

**INCREASING TEENAGERS' VOCABULARY MASTERY THROUGH
COMMUNITY LANGUAGE LEARNING STRATEGY**

A thesis

*Submitted to the English Education Program of Tarbiyah and Teachers Training
Faculty of State Islamic of Palopo as Partial Fulfillment of Requirements for S.Pd
Degree in English Education*



IAIN PALOPO

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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Supervised By:

- 1. Wahibah, S.Ag., M.Hum**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitled "Increasing Teenagers Vocabulary Mastery Through Community Language Learning Strategy" Which is written by Putri Amelis, Reg. Number. 16.0202.0048, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, 05th of May 2021 M, coincided with 22th Ramadhan 1442 H. it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Wednesday, 19th of May 2021
7th Syawal 1442 H

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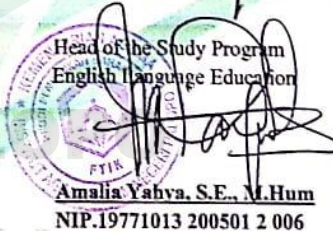
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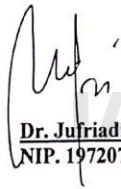
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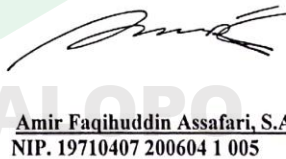
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Researcher




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In the name of Allah, the most gracious and most merciful

Alhamdulillah, Rabbil Alamin, the researcher expresses her highest gratitude to Allah SWT, the most beneficent and the most merciful, who has given love, blessing, and mercy to finish this thesis as the requirement for the degree of Sarjana Pendidikan (S.Pd) at the State Islamic Institute of Palopo. To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon him.

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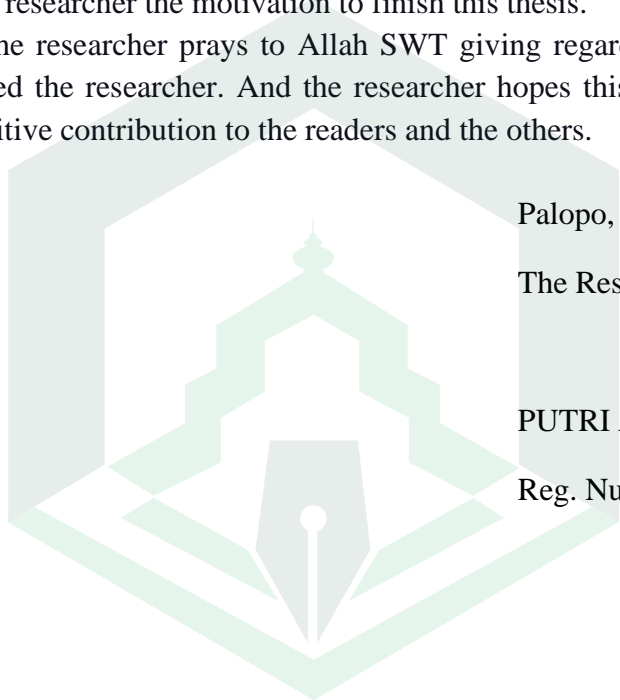
Finally, the researcher prays to Allah SWT giving regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and gives a positive contribution to the readers and the others.

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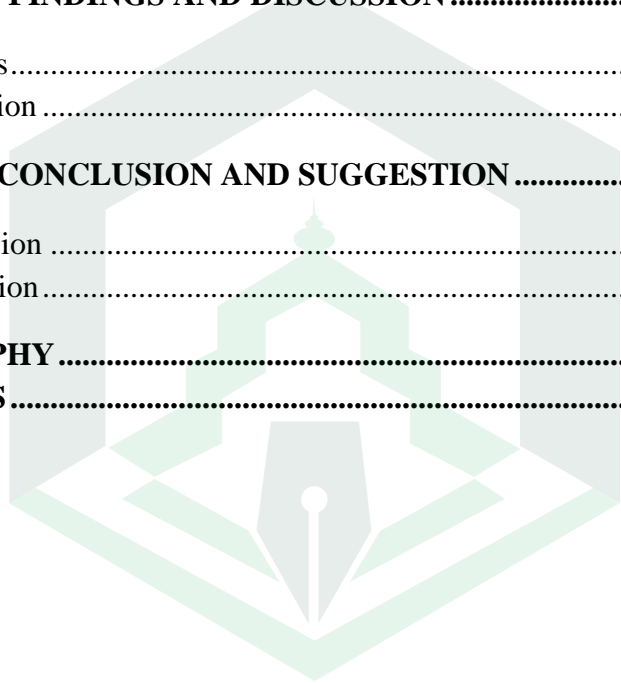


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ABSTRACT

Putri Amelia, 2021. “Increasing Students’ Vocabulary Mastery through Community Language Learning Strategy for Teenagers 14-15th in Padang Sappa”. Thesis English Study Program Educational Department in the State Islamic Studies Palopo. Supervised by Wahibah and Andi Tenrisanna Syam.

The research question is “Does the community language learning strategy increase the teenagers’ vocabulary mastery in Padang Sappa? The objective of this research is to find out whether or not community language learning strategy increases teenagers’ vocabulary mastery. This research applied pre-experimental. The researcher collected data by giving pre-test and post-test which are formulated in multiple-choice items contained 30 items. The sample of the research was the teenagers from Padang Sappa were categorized as aged 14-15 years old consisted of 20 teenagers. The instrument of this research is a test used in pre-test and post-test. Then, the test was calculated and analyzed by using SPSS 20. Based on the findings and discussions of the study, the researcher concluded that the use of a community language learning strategy was effective in teaching and increasing vocabulary for teenagers. It is proved by the result of the data indicated. There was a significant difference between the results of pre-test and post-test, which was post-test was higher than pre-test, where the mean score of pre-test was 57.9650 and post-test was 75.9650. It means that the teenagers’ vocabulary mastery increase through community language learning strategy at the 14-15 years old of Padang Sappa.

Key Words: Teenagers, Vocabulary Mastery, Community Language Learning Strategy

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CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is one of the language components which are support mastery. The acquisition of vocabulary affects four skills in English. English language mastery is most supported by the existence of vocabulary mastery. Mastery of vocabulary is more influential in the development of one's English. Develop vocabulary as a skill in improving language and developing student vocabulary. The more vocabulary a person has, it is language.

After doing the observation, the researcher found many problems. From the results of the pre-survey that the researcher did, the vocabulary was the biggest problem in mastering the English language of students. Why is that, because of the problem that the researcher found first, which is about students who do not know what is meant by the vocabulary itself. Then, students do not know the division of vocabulary. Another problem is that students are not very good at English because of a lack of vocabulary. As for other problems, namely media and learning strategy, media and learning strategy become one of the reasons why English students are lacking. The lack of media and learning strategy is one of the reasons for the lack of mastery of English in students. Learning strategies become a problem that is very influential in improving students' English.

Seeing the problem from the results of the pre-survey that the researcher found above, where one of the problems is about the lack of learning strategies that

sufficiently influence the improvement of students' English. Therefore the researcher raised the title namely "Increasing Students Vocabulary Mastery through Community Language Learning Strategy. Based on several sources that the researcher had read, this counseling strategy is another name for the Community Language Learning Strategy. This strategy was first introduced by Charles Arthur Curran, who was a professor of psychology professor in 1961. This strategy uses the counseling-learning theory in language learning. The strong value of this counseling strategy, namely the emphasis on language learning, should view students as a whole human person, full support from the teacher, no judgment from both parties. This strategy can overcome the problems of students' concerns in language learning and can build a strong learning community so that the desired results from language learning can be achieved.

Some experts have conducted research using community language learning methods such as Nurhasanah (2015) found that students experienced an increase not only in their English conversation participation but also in their learning motivation. In the CLL classroom, students and teachers collaborate to conduct various instructional tasks and activities, as there is not a ready-made syllabus and teaching material to follow. A group of learners sitting in a circle, not more than 12 (Larsen-Freeman & Anderson, 2011), initiate the conversation in the native language and the teacher translates it into the conversation in the native language. Akai (2011) implemented the CLL method with analytic and synthetic learners during two periods of experience and reflection. The research indicated that keeping the balance between

the learner-centered environment and a teacher-centered environment provides learning opportunities by addressing diverse learning style modalities.

B. Research Question

Based on the result of the observation explain in the background, the researcher formulated the research question as follow:

Is that use community language learning strategy significant to increase teenagers vocabulary mastery?

C. Research Objective

The researcher aims to find out whether or not the community language learning strategies increase the teenagers' vocabulary mastery.

D. Research Significances

1. Teacher

With this research, it is expected to be able to help teachers in learning activities, either as teaching materials or guidelines in developing strategies.

2. Students

This research, hopefully, can help the students to improve the mastery students in learning vocabulary.

3. Researcher

It will become a reference for the researcher in the future when she becomes a teacher or the next researcher who wants to research or develop research related to community language learning strategy.

E. Research Scope

The researcher focuses on the use of community language learning to improve the students' vocabulary mastery. The vocabulary topics that were taught by the researcher are noun classroom, bedroom, animals, kitchen, school, profession.

F. Definition of Term

To clarify and explain the terms of the title to avoid ambiguity in this study.

The definition is below:

1. Increasing Students' Vocabulary Mastery

The definition of the word increasing means that the process to make better in quality or make it more productive to become better. While the word student means a person who is following a process of study in a college or university. Vocabulary mastery is the knowledge or ability to control in understanding the new words in a language.

From those explanations above, the writer concludes that increasing students' vocabulary mastery is the process of helping student's ability to make it better for mastering new words in learning a foreign language.

2. Community Language Learning

Community Language Learning is a strategy that needs students' ability to get into an unfamiliar world by using the teacher's instruction. In this strategy, the students are encouraged to be active and creative in findings words.

3. Teenagers

Teenagers are young people between 13 and 19 years old: the research is aimed at teenagers and young adults. In this research, teenagers are meant students with an age range of 14-15 years in Padang Sappa.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study.

There are some research has been conducted on this topic as follows:

Nurlaila Amalia (2018) her thesis in the title “Improving Students Vocabulary Mastery Use Vocabulary Self Collection Strategy”. This study aims to improve vocabulary mastery on things around us Material in class VIII A3 students of SMP NEGERI 1 Singaraja through The Application of the Vocabulary Self-Collection Strategy¹.

The relevance of this research is to improve students’ vocabulary by using Vocabulary self-collection strategy. While the difference of this research is found in the use of self-collection strategy in vocabulary improvement but in my research to improve students’ vocabulary using community language learning strategy.

Esy Octa Utami (2015). Her thesis in the title “Implementation of Community Language Learning (CLLL) in Teaching Vocabulary”. This research was intended to find out the implementation process of Community Language Learning in teaching vocabulary and to find out the problems coming from using CLL in teaching vocabulary in terms of content words. The results of this research showed that the process of implementation of CLL in teaching vocabulary by using picture sequences ran well and the problems faced by students were the students felt difficulty in using

¹ Nurlaila Amalia, ‘Improving Students Vocabulary Mastery Use Vocabulary Self Collection Strategy’, 2018.

