IMPROVING LEARNERS MASTERY Of VOCABULARY IN SPEAKING SKILL THROUGH MY SECRET CARDS

(a study at Mario Village in Luwu Regency)

Thesis

Submitted To The English Education Programof Tarbiyah And Teachers Training Faculty Of State Islamic Of Palopo As Partial Fulfillment Of Requirements For S.Pd Degree In English Education

Composed by

NURLIANA

Reg.Num : 16 0202 0043

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

IAIN PALOPO

2021

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Supervised By:

1. **Amalia Yahya, S.E., M.Hum**
2. **Dewi Furwana, S.Pd. I., M.Pd**

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

2021

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Signature By:

Name : Nurliana

Reg. Number : 16.0202.0043

Department : English Education

Faculty : Tarbiyah and Teacher Training

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Palopo, 06th April 2021

The Researcher

Nurliana

NIM: 16.0202.0043

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THESIS APPROVAL

This thesis entitled **"Improving Learners Mastery Of Vocabulary In Speaking Skill Through My Secret Cards (A Study At Mario Village In Luwu Regency)"** which is written by **Nurliana, Reg. Number. 16.0202.0043,** S1 English 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 **Monday, 28th of June 2021 M,** coincided with **17th Zulkaidah 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Palopo, 18th Oktober 2021 M
11th Rabiul Awal 1443 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.hum	Chairman	(.....)
2. Dr. Muhaemin, M.A	Examiner I	(.....)
3. Syamsudarni, S.Pd.I., M. Ed	Examiner II	(.....)
4. Amalia Yahya, S.E., M. Hum	Consultant I	(.....)
5. Dewi Furwana, S.Pd.I., M.Pd	Consultant II	(.....)

Approved by,

The Rector of IAIN Palopo
The Dean of Tarbiyah and Teacher Training

Dr. Nurdin K, M.Pd
NIP 19681231 199903 1 014

The Head of the English Study Program

Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

IAIN PALOPO

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul Improving Learners Mastery Of Vocabulary In Speaking Skill Through My Secret Cards Yang Ditulis Oleh Nurliana Nomor Induk Mahasiswa (NIM) 16 0202 0043, *Mahasiswa Program Studi Pendidikan Bahasa Inggris* Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari jumat, Tanggal 30 April 2021 bertepatan dengan 18 Ramadan 1442 hijriah telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

TIM PENGUJI

1. Amalia Yahya, S.E., M.Hum ( )
Ketua Sidang tanggal:

2.Dr. Muhaemin, M.A ( )
Penguji I tanggal:

3. Syamsudarni, S.Pd.I., M.Pd., M.Ed. ( )
Penguji II tanggal:

4. Amalia Yahya, S.E., M.Hum. ( )
Pembimbing I tanggal:

5.Dewi Furwana, S.Pd.I., M.Pd ( )
Pembimbing II tanggal:

IAIN PALOPO

CONSULTANT APPROVAL

Thesis Entitled **improving learner's mastery of vocabulary in speaking skill through my secret cards (a study at mario village in luwu regenc)**

Written By :

Name : Nurliana

Reg Number : 16 0202 0043

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 06th April 2021

Consultant I

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

Consultant II

Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

IAIN PALOPO

NOTA DINAS PEMBIMBING

Palopo, 06 April 2021

Lamp : -
Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Nama	: Nurliana
NIM	: 16.0202.0043
Prodi	: Pendidikan Bahasa Inggris
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Judul	: Improving Learner's Mastery Vocaulary In Speaking Skill Through My Secret Cards (A Study At Mario Village In Luwu Regency)

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Pembimbing I

Amaliya Yahya. S.E., M.Hum
NIP. 19771013 200501 2 006

NOTA DINAS PEMBIMBING

Palopo, 06 April 2021

Lamp : -
Hal : Skripsi

KepadaYth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'AlaikumWr. Wb

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Nama	: Nurliana
NIM	: 16.0202.0043
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul	: Improving Learner's Mastery Vocaulary In Speaking Skill Through My Secret Cards (A Study At Mario Village In Luwu Regency)

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya

Wassalamu 'AlaikumWr. Wb

Pembimbing II

Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

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Palopo, 09 Maret 20201

Researcher

Nurliana

16.0202.0043

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ABSTRACT

Nurliana, 2021, "Improving Learner's Mastery Of Vocabulary In Speaking Skill Through My Secret Cards (a Study At Mario Village In Luwu Regency)".A Thesis of the English Department of Tarbiyah and Teacher Training Faculty For State College Of Islamic Institute (IAIN) Palopo.Supervised by the consultant (I) Amalia Yahya. S.E., M.Hum, and consultant (II) Dewi Furwana, S.Pd.I., M.Pd.

The research about improving learner's mastery of vocabulary in speaking skill through my secret cards media (a study at mario village in luwu regency). The research question of this research was " What is the effective ways in using my secret cards to improve the learner's vocabulary at Mario village in Luwu Regency? ". The objective of the research was to find out the effective way the use of My Secret cards improve the learner's vocabulary at Mario Village in Luwu Regency. This research used classroom action research (CAR). The subject of the research was students in junior high school at Mario Village In Luwu Regency. The procedure of the research used of two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, action, observation, and reflection. The result the research found that the effective way in using my secret cards media to improve learners vocabulary there are several effective ways that can be used the media namely researcher forms the learners in groups and gives the name to each group and name each group according to the theme being taught and reseacher explained to the learners about the purpose of learning after that the learners are given worksheets and my secret cards learning media, then the researcher gave an instruction to each group to work together to find and classify vocabulary in English related to the theme/topics being taught using my secret card media, the researcher asked each group to find the meaning in Indonesia from the English vocabulary by using my secret cards media, the researcher with the learners discusss the result of group work and after that each learners was asked to record the vocabulary that had been grouped. The researcher conclude that using my secret cards media improve learners vocabulay mastery.

Key word: vocabulary in speaking skill, my secret cards, learners

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is of all words in one language, a wealth of words owned by a speaker or writer, and a list of data collected like a dictionary with a brief and realistic description. Where vocabulary is one of the aspects of language that needs to be learned to support fluency in oral and written communication. Moreover, vocabulary refers to a person's total number of words. Vocabulary is all of the words found in one language, a wealth of words owned by one person or a language used in the environment. Vocabulary can assist you to enhance your English speaking skills, which can guide us in reading and understanding English speaking text.

Speaking is a way to communicate with others. When someone speaks, he or she interacts to someone and express ideas, thought, and feeling in language. Speaking enables students to retain information from people through their conversation, which they should then just understand and respond to, or communicate their understanding of the information.

Based on the result of the interviews conducted with the learner's around the house, it was found several problems faced by the learners in learning English, including difficulties in the meaning of English words, pronunciation, reading, and understanding English vocabulary.[1]

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[1] Interview with the learner's especially of junior high school, at Mario Village In Luwu Regency, 2020

The researcher offered the solution based on the problem above, that is to use my secret cards media to increase vocabulary in speaking skills of learners (a study at Mario village in Luwu Regency).

According to Nety Puspitasary, using My Secret Cards to overcome the problem of active students when learning vocabulary can be one of the effective media. My secret card media can help students build their motivation to be active and change their behavior in an attempt to complete the task given by the teacher as quickly as possible, students in the group will try to be actively and communicatively involved with the group.[2]

The research would like to research the title **"Improving Learners Mastery Vocabulary In Speaking Skill Through My Secret Cards (A Study At Mario Village In Luwu Regency)"** based on the background above.

B. Research Question

Based on the background above, the researcher formulated the research question:

What is the effective way in using my secret cards to improve the learners vocabulary at Mario village in Luwu Regency?

C. Objectives of the research

The research objective was to find out the effective way in using my secret cards improves the learner's vocabulary at Mario village in Luwu Regency.

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[2] Nety Puspitasary, my secret cards Untuk pembelajaran kosakata, Http: Nety puspitasari.gurusiana.accessed May 29,2019

D. Significance of the research

The results of this research were expected to be able to contribute theoretically and practically:

1. Theoretical, the result of this research were expected to give contribute to the theories of teaching English vocabulary and could use as a references for those who wanted to research in improving English vocabulary using media.
2. Practical

a. For teachers, this research was expected to be able to contribute to teachers in improving the quality of the learning process in teaching English especially to improve learners vocabulary skills, in this case, my secret cards media as their new teaching technique.

b. For learners, learners could improve their vocabulary skills by using the learning media, using the learning media it was expected that learners would be more enthusiastic about learning primarily in improving their vocabulary skills.

c. For other researchers, this research could conduct further research in teaching vocabulary using my secret cards media. They could use this research as information or references to do the teaching and learning process of English.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Some researches related to this research is found at the research as follows: Devi Ghesiyah. A thesis, The effect of LEA (language experience approach) method with secret card media on speech skills of VII grade students at Jakarta junior high school 49, according to this, the current research used an experimental method with a two-group pretest and post-test design. The average result of speech skills in the experimental class is 74.52. this value is higher than the average value in the control class which only reached 65.5. this is because there is an influence of the LEA (language experience approach) method with secret card media on the speech skills of class VII students of junior high school 49 Jakarta[3].

