

**TEACHING VOCABULARY SKILL THROUGH ASKING QUESTIONS
METHOD AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH
PALOPO**

(A Classroom Action Research)



A THESIS

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

By.

NURHIDAYAH AHMAD

NIM : 08.16.3.0074

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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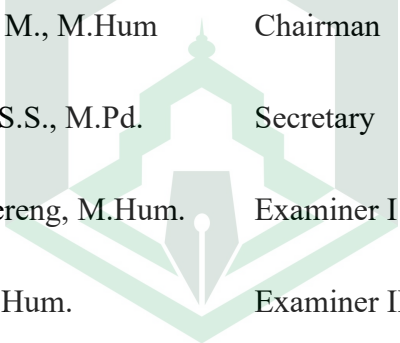
**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
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(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**Teaching Vocabulary Skill Through Asking Questions Method at the Eighth Grade of SMP Muhammadiyah Palopo (A Classroom Action Research)**”, which is written by Nurhidayah Ahmad, students ID 08.16.3.0074, English S1 Study Program of Tarbiyah Department of The State College For Islamic Studies, and has been examined and defended in *MUNAQASYAH* session which is carried out on Saturday, May 18nd 2013, coincided with 8 Rajab 1434 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Palopo, May 18nd, 2013
8 Rajab 1434

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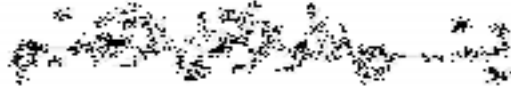
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Praise be to Allah swt., so that the researcher can finish this thesis although in a simple form. Then shalawat and salam Muhammad saw., messenger of God. The researcher is fully aware that this thesis still has many weaknesses. In addition, this thesis would not be finished without other's helps therefore. In this chance the researcher would like to express her gratitude and appreciation to:

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Finally, the writer pray to God may Allah swt., who has given reward to all people who helped the researcher. At least the researcher hopes this thesis be useful for English teacher, and the next researcher

May God always bless us, Amien. ***Billahi Fii Sabilil Haq, Fastabiqul Khairat.***

Palopo, May 26th 2013

The Researcher

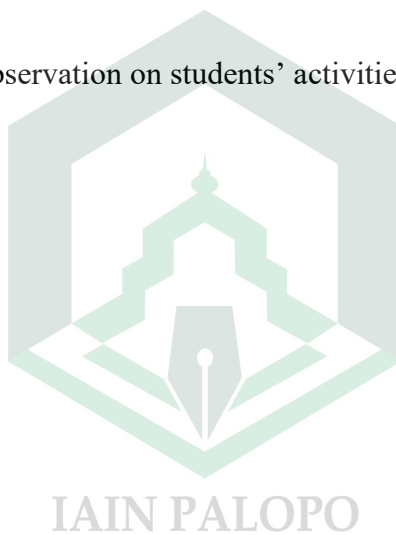
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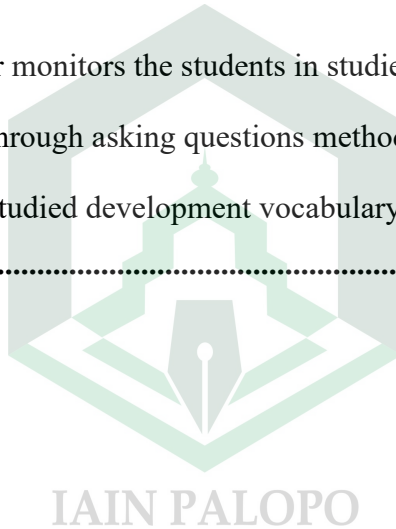
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ABSTRACT

Nurhidayah Ahmad, 2013, *Teaching Vocabulary Skill Through Asking Questions Method at the Eighth Grade of SMP Muhammadiyah Palopo. A thesis of English Studies Program of Tarbiyah Departement of State College for Islamic Studies (STAIN) of Palopo. Under Supervisor (1) Dr. Masruddin, M.Hum., (2) Syamsudarni, S.Pd., M.Pd.,*

Key Word : *Vocabulary, Asking Questions Method*

The research aims to find out the appropriate way in teaching vocabulary through Asking Questions Method. The writer limit the discussion by stating the following problem: “What is the appropriate way in teaching vocabulary through Asking Questions Method and How is the students’ partisipation during the use of Audio Lingual Method in teaching Vocabulary at the Eighth SMP Muhammadiyah Palopo?”

This thesis employed Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consists of four step, namely planning, action, observation, and reflection. There were four meeting during the research cycle. The sample of this study was class VIII consist of 24 students. In collecting the data, the writer used the observation guide, interview and vocabulary test in evaluation (reflecting).

The result of analysis can be explained that the Asking Questions method to improve the students’s ability in developed the vocabulary at the eighth garde of SMP Muhammadiyah palopo. In this thesis the researcher apply the Asking Questions to improve the student’s ability in developed the vocabulary, because by using Asking Questions method the students can easy to developed a word become some words in correct time signal. The result of the students is developing by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 57,16 and cycle 2 the score develop to be 75,16. It means the student’s ability in developed the vocabulary at the eighth grade of SMP MuhammadiyahPalopo developed. That is the goal of this research, improve the students’ ability from elementary level to Intermediate level or more.

CHAPTER I

INTRODUCTION

A. Background

Language is a communication tools, we can't communicate with other people without language. In language there are some components that we must know vocabulary, structure and pronunciation. According to the KTSP 2006 English Curriculum and it is supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skill.¹

But in this case the researcher just focused in vocabulary, Vocabulary has an important role because it is impossible to study reading, speaking, listening and writing and vocabulary is the key of language. If the students have good vocabulary in their mind, they can understand the meaning of the text and they can converse to others. Vocabulary is not easy to master because the students must study hard to master it and the teacher should create a good atmosphere in class.²

Based on the experience of researchers who teach in the eighth grade of SMP Muhammadiyah Palopo. The main problem why vocabulary is difficult for students, because the lack of English pronunciation, sometimes students also less enthusiastic or less active in their lessons, some students play in the classroom during the process learning, so that they don't understand what is they teacher say. Therefore the

¹Depdiknas. *Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: Depdiknas, 2006)

²<http://dwi-jo.blogspot.com> Accessed on September 4th 2012

researcher tried to teaching vocabulary by using Asking Question Method. This method emphasize on grammatical. If students have a good vocabulary, they can understand the meaning of the word. Beside that they can communicate with the other people, and through Asking question method, the students can increase their motivation for studying, because this method is easy to understand and can last longer in the memory students as well as easy to understand the material presented.

In this method the teacher will say a word and then the students develop it becomes some words, so that students can know the new words. The researcher believes that the students of SMP Muhammadiyah can improve their vocabulary through Asking Question method. Therefore, the researcher is interested in doing research using Classroom Action Research (CAR) to get factual data about the effect of the use of Audio Lingual Method in improving the quality of student learning at the eighth grade SMP Muhammadiyah Palopo titled *"Teaching Vocabulary Skills Through Asking Questions Method at The Eighth Grade SMP Muhammadiyah Palopo"*

B. Problem Statements

Based on the above background, the problems can be formulated as follows:

1. What is the appropriate way in teaching vocabulary through Asking Questions Method at the eighth grade of SMP Muhammadiyah Palopo?
2. How is the student's participation during the use of Asking Questions Method in teaching Vocabulary at the Eighth grade of SMP Muhammadiyah Palopo?

C. Objectives of the Research

The objectives of the research as follows:

1. To find out the appropriate way in teaching vocabulary through Asking Questions Method at the Eighth grade of SMP Muhammadiyah Palopo.
2. To find out the students participation during the use of Asking Questions Method in teaching Vocabulary at the Eighth grade of SMP Muhammadiyah Palopo.

D. Significances of the Research

The results of this study are expected to provide benefits for students, for the teachers and for reader as follows:

1. For the students: research is expected to help students learn vocabulary in a way that is good and fun through Asking question method.
2. For the teachers: the results of this study are expected to provide a better understanding of the advantages of learning vocabulary by using Asking question method.
3. For the reader: this research can be used as a reference in the conduct some research to get a better value.