English directly because they did not know the meaning and pronunciation of words, especially in the adverb.²

The relevance of this research is to increase students, English Vocabulary through the use of the CLL strategy. While the difference is this research focuses on the implementation of the vocabulary teaching process while my research focuses on increasing student's vocabulary using CLL.

Sulastri (2017). Her thesis in the title “Using Community Language Learning Method to Increase Vocabulary Mastery at the Seventh Grade of MTs Guppi 02 Untoro”. Aimed to find whether the Community Language Learning Method can increase vocabulary mastery or not and discuss how the community language learning method increases vocabulary mastery at the grade of MTs Guppi 02 Untoro. The result shows that there were 83, 33% of students who passed the minimum standard criteria in the post-test 2. Before the action was conducted, there were just 10% of students passed the minimum standard criteria in the pre-test. Besides that, a significant increase can be seen from the students’ learning activity. They seem more active during the teaching-learning process. Based on the result mentioned before, the researchers suggest that the English teacher should implement the Community Language Learning method to increase the students’ vocabulary mastery.³

² esy octa Utami, ‘Implementation of Community Language Learning (Cll) in Teaching Vocabulary’, *U-Ject-Articles*, 4.8 (2015).

³ Sulastri, ‘Using Community Language Learning Method to Increase Vocabulary Mastery at the Seventh Grade of MTs Guppi 02 Untoro’ (IAIN METRO, 2017).

The relevance of the research is to increase students' vocabulary by using Community Language Learning. While, the difference of this research is to find whether the community Language Learning Method can increase vocabulary mastery or not and how the community language learning method to increase vocabulary mastery, but in my research to increase vocabulary use community language learning strategy.

Akai, S (2011), "A New Way of Looking Community Language Teaching Approach: Action Research in a Japanese Language Class". Conducted an action research study conducted with low-intermediate students learning Japanese as a foreign language, Akai implemented the CLL method with analytic and synthetic learners during two periods of experience and reflection. The research indicates that keeping the balance between the learner-centered environments provides learning opportunities by addressing diverse learning style modalities.⁴

The relevance of this research is using CLL in language development. While the difference is the use of this type of research, wherein this research using classroom action research, while my research using experimental research type.

Naomi Koba, Naoyoshi Ogawa, and Dennis Wilkinson (2000), "Using the Community Language Learning Approach to Cope With Language Anxiety". Applied a comparative study, their Japanese college students were interviewed to elicit the diverse opinions which might be present between a traditional class and

⁴ Akai, s, 'A New Way of Looking at The "Community Language Teaching" Approach: Action Research in A Japanese Language Class.', 2011.

CLL. Two of the participants expressed that they felt no anxiety when they belonged to the learning community, while one student commented that she felt uneasy among others when she could not discriminate the sounds and produce unfamiliar utterances.⁵

The relevance of this research is the CLL approach seems to be suitable to cope with language anxiety. To prove this notion, first, the CLL approach is analyzed along with the learner's reflections about a demonstration. Second, interviews with college students are provided to compare the traditional classroom and the CLL approach. While in my research is it focuses on increasing student's vocabulary mastery.

Swift (2007). "Community Language Learning: Part Two" The researcher used CLL as a component of a course with a group of six adult learners. The learners enjoyed specifically the reflection stages in which they were allowed to express their overall feelings regarding the learning experience.⁶

The relevance in this research is about what is CLL, the Historical of CLL, principles of CLL, and Considerations in implementing CLL in an EFL Context. While in my research focuses on increasing students' vocabulary mastery using Community Language Learning.

⁵ & dennis wilkinson naomi koba, naoyoshi ogawa, 'Using the Community Language Learning Approach to Cope with Language Anxiety', *The Internet Tesl Journal*, 6.11 (2000).

⁶ Swift. S, 'Community Language Learning: Part Two', *Retrieved from* [Http://Eltnotebook.Blogspot.Com/2007/02/Community-Language-Learning-Part-Two.Html](http://Eltnotebook.Blogspot.Com/2007/02/Community-Language-Learning-Part-Two.Html)., 2007.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is an important role in language. People who are learning English should learn vocabulary first. People who have enough vocabulary will be easy in English because having enough vocabulary English learners can be easy to produce many ideas to speak. Vocabulary determines how well learners speak, listen, read, and write. When people have more vocabulary, it will be easy to understand native speakers, English movies, and English news. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Vocabulary comes from the Medieval Latin, *vocabularies*, that transferred into English meant list. Arranged alphabetical definitions or the (principal) words used in a language or usually in particular book or branches of science, etc. or by particular outdoor.⁷ Vocabulary as a content and function word of a language, which is learned thoroughly so that they become a part of the child's understanding, speaking, and later reading and writing.⁸ Vocabulary is the vital organ and the flesh to the language. It is the thing that the language activity can hardly do without vocabulary.⁹

Barnhart interpreted the vocabulary as Stock of words person, class of people, profession, etc. a collection or list of words, usually in alphabetical order and define.”

“And here is the definition of vocabulary from the Merriam-webster online

⁷ fowler, *Measuring Receptive Vocabulary Size* (utrech: LOT, 2012).

⁸ good and cv, *Dictionary of Education* (New York: McGraw Hill Book Company, 2008).

⁹ Jeremy Harmer, *The Practice of English Language Teaching* (London: longman, 2011).

dictionary: A list of collections of words and phrases that are usually alphabetically arranged and explained or defined: lexicon; A supply of express techniques or devices (as of an art form).” From the definition above, it can be concluded that vocabulary is a collection of words or phrases that are usually arranged sequentially and translated.

Mastery of vocabulary is done by teaching lectures, dictation, question and answer, and mastery strategies individually or in groups. Learning with such strategies is boring, uninteresting, and causes students to get sleepy, not interested in being active in the learning process.

Therefore a change of process or learning strategy is needed to further enhance student interest and reduce students' reluctance to learn English, especially in mastering vocabulary. Learning English is done through a Counseling Strategy. This process is more fun and attracts students to participate in the learning process, discuss the material with partners, practice working on sola, and make reports.

2. Types of vocabulary

Harmer explains that it can be assumed that student has a store of words but it would be difficult to say which are active and which are passive. A word that has been active through constant use may slip back into the passive store if it is not used. A word that student has in their passive store may suddenly become active if the situation or the context provokes it is used. In other words, the statute of vocabulary items does not seem to be a permanent state of affairs. Two types of vocabulary are active vocabulary refers to vocabulary that student has been taught or learns and

which they are expected to be able to use. And passive vocabulary refers to words which the student will recognize when they meet them but which they will probably not be able to produce.¹⁰

3. Part of Speech

McGregor (2009) states that all discussion consists of thousands of words with different types or classes between one another.

a) Content word

1) Verb

Verbs are words that indicate our actions or work or to state something. Examples: write, run, eat, and drink. He is **writing** a letter.

In the example sentence above, the verb "write" describes the action or work of the subject (he). The function of verbs is to describe actions or actions that are usually called "dynamic verbs", such as write, eat, run, and speak. While verbs that state something are called "stative verbs" and are not generally used in tenses continues.

The forms of verbs based on the use of tenses types are 3; 1. Base form (basic verb), 2. Past simple 3. Past participle. For example the verb go-went-gone. "Go" is a basic verb "went" the past verb is simple, and "gone" is a past participle verb. Based on the formation of past simple and past participle verbs, the verbs can be divided into two:

2) Regular Verbs

¹⁰ good and cv, *Dictionary of Education* (New York: McGraw Hill Book Company, 2008).

Regular verbs are past simple and past participle verbs with the addition of "-ed" to basic verbs, for example, laugh-laughed-laughed, look-looked-looked.

3) Irregular Verbs

Irregular Verbs are formed into past simple and past participle verbs with the addition of different forms, for example, buy-bought, eat-ate-eaten.

b) Adjective

An adjective or adjective is a word that gives more information on a noun or pronoun. Examples are a tall man, an old house, a red car. The words "tall, old, red" are adjectives that give more information to the words "man, house, and car".

The word adjective can be used more than once in the word single noun in a sentence. An adjective word provides information about color, size, characteristics, quality, or personal traits of a noun or pronoun. For example, the beautiful girl entered the room. The adjective word in a sentence is used in two forms namely before the noun and after the verb.

1) Before the noun

Examples,

He ate a delicious mango.

She bought a red car.

A fat man was running in the street.

2) The use of adjective can also be used after verbs or stative verbs

For example, iron is *hot*

“Hot” is an adjective in the sentence above that appears after the auxiliary word “is” and the word "is" acts the same as the word stative verb. The adjective "hot" which appears after the auxiliary word "is" describes the noun (subject) "iron".

3) Adjective Levels and Their Use

There are three types of adjective levels, namely positive adjectives, comparative adjectives, superlative adjectives.

Examples

Positive	Comparative	Superlative
Big	Bigger	Biggest
Great	Greater	Greatest
Old	Older	Oldest

c) Noun (singular and plural)

Nouns are words that refer to people, places, or things or things. For example, a chair, table, book, New York, computer, cup, boy, John, etc. The words refer to people, places, things, and things.

1) Types of Noun

Nouns consist of two types, namely Common Noun and Proper Noun. Common Noun is a word that refers to general objects or non-specific things, for example, books, pens, rooms, garden man, girl, road, camera, etc. Whereas proper noun on

the contrary refers to specific or certain objects or certain people. For example, BMW Car, April, Monday, Oxford University, New York, America. If one of the common nouns is referred to specifically, it will change to a proper noun, for example like "day" but if the noun is specified as a Monday or Friday noun, then it will change to a proper noun.

2) Countable and Uncountable Nouns

Countable Nouns are countable nouns. An example is a "book" because we can count it and we can say one book, two books, three books, and so on. An accountable noun can be in the form of singular or plural. Article "a" and "an" is used before the word singular. If the singular noun starts with a consonant then "a" must be used, such as a book, a cat, a pen. If the singular noun starts with a vowel or sounds vowel then it must use "a" like, an apple, an umbrella, an onion, an hour. Whereas plural noun has more than one meaning, for example, the word "chair" is a singular noun but "chairs" is a plural noun.

Uncountable Noun is a verb that cannot be counted, for example, water. We cannot say one water or two water. Other examples are milk, bread, honey, grain, furniture, news, information, pleasure, honesty, courage, weather, music, preparation, warmth, and wheat.

3) Adverb

An adverb is a word that provides additional information on verbs, adjectives, or other adverb words. For example, He replied quickly. The word "quickly" is an adverb that provides additional information to the verb. Besides, adverbs can also be

used to provide additional information on adjective words or other types of words except for nouns. Examples (adverbs modifying verbs): (1) He was driving *carelessly*, (2) they live *happily*, and (3) he goes to school *daily*.

Examples of adverbs modifying adjectives are: (1) it is a very difficult problem, (2) he is seriously ill, and (3) this book is nice.

