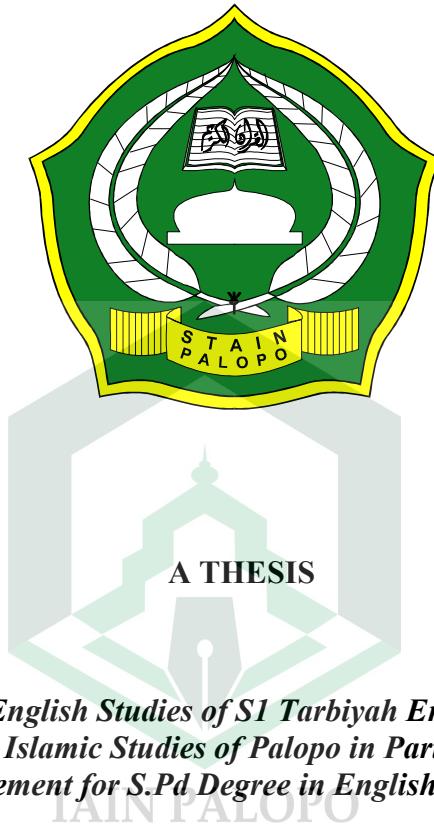


**IMPROVING STUDENTS' VOCABULARY THROUGH STUDY GROUP OF  
THE TENTH YEAR STUDENTS AT SMK 2 PALOPO**



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

*TAI N PALOPO*

**BY**

**SERLI BANNERINGGI**

**NIM 08.16.3.0035**

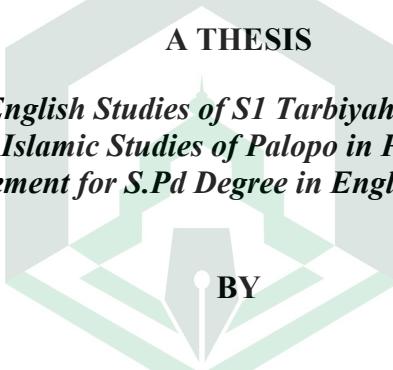
**ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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THE TENTH YEAR STUDENTS AT SMK 2 PALOPO**



**A THESIS**

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



**Under Supervision:**

- 1. Dr. Masruddin Asmid, SS., M. Hum**
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**ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

## **ACKNOWLEDGEMENT**

**-بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ۖ**

Alhamdulillah Rabbil Alamin. It is the researcher's biggest obligation is to express her endless praise to Allah swt, the Almighty who has been giving her bless and guidance so that she can compose this thesis completely. Shalawat And salam are always conveyed to Muhammad saw.

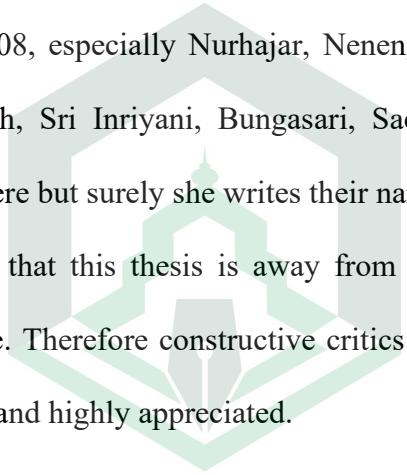
She does realize the weakness and limited capability of her that she could hardly write this thesis without assistance and guidance from the numbers of amazing people. So herewith, I would like to express my deepest gratitude to these people.

Firstly, her biggest respect goes to Prof. Dr. H. Nihaya M. M.Hum the head of Islamic state college (STAIN) Palopo. Drs. Hasri, M.A the head of education department. Dr. Masruddin Asmid. S.S., M. Hum as a head of English studied program and as well as her first consultant and especially her respectful to second consultant Syamsudarni S.Pd.I., M.Pd, both of whom I feel indebted for their correction, suggestion and guidance which make everything possible. The researcher's deepest appreciation goes to the all her respectful lecturers Dr. Dahlan, S.S., M.Hum., Wisran SS. M. Pd. Dra Sahraeni, M.Hum. Dr. Jumharia Djamereng, M.Hum., Amir Faqihuddin, S. Ag., Jufriadi, S.S.,M. Hum. Amalia Yahya S.E., M.Hum. and many others lecturers who have given unplayable dedication and valuable knowledge.

Secondly, her deepest love along with her gratitude goes to both of her parents Julius Bamba BR and Hamriana without their support and prayer the researcher would not be like what she is now. She also would like to thank to her brother Jembris Bannerenggi, researcher's sister Nurtasya Bannerenggi, her aunt Ribkah Bannerenggi, her cousin Rifmah Asman and also the number of families who have given her supports, love, pray and sacrifices.

She also would like to say thank you to all students of English department academic year 2007/2008, especially Nurhajar, Neneng Suryani, Ifhunk, Mursalim, Amran, Nurlia, Marwah, Sri Inriyani, Bungasari, Saenab and many others name whose are not written here but surely she writes their names in her heart.

She does admit that this thesis is away from perfection and there are still many things to improve. Therefore constructive critics and suggestion on this thesis are still being expected and highly appreciated.



IAIN PALOPO

Palopo, May 2013

The Researcher

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## **ABSTRACT**

Serli Banneringgi, 2013. *Improving Students' Vocabulary trough Study Group at the tenth year students of SMK 2 Palopo. Under Supervisor: (1) Dr. Masruddin S.S., M. Hum (2)Syamsudarni S. Pd.I., M.Pd.*

Key Words

: *Improving, Students' Vocabulary, Study Group.*

The thesis described the improvement of the students' vocabulary through study Group. The research was held at the tenth year students of SMK 2 Palopo . Study Group applied in four meeting, one meeting for pretest, two meetings for treatment and one meeting for posttest. The problem statements of this research were to what extent the use of study group improves the students' vocabulary mastery to the tenth year students of SMK 2 Palopo and how is student's response towards the use of study group at the tenth year students of SMK 2 Palopo. The primary objective of this research was to find out whether study group can improve the vocabulary of the tenth year students of SMK 2 Palopo.

This research was pra-experimental research. The research applied one group pretest and posttest design. This research used total sampling where the researcher took all of them as a sample, the number of sample were 25 students as an ideal in teaching learning process. This research was conducted at the fourth year students of SMK 2 Palopo in academic year 2012-2013 which consist of 25 students.

The result of data analysis and the findings in the application of the research indicated that there was significant improvement of the students' vocabulary after studying through study Group. In pretest, the mean score was 4.55 and in posttest the mean score was 9.75. The score of the t-table  $0,05 = 2,06$  and t-test  $0,01 = 2,80$ , so the score of "t-test" was bigger than the score of the "t-table" as follows :  $2,06 < 11,59$ . It means that study group can improve students' vocabulary and students' response of study group was positive.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

English has an important role in various spheres of life of the world community, both in the exchange of knowledge between countries, business and trade, global communication and many others. Generally, there were four skills in English namely writing, speaking, reading, and listening. All of the parts in English have some important roles, according to their functions. But the most important one of them is mastering vocabulary because without vocabulary, we can not even say anything, write anything, understand what we hear or read in English.

It is possible thought this is easy, but it still has to learn so that it can understand and use it in the right place. We have learned vocabulary since the beginning in learning English, and of course it must be learnt more. Mastering vocabulary is a must so that English language can be used whether in sentences or conversation. The vocabulary that mastered reflects the ability in using English.

David Wilkins, quoted by Thornbury, concluded on the importance of learning vocabulary by saying, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."<sup>1</sup> He explained that without (knowing) grammar, very little that we can express. But without knowing the vocabulary, there

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<sup>1</sup> <http://www.englishindo.com/2011/05/pentingnya-mempelajari-vocabulary.html>. Accessed on January 26<sup>th</sup> 2012

is nothing we can express. It is true what is expressed by Wilkins. Although we have good grammar skills, but the capability will be in vain if we do not have enough vocabulary mastery.

If only we did not know or understand the vocabulary, certainly a lot of which we have not been able to understand in the field of language studies. Just look at what is revealed by McCharty and O'Dell the following:

You already know Hundreds of language words, but to speak and write in normal Situations you need at least 1 to 2.000 words. [Maybe] you already know of hundreds of English words, but to speak and write in a reasonable condition you need at least a thousand until two thousand words.<sup>2</sup>

Recognizing the importance of English language for students, especially at the level of the middle class strongly emphasized, especially high school students were expected to master the English language that the student be optimum for the generations who were ready to take an active role in world competition. Teaching subjects include English understanding vocabulary in addition to other components. Vocabulary is the set of known words and their meaning can be used by someone in a language. Vocabulary is defined as the set of all words that were understood by the person or all of the words likely to be used by that person to make new sentences. The amount of vocabulary that students have an overview of intelligence or education level.

Group is the first term we must consider. groups have been defined by various writers with reference to members' perception, goals, structure, independence and

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<sup>2</sup> <http://www.englishindo.com/2011/05/pentingnya-mempelajari-vocabulary.html>. Accessed on January 26<sup>th</sup> 2012

interaction among members.

A group is defined as (three) or more persons who were interacting with one another in such a manner that each person influences and is influenced by each other person.<sup>3</sup>

This definition emphasizes interaction and mutual influence. Interaction implies communication, the exchange of signals between or among persons who belong to the group, and that at least some of signals were perceived and responded to in such a way that each group member makes some difference in how each other member act in the future. By this definition, person collected in one place would not constitute a group unless and until there was reciprocal awareness and influence.

A study group is a small group of people who regularly meet to discuss shared fields of study.<sup>4</sup> These groups can be found in high school and college settings and within companies.

The tenth year students of SMK 2 Palopo based on the researcher's observation when doing practical field experience, have difficulties in learning English, especially in vocabulary. They only have little vocabulary in their mind so they can not speak even write. So the researcher tries to make some investigation by using different method to solve the problem of vocabulary especially in senior high school by the title of "Improving Students' Vocabulary trough study group at the tenth year

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<sup>3</sup> John K. Brilhart, *Effective Group Discussion fifth Edition*. Brown Company Publishers, The United State of America:1986. P. 8

<sup>4</sup> Wikipedia, the free encyclopedia. *Study group*. Accessed on march, 9<sup>th</sup> 2013.

students of SMK 2 Palopo.

### ***B. Problem Statement***

Based on the explanation in the background above, the researcher states problem statement as follows:

1. To what extent does the use of study group improve the students' vocabulary mastery to the tenth year students of SMK 2 Palopo?
2. How is student's response towards the use of study group at the tenth year students of SMK 2 Palopo?

### ***C. Objective of the Research***

Relevant to the research question set above, the researcher states that specific objective of the research is:

1. To find out whether study group can improve the vocabulary mastery parts of motorcycle of the tenth year students of SMK 2 Palopo.
2. To find out the students' towards the use response of study group at the tenth year students of SMK 2 Palopo .

### ***D. Significance of the Research***

The significance of the research is expected to be useful information for:

1. Teachers encouraging some appropriate way to create a good atmosphere in learning and teaching process.p
2. Contributing students to find out the effective ways in improving their ability in mastering vocabulary.

3. To encourage the other researchers to conduct research which can improve students' English skill especially in vocabulary.

#### ***E. Scope of the Research***

The scope of the research was restricted to the study group that related to the students' vocabulary achievement in vocabulary about noun, the parts of motorcycle at the tenth year students of SMK 2 Palopo. It was based on the curriculum at SMK 2 Palopo especially in technical machine class.

#### ***F. Definition of Term***

To get general understanding about the title the researcher will give explanation, as follows:

-Vocabulary is a list or collection of words arranged in an alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.<sup>5</sup>

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- Study group is a small group of people who regularly meet to discuss shared field of study.<sup>6</sup>

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<sup>5</sup> Brainy Quote, *Definition of Vocabulary*, Online. File: //f:/Vocabulary.htm. Accessed on June 10<sup>th</sup>, 2011.

<sup>6</sup> Wikipedia, the free encyclopedia. *Study Group*. Accessed on march, 9<sup>th</sup> 2013

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous Research***

In writing this thesis, the researcher finds some researches related which make the researcher eager to the research.

1. Khaeruddin in his thesis, “Improving students’ speaking skill through group investigation at second year of English department of STAIN Palopo 2010/2011 academic year” suggests that to make ideal classroom in learning processs, especially in language teaching the lecture should minimize students numbers in class because based on theoretical of idea class in teaching language only 24 students. That is why the researcher tries to make the same method of group through study group”.<sup>1</sup>

2. Astiana Silama, in her thesis “Improving Students’ Vocabulary in Translating Reading Text at the Eight Year Student of SMPN 8 Palopo” suggests to the teacher to give more attention about vocabulary and should use or apply various technique, media and method in teaching English to student, especially vocabulary in order that the students do not get bored and feel monotone in learning.<sup>2</sup> The researcher hopes

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<sup>1</sup> Khaeruddin in, “*Improving students’ speaking skill through group investigation at second year of English department of STAIN Palopo 2010/2011 academic year*”. (Palopo: STAIN Palopo 2010) P. 58

<sup>2</sup> Astiana Silama, “*Improving Students’ Vocabulary in Translating Reading Text at the Eight Year Student of SMPN 8 Palopo*”, (Palopo: STAIN Palopo 2009). P. 59.

that study group not make the students be bored, so he use it to improve students' vocabulary.