E. Scope of the Research

The research was restricted to vocabulary teaching through Asking Question Method in learning particular nouns and verbs for the Eighth grade of SMP Muhammadiyah Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The discussion of learning by using Asking Questions Method has been discussed by several authors. The following will be presented on research related to learning Asking Questions Method. There are some writers who discuss learning the vocabulary and Asking Questions Method, as follows:

Wiyanjani (2009), under the title "Teaching Vocabulary through Cooperative Learning with Puzzle Technique to the Eighth Grade Students of SMPN 2 Sidemen Academic Year 2008/2009". In this work he describes the process of learning through cooperative learning vocabulary by using puzzles that encourage and encourage students to find as many words diagonally, vertically or horizontally. The subjects were grade 2 SMP 2 Sidemen. He used techniques learned with this puzzle to solve problems faced by students in improving the vocabulary.

Dhewi (2000) in the title of his research "The use Asking Questions Method in Learning English Pronunciation for Improvement of Grade IV MI Sunan Kalijogo Malang". In these studies, Dhewi researches about the planning process, implementation of learning and evaluation of learning pronunciation using Asking Questions in grade IV A MI Sunan Kalijogo. In this research, Dhewi qualitative descriptive approach to classroom action research (classroom action research) that

defines four stages of research, planning, execution, observation, and reflection¹.

Next, from the Faculty of Tarbiyah that discussed the "Five Principles of Analysis Asking Questions Method Against Behaviorism (2010)" In this work, the discusses history of the emergence of Asking Questions method, which gives an account of behaviorism in psychology followed by a discussion of the history of the emergence of Asking Questions methods and principles Asking Questions method.

Excellence writings that have been made above are able to explain the vocabulary strategies and principles Asking Questions method varied. However, these writings don't discuss the real implementation is done at an institution or organization for improvements the vocabulary using Asking Questions method.

From the previous study that has been described above, there is some similarities manner or process of researching research by the author.

B. Definition of Vocabulary

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes these words that were cognize and use in reading and writing, word knowledge also comes in two forms, receptive and productive.²

¹http://www.pengajaran_vocabulary_melalui_metode_audiolingual.com Accessed on December 12th, 2012

²Fran Lehr, M.A., Lehr. Online: www.Prel.org. Accessed on: November 13, 2008

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. The status of vocabulary now seems to be changing. For one thing, the notion of a word has been “broadened” to include lexical phrases and routines, and it has been suggested that in the initial stages of learning these play a primary role in communication and acquisition. In addition, access to lexical corpora has made it possible for applied linguists to access huge samples of language in order to find out how words are used, both by native speakers and by second language learners. Such research has enabled applied linguists to identify common patterns of collocation, word formation, metaphor, and lexical phrases that are part of a speaker’s lexical competence. The papers in this section discuss the role of vocabulary in teaching and learning.

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, using the language in different contexts, reading, or watching television.³

Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words.

Hunt and Beglar discuss three approaches to vocabulary teaching and learning: incidental learning (i.e., learning vocabulary as a by-product of doing other things such as reading or listening), explicit instruction, and independent strategy development. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out-of-class activity.

1. Concept of Vocabulary

Vocabulary, like grammar is an essential component of all uses of language⁴. It would be impossible to learn a language without knowing the vocabulary. Vocabulary is based integrated activity.

³Jack C.Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press, 2002), p.201.

⁴Michael H. Long, and Jack C. Ricards, *Methodology in TESOL, A Book of Readings*. (United State of Amerika, Newbury House Publisers, 1987), p.305

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, out 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 techniques as in the arts,

Mas'mud states that vocabulary is :⁵

- 1) The total number of word that make up a language
- 2) Body words known to person or used in a particular book, subject.
- 3) List of words with their meanings, especially are which accompanies a text book in a foreign language.⁶

Oxford Advanced (learner's) dictionary of current English by Hornsby defined vocabulary as:

- a. The total number of word in a language
- b. All the words known to a person or used in a particular book, subject, etc
- c. A list of words with their meanings.⁷

⁵Mas'mud, *Upgrading Students Vocabulary through Weekly Vocabulary Program in STAIN Palopo* ,(Palopo, 2008), p. 5

⁶Ketut Suliaseh, *Using Scrambled Word In Giving Vocabulary Exercise To The Students At The First Year Of SMP Negri 5 Bone-Bone*, (UNCOK: Palopo,2012), p.3

⁷ Ketut Suliaseh, *Using Scrambled Word In Giving Vocabulary Exercise To The Students At The First Year Of SMP Negri 5 Bone-Bone*, (UNCOK: Palopo,2012), p.3

Vocabulary is a basic element combine to the four skills: reading, listening, writing, and speaking. It be impossible to learn foreign language without knowing or have good vocabulary. We should have more word, it seem with we should have vocabulary so we cannot lack the word and vocabulary. If we have that we can communication with another people with good.

Hunt and David Beglar discuss three approaches to vocabulary teaching and learning namely incidental learning (learning vocabulary as a byproduct of doing other things such as reading or listening), explicit instruction, and independent strategy development. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out-of- class activity. Explicit instruction depends on identifying specific vocabulary acquisition target for learners. Information is now available on what such targets should be for learners at different proficiency levels. For example, a target of 4,500 words is identified in the *Cambridge English Lexicon* (Hindmarsh , 1980), a core vocabulary for secondary school learners in EFL context. Hunt and Beglar recommend a combination of all three approaches - indirect, direct, and strategy training- as the basic for all vocabulary programs.

2. Types Vocabulary

Collier wrote that there are two words lists, one of function words and one containing a basic 2000 word English vocabulary. In addition, there is a list of suffixes and prefixes to be used with 2000 word list⁸.

a. Function words

Function words are those that often have little meaning in the dictionary sense but which serve important function in relating other word in the language to each other. For example: is, at, to, which, for, by, and etc.

Function words belong to the closed class of words in grammar in that it is very uncommon to have new function words created in the course of speech, whereas in the open class of words (that is, nouns, verbs, adjectives, or adverbs) new words may be added readily (such as slang words, technical terms, and adoptions and adaptations of foreign words).

b. Content words

Content words name and describe the infinite number of thing, person, events, and processes that speakers of English want to talk about such as: after, man, eat, drink, house. Content words can be derived into three general classes: 1) Words naming things, ideas, entities, 2) Words naming actions, and 3) Words used to described qualities thing or action.

⁸Coller Macmillan, *The Key to English Vocabulary*, (Cet. V: New York: Macmillan Company, 1971), P.4

These derivations correspond closely to the traditional part of speech: noun, verbs, and adjective-adverb.⁹

3. Vocabulary Selection

Teaching vocabulary is crucial process in learning of language and it much be managed properly. In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill.

To select the important vocabulary means that teacher or instructor should choose the actual words that can be used the students. In the case before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

A general principle of vocabulary selection has been that of frequency. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first.

Based on the explanation above, it can be conclude that when teach vocabulary must be related to the students need by considering their level/age, environment and

⁹Coller Macmillan, *The Key to English Vocabulary*, (Cet. V: New York: Macmillan Company, 1971), p.4

anything that relate to their words. The students may be to study by picture, games, role play, singing a song, etc¹⁰.

4. Kinds of Vocabulary

Basically, there were two kinds of vocabulary; they are active vocabulary and passive vocabulary. The active vocabulary consist of the words used in conversation and writing, i.e. the speaking ' vocabulary and writing vocabulary. The passive vocabulary consist of those words, which aide not usually part of one's speaking vocabulary but which are recognized when reading and listening.

Based on the basic above, there are four types of vocabulary, those are:

- a. Active speaking vocabulary is words that speaker able to use in speaking
- b. Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking.
- c. Passive reading vocabulary refers to words that can reader recognize would not necessary be able to produce.
- d. Active writing vocabulary, words that the writer is able to use in writing.

5. Some Component Need in Teaching Vocabulary

The learner has to know what a word sounds like (its pronunciation) and what it look like (its spelling). These are fairly characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

¹⁰Muh. Syarifullah, *Learning English Vocabulary through Songs*, Paper D3 (English Departement STAIN Palopo,2004), p.13

- a. Pronunciation and Spelling
- b. Grammar
- c. Collocation
- d. Aspects of meaning that conclude of denotation, connotation, appropriateness and meaning relationships
- e. Word formation.¹¹

6. Teaching Vocabulary

Teaching Vocabulary process has meaning so that adding new words repertory our experience. Developing vocabulary is a placed new concept in place good or in a series and arranged vocabulary.

Teaching vocabulary is crucial process in learning of language and it must be managed properly. In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill. In this case, before teaching it, the teacher should select the vocabulary students need.

C. The Asking Questions

The Asking Questions method of teaching is the delivery of messages by asking questions and giving answers to students or otherwise students are given the opportunity to ask questions and teachers answer the question as¹².