Examples of adverbs modifying other adverbs are: (1) John drives very slowly, (2) he was talking too angrily

Adverbs are categorized based on information provided in the following categories:

- a) Adverbs of manner
- b) Adverb of place
- c) Adverb of time
- d) Adverb of frequency.

b) Function Word

1) Pronoun

A pronoun is a word that substitutes a word that uses the chance people. E.g. he, she, it, they, his, her, him, its and others. Example 'John is an intelligent student. Pronoun 'John' change to He and that sentence to 'He goes to school daily, He studies a lot, He is preparing for the examination, He will get high marks examination. A pronoun can be divided into several groups namely; personal pronouns: I, you, He, She, it, they, who, me, him, her, them, whom; possessive pronouns: myself, himself, herself, itself, yourself, ourselves,

themselves; reciprocal pronoun: each other, one another; relative pronouns: who, whom, whose, which, that; demonstrative pronoun: this, these, that, those.

2) Preposition

A preposition is a word that shows the relationship between nouns or pronouns and other words in sentences for example, in, on, at, to, with, under, above, into, by, of, etc. The preposition is always used before the word noun or pronoun which shows the relationship of these words with other words in the sentence. Like the following examples:

Subject + verb	Preposition	Noun
The cat was sleeping	on	Table
He lives	In	Paris
She looked	At	Stranger
He will come	In	January
The wedding ceremony will be held	On	20 th December
I was waiting	For	You

3) Conjunctions

Conjunctions are connecting words. Conjunctions are divided into two namely Coordinating conjunctions and Subordinating conjunctions. Coordinating conjunctions connect words, phrases, and independent clauses (a

group of words that could be a sentence by itself). Spot and I did not stop running or walking but once, for we were not tired. (See how “we were not tired” is a sentence connected to a sentence with a conjunction?). And subordinating Conjunctions introduce dependent clauses (a group of words that cannot stand alone as a proper sentence). For instance: although sick, spot soldiered on.

4) Interjections

Interjections are exclamatory words that express strong emotion. For example “Ouch! My shoulder is killing me,” “Crikey, this big crocodile,” “Fail! I was so close to winning,” “Alas, Spot is with us no more”.

5) Article

The article consists of three types, namely A, An, and The. Article a, an, and the in English that is understanding the purpose and purpose of using the words "a", "that", "this", "that" in a conversation.

- Article “a” and “an”

This article both have the same meaning that is one or what we also commonly call a single or also commonly called a.

Examples: a pen

An apple

A man

The word "a" is used for nouns that start with consonants and are also used for vowels but read consonants like "a car and a university". Next is the article "an" where this word is used for objects beginning with vowels (AIUEO) and also used in words starting with consonants that sound vowel (live), such as "orange and an hour". As for the other functions of "a / an" that is used to tell or say things that we have not known before such as, "she is writing an application" and "my father is reading a magazine".

- Article The

Article "the" is usually interpreted in a conversation that is "such / this / that" as in "the car and the problem". Article "The" can also be used for objects that are one (single) and also plural, such as "the car" and "the cars". Article "the" can also be used on objects that are believed to be aware of the object beforehand, such as "Justin is reading a magazine".

4. The Principles in Learning and Teaching Vocabulary

The first step in teaching vocabulary is to determine what words to teach. Therefore, Harmer provides the following general principles of vocabulary selection: the principles of frequency-words that are frequently used should be thought first, the principles of coverage-words that comprise more things and have no just one specific meaning are useful to be taught as first.¹¹

¹¹ Jeremy Harmer, *The Practice of English Language Teaching* (London: longman, 2011).

While Dole, Liang, and Nelson also suggest teaching a group of words that have related meaning or related to a single topic.¹² To create successful vocabulary learning and teaching teachers should be aware of the principles in learning and teaching vocabulary. The main principle of learning and teaching vocabulary as follows:

a) Aims

First, the teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? With which words? Unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been.

b) Quantity

Secondly, having decided on what is involved in vocabulary learning, the teacher may have to decide on the quantity of vocabulary to be learned. How many new words in a lesson can the learner learn? The actual number will depend on several factors varying from class to class and learner to learner. If there are too many new words, the learner may become confused, discouraged, and frustrated.

c) Need

In most cases, the voice will be made for the teacher by the coursebook or syllabus he is using. In any case, one would hope that the choice of vocabulary will relate to the aims of the course and the objectives of individual lessons. To put the

¹² liang & nelson dole, 'Teaching Voacablary to All Your Students', in *Annual Conference of the Utah Council the Internasional Reading Association*, 2007, p. 134.

responsibility of choosing the vocabulary to be taught on the students. The student is put in a situation where he has to communicate and gets the words he needs, as he needs them, using the teacher as an informant. The student should feel that he needs the target word, just as he would in a situation outside the classroom.

d) Frequent Exposure and Repetition

It is seldom, that we remember a new word simply by hearing it once. There has to be a certain amount of repetition until there is evidence that the student has learned the target word. The simplest way of checking that this learning has been done is by seeing whether the student can recognize the target word and identify its meaning. He must be allowed to use it if the word has to be part of the learner's.

e) Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, it's meaning – although. This requires that the word is presented that its denotation or reference is clear and unambiguous. Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.¹³

¹³ piko budiarti, 'Teaching Vocabulary by Using Miming Games to the Third Grade Students at MI Al-Muhajirien Margolembo' (stain palopo, 2014).

Teaching vocabulary is an important part of language and it must be done carefully. The English teacher should know which word is important to learn because many words will not be useful to the students. Useful words are the word that occurs frequently in everyday English and easily remembers. The teacher has the job of so managing the learning that the learner can do some or all of these things with the target vocabulary that is being learned. Relating to vocabulary or in language learning contains aspects of understanding, meaning, and use. A receptive and productive perspective that discusses the shopper's ability to understand certain vocabulary words. A review of responses to a cognitive understanding of form, meaning, and use, while understanding of participation, to a cognitive understanding of word forms. The principle of learning vocabulary is very important for teachers so they can determine what strategies are appropriate in working on vocabulary.

The following is a table of types of effective learning used in vocabulary mastery learning.

Type of vocabulary	Learning type	Learning activity
understanding		
Shape	Implicit learning	Repeat vocabulary recognition
Mean	Explicit learning	The use of elaboration, drawing a conclusion

Use	Collocation	Implicit	Repetition		
	grammar	learning			
	Limitation	Explicit	Immediate	guide	and
		learning	response		

Commonly, there are several techniques concerning the teaching of vocabulary. However, a few things have to be remembered by most English teachers if they want to present a new vocabulary or the lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learned, practiced, and revised to prevent students from forgetting.¹⁴

There are differences of opinion regarding vocabulary learning. Does the vocabulary need to be studied explicitly or is the vocabulary studied implicitly? In explicit learning, students carry out activities that have been designed for vocabulary. The principles of explicit vocabulary learning are enriching vocabulary, bringing together new vocabularies, increasing understanding, helping to understand the meaning, using techniques, and encouraging the use of independent learning strategies. While the principle of implicit learning of vocabulary is learning that is not designed for vocabulary. For example, when students read text or use language for communication, they also automatically learn vocabulary. The principle underlying implicit learning of vocabulary is that most of the vocabulary mastered by someone is

¹⁴ ittihad, 'The Techniques of Teaching Vocabulary', *Jurnal Kopertis Wilayah XI Kalimantan*, 7.11 (2009).

never explicitly taught, but is learned explicitly. In history, there was a time when vocabulary teaching and learning were not given much attention.

In light of the described techniques in the previous part, they will not be useful if the students' interest in learning vocabulary is poor. For that reason, techniques in encouraging students' interest in Learning English vocabulary need to be introduced by English teachers. To enhance it, they should provide something challenging and make the students eager to study.

5. Community Language Learning Strategy Theory

Community Language Learning (CLL) or can be called counseling strategy is a language teaching method that involves aspects of psychology where students work together to develop the language skills they want to learn. Community language learning is a language-teaching approach¹⁵ in which students work together to develop what aspects of a language they would like to learn. It is based on the counseling approach in which the teacher acts as a counselor and a paraphrase, while the learner is seen as a client and collaborator. This method was first developed by Charles A. Curran and its association called Counseling-Learning theory. Some also say that this method is a humanism approach. The instructor as if acting as a counselor and the students as clients. This method refers to two roles: that of the know-er (teacher) and the student (learner). Also, the method draws on the counseling metaphor and refers to these respective roles as a counselor and a client. According to Curran, a counselor helps a client understand his or her problems better by capturing

¹⁵ Jack Richards, *Approaches and Methods in Language Teaching*, 1986.

the essence of the client's concern and relating the client's effect to cognition in effect, understanding the client, and responding in a detached yet considerate manner. To restate, the counselor blends what the client feels and what he is learning to make the experience a meaningful one. Often, this supportive role requires greater energy expenditure than an 'average' teacher.¹⁶

The foreign language learner's tasks, according to CLL are to apprehend the sound system of the language, assign fundamental meanings to individual lexical units, and construct a basic grammar. In these three steps, the CLL resembles the natural approach to language teaching in which a learner is not expected to speak until he has achieved some basic level of comprehension.¹⁷

In the counseling strategy, it can be interpreted as a careful plan for activities for counseling both individuals and groups to be able to be independent and develop optimally through various services based on applicable norms. So the strategy used to achieve specific goals within the scope of counseling is to help solve a problem both individually and in groups and must be applied by a counselor.

The purpose of language learning was to be able to produce the language correctly, rather than maintaining meaningful communication. However, the era of Audio-bilingualism began to give way to five important innovative methods, such as Community Language Learning, desuggestopedia, The Silent Way, Total Physical

¹⁶ jack c richard, *Approaches and Methods in Language Teaching*, 1986.

¹⁷ T.D. k rashen, S.D & Terrel, *The Natural Approach: Language Acquisition in the Classroom*, 1983.

Response, and the Natural Approach (Brown, 2000).¹⁸ These humanistic methods emphasize the development of human values; growth in self-awareness and the understanding of others' sensitivity to human feelings and emotions; and active student involvement in learning and the way human learning takes place. In the humanistic approaches, the learner is regarded as a whole person, which means that teachers consider not only their students' feelings but also their physical reactions, their instinctive protective reactions, and their desire to teach (Larsen-Freeman & Anderson, 2011)¹⁹

1. The community language learning (CLL) method was developed by Charles Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago (Richards& Rodgers, 2002). His application of psychological techniques to learning is known as Counseling-Learning and was largely inspired by Carl Roger's humanistic psychology; community language learning represents the use of Counseling –learning theory to each language. While studying with adults, Curran found out that older learners often feel threatened in a new and unfamiliar learning situation and fear appearing foolish. In this respect, teachers, as counselors, are in chards of overcoming the negative feelings that learners, as clients (Richards& Rodgers, 2002), experience

¹⁸ D Brown, 'Principles of Language Learning and Teaching', *White Plains, NY: Longman*, 2000.

¹⁹ Larsen-freeman & Anderson, *Technique and Principles in Language Teaching* (London, England; oxford university press, 2011).

towards learning a new language. Therefore the teacher is not only the one transmitting the knowledge, but also an expert who can handle the problems learners face while learning something new.