3. Nur Saqinah Galugu," Improving students' speaking skill through communicative group technique of the third semester students of English department of STAIN Palopo" found that this technique could give significant development toward the students' speaking ability in English. It meant that communicative technique could develop speaking skill at the third year students of STAIN Palopo.<sup>3</sup>

4. Gary Kroehnert in his book "Basic Training for Trainers" states that there are five types of group, they are group discussions, conference, seminars, workshops and clinics. Study group is the type of group discussions because group discussions are normally groups of five to twenty people with common interest in the subject area. A group discussion must be under the control of a trained facilitator or group leader. This group leader remains impartial in discussion, but ensures that the group stays on the topic and that all participants do in fact have equal input. in this research, each group has a leader who leads the discussion within learning and teaching process and the researcher as the facilitator.<sup>4</sup>

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<sup>3</sup> Nur Saqinah Galugu, "Improving students' speaking skill through communicative group technique of the third semester students of English department of STAIN Palopo". (Palopo: STAIN Palopo 2011), p. 57.

<sup>4</sup> Gary Kroehnert, *Basic Training for Trainers*, (Australia:McGraw- Hill Book Company, 1995). P. 76.

In this research, the researcher tried to do group technique too, Study Group. It aimed to make improvement in students' vocabulary, different from the research above through study group.

### ***B. The Concept of vocabulary***

Vocabulary has been recognized as one of the most important matters in learning language. The mastery of a language appears impossible without the vocabulary reinforcement. Here with the discussions related to vocabulary covering the definition of vocabulary, types of vocabulary, the importance of vocabularies and how to learn vocabulary.

#### **1. Definition of Vocabulary**

There were some definitions which endeavor to describe the meaning vocabulary. The researchers order to make try to define vocabulary in different ways. They do this in clear the position of vocabulary in language.

Vocabulary is essential component of all uses of language, because it would impossible to learning a language without vocabulary of words.<sup>5</sup>

Jeremy Harmer states that Vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge

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<sup>5</sup> Michael H. Long and Jack C. Richard, *Methodology in TESOL: A Book of Reading* (New York: Harper & Row publisher inc, 1967), p.305.

about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning itself.<sup>6</sup>

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

Vocabulary is a list or collection of words arranged in an alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.<sup>7</sup>

Vocabulary as the content and function words of a language which were learned thoroughly that they became a part of a child's understanding, speaking, reading and writing vocabulary. The words having meaning when heard or seen even though not produced by individual itself.<sup>8</sup>

## 2. Types of Vocabulary

In general, the vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand,

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New Edition), (New York: Longman Publishing, 1992), p.154.

<sup>7</sup> Brainy Quote, *Definition of Vocabulary*, On line. File: //f/Vocabulary.htm. Accessed on November 10<sup>th</sup>, 2008.

<sup>8</sup> C.V. Good. *Dictionary of Education* (New York; Mc. Graw Hill Book Company, 1959, p.642.

plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In detail the vocabulary were divide into four types of vocabulary, those were:

- a. Active speaking Vocabulary is words that the speakers were able to use in speaking.
- b. Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- d. Active writing vocabulary, words that a researcher is able to use in writing.<sup>9</sup>

Harmer also divides vocabulary into two types, those were:

- a. Passive vocabulary refers to words, which the student recognize when they meet them but they probably not be able to produce.
- b. Active vocabulary refers to words that students have learned. They were expected to be able use by the students.<sup>10</sup>

### 1) Function words

By ‘Function words’ we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is

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<sup>9</sup> Kenji Kitao and S. Kathlen Kitao, *Testing Vocabulary*. Online: <http://www.mifi.gof/partnershipforreading/publishings/readingfirstvocab.html>.2000. Accessed on September 10<sup>th</sup> 2008.

<sup>10</sup> Jeremy harmer, the *Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992),, p.159.

not only to express meaning but to relate other words to each other. These were the words you must know in order to speak or understand English with any fluency at all. Not only were they among the most frequent in the language, but they were also indispensable in forming sentences. Among the function words were articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words were those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples were: is, at, to, which, for, by, he etc. since these were the words that occur most frequently the language, they were sure to be mastered in any good elementary language course.

## 2) Content Words

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We might call the rest of the words in English “content words”. These words name and describe the infinitive number of things, persons, events, and processes that speakers of English want to talk about some of them (water, man, eat, drink, house).

Content words can be divided into three general classes:

- a) Word naming things, idea, entities
- b) Word naming actions
- c) Word use to describe the qualities of those things or actions.

These divisions correspond closely to the traditional part of speech as follows:

- a) Nouns
- b) Verbs
- c) Adjectives
- d) Adverbs

### 3. The importance of vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you be able to understand what you hear and read; and the better you be able to say what you want to when speaking or writing.

### 4. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your dictionary when you were translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here were some suggestions:

- a. learn the words that were important to the subjects you were studying
- b. learn the words that you read or hear again and again
- c. learn the words that you know you often want to use yourself
- d. do not learn words that were or not useful (your teacher can help you with this)

Once you have chosen which words to learn, you next have to decide how you were going to learn them. Here were a few ideas:

- a. write the words in a notebook (with their translations or definitions)

- b. write the words and definitions on small cards
- c. say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- d. put the words into different groups (you could use a graphic organizer)
- e. write them in a file for use with a computer program
- f. make associations (in pictures or with other words)
- g. ask someone to test you
- h. Use the words in your own speaking or writing.

### C. *English for Specific Purpose*

#### 1. ESP Characteristics

ESP courses can be characterized by some features, but in practice it is common to find courses which the organizers wish to think of as ESP courses but which do not seem to fit the agreeable criteria. Therefore, it is essential that the subject be addressed clearly based on the common ground and similar perception and understanding among ESP practitioners- teachers, course designers/material researchers, and organizers. Strevents claims that ESP needs to be distinguish from absolute and two variable characteristics.

##### a. Absolute Characteristics

ESP consists of English language teaching which is;

- 1) Designed to meet specific needs of the learner,
- 2) Related in content to particular discipline, occupation and activities,

3) Centered on language appropriate to those activities in syntax, lexis, discourse, semantics, and analysis of this discourse.

b. Variable Characteristics

ESP may be, but not necessarily,

- 1) Restricted as to the language skill to be learned. E.g. reading only
- 2) Not taught according to any pre-ordained methodology.

The claims for ESP are;

1. Being focused on the learner's needs- waste no time
2. Is relevant to the learner
3. Is successful in imparting learning is more cost effective than general English.

Similarly, Robinson formulates ESP characteristics in the following:

a. ESP course is normally goal directed

This means that the students study English not because they are interested in the English language, but because they need English for study or work purpose.

b. ESP course is based on a need analysis

This means that ESP course aims to specify as closely as possible what exactly it is that the students have to do through the medium of English.

c. The students of an ESP courses are likely to be adults rather than children

More frequently, the students of ESP courses are in post secondary education, tertiary education or are experienced number of work force. However, in some countries like Indonesia, ESP courses are taught in vocational school (SMK) at secondary level such as English for business at SMEA and English for Technology at

STM.

- d. ESP course may be written about as though they consist of identical students

The learners in ESP class are involved in the same kind of work or specialis studies. Of course in some cases, a class may be compose of all employees of a company who share knowledge of the company or overall objectives.<sup>11</sup>

## 2. Subcategories of ESP

In general, ESP can be subcategorized into two main types: EOP (English for Occupational Purposes), and EAP (English for Academic Purposes). EOP involves mostly work-related needs and training while EAP involves academic and study needs. Cutting between those is EST (English for Science and Technology) which can refer to both work and study related needs.

English for Vocational purpose (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto mechanics. EVP classes are frequently held right at vocational training schools, and are sometimes even taught simultaneously with vocational courses, through collaboration between English and vocational instructors.<sup>12</sup>

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<sup>11</sup> Muhammad Basri Wello, Hafsa Amin, *an Introduction to ESP*, (Ujung Pandang: C.V. Sunu Baraya. 1999 ). P. 6.

<sup>12</sup> Muhammad Basri Wello, Hafsa Amin, *an Introduction to ESP*, (Ujung Pandang: C.V. Sunu Baraya. 1999 ). P. 7.

#### **D. The Concept of Media**

Media is most often integrated into English language art and communication class discussion and answer guide you in that effort. If you were new to media literacy take out introductory four for teacher then recent hear for more information (from internet).

##### 1. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.<sup>13</sup> NEA (National Education Association) stated that media is the matter of manipulated which sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program.

AECT (Association for Education and Communication Technology) define media is all the from of utilized to process of information channeling.<sup>14</sup> Definition of media as the component of learning source that can stimulate student in learning.<sup>15</sup> Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.<sup>16</sup>

##### 2. The function of media

The functions of media were:

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<sup>13</sup> Rohani Ahmad, *Media Instructional Education*, (Jakarta : PT. Rineka Cipta, 1997), p. 3.

<sup>14</sup> Rohani Ahmad, *Media Instructional Education*, (Jakarta : PT. Rineka Cipta, 1997)., p. 2.

<sup>15</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT. RajaGrafindo, 2004), p. 4.

<sup>16</sup> Danin Sudarman, *Media Komunikasi Pendidikan*, (Jakarta : Bumi Aksara, 1995), p. 7.

- a. Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling, graph, etc.
- b. Media can increase new desire and interest.
- c. Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening to audio program can increase certain stimulation to the desire of learning.
- d. Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly give concrete about the meaning of believe culture, etc.<sup>17</sup>

### 3. Kinds of media

There were four kinds of media, namely:

- a. Visual, visual aids were things just can be seen, for example, films, strip, transpwerencies, micro projection, blackboard, and movie.
- b. Audio visual, audio visual aid can be listening and sight, example, film and TV.
- c. Dramatis. For example role plays socio drama, and so on.
- d. Audio, audio aid just can be listened, for example: photograph, record, transparent electronic, radio, etc.<sup>18</sup>

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<sup>17</sup> H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1<sup>st</sup> Print ; Jakarta : Ciputat Pres, 2002), p. 29.

<sup>18</sup> H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1<sup>st</sup> Print ; Jakarta : Ciputat Pres, 2002) p. 15.

## **E. The Concept of Study Group**

### 1. The Concept of Study Group

A study group is a small group of people who regularly meet to discuss shared fields of study.<sup>19</sup> These groups can be found in high school and college settings and within companies. Professional advancement organizations also may encourage study group.

Each group is unique and draws on the background and abilities of its member to determine the material that be covered. Often, a leader who is not actively studying the material direct group activities. Some colleges actively set up study group program for students to sign up.

Typically college level academic groups include 5-20 students and an administrator or tutor drawn from the graduate program or an upperclassman. Professional groups are often smaller.<sup>20</sup>

Study group is a group of people who meet to prepare for discussion of subject and later report their findings or recommendation.<sup>21</sup> Study group have been set up to examine the database available for discussion-making.<sup>22</sup>

Study group is a group of people joining in the study of a particular topic and

<sup>19</sup> Wikipedia, the free encyclopedia. *Study Group*. Accessed on march, 9<sup>th</sup> 2013.

<sup>20</sup> Wikipedia, the free encyclopedia. *Study Group*. Accessed on march, 9<sup>th</sup> 2013.

<sup>21</sup> Dictionary. *Study Group*. Online: Reference.com/browse/study+group. Accessed on april 3<sup>rd</sup>, 2013.

<sup>22</sup> Oxford dictionaries. *English Study Group*. Online: Oxford dictionaries.com Accessed on april 3<sup>rd</sup>, 2013.

issue. Meeting at scheduled interval to discuss individual observations, reading, and research.<sup>23</sup>

Small groups constitute the basic fabric social life in the last part of the twentieth century. We do not exist as human alone, but as members of families, work groups, clubs, and circle of friends. We dramatize the life of lonely pioneers and mountain men, but this is the age of communication- no one really lives or works alone today. Most of us spend a major portion of each day involved as members of various small groups. We hear a lot about large organizations, both corporate and public, but an examination of any large organization reveals many interdependent small work groups, task forces, committees and boards.<sup>24</sup>

Based on the definitions above, it can be conclude that one of the most productive ways to study is in a group with other reliable classmates. Studies have shown that when serious students form a small group to study and then prepare and present the material together, they tend to improve their performance over time. It is really suitable with the students of SMK 2 Palopo, who are in transition age, so that it can help them to find their destination.

A study group is a committed and cooperative group of students who share the same goal: to learn material in the most effective and efficient way. If there is a new method of acquiring knowledge that would like to try, a study group may be the

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<sup>23</sup> Merriem Webster. *Study Group*. On line: [www.merriem-webster.com](http://www.merriem-webster.com). Accessed on april 3<sup>rd</sup>, 2013.

<sup>24</sup> John K Brilhart , *Effective Group Discussion Fifth Edition*. Brown Company Publishers, The United State of America:1986.p. 5

perfect answer. Working with other students who have different strength, perspectives and learning approach can bring new clarity to your assignments and help you retain information. Fruitful discussion is often the difference between memorizing and truly understanding important information.<sup>25</sup>

## 2. How to form a study group.

There are basically two methods for working in a study group. One way is for everyone to prepare for the assignment and then go over the material together and quiz each other, making sure that the correct information and answer are shared with the group. Another way to work in a study group is called the jigsaw method. Research has shown that one of the best ways to learn is to teach. This means that if you are responsible for presenting a portion of the material to others in the group, there is a much greater likelihood that you will learn the material on a deeper level.

At your first meeting, emphasize that the group exists to study and to accomplish clear goals to understanding the coursework in time for assignments, exams, and deadlines. Remind every one that members who slack off can not continue to be included if they do not keep up their end of bargain. Be clear and set boundaries so there is no confusion if the going get rough.