¹¹Penny Ur, *A Course in Language Teaching*, (Cambridge: Universitas Press), p.23

¹² Ahmadi dan Prasetyo. *SGM Strategi Belajar Mengajar*, (Bandung : Pustaka Setia, 2005), p.56

Question method is a method in education and teaching where the teacher asks the students to answer and the material obtained.

This method allows for direct communication between teachers and students can be in the form of asking teachers and students to answer or to otherwise.

The Asking Questions method is a way of presenting a lesson in the learning process through a two-way interaction or "two way traffic" of educators asking students or learners instead asking educators to obtain answers certainty material through oral answers educators or learners¹³.

In the Asking Questions method, educators and learners are equally active. However, active learners deserves earnest attention so it does not have a lot depends on the liveliness of educators. Therefore, educators are not only required to master the techniques to ask and the kinds of questions, but also a high spirit in the building situation conducive to the discussion.

The Asking Questions method questions is a form of active learning that has a place within any classroom format. Questions asked by the instructor can involve students more fully in a lecture, leading to deeper understanding of course material¹⁴.

The Asking Questions method by students offer an opportunity to clarify material and they also provide feedback for the instructor. The first five resources below focus on the teacher's questioning and response techniques; the last two links deal with developing students' question-asking abilities.

¹³ <http://Metode Mengajar Tanya Jawab ~ e-Learning.htm>. Accessed on mei 21st2013

¹⁴http:// Asking and Answering Questions _ Office of Faculty and Organizational Development.htm. Accessed on mei 21st2013

The Asking questions is a natural feature of communication, but also one of the most important tools which teachers have at their disposal. Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding. Typically, teachers ask between 300-400 questions per day, however the quality and value of questions varies. While questioning can be an effective tool, there is both an art and science to asking questions.

The Asking Question method is a way of presenting a lesson in the form of questions to be answered, especially from teachers to students, but may also from students to teachers. The Asking Question method is the oldest and widely used in the educational process, both within the family, community or school.

This method can be classified as traditional or conventional methods. In the The Asking Question method, the teacher asks questions and students answer, or otherwise students ask the teacher to explain. In the the Asking Question process, there was a two-way interaction. Democratic teacher will not answer it, but it will throw questions from students to students or other groups without worrying assessed can't answer that question. With a Asking Question method not only two-way interactions, but also a lot of direction. When children ask about prime numbers, for example, is not a democratic teacher will explain to the bottom of what is the definition of a prime number, and then give an example of a prime number. Of this question would appear to be some people interact in the question.

In the use of teaching method in the classroom, not only the teacher who always spoke as the lecture method. It covers the questions and contributor to the ideas of the students.

Application of the method of learning with the Asking Question and discussion will be very interesting to study in detail. The Asking Question method offers the skills to assess the problem of education by discussion as a solution to turn the learning process. Most students think that learning is an activity that many students often saturate once thought sitting in a classroom is like a holding room. Thus the problem may be true due to the students must work long hours with thoughts on a discussion, even considered a burden to learn more turmoil than the effort to obtain knowledge. Perhaps among the students who still want to get an education that is not more than reveal the presence in the classroom or just get the value without knowledge or awareness develop thinking skills honed.

The disappearance of the students' motivation may be rooted cause of the limitations of the methods applied that restrict the ability of teachers hone skills. Some recipes that can be used in creating a positive desire is to set students comfortable, suitable positioning students as lessons, student participation, personal and bears the impression that media use while emphasizing science and prepare the patient facilitator in applying the learning process meaningful and fun.

Designing a satisfactory student teaching process is one aspect of the environment and control emphasizes a sense of security co-cozy a learning process in

the classroom. Besides the motivation of teachers creating and preparing students for success through questioning and discussion simultaneously hone students' thinking skills.

It has been stated Djamarah and Zain, that the method of asking a lesson presentation techniques in the form of questions to be answered, especially from teachers to students and can also be from students to teachers. The same mind, Alipandi, said question and answer method is delivering a lesson by the teacher by asking questions and student answers. The same definition also comes from Djajodisastro that the Asking Question method is a way of delivering learning materials in the form of questions to be answered by the student at that time¹⁵.

Essence of the method is done verbally asked. Departing from the above definitions can be stated that the Asking Question method is a method in which teachers ask questions orally to the students to answer. Instead suggestion thus creating questions to encourage students pattern. If there is lack of clarity motivate someone trying to interpret something.

Follow learning process in the class, which is commonly seen in the form of verbal activity speaking. It thus indicates a verbal skill possessed by a skilled teacher is asking.

According to Indonesian Dictionary asking means asking for information, clarification, asking so notified. While Hasibuan and Moedjiono definite asks a

¹⁵ <http://www.Metode Pembelajaran Tanya Jawab.htm>. Accessed on mei 21st2013

verbal greeting someone who is asking for a response. Mean response in the form of knowledge and things that need consideration students¹⁶.

Asking questions to the students during the learning process is an activity that is not separated from any method used, the objectives to be achieved, however, and the conditions facing students. Questions asked feed students to think critically on the subject being studied. The teacher is one of the critical success factors in any educational effort. Because of the lack of innovation in education, especially curriculum and human resource development efforts in product of education comes down to the teacher factor. The existence of the teacher's role in the effort required students learned truly multi role so that create conditions for effective teaching and learning.

The method is relatively old but still reliable in any learning technique is the method of Asking Question. The things that need to look for in the Asking Questions Method the things to note in applying this method is:

- a. Teachers should really master the material, including all possible answers will be listened to a question from a student in proposed.
- b. Teachers have been preparing all questions be submitted by him to students quickly.
- c. The questions should be clear and concise it should be noticed, because the questions should be submitted orally.
- d. Arrange questions in language that is easy to understand students.

¹⁶ <http://www.Metode Pembelajaran Tanya Jawab.htm>. Accessed on mei 21st2013

- e. Teacher should direct questions to the entire class.
- f. Allow sufficient time to think of answers to questions, so that students can formulate a systematic manner.
- g. Debriefing should be done with a quiet atmosphere and not in a tense atmosphere full of unhealthy competition among the students.
- h. In order to obtain as many students turn to answer the questions and if someone cannot answer immediately, turn given to another students.
- i. Always so every question contains only one problem only.
- j. Questions should be differentiated within the category of mind questions and reproduction questions or questions that ask for opinions and only the facts.
- k. The questions to be asked are planned.
- l. Planning questions can be based on the concept of the institution or the students understood¹⁷.

This method allows for direct communication between teachers and students can be in the form of asking teachers and students to answer or to otherwise. The Asking Questions method is done.

- a. As replication learn the given.
- b. As an interlude in the talks.
- c. To stimulate the students that attention devoted to the issue being discussed.
- d. To direct the thinking process.

¹⁷ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta,2010).

1. There are purpose of the Asking Questions method as follows :

- a. Check and find out to what extent the ability of students to master the lessons.
- b. Provide an opportunity for students to ask questions of the teacher about a problem that has not been understood.
- c. Motivate and lead to learning competent.
- d. To train students to think and talk systematically based on original thinking.
- e. The Asking Questions method is not intended to test the ability of the students but the teachers make an effort directed learners know, understand and interact actively in the teaching and learning so that the goal can be achieved either

2. Techniques in the Asking Questions Method.

In any existing method of learning techniques for learning is definitely needed to run well, following various techniques used the teacher in asking questions:

- a. The Mixed Strategy which combines various types and kinds of questions.
- b. The Speaks Strategy using question of the coherent with each other.
- c. The Plateaus Strategy of bringing the question of the same type on a number of students before switching to another type of question.
- d. The Inductive Strategy with a variety of questions that students are encouraged to draw generalizations from particular cases to general matters or facts to the law.
- e. The Strategy deductive generalizations that serve as a starting point, students are expected to express their opinions on a variety of cases or data in question.

3. Advantages and Weaknesses the Asking Questions Method.

a. Advantages of using the question and answer

The Asking Questions Method has the following :

1. Can attract and learners focus on learning.
2. Knowing the position of learners in classroom activities and debriefing of the answers and the responses are expressed continuously.
3. More stimulate learners to leverage the power of thought and the power of reason.
4. Cultivate courage in expressing answers.
5. Opening the way for the process of learning.

b. *The weaknesses in the Asking Questions method*

The weaknesses of this method of the Asking Questions is:

1. On the question of the class cannot be propagated keypad all learners, so that learners do not have the same opportunity to answer or ask questions.
2. Learners who are not actively involved not notice not even mentally.
3. Cause nervousness among students who do not have the courage to answer and ask (verbal ability).
4. Can waste time when students are not responsive to the question.