2. Even though the CLL methods have some drawbacks, they can be beneficial for foreign language learners if applied properly. It is widely admitted that regardless of the type of method used, a professionally competent foreign language teacher should be able to adapt and analyze it by the material and options available to meet the learners, and the institution's needs. To conclude, it is the responsibility of the teacher to discern what is best for students (Ariza, 2002).²⁰ In her study, Ariza used CLL techniques with students who were plagued by social and psycholinguistic hindrances, as a means to create feelings of comfort and thereby lower their anxiety toward foreign language learning. Although the learners were initially unapproachable, reluctant, and resistant toward learning Spanish, the teacher, as an understanding and emphatic counselor, was able to break the impenetrable barriers that threatened students' capability of learning a foreign language.²¹

²⁰ E.N Ariza, 'Resurrecting "old" Language Learning Methods to Reduce Anxiety for New Language Learners: Community Language Learning to the Rescue', *Bilingual Research Journal*, 2002, 717–28.

²¹ Larsen-freeman & Anderson, *Technique and Principles in Language Teaching*, 2011.

a. Principles of Community Language Learning

CLL is primarily based on the principles of teaching English for communication. To this end, learner's needs and feelings are addressed with due regard in every aspect of the teaching process. It is obvious that CLL differs from traditional language teaching methods with the teaching process anxiety and helps them produce a sense of security (Koba, Ogawa, and Wilkinson, 2000). Some of the significant CCL principles can be outlined as follows:

1. It is important to establish a mutual relationship between the learner and the teacher to create a safe learning environment; students tend to learn more effectively when they feel secure.
2. Language is for communication. Therefore, students should be encouraged to communicate as frequently as possible during the lesson
3. The teacher stands behind the students to facilitate the learning process.
4. The teacher should respect the learners' level of confidence and transmit to them what needs to be done to be successful.
5. Learners need to know the limits of a teaching activity so that they feel more secure.
6. As the teacher and the learners are whole persons, they can share learning experiences, thus getting to know one another and building a sense of community.

7. Considering that each learner is unique, the teacher, as a counselor, values the learners and their ideas, she and always listens to them without giving any advice to understand how they feel about the learning process.
8. A learner as a client uses his native language to make the meaning clear and to build a bridge from the known to the unknown since understanding classroom interaction facilitates learning.
9. Learners are required to attend to one task at a time and are offered a quiet reflection period to learn.
10. Learners have a choice in what they want to practice, as they have a pearl of inner wisdom about where they need to improve
11. Students work in groups to feel a sense of community, thus, they can learn from each other as well as the teacher. Cooperation, rather than competition, is encouraged
12. The teacher should correct the errors that learners have produced in a nonthreatening way
13. By reading their sentences to the other members of the class, learners develop a sense of community and build trust, which helps to reduce the threat of the new learning situation.
14. When the material is new or too familiar, learning tends not to take place somewhere between novelty and familiarity.

15. Apart from the language, learners also reflect on what they have experienced. Thus, they have an opportunity to learn about the language, about how to learn from one another in a community.

16. The syllabus is generated primarily by students in the beginning stages. Students are more willing to learn when they have created the material themselves ²²(Larsen-Freeman & Anderson 2011, p. 91-93).

b. How to Teach Vocabulary Using Community Language Learning

There are many principles about how to teach through community language learning strategy. And to know about it, can be shown is the explanation below:

1. Building a relationship with and among students is very important
2. Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn best when they feel secure.
3. Language is very important
4. The superior knowledge and power in front of the teacher can be threatening. if the teacher does not remain in the front of the classroom, the threat is reduced and the students', rather than from students to teacher.
5. The teacher should be sensitive to students' limitation and not overwhelm them with more than they can handle
6. Teachers and students are whole persons.

²² Larsen-freeman & Anderson, *Techniques and Principles in Language Teaching*, 3rd edn (london england: oxford university press, 2011).

7. The student's native language is used to make the meaning clear.
8. The teacher should take responsibility for clearly structuring activities in the most appropriate way possible for the successful completion of an activity.
9. In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher²³

Based on the principles above, we can understand that community language learning strategy in the English learning process has purposes how to improve vocabulary skill of students. In class, the students are divided into some groups to make the effective learning process and from the way, the teacher is easy to control the students.

1. Types of community language learning

Counseling learning or community language learning emphasizes the learner and learning rather than the teacher and teaching. They are many types of techniques of the CLL method and some of them are tape recording, reflection and experience, listening, small group task, and transcription:

- a) Tape recording is record students produce the language or record their voices while they use the native language.
- b) Reflection on experience is students make their reflection based on what they have learned and reflect on how they feel about the learning process.

²³ diane larsen, *Technique and Principles in Learning Teaching*, 2011.

- c) Listening is relaxed and listens back their voices speaking the native language through the tape.
- d) The small group task is students involve in a small group doing tasks together and next encourage cooperation.
- e) Transcriptions write down the transcript after hearing the tape and next have a chance to translate his /her utterances.

This research used the type of community language learning strategy is the small group task. The small group task is students involve in a small group doing tasks together and next encourage cooperation.

2. The Procedure of Teaching Vocabulary Using Community Language Learning Strategy (Counseling Strategy)

The steps taken to teach vocabulary using this method of learning counseling are the first as a usual greeting and introducing or telling what will be done. After that, the teacher made a statement of the goals and guidelines for the learning. After that, the teacher goes on to ask students to think about something and understand what is on their minds. For example, the teacher asks students to think about their home, after that they imagine in the house what objects are there. After they think about it then the teacher or counselor divides students into sections and forms a group. After that, each student tells or tells his friends what is in the house. After all, have shared stories about anything that is in there then write anything about it. After finishing, everyone returns to their respective positions and here

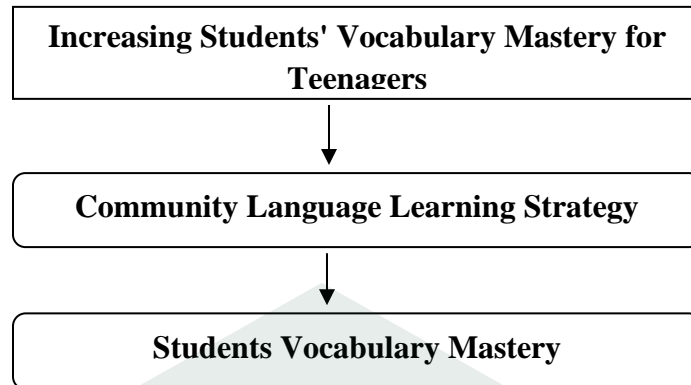
the teacher returns to ask what is available at the student's home by pointing one by one or several students' spells. After that the words are collected then the teacher writes them on the board and asks students to copy their books. With teaching methods like this, students will be well informed and analyze the vocabulary well.

C. Conceptual Framework

The conceptual framework in this research explains increasing teenagers' vocabulary mastery for teenagers who are ages 14-15th years old in Padang Sappa. In this research, the researcher tries to recognizing strategy in English teaching, especially in increasing English vocabulary mastery. That is a community language learning strategy. The students need an effective way in increasing their study achievement in learning a skill in a foreign language especially vocabulary mastery and an English teacher should mastery many strategies in English teaching on the learning process.

Based on the reason above, the researcher concludes that both of strategy is effective and can be expected that students' vocabulary mastery is better than before. The researcher also compares the ability or the increasing students' vocabulary mastery between those who have to learn through the CLL strategy.

The conceptual framework in this research show as follows:



D. Hypothesis

There are two hypotheses of this research, as follows:

1. H_0 (Null Hypothesis): Community Language Learning Strategy does not increase the teenagers' vocabulary mastery.
2. H_a (Alternative Hypothesis): Community Language Learning Strategy increases the teenagers' vocabulary mastery at Padang Sappa.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research applied a pre-experimental research design. The experimental group without control class teaching on vocabulary using community language learning strategy. The researcher used pre-test and post-test to find out students' ability in vocabulary mastery. Research design in this research could be seen as follows:²⁴

Table 3.1 Research Design

<i>Experimental</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-Test</i>
<i>Group</i>	<i>X</i>	<i>T</i>	<i>Y</i>

Where:

X: Pretest

T: Treatment

Y: Posttest

The observation did before treatment called pre-test (X_1) and the second, was after a treatment called post-test (X_2).²⁵ If the result of the post-test is better than the pre-test, it means the program is significant. If the result of the post-test is similar to the pre-test it means that the program is not significant.

²⁴ L R Gay & Peter airasian, *Educational Research Competencies for Analysis and Aplication Sixth Editio*, New Jersey: Prentince Hall Inc, 2000.

²⁵ nasution, *Metode Reserach; Penelitian Ilmiah* (Jakarta: PT. Bumi aksara, 2001).

B. Population and Sample

1. Population

The population is the bulk of to amount to element; this element can as an individual, family, social's group, organization, and others.²⁶ The population of this research is teenagers 14-15th Padang Sappa. The total population is 20 teenagers.

2. Sample

The researcher applied a random sampling technique. In this case, the researcher takes 20 people in Padang Sappa as the sample.

C. Research Variables

There are two variables in this research. The variables are:

1. The dependent variable is the teenagers' vocabulary mastery.
2. The independent variable is the Community Language Learning Strategy.

D. Research Instrument

The instrument of this research is a vocabulary test; the researcher used the test to measure the teenagers' ability to understand the vocabulary before and after giving treatments. In this case, the vocabulary test was objective. The test consisted of multiple choices.

²⁶ Nana Sudjanadan Ibrahim, *PenelitiandanPendidikan*, (Cet, I;:Bandung,1989), P.84

E. The Procedure for Collecting Data

The procedure of collecting data in this research was as follows:

1. Pre-test

After doing the treatment, the researcher applied a pre-test. The teenagers have to find out vocabulary based on the theme (classroom, bedroom, kitchen, animals, school, and profession). The researcher distributed to identify the student's prior knowledge in Vocabulary.

2. Treatment

The treatment in teaching vocabulary by using a community language learning strategy consisted of six meetings. The steps are described as follows:

a) Experimental class

1) The first meeting

- a. The researcher explained to the teenagers what the vocabulary is and then what the purpose of the vocabulary and explained about the noun.
- b. After that, the researcher introduced the community language learning strategy to the teenagers what community language learning is, then what the purpose of community language learning strategy and what is the procedure of the community language learning strategy.
- c. After the researcher explained vocabulary, noun and CLL then the researcher divided the students into groups (4 teenagers for each group).
- d. The researcher gave 20 minutes to arrange their vocabulary based on the theme (in the classroom)

- e. The researcher monitored when teenagers did the instruction from the researcher
- f. After finishing, the researcher asked the teenagers to share their finding with other groups and discuss in class.
- g. The researcher explained some words related to topics
- h. Finally, the researcher gave a score with the winning group in record time.
- i. Before ending the class, the researcher provided a conclusion about today's lesson
- j. Then the researcher talked to teenagers about the material that will be taught in the next meeting.