This research and the research above have some differences and similarities. The differences are; the research above used the experimental method with a two-group pre-test and post-test design while this research used Classroom Action Research (CAR). Besides, the research above focused on to describe the effect of the LEA (language experience approach) method with secret card media on students' while this research focused on improving learners mastery vocabulary in speaking skill. Futhermore, the subject of the research also different, the subject of this research was the learners at Mario Village in Luwu

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[3] Devi Ghesiyah, *" the effect of the LEA (Language experience approach) method with secret card media on speech skills of VII grade students of junior high school 49 Jakarta"*,(Universitas Negeri Jakarta,2016)

Regency while the subject of the research above was the seventh grade students of SMPN 49 Jakarta. the similarity is this reseacrh and the research above used on secret card media.

Rima Oktavianita, Dedeh Kurniasih, and Fitriani. A Thesis, Effectiveness of use KARAMI media (Kartu rahasia Kimia) toward activities and results of students learning hydrocarbon material In XI IPA MAN Kubu Raya. The current research was conducted in a Quasy Experimental design with a non-equivalent control group design. Students of MAN Kubu Raya's classes XI science I, XI science II, and XI science III made up the study's population. The sample was selected using a purposive sampling technique namely class XI IPA II with 30 students as a class experiment and XI Science III with 30 students as a class control.[4]

There are differences and similarities between this research and the research above. The difference between this research and the research above is the subject of this research is different from this research above. The subject of this research above was the learners at Mario village in Luwu Regency while the subject of research above was the XI MAN Kubu Raya. Besides that, the research above used different type of the research, the research above used quasy experimental while this research used Classroon Action Research (CAR). The similarity between this research and the research above both of them use the same

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[4]Oktavianita, Rima, Dede Kurniasih, and fitriani, " *effectiveness of use KARAMI media (chemical secret card) toward activities and result of students learning hydrocarbon material In XI IPA MAN Kubu Raya*, "Ar-Razi Jurnal ilmiah 7, no. 1 (February 2019): 19, https: // open journal.unmuhpnk.ac.id

media that is secret card. Besides, the research focused on hydrocarbon material while this research focused on improving learners mastery of vocabulary in speaking skill.

Inayatul fajriah. A Thesis, Enhancement of English vocabulary through the use of picture card media in grade two students of SD Muhammadiyah Purwodiningratan 2 Yogyakarta. The research is categorized into class action research. The research focused on the students in SD Muhammdiyah Purwodiningratan 2 Yogyakarta's class II-A. She concludes result the use of picture card media can improve language vocabulary mastery English for second-grade students of SD Muhammadiyah purwodiningratan 2 Yogyakarta. The picture card media used helps to master language vocabulary English. The aspects of mastery of English vocabulary are emphasized in the use of picture cards media is the aspect of reading vocabulary and pronouncing its vocabulary[5].

The differences between this research are on the subject of the research. The subject of this research was the learners at Mario village in Luwu Regency, while the subject of the research above was two-grade students of SD Muhammadiyah Purwodiningratan 2 Yogyakarta. Futhermore, the research above used different of the media, the research above used the picture card media while this research used the my sceret cards media. The similarities are this research and the research above used the same type of method that is Class Action Research (CAR). Besides that this research and the research above discussed vocabulary.

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[5] Inayatul fajriyah, "*enhancement of English vocabulary through the use of picture card media in grade two students of SD Muhammadiyah purwodiningratan 2 Yogyakarta"*,(Yogyakarta state university,2013)

Zeni Safira. A Thesis improving vocabulary mastery through vocabulary cards of grade VII students at SMP institute Indonesia Yogyakarta in VII B was the subject of study. the researcher was used collaborative action research. The students of SMP institute Indonesia Yogyakarta. She concludes to the result of the vocabulary card games could affect the students' behavior. In the classroom activity, the student's become more active and confident. The student must be able and enjoyably learn vocabulary.[6]

The differences are this research used my secret cards media while the research above used vocabulary card. Futhermore, the research above used different type of the research, the research above used collaborative action research while this research used Classroom Action Research (CAR). Besides, the subject of the researches also different, the subject of the research was the VII-grade students at SMP Institute Indonesia Yogyakarta while the subject of this research above was learners at Mario village in Luwu Regency. The similarities are this research and the research above discussed vocabulary.

B. Some pertinent Ideas

1. The nature of vocabulary

A person's vocabulary is the on all the words knows or uses. Vocabulary belongs to someone related to a language that someone that is related to a language that someone has or also has[7]. Vocabulary is a list of words or phrases of a language that has a meaning and function in a language which is used of person

IAIN PALOPO

[6]*Zeni safira," improving vocabulary mastery through vocabulary card of grade VII students at SMP institute Indonesia Yogyakarta",(*Yogyakarta state university,2016)

[7] Victoria.Bull,*oxford learners pocket dictionary*,(fourth edition,2008),p495

to communicate with the other person[8]. According to Richards, one of the most important components of language is vocabulary and one of that linguists notice to[9]. The collection of words that an individual knows according to David Nuna's definition of vocabulary. The only words that can easily be feature are nouns, as an example of a vocabulary item is colored also represents conceptual knowledge.[10] Vocabulary is not a developmental skill or one that can be seen as fully mastered according to Elfrieda H.Kamil, Michael L.Kamil. The expansion and elaboration of vocabularies is a lifetime process.[11]

Because vocabulary is one of the components of a proficient language, the researcher concludes that vocabulary is a collection of words or that vocabulary very an important role in language teaching.

2. Teaching vocabulary

The teaching of English vocabulary is based on the form and meaning of the vocabulary, they are techniques for teaching vocabulary forms and techniques for teaching vocabulary meanings.[12]

For teaching vocabulary forms, there are at least three techniques: first, visually, teach this vocabulary by showing the words writing form or showing the movement related to the word. Second, with touch, letters made of wood, sandpaper, and other tactile materials can be used to teach touch vocabulary (

[8] Amalia yahya, "*Teaching English Vocabulary Through Think Talk Write Method*," Journal Of Langauge Teaching And Learning, Linguistics And Literature7, No.1 (June 2019) : 3, https://scholar.google.co.id

[9] Jack C. Richards, *curriculum development in language teaching*, (United Kingdom: Cambridge University Press, 2002), 4

[10]David Nunan, *teaching vocabulary to young learners*, (McGraw-Hill: North America, 2005), 121.

[11] Elfrieda H. Hiebert, Michael L. Kamil, *teaching and learning vocabulary*: Bringing Research to Practice, (Lawrence Erlbaum Associates: London, 2005), 2.

[12]Teknik pengajaran vocabulary,http://englishindo.com.accessed June 25,2019

tactilely). And last, teaching oral vocabulary can be done with the use of words or other oral forms.

There are at least three techniques that can be used as a reference for practicing these techniques: first, demonstration, these techniques by showing an object. Second, Pictures, drawings on the board, and illustrations from newspapers and magazines can be used in these techniques. At last, Explanation is a technique and can be used to explain synonyms or antonyms, specify them, or explain them.

3. Kinds of vocabulary

Besides knowing the methods, the teacher should know the material in teaching vocabulary. the are many classifications of vocabulary made by a language expert. vocabulary is divided into two types:

a. Active vocabulary (productive) is made up of words that come to mind immediately when a person has to produce a spoken or written sentence and is used in speech or writing.
b. A person's passive vocabulary (receptive) is known but not used. People understand it when people hear and read it.[13]

According to Hiebert and Kamil, vocabulary is divided into three:

a. Oral vocabulary, the set of words for which we know the meaning when we speak or read-only.
b. The print vocabulary consists of words for which the meaning is known when we write or read-only.