D. Classroom Action Research

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in

school-based curriculum development, professional development, and school improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process.¹⁸

For more details, the writer would like to after some definition of what action research is from some experts:

a. Stephen Kermis, action research is a form of self-reflective inquiry undertaken by participants in social(including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, (c) the situations in which the practices are carried out. In education, action research has been employed in school –based curriculum development, professional development, school improvement programs, and system planning and policy development.

b. Watts underscores that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions : (a) teachers and principals work best on problem they have identified for themselves, (b) teachers and principals become more effective when encouraged to examine and asses their own work and then consider ways of working differently, (c) teachers and principals help each other By working collaboratively and (d) working with colleagues helps teachers and principals in their professional development.¹⁹

¹⁸ Hopkins, *Action Research*. 1993. Online, hysicsed. Buffalostate.edu/danowner/ actionrsch. Html).. accessed on may 1 2012

1. Characteristic of Action Research

- a. Practical, and relevant with situated real deep world job
- b. Giving set framework to trouble-shooting
- c. Flexible and adapt if which is enables to mark sense changing up to trial period
- d. Participation which researcher takes part straightforward
- e. Self evaluative which is continuo's ala modification is evaluated in aught situation
- f. In term research finding have poor external validity
- g. Research and decision making is process by decentralizes and diregulasi
- h. Cooperative is in contemplation, performing, and evaluation
- i. Action research develops empowerment, democracy, justice, and freedom
- j. Applying theory in small scale
- k. Accentuating action approaching and developing a model.²⁰

2. Types of Action Research

There are four types of CAR, namely:

- a. CAR Diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis in to situations that are in the background research. As an example is researchers attempt to deal with disputes, quarrels, and conflicts between students who have performed at a school or classroom.

¹⁹ Brown, *Act Research*, 1985. Online [http:// www. Alliance. Brown. Edu/ pubs/ themes_ed/act_research. Pdf](http://www.Alliance.Brown.Edu/pubs/themes_ed/act_research.Pdf). Accessed On April 30,2012

²⁰ Dr. E. Mulyasa, *Menjadi Guru Profesional*, (cet.IV; Bandung: PT. Remaja Rosdakarya Offset, 2006). p.153-154.

b. CAR participants; a study participants was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize and collect data, then analyze the data and ended with the reported results the research. CAR participation can be also be done at school as well as examples in item above.

c. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d. Experimental CAR; which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there is more than one strategy or technique that is set to achieve an instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.²¹

3. The Importance of Action Research

There are several reasons why CAR is a need for teachers to improve the professional a teacher:

²¹ Kustiati, *Teaching Vocabularyn by Using Jack Card Game an Action Research Given to the Tenth year of MAN Palopo*, (Unpublished Thesis STAIN, Palopo, 2011), p. 33

- a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in the class. It becomes reflective and critical of what is the students do.
- b. CAR can improve the performance of teachers to become professionals. Teachers are no longer are as a practical, who already feel satisfied with what is done for many years without any improvement and innovation. But also at researcher in its field.
- c. By carrying out the stages in CAR, teachers are able to improve the learning process through reviews in to what is what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.
- d. By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning and teaching materials he uses.
- e. Implementation of CAR in education and learning has a purpose to improve or enhance the practice of continuous learning so that the quality of the results of instructional skills of teachers, improving the relevance, improving management efficiency and grow the culture of instructional research of teacher communities.²²

The fuctions of classroom action research, namely: (a) a tool to avercome the problems that were diagnosed in the classroom learning situations, (b) means in office training, quipping teachers with the skill and new methods and ancourage the emergence of self-awareness, especially through peer teaching, (c) tools to

²² Kustiati, *Teaching Vocabularyn by Using Jack Card Game an Action Research Given to the Tenth year of MAN Palopo*, (Unpublished Thesis STAIN, Palopo, 2011) p. 35

incorporate into the existing system an additional or innovative theories, (d) a tool for improving communication is usually worse among teachers and researcher, (e) tool that provides alternatives to theories [sic] that are subjective, impressionistic toward problem solving class.²³

4. The Steps in Doing Action Research

According to Hopkins in Supriadi, there are several essential processes in doing action research that are needed (cyclical) as follows:

a. Planning

After making sure about the problem of the research, researcher needs to make a preparation before doing an action researcher. The kind of preparation can be seen as follows:

- 1) The steps and the activities during the research.
- 2) Preparation for teaching facilities.
- 3) Preparation of data analysis during the research process.
- 4) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Action

Doing an action research is the main cycle of action research. These are followed by observation, interpretation and also the reflective activities. A research

²³ Kustiati, *Teaching Vocabulary by Using Jack Card Game as Action Research Given to the Tenth year of MAN Palopo*, (Unpublished Thesis STAIN, Palopo, 2011) p. 37

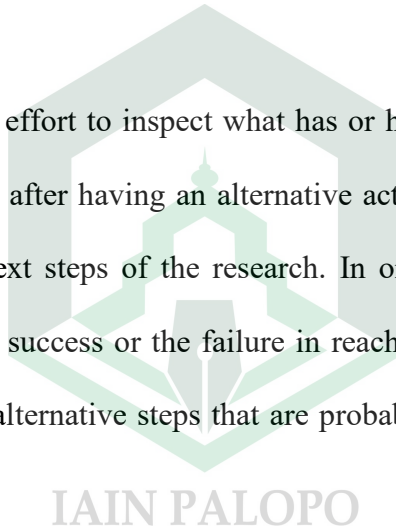
must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

c. Observation

In this step, a research has to observe all events or activities during the research. Observation of usual step when are researcher is observing or assessing the decision of research during teaching learning process as the result of learning interaction among the learners.

d. Reflection

A reflection is an effort to inspect what has or has not been done, what has or not has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In order words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.



CHAPTER III

METHOD OF THE RESEARCH

In this research, the researcher used the classroom action research as an effective way in improving the quality of English teachers' performance in instruction as well as students achievement in learning English in classroom¹.

A. Setting

The writer did her research in SMP Muhammadiyah Palopo, especially in the eighth grade students. The total number of students was 24 students. This research has done in two cycles, in order to find out the best way to teach vocabulary by using Asking Question Method.

B. Preparation for the Action Research

Basic Competencies which have focused on action research, namely competence in vocabulary learning in general can be developed based on existing classes of words. From one word can be developed with a wide and get another class of words by linking these words.

C. Data Sources

1. Students
2. Teacher
3. Collaborator

¹Muhammad Adnan Latif, *Classroom Action Researcher In Language Learning*. The internet available online, accessed on 23rd November 2012.

D. Technique and Instruments of Collecting Data

1. Techniques of collection data

The collection data techniques in this classroom action are:

- a. Observations : To find out the participation students in learning vocabulary by using Asking Questions method.
- b. Interview: To find out the level of success in implementing the teaching vocabulary through Asking Questions Method.

2. Instrument

a. Evaluation test

Evaluation test aimed to get information about students' improvement of the eighth grade of SMP Muhammadiyah Palopo after teaching learning process ended. In the cycle 1, the teacher gave some test to the students namely development a word become some words. While in the cycle 2 the teacher ask the students one by one for the memorize vocabulary that has been developed.

3. Data Analysis

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

- a. Vocabulary test results: Students' score of vocabulary test was counted by using the formula, as follows:

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

- b. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.
- c. Implementation of learning vocabulary through Asking Questions method by analyzing the successful level of implementation, then it categorized into success, less success and not success.

E. Procedures of the Research

The action research was conducted through four activities, in which each activity consisted of four steps, as follows:

1. Planning

- a. Analyzing the curriculum, especially the basic competence after doing the need analysis of the students at the Seventh grade of SMP Muhammadiyah palopo.
- b. Made a lesson plans based on curriculum lesson planning, lesson planning and organizing materials and should be based on the competition by using Asking Questions method in learning vocabulary.
- c. Classroom was Numbers of students were 24, make the comfortable.
- d. Prepared for the test instrument
- e. Prepared teaching facilities (board marker, erase and a camera).
- f. Making the instrument which used in each cycle of the classroom action research.

2. Acting

First Cycle

- a. Teacher introduced herself to students.
- b. Teacher called the students 'name.
- c. Teacher explained her aim in conducting an action research in the classroom.
- d. The researcher explains the aims of the learning process.
- e. The researcher introduced Asking Questions audio lingual method as a strategy in learning vocabulary.
- f. The researcher gave motivation to the students.