2) The second meeting

- a. The researcher divided the teenagers again into groups (4 teenagers for each group).
- b. The researcher gave 20 minutes to arrange their vocabulary based on the theme (bedroom).
- c. The researcher monitors when the teenagers did the instruction from the researcher.
- d. After finishing, the researcher asked the teenagers to share their finding with other groups and discuss in class.
- e. The researcher explained some words related to topics
- f. Finally, the researcher gave a score to the winning group in record time

- g.** Before ending the class, the researcher provided a conclusion about today's lesson
- h.** Then the researchers talk to students about the material that will be taught in the next meeting.

3) The third meeting

- a.** The researcher divided the students into groups (4 teenagers for each group).
- b.** The researcher gave 20 minutes to arrange their vocabulary based on the theme (animals)
- c.** The researcher monitors when students did the instruction from the researcher
- d.** After finishing, the researcher asked the teenagers to share their finding with other groups and discuss in class.
- e.** The researcher explained some words related to topics
- f.** Finally, the researcher gave a score to the winning group in record time
- g.** Before ending the class, the researcher provided a conclusion about today's lesson
- h.** Then the researcher talked to teenagers about the material that will be taught in the next meeting.

4) The fourth meeting

- a.** The researcher divided the teenagers into groups (4 teenagers for each group).

- b.** The researcher gave 20 minutes to arrange their vocabulary based on the theme (kitchen)
- c.** The researcher monitored when teenagers did the instruction from the researcher
- d.** After finishing, the researcher asked the teenagers to share their finding with other groups and discuss in class.
- e.** The researcher explained some words related to topics
- f.** Finally, the researcher gave a score to the winning group in record time.
- g.** Before ending the class, the researcher provided a conclusion about today's lesson
- h.** Then the researcher talked to teenagers about the material that will be taught in the next meeting.

5) The fifth meeting

- a.** The researcher divided the teenagers into groups (4 students for each group).
- b.** The researcher gave 20 minutes to arrange their vocabulary based on the theme (school).
- c.** The researcher monitored when teenagers did the instruction from the researcher
- d.** After finishing, the researcher asked the teenagers to share their finding with other groups and discuss in class.
- e.** The researcher explained some words related to topics

- f.** Finally, the researcher gave a score to the winning group in record time.
- g.** Before ending the class, the researcher provided a conclusion about today's lesson
- h.** Then the researcher talked to teenagers about the material that will be taught in the next meeting.

6) The sixth meeting

- a.** The researcher divided the teenagers into groups (4 teenagers for each group).
- b.** The researcher gave 20 minutes to arrange their vocabulary based on the theme (profession)
- c.** The researcher monitors when teenagers did the instruction from the researcher
- d.** After finishing, the researcher asked the teenagers to share their finding with other groups and discuss in class.
- e.** The researcher explained some words related to topics
- f.** Finally, the researcher gave a score to the winning group in record time.
- g.** Before ending the class, the researcher provided a conclusion about today's lesson
- h.** At the last meeting, the researcher asked how the impressions and messages of teenagers were during 6 meetings

3. Post-Test

The post-test is conducted to find out the teenagers' achievement and their progress after giving the treatment about the use of community language learning strategies to increase vocabulary.

F. The Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Analyzing the raw data of the pretest. Each of the students' correct answers got 1 and the wrong answer got 0.
2. The raw score converted to a set of core maximum of 100, using the following formula:

$$\frac{\text{total of the students' correct answer}}{\text{total of items}} \times 100$$

3. Converting the score of the students into values.
4. The score is classified into criteria interpretation score as follows:
 - a. 90 to 100 is classified as excellent
 - b. 80 to 89 is classified as very good
 - c. 70 to 79 is classified as good
 - d. 60 to 69 is classified as average
 - e. 50 to 59 is classified as fair
 - f. 40 to 49 is classified as poor²⁷

²⁷ Anas Sudijono, *Pengantar Statistik Pendidikan* (Radjawali Persada, 2009).

5. Calculating the mean score, the standards deviation, frequency table, and test between vocabulary achievements by using SPSS 20 for windows evaluation.



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research show the result of the data that have been analyzed statistically and the tabulating of data. It compares if the teenagers' scores in pre-test and post-test, classification of teenagers score in pre-test and post-test, classification percentage of the students score in the pre-test and post-test, the mean score and deviation of teenagers pre-test and post-test.

1. The analysis of teenagers reading score in pre-test and post-test

a. Pre-test

In this section, the research shows the complete score of the teenagers in vocabulary skill in the pre-test, the main score, and the standard deviation of teenagers, and the rate percentage of teenager's vocabulary skills score in the pre-test, the researchers presented the data in the tables and calculated the score by using SPSS 20 program. Then, the research shows the teenager's complete score vocabulary skill in the pre-test. The tabulation of teenagers' score in the pre-test can be seen in table 4.1:

Table 4.1. The Score of teenagers in Pre-Test

Respondent	Correct Answer	Score
R1	15	50
R2	14	46.6
R3	20	66.6
R4	18	60
R5	20	66.6
R6	17	56.6
R7	17	56.6
R8	19	63.3
R9	19	63.3
R10	21	70
R11	17	56.6
R12	17	56.6
R13	18	60
R14	14	46.6
R15	15	50
R16	19	63.3
R17	15	50
R18	17	56.6
R19	18	60
R20	18	60

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Table 4.1 shows that two teenagers got the lowest score (46.6) and one teenagers got the highest score (70).

To calculate the average value of teenagers' correct answers, the researcher calculated those by using SPSS 20. The results can be presented in a descriptive statistical table which can be seen in table 4.2:

Table 4.2. The mean score of students' vocabulary in the pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	46.60	70.00	57.9650	6.70383
Valid N (listwise)	20				

Table 4.2 showed that the highest score of students was 70 and the lowest score was 46.6. Besides, it also indicates that the mean score of students, vocabulary in the pre-test was 57.96 and the standard deviation error was 6.7.

On the other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below:

Table 4.3 Scoring classification in the pre-test

No.	Classification	Score	Pre-test	
			Frequency	Percentage
1	Excellent	90-100	0	-
2	Very good	80-89	0	-
3	Good	70-79	1	5%
4	Average	60-69	9	45%
5	Fair	50-59	8	40%
6	Poor	40-49	2	10%
7	Very poor	0-39	0	-
Total			20	100%

Table 4.3 shows that the teenagers' scores are in the pre-test frequency. This shows that one teenager (5%) got very good, good, and good enough scores. Another picture shows that there are 2 teenagers (10%) who get sufficient assessments. Meanwhile, there were 8 teenagers (40%) who got fairly and 9 teenagers (45%) got average. Based on the data above, it can be seen in the table above that only one teenager got very good, good, and good enough scores which indicates that the student's ability in learning vocabulary is still lacking.

b. post-test

In this section, the researcher shows the complete score of the student's vocabulary in the post-test. The researcher would present them in the tables and calculate by using SPSS 20. It tabulates by the following table:

Table 4.4 The score of students in post-test

Respondents	Total correct answer	Score
R1	22	73.3
R2	21	70
R3	26	86.6
R4	22	73.3
R5	23	76.6
R6	21	70
R7	21	70
R8	24	80

R9	22	73.3
R10	25	83.3
R11	20	66.6
R12	24	80
R13	25	83.3
R14	23	76.6
R15	22	73.3
R16	26	86.6
R17	22	73.3
R18	23	76.6
R19	22	73.3
R20	22	73.3

Table 4.4 showed that one teenager got the lowest score (66.6) and two teenagers got the highest score (86.6).

To calculate the mean score of teenagers' correct answers, the researcher calculated it by using SPSS 20. The result can be presented in the table descriptive statistic it can be seen in table 4.5:

Table 4.5. The mean score of students' vocabulary in post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	66.60	86.60	75.9650	5.67425
Valid N (listwise)	20				

From table 4.5, it can be seen that the highest score of students was 86.6 and the lowest score was 66.6. Besides, it also shows that the average score of the post-test was 75.9 and the standard deviation was 5.674.

The researcher also wrote down the teenagers' correct answer scores after being giving treatment through a community language learning strategy and presented them through the score percentage table. It can be seen in table 4.6:

Table 4.6. The Percentage Score of the teenager's Correct Answer in Post-Test

No.	Classification	Score	Pre-test	
			Frequency	Percentage
1	Excellent	90-100	0	-
2	Very good	80-89	6	30%
3	Good	70-79	13	65%
4	Average	60-69	1	5%
5	Fair	50-59	0	-
6	Poor	40-49	0	-
7	Very poor	0-39	0	-
Total			20	100%

Table 4.6 shows that the student's scores in the post-test frequency. This table shows that there are no teenagers (0%) who get fair scores, poor scores, and very poor. Other results show that there are 6 teenagers (30%) who get a very good score. It also shows that there are 13 teenagers (65%) who get a good score and 1 teenager (5%) who get an average score. It means that the student's vocabulary mastery was improved after treatment. Besides that, the researcher also would present the total

mean score and standard deviation of in pre-test and post-test and then compare both of them. The results would be presented into the table descriptive statistic as follows:

Table 4.7. The mean score and standard deviation of pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	46.60	70.00	57.9650	6.70383
Posttest	20	66.60	86.60	75.9650	5.67425
Valid N (listwise)	20				

Table 4.7 showed there was the mean score of pre-test and post-test. The mean score of the pre-test was 57.9650 and the post-test was 75.9650. Further, the standard deviation of the pre-test was higher than the standard deviation post-test ($6.70383 > 5.67425$).

Table 4.8 The Paired Samples Statistic of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-18.00000	5.96101	1.33292	-20.78984	-15.21016	-13.504	19	.000

Based on table 4.8 above, in the pre-test and post-test the researcher found that the probability value (significant 2-tailed) value is lower than alpha (α) ($0.00 < 0.05$). It means that it is significant. It means that H_a is accepted and H_0 is rejected.

Related to the result that ($t_{\text{value}} < t_{\text{alpha}}$) the t_{value} was lower than t_{alpha} , it means that H_a is accepted and the Null hypothesis (H_0) was rejected. It means that it is significant. Therefore, the researcher believed that community language learning strategy increases vocabulary for the 14th and 15th-year teenagers of Padang Sappa.

B. Discussions

This research applied the strategy that is community language learning strategy to increase the teenager vocabulary in learning English at the 14-15th year of Padang Sappa. The question is does the community language learning strategy increase the teenagers' vocabulary mastery in Padang Sappa? The objective of this research aims to find out whether or not the community language learning strategies increase the teenagers' vocabulary mastery.

The method used in this research is the pre-experimental method. The population was taken teenagers in Padang Sappa with a total of 20 teenagers. To take the number of sampling, the researcher took 20 teenagers to form the Padang Sappa village.

The result of the research that has been carried out that community language learning strategies increase the teenagers' vocabulary at Padang Sappa. The success of this research is shown by the improvement of learning outcomes of teenagers who were the subject of the research.

