)

4. The researcher involves students to be active during learning process.

   (Peneliti melibatkan peserta didik secara aktif dalam PBM)

5. ELABORATION (Elaborasi)

6. The researcher divides students into several groups *(Peneliti membagi peserta didik menjadi beberapa kelompok)*

7. The researcher explains clearly the learning material about how to improve vocabulary.

   (Peneliti menjelaskan secara jelas materi pembelajaran tentang bagai mana cara meningkatkan kosa kata)

8. After explaining the learning material clearly, the researcher discusses with students. Discussing their difficulties about the learning material learnt.

   (Setelah menjelaskan materi pembelajaran secara jelas, Peneliti berdiskusi dengan peserta didik. Berdiskusi tentang kesulitan mereka mengenai materi pembelajaran yang dipelajari)

9. Finally, the researcher gives some exercises concerning the learning material that has just been studied.

   (Akhirnya, peneliti memberikan latihan-latihan terkait materi pembelajaran yang baru saja telah dipelajari)

10. CONFIRMATION (Konfirmasi)

11. The researcher gives feed back related to the result of students' exploration and elaboration about Vocabulary

    (Peneliti memberikan feed back/umpan balik terhadap hasil eksplorasi dan elaborasi peserta didik mengenai materi kosa kata)

12. The researcher gives some corrections about the mistakes/errors they have just made, and also help them solving their difficulties about the exercises.

    (Peneliti memberikan koreksi terhadap kesalahan yang telah dilakukan oleh peserta didik, dan membantu mereka mengatasi kesulitan-kesulitan mereka tentang latihan-latihan tersebut)

13. The researcher helps and encourages students who still do not participate yet during learning process by giving them some positive suggestions.

(Peneliti membantu dan memotivasi peserta didik yang kurang atau belum berpartisipasi penuh selama proses pembelajaran)

3. Post Activity

The researcher with students make conclusion about the learning material that has just been studied

(Peneliti bersama dengan peserta didik menyimpulkan tentang materi pembelajaran yang baru saja telah dipelajari)

D. REFLECTION

The researcher asks again the difficulties that students got during teaching and learning process.

(Peneliti menanyakan kembali kesulitan yang dihadapi peserta didik selama proses PBM)

E. EXTENSION

Reinforcement. The researcher tells the students about the learning material that will be studied in the next meeting.

(Penguatan. Peneliti memberitahukan kepada peserta didik tentang materi pembelajaran yang akan dipelajari pada pertemuan selanjutnya)

TEST CYCLE I

Name :

Class :

Write down the name of animals based types of food:

a. Carnivores

   1. .....
   2. …..
   3. …..
   4. …..
   5. …..
   6. …..
   7. ….
   8. …..
   9. ….
   10. ….

b. Herbivores

   1. …..
   2. …..
   3. …..
   4. …..
   5. …..
   6. …..
   7. …..
   8. …..
   9. …..
   10. ….

c. Omnivores

   1. ….
   2. …..
   3. …..
   4. …..
   5. …..

6. ….
7. …..
8. …..
9. …..
10. ….

TEST CYCLE II

Name :

Class :

Write down the name of animals that live on :

a. Land

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. ....
8. .....
9. ....
10. ....

b. Air

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. ....

c. Water

1. ....
2. .....
3. .....
4. .....
5. .....

6. ….
7. …..
8. …..
9. …..
10. ….