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[13] John read. (2000). *Assessing vocabulary*, Cambridge Uk: Cambridge University Press, p.154

c. A productive vocabulary is the set of words that an individual can use in writing or speaking.[14]

4. Techniques in increasing vocabulary

Learning vocabulary is no simple matter. Everyone has a special technique for learning English vocabulary, students have to memorize them well and use them in real communication in the classroom. Several ways can be done, namely as follows:

a. Read, read, and read

As you read and come across a new word, try to learn the meaning of the sentence and look it up in a dictionary. write down any new words you find.

b. Use dictionaries and encyclopedia

Whenever you come across a new word, look up its meaning in the dictionary to find out how it is pronounced and what it means. Use an encyclopedia to find antonyms and synonyms for the word or phrase.

c. Make your dictionary

By writing them down, you will be more quickly acquainted with new words you encounter. A personal dictionary will also increase your confidence to learn more new words.

d. Learn one word every day

This is a technique many people use to add new words.

e. Use games

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[14] Elfrieda H. Hiebert and Michael L. Kamil, *teaching and learning vocabulary: bringing research to practice,*(London: Lawrence Erlbaum Associates,2005) p. 3

Look for challenging word games so you can discover new words.

f. Get involved in the conversation

Talking to other people can help you come up with new words.[15]

5. Principle of teaching and learning vocabulary

The following are the main principle of teaching and learning vocabulary:[16]

a. Aims, whatever program or activity is accounted for, always had a distinct aim. In mind, we could be clear about our aims in teaching vocabulary.
b. Quantity, after deciding what is involved in vocabulary learning, we can decide the quantity of vocabulary that can be taught and the number of new words that our students can learn.
c. Need, in most cases, the teacher uses syllabuses the course books to teach the students the vocabulary they need.
d. Before there is evidence that the students have learned the target words by frequent exposure and reputation, there is a reputation in teaching and learning vocabulary.
e. To present the vocabulary lesson in a meaningful presentation, students must have a clear and specific understanding of what the word denotes or refers to.

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[15] tips untuk meningkatkan kosakata, https:www.britishcouncilfoundation.id,acced september 23,2020

[16] Ismayanti. *"using a loose ball to improve the English vocabulary of the second year students of MTS Syekh Yusuf sungguminasa goa" thesis Makassar: tarbiyah and teaching science faculty UIN Alauddin*.2010

f. In the words presented are appropriate to the student's situation with a favorable condition, enough time consuming, and convenient method, students will automatically succeed in learning vocabulary in the situational presentation.

g. In teaching the target language, teachers use words in the mother tongue to compare and compare and different words.

h. Inference procedures in vocabulary learning, the inference is also one of the vocabulary learning strategies in which learners are ahead on a practice by using definite knowledge to have a clear understanding of the words they are learning.

6. The nature of media

In the learning and teaching process, media is a very useful tool for students and educators. the role of the teacher is becoming increasingly widespread as is the role of teaching media[17].student's is lead to a spectrum of learning experiences in the media. the right media and the learning objectives will enhance the learning experience in better learning outcomes for students. Teachers, books, papers, and the school environment are all sources of media. In the teaching and learning process, media is usually interpreted as graphical, photographic, or electronic tools that are used to capture and process information, it is visual and verbal.[18]

According to Blanke and Horalsen, media is a communication channel that is used to deliver a message to the intended recipient. Dengue describes media as "a

[17]Azizah ardiyanti, Iriyanti Bandu, Moses Usman, "Pembelajaran Kosakata Bahasa Perancis Dengan Media Flashcard (Study Kasus Pada Mahasiswa Sastra Perancis)", journal ilmu budaya6, No.1 (june 8, 2018) : 178, http://journal.unhas.ac.id.

[18]*Ashar Arsyad, media pembelajaran*,(Ed 1,Jakarta:Grafindo persada,2007)P3

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component of the strategy used to deliver what is fulfilled by the message conveyed to learners in the form of material tools, and people".

According to Sadirman, et, media is everything that is used as a channel message and sends messages to the message recipient to stimulate information, attention, feelings, and also the interest and attention of students in such a way that the teaching process can take place effectively and efficiently according to expectations. As to Gagne and Briggs, media is a physical tool that will be used to convey material by books tapes, tape recorders, video cameras, film, photos, photos, images, television, graphics, and computers.[19]

7. The nature of teaching media

A tool for learning how to teach is learning media. The use of media in this learning makes it easy for teachers to explain material and help students in understanding it for the achievement of objectives.[20]

According to Romiszowski, learning media is an effective medium for carrying well-planned teaching processes. Everything that can be used to channel messages from the sender to the recipient, according to Sadirman's definition of learning media. According to Sudjono, in addition to learning to be effective and efficient, the teacher needs learning media.

Learning media, according to Ray and Asyar, can be defined as "everything that can convey or channel a message from a planned source in a way that the

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[19]Seputar pengetahuan,pengertian menurut para Ahli,https://www.seputarpengetahuan.co.id,acced july 23,2019

[20] Novrian dony,dll.*chemical learning media using cards*.briliant:jurnal riset dan konseptual.vol.3,no.4,2018,P.393

recipient can carry out the learning process efficiently and effectively". According to Marso, learning media is everything that can send messages and stimulate the mind, feelings, attention, and willingness to learn.

Learning media according to Oemar Hamalik, are the tools, methods, and techniques used to more effectively communicate and interact between teachers and students. Learning media are materials, tools, or techniques used in teaching and learning activities to facilitate efficient and effective educational communication interaction between teachers and students, according to Latuheru.

Sri Hanita dan Norhadi defined learning media as a person, material, tool, or event that can create conditions that students to procure knowledge, skills, and attitudes. Learning media, often known as teaching aids, are very important to use in each lesson, according to Blatter Doris, as students can remember 50% of visible learning material but only 10% of oral learning material. Drawings, blackboards, natural objects, charts, flannel boards, maps, and temples are several of the more successful learning media used for students.[21]

8. My secret card media

a. The nature of my secret cards

According to Netty Puspitasary, my secret cards are a form of learning media that can be used to learn vocabulary.[22]

b. The benefit of using my secret card in teaching vocabulary

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[21]Zonareferensi,pengertian media pengajaran,http://www.zonareferensi.com,acceced july 23,2019

[22]Netypuspitasari,my secret cards untuk pembelajaran kosakata,http:/netypuspitasari.gurusiana.id,accessed may 29,2019.

According to Nety Pusoitasari, one of the most effective media in overcoming the problem of active students when learning vocabulary is my secret cards. Students can be using my secret cards media to increase their motivation to involve in active and positive psychic and behavior changes. Students in the group will try to be as active and communicative as possible in try to achieve the teacher's task as quickly as possible.

c. Steps for learning vocabulary using the media my secret cards

The steps for teaching my secret card media are:

1. The teacher groups the students into groups and gives names to each group. The group names should be appropriate to the theme or related. For example, if the theme is teenage life, we can name a group thirteen, teenager, and so on.
2. The learning objectives are explained by the teacher.
3. each group receives learning media my secret cards and a worksheet from the teacher.
4. The teacher instructs each group to work together to find and group words in English that relate to certain themes/ topics using my secret card.
5. The teacher instructs each group to check and observe the work of the other groups.
6. The results of the group work discussion are discussed with the teacher and the students.
7. The teacher instructs the group to use the learning media my secret cards to find meaning from English vocabulary in Indonesia.

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8. The teacher asks the students to practice speaking using the vocabulary found.
9. Speaking Skill

a. The nature of speaking skill

Speaking is fundamental to human communication because speaking is a direct way to communicate with each other. Speaking is an important thing in our social live and the way to express ideas, feeling to know some imformation. Or other hand it also as tools of communication with other people, because it is completely our education and fundamentally act[23]. As stated by Ur cited in Aristi, Hadiansyah, and Apsari, that of all four skills, speaking is the most important. according to Brown, speaking is a skill that can be directly and empirically observed; however, the assessment is usually heard by test participants, the reliability and validity of an oral production test are jeopardized. Speaking, according to Harmer, is the ability to speak fluently and requires not only knowledge of language features but also the ability to process information and language 'on the spot; while quantity defines speaking as the process of transmitting ideas and information orally in a variety of situations.[24]

According to Chaney in Susanti, speaking is the process of building and sharing meaning in a variety of contexts through verbal or non-verbal symbols.

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[23] Masruddin, "*The Students Interest Towards The Use Of Naural Approach In Teaching Speaking,*" journal on english language teaching & learning linguistics and literature1, no.2 (2013) : 85, https://scholar.google.co.id

[24] Melodi Dael, Sela Adi Astarini, Hendra Husnusslam, " *improving speaking skills using group discussion,*" professional journal of English education 2, no.4 (july, 2019) : 466-467, https://journal.ikipsiliwangi.ac.id

According to Grognet A.G., Speaking is an essential tool for communication is one of the skills that students will master in learning to learn English[25].

Accuracy, fluency, comprehensibility, and content are the four components of speaking skills introduced by Heaton.

When someone speaks accurately, it means that can produce sentences that be correct in term of pronunciation, grammar, and word choice and so it can be understood. pronunciation, grammar, and vocabulary are the three components of accuracy.

Fluency is more than the ability to read, write, or comprehend oral language; it is all the ability to converse with others. The qualities that give a speech the qualities of being natural and normal are defined in the Longman dictionary as fluency. Fluency, according to Simon and Schuster, is the quality of flowing, smoothness, and freedom from harshness, as also as the ability to write or speak easily, smoothly, and expressively, and the readiness or smoothness of speech.