Allow a 10 or 15 minute period at the beginning of each study session to socialize and check in with each other. But always keep the goal on mind and get to work. If it has long session, plan a short break about halfway through to allow people

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<sup>25</sup> Success Toolkit. *How to Form A Study Group*. Online: <http://www.hsf.net/uprogramme-toolkit>. Accessed on april 3<sup>rd</sup>, 2013.

to stretch or eat a snack. Let people know that it is a 10 or 15 minute break and the group will get back to business when the time is up. Structure will help to lead the long term success of the study group and will be a key motivator for everyone.

### 3. Study group success factors.

There are some success factors in study group

- a. Members of study group must attend all class and sections meeting.
- b. Choose a regular and recurring meeting time to limit confusion and disappointment.
- c. Have clearly stated goals for each study session and be sure to allot enough time for each level of learning process.
- d. If no one wants to lead a group, rotate the leadership and keep the responsible balanced.
- e. Stay focused and on task. Everyone's time is precious. Nothing is worse than allotting study time and then not getting any studying done.
- f. Stay in close communication with each other if something comes up.
- g. Always remain each other of expectation and assignment so there are no disappointment and setbacks.
- h. Be accountable to one another at all times. Encourage each other and remind everyone how important it is to be prepared for each study session.
- i. Establish ground rules for staying focused and getting the work done at the very beginning of your study group formation.
- j. Do not continue to include people who do not meet the expectation of the group.

- k. Make sure everyone understands the material before moving on.
- l. Be sure to consult with your professor or you TA if there are questions that come up during a study session. Report back to the group so everyone is clear about the correct answers.
- m. It can also be very effective to have more than one study group get together to help each other study before a mid-term or a final exam.<sup>26</sup>

#### 4. Types of group

##### a. Group discussions

Group discussions were normally groups of five to twenty people with common interest in the subject area. It is conversational style of discussion where all of the individual members have equal rights access on the subject. A group discussion must be under the control of trained facilitator or group leader. This group leader remains impartial in discussion, but ensures that the group stays on the topic and that all participants do in fact have equal input.

##### b. Conference

Conferences were usually larger groups. The member may vary from five to one hundred or more. The participants normally represent different departments or organization, but all have common interest or background. The activity of a conference is usually to look at problems within specified subject area and endeavor to arrive at solutions to them by the end of the conference time. Some conferences

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<sup>26</sup> Success Toolkit. *How to Form A Study Group*. Online: <http://www.hsf.net/uprogramme-toolkit>. Accessed on april 3<sup>rd</sup>, 2013.

were simply venues for participants to exchange ideas or information, or to find out about new technology in the industry that they represent.

c. Seminars

Seminars were group of any sizes, from five to five hundred , and they were conducted for a group of people who have a common need. Seminars were normally led by an expert in the topic area. In this form of group method, a problem May be defined and then given to the participants to rectify, under the supervision of the seminar leader. The seminar leader may also present relevant research findings so that the participants can discover the correct solutions based on those findings. Seminars usually follow more of a lecture format.

d. Workshops

Workshops may be group of any size, but again the group would have a common interest or a common background. A workshop is generally conducted so that the participants can improve their ability or understanding by combining study and discussion. Workshops tend to be user-driven; that is, the participants may influence the direction of the program from its very beginning.

e. Clinics

Clinics were meetings where a small group of people with common interests examine a real-life problem. The group members diagnose and analyze the problem and then offer solutions. Clinics may be used to establish procedures, as they were based on real-life situations and the participants generally offer working solution

based on their past experiences.<sup>27</sup>

### 5. Types of Small Group

Discussions among members of small groups were held for many purposes. The student of small group communication and discussion needs a simplified scheme for classifying both small groups and the discussions in which they engage. A set of classification scheme presented in this section of the book is based on the purpose or major objective of the group. It has been useful to many students of the arts of discussing. You need a verbal definition and mental image of the characteristics of each major type of discussion group so that you can communicate efficiently about groups with your instructor and fellow students of small groups.

#### a. Primary Group

These were groups of people who were together to satisfy human need for inclusion (affiliation) and affection rather than to accomplish some specific task. All primary groups were long term. Examples include a nuclear family, roommates and several friends who meet daily around a table in the students center, four women who eat lunch and often attend movie together, co-workers who regularly share their coffee breaks, and white-collar workers who regularly drop into each other's offices for a chat.

#### b. Secondary Groups

“Primary” and “secondary” were not totally distinct; rather, they represent poles

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<sup>27</sup> Gary Kroehnert, *Basic Training for Trainers*, ( New York: McGRAW- HILL BOOK Company 1995), p. 75.

of a continuum of purposes, ranging from almost totally to almost totally secondary (task oriented). The purest secondary group would be organized to produce some change on the environment without having any impact on members' needs for belonging or affecting them as persons, whereas a purely primary group would exist solely for the socializing of its members. All group initiated to accomplish some tasks were thus more secondary than primary, though many task groups do help members achieve primary human needs for socialization and affiliation.

#### c. Therapy and encounter Groups

All therapy and encounter groups were called collectively “personal growth” groups. They were composed of persons who have come together to develop personal insight, overcome personally problems, and grow as individuals from the feedback and support of others- to engage in personal learning and growth.

#### d. Study or learning groups

These groups were similar to encounter and therapy groups to the extent that they were formed as a medium for the learning and growth of the participants. If you were reading this writing, for a course concerned with small groups discussion, your class may be organized into several learning groups. Such group, rather than seeking growth in the personality as the primary end (although that may be one objective), primarily meet to understand the subject more thoroughly by pulling their knowledge, perceptions and belief. While they were exchanging information the participants also gain practice in speaking, listening, critical thinking, and other communication skills.

#### e. Problem-solving groups

Problem solving is widely in their composition and functioning, but all of them were formed to help alleviate some unsatisfactory condition (problem). A problem solving group may go through a complex procedure that begins with exploring the problem and end with some definitive physical action, or it may be limited to choosing among alternatives or giving advice to someone with authority to decide and take action.<sup>28</sup>

### 6. Some Aspects of Managing Group Work

Honeyfield considers two important aspects of managing group work. The first of these relates to the optimum size of group. The second is concerned with groping criteria other than size. He reviews several recent investigation of group work in the language classroom and draws the following conclusions (some of these were self-evident, others were less so):

- a. There is no conclusive evidence from research which can tell us how big small groups should be in the language classroom, or what other criteria we should follow in allocating students to group.
- b. It seems likely that the smaller groups were, the more “talking time” there is for each participant.

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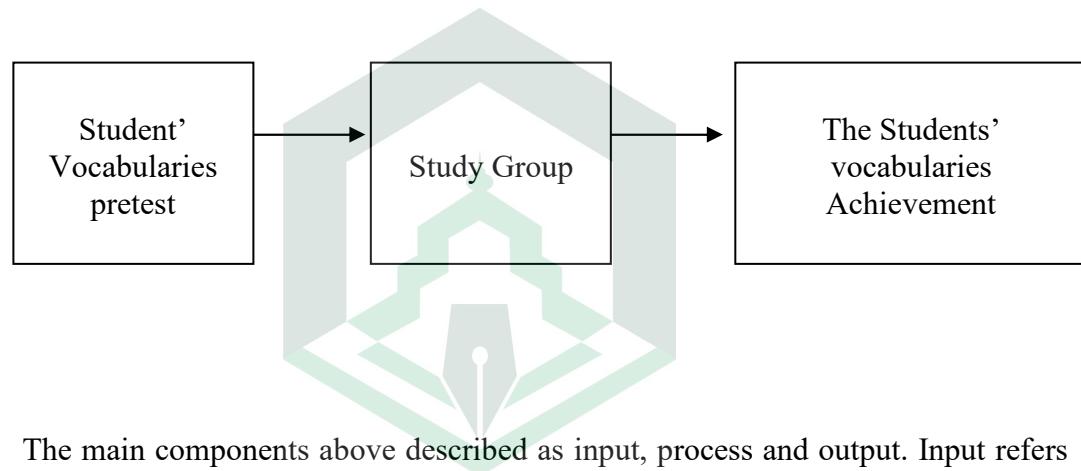
<sup>28</sup> John K Brilhart , *Effective Group Discussion fifth Edition*. Brown Company Publishers, The United State of America: 1986.p. 1-13.

- c. Some theories of second language learning seem compatible with the idea that quantity of talk (which can be thought of as “input” or “output”) is important for learning. This argument could be used to favor smaller groups, especially pairs.
- d. On the other hand, having say four learners in a group may make group tasks more complex (e.g. because of more opinions being expressed), and therefore more interesting. In any case, varying the size of groups from time to time could in itself help make lesson less monotonous.
- e. There are some evidences from general education and social science research that groups beyond six members in size change their characters. Some of the changes may not be helpful for learning.
- f. The ideas set out in (2)-(5) above suggest the size of small groups in the language classroom should normally range between two and six members.
- g. It seems likely that many types of groups’ tasks can be adapted of group of varying sizes. Some “real world” tasks that may be needed in ESP courses were exceptions to this, with group size depending on participation patterns in real life.
- h. Language teaching methodologist (at least those working in the “communicative” tradition) currently favor mixed proficiency level grouping but suggest that this can generally be arrived at by allocating students to groups on a random basis.
- i. There is a limited amount of research evidence that lends some supports to mixed proficiency level groupings.

j. Some reason can be given to support the allocation of students to groups on the basis of other differences (e.g., mother tongue, ethnic origin), but this too can probably be achieved by random grouping.<sup>29</sup>

#### **F. The Conceptual Framework**

The focus in this research is can study group improve the tenth year students of SMK 2 Palopo The research is described in the following diagram:



The main components above described as input, process and output. Input refers to Students' vocabulary before the researcher conducted treatment in the class. To know the students' vocabulary at first, the researcher gave pre-test to the students. The pre-test was used to measure the students' previous vocabulary before the treatment. Then, as process, the researcher gave treatment to the students through study group. Here the researcher did it in two meetings by giving the students understanding about study group and then through study group they learnt about parts of motorcycle. 1<sup>st</sup> treatment steps are the students were divided in to five groups.

<sup>29</sup> David Nunan, Clarice Lamb, *The Self-Directed Teacher Managing the Learning Process*. Cambridge University Press. United State of America:1996. P, 145

Each group was consist of five students. Every group was given a parts of motorcycle paper. Then each group asked to find out the meaning of every parts of motorcycle in the paper. The students may look at the meaning in dictionary or Google translation. The students were back to their groups and discuss their answer that they find in the group. After finding all the vocabularies, the representative of each group come forward to present their answer and the other groups correct their answer. The other groups correct meaning and write down the correct answer.

The second treatment steps are the students for each group was asked by the other group about their material and be scored by the researcher. If the group could not answer the question, they were punished by minus their score. After that, the teacher tested the students' concentration and parts of motorcycle memorizing vocabulary by asking them orally the English or the Indonesian of the parts of motorcycle. Then the students that pointed to answer and was given appreciation if they can answer it.

Output was the students' vocabularies achievement. And to measure the students' vocabulary after being given treatment trough study group, the researcher gave post-test to the students. The post-test was used to analyze the students' achievement of vocabulary after giving treatment.

### ***G. Hypothesis***

Null Hypothesis (Ho): study group can improve the tenth year students of SMK 2 Palopo vocabulary.

Alternative Hypothesis (Ha): study group can not improve the tenth year students of SMK 2 Palopo vocabulary.



## CHAPTER III

### RESEARCH METHOD

#### ***A. Method of Research***

The research that applied in this research was quantitative research, in this case experimental research method. Experimental research is research situation which has at least one independent variable called variable experimental that manipulated on purpose by researcher.<sup>1</sup> It aims to find out whether study group can improve the tenth year students of SMK 2 Palopo vocabulary or not.

#### ***B. Research Approach***

This research applied quantitative approach. Quantitative approach is a research approach primarily use post positivist paradigm in developing knowledge (such as causal theory, variable reduction, hypothesis, and specific question, apply measurement and observation and hypothesis testing) and use research strategy like experiment and survey which need statistic data. Meanwhile, qualitative approach is one of primarily approach which use knowledge paradigm based on constructivist view or advocacy view/ participatory, or both of them.<sup>2</sup> The design of this research was pra-experimental, in this case one group pretest- posttest design. It aimed to find

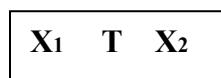
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<sup>1</sup> Emzir, *Metodologi Penelitian Pendidikan*, (Jakarta: Pt. Grafindo Persada. 2007), p. 63

<sup>2</sup> Emzir, *Metodologi Penelitian Pendidikan*, (Jakarta: Pt. Grafindo Persada. 2007), p. 28.

out whether study group can improve the tenth years students of SMK 2 Palopo vocabulary and the students attitude/ response of study group.

The research involved one class of students. The experimental class was treated by grouping the students in to a study group. The researcher applied one group pre-test and post-test design. The design was written as follow:



Where:

|      |           |
|------|-----------|
| X1 = | Pre-test  |
| T =  | Treatment |
| X2 = | Post Test |

In this design, the researcher observed twice. The first was before treatment and second was after treatment. The observation done before treatment called pre-test (X1) and the observation done after treatment was called post-test (X2).<sup>3</sup> If the result of post test was better than pre-test, it meant the method that researcher applied was effective to be applied. If the result of post-test was similar to pre-test it means the method that researcher applied was not effective to be applied.