3. Observation

There were some important things that has been observed, those were:

- a. Vocabulary test.
- b. Students' participation during the learning process.

4. Reflecting

This classroom action research was success if some of the following requirement were fulfilled:

- a. Most of the students have a good score in evaluation (vocabulary test) (70).
- b. Most of the students' active in learning process (75%)
- c. Closed the class.

H .Working Indicators

The using of Asking Questions Method succeeded if students' average score was ≥ 75 . The quality of learning and teaching process increased from first cycle to second cycle and second cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will explain explanation about data which is gotten by the researcher that was done at SMP Muhammadiyah Palopo about utilizes to Asking Questions Method in the effort increase student lexicon mastery.

A. Findings

1. The First Condition of the Class

Based on the Pre-observation, the researcher got some data about the students' condition of the class, especially the students' problem. From interview, the researcher got information from the student that difficulties cover four skills in English, due to lack of vocabulary. The teacher often gave them vocabulary, but them difficult to memorize it because, they were less active in their learned, and some the students played in the classroom. The data was analyzed to overcome the problems; it means that the students would teach vocabulary by using media where that media can help them in memorize the vocabulary



Figure 1. The first condition of the class

B. The first cycle

1. Planning

To carry out this action research, researcher needs some tolls that had been created and developed before by the current school, namely: Lesson Plan about "Asking Questions Method" teaching of classroom management. To make the good management in the classroom, the researcher took all of the students of this class namely; 24 students to be the subject of the research in order teaching the vocabulary through asking questions method get the significant useful for the English teacher and the students. According to the observation before, the students' ability were in Elementary level.

For the first action, the researcher learned the students about the asking questions method based on the lesson plan. The researcher explained to the students about how to improve the vocabulary through audio-lingual method. After that, the

researcher explains what the Asking Questions method is, and then explained how to improve the vocabulary of the word become some words through asking questions method. After that, the researcher tried to make the students to enjoy his/ her class. As the test of this class, the researcher asked the students to improved the vocabulary of word become some word

2. Action

In this meeting the researcher explained the purposes of learning of vocabulary. Then she explained the other way in learning vocabulary and it is by using asking questions method. After that she got some examples of words to the developed become a few words. Then she got some of the vocabulary test questions that will be developed by the students. One word developed become five word or more. After that, the students memorize the vocabulary one by one, for 30 minutes. Then she tested the student's ability one by one to know how far the student's ability in memorize vocabulary by use asking questions method where the researchers say vocabulary and students listen and then develop it.

3. Observation

Based on observation made by the researcher the data of observation conducted that the conditional of the class not large and the students was noisy when the researcher gave explanation, they did not really participated in learning process. Elution on students' vocabulary showed that the students' mastery on vocabulary were mostly in low score.

The students did not yet understand in learning process by used asking questions method. It can be seen on table 4.1 show the mean score the students was 57, 16.



Figure 2. Process students in the studied developed vocabulary through asking questions method (cycle 1).

Table 1.1**Score of the students' vocabulary in Cycle I**

No.	Code	Score
1	001	58
2	002	45
3	003	65
4	004	60
5	005	42
6	006	57
7	007	42
8	008	60
9	009	55
10	010	40
11	011	51
12	012	45
13	013	68
14	014	58
15	015	49
16	016	53
17	017	60
18	018	70
19	019	73
20	020	55
21	021	70
22	022	48
23	023	70
24	024	78
	Total	1372
	Mean Score	57.16

Evaluation on students' vocabulary showed that the students' mastery on

Vocabulary were mostly in low score.57.16

Table 1.2

The result Observation on the student's activities Cycle 1 (1st meeting)

NO	Code Data	Students activities indicator			
		a	b	C	d
1	001			✓	
2	002			✓	
3	003		✓		
4	004			✓	
5	005				✓
6	006			✓	
7	007				✓
8	008			✓	
9	009			✓	
10	010				✓
11	011			✓	
12	012				✓
13	013			✓	
14	014			✓	
15	015				✓
16	016				✓
17	017			✓	
18	018		✓		
19	019	✓			
20	020			✓	
21	021		✓		
22	022				✓
23	023		✓		
24	024	✓			
Total		2	4	11	7
Percentage (%)		8%	16%	45%	29%

Based on the table above there some of the students did not have braveness in learning activities, only 2 students very active in this cycle, because they quickly understood the explanation of the researcher. 4 students active, the active students always tried to do the problems quickly, but if he does not understand, embarrassed to ask. But he likes to help his friends, and still get a score above average. 11 students less active, they only expect help from his friends who are smarter. He was working on when he feels about it is easy. While not active 7, they are not only active but unfocused attention so do not understand the material. They also often interfere with his friend and sometimes fall asleep in class.

4. Reflecting

There were still some weaknesses in the first cycle 1 namely: many of students were confuse about asking questions method. Some the students were not familiar with the used Asking Questions because before it they never learning by use asking questions method. Mostly of them still did not understand what the researcher means. Evaluation showed that students did not yet understand and their score still low and lack of vocabulary. Some of students did not really active in learning activities, only 4 students were active, 2 students were very active, and 11 students were less active and 7 students were not active. It means that the student's active in the class only 30% and 70% did not really active. The evaluation Mean score was only: 57, 16. This is understandable, because they're still on the ability of Elementary level. In the discussion, there were only some students active during learning vocabulary though

asking questions method that researcher has given. This can be seen when the researchers told them to develop a word become some words. Some students did not understand beside that they feel not enjoy so cannot memorize vocabulary with well. Many of the students did not know how far their ability, because they are lazy to looking for the vocabulary. Beside that some students only see their friend answered.

By looking the result of that exercise, researchers found the weakness of students is described below:

Some students didn't understand how to develop vocabulary that has been given by the researcher. They think it's very difficult. The researcher has explained in the observation above that many of the students were still lazy to participate and active if the material was difficult to learn.

To solve problem above the researcher planned to revise the planning and repaired some weakness for next cycle. The solutions for the problem above are:

- a) Gave more motivation to the students in order to be active in learning process.
- b) Gave more chances to the students who got good score to share their knowledge about the vocabularies.
- c) Gave more intensive guidance to the students who got difficulties in the first cycle
- d) Gave awards to the successful students and the most active student.

C. The Second Cycle

Similar to the data presentation in Cycle 1, the researcher will implementation of the action, the observation, and the analysis of the teaching and learning process, and the analysis of the result of the student's vocabulary in Cycle 2.



Figure 3 The condition of the class in cycle II

1. Planning

The things that planned in the second cycle:

- a. Giving more motivation to the students in study the vocabulary through asking questions method so that they are more active to develop their vocabulary become some words.
- b. Giving chances to the students who got a good score in the previous cycle to share their knowledge about the vocabulary, so that the other students can obtain good score and more understand in learning by using asking questions method.

- c. Giving intensive guidance to the students who has difficulties in the first cycle so that they can develop their vocabulary through asking questions method and can be understands.
- d. Giving awards to the successful students and the most active students.



Figure 4. The students listened explained the of the researcher about learned vocabulary trthrough asking questions method.



Figure 5. The researcher monitors the students in studied development the vocabulary through asking questions method.



Figure 6. The students studied development vocabulary through asking questions method'

2. Acting

a. The first meeting

Like in the first cycle, in this action the researcher gave more explanation about the material in studying asking questions method, and gave guidance to the students how to developed the vocabulary through asking questions method. After that, she gave the review of the previous lesson to the students, and then she got example in the whiteboard vocabulary to developedd. Like at first. The students memorize the vocabulary one by one, for 30 minutes. Then she tested the student's ability one by one to know how far the student's ability in memorize vocabulary by use asking questions method where the researchers say vocabulary and students listen and then develop it. And finally they was success with the minimal of mistake.

b. The second meeting

This meeting the researcher gave the students competence test to measured the students mastery in vocabulary in used the asking questions method, before that, the students were given the time to repeat the vocabulary memorized and then mention one by one.

3. Observation

Learn by the vocabulary in used Asking Questions method, got very positive respond. Even students which at the first seen to were not active in learning also very enthusiastic did the developed vocabulary. All the students very active to study.