The process of the listener understanding the speaker's utterances is referred to the understanding. Often, comprehensibility in speaking refers to the ability in us all can understand what we say and our ability and understand what they say.

Content-Based Instruction (CBI) is a form of teaching a second language that focuses on the content of the information that students will acquire rather than a linguistic or another type of syllabus.

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[25] Widya Astuty Buton, Riki Bugis, Azwan, *"improving students' speaking skill through content-based instruction (CBI)"*,(Iqra Buru University, Maluku)

b. Types of speaking

The types of speaking are:[26]

1. Interactive

Interactive is a speaking activity that is carried out by interacting between speakers and listeners, either directly or indirectly.

2. Partially interactive

Partially interactive is one of the dominant speaking activities that is done by some people or only one person in the interaction.

3. Non – interactive

Non – interactive is a speaking activity that has no interaction in it, the fluency and accuracy of the words issued.

c. Principle of teaching speaking

It is important to know the principle for teaching speaking in the classroom before trying to each speaking in the classroom since it helps as a guide for us to know what teaching speaking entails it may also make it easier for the instructor to manage the students and the learning process in a speaking class, as well as to achieve the goal of teaching speaking itself.[27] They are principle for teaching speaking:

a. Learn the differences between learning a second and learning a foreign language.
b. Give students practice fluency and accuracy

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[26] Jenis-jenis speaking,https://www.itaputih.com.accessed august 23,2020

[27] Jack C. Richards, *teaching listening and speaking from theory to practice*(New York: Cambridge University Press,2008)p.19

c. Enable students to talk and enable keep teacher talk to a minimum.

d. Plan speaking tasks that involve negotiation meaning

e. Design speaking guidance and practice relationships in that classroom that had both transactional and interactive.

d. The relationship between speaking ability and vocabulary mastery

In the language learning process, adequate vocabulary is important in honing speaking skills. The best personal index of mental development is a person's vocabulary quality, quantity, and depth. Also, vocabulary development is the development of a single concept which is the goal of basic education for every school or college. In principle, all levels of education have the same vocabulary, so it is influenced by age gender, innate abilities, and social status. Geographical factors also follow affect vocabulary can be arranged into phrases, clauses, and sentences using rules which have been agreed upon in a language system. This series of vocabulary is then used to form ideas/ideas which are then conveyed verbally while speaking.[28]

Therefore, a person's speaking skills are very dependent on the quality and quantity of the vocabulary. The more quality and rich it will be vocabulary, the greater the chance for someone to become skilled in speaking.

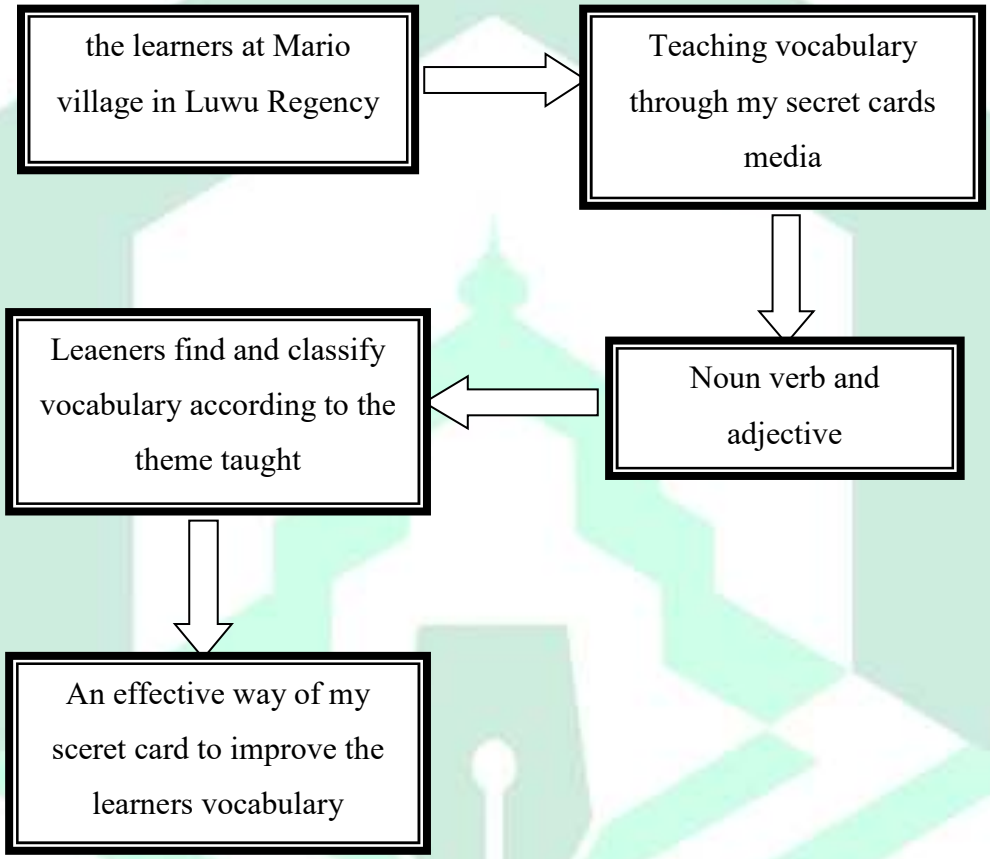
Vocabulary mastery is closely related to students' speaking skills. Having vocabulary mastery will make it easier for someone to choose the right words in speaking so that the listener will easily understand the greeting. Mastery of one's vocabulary will affect a student's speaking ability. So much mastery vocabulary,

[28] Adhityo Kuncoro, *vocabulary mastery with skills correlation student speaking In English*.Jurnal SAP vol.1 no.3 p303

the ability to choose words when speaking the better. Vice versa, if someone does not master vocabulary, he will have difficulty choosing the right words when speaking.[29]

C. Theoretical framework

The theoretical framework in this research is shown in the diagram as follow



In theoretical framework, the researcher explained about the use of my secret card media and gave the learner's vocabulary material especially noun, verb and adjective, and gives them exercises through my secret card media. Finally to find out the effective way in using my secret card to improve the learner' vocabulary.

[29] Yohana Dini Trisnani Susanto,"*Vocabulary Mastery Relationships With Speaking Skills And Writing Class IV Students SDN Gugus Pangeran Diponegoro*",(Universitas Negeri Semarang,2017)

CHAPTER III

RESEARCH METHOD

A. Types of research

In this research, the researcher used Classroom Action Research (CAR), which is four stages: planning, action, observation, and reflection. The research will be held around two cycles. There were two cycles, each of a series of activities and a close relation. Where the second cycle realization was continued and repaired from the first cycle.

B. Research procedure

1. Research subject

As for the subject of this research are by the collecting of seventh-grade students around the house, this was done due to the pandemic of covid-19, which led to the implementation of online school, therefore this research was conducted at home by collecting the seventh-grade students around the house based on the advice of the supervisor.

2. The time and duration of the action

This research was conducted on 25-29th November 2020 for the cycle I and 5-9th December 2020 for the cycle II.

3. Research location

The research did at the researcher's house located at Mario village in Luwu Regency, the research cannot do the research at the school because of the pandemic of covid-19.

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Mario village is a village in which there is a kindergarten, elementary school and junior high school, Mario village also has a footbal filed which is usually used as a location for football matches, Mario village also has a mosque and village office in it, and as for the livelihoods of the Mario villagers, they are diverse, and Mario village is one of the villages in Luwu Regency.

4. The steps in the research

The four-stage process of conducting research is planning, action, observation, and reflection, and which is carried on in several cycles.

Cycle I

1. Planning

The researcher needed to prepare before doing the action research, such as: making a lesson plan using my secret cards media in teaching vocabulary about the noun, verb, and adjective. Make media my secret cards that will be shared with students. And, prepare an evaluation test based on the material provided.

2. Action

   a. The researcher greets participants before starting the teaching and learning process.

   b. The researcher communicated the learning objectives that have taken place.

   c. The researcher explains the material to be taught, starting from the verb material, before explaining about the verb, the researcher first tries to explore the learner's knowledge about vocabulary verb.

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d. After explaining the materials, the researcher then divides the learner's into two groups.
e. The researcher explains what to do where learners are asked to collect vocabulary according to the theme taught by using my secret cards.
f. The researcher explains the procedure for using my secret card media.
g. After explaining the procedure using the media, the researcher distributed the media my secret card to each group, and after that, the learners are then given time for 15 minutes to collect vocabulary according to them taught.