### C. Variable

This research consisted of the two variables namely:

1. Independent Variable was study group.

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<sup>3</sup> Hatch and Larazton. 1991. *The Research manual: Design and Statistic for Applied Usa*: New Burry House Publisher. p.59.

Independent variable is manipulated variable to be known its intensities or influence to the dependent variable.

## 2. Dependent Variable was vocabulary achievement.

Dependent variable is variable that appears caused independent variable or the response of independent variable.<sup>4</sup>

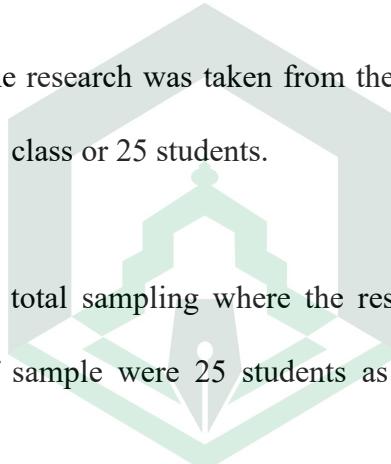
### **D. Population and Sample**

#### 1. Population

The Population of the research was taken from the tenth year students of SMK 2 Palopo that consists of 1 class or 25 students.

#### 2. Sample

This research used total sampling where the researcher took all of them as a sample, the number of sample were 25 students as an ideal in teaching learning process.



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### **E. Technique and Instruments of the Research**

The Instruments in this research which were used to collect data as follows:

1. Test. The test in this research consisted of Pre-test and Post-test. The pre-test was used to measure the students' previous vocabulary before the treatment and post-test was used to analyze the students' achievement of vocabulary after giving treatment.

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<sup>4</sup> Nana Sudjana, *Tuntunan Penyusunan Karya Tulis Ilmiah*, (Jakarta:Sinar Baru Algensindo, 2009), p. 24

2. Questionnaire was intended as monitoring and administered to know study group was effective to be applied in learning and teaching process and to know students' response of study group.

#### ***F. Procedure of Research***

The procedure of collecting data in this research describe as follow:

##### 1. Pre –test

The pretest took 30 minutes. The researcher gave pre-test which aim to know and to identify the students' prior knowledge of vocabulary. The researcher gave test worksheet as translating words of English into Indonesian. The researcher explained to the students the way how to answer the question as well as time need to answer it.

##### 2. Treatment

After the Pre-test, the researcher gave treatment to the students. The treatments conduct twice as explained as follows:

###### a. 1<sup>st</sup> treatment:

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- 1) The students were divided in to five groups. Each group was consist of five students. Every group was given a parts of motorcycle paper.
- 2) Then each group asked to find out the meaning of every parts of motorcycle in the paper. The students may look at the meaning in dictionary or Google's translation.
- 3) The students were back to their groups and discuss their answer that they find in the group.

- 4) After finding all the vocabularies, the representative of each group come forward to present their answer and the other groups correct their answer.
  - 5) The other groups correct meaning and write down the correct answer.
- b. 2<sup>nd</sup> treatment:
- 1) The students for each group was asked by the other group about their material and be scored by the researcher.
  - 2) If the group could not answer the question, they were punished by minus their score.
  - 3) The teacher tested the students' concentration and parts of motorcycle memorizing vocabulary by asking them orally the English or the Indonesian of the parts of motorcycle.
  - 4) The students that pointed to answer and were given appreciation if they can answer it.

### 3. Post – test

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After giving treatment, the researcher gave post-test. The post-test took 30 minutes. The researcher gave post-test which aimed to know and to identify the students' prior knowledge of vocabulary. The researcher gave test worksheet as translating the picture of motorcycle parts into English. The test worksheets consist of some picture of motorcycle parts which had been presented by each group. The researcher explained to the student the ways to answer the question as well as time need to answer it.

### **G. Technique Data Analysis**

The data analysis involved some steps that were elaborated as follow:

1. Classifying the students' scores by using percentages as cited below:

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

Where :

P : Percentage

F : The Cumulative Frequency of Subjects

N : Total Number of Subject.<sup>5</sup>

2. Questionnaires

The Data collected from questionnaires analyze descriptively in percentage well. In analyzing the data, the researcher uses likert scales, which consist of five points scale:

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| <b>Possitive Statement</b> | <b>Point value</b>     | <b>Negative Statement</b> |
|----------------------------|------------------------|---------------------------|
| 5                          | Strongly Agree (SA)    | 1                         |
| 4                          | Agree (A)              | 2                         |
| 3                          | Neutral (N)            | 3                         |
| 2                          | Disagree (D)           | 4                         |
| 1                          | Strongly Disagree (SD) | 5                         |

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<sup>5</sup> Ridwan. *Dasar-Dasar Statistika*. (Jakarta, Rineka Cipta., 2003). P. 41

The Percentage of questionnaires classify into the criteria interpretation score as follow:

| <b>Score</b> | <b>Classification</b> |
|--------------|-----------------------|
| 85 % - 100 % | Very good             |
| 69 % - 84 %  | Good                  |
| 53 % - 68 %  | Average               |
| 37 % - 52 %  | Poor                  |
| 20 % - 36 %  | Very poor             |

### 3. Written Test

Scoring the students' correct answer of pre- test by using the following formula :

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Item}} \times 10$$

For example : If Students total correct answer 15, so the score 7,5 with calculate as follow :

| <b>Score</b> | <b>Classification</b> |
|--------------|-----------------------|
| 9,6 – 10     | Excellent             |
| 8,6 - 9,5    | Very good             |
| 7,6 – 8,5    | Good                  |
| 6,6 – 7,5    | Average               |
| 3,6 – 5,6    | Poor                  |
| 0 – 3,5      | Very poor             |

#### 4. Mean Score

Calculating the mean score of the students in pre -test and post-test from questionnaires and written test by using the following Formula:

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

N

$$\bar{X} = \text{Mean Score}$$

$\sum x$  = total score

N = total sample

5. The data obtained be analyzed quantitatively by using statistic test called “t” test it aims to exam the truth or fail null hypothesis

$$To = MD$$

SEmd

$$MD = \sum D$$

N

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$$SEmd = \frac{SD}{\sqrt{N-1}}$$

$$SD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

Where ;

To = test of significance (t-test)

MD = mean of difference

SEmd = standard error of mean differences

SD = standard deviation

N = number of class

$\Sigma D$  = amount of differences between score of variable X and Y

#### 6. Criteria of hypothesis acceptability

If  $t_o > t_t$  = reject null hypothesis and receive alternative hypothesis.

If  $t_o < t_t$  = receive null hypothesis and reject alternative hypothesis.<sup>6</sup>



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<sup>6</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (1<sup>st</sup> Print.; Jakarta : PT. Raja Persada, 2000), p. 291.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter explains about score and output research in school based and explain in detail the result of Pre-Test and Post-Test after giving treatment by using study group.

#### **A. Findings**

##### *1. The analysis of test*

**Table 1**  
**The score of the students in T1 (Pre-test)**

| Num of Students | Correct Answer | Score |
|-----------------|----------------|-------|
| 01              | 9              | 5,62  |
| 02              | 5              | 3,12  |
| 03              | 10             | 6,25  |
| 04              | 5              | 3,12  |
| 05              | 7              | 4,37  |
| 06              | 8              | 5,0   |
| 07              | 7              | 4,37  |
| 08              | 5              | 3,12  |
| 09              | 11             | 6,87  |
| 10              | 5              | 3,12  |
| 11              | 7              | 4,37  |
| 12              | 7              | 4,37  |
| 13              | 7              | 4,37  |
| 14              | 7              | 4,37  |
| 15              | 6              | 3,75  |
| 16              | 6              | 3,75  |
| 17              | 6              | 3,75  |
| 18              | 9              | 5,62  |
| 19              | 5              | 3,12  |
| 20              | 8              | 5,0   |
| 21              | 7              | 4,37  |
| 22              | 10             | 6,25  |
| 23              | 10             | 6,25  |
| 24              | 7              | 4,37  |

|    |   |     |
|----|---|-----|
| 25 | 8 | 5,0 |
|----|---|-----|

From the table above, we could see that all students got unexpected score. The highest score was 6,87 and the lowest score was 3,12 , three students obtained 3,75 and 5 , there were eight students got 4,37, two students got 5,62 and only three students got score 6,25 and one students obtained score 6,87.

**Table 2**  
**The score of the students in the T2 (Post-test)**

| Number of students | Correct Answer | Score |
|--------------------|----------------|-------|
| 01                 | 15             | 9,37  |
| 02                 | 16             | 10    |
| 03                 | 16             | 10    |
| 04                 | 16             | 10    |
| 05                 | 16             | 10    |
| 06                 | 16             | 10    |
| 07                 | 16             | 10    |
| 08                 | 16             | 10    |
| 09                 | 15             | 9,37  |
| 10                 | 16             | 10    |
| 11                 | 15             | 9,37  |
| 12                 | 15             | 9,37  |
| 13                 | 16             | 10    |
| 14                 | 15             | 9,37  |
| 15                 | 16             | 10    |
| 16                 | 16             | 10    |
| 17                 | 16             | 10    |
| 18                 | 15             | 9,37  |
| 19                 | 15             | 9,37  |
| 20                 | 15             | 9,37  |
| 21                 | 15             | 9,37  |
| 22                 | 16             | 10    |
| 23                 | 16             | 10    |
| 24                 | 15             | 9,37  |
| 25                 | 16             | 10    |

The students had very good progress after giving treatment. It could be seen on the table above. Where the highest score was 10 and there were fifteen students obtain it. The lowest score was 9,37 and there were ten students obtain it.

**Table 3**  
**Frequency distribution matrix of students in T1 (Pre-Test)**

| Classification | Score     | Frequency | Cumulative frequency | Percentage |
|----------------|-----------|-----------|----------------------|------------|
| Excellent      | 9,6 – 10  | -         | 25                   | -          |
| Very good      | 8,6 – 9,5 | -         | 25                   | -          |
| Good           | 7,6 – 8,5 | -         | 25                   | -          |
| Fairly good    | 6,6 – 7,5 | 1         | 25                   | 4%         |
| Fairly         | 5,6 – 6,5 | 5         | 25                   | 20%        |
| Fairly poor    | 3,6 – 5,5 | 14        | 25                   | 56%        |
| Poor           | 0 – 3,5   | 5         | 25                   | 20%        |

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Comparing with the students achievement that has treated by using study group, it could be seen on the table (frequency distribution matrix of students in T1) where before giving the treatment. There was one student (4%) obtain fairly good, five students (20%) obtain fairly, fourteen students (56%) obtain fairly poor and five students (20%) obtain poor score but after giving treatment their score were better than before.

**Table 4**  
**Frequency distribution matrix of students in T2(Post-Test)**

| Classification | Score     | Frequency | Cumulative Frequency | Percentage |
|----------------|-----------|-----------|----------------------|------------|
| Excellent      | 9,6 – 10  | 15        | 25                   | 60%        |
| Very Good      | 8,6 – 9,5 | 10        | 25                   | 40%        |
| Good           | 7,6 – 8,5 | -         | 25                   | -          |
| Fairly good    | 6,6 – 7,5 | -         | 25                   | -          |
| Fairly         | 5,6 – 6,5 | -         | 25                   | -          |
| Fairly poor    | 3,6 – 5,5 | -         | 25                   | -          |
| Poor           | 0 – 3,5   | -         | 25                   | -          |

From the table above (frequency distribution matrix of students in T2) where, there were fifteen students (60%) obtain excellent score and ten students (40%) obtain good score.

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**Table 5**  
**The mean score of students in T1**

| Number of students | Score |
|--------------------|-------|
| 01                 | 5,62  |
| 02                 | 3,12  |
| 03                 | 6,25  |
| 04                 | 3,12  |
| 05                 | 4,37  |
| 06                 | 5,0   |
| 07                 | 4,37  |
| 08                 | 3,12  |
| 09                 | 6,87  |
| 10                 | 3,12  |
| 11                 | 4,37  |
| 12                 | 4,37  |
| 13                 | 4,37  |
| 14                 | 4,37  |
| 15                 | 3,75  |
| 16                 | 3,75  |
| 17                 | 3,75  |
| 18                 | 5,62  |
| 19                 | 3,12  |
| 20                 | 5,0   |
| 21                 | 4,37  |
| 22                 | 6,25  |
| 23                 | 6,25  |
| 24                 | 4,37  |
| 25                 | 5,0   |

$$\sum x = 113,67$$

$$\begin{aligned}
 Mx &= \frac{\sum x}{N} \\
 &= \frac{113,67}{25} \\
 &= 4,55
 \end{aligned}$$

From the table above ( the mean score of students in T1) it could be seen that the mean score of students before giving treatment the mean score was 4,55. But

after giving treatment the mean score have very good progress, it could be seen on the table 6.

**Table 6**  
**The mean score of the students in T2**

| Number of students | Score |
|--------------------|-------|
| 01                 | 9,37  |
| 02                 | 10    |
| 03                 | 10    |
| 04                 | 10    |
| 05                 | 10    |
| 06                 | 10    |
| 07                 | 10    |
| 08                 | 10    |
| 09                 | 9,37  |
| 10                 | 10    |
| 11                 | 9,37  |
| 12                 | 9,37  |
| 13                 | 10    |
| 14                 | 9,37  |
| 15                 | 10    |
| 16                 | 10    |
| 17                 | 10    |
| 18                 | 9,37  |
| 19                 | 9,37  |
| 20                 | 9,37  |
| 21                 | 9,37  |
| 22                 | 10    |
| 23                 | 10    |
| 24                 | 9,37  |
| 25                 | 10    |

$$\Sigma y = 243,7$$

$$\begin{aligned}
 My &= \frac{\sum y}{N} \\
 &= \frac{243,7}{25} \\
 &= 9,75
 \end{aligned}$$

From the table above (the mean score of the students in T2), it could be seen that the mean score of the students after giving treatment, their mean score have very good progress from 4,55 to be 9,75.