The researcher gave treatment for sixth meetings after giving the post-test, in which case teenagers were supposed to be able to comprehend the vocabulary

mastery. Teenagers must understand the vocabulary mastery consists of noun classroom, bedroom, animals, kitchen, school, and profession in the course of vocabulary mastery. All these practices are carried out using a community language learning strategy. Based on the review of the classification table and the percentage rate of post-test teenagers and the mean score of teenagers, it was found that the understanding of vocabulary by teenagers was higher than before they received the treatment. About the mean scores of the teenagers in pre-test and post-test, it was shown that the understanding of vocabulary mastery by teenagers was effective through community language learning strategy.

Based on analysis from the teenagers' evaluation at the pre-test, the highest score got by the student was 70 and the lowest score was 46.6. While in the post-test the highest score got by the student was 86.6 and the lowest score was 66.6. Based on the observation of students' weaknesses. The students were not disciplined; the students felt confused about how to learn by using community language learning strategy, the student did not master English vocabulary, the lack of time was given for students to work the activities by using community language learning strategy, and some students were inconsiderate when learning will be started.

The question in the pre-test and post-test were about nouns. The result of the students' works in multiple choices the students difficult to answer the question. The students cannot choose the right one word to correct to another word, but after treatment, there was significant progress to the students' score, because most of the students get a very good classification. This research is the teenagers' in this CLL

strategy think about free to express what a lot of vocabulary, increase self-confidence in learning vocabulary, establish cooperation between one student and another as well as with the teacher in vocabulary improvement and after this research the teenagers have a good vocabulary increasing because these learning strategies are group-nature and students feel excited to learn when in the group.

Based on the result of data analysis, researchers conclude that community language learning game strategy was enough recommended as one of strategy to increase teenagers' vocabulary mastery because teaching vocabulary by using community language learning strategy has great benefits that may serve a variety of learning purpose. As well as fulfilling the principles of teaching and learning from the vocabulary itself, namely, the first teacher is thirsty to understand or clearly understand the purpose or purpose of teaching the vocabulary itself. The second is quantity, which means that after understanding what is the goal of vocabulary learning itself, then you have to know the number of vocabulary that must be learned and how many new words the student has to learn, because without knowing this quantity students will feel bored and bored if too many new words received. The third is the need, where a teacher must understand the needs of students' vocabulary, where students feel that what is received in the vocabulary class will be useful outside the classroom later and following the target language. The fourth, frequent exposure and repetition, meaning that in teaching vocabulary it is rare that we will remember words with just one hearing. Therefore, it requires good exposure and frequent repetition so that students can clearly understand the target word and its meaning or meaning.

Fifth, namely meaningful presentations where students must have a clear understanding of what is shown or explained by the teacher. This means that the word is presented with a clear and unambiguous denotation or reference. Through the community language learning strategy, the teenagers integrate new knowledge, interact with the pronunciation.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, data analysis, and discussion in the previous chapter, the researcher concluded that using a community language learning strategy increases significantly vocabulary teenagers at the 14-15th years in Padang Sappa. Community language learning strategy was significant to be used in the learning and teaching process because it made the students active in learning. It could be proven by the students' scores that they have got. In the pre-test, the result of the main score was 57.9650. then the post-test, the mean score was 75.9650. and based on the table 4.8 in the pre-test and post-test the researcher found that the probability value (significant 2-tailed) value is lower than alpha (α) ($0.00 < 0,05$). It means that it is significant. It means that H_a is accepted and H_0 is rejected.

Related to the result that ($t_{\text{value}} < t_{\text{alpha}}$) the t_{value} was lower than t_{alpha} , it means that H_a is accepted and the Null hypothesis (H_0) was rejected. It means that it is significant. Therefore, the researcher believed that community language learning strategy significant to increases vocabulary for the 14th and 15th-year teenagers of Padang Sappa.

B. Suggestion

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

1. For teacher
 - a. The teacher should be able to use an appropriate method, techniques, or media, so they can change the teenagers' mind that English is boring, but it is fun and interesting.
 - b. The teacher should be flexible and understand the students' needs, so the teaching-learning process can be fun, enjoyable, and interesting.
 - c. Community language learning should be considered as an alternative strategy to be used in teaching vocabulary and it may be effective to increase teenagers' or student's vocabulary.
2. For teenagers
 - a. Teenagers should try contributing ideas and becoming an active participant in the learning process.
 - b. The teenagers can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.
 - c. Teenagers should also have high motivation to learn English especially vocabulary because vocabulary is the basic and most important part of the language.
3. For another researcher

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



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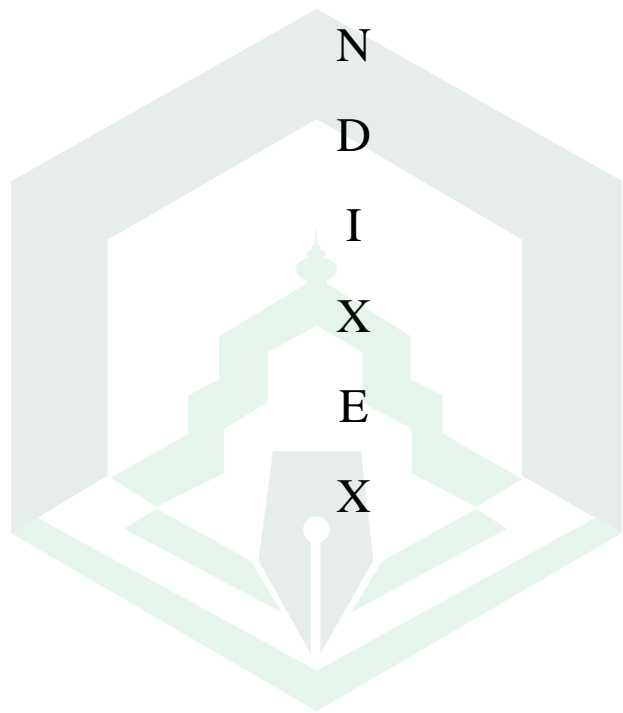
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PRE-TEST

Name:

Age:

Choose the best answer from the option a, b, c, or d!

1. We must call the _____ to catch the robber.
a. Hospital c. police
b. Post office d. ambulance
2. My father is reading _____ in the office now.
a. A newspaper c. a speaker
b. A television d. a radio
3. My grandmother always tell me to wash my _____ before eating something.
a. Teeth c. feet
b. Face d. hands
4. _____ is a spicy food from Indonesia.
a. Cake c. pudding
b. Rendang d. chocolate
5. We cancel having dinner at the restaurant because all _____ are booked.
a. Tables c. chairs
b. Rooms d. foods
6. We need _____ to bring our school books.
a. Uniform c. pencil
b. Bag d. wallet
7. Before entering someone's house, we must _____ on the door.
a. Cry c. hit
b. Scream d. knock
8. Will you go with me to the _____ to watch a movie?
a. Stadium c. hospital
b. Cinema d.theater
9. We buy a book in a _____ .
a. Supermarket c. bookstore
b. Fruitstall d. music studio
10. _____ is the place for students to study.
a. Library c. teacher's office
b. Classroom d. school canteen
11. My apple tree has many _____ .
a. Leaf c. leafs
b. Leaves d. leavs
12. Do not play with the _____ in the kitchen!
a. Knife c. knive
b. Knifes d. knives

13. For the experiment in the laboratorium, we are asked to bring two _____ .
 a. Froges c. frogs
 b. Frog d. frogues
14. There are many beautiful _____ in her garden.
 a. Lilies c. lilys
 b. Lily d. lilis
15. The _____ in that empty house are so many.
 a. Mouse c. mice
 b. Mouses d. mices
16. My little cousin broke three _____ in my grandmother's house.
 a. Vase c. vass
 b. Vas d. vases
17. Yesterday we went to Atlantis and saw many _____ .
 a. Fishes c. fisher
 b. Fish d. fishs
18. We need many _____ to make french fries.
 a. Potatoes c. potato
 b. Potatos d. potatoe
19. The police officer caught three _____ .
 a. Thief c. thieves
 b. Thievs d. thieives
20. I have no idea their names or their _____ .
 a. Address c. addreses
 b. Addresses d. adresses
21. Mother : " It's raining now. Don't forget to wear your if you go out."
 winda : " Yes, Mom." Umbrella
 a. Umbrella c. sweater
 b. Jacket d. raincoat
22. The following animals are usually kept as pets, except _____
 a. Elephant c. horses
 b. Dogs d. cats
23. Angga : " Where will you go, Hafidz?"
 Hafidz : " I will go to the
 I want to read some books and magazines."
 Angga : " Oh, I see."
 a. Laboratory c. hospital
 b. Library d. bookstore
24. If we have a toothache, we go to the
 a. Surgeon c. dentist
 b. Pediatrician d. internist
25. we can find pearl in the....
 a. Sea c. ground
 b. Forest d. air

26. Ratna: " What is Rona?"
Juwita: " She is a ?"
She serves food and drink to the guests in the restaurant.
a. Steawerds c. servant
b. Cook d. waitress
27. these are parts of the body we use to see something.
a. Lungs c. eyes
b. Heart d. ears
28. Andre : " How did you go to Paris, Le?"
Sule : " By plane."
Andre : "Was the kind?"
Sule : "Yes, he was. He helped what we needed aboard the plane."
a. Steward c. pilot
b. Passenger d. porter
29. X : " I want to make a for my daughter. It is for her uniform."
Y : " What is the colour?"
X: "Blue."
a. Blouse c. shirt
b. Shorts d. skirt
30. I prefer to buy _____ rather than diamond.
a. Iron c. paper
b. Gold d. fire



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POST TEST

Name :

Age:

Choose the best answer from the option a, b, c, or d!

1. Call the _____ to arrest the murder.
a. Police c. barber
b. Ambulance d. baker
2. _____ is a kind of Italian food.
a. Pizza c. Kapurung
b. Kebab d. coto
3. I am sorry, all _____ in this hotel have been booked.
a. Pools c. park
b. Rooms d. bathroom
4. I need _____ to buy a drink.
a. A water c. a spoon
b. Money d. a plate
5. I prefer to buy _____ rather than diamond.
a. Iron c. paper
b. Gold d. fire
6. citra: excuse me, where are the students?
Dita : they are reading in the.....
a. library c. canteen
b. laboratory d. field
7. rani : where should I put these clean plates, mom?
Momy : put them in the cupboard in the...
a. living room c. dining room
b. bathroom d. garage
8. a makes some food
a. teacher c. chef
b. doctor d. lawyer
9. we need to send a letter.
a. Glue c. coin
b. Stamp d. pen
10. Where do people go to send the letter...
a. Beach c. zoo
b. Post office d. station
11. Mr. dedi is a doctor. He works in.....
a. Hotel c. hospital
b. School d. office
12. Where do you usually put your clothes?
a. Floor c. cupboard
b. Bed d. door
13. Where do you write your homework?