The steps in the second meeting were the same as in the first, but at the second meeting what was taught was noun material. After explaining the material about the noun, the researcher divides the learners into two groups and giving the media my secret cards to collect vocabulary according to the theme taught, after explaining the procedure to using the media.

The steps were the same as the first and second meetings, but the third meeting focused on adjective material.

After giving the material for three days, on the fourth day, the students were then given a test to determine the extent of the learners vocabulary mastery.

3. Observation

When students using my secret card media in the learning and teaching process are: students carefully listen to the explanation about using my secret card media, students participants in using vocabulary, and students attitude about learning vocabulary using my secret card media.

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4. Reflection

The aim is this phase is to reflect on as evaluate the previous three phases. It's done using the use on data collected to evaluate the next cycle completion.

Cycle II

1. Planning

The researcher needed to prepare before doing the action research, such as: making a lesson plan using my secret cards media in teaching vocabulary about the noun, verb, and adjective. Make media my secret cards that will be shared with students. And, prepare an evaluation test based on the material provided.

2. Action

   a. The researcher greets participants before starting the teaching and learning process.

   b. The researcher communicated the learning objectives that have taken place.

   c. The researcher explains the material to be taught, starting from the verb material, before explaining about the verb, the researcher first tries to explore the learner's knowledge about vocabulary verb.

   d. After explaining the materials, the researcher then divides the learner's into two groups.

   e. The researcher explains what to do where learners are asked to collect vocabulary according to the theme taught by using my secret cards.

   f. The researcher explains the procedure for using my secret card media.

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g. After explaining the procedure using the media, the researcher distributed the media my secret card to each group, and after that, the learners are then given time for 15 minutes to collect vocabulary according to them taught.

The steps in the second meeting were the same as in the first, but at the second meeting what was taught was noun material. After explaining the material about the noun, the researcher divides the learner's into two groups and giving the media my secret cards to collect vocabulary according to the theme taught, after explaining the procedure to using the media.

The steps were the same as the first and second meetings, but the third meeting focused on adjective material.

After giving the material for three days, on the fourth day, the students were then given a test to determine the extent of the learner's vocabulary mastery.

3. Observation

When students using my secret card media in the learning and teaching process are: students carefully listen to the explanation about using my secret card media, students participants in using vocabulary, and students attitude about learning vocabulary using my secret card media.

4. Reflection

The aim is this phase is to reflect on as evaluate the previous three phases. It's done using the use on data collected to evaluate the next cycle completion.

C. Target in research

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As for the target in this research, including the process and result. The research objective in the form of a process is the implementation of vocabulary learning process using my secret cards media and the research objectives are the result, namely how many scores the students get in implementing vocabulary learning using my secret cards media.

D. The instrument of the research

The instrument used for the research as follows:

1. Interview

The interview is a method or means used to get answers from respondents by way of unilateral questions and answers. Also, an interview is a question that is asked verbally to a person who is deemed to be able to provide information or a necessary explanation. Interviews are used to determine that well students understand the material with used the learning media.

2. Vocabulary test

The aim of the test is the determine the student's vocabulary mastery.

3. Observation

The observation sheet is an observation sheet that must be filled in by the observer.

D. The technique of collecting data

a. Observation

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The observation is activities carried out directly and systematically by observing the process of learning so that accurate information is known about attitude change or behavior and other changes that are the focus of observation.

b. Interview

The interview is a method or means used to get answers from respondents by way of unilateral questions and answers. Also, an interview is a question that is asked verbally to a person who is deemed to be able to provide information or a necessary explanation. Interviews are used to determine that well students understand the material with used the learning media.

c. Vocabulary test

The test consists of a series of questions or exercises, as such as other tools, and is used to test an individual or group's abilities, knowledge intelligence, or talents. The test is carried at the end of each material to determine as effective it is at learning. The test in this research is aimed as determine the student's vocabulary mastery.

E. The technique of analyzing data

The percentage technique was used to descriptively analyze the test result, which was collected in each observation in each cycle:

1. The formula for counted a student's correct answer test score will be the following:

$$\textbf{score} = \frac{\textbf{\textit{total correct answer}}}{\textbf{\textit{total test item}}} \text{ X } 100$$

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2. The following classification of used to determine the students level:

a. Very good is classified as 80-100

b. 70-79 is classified as good

c. Enough is classified as 60-59

d. Less is classified as 50-59

e. 0-49 is classified as a fail

3. The formula for determining the mean score:

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

Where :

x =mean score

$\sum \mathbf{x}$ = total score

N = total respondents

The following is the procedure for analyzing the student's participation based on the observation sheet:

a. The participation of the students in the learning process will be analyzed and classified as high, average, and low.

b. By analyzing the level of success and categorized it as a success, less success, or not success to learn vocabulary using my secret card media.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

The result of classroom action research is present in this chapter conducted to improving learner's mastery of vocabulary in speaking skill through my secret cards (a study at Mario Village in Luwu Regency)

Cycle I

The fourth meetings in cycle 1 were held, with four meetings in the learning process and one meeting evaluation at the end of the cycle, several steps have been taken in the first based on the classroom action research procedure as follows:

1. Planning

To carried out the action research, different that had been created and deployed previously, namely: making a lesson plan using my secret cards media in teaching vocabulary about the noun, verb, and adjective. Make media my secret cards that will be shared with students. And make evaluation tests based on the material that has been taught.

2. Action

The cycle 1 section was held of fourth – meetings. For the first meeting, the steps can be explained as follows:

a. The researcher started the activities by greeting before starting the process in teaching and learning.

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b. The researcher communicated the learning objectives that have taken place.
c. The researcher explains the material to be taught, starting from the verb material, before explaining about the verb, the researcher first tries to explore the learner's knowledge about vocabulary verb.
d. After explaining the materials, the researcher then divides the learner's into two groups.
e. The researcher explains what to do where learners are asked to collect vocabulary according to the theme taught by using my secret cards.
f. The researcher explains the procedure for using my secret card media.
g. After explaining the procedure using the media, the researcher distributed the media my secret card to each group, and after that, the learners are then given time for 15 minutes to collect vocabulary according to them taught.

In the second meeting, the steps were the same as the first meeting, but at the second meeting what was taught was noun material. After explaining the material about the noun, the researcher divides the learner's into two groups and giving the media my secret cards to collect vocabulary according to the theme taught, after explaining the procedure to using the media.

In the third meeting, the steps were the same again as the first and second meeting, but at the third meeting what was taught was adjective material.

After giving the material for three days, on the fourth day, the students were then given a test to determine the extent of the learner's vocabulary mastery. This

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research was conducted at home with the research subjects still leaner's junior high school around the house. This is due to the covid- 19 pandemic which requires learners to study from home, so that the research process is carried out, the research process is carried out at home by collecting the learners of junior high school around the house as research subjects.

Table 4.1

The result of students test in cycle I

No	Respondent	Score
1	R1	82
2	R2	67
3	R3	29,33
4	R4	45,33
5	R5	25
6	R6	43
7	R7	52
8	R8	63,33
TOTAL		361,66
	MEAN SCORE	45,20

The mean score of cycle's learner's vocabulary test

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

$$= \frac{461{,}66}{8}$$

=45,20

The table above showed that the highest score was 82 and the lowest score was 25. If the value of learner's learning outcomes in cycle 1 is grouped into five categories, the learning outcomes of the learner's as follows:

Tabel 4.2

Category test cycle 1

No	Score	Category	Frequency	Percentage
1	80-100	Very good	1	12,5%
2	70-79	Good	0	0%
3	60-69	Enough	2	25%
4	50-59	Less	1	12,5%
5	0-49	Fail	4	50%
Total			8	100%

Based on the table, out to 8 leaner's who took the test in the first cycle, 1 learner's received a very good category, 2 learners received a grade that included the category enough, 1 learner's received a grade that included the less category, and 4 learners received a grade that included the failure categories.

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3. Observation

The following data were obtained based on the observation made by the researcher through the cycle 1 teaching and learning process:

1. The learners were still not focused when the researcher explained the material.
2. When the learning process takes place, some learners are busy with other activities.
3. When the researcher divided the learners into groups, the conditions become noisy, as well as when the learning media is distributed.
4. When the learners are divided into groups, in the group some are actively working with group members and some are not active.
5. A few learners do not understand the new words on the secret card media.
6. The researcher shows the learner's activeness based on the learner's vocabulary evaluation results:

Table 4.3

The result observation learner's activeness in cycle 1

No	Learner's name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			

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2	R2	√			
3	R3		√		
4	R4		√		
5	R5			√	
6	R6			√	
7	R7	√			
8	R8		√		
		3	3	2	

The learner's activity was obtained using observation sheets from each cycle's meeting, the learner's participation or motivation in learning English to improve vocabulary by using my secret cards was evaluated using the observation sheet. Where :

1) Very active, the learner's as responsive and fully participate in all activities in the teaching process.
2) Active, in the learning process, active learning is the learner's response to the material taught, in the using the vocabulary through my secret cards media.
3) Less active, although the learners are less active, they pay attention and give responses, and when leaner's are divide into groups to classify

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vocabulary using my secret cards, they are inactive learner’s in each group.