**Table 7**  
**The standard deviation of the students in T1(Pre-Test)**

| Number of students | X    | X̄   | x - X̄   | (x-X̄) <sup>2</sup> |
|--------------------|------|------|----------|---------------------|
| 01                 | 5,62 | 4,55 | 1,07     | 1,1449              |
| 02                 | 3,12 | 4,55 | -0,38,43 | 2,0449              |
| 03                 | 6,25 | 4,55 | 1,70     | 2,89                |
| 04                 | 3,12 | 4,55 | -0,38,43 | 2,0449              |
| 05                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 06                 | 5,0  | 4,55 | 0,45     | 0,2025              |
| 07                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 08                 | 3,12 | 4,55 | -0,38,43 | 2,0449              |
| 09                 | 6,87 | 4,55 | 2,32     | 5,3824              |
| 10                 | 3,12 | 4,55 | -0,38,43 | 2,0449              |
| 11                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 12                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 13                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 14                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 15                 | 3,75 | 4,55 | -0,80    | 0,64                |
| 16                 | 3,75 | 4,55 | -0,80    | 0,64                |
| 17                 | 3,75 | 4,55 | -0,80    | 0,64                |
| 18                 | 5,62 | 4,55 | 1,07     | 1,1449              |
| 19                 | 3,12 | 4,55 | -0,38,43 | 2,0449              |
| 20                 | 5,0  | 4,55 | 0,45     | 0,2025              |
| 21                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 22                 | 6,25 | 4,55 | 1,70     | 2,89                |
| 23                 | 6,25 | 4,55 | 1,70     | 2,89                |
| 24                 | 4,37 | 4,55 | -0,18    | 0,032               |
| 25                 | 5,0  | 4,55 | 0,45     | 0,2025              |

$$\sum(x - \bar{X})^2 = 29,3502$$

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum(x-\bar{x})^2}{N-1}} \\
 &= \sqrt{\frac{29,3502}{24}} \\
 &= 1,222925 = 1,22
 \end{aligned}$$

From the table above, it could be seen that the standard deviation of the students before giving the treatment by using Study group was 1.22 and after giving treatment their standard deviation obtain high score was;

**Table 8**  
**The standard deviation of the students in T2(Post-Test)**

| Number of students | X    | Y    | x-Y   | (x-Y) <sup>2</sup> |
|--------------------|------|------|-------|--------------------|
| 01                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 02                 | 10   | 9,75 | 0,25  | 0,0625             |
| 03                 | 10   | 9,75 | 0,25  | 0,0625             |
| 04                 | 10   | 9,75 | 0,25  | 0,0625             |
| 05                 | 10   | 9,75 | 0,25  | 0,0625             |
| 06                 | 10   | 9,75 | 0,25  | 0,0625             |
| 07                 | 10   | 9,75 | 0,25  | 0,0625             |
| 08                 | 10   | 9,75 | 0,25  | 0,0625             |
| 09                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 10                 | 10   | 9,75 | 0,25  | 0,0625             |
| 11                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 12                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 13                 | 10   | 9,75 | 0,25  | 0,0625             |
| 14                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 15                 | 10   | 9,75 | 0,25  | 0,0625             |
| 16                 | 10   | 9,75 | 0,25  | 0,0625             |
| 17                 | 10   | 9,75 | 0,25  | 0,0625             |
| 18                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 19                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 20                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 21                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 22                 | 10   | 9,75 | 0,25  | 0,0625             |
| 23                 | 10   | 9,75 | 0,25  | 0,0625             |
| 24                 | 9,37 | 9,75 | -0,38 | 0,1444             |
| 25                 | 10   | 9,75 | 0,25  | 0,0625             |

$$\sum(x - Y)^2 = 2,3815$$

$$SD = \sqrt{\frac{\sum(x-Y)^2}{N-1}}$$

$$= \sqrt{\frac{2,3815}{24}}$$

$$= 0,099$$

From the table above it could be seen that the standard deviation of the students after giving treatment by using study group, their standard deviation obtain high score from 1.22 to be 0,099.

**Table 9**  
**The difference of the students in Pre-test and Post-test**

| Number of students | Pre-test (X) | Pos-test (Y) | Difference (X-Y) | (X - Y) <sup>2</sup> |
|--------------------|--------------|--------------|------------------|----------------------|
| 01                 | 5,62         | 9,37         | 3,75             | 14,06                |
| 02                 | 3,12         | 10           | 6,88             | 47,33                |
| 03                 | 6,25         | 10           | 3,75             | 14,06                |
| 04                 | 3,12         | 10           | 6,88             | 47,33                |
| 05                 | 4,37         | 10           | 5,63             | 31,69                |
| 06                 | 5,0          | 10           | 5                | 25                   |
| 07                 | 4,37         | 10           | 5,63             | 31,69                |
| 08                 | 3,12         | 10           | 6,88             | 47,33                |
| 09                 | 6,87         | 9,37         | 2,5              | 6,25                 |
| 10                 | 3,12         | 10           | 6,88             | 47,33                |
| 11                 | 4,37         | 9,37         | 5                | 25                   |
| 12                 | 4,37         | 9,37         | 5                | 25                   |
| 13                 | 4,37         | 10           | 5,63             | 31,69                |
| 14                 | 4,37         | 9,37         | 5                | 25                   |
| 15                 | 3,75         | 10           | 6,25             | 39,06                |
| 16                 | 3,75         | 10           | 6,25             | 39,06                |
| 17                 | 3,75         | 10           | 6,25             | 39,06                |
| 18                 | 5,62         | 9,37         | 3,75             | 7,34                 |
| 19                 | 3,12         | 9,37         | 6,25             | 39,06                |
| 20                 | 5,0          | 9,37         | 4,37             | 19,09                |
| 21                 | 4,37         | 9,37         | 5                | 25                   |
| 22                 | 6,25         | 10           | 3,75             | 14,06                |
| 23                 | 6,25         | 10           | 3,75             | 14,06                |
| 24                 | 4,37         | 9,37         | 5                | 25                   |
| 25                 | 5,0          | 10           | 5                | 25                   |

N = 25

$\Sigma X = 113,67$

$\Sigma Y = 243,7$

$\Sigma D = 127,53$

$\Sigma D^2 = 704,55$

Calculating Mean of Difference (MD), Standard Deviation (SD), and Standard Error of Mean (SE<sub>MD</sub>).

1. Median (MD)

$$\text{MD} = \frac{\sum D}{N}$$

Where,  $\sum D = 127,53$   
 $N = 25$

$$= \frac{127,53}{25}$$

$$= 5,10$$

2.  $SD_D = \sqrt{\frac{D^2}{N} - \left[ \frac{\sum D}{N} \right]^2}$

$$= \sqrt{\frac{704,55}{25} - \left[ \frac{127,53}{25} \right]^2}$$

$$= \sqrt{28,18 - (5,10)^2}$$

$$= \sqrt{28,18 - 26,02}$$

$$= 2,16$$

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$$3. SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{2,16}{\sqrt{25-1}}$$

$$= \frac{2,16}{\sqrt{24}}$$

$$= 0,44$$

Calculated of “t” test analysis

$$\begin{aligned} \text{To} &= \frac{MD}{SE_{MD}} \\ &= \frac{5,10}{0,44} \\ &= 11,59 \end{aligned} \quad \begin{aligned} \text{Where : } MD &= 5,10 \\ SE_{MD} &= 0,44 \end{aligned}$$

Degree of significant 5%

$${}^t \text{table} = (N - 1) = \text{df}$$

$$= 25 - 1 = 24$$

$${}^t \text{table} = 2,06$$

So,  $t_0 > {}^t \text{table}$  it means that  $H_0$  was refused or significant.

## *2. The Hypothesis of Testing*

As presented in chapter I, the experiment referred to question whether or not using study group can be used in teaching vocabulary. If there were some difference, the next question was the difference was significant.

In framework to get the answer of the question or the problem above, the writer make the alternative hypothesis ( $H_a$ ) and the null hypothesis( $H_0$ ), as follows:

- a.  $H_a$  : There was the difference of the mean that significant between the post-test and pre-test through study group.
- b.  $H_0$  : There was no difference of the mean that significant between the post-test and pre-test through study group.

Framework in order to know whether the difference was significant or not, the writer give the interpretation toward to:  $df = (N-2) = (25-2) = 24$ . After findings the “to” db we consult db to the “tt” by using  $Tt.Ts. 0,05 = 2,06$  and  $Tt.Ts. 0,01 = 2,80$ .

Because we found the value was 4,12, while the value of the  $Tt.Ts 0,05 = 2,06$  and  $Tt.ts 0,01 = 2,80$ , so the value of “to” was bigger than the value of the “tt” as follows :  $2,06 < 11,59$ .

It means that null hypothesis was rejected, because there was the difference of the mean that significant between the post-test and the pre-test and alternative hyphotesis was accepted.

### *3. The Analysis of Questionnaires*

Based questionnaire which had been given to the students to be sample in the experimental and then the writer explained by using tabulation than every question able to know the students frequency in response every question.

**Table 10**  
**You are interested with learning process in study group which is conducted in your school**

| Response      | Frequency | Percentage |
|---------------|-----------|------------|
| Very Agree    | 10        | 40         |
| Agree         | 15        | 60         |
| Disagree      | -         | -          |
| Very Disagree | -         | -          |

The data above showed that the students agree to used the Study groups , this case was proved by most students , 15 students (60%) who answer Agree and there were 10 students (40%) who answer Very agree.

**Table 11**  
**After following study group program, you could improve your vocabulary**

| Response      | Frequency | Percentage |
|---------------|-----------|------------|
| Very Agree    | 11        | 44         |
| Agree         | 14        | 56         |
| Disagree      | -         | -          |
| Very Disagree | -         | -          |

The data above showed that there were 14 students (56%) who answer agrees and there were 11 students (44%) who answer very agree.

**Table 12**  
**Study group is a new concept in improving your English**

| Response   | Frequency | Percentage |
|------------|-----------|------------|
| Very Agree | 7         | 28         |
| Agree      | 12        | 48         |
| Disagree   | 6         | 24         |

|               |   |   |
|---------------|---|---|
| Very Disagree | - | - |
|---------------|---|---|

The data above showed that the students' response this question were variation, this case was proved by students answer. Where, there was seven students (28%) who answer very agree , there were 12 students (48%) who answer agree and there were 6 students (24%) who answer disagree.

**Table 13**

**Study group is an enjoyable program in improving your English vocabulary**

| Response      | Frequency | Percentage |
|---------------|-----------|------------|
| Very Agree    | 16        | 64         |
| Agree         | 9         | 36         |
| Disagree      | -         | -          |
| Very Disagree | -         | -          |

The data showed that the students motivation improve after learning by using Study groups, where there were 16 students (64%) who answer very agree and there were 9 students (36%) who answer agree.

**Table 14**

**After following study group program, you become closer with the other students**

| Response   | Frequency | Pecentage |
|------------|-----------|-----------|
| Very Agree | 8         | 32        |

|               |    |    |
|---------------|----|----|
| Agree         | 10 | 40 |
| Disagree      | 7  | 28 |
| Very Disagree | -  | -  |

The data above showed the students response, there were 8 students (32%) who answer very agree, while there were also 10 students (40%) who answer agree and there were 7 students (28%) who answer disagree.

**Table 15**  
**By study group, you become more active in following English subject**

| Response      | Frequency | Percentage |
|---------------|-----------|------------|
| Very Agree    | 15        | 60         |
| Agree         | 10        | 40         |
| Disagree      | -         | -          |
| Very Disagree | -         | -          |

The data above showed that the students involving in learning process was improve, this case was proved by the students answer, there were 15 students (60%) who answer very agree and there were 10 students (40%) who answer agree.

**Table 16**  
**By study group, you could understand English**

| Response   | Frequency | Percentage |
|------------|-----------|------------|
| Very Agree | 10        | 40         |
| Agree      | 12        | 48         |

|               |   |    |
|---------------|---|----|
| Disagree      | 3 | 12 |
| Very Disagree | - | -  |

The data showed that the students response was good, this case was proved by the students response, where there were 10 students (40%) who answer very agree , there were 12 students (48%) who answer agree and 3 students (12%) who answer disagree.

**Table 17**  
**Study group could help you mastering English**

| Response      | Frequency | Percentage |
|---------------|-----------|------------|
| Very Agree    | 18        | 72         |
| Agree         | 7         | 28         |
| Disagree      | -         | -          |
| Very Disagree | -         | -          |

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The data showed that there were 18 students (72%) who answers very agree and 7 students (28%) who answer agree.

### **B. Discussion**

Vocabulary is essential component of all uses of language, because it would impossible to learning a language without vocabulary of words.<sup>1</sup> Jeremy Harmer

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<sup>1</sup> Michael H. Long and Jack C. Richard, *Methodology in TESOL: A Book of Reading* (New York: Harper & Row publisher inc, 1967), p.305.

states that Vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning itself.<sup>2</sup>

A study group is a small group of people who regularly meet to discuss shared fields of study.<sup>3</sup> These groups can be found in high school and college settings and within companies. Professional advancement organizations also may encourage study group.