Table 1.3
Score of the student's vocabulary in cycle 2

No.	Code	Score
1	001	80
2	002	70
3	003	70
4	004	80
5	005	80
6	006	70
7	007	80
8	008	78
9	009	78
10	010	83
11	011	80
12	012	65
13	013	60
14	014	65
15	015	80
16	016	70
17	017	78

18	018	85
19	019	85
20	020	70
21	021	62
22	022	70
23	023	80
24	024	85
	Total Mean Score	1804 75.16

Evaluation on the student vocabulary showed that the student's vocabularies were mostly in average scores. The mean score was 75.16

Table 1.4

The result Observation on the student's activities Cycle 2 (1st meeting)

NO	Code Data	Students activities indicator			
		a	b	c	D
1	001	✓			
2	002			✓	
3	003			✓	
4	004	✓			
5	005	✓			
6	006			✓	
7	007	✓			
8	008		✓		
9	009		✓		
10	010	✓			
11	011	✓			
12	012			✓	
13	013				✓
14	014			✓	
15	015				
16	016		✓		
17	017	✓	✓		
18	018				

19	019	✓			
20	020			✓	
21	021				✓
22	022			✓	
23	023	✓			
24	024	✓			
Total		11	4	7	2
Percentage (%)		45%	16%	29%	8%

Based on the table above there some of the students did not have braveness in learning activities, only 11 students very active in this cycle, because they quickly understood the explanation of the researcher. 4 students active, the active students always tried to do the problems quickly, but if he does not understand, embarrassed to ask. But he likes to help his friends, and still get a score above average. 7 students less active, they only expect help from his friends who are smarter. He was working on when he feels about it is easy. While not active 2, they are not only active but unfocused attention so do not understand the material. They also often interfere with his friend and sometimes fall asleep in class.

Table 1.5

The result observation on students' activities Cycle 2 (2^{sd}meething)

NO	Code Data	Students activities indicator			
		a	b	c	D
1	001	✓			
2	002		✓		
3	003		✓		
4	004	✓			
5	005	✓			
6	006			✓	
7	007	✓			
8	008		✓		
9	009		✓		
10	010	✓			
11	011	✓			
12	012		✓	✓	
13	013				✓
14	014		✓		
15	015	✓			
16	016		✓		
17	017		✓		
18	018	✓			
19	019	✓			
20	020			✓	
21	021				✓
22	022			✓	
23	023	✓			
24	024	✓			
Total		11	7	4	2
Percentage (%)		45%	29%	16%	8%

Based on the table, there was increase the student's activity in cycle 2 learning vocabulary by using Asking Questions method, got positive responses, even student's who were less active in learning process at the cycle 1 very enthusiasm in cycle 2 there were sixteen active students and 4 students got very active. 7 students less active, and only 2 student's not active it's mean that the student's had better achievement.

4. Reflecting

Some successful points in cycle 2 namely: most of students were familiar with application of asking questions method in teaching vocabulary. More of the student active learning activities, 7 students were active, 11 students were very active, 4 students was less active, and 2 of students was not active. It means 85% active in learning process and 15% is not really active. The condition of the class was not noisy. The ideal mean score have achieved: 75.16 in the discussion, some student's active in giving responds to talk about the topic that the researcher given.

that all because grasp them about asking questions method more they understand appeal at the cycle 1. this cycle 2 abilities them in develop vocabulary through asking questions method more increases, because through to motivation and explanation of researcher and also of students other was applied so ability them more worked up of before. For that, by look the result of that exercise, researchers found some success of students as described below:

In content the researcher gave explained about how to ability vocabulary through asking questions method, and finally the students were understood how to its trick. They some were understood how to ability a word become some words, they spirit to look for vocabulary other, and develop a vocabulary that was given to some word. In the cycle 2 the students can memorize all the vocabulary that has in developed, on average, they could mention it to the vocabulary good. This all the cycle 2 because of factors that have to be redone by researchers.

Based on the result of the test of cycle 2, the researcher concludes that the students of the eighth grade of SMP Muhammadiyah Palopo in learning English especially in learning the vocabulary through asking questions method have good response in developed the vocabulary become some words. And the result was very good the students got the best score generally.

D. Discussion

By looking the finding, the researcher presented the discussion of data which were derived from students; the section presents the result of the data analysis. It aimed to describing the student's development in learned the vocabulary through asking questions method. Based to the data finding, the researchers presented the discussion of data given to the students. The students of the eighth grade of SMP Muhammadiyah palopo were low in the cycle I than cycle II. In this case, the writer divided discussion into two parts: part (1) discussion about data analysis, which was intended to find out the improvement on the students' in learned the vocabulary

through asking questions method; it was identified through the result of cycle I and cycle II. In the first cycle, the researcher concludes that the student's ability was in Elementary level. (2) The discussion about the students 'in learned the vocabulary through asking questions method that can be analyzed from the result of the test in the cycle 2. At the second cycle, student activity began to increase in the seriousness of learning. This can we take a look at the table of active students in the second cycle, where students who are very active up to 11 people, 7 people active, 4 less active people and 3 people not active. For that based on the result of data analysis, it found the audio lingual method is effective in teaching vocabulary at the eighth grade of students the SMP Muhammadiyah Palopo. It can be seen on the table before and after giving treatment. The means score of students before giving treatment giving 57.16 and the score of students after giving treatment is 75.16. It means that after giving treatment is better than before. Based on the data of questionnaire above, we can see that the eighth grade student of SMP Muhammadiyah Palopo show positive response and perception the vocabulary in used audio lingual method.

1. The First cycle

The researcher taught the students about in developed the vocabulary through asking questions based on the lesson plan, the researcher explained to the students why we learn vocabulary is good, and then explains how to learn vocabulary by using the asking questions method, after that, the researchers give some examples of words to the developed become a few words .then the researchers got some of the

vocabulary test questions will be developed become some words to the students, at least one word in the word developed become 5 word or more, after that, the students memorize the vocabulary one by one, in the time 30 minutes. the researchers tested the students one by one ability they so that to know until where ability in memorized vocabulary with trick the researchers say its vocabulary and students listened to then develop it.

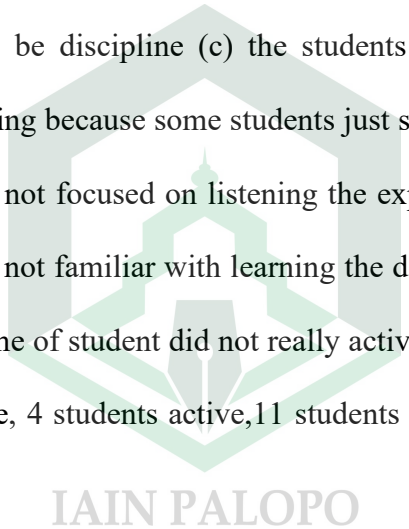
According to Allen and Campbell the Audio-lingual method modern emphasis on listening sequence-speaking-reading-writing in foreign language instruction. Importance of exercise in the hearing that develops the ability to speak will produce much emphasis on the particulars of the foreign language. Exercises in class are mostly speaking exercises. Students should listen to the audio stimulus and followed quickly or make a response to the other¹.

In the following discussion will be elaborated on the factors that influence the increase in vocabulary through the application of methods Asking Questions trigger an increase in students' the vocabulary is as follows.

- a. The motivation given by the researcher
- b. There is repetition of material in order to further remind students to learn the vocabulary.
- c. There is interest for students to learn English because it uses Asking Questions method.

¹ <http://www.pengajaran metode audiolingual.com>. Accessed on desember 8st2012

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 57, 16, while the minimum mastery criterion (KKM/ Criteria Ketuntasan Minimum) was 75 or more. It means the students' capability is low, under the minimum mastery criterion. Based on observation activities made by researcher in the first cycle, she found some weaknesses in teaching English attitude in learned developed the vocabulary through Asking Questions. They are :(a) the condition class was noise when the students discuss in learned developed the vocabulary. (b) The students seemed not to be discipline (c) the students still less active (d) learning process was not interesting because some students just saw answers from their friends (e) many students were not focused on listening the explanation of the researcher f). Most student were still not familiar with learning the developed vocabulary through asking questions (g) some of student did not really active in learning activities only 2 students was very active, 4 students active, 11 students less active and 7 students not active.



So the researcher needed to do reflection to get the best way in teaching the vocabulary through asking questions method. Because at cycle 1, this student less understands the material that at gives by researcher, where is student has never been study it before, for that students understands how to develop vocabulary through asking questions method. The researcher present the students' attitude in learned the vocabulary through asking questions method writing in cycle I is low interest.

2. The Second cycle

Like at the cycle 1 study started by recognition repeat about the use of asking questions method in learning vocabulary, the researcher repeat to explain how the developed the vocabulary through audio-lingual method in learning, and then the researcher got example in the whiteboard vocabulary to developed. After that, like at first.