4. Reflection

The implementation of learning in cycle 1 aims to improve the learner's vocabulary skills by using my secret media, when they first carry out learning with my secret card media, some learner's still looked less focused and less interested because they are still unfamiliar with the media used.

When the researcher explains the material being taught, some learners do not focus on what the researcher says and only focus on their activities. As well as when learner's are divide into groups and given the task of grouping vocabulary according to the themes taught using my secret card media, there are still some learner's who are less active in the group, seeing this situation, the researcher then provides direction and motivation to the learner's so that they want to focus more on the explanation given by the researcher and when in groups to focus more on the group. Back to the goal of the researcher using my secret card media is to improve the vocabulary skill of learners, the researcher concluded that in cycle I, the implementation of learning using my secret card media can be said to be quite good, but the results obtained are still lacking. This underlies the researcher to continue to cycle II because if the researcher only reaches cycle I then this research is declared unsuccessful because it does not achieve predetermined goals.

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Cycle II

Cycle II was for four meetings, three of them were face-to-face and one of them was an evaluation at the end of the cycle. The objective of cycle II is to repeat the activities in cycle I by making improvements to the way that are considered lacking in cycle 1.

1. Planing

To carry out the action research required different that had been created and developed previously, namely: making lesson plan using my secret cards media in teaching vocabulary about the noun, verb, and adjective. Make media my secret cards that will be shared with students. And make evaluation tests based on the material that has been taught.

2. Action

The second cycle action was for three-time, the lesson plan, that has been prepared in advance, has been used to carry out the learning activities.

a. The researcher started the activities by greeting before starting the process in teaching and learning.
b. The researcher communicated the learning objectives that have taken place.
c. The researcher explains the material to be taught, starting from the verb material, before explaining about the noun, the researcher first tries to explore the learner's knowledge about vocabulary verb.
d. After explaining the materials, the researcher then divides the learner's into five groups.

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e. The researcher explains what to do where learners are asked to collect vocabulary according to the theme taught by using my secret cards.
f. The researcher explains the procedure for using my secret card media.
g. After explaining the procedure using the media, the researcher distributed the media my secret card to each group, and after that, the learners are then given time for 15 minutes to collect vocabulary according to them taught.

In the second meeting, the steps were the same as the first meeting, but at the second meeting what was taught was adjective material. After explaining the noun material, the researcher divides the learner's into five groups and giving the media my secret cards to collect vocabulary according to the theme taught, after explaining the procedure to using the media.

In the third meeting, the steps were the same again as the first and second meeting, but at the third meeting what was taught was verb material.

After giving the material for three days, on the fourth day, the learners were then given a test to determine the extent of the learners vocabulary mastery. This research was conducted at home with the research subjects still leaner's junior high school around the house. This is due to the covid- 19 pandemic which requires learners to study from home, so that the research process is carried out, the research process is carried out at home by collecting the learners of junior high school around the house as research subjects.

Table 4.4

The result of students test in cycle 2

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No	Respondent	Score
1	R1	97
2	R2	96
3	R3	85
4	R4	88
5	R5	79
6	R6	92
7	R7	93
8	R8	94
TOTAL		724
	MEAN SCORE	90.5

The mean score of the learner's vocabulary test of cycle

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

$$= \frac{724}{8}$$

=90,5

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The highest score was 96, and the lowest score was 79, as the table above. If the value of learners learning outcomes in cycle 1 is divided into five categories, the follows are the learners learning outcomes:

Tabel 4.5

Category test cycle II

No	Score	Category	Frequency	Percentage
1	80-100	Very good	7	87,5%
2	70-79	Good	1	12,5%
3	60-69	Enough	0	0%
4	50-59	Less	0	0%
5	0-49	Fail	0	0%
Total			8	100%

Based on the table, out to 8 leaner's who took the test in the first cycle, 7 learners received a very good category, 1 learner's who got a grade including good categories, 0 learners received a grade that included the category enough, 0 learners received a grade that included the less category, and 0 learners received a grade that included the failure categories.

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3). Observation

The result of observation from cycle II show that learners have increased in the learning process, this can be seen from the enthusiasm of learner's to complete

the given task and also focus on when the researcher explains the material being taught, this is because learners are getting used to the media which is used researcher and is supported by providing motivation, although when in a group there were still some who were not active with the group but it was much better than before. The result of the implementation of cycle II can be seen in the table below:

Table 4.6

The result observation learner's activeness in cycle 1I

No	Learner's name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			
2	R2	√			
3	R3		√		
4	R4		√		
5	R5			√	
6	R6	√			
7	R7	√			
8	R8	√			

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	5	2	1	

The learner's activity was obtained using observation sheets from each cycle's meeting, the observation sheet was used to determine the learner's participation or motivation in learning English to improve vocabulary by using my secret cards. Where :

1). Very active, the learner's as responsive and fully participate in all activities in the teaching process.

2). Active, the learner's response to the material taught the using in vocabulary through my secret cards media in the learning process.

3). Less active, the learners pay attention and give responses, and when leaner's are divide into groups to classify vocabulary using my secret cards, they are inactive learner's in each group.

4) Reflection

In the implementation of cycle II, learners have begun to understand, comprehend and be familiar with the use of my secret card media used by researchers. The use of my secret card media by the researcher to improve learner's vocabulary can be said to be successful, this can be seen from the results of calculating learners learning outcomes by giving the test to learners.

B. Discussion

From the result of an interview with the learner's around the house, it was found problems faced by the learners in learning English lessons, including difficulties in the meaning of English words, pronunciation, reading, and understanding English vocabulary. The researcher offers a solution based on the

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above problem, that is to use my secret card media to increase vocabulary in speaking skills of learners (a study at Mario village in Luwu Regency). The result of the research that has been carried in two cycles shows that my secret card media can improve the vocabulary of the learners at Mario village in luwu regency. The improvement in the learning outcomes of the subject learner's shown the research success.

The result of the research found that The effective ways in using the media namely researcher form the learner's in groups and gives the name to each group and name each group according to the theme being taught and researcher explained to the learner's the purpose of learning, after that the learners are given worksheets and my secret cards learning media, the researcher then instruction to each group to using my secret card media to find and classify vocabulary in English related to the theme/topics being taught, and then the researcher asked each group to find the meaning in Indonesia from the English vocabulary, the researcher with the learners discuss the result of group work and after that, each learner's was asked to record the vocabulary that had been grouped.

Based on the results of the learner's evaluation at the test in cycle I, the learner's highest score was 82 and the lowest score was 25. Based on the observation of the learner's activities in the class, the researcher looked at the learner's weaknesses. The learners did not focus, some learners are busy with other activities when the learning process, when the learner's divide into groups, the condition become noisy, and a few learners do not understand the new words on my secret card media. In the cycle had not been successfully seen learner's

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learning process and the learner's score test was low. Whereas in cycle II, the highest score result of the learner's vocabulary test was 97 and the lowest score was 79. The researcher also looked at the progress and spirit of the learners in learning English vocabulary. The learners have increased in the learning process, this can be seen from the enthusiasm of learners to complete the given tasks and also focus on when the researcher explains the material being taught. In cycle II, the researcher concludes that after the implementation of the action, there is an increase in learner's vocabulary in the learning subject.

The implementation stages the of cycle I and cycle II are not much different, the differences only lies in when learners are divided into groups and the number of leaners in groups. In cycle I, learners are divided into groups where one material has been explained, but in cycle II, learners are divided into groups after all material has been explained which in this research discusses three vocabulary materials, namely adjectives, verbs, and nouns. In cycle I, learners were only divided into two groups where each group consisted of five learners because the number of learners in this research was only ten people because this research was carried out by collecting learners around the house and not at school due to the covid-19 pandemic, however in cycle II, learners were divided into five groups where each group consisted of two people. Before being divided into groups, learners are given the opportunity to remembers and understand the material that has been taught, if there is something that has not been understand it will be explained again, besides that learners are also motivated to want to focus and be active in their group after being divided into groups.

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This research is in line with Nety Puspitsary explain that the use of my secret card media learner's can awaken the motivation to actively engage and show positive behavioral and psychological changes and the learner's in the group will strive to be actively engaged and communicative with the group to complete the teacher's assignment quickly. furthermore, as Zeni Safira (2016), the learner's become more active and confident in the classroom activity and learners could learn vocabulary in a fun and enjoyable way.