Each group is unique and draws on the background and abilities of its member to determine the material that be covered. Often, a leader who is not actively studying the material direct group activities. Some colleges actively set up study group program for students to sign up.

Typically college level academic groups include 5-20 students and an administrator or tutor drawn from the graduate program or an upperclassman. Professional groups are often smaller.<sup>4</sup>

“Khaeruddin in his thesis, “Improving students’ speaking skill through group investigation at second year of English department of STAIN Palopo 2010/2011 academic year” suggested that to make ideal classroom in learning process, especially

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<sup>2</sup> Jeremy harmer, the *Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p.154.

<sup>3</sup> Wikipedia, the free encyclopedia. *Study Group*. Accessed on march, 9<sup>th</sup> 2013.

<sup>4</sup> Wikipedia, the free encyclopedia. *Study Group*. Accessed on march, 9<sup>th</sup> 2013.

in language teaching the lecture should minimize students numbers in class because based on theoretical of idea class in teaching language only 24 students.<sup>5</sup> That is why the researcher made the same method of group through study group and it could be proved that study group can improve students' vocabulary through comparing the pre-test and post-test result. Nur Saqinah Galugu (2011)" Improving students' speaking skill through communicative group technique of the third semester students of English department of STAIN Palopo" found that this technique could give significant development toward the students' speaking ability in English. It meant that communicative technique could develop speaking skill at the third year students of STAIN Palopo. Through study group, the students could develop the communicative technique not only in speaking skill but also in improving students' vocabulary.<sup>6</sup>

There are basically two methods for working in a study group. One way is for everyone to prepare for the assignment and then go over the material together and quiz each other, making sure that the correct information and answer are shared with the group. Another way to work in a study group is called the jigsaw method. Research has shown that one of the best ways to learn is to teach. This means that if you are responsible for presenting a portion of the material to others in the group,

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<sup>5</sup> Khaeruddin in, "Improving students' speaking skill through group investigation at second year of English department of STAIN Palopo 2010/2011 academic year". Palopo: STAIN Palopo, p. 58

<sup>6</sup> Nur Saqinah Galugu, "Improving students' speaking skill through communicative group technique of the third semester students of English department of STAIN Palopo". (Palopo: STAIN Palopo 2011), p. 57.

there is a much greater likelihood that you will learn the material on a deeper level.<sup>7</sup>

Those methods were also applied by the researcher and it was effective to improve students' vocabulary of naming parts of motorcycle.

In this research, the researcher found that study group in SMK 2 Palopo had the excellence and weakness. The excellence of study group, as follows:

1. Study group could strength the students' cooperative and made them be brave in presenting their task in front of the class.
2. The students can share knowledge and it stimulate them to be problem solver.
3. By study group, the students study without pressure because it covers portion easily.
4. Less chance of studying thing wrongly.
5. Because the students can enjoy studying, chance of forgetting is less.

Meanwhile the weaknesses of study group were:

1. A number of students in group sometime more passive and some of them were very active.
2. When studying, sometimes several of students who do not concentrate start to chat and disturb the others.
3. It also could be found that some of them dominate the presentation. But with researcher in this research ways it could be solved by giving them chance to do presentation in turn. And it can be concluded that study group was effective method

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<sup>7</sup> Success Toolkit. *How to Form A Study Group*. Online: <http://www.hsf.net/uprogramme-toolkit>. Accessed on april 3<sup>rd</sup>, 2013.

to improve students' vocabulary.

Based on success toolkit in how to form a study group, there are some success factors in study group and most of them were experienced by the students of SMK 2 Palopo in forming study group, as follows:

1. Members of study group must attend all class and sections meeting. All of the students were attend the class for each meeting.
2. Choose a regular and recurring meeting time to limit confusion and disappointment. The researcher decided every meeting conducted in the schedule of English subject.
3. Have clearly stated goals for each study session and be sure to allot enough time for each level of learning process. In this research, the researcher gave each group time for presenting their findings in front of the class and gave the other groups time for correcting the answer while writing the other groups' answer.
4. If no one wants to lead a group, rotate the leadership and keep the responsible balanced. Here, the students were very cooperative. So one of them, directly pointed as the leader of the group.
5. Stay focused and on task. Everyone's time is precious. Nothing is worse than allotting study time and then not getting any studying done.
6. Stay in close communication with each other if something comes up.
7. Always remain each other of expectation and assignment so there are no disappointment and setbacks.
8. Be accountable to one another at all times. Encourage each other and

remind everyone how important it is to be prepared for each study session.

9. Establish ground rules for staying focused and getting the work done at the very beginning of your study group formation.

10. Do not continue to include people who do not meet the expectation of the group.

11. Make sure everyone understands the material before moving on.

12. Be sure to consult with your professor or you TA if there are questions that come up during a study session. Report back to the group so everyone is clear about the correct answers. Here, the researcher and students were watched by the teacher and every step was consulted by the teacher.

13. It can also be very effective to have more than one study group get together to help each other study before a mid-term or a final exam.<sup>8</sup> After the last meeting of the class, the researcher suggested to the students to continue their group with the other material and it was agreed by all the students.

Based on the discussion above, the researcher concluded that study group was an effective method to improve students' vocabulary.

Based on the result of the data analysis above shows that the Study group was be able to improve the students' vocabulary. It could be seen on the table before where the mean score of treatment class students, after giving treatment (used Study group ) the mean score of the Post-Test was 9,75. The highest score was 10 and the

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<sup>8</sup> Success Toolkit. *How to Form A Study Group*. Online: <http://www.hsf.net/uprogramme-toolkit>. Accessed on april 3<sup>rd</sup>, 2013.

lowest was 9,37. While the mean score before giving treatment was 4,55. The highest score was 6,87 and the lowest was 3,12.

Based the students' responses on the treatment every meeting and the students answer in the questionnaire it proved that the students toward the study group were positive and the negative response is rejected, it could be seen on the table questionnaire. And it had proved that the students' vocabulary improved and it could be seen on the different scores in the Pre-test and Post-Test.

According to questionnaire which had been given to the students as sample in the experimental, which was filled by the students in the last meeting and then the writer explained by using tabulation than every question able to know the students frequency in response every question. (1) You are interested with learning process in study group which is conducted in your school. The data showed that the students agree to used the Study groups, this case was proved by most students, 15 students (60%) who answer Agree and there were 10 students (40%) who answer Very agree. (2) After following study group program, you could improve your vocabulary. The data showed that there were 14 students (56%) who answer agrees and there were 11 students (44%) who answer very agree. (3) Study group is a new concept in improving your English. The data showed that the student's response this question were variation, this case was proved by students answer. Where, there was seven students (28%) who answer very agree , there were 12 students (48%) who answer agree and there were 6 students (24%) who answer disagree. (4) Study group is an enjoyable program in improving your English vocabulary. The data showed that the

students motivation improve after learning by using Study groups, where there were 16 students (64%) who answer very agree and there were 9 students (36%) who answer agree. (5) After following study group program, you become closer with the other students. The data showed the students response, there were 8 students (32%) who answer very agree, while there were also 10 students (40%) who answer agree and there were 7 students (28%) who answer disagree. (6) By study group, you become more active in following English subject. The data showed that the students involving in learning process was improve, this case was proved by the students answer, there were 15 students (60%) who answer very agree and there were 10 students (40%) who answer agree. (7) By study group, you could understand English. The data showed that the students response was good, this case was proved by the students response, where there were 10 students (40%) who answer very agree , there were 12 students (48%) who answer agree and 3 students (12%) who answer disagree. (8) Study group could help you mastering English. The data showed that there were 18 students (72%) who answers very agree and 7 students (28%) who answer agree.

Because we found the value was 4,12, while the value of the Tt.Ts  $0,05 = 2,06$  and Tt.to  $0,01 = 2,80$ , so the value of “to” was bigger than the value of the “tt” as follows :  $2,06 < 11,59$ . It meant that null hypothesis was rejected, because there was the difference of the mean that significant between the post-test and the pre-test and alternative hypothesis was accepted.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The discussion in this chapter includes conclusion and suggestion based on the findings and discussion related to the research that has been conducted.

#### **A. *Conclusions***

Based on the findings, data analysis and discussion of the findings, it can be concluded the mean score in posttest (9,75) is greater than the mean score in pretest (4,55). It means there is improvement of the students' vocabulary.

t-test ( 11,59) is greater than t-table (2,06). Therefore null hypothesis is rejected and alternative hypothesis is accepted. It means that Study group program can improve the students' vocabulary.

In compliance with the questioner which was given to the students, it is found that the students mostly agreed with ten statements available in the questioners. It means that the responses of the students toward Study group program is positive.

#### **B. *Suggestions***

In compliance with the findings in the research, the researcher suggests some ideas as follows:

1. For the English teacher who wants to do the same method, in this case study group, should be consider for some aspects of success, as follows:
  - a. Members of study group must attend all class and sections meeting.

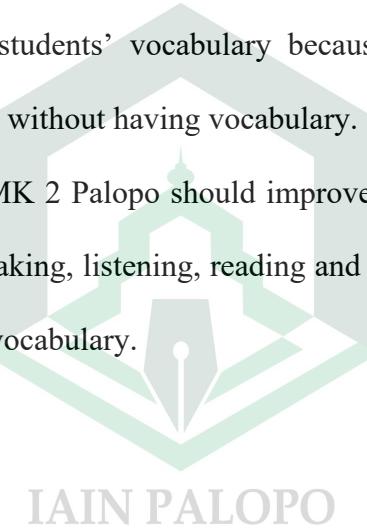
- b. Choose a regular and recurring meeting time to limit confusion and disappointment.
- c. Have clearly stated goals for each study session and be sure to allot enough time for each level of learning process.
- d. If no one wants to lead a group, rotate the leadership and keep the responsible balanced.
- e. Stay focused and on task. Everyone's time is precious. Nothing is worse than allotting study time and then not getting any studying done.
- f. Stay in close communication with each other if something comes up.
- g. Always remain each other of expectation and assignment so there are no disappointment and setbacks.
- h. Be accountable to one another at all times. Encourage each other and remind everyone how important it is to be prepared for each study session.
- i. Establish ground rules for staying focused and getting the work done at the very beginning of your study group formation.
- j. Do not continue to include people who do not meet the expectation of the group.
- k. Make sure everyone understands the material before moving on.
- l. Be sure to consult with your professor or you TA if there are questions that come up during a study session. Report back to the group so everyone is clear about the correct answers.
- m. It can also be very effective to have more than one study group get together to help each other study before a mid-term or a final exam.

2. The teacher at SMK 2 Palopo should conduct the other program which can improve the students' Vocabulary. In this case the Study group program is the program that they can applied for this purpose.

3. The teacher at SMK 2 Palopo should present interesting material which can motivate the students to learn vocabulary because there is no students interest if the students were not motivated.

4. In learning foreign language, the teacher should try to find out appropriate method to improve the students' vocabulary because there is no word of target language can be produced without having vocabulary.

5. All students of SMK 2 Palopo should improve their vocabulary because four English skills such as speaking, listening, reading and writing can hardly be mastered without good mastery of vocabulary.