- a. Book c. pants
- b. Tissue d. clothes

14. Where do you usually put your books and stationary together ?
- a. On the bag c. on the bad
 - b. On the window d. on the computer
15. My mother cooks in the ...
- a. Bedroom c. kitchen
 - b. Living room d. garden
16. I chop the vegetables with...
- a. Knife c. kettle
 - b. Pan d. trash can
17. You can find a stove in the...
- a. Bedroom c. bathroom
 - b. Living room d. kitchen
18. I do the dishes in the ...
- a. Pan c. broom
 - b. Knife d. sink
19. I throw the rubbish into the....
- a. Trash can c. sink
 - b. Fridge d. kettle
20. Mr. Tarno works in the rice field. He grows and plants crops or rice. He is a...
- a. Fisherman c. tailor
 - b. Farmer d. teacher
21. I study at SMP 1 Palopo. I am a....
- a. Student c. librarian
 - b. Teacher d. headmaster
22. A person who cures patients in a hospital is.....
- a. Nurse c. doctor
 - b. Police d. soldier
23. He is a...
- a. Carpenter c. plumber
 - b. Fireman d. fisherman



24. Mrs. Zahra teaches Bahasa Indonesia at MTs Walisongo Tulis. She is a....
- a. Teacher c. housewife
 - b. Driver d. lawyer
25. X: what is your mother job?
 Y: She is a....
 X: what does she do?
 Y: she takes care of patients and helps a doctor.
- a. Policewoman c. dentist

- b. Nurse d. secretary
26. Rudi and Abdullah work in the transportation company. They drive tax. They are..
- a. Dancers c. drivers
b. Singers d. bricklayers
27. You fight to extinguish fire. You are a...
- a. Fireman c. waiter
b. Plumber d. chef
28. Farah and i work in a restaurant. We serve customers who order menu. We are...
- a. Actress c. headmasters
b. Waitress d. stewardess
29. I am a postman. I work in the...
- a. Hospital c. bank
b. School d. post office
30. What does a singer do? She? He ...
- a. Dances c. does exercises
b. Sings songs d. makes clothes



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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Teenagers at Padang Sappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : 1 (Pertama)

Topic / Tema : Vocabulary

Materi : About Vocabulary Especially Noun and Community Language
Learning Strategy

Umur : 14-15

Waktu : 2 x 40 menit

1. STANDAR KOMPETENSI

- Mencari kosa kata bahasa inggris yang tidak familiar bagi siswa melalui strategi konseling.

2. KOMPETENSI DASAR

- Siswa dapat menemukan kosa kata bahasa inggris yang tidak familiar melalui strategi konseling.

3. INDIKATOR

- Menemukan kosa kata bahasa inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat menemukan kosa kata bahasa Inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

5. MATERI PEMBELAJARAN

Classroom

6. METODE PEMBELAJARAN

Pendekatan: Cooperative Learning

7. MEDIA DAN BAHAN

G. Media : Counseling Strategy

H. Alat / Bahan : Spidol, Papan Tulis

8. SUMBER BELAJAR

C. Dictionary

D. Sumber dari Internet

9. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

Guru:

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin

Apersepsi

- ❖ Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik.
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

Pemberian Acuan

❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

❖ Pembagian kelompok belajar

❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti (60 Menit)

Mengamati

❖ Siswa dibagi kedalam 5 kelompok. Setiap kelompok diminta untuk memikirkan apa-apa saja yang ada difikiran mereka tentang benda-benda yang ad di ruang kelas.

❖ Guru memberikan contoh, siswa menyimak dengan memperhatikan fungsi social, unsur kebahasaan, maupun format penyampaian / penulisannya.

Menanya

❖ Masing-masing kelompok membacakan kosakata yang telah mereka kumpulkan berdasarkan apa yang mereka fikirkan masing-masing dalam tiap kelompok yang telah mereka diskusikan sebelumnya.

❖ Guru memonitoring kegiatan siswa dan memberi bantuan jika dibutuhkan.

Mengumpulkan informasi

❖ Peserta didik mengumpulkan informasi berkaitan dengan struktur, fungsi social dan unsur kebahasaan dalam Vocabulary (Noun)

❖ Guru memberikan penguatan dan penjelasan berkaitan dengan struktur, fungsi social dan unsur kebahasaan vocabulary (Noun)

Mengkomunikasikan

- ❖ Peserta didik memaparkan hasil diskusi tentang mengidentifikasi fungsi social, struktur, dan unsur kebahasaan vocabulary(noun) dalam tiap kelompok
- ❖ Setiap kelompok berkesempatan untuk menyampaikan hasil diskusi didepan kelas.
- ❖ Guru menentukan anggota kelompok dari masing-masing untuk memaparkan hasil diskusi dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.
- ❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahn apabila masih ada yang kurang dari pemaparan hasil diskusi.

Mengasosiasikan

- ❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran
- ❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai pemaparan yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.
- ❖ Memperoleh balikan atau feedback dari guru dan teman tentang fungsi social, struktur dan unnsur kebahasaan yang disampaikan dalam kerja kelompok.

Kegiatan Penutup (10 Menit)

Peserta didik:

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Kegiatan Penutup

Peserta didik :

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor peringkat, untuk penilaian projek.
- ❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- ❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- ❖ Mengagendakan pekerjaan rumah.
- ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya

10. PENILAIAN

- Bentuk : Tes Lisan dan Tulisan
- Format / Instrument:

No	Abjad	Classroom	skor
1.			
2.			
3.			
4.			
5.			
Jumlah:			

- $$\text{Skor} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Teenagers at Padang Sappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : 2 (Kedua)

Topic / Tema : Vocabulary

Materi : Noun Classroom and Bedroom

Umur : 14-15 tahun

Waktu : 2 x 40 menit

1. STANDAR KOMPETENSI

- Mencari kosa kata bahasa inggris yang tidak familiar bagi siswa melalui strategi konseling.

2. KOMPETENSI DASAR

- Siswa dapat menemukan kosa kata bahasa inggris yang tidak familiar melalui strategi konseling.

3. INDIKATOR

- Menemukan kosa kata bahasa inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat menemukan kosa kata bahasa Inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

5. MATERI PEMBELAJARAN

Classroom

6. METODE PEMBELAJARAN

Pendekatan: Cooperative Learning

7. MEDIA DAN BAHAN

- I. Media : Counseling Strategy
- J. Alat / Bahan : Spidol, Papan Tulis

8. SUMBER BELAJAR

- E. Dictionary
- F. Sumber dari Internet

9. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)
<p>Guru:</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa. ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik. ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Pemberian Acuan**
- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
 - ❖ Pembagian kelompok belajar
 - ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti (60 Menit)

Mengamati

- ❖ Siswa dibagi kedalam 5 kelompok. Setiap kelompok diminta untuk memikirkan apa-apa saja yang ada difikiran mereka tentang benda-benda yang ad di ruang kelas.
- ❖ Guru memberikan contoh, siswa menyimak dengan memperhatikan fungsi social, unsur kebahasaan, maupun format penyampaian / penulisannya.

Menanya

- ❖ Masing-masing kelompok membacakan kosakata yang telah mereka kumpulkan berdasarkan apa yang mereka pikirkan masing-masing dalam tiap kelompok yang telah mereka diskusikan sebelumnya.
- ❖ Guru memonitoring kegiatan siswa dan memberi bantuan jika dibutuhkan.

Mengumpulkan informasi

- ❖ Peserta didik mengumpulkan informasi berkaitan dengan struktur, fungsi social dan unsur kebahasaan dalam Vocabulary (Noun)
- ❖ Guru memberikan penguatan dan penjelasan berkaitan dengan struktur, fungsi social dan unsur kebahasaan vocabulary (Noun)

Mengkomunikasikan

- ❖ Peserta didik memaparkan hasil diskusi tentang mengidentifikasi fungsi

social, struktur, dan unsur kebahasaan vocabulary(noun) dalam tiap kelompok

- ❖ Setiap kelompok berkesempatan untuk menyampaikan hasil diskusi didepan kelas.
- ❖ Guru menentukan anggota kelompok dari masing-masing untuk memaparkan hasil diskusi dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.
- ❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pemaparan hasil diskusi.

Mengasosiasikan

- ❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran
- ❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai pemaparan yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.
- ❖ Memperoleh balikan atau feedback dari guru dan teman tentang fungsi social, struktur dan unnsur kebahasaan yang disampaikan dalam kerja kelompok.

Kegiatan Penutup (10 Menit)

Peserta didik:

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Kegiatan Penutup

Peserta didik :

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- ❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- ❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- ❖ Mengagendakan pekerjaan rumah.
- ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya

10. PENILAIAN

- Bentuk : Tes Lisan dan Tulisan
- Format / Instrument:

No	Abjad	Classroom	skor
1.			
2.			
3.			
4.			
5.			
Jumlah:			

- $$\text{Skor} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : teenagers at Padang Sappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : 3 (Ketiga)

Topic / Tema : Vocabulary

Materi : animals

Kelas / Semester : 14-15 tahun

Waktu : 2 x 40 menit

1. STANDAR KOMPETENSI

- Mencari kosa kata bahasa inggris yang tidak familiar bagi siswa melalui strategi konseling.

2. KOMPETENSI DASAR

- Siswa dapat menemukan kosa kata bahasa inggris yang tidak familiar melalui strategi konseling.

3. INDIKATOR

- Menemukan kosa kata bahasa inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat menemukan kosa kata bahasa Inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

5. MATERI PEMBELAJARAN

Animals

6. METODE PEMBELAJARAN

Pendekatan: Cooperative Learning

7. MEDIA DAN BAHAN

K. Media : Counseling Strategy

L. Alat / Bahan : Spidol, Papan Tulis

8. SUMBER BELAJAR

G. Dictionary

H. Sumber dari Internet

9. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

Guru:

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin

Apersepsi

- ❖ Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik.
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Pemberian Acuan**
- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
 - ❖ Pembagian kelompok belajar
 - ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti (60 Menit)

Mengamati

- ❖ Siswa dibagi kedalam 5 kelompok. Setiap kelompok diminta untuk memikirkan apa-apa saja yang ada difikiran mereka tentang benda-benda yang ad di ruang kelas.
- ❖ Guru memberikan contoh, siswa menyimak dengan memperhatikan fungsi social, unsur kebahasaan, maupun format penyampaian / penulisannya.

Menanya

- ❖ Masing-masing kelompok membacakan kosakata yang telah mereka kumpulkan berdasarkan apa yang mereka pikirkan masing-masing dalam tiap kelompok yang telah mereka diskusikan sebelumnya.
- ❖ Guru memonitoring kegiatan siswa dan memberi bantuan jika dibutuhkan.

Mengumpulkan informasi

- ❖ Peserta didik mengumpulkan informasi berkaitan dengan struktur, fungsi social dan unsur kebahasaan dalam Vocabulary (Noun)
- ❖ Guru memberikan penguatan dan penjelasan berkaitan dengan struktur, fungsi social dan unsur kebahasaan vocabulary (Noun)

Mengkomunikasikan

- ❖ Peserta didik memaparkan hasil diskusi tentang mengidentifikasi fungsi

social, struktur, dan unsur kebahasaan vocabulary(noun) dalam tiap kelompok

- ❖ Setiap kelompok berkesempatan untuk menyampaikan hasil diskusi didepan kelas.
- ❖ Guru menentukan anggota kelompok dari masing-masing untuk memaparkan hasil diskusi dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.
- ❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pemaparan hasil diskusi.