The researcher comes to the above conclusion based on the research findings that between previous studies and the researcher's research there were differences and similarities. The similarity was focused on vocabulary to know the learners vocabulary achievement. The difference was in the main material or media of vocabulary which in this research just focus on the noun, adjective, and verb.

Based on the result the learners had been a better achievement in using my secret cards media, besides that the learners enthusiasm in the learning was increased, the research had known in the application of effective way in teaching the use of vocabulary through my secret cards media, the learners were fun and enjoyed in the class, the learners were easier to understand the material.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings data analysis and discussion in the previous chapter, the researcher concluded that there was an effective way to use my secret card media to improve the learner's vocabulary namely researcher forms the learner's in groups and gave the name to each group and name each group according to the theme being taught and researcher explained to the learner's about the purpose of learning, futhermore the learners were given worksheets and my secret cards learning media, the researcher then gave an instruction to each group to using my secret card media to find and classify vocabulary in English related to the theme/topics being taught, and then the researcher asked each group to find the meaning in Indonesia from the English vocabulary, the researcher and the learners discussed the result of group work besides, each learner's was asked to record the vocabulary that had been grouped.

B. Implication

There were some implication due to the result of this research. The implication of the actions were presented below.

The implementation of learning English vocabulary using my secret cards media in this research had a positive influence, namely it could increae learners vocabulary and motivation in learning English vocabulary. Providing feedback on learners pronunciation suppoerted them in mastering new vocabulary well n terms of pronunciation.

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The implementation of asking learners to work in groups assisted learners to increase their confidence and willingness to be actively involved in the teaching and learning process. Giving learners exercises to collect vocabulary using the media my secret card helped learners to memorize new vocabulary.

The implementation of vocabulary learning actions using the my secret card media could improve learners vocabulary skills, then the my secret card media could also be used as a media to make learners more active, especially when working in groups. This implication that the act of learning by using my secret card media could be used as a variation of learning media by English tecahers.

C. Suggestion

The researcher would like to suggest the following English teacher based on the result of the data analysis and conclusion:

1. For teacher
    a) The teacher should be able to use an appropriate method, technique, or media, to teach the learners that learning English is not boring, however, it was enjoyable and fascinating.
    b) The teaching-learning process can be fun, pleasant, and interesting, they should be flexible and recognized the learner's needs.
    c) My secret card media should be considered as an alternative media to teaching vocabulary in the classroom and it might be effective to improve learner's vocabulary.

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2. For learner's

   a) learners should try to contribute ideas and active participants in the class learning process.

   b) The learners should be more interested in English and pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.

   c) learners should also have high motivation to learn English especially vocabulary because vocabulary is most important and the basic part of the language.

3. For another researcher

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

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APPENDICES

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RENCANA PELAKSANAAN PEMBELAJARAN

(CYCLE I)

Nama tempat : Mario village in Luwu Regency

Mata pelajaran : Bahasa Inggris

Materi pokok : Noun, Verb, and adjective

Alokasi waktu : 2 X 45 minutes

A. Tujuan pembelajaran

1. Siswa dapat mengelompokkan kosakata noun, verb, dan adjective dalam bahasa inggris dengan menggunakan media my secret card.
2. Siswa dapat melafalkan kosakata noun, verb, dan adjective dalam bahasa inggris

B. Langkah – langkah pembelajaran

- **Pertemuan 1**

1. **Pendahuluan (15 menit)**
   a. guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajran dipimpim oleh salah seorang siswa
   b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik
2. **kegiatan inti (60 menit)**
   a. guru menjelaskan materi tentang noun kepada siswa dan memberikan contoh menggunakan menggunakan media my secret cards untuk mengelompkkan kosakata yang terkait dengan tema yang diajarkan.
   b. guru membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan dan membagikan media my secret cards kepada setiap group
   c. guru memberikan intruksi kepada setiap kelompok untuk berkerja sama untuk mengelompokkan kosakata bahasa inggris dengan menggukan media my secret cards. Dan setelah itu memberi intruksi

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kepada setiap kelompok untuk menemukan arti dari setiap kosakata yang telah dikelompokan dengan menggunakan my secret cards media

d. guru memberi intruksi kepada setiap siswa untuk mencatat kosakata yang telah dikelompokkan.

3. Penutup (15 menit)

a. guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.

b. guru mengucapkan "Salam" kepada Siswa

➢ **Pertemuan II**

1. Pendahuluan (15 menit)

a. melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajran dipimpim oleh salah seorang siswa

b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

2. kegiatan inti (60 menit)

a. guru menjelaskan materi tentang verb kepada siswa dan memberikan contoh menggunakan menggunakan media my secret cards untuk mengelompkkan kosakata yang terkait dengan tema yang diajarkan.

b. guru membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan dan membagikan media my secret cards kepada setiap group

c. guru memberikan intruksi kepada setiap kelompok untuk berkerja sama untuk mengelompokkan kosakata bahasa inggris dengan menggukan media my secret cards. Dan setelah itu memberi intruksi kepada setiap kelompok untuk menemukan arti dari setiap kosakata yang telah dikelompokan dengan menggunakan my secret cards media

d. guru memberi intruksi kepada setiap siswa untuk mencatat kosakata yang telah dikelompokkan.

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3. **Penutup (15 menit)**
   a. guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.
   b. guru mengucapkan "Salam" kepada Siswa

➢ **Pertemuan III**

1. **Pendahuluan (15 menit)**
   a. melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajran dipimpim oleh salah seorang siswa
   b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik
2. **kegiatan inti (60 menit)**
   a. guru menjelaskan materi tentang adjective kepada siswa dan memberikan contoh menggunakan menggunakan media my secret cards untuk mengelompkkan kosakata yang terkait dengan tema yang diajarkan.
   b. guru membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan dan membagikan media my secret cards kepada setiap group
   c. guru memberikan intruksi kepada setiap kelompok untuk berkerja sama untuk mengelompokkan kosakata bahasa inggris dengan menggukan media my secret cards. Dan setelah itu memberi intruksi kepada setiap kelompok untuk menemukan arti dari setiap kosakata yang telah dikelompokan dengan menggunakan my secret cards media
   d. guru memberi intruksi kepada setiap siswa untuk mencatat kosakata yang telah dikelompokkan.
3. **Penutup (15 menit)**
   a. meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.
   b. guru mengucapkan "Salam" kepada Siswa

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C. penilaian

1. penilaian sikap observasi
2. penilaian test tertulis

Palopo, 5 Desember 2020

Researcher,

Nurliana

16 0202 0043

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RENCANA PELAKSANAAN PEMBELAJARAN

(CYCLE II)

Nama tempat : Mario village in Luwu Regency

Mata pelajaran : Bahasa Inggris

Materi pokok : Noun, Verb, and adjective

Alokasi waktu : 2 X 45 minutes

A. Tujuan pembelajaran

1. Siswa dapat mengelompokkan kosakata noun, verb, dan adjective dalam bahasa inggris dengan menggunakan media my secret card.
2. Siswa dapat melafalkan kosakata noun, verb, dan adjective dalam bahasa inggris

B. Langkah – langkah pembelajaran

- **Pertemuan 1**

1. Pendahuluan (15 menit)

a. guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajran dipimpim oleh salah seorang siswa

b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

2. kegiatan inti (60 menit)

a. guru menjelaskan materi tentang noun kepada siswa dan memberikan contoh menggunakan menggunakan media my secret cards untuk mengelompkkan kosakata yang terkait dengan tema yang diajarkan.

b. guru membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan dan membagikan media my secret cards kepada setiap group

c. guru memberikan intruksi kepada setiap kelompok untuk berkerja sama untuk mengelompokkan kosakata bahasa inggris dengan menggukan media my secret cards. Dan setelah itu memberi intruksi

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kepada setiap kelompok untuk menemukan arti dari setiap kosakata yang telah dikelompokan dengan menggunakan my secret cards media

d. guru memberi intruksi kepada setiap siswa untuk mencatat kosakata yang telah dikelompokkan.

3. Penutup (15 menit)

a. guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.

b. guru mengucapkan "Salam" kepada Siswa

➢ **Pertemuan II**

1. Pendahuluan (15 menit)

a. melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajran dipimpim oleh salah seorang siswa

b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

2. kegiatan inti (60 menit)

a. guru menjelaskan materi tentang verb kepada siswa dan memberikan contoh menggunakan menggunakan media my secret cards untuk mengelompkkan kosakata yang terkait dengan tema yang diajarkan.

b. guru membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan dan membagikan media my secret cards kepada setiap group

c. guru memberikan intruksi kepada setiap kelompok untuk berkerja sama untuk mengelompokkan kosakata bahasa inggris dengan menggukan media my secret cards. Dan setelah itu memberi intruksi kepada setiap kelompok untuk menemukan arti dari setiap kosakata yang telah dikelompokan dengan menggunakan my secret cards media

d. guru memberi intruksi kepada setiap siswa untuk mencatat kosakata yang telah dikelompokkan.