## APPENDIX

**TABLE OF DISTRIBUTION (T-TABLE=Numbers in the table shows  $t_p$ )**

| v        | $t_{0,995}$ | $t_{0,99}$ | $t_{0,975}$ | $t_{0,95}$ | $t_{0,90}$ | $t_{0,80}$ | $t_{0,75}$ | $t_{0,70}$ | $t_{0,60}$ | $t_{0,55}$ |
|----------|-------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| 1        | 63,66       | 31,82      | 12,71       | 6,31       | 3,08       | 1,376      | 1,000      | 0,727      | 0,325      | 0,158      |
| 2        | 9,92        | 6,96       | 4,30        | 2,92       | 1,89       | 1,061      | 0,816      | 0,617      | 0,289      | 0,142      |
| 3        | 5,84        | 4,54       | 3,18        | 2,35       | 1,64       | 0,978      | 0,765      | 0,584      | 0,277      | 0,137      |
| 4        | 4,60        | 3,75       | 2,78        | 2,13       | 1,53       | 0,941      | 0,741      | 0,569      | 0,271      | 0,134      |
| 5        | 4,03        | 3,36       | 2,57        | 2,02       | 1,48       | 0,920      | 0,727      | 0,559      | 0,267      | 0,132      |
| 6        | 3,71        | 3,14       | 2,45        | 1,94       | 1,44       | 0,906      | 0,718      | 0,553      | 0,265      | 0,131      |
| 7        | 3,50        | 3,00       | 2,36        | 1,90       | 1,42       | 0,896      | 0,711      | 0,549      | 0,263      | 0,130      |
| 8        | 3,36        | 2,90       | 2,31        | 1,86       | 1,40       | 0,889      | 0,706      | 0,546      | 0,262      | 0,130      |
| 9        | 3,25        | 2,82       | 2,26        | 1,83       | 1,38       | 0,883      | 0,703      | 0,543      | 0,261      | 0,129      |
| 10       | 3,17        | 2,76       | 2,23        | 1,81       | 1,37       | 0,879      | 0,700      | 0,542      | 0,260      | 0,129      |
| 11       | 3,11        | 2,72       | 2,20        | 1,80       | 1,36       | 0,876      | 0,697      | 0,540      | 0,260      | 0,129      |
| 12       | 3,06        | 2,68       | 2,18        | 1,78       | 1,36       | 0,873      | 0,695      | 0,539      | 0,259      | 0,128      |
| 13       | 3,01        | 2,65       | 2,16        | 1,77       | 1,35       | 0,870      | 0,694      | 0,538      | 0,259      | 0,128      |
| 14       | 2,98        | 2,62       | 2,14        | 1,76       | 1,34       | 0,868      | 0,692      | 0,537      | 0,258      | 0,128      |
| 15       | 2,95        | 2,60       | 2,13        | 1,75       | 1,34       | 0,866      | 0,691      | 0,536      | 0,258      | 0,128      |
| 16       | 2,92        | 2,58       | 2,12        | 1,75       | 1,34       | 0,865      | 0,690      | 0,535      | 0,258      | 0,128      |
| 17       | 2,90        | 2,57       | 2,11        | 1,74       | 1,33       | 0,863      | 0,689      | 0,534      | 0,257      | 0,128      |
| 18       | 2,88        | 2,55       | 2,10        | 1,73       | 1,33       | 0,862      | 0,688      | 0,534      | 0,257      | 0,127      |
| 19       | 2,86        | 2,54       | 2,09        | 1,73       | 1,33       | 0,861      | 0,688      | 0,533      | 0,257      | 0,127      |
| 20       | 2,84        | 2,53       | 2,09        | 1,72       | 1,32       | 0,860      | 0,687      | 0,533      | 0,257      | 0,127      |
| 21       | 2,83        | 2,52       | 2,08        | 1,72       | 1,32       | 0,859      | 0,686      | 0,532      | 0,257      | 0,127      |
| 22       | 2,82        | 2,51       | 2,07        | 1,72       | 1,32       | 0,858      | 0,686      | 0,532      | 0,256      | 0,127      |
| 23       | 2,81        | 2,50       | 2,07        | 1,71       | 1,32       | 0,858      | 0,685      | 0,532      | 0,256      | 0,127      |
| 24       | 2,80        | 2,49       | 2,06        | 1,71       | 1,32       | 0,857      | 0,685      | 0,531      | 0,256      | 0,127      |
| 25       | 2,79        | 2,48       | 2,06        | 1,71       | 1,32       | 0,856      | 0,684      | 0,531      | 0,256      | 0,127      |
| 26       | 2,78        | 2,48       | 2,06        | 1,71       | 1,32       | 0,856      | 0,684      | 0,531      | 0,256      | 0,127      |
| 27       | 2,77        | 2,47       | 2,05        | 1,70       | 1,31       | 0,855      | 0,684      | 0,531      | 0,256      | 0,127      |
| 28       | 2,76        | 2,47       | 2,05        | 1,70       | 1,31       | 0,855      | 0,683      | 0,530      | 0,256      | 0,127      |
| 29       | 2,76        | 2,46       | 2,04        | 1,70       | 1,31       | 0,854      | 0,683      | 0,530      | 0,256      | 0,127      |
| 30       | 2,75        | 2,46       | 2,04        | 1,70       | 1,31       | 0,854      | 0,683      | 0,530      | 0,256      | 0,127      |
| 40       | 2,70        | 2,42       | 2,02        | 1,68       | 1,30       | 0,851      | 0,681      | 0,529      | 0,255      | 0,126      |
| 60       | 2,66        | 2,39       | 2,00        | 1,67       | 1,30       | 0,848      | 0,679      | 0,527      | 0,254      | 0,126      |
| 120      | 2,62        | 2,36       | 1,98        | 1,66       | 1,29       | 0,845      | 0,677      | 0,526      | 0,254      | 0,126      |
| $\infty$ | 2,58        | 2,33       | 1,96        | 1,65       | 1,28       | 0,842      | 0,674      | 0,524      | 0,253      | 0,126      |

## **Appendix : Questioner**

(respon siswa tentang penggunaan Study Group)

Bagaimana pendapat anda setelah menggunakan Study Group?

Pilihlah jawaban yang tepat dengan ( ✓ ) pilihan jawabannya!

| No | Questions   | A          | B     | C                 | D        |
|----|---|------------|-------|-------------------|----------|
| 1. | You are interested with learning process in study group which is conducted in your school | Very agree | Agree | agree<br>disagree | Disagree |
| 2. | Learning in study group can increase your interest in improving your English vocabulary   | Very agree | Agree | agree<br>disagree | Disagree |
| 3. | After following study group program, you can improve your vocabulary                      | Very agree | Agree | agree<br>disagree | Disagree |
| 4. | By study group, you are not bored in learning English especially vocabulary               | Very agree | Agree | agree<br>disagree | Disagree |
| 5. | Study group is a new concept in improving your English                                    | Very agree | Agree | agree<br>disagree | Disagree |
| 6. | Study group is an enjoyable program in improving your English vocabulary                  | Very agree | Agree | agree<br>disagree | Disagree |
| 7. | After following study group program, you become closer with the other students            | Very agree | Agree | agree<br>disagree | Disagree |
| 8. | By study group, you become more active in following English subject                       | Very agree | Agree | agree<br>disagree | Disagree |
| 9. | By study group, you can understand English  | Very agree | Agree | agree<br>disagree | Disagree |

|     |  |            |       |                   |          |
|-----|--|------------|-------|-------------------|----------|
|     |  |            |       |                   |          |
| 10. | Study group can help you mastering English | Very agree | Agree | agree<br>disagree | Disagree |



# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP) 1

|                |                       |               |                       |
|----------------|-----------------------|---------------|-----------------------|
| Sekolah        | : SMK 2 Palopo        | Pertemuan     | : I (pertama)         |
| Mata Pelajaran | : Bahasa Inggris      | Metode        | : Contextual Learning |
| Kelas/Semester | : I/Semester I        | Alokasi Waktu | : 30 menit            |
| Tema           | : parts of motorcycle |               |                       |

### Standar Kompetensi:

Berkomunikasi dengan menggunakan wacana lisan sangat sederhana secara fisik atau verbal yang disajikan dalam suasana bermain.

### Kompetensi Dasar

1. Mendengarkan

Kemampuan memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal.

2. Berbicara

Kemampuan mengucapkan kata, frasa atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas.

3. Membaca

Kemampuan mencocokkan gambar dengan tulisan.

4. Menulis

Menyalin tulisan.

### Indikator:

➢ Siswa mampu memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mengucapkan kata, frasa, atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mencocokkan gambar dengan tulisan berkenaan dengan tema *motorcycle*.

➢ Siswa mampu menyalin tulisan berkenaan dengan tema *motorcycle*.

### A. Tujuan Pembelajaran

➢ Siswa dapat berkomunikasi dengan menggunakan wacana lisan sangat sederhana berbagai parts of motorcycle.

### B. Materi Pembelajaran

Motorcycle

### C. Metode Pembelajaran

Contextual Learning

### D. Langkah-Langkah Kegiatan

#### I. Kegiatan Pendahuluan

Motivasi : Memotivasi siswa untuk mempelajari kosakata yang berhubungan dengan berbagai parts of motorcycle.

Prasyarat : Siswa dapat menguasai kosakata dasar tentang berbagai parts of motorcycle.

#### II. Kegiatan

➢ Guru : Memberi lembar kerja sebagai pretest kepada siswa

➢ Siswa : Mampu memahami kosakata dan menuliskan jawaban lembar kerja tentang berbagai parts of motorcycle berdasarkan kemampuan dasar siswa.

#### III. Kegiatan Penutup

Siswa mengerjakan tugas dan mengumpulkan lembar kerja tentang parts of motorcycle.

### E. Alat dan Sumber Belajar

➢ Buku yang berhubungan dengan tema

➢ Kamus

➢ Gambar dan media penunjang

### F. Penilaian Hasil Belajar

Written Test

Mengetahui

Kepala SMK 2 Palopo

Guru MataPelajaran

NIP

NIP

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP) 2

|                |                       |               |                       |
|----------------|-----------------------|---------------|-----------------------|
| Sekolah        | : SMK 2 Palopo        | Pertemuan     | : I (pertama)         |
| Mata Pelajaran | : Bahasa Inggris      | Metode        | : Contextual Learning |
| Kelas/Semester | : I/Semester I        | Alokasi Waktu | : 1 jam               |
| Tema           | : parts of motorcycle |               |                       |

### Standar Kompetensi:

Berkomunikasi dengan menggunakan wacana lisan sangat sederhana secara fisik atau/ dan verbal yang disajikan dalam suasana bermain.

### Kompetensi Dasar

1. Mendengarkan

Kemampuan memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal.

2. Berbicara

Kemampuan mengucapkan kata, frasa atau, kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas.

3. Membaca

Kemampuan mencocokkan gambar dengan tulisan.

4. Menulis

Menyalin tulisan.

### Indikator:

☞ Siswa mampu memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal berkenaan dengan tema *motorcycle*.

☞ Siswa mampu mengucapkan kata, frasa, atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas berkenaan dengan tema *motorcycle*.

☞ Siswa mampu mencocokkan gambar dengan tulisan berkenaan dengan tema *motorcycle*.

☞ Siswa mampu menyalin tulisan berkenaan dengan tema *motorcycle*.

### A. Tujuan Pembelajaran

☞ Siswa dapat berkomunikasi dengan menggunakan wacana lisan sangat sederhana berbagai parts of motorcycle.

### B. Materi Pembelajaran

Motorcycle

### C. Metode Pembelajaran

Contextual Learning

### D. Langkah-Langkah Kegiatan

#### I. Kegiatan Pendahuluan

Motivasi : Memotivasi siswa untuk mempelajari kosakata yang berhubungan dengan berbagai parts of motorcycle.

Prasyarat : Siswa dapat menguasai kosakata dasar tentang berbagai parts of motorcycle.

#### II. Kegiatan

- Guru : membagi siswa kedalam group yang terdiri dari 5 group yang berisi empat atau lima orang
- Siswa : - Mampu memahami kosakata dan mencari arti dalam bahasa inggris dari parts of motorcycle melalui diskusi study group masing-masing.

- Mampu mendemonstrasikan jawaban yang mereka dapat dalam study group mereka di depan kelas.

#### III. Kegiatan Penutup

Siswa mengerjakan tugas dan mengumpulkan lembar kerja tentang parts of motorcycle.

### E. Alat dan Sumber Belajar

☞ Buku yang berhubungan dengan tema

☞ Kamus

☞ Gambar dan media penunjang

### F. Penilaian Hasil Belajar

1. Written Test

Kepala SMK 2 Palopo

Guru MataPelajaran

NIP

NIP

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP) 3

|                |                       |               |                       |
|----------------|-----------------------|---------------|-----------------------|
| Sekolah        | : SMK 2 Palopo        | Pertemuan     | : I (pertama)         |
| Mata Pelajaran | : Bahasa Inggris      | Metode        | : Contextual Learning |
| Kelas/Semester | : I/Semester I        | Alokasi Waktu | : 1 jam               |
| Tema           | : parts of motorcycle |               |                       |

### Standar Kompetensi:

Berkomunikasi dengan menggunakan wacana lisan sangat sederhana secara fisik atau/ dan verbal yang disajikan dalam suasana bermain.

### Kompetensi Dasar

1. Mendengarkan

Kemampuan memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal.

2. Berbicara

Kemampuan mengucapkan kata, frasa atau, kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas.

3. Membaca

Kemampuan mencocokkan gambar dengan tulisan.

4. Menulis

Menyalin tulisan.

### Indikator:

➢ Siswa mampu memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mengucapkan kata, frasa, atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mencocokkan gambar dengan tulisan berkenaan dengan tema *motorcycle*.

➢ Siswa mampu menyalin tulisan berkenaan dengan tema *motorcycle*.

### A. Tujuan Pembelajaran

➢ Siswa dapat berkomunikasi dengan menggunakan wacana lisan sangat sederhana berbagai parts of motorcycle.

### B. Materi Pembelajaran

Motorcycle

### C. Metode Pembelajaran

Contextual Learning

### D. Langkah-Langkah Kegiatan

#### I. Kegiatan Pendahuluan

Motivasi : Memotivasi siswa untuk mempelajari kosakata yang berhubungan dengan berbagai parts of motorcycle.

Prasyarat : Siswa dapat menguasai kosakata dasar tentang berbagai parts of motorcycle.

#### II. Kegiatan

➤ Guru : mengarahkan siswa untuk mempersetasikan jawaban mereka didepan kelas.

➤ Siswa : - Mampu mempersetasikan kosakata dari parts of motorcycle melalui diskusi study group masing-masing di depan kelas.

➤ Mampu mengoreksi jawaban yang di berikan group yang sedang persentasi.

#### III. Kegiatan Penutup

Siswa mengerjakan tugas dan mengumpulkan lembar kerja tentang parts of motorcycle.

### E. Alat dan Sumber Belajar

➢ Buku yang berhubungan dengan tema

➢ Kamus

➢ Gambar dan media penunjang

### F. Penilaian Hasil Belajar

#### 1. Written Test

Mengetahui

Kepala SMK 2  
Palopo

Guru MataPelajaran

NIP

NIP

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP) 4

|                |                       |               |                       |
|----------------|-----------------------|---------------|-----------------------|
| Sekolah        | : SMK 2 Palopo        | Pertemuan     | : I (pertama)         |
| Mata Pelajaran | : Bahasa Inggris      | Metode        | : Contextual Learning |
| Kelas/Semester | : I/Semester I        | Alokasi Waktu | : 1 jam               |
| Tema           | : parts of motorcycle |               |                       |

### Standar Kompetensi:

Berkomunikasi dengan menggunakan wacana lisan sangat sederhana secara fisik atau/ dan verbal yang disajikan dalam suasana bermain.