The students memorized the vocabularies more or less 30 minute. then the researchers got some of the vocabulary test questions will be developed become some words to the students, at least one word in the word developed become 5 word or more, after that, the students memorize the vocabulary one by one, in the time 30 minutes. the researchers tested the students one by one ability they so that to know until where ability in memorized vocabulary with trick the researchers say its vocabulary and students listened to then develop it, and finally the students successes in developed vocabulary become some words through asking questions method. To ensure that students have mastered really about the asking questions method, the researcher decided to gave them an exercise more, the students were given the time to repeat the vocabulary memorized and then mention one by one. And finally they was success with the minimal of mistake.

The mean score in the second cycle increased to be 75,16 The result of the observation students activities showed that student active was 85 % in learning process. The minimum mastery criterion (KKM/ Kriteria Ketuntasan Minimum) was

75. It means students' writing skill in the second cycle improved than cycle I, it indicates after giving the reflection based on observation that have made by researcher and collaborators. The students have better achievement and the researcher has known in the application of appropriate way teaching vocabulary through asking questions method related the students' attention was focused in learning, and the students were easy to understand the lesson.

The students' attitude in learning vocabulary through asking questions method in developed a word become some words especially in relating to the data analysis based on the test in cycle II the students have good response. It can be seen by increasing of their spirit in learning English vocabulary and the students' self confidence in developed a word become some words.

Based on the result of the test of cycle 2, the researcher concludes that at the eighth grade of SMP Muhammadiyah palopo in learning English especially in learning vocabulary through asking questions method have good response in developed the vocabulary. Therefore, the teacher can apply the asking questions method in teaching English especially the vocabulary learning process. There is a basic difference of the cycle 1 and cycle 2 namely, in cycle 1 the researcher explained the rule of time signal and the main aspect of the audio-lingual method by conventional method. So, the result did not reach the minimum mastery criterion. But in the cycle 2 the students was exercised to used time signal correctly, and mastered the main aspect of vocabulary through asking questions method. So that students will understand asking questions method in learning vocabulary. And the students a word

become some words. Without feeling pressured by the conventional concepts students are enjoying the lessons. And the result was very good the students got the best score generally. Because through the motivation and explanation of researcher and also of students other was applied so ability they more worked up of before.

Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over learning, Structures are sequenced and taught one at a time structural patterns are taught using repetitive drill².

Those are the common features at the Asking Questions Method of language teaching. Again, their may be substantial variation in practice. The lesson typically begins with a dialogue, which contains the structure and vocabulary of the lesson. The student is expected to mimic the dialogue and eventually memorize it often. The class practices the dialogue as a group, and the smaller groups. The dialogue is followed by pattern drill on the structures introduced in the dialogue. The aim of the drill is to strengthen habits to make the pattern automatic.

² Asrika Achmad, *The effectiveness of Audio-Lingual Method in Teaching Speaking Skill at The first year students of MTS. DDI Palopo*, (Palopo: STAIN Palopo, 2008), p. 14

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

The Asking Questions Method is effective to apply in the read developed the vocabulary, because the students could understand well. It can be proved by the students involvement in learning process was very active, the researcher gave explained to the students, how to the read vocabulary through asking questions method. Namely to developed a word become some words, and then the students memorizing vocabulary that.

In the cycle 1 many of students confuse about asking questions method, some students didn't familiar with the used asking questions method because before they never studied that method. Mostly of them still did not understand about how to ability the vocabulary through asking questions method, but after the cycle 11 most of students were familiar with application of Asking Questions method in teaching vocabulary, some student's active in giving responds to talk about the topic that the researcher given.

that all because grasp them about asking questions method more they understand appeal at the cycle 1.this cycle 2 abilities them in develop vocabulary through asking questions method more increases, because through to motivation and explanation of researcher and also of students other was applied so ability them more worked up of before.

Therefore, based on the result of the test of cycle 2, the researcher concludes that the students of the eighth grade of SMP Muhammadiyah Palopo in learning English especially in learning the vocabulary through asking questions method have good response in developed the vocabulary become some words. And the result was very good the students got the best score generally.

B. Suggestions

From the advantages of using asking questions method in study vocabulary, the writer would like to give some suggestions to be considered by English teachers as follows:

1. Asking questions method as an alternative way of the teaching process is a good way to be applied in the classroom to improve their mastery in vocabulary. An English teacher should be more creative in giving an appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be a fun.

2. To achieve the goal of teaching, the teacher should adapt between material and strategy that teacher apply in the classroom, so that the student is able to understand what explain by the teacher, so material already at gives by student able to understands properly.

3. An English teacher in order to use asking questions method in teaching vocabulary as one alternative technique to stimulated the students to active in the classroom.



APPENDIXES

IAIN PALOPO

Lampiran 1.1. Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammdiyah Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V11/1
Aspek : Speaking
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi : 1. Mengungkapkan informasi sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar : 1.1 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menanyakan noun and verb.

Tujuan Pembelajaran : 1. Siswa dapat mengembangkan kosa kata, dari satu kata menjadi beberapa kata.

2. Siswa dapat membuat kalimat dari satu kosa kata menjadi beberapa kata

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran : 1. Siswa melakukan tanya jawab yang berkaitan dengan materi.

2. Siswa Mendengarkan pertanyaan-pertanyaan kosa kata, dan merespon pertanyaan.

3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

- a. Memberikan salam dan Do'a kemudian menanyakan keadaan anak-anak
- b. Mengajukan pertanyaan :
 - Good morning every body, and how are you today ?
 - Are you ready for lesson ?
- c. Menyampaikan tujuan, manfaat pelajaran, dan kegiatan.

2. Kegiatan Inti

- a. Guru Menjelaskan pengertian kosakata dan pengertian metode tanya jawab
- b. Guru memberikan contoh kosakata kepada siswa untuk dikembangkan melalui metode tanya jawab
- c. Guru memberikan tes soal kepada siswa
- d. Memberi waktu kepada siswa untuk membaca dan menghafal kosakata yang telah dikembangkan.
- e. Guru memberikan pertanyaan kepada siswa tentang materi yang telah diberikan.
- f. Siswa mendengarkan dan menjawab pertanyaan yang di berikan oleh guru secara lisan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus pada pembahasan).
- Guru menilai hasil kerja siswa dalam mengembangkan kosa kata.
- Guru meminta beberapa siswa mengulang kembali kosa kata yang telah diberikan.
- Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

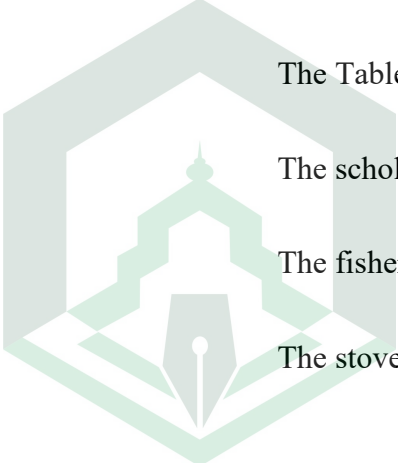
1. Buku teks Dasar-dasar Bahasa Inggris.
2. Buku dan pulpen
3. Alat peraga yang berkaitan dengan materi ajar
4. Buku-buku lain yang relevan

Penilaian:

- Tes tulis
- Tes lisan
- Tes Unjuk kerja

Insrument :

Kosakata	→	The Teacher	Year
		The Table	Tree
		The scholl	Sound
		The fisherman	Bicycle
		The stove	



Pedoman penilaian :

IAIN PALOPO

1. Untuk tiap jawab benar skor 10
2. Jumlah skor maksimal 10 X 10 = 10

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

29 November 2012

Peneliti

Guru Mapel Bahasa Inggris

NURHIDAYAH AHMAD

Muh.Iksan S.Pd

NIM :

08.16.3.0074

NIP :

Mengetahui

Kepala Sekolah SMP Muhammadiyah Palopo



IAIN PALOPO

Lampiran 1.2. Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Muhammdiyah Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V11/1
Aspek : Speaking
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi : 1. Mengungkapkan informasi sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar : 1.1 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menanyakan noun and verb.

Tujuan Pembelajaran : 1. Siswa dapat mengembangkan kosa kata, dari satu kata menjadi beberapa kata.

2. Siswa dapat membuat kalimat dari satu kosa kata menjadi beberapa kata

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran : 1. Siswa melakukan tanya jawab yang berkaitan dengan materi.