Mengasosiasikan

- ❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran
- ❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai pemaparan yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.
- ❖ Memperoleh balikan atau feedback dari guru dan teman tentang fungsi social, struktur dan unnsur kebahasaan yang disampaikan dalam kerja kelompok.

Kegiatan Penutup (10 Menit)

Peserta didik:

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Kegiatan Penutup

Peserta didik :

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- ❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- ❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- ❖ Mengagendakan pekerjaan rumah.
- ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya

10. PENILAIAN

- Bentuk : Tes Lisan dan Tulisan
- Format / Instrument:

No	Abjad	Classroom	skor
1.			
2.			
3.			
4.			
5.			
Jumlah:			

- $$\text{Skor} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : teenagers at Padang Sappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : 4 (ke-empat)

Topic / Tema : Vocabulary

Materi : Noun kitchen

Kelas / Semester : 14-15 tahun

Waktu : 2 x 40 menit

1. STANDAR KOMPETENSI

- Mencari kosa kata bahasa inggris yang tidak familiar bagi siswa melalui strategi konseling.

2. KOMPETENSI DASAR

- Siswa dapat menemukan kosa kata bahasa inggris yang tidak familiar melalui strategi konseling.

3. INDIKATOR

- Menemukan kosa kata bahasa inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat menemukan kosa kata bahasa Inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

5. MATERI PEMBELAJARAN

Classroom

6. METODE PEMBELAJARAN

Pendekatan: Cooperative Learning

7. MEDIA DAN BAHAN

M. Media : Counseling Strategy

N. Alat / Bahan : Spidol, Papan Tulis

8. SUMBER BELAJAR

I. Dictionary

J. Sumber dari Internet

9. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)
<p>Guru:</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa. ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik. ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Pemberian Acuan**
- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
 - ❖ Pembagian kelompok belajar
 - ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti (60 Menit)

Mengamati

- ❖ Siswa dibagi kedalam 5 kelompok. Setiap kelompok diminta untuk memikirkan apa-apa saja yang ada difikiran mereka tentang benda-benda yang ad di ruang kelas.
- ❖ Guru memberikan contoh, siswa menyimak dengan memperhatikan fungsi social, unsur kebahasaan, maupun format penyampaian / penulisannya.

Menanya

- ❖ Masing-masing kelompok membacakan kosakata yang telah mereka kumpulkan berdasarkan apa yang mereka pikirkan masing-masing dalam tiap kelompok yang telah mereka diskusikan sebelumnya.
- ❖ Guru memonitoring kegiatan siswa dan memberi bantuan jika dibutuhkan.

Mengumpulkan informasi

- ❖ Peserta didik mengumpulkan informasi berkaitan dengan struktur, fungsi social dan unsur kebahasaan dalam Vocabulary (Noun)
- ❖ Guru memberikan penguatan dan penjelasan berkaitan dengan struktur, fungsi social dan unsur kebahasaan vocabulary (Noun)

Mengkomunikasikan

- ❖ Peserta didik memaparkan hasil diskusi tentang mengidentifikasi fungsi

social, struktur, dan unsur kebahasaan vocabulary(noun) dalam tiap kelompok

- ❖ Setiap kelompok berkesempatan untuk menyampaikan hasil diskusi didepan kelas.
- ❖ Guru menentukan anggota kelompok dari masing-masing untuk memaparkan hasil diskusi dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.
- ❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pemaparan hasil diskusi.

Mengasosiasikan

- ❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran
- ❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai pemaparan yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.
- ❖ Memperoleh balikan atau feedback dari guru dan teman tentang fungsi social, struktur dan unnsur kebahasaan yang disampaikan dalam kerja kelompok.

Kegiatan Penutup (10 Menit)

Peserta didik:

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Kegiatan Penutup

Peserta didik :

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- ❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- ❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- ❖ Mengagendakan pekerjaan rumah.
- ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya

10. PENILAIAN

- Bentuk : Tes Lisan dan Tulisan
- Format / Instrument:

No	Abjad	Classroom	skor
1.			
2.			
3.			
4.			
5.			
Jumlah:			

- $$\text{Skor} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Teenagers at Padang Sappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : 5 (kelima)

Topic / Tema : Vocabulary

Materi : Noun school

Umur : 14-15 tahun

Waktu : 2 x 40 menit

1. STANDAR KOMPETENSI

- Mencari kosa kata bahasa inggris yang tidak familiar bagi siswa melalui strategi konseling.

2. KOMPETENSI DASAR

- Siswa dapat menemukan kosa kata bahasa inggris yang tidak familiar melalui strategi konseling.

3. INDIKATOR

- Menemukan kosa kata bahasa inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat menemukan kosa kata bahasa Inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

5. MATERI PEMBELAJARAN

Classroom

6. METODE PEMBELAJARAN

Pendekatan: Cooperative Learning

7. MEDIA DAN BAHAN

O. Media : Counseling Strategy

P. Alat / Bahan : Spidol, Papan Tulis

8. SUMBER BELAJAR

K. Dictionary

L. Sumber dari Internet

9. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)
<p>Guru:</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa. ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik. ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Pemberian Acuan**
- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
 - ❖ Pembagian kelompok belajar
 - ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti (60 Menit)

Mengamati

- ❖ Siswa dibagi kedalam 5 kelompok. Setiap kelompok diminta untuk memikirkan apa-apa saja yang ada difikiran mereka tentang benda-benda yang ad di ruang kelas.
- ❖ Guru memberikan contoh, siswa menyimak dengan memperhatikan fungsi social, unsur kebahasaan, maupun format penyampaian / penulisannya.

Menanya

- ❖ Masing-masing kelompok membacakan kosakata yang telah mereka kumpulkan berdasarkan apa yang mereka pikirkan masing-masing dalam tiap kelompok yang telah mereka diskusikan sebelumnya.
- ❖ Guru memonitoring kegiatan siswa dan memberi bantuan jika dibutuhkan.

Mengumpulkan informasi

- ❖ Peserta didik mengumpulkan informasi berkaitan dengan struktur, fungsi social dan unsur kebahasaan dalam Vocabulary (Noun)
- ❖ Guru memberikan penguatan dan penjelasan berkaitan dengan struktur, fungsi social dan unsur kebahasaan vocabulary (Noun)

Mengkomunikasikan

- ❖ Peserta didik memaparkan hasil diskusi tentang mengidentifikasi fungsi

social, struktur, dan unsur kebahasaan vocabulary(noun) dalam tiap kelompok

- ❖ Setiap kelompok berkesempatan untuk menyampaikan hasil diskusi didepan kelas.
- ❖ Guru menentukan anggota kelompok dari masing-masing untuk memaparkan hasil diskusi dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.
- ❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pemaparan hasil diskusi.

Mengasosiasikan

- ❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran
- ❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai pemaparan yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.
- ❖ Memperoleh balikan atau feedback dari guru dan teman tentang fungsi social, struktur dan unnsur kebahasaan yang disampaikan dalam kerja kelompok.

Kegiatan Penutup (10 Menit)

Peserta didik:

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Kegiatan Penutup

Peserta didik :

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Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- ❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- ❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- ❖ Mengagendakan pekerjaan rumah.
- ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya

10. PENILAIAN

- Bentuk : Tes Lisan dan Tulisan
- Format / Instrument:

No	Abjad	Classroom	skor
1.			
2.			
3.			
4.			
5.			
Jumlah:			

- $Skor = \frac{Jumlah\ Jawaban\ Benar}{Jumlah\ Soal} \times 100$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Teenagers at Padang Sappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : 6 (ke-enam)

Topic / Tema : Vocabulary

Materi : Noun profession

Umur : 14-15 tahun

Waktu : 2 x 40 menit

1. STANDAR KOMPETENSI

- Mencari kosa kata bahasa inggris yang tidak familiar bagi siswa melalui strategi konseling.

2. KOMPETENSI DASAR

- Siswa dapat menemukan kosa kata bahasa inggris yang tidak familiar melalui strategi konseling.

3. INDIKATOR

- Menemukan kosa kata bahasa inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat menemukan kosa kata bahasa Inggris yang tidak familiar yang berkaitan dengan Classroom (Ruang Kelas) melalui strategi konseling.

5. MATERI PEMBELAJARAN

Classroom

6. METODE PEMBELAJARAN

Pendekatan: Cooperative Learning

7. MEDIA DAN BAHAN

Q. Media : Counseling Strategy

R. Alat / Bahan : Spidol, Papan Tulis

8. SUMBER BELAJAR

M. Dictionary

N. Sumber dari Internet

9. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)
<p>Guru:</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa. ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik. ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Pemberian Acuan**
- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
 - ❖ Pembagian kelompok belajar
 - ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti (60 Menit)

Mengamati

- ❖ Siswa dibagi kedalam 5 kelompok. Setiap kelompok diminta untuk memikirkan apa-apa saja yang ada difikiran mereka tentang benda-benda yang ad di ruang kelas.
- ❖ Guru memberikan contoh, siswa menyimak dengan memperhatikan fungsi social, unsur kebahasaan, maupun format penyampaian / penulisannya.

Menanya

- ❖ Masing-masing kelompok membacakan kosakata yang telah mereka kumpulkan berdasarkan apa yang mereka pikirkan masing-masing dalam tiap kelompok yang telah mereka diskusikan sebelumnya.
- ❖ Guru memonitoring kegiatan siswa dan memberi bantuan jika dibutuhkan.

Mengumpulkan informasi

- ❖ Peserta didik mengumpulkan informasi berkaitan dengan struktur, fungsi social dan unsur kebahasaan dalam Vocabulary (Noun)
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Mengkomunikasikan

- ❖ Peserta didik memaparkan hasil diskusi tentang mengidentifikasi fungsi

social, struktur, dan unsur kebahasaan vocabulary(noun) dalam tiap kelompok

- ❖ Setiap kelompok berkesempatan untuk menyampaikan hasil diskusi didepan kelas.
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- ❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pemaparan hasil diskusi.

Mengasosiasikan

- ❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran
- ❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai pemaparan yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.
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Kegiatan Penutup (10 Menit)

Peserta didik:

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

- ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Kegiatan Penutup

Peserta didik :

- ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
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- ❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
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- Bentuk : Tes Lisan dan Tulisan
- Format / Instrument:

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Jumlah:			

- $$\text{Skor} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

CURRICULUM VITAE



The researcher, Putri Amelia was born on July 1st 1998 in Kariako, Kecamatan Ponrang Selatan, Kabupaten Luwu. She is the fifth from three brothers and three sisters. Her father's name is Anton and her mother's name is Misra. The researcher finished her study at SDN 231 Padang Assompereng, she graduated in 2010 and then she continued her study at SMPN 01 Bua Ponrang, he graduated in 2013. Next, she keeps going to continued at SMAN 4 Luwu, she graduated in 2016. She continueher study at the state Institute for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished his study in 2021.

In the end of the study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a Thesis entitled “ **Increasing Teenagers Vocabulary Mastery Through Community Language Learning Strategy**”.



IAIN PALOPO