### Kompetensi Dasar

1. Mendengarkan

Kemampuan memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal.

2. Berbicara

Kemampuan mengucapkan kata, frasa atau, kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas.

3. Membaca

Kemampuan mencocokkan gambar dengan tulisan.

4. Menulis

Menyalin tulisan.

### Indikator:

➢ Siswa mampu memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mengucapkan kata, frasa, atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mencocokkan gambar dengan tulisan berkenaan dengan tema *motorcycle*.

➢ Siswa mampu menyalin tulisan berkenaan dengan tema *motorcycle*.

### A. Tujuan Pembelajaran

➢ Siswa dapat berkomunikasi dengan menggunakan wacana lisan sangat sederhana berbagai parts of motorcycle.

### B. Materi Pembelajaran

Motorcycle

### C. Metode Pembelajaran

Contextual Learning

### D. Langkah-Langkah Kegiatan

#### I. Kegiatan Pendahuluan

Motivasi : Memotivasi siswa untuk mempelajari kosakata yang berhubungan dengan berbagai parts of motorcycle.

Prasyarat : Siswa dapat menguasai kosakata dasar tentang berbagai parts of motorcycle.

#### II. Kegiatan

➤ Guru : mengarahkan siswa untuk saling melempar pertanyaan kepada group lain mengenai materi masing-masing group.

➤ Siswa : Mampu menjawab pertanyaan dari kelompok lain tentang parts of motorcycle..

#### III. Kegiatan Penutup

Siswa mengerjakan tugas dan mengumpulkan lembar kerja tentang parts of motorcycle.

### E. Alat dan Sumber Belajar

➢ Buku yang berhubungan dengan tema

➢ Kamus

➢ Gambar dan media penunjang

### F. Penilaian Hasil Belajar

1. Written Test

Mengetahui

Kepala SMK 2  
Palopo

Guru MataPelajaran

NIP \_\_\_\_\_

NIP \_\_\_\_\_

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP) 5

|                |                       |               |                       |
|----------------|-----------------------|---------------|-----------------------|
| Sekolah        | : SMK 2 Palopo        | Pertemuan     | : I (pertama)         |
| Mata Pelajaran | : Bahasa Inggris      | Metode        | : Contextual Learning |
| Kelas/Semester | : I/Semester I        | Alokasi Waktu | : 1 jam               |
| Tema           | : parts of motorcycle |               |                       |

### Standar Kompetensi:

Berkomunikasi dengan menggunakan wacana lisan sangat sederhana secara fisik atau/ dan verbal yang disajikan dalam suasana bermain.

### Kompetensi Dasar

1. Mendengarkan

Kemampuan memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal.

2. Berbicara

Kemampuan mengucapkan kata, frasa atau, kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas.

3. Membaca

Kemampuan mencocokkan gambar dengan tulisan.

4. Menulis

Menyalin tulisan.

### Indikator:

☞ Siswa mampu memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal berkenaan dengan tema *motorcycle*.

☞ Siswa mampu mengucapkan kata, frasa, atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas berkenaan dengan tema *motorcycle*.

☞ Siswa mampu mencocokkan gambar dengan tulisan berkenaan dengan tema *motorcycle*.

☞ Siswa mampu menyalin tulisan berkenaan dengan tema *motorcycle*.

### A. Tujuan Pembelajaran

☞ Siswa dapat berkomunikasi dengan menggunakan wacana lisan sangat sederhana berbagai parts of motorcycle.

### B. Materi Pembelajaran

Motorcycle

### C. Metode Pembelajaran

Contextual Learning

### D. Langkah-Langkah Kegiatan

#### I. Kegiatan Pendahuluan

Motivasi : Memotivasi siswa untuk mempelajari kosakata yang berhubungan dengan berbagai parts of motorcycle.

Prasyarat : Siswa dapat menguasai kosakata dasar tentang berbagai parts of motorcycle.

#### II. Kegiatan

➤ Guru : mengarahkan siswa untuk saling melempar pertanyaan kepada group lain mengenai materi masing-masing group mengujinya dengan bertanya secara lisan arti dari parts of motorcycle baik bahasa Indonesia maupun bahasa Inggrisnya.

➤ Siswa : Mampu menjawab pertanyaan dari guru tentang parts of motorcycle secara lisan.

#### III. Kegiatan Penutup

Siswa mengerjakan tugas dan mengumpulkan lembar kerja tentang parts of motorcycle.

### E. Alat dan Sumber Belajar

☞ Buku yang berhubungan dengan tema

☞ Kamus

☞ Gambar dan media penunjang

### F. Penilaian Hasil Belajar

#### 1. Written Test

Mengetahui

Kepala SMK 2

Palopo

Guru MataPelajaran

NIP

NIP

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP) 6

|                |                       |               |                       |
|----------------|-----------------------|---------------|-----------------------|
| Sekolah        | : SMK 2 Palopo        | Pertemuan     | : I (pertama)         |
| Mata Pelajaran | : Bahasa Inggris      | Metode        | : Contextual Learning |
| Kelas/Semester | : I/Semester I        | Alokasi Waktu | : 30 menit            |
| Tema           | : parts of motorcycle |               |                       |

### Standar Kompetensi:

Berkomunikasi dengan menggunakan wacana lisan sangat sederhana secara fisik atau/ dan verbal yang disajikan dalam suasana bermain.

### Kompetensi Dasar

1. Mendengarkan

Kemampuan memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal.

2. Berbicara

Kemampuan mengucapkan kata, frasa atau, kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas.

3. Membaca

Kemampuan mencocokkan gambar dengan tulisan.

4. Menulis

Menyalin tulisan.

### Indikator:

➢ Siswa mampu memahami dan menanggapi sapaan, instruksi, dan informasi lisan yang singkat dan sederhana secara fisik atau verbal berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mengucapkan kata, frasa, atau kalimat pendek dan sederhana yang diperlukan untuk berkomunikasi di dalam kelas berkenaan dengan tema *motorcycle*.

➢ Siswa mampu mencocokkan gambar dengan tulisan berkenaan dengan tema *motorcycle*.

➢ Siswa mampu menyalin tulisan berkenaan dengan tema *motorcycle*.

### A. Tujuan Pembelajaran

➢ Siswa dapat berkomunikasi dengan menggunakan wacana lisan sangat sederhana berbagai parts of motorcycle.

### B. Materi Pembelajaran

Motorcycle

### C. Metode Pembelajaran

Contextual Learning

### D. Langkah-Langkah Kegiatan

#### I. Kegiatan Pendahuluan

Motivasi : Memotivasi siswa untuk mempelajari kosakata yang berhubungan dengan berbagai parts of motorcycle.

Prasyarat : Siswa dapat menguasai kosakata dasar tentang berbagai parts of motorcycle.

#### II. Kegiatan

➤ Guru : Memberi lembar kerja sebagai postest kepada siswa

➤ Siswa : Mampu memahami kosakata dan menuliskan jawaban lembar kerja tentang berbagai parts of motorcycle.

#### III. Kegiatan Penutup

Siswa mengumpulkan lembar kerja tentang parts of motorcycle.

### E. Alat dan Sumber Belajar

➢ Buku yang berhubungan dengan tema

➢ Kamus

➢ Gambar dan media penunjang

### F. Penilaian Hasil Belajar

1. Written Test

Mengetahui

Kepala SMK 2  
Palopo

Guru MataPelajaran

NIP

NIP

## **Appendix : 1**

### **POST TEST OF THE RESEARCH**

**Subject : English  
Time : 30 Minutes**

**Instruction:** The students are requested to translate 16 numbers vocabulary below:

- |                    |   |
|--------------------|---|
| a. Rem             | = |
| b. Rantai          | = |
| c. Ban             | = |
| d. Helm            | = |
| e. Baut            | = |
| f. Busi            | = |
| g. Mor             | = |
| h. Pengisi/ muatan | = |
| i. Aki             | = |
| j. Katup/ pentil   | = |
| k. Kaca/cermin     | = |
| l. Lampu           | = |
| m. Stang           | = |
| n. Penyaring       | = |
| o. Pegangan/setir  | = |
| p. Sok beker       | = |



**Collect your answer sheet as the time is over**

**No cheating!**

**No teaching!**

**No turning around!**

## LESSON PLAN

**Course : English**  
**Program/ Semester : Even/ II**  
**Topic : Preference**  
**Time Allotment : 90 minutes**

### **LEARNING OBJECTIVES:**

By the end of the lesson

1. The students will be able to comprehend new vocabulary items related to the topic.
2. The students will be able to mention naming the parts of motorcycle

### **MATERIAL AND MEDIA**

1. Pen
2. Paper worksheet
3. Dictionary

### **TEACHING LEARNING ACTIVITIES**

#### **a. Pre-viewing activities (30 minutes)**

| No. | Teacher's activities  | Students' activities   |
|-----|---|--|
| 1.  | The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process. | The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process. |
| 2.  | The teacher divided worksheet about parts of motorcycle as pre-test   | The students do test in worksheet  |
| 3.  | The teacher collects students' answer And say appreciation to students' participation.                                      | The students' collect their answer.  |

## LESSON PLAN

**Course : English**  
**Program/ Semester : Even/ II**  
**Topic : Preference**  
**Time Allotment : 90 minutes**

### **LEARNING OBJECTIVES:**

By the end of the lesson

1. The students will be able to comprehend new vocabulary items related to the topic.
2. The students will be able to mention naming the parts of motorcycle

### **MATERIAL AND MEDIA**

1. Pen
2. Paper worksheet
3. Dictionary

### **TEACHING LEARNING ACTIVITIES**

#### **a. Pre-viewing activities (30 minutes)**

| No. | Teacher's activities  | Students' activities   |
|-----|---|--|
| 1.  | The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process. | The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process. |
| 2.  | The teacher repeat the students work last meeting   | The students mention the meaning of the mention naming the parts of motorcycle   |

#### **a. Whilst-viewing activities (60 minutes)**

| No. | Teacher's activities   | Students' activities  |
|-----|--|---|
| 1.  | The teacher divided students in to five groups.  | The students each group consist of five students.                           |
| 2.  | The teacher asks the students to find out the meaning of every parts of motorcycle in the paper. | The students look it for the meaning in dictionary or Google's translation. |
| 3.  | The teacher asked students back to their group   | The students discuss their answer that they find in the group.              |

|    |  |  |
|----|--|--|
| 4. | The teacher asked students to do presentation of their group discussion    | The students do presentation before the class                |
| 5. | The teacher asked the representative of each group to present their answer | The representative of group do presentation of their answer. |
| 6. | The teacher asks the other group to correct the other group answer.        | The students correct the other group answer.                 |
| 7. | The teacher closes the class and say her appreciation to the students      | The students greets teacher and say thanks to teacher        |



## LESSON PLAN

**Course : English**  
**Program/ Semester : Even/ II**  
**Topic : Preference**  
**Time Allotment : 90 minutes**

### **LEARNING OBJECTIVES:**

By the end of the lesson

3. The students will be able to comprehend new vocabulary items related to the topic.
4. The students will be able to mention naming the parts of motorcycle

### **MATERIAL AND MEDIA**

4. Pen
5. Paper worksheet
6. Dictionary

### **TEACHING LEARNING ACTIVITIES**

#### **b. Pre-viewing activities (30 minutes)**

| No. | Teacher's activities  | Students' activities   |
|-----|---|--|
| 1.  | The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process. | The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process. |

#### **c. Whilst-viewing activities (60 minutes)**

| No. | Teacher's activities   | Students' activities                                  |
|-----|--|---|
| 1.  | The teacher scores students presentation.  | The students ask each other about their presentation. |
| 2.  | The teacher punished the group which cannot answer the other group questions.                    | The students pay attention to teacher punishment.     |
| 3.  | The teacher test students' concentrations by asking them orally the meaning of parts motorcycle. | The students answer teacher's questions.              |
| 4.  | The teacher closes the class and say her appreciation to the students                            | The students greets teacher and say thanks to teacher |

## LESSON PLAN

**Course : English**  
**Program/ Semester : Even/ II**  
**Topic : Preference**  
**Time Allotment : 90 minutes**

### **LEARNING OBJECTIVES:**

By the end of the lesson

3. The students will be able to comprehend new vocabulary items related to the topic.
4. The students will be able to mention naming the parts of motorcycle

### **MATERIAL AND MEDIA**

4. Pen
5. Paper worksheet
6. Dictionary

### **TEACHING LEARNING ACTIVITIES**

#### **d. Pre-viewing activities (30 minutes)**

| No. | Teacher's activities  | Students' activities   |
|-----|---|--|
| 1.  | The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process. | The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process. |
| 2.  | The teacher repeat the students work last meeting   | The students mention the meaning of the mention naming the parts of motorcycle   |

#### **a. Whilst-viewing activities (60 minutes)**

| No. | Teacher's activities  | Students' activities                       |
|-----|---|--|
| 1.  | The teacher divided worksheet about mention naming the parts of motorcycle as post-test | The students do test in worksheet          |
| 2.  | The teacher asks the students to collect their answer                                   | The students collect their worksheet       |
| 3.  | The teacher say thanks to students for their participation                              | The students say thanks too to the teacher |



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