2. Siswa Mendengarkan pertanyaan-pertanyaan kosa kata, dan merespon pertanyaan.

3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi

Langkah-langkah Kegiatan Pembelajaran:

3. Kegiatan Pendahuluan

- d. Memberikan salam dan Do'a kemudian menanyakan keadaan anak-anak
- e. Mengajukan pertanyaan :
 - Good morning every body, and how are you today ?
 - Are you ready for lesson ?
- f. Menyampaikan tujuan, manfaat pelajaran, dan kegiatan.

4. Kegiatan Inti

- g. Guru Menjelaskan pengertian kosakata dan pengertian metode tanya jawab
- h. Guru memberikan contoh kosakata kepada siswa untuk dikembangkan melalui metode tanya jawab
- i. Guru memberikan tes soal kepada siswa
- j. Memberi waktu kepada siswa untuk membaca dan menghafal kosakata yang telah dikembangkan.
- k. Guru memberikan pertanyaan kepada siswa tentang materi yang telah diberikan.
- l. Siswa mendengarkan dan menjawab pertanyaan yang di berikan oleh guru secara lisan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus pada pembahasan).
- Guru menilai hasil kerja siswa dalam mengembangkan kosa kata.
- Guru meminta beberapa siswa mengulang kembali kosa kata yang telah diberikan.
- Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:


5. Buku teks Dasar-dasar Bahasa Inggris.
6. Buku dan pulpen
7. Alat peraga yang berkaitan dengan materi ajar
8. Buku-buku lain yang relevan

Penilaian:

- Tes tulis
- Tes lisan
- Tes Unjuk kerja

Insrument :

Kosakata	→	Restaurant	Bricklayer
		Kitchen	Chairman
		Garden	Cook
		Library	Woman
		House	Room



Pedoman penilaian :

3. Untuk tiap jawab benar skor 10

4. Jumlah skor maksimal 10 X 10 = 10

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

30 November2012

Peneliti

Guru Mapel Bahasa Inggris

NURHIDAYAH AHMAD

Muh.Iksan S.Pd.

NIM :

08.16.3.0074

NIP :

Mengetahui

Kepala Sekolah Smp Muahammadiyah Palopo



IAIN PALOPO

Lampiran 2.1 Hasil aktivitas belajar siswa siklus 1 pertemuan 1

NO	Code Data	Students activities indicator			
		a	b	c	d
1	001		✓		
2	002		✓		
3	003			✓	
4	004			✓	
5	005			✓	
6	006		✓		
7	007			✓	
8	008				✓
9	009			✓	
10	010				✓
11	011		✓		
12	012			✓	
13	013				✓
14	014		✓		
15	015		✓		
16	016			✓	
17	017			✓	
18	018			✓	
19	019	✓			
20	020		✓		
21	021			✓	
22	022		✓		
23	023	✓			
24	024	✓			
Total		3	8	10	3
Percentage (%)		12%	33%	41%	12%

Keterangan indikator aktivitas belajar siswa:

- A = Menyimak arahan guru tentang materi yang di jelaskan dalam proses belajar.
- B = Berpartisipasi dalam bertanya dalam proses belajar.
- C = Melakukan interaksi kooperatif (kerjasama) dalam proses belajar
- D = Kurang memperhatikan materi yang di jelaskan dalam proses belajar.

Lampiran.2.2 Hasil aktivitas belajar siswa siklus 2 pertemuan 1

NO	Code Data	Students activities indicator			
		a	b	c	d
1	001	✓			
2	002		✓		
3	003		✓		
4	004		✓		
5	005		✓		
6	006		✓		
7	007	✓			
8	008		✓		
9	009	✓			
10	010			✓	
11	011	✓			
12	012		✓		
13	013		✓		
14	014		✓		
15	015		✓		
16	016		✓		
17	017	✓			
18	018		✓		
19	019	✓			
20	020		✓		
21	021		✓		
22	022		✓		
23	023	✓			
24	024	✓			
Total		8	15	1	0
Percentage (%)		33%	62%	4%	0%

Keterangan indikator aktivitas belajar siswa:

- A = Menyimak arahan guru tentang materi yang di jelaskan dalam proses belajar.
- B = Berpartisipasi dalam bertanya dalam proses belajar.
- C = Melakukan interaksi kooperatif (kerjasama) dalam proses belajar
- D = Kurang memperhatikan materi yang di jelaskan dalam proses belajar.

Lampiran.2.3 Hasil aktivitas belajar siswa siklus 2 pertemuan 1

NO	Code Data	Students activities indicator			
		a	b	c	d
1	001	✓			
2	002	✓			
3	003		✓		
4	004	✓			
5	005		✓		
6	006		✓		
7	007	✓			
8	008		✓		
9	009	✓			
10	010			✓	
11	011	✓			
12	012		✓		
13	013		✓		
14	014		✓		
15	015		✓		
16	016		✓		
17	017	✓			
18	018		✓		
19	019	✓			
20	020		✓		
21	021		✓		
22	022		✓		
23	023	✓			
24	024	✓			
Total		10	13	1	0
Percentage (%)		54%	41%	4%	0%

Keterangan indikator aktivitas belajar siswa:

A = Menyimak arahan guru tentang materi yang di jelaskan dalam proses belajar.

B = Berpartisipasi dalam bertanya dalam proses belajar.

C = Melakukan interaksi kooperatif (kerjasama) dalam proses belajar

D = Kurang memperhatikan materi yang di jelaskan dalam proses belajar.

Lampiran 3.1. Hasil Observasi Aktivitas Mengajar Guru Siklus 1

NO	Aspek Yang Diamati	Pertemuan 1		Pertemuan 2			
		Kriteria		Kriteria			
		a	b	c	a	b	c
1	Guru menjelaskan tentang tujuan pembelajaran kosakata kepada siswa					✓	
2	Guru memberikan arahan kepada siswa terkait penggunaan metode Audiolingual sebagai media pembelajaran kosata		✓			✓	
3	Guru memberikan arahan kepada siswa dalam mengembangkan kosakata melalu metode audiolingual		✓			✓	
4	Guru mengamati perilaku siswa selama proses pembelajaran		.			✓	
5	Guru memberikan tes vocabulary kepada siswa untuk dikembangkan					✓	

Keterangan :

A = Baik

B = Cukup

C =Kurang



IAIN PALOPO

Palopo, 05 Januari 2013.

Observer,

Muh.Iksan

Lampiran 3.2. Hasil Observasi Aktivitas Mengajar Guru Siklus 1

NO	Aspek Yang Diamati	Pertemuan 1		Pertemuan 2			
		Kriteria		Kriteria			
		a	b	c	a	b	c
1	Guru menjelaskan tentang tujuan pembelajaran kosakata kepada siswa		✓			✓	
2	Guru memberikan arahan kepada siswa terkait penggunaan metode Audiolingual sebagai media pembelajaran kosata		✓			✓	
3	Guru memberikan arahan kepada siswa dalam mengembangkan kosakata melalu metode audiolingual		✓			✓	
4	Guru mengamati perilaku siswa selama proses pembelajaran		✓			✓	
5	Guru memberikan tes vocabulary kepada siswa untuk dikembangkan						

Keterangan :

A = Baik

B = Cukup

C =Kurang



IAIN PALOPO

Palopo, 05 Januari 2013

Observer

Muh.Iksan

Lampiran. 4

Pedoman Wawancara Penelitian dengan siswa

Hari/tanggal :Kamis, 31November 2012

Nama Wawancara : Hardianto,Muh.Zul,Andriani,Irwan,Amrullah,Nirwati

Hasil wawancara peneliti (P) dan siswa (S)

P : Apakah anda senang belajar bahasa inggris dengan menggunakan metode Tanya jawab untuk menghapal kosa kata ?

S : Iya

P : Apa yang anda senangi dari balajar kosa kata dengan menggunakan metode Tanya jawab

S : Mudah dan cepat dipahami

P : Apakah menggukan metode Tanya jawab memudahkan anda dalam menghapal kosakata ?

S : Iya

P : Apakah anda ingin menggunakan metode Tanya jawab sebagai metode untuk menghapal kosa kata ?

S :Iya

P : Apakah ada peningkatan kosakata setelah Anda belajar dengan menggunakan metode Tanya jawab?

S : Iya, ada peningkatan dalam menggunakan metode ini,

CURRICULUM VITAE

A. Identity



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Fathers' Name :Ahmad

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B. Educational Background

1. Elementary School : SDN 11 Dangerakko At 1996-2002
2. Junior High School : SMP Muhammadiyah Palopo 2002-2005
3. Senior High School : SMA Cokroaminoto Palopo 2005-2008
4. English Department Of The State Collage For Islamic Studies (STAIN)
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