3. Penutup (15 menit)

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a. guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.
b. guru mengucapkan "Salam" kepada Siswa

- **Pertemuan III**

2. Pendahuluan (15 menit)

a.melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajran dipimpim oleh salah seorang siswa

b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

3. kegiatan inti (60 menit)

a. guru menjelaskan materi tentang adjective kepada siswa dan memberikan contoh menggunakan menggunakan media my secret cards untuk mengelompkkan kosakata yang terkait dengan tema yang diajarkan.
b. guru membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan dan membagikan media my secret cards kepada setiap group
c. guru memberikan intruksi kepada setiap kelompok untuk berkerja sama untuk mengelompokkan kosakata bahasa inggris dengan menggukan media my secret cards. Dan setelah itu memberi intruksi kepada setiap kelompok untuk menemukan arti dari setiap kosakata yang telah dikelompokan dengan menggunakan my secret cards media
d. guru memberi intruksi kepada setiap siswa untuk mencatat kosakata yang telah dikelompokkan.

4. Penutup (15 menit)

a. meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.
b. guru mengucapkan "Salam" kepada Siswa

C. penilaian

1. penilaian sikap observasi

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2. penilaian test tertulis

Palopo, 5 Desember 2020

Researcher,

Nurliana

16 0202 0043

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1. Vocabulary test

Cycle I

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

List of vocabulary test

1. adjective

Word	Meaning
1. Wonderful	
2. Excellent	
3. Early	
4. Late	
5. Friendly	
6. Happy	
7. Big	
8. Comfortable	
9. Easy	
10. Beautiful	
11. Clean	
12. Good	
13. Dirty	
14. Loud	
15. Sorry	

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16. Kind	
17. Sad	
18. Angry	
19. Little	
20. Blue	
21. Brown	
22. Smart	
23. Different	
24. Small	
25. White	
26. Tall	
27. Short	
28. Thin	
29. High	
30. Low	
31. Light	
32. Young	
33. Old	
34. Long	
35. Fast	

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36. Slow	
37. Wrong	
38. Pretty	
39. Correct	
40. Alone	
41. Dark	
42. Clear	
43. Correct	
44. Tired	
45. Hungry	
46. Great	
47. Yellow	
48. Green	
49. Sick	
50. Bad	

2. NOUN

Word	Meaning
1. Building	
2. School	
3. Bank	

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4. Post office	
5. Farmer	
6. Housewife	
7. Mug	
8. Spoon	
9. Bowl	
10. Pillow	
11. Bed	
12. Bag	
13. Lamp	
14. Bookstore	
15. Telephone	
16. Rabbit	
17. Blanket	
18. Mirror	
19. O'clok	
20. Cupboard	
21. Book	
22. Table	
23. Wall	

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24. Floor	
25. Chair	
26. Dest	
27. Car	
28. Motorcycle	
29. Bicycle	
30. Cat	
31. Tiger	
32. Picture	
33. Door	
34. Window	
35. Pencil	
36. Ruler	
37. Glue	
38. Bottle	
39. Cow	
40. Dog	
41. Knife	
42. Bathroom	
43. Library	

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44. Bedroom	
45. Goat	
46. Hospital	
47. Butterfly	
48. Snake	
49. Bird	
50. Horse	

3. Verb

Word	Meaning
1. Arrive	
2. Open	
3. Look	
4. Live	
5. Remember	
6. Wait	
7. Hope	
8. Let	
9. Run	
10. Walk	
11. Eat	

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12. Wish	
13. Bring	
14. Play	
15. Carry	
16. Explain	
17. Give	
18. Read	
19. Take	
20. Teach	
21. Sing	
22. Borrow	
23. Meet	
24. Breathe	
25. Climb	
26. Swim	
27. Sleep	
28. Buy	
29. Cook	
30. Ask	
31. Find	

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32. See	
33. Wash	
34. Make	
35. Answer	
36. Introduce	
37. Cry	
38. Get	
39. Know	
40. Come	
41. Study	
42. Turn	
43. Pray	
44. Kiss	
45. Call	
46. Leave	
47. Pray	
48. Promise	
49. Grow	
50. Watch	

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Vocabulary test

Cycle II

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

List of vocabulary test

1. Adjective

Word	Meaning
1. White	
2. Black	
3. Red	
4. Grey	
5. Purple	
6. Orange	
7. Blue	
8. Brown	
9. Yellow	
10. Green	
11. Shy	
12. Sick	
13. Poor	
14. Fast	
15. Natural	
16. Hot	
17. Long	
18. Soft	
19. Special	
20. Formal	
21. Sad	
22. Angry	

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23. Fresh	
24. True	
25. Ugly	
26. Simple	
27. Sweet	
28. Tall	
29. Short	
30. Thin	
31. High	
32. Low	
33. Light	
34. Young	
35. Old	
36. Long	
37. Fast	
38. Slow	
39. Wrong	
40. Pretty	
41. Correct	
42. Alone	
43. Dark	
44. Clear	
45. Clean	
46. Tired	
47. Hungry	
48. Great	
49. Enough	
50. Single	

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2. Noun

Word	Meaning
1. Apple	
2. banana	
3. potato	
4. rice	
5. fish	
6. egg	
7. Bag	
8. Pineapple	
9. Watermelon	
10. Carrot	
11. Building	
12. School	
13. Bank	
14. Post office	
15. Farmer	
16. Rabbit	
17. Cat	
18. Tiger	
19. Beach	
20. Door	
21. Hotel	
22. Pencil	
23. Ruler	
24. Glue	
25. Garden	
26. Cow	
27. Street	
28. City	

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29. Bathroom	
30. Library	
31. bedroom	
32. goat	
33. Hospital	
34. Butterfly	
35. Snake	
36. Bird	
37. Horse	
38. Eraser	
39. Road	
40. Place	
41. Office	
42. Book	
43. Table	
44. Wall	
45. Floor	
46. Chair	
47. Market	
48. Car	
49. Motorcycle	
51. Bicycle	

3. Verb

Word	Meaning
1. Come	
2. Join	
3. Love	
4. Pray	
5. Kiss	

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6. Call	
7. Practice	
8. Pray	
9. Promise	
10. Stay	
11. Watch	
12. Agree	
13. Find	
14. See	
15. Wash	
16. Make	
17. Answer	
18. Copy	
19. Cry	
20. Mix	
21. Like	
22. Teach	
23. Sing	
24. Borrow	
25. Meet	
26. Breathe	
27. Climb	
28. Swim	
29. Sleep	
30. Buy	
31. Cook	
32. Help	
33. Open	
34. Cut	
35. Drink	

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36. Remember	
37. Wait	
38. Hope	
39. Read	
40. Run	
41. Walk	
42. Eat	
43. Start	
44. Smile	
45. Play	
46. Call	
47. Add	
48. Give	
49. Read	
50. Take	

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2. observation

The observation sheet is an observation sheet that must be filled in by the observer. In this study, several aspects become the researcher observation material, including:

Observation sheet table

No	Things observed	skor			
		1	2	3	4
1.	Student's can use my secret cards properly			√	
2.	Student's can classify vocabulary using my secret cards				√
3.	Student's can translate vocabulary using my secret cards			√	
4.	Student's are active when working in groups				√
5.	Student's want's to do the assignment given			√	

Keterangan:

1: kurang

2: cukup

3: baik

4: sangat baik

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3. Questinnare

The questionnare is aimed at finding out students respond in learning vocabulary with my secret cards media.

Questionnare for student's table

Name : Aulia Burhan

No	Items	Respons		Ket.
		Ya	Tidak	
1.	Menurut anda, adakah kekurangan dalam menggunakan menggunakan my secret cards sebagai media pembelajaran ?		√	
2.	Menurut anda, adakah kelebihan dalam menggunakan my secret cards sebagai media pembelajaran?	√		
3.	Apakah media my secret card dapat membantu anda dalam pembelajaran kosakata bahasa inggris?	√		
4.	Apakah dengan menggunakan media my secret card, anda lebih mudah dalam menghafal kosakata bahasa inggris?	√		
5.	Apakah dengan menggunakan media my secret card membuat kosakata bahasa inggris anda bertambah?	√		
6.	Apakah my secret cards dapat membuat	√		

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	pembelajaran kosakata anda menjadi lebih menyenangkan?			
7.	Apakah my sceret cards efektif dalam pembelajaran bahasa inggris khususnya kosakata?	√		
8.	Apakah dengan menggunakan media my secret cards lebih menarik minat anda dalam mempelajari kosakata?	√		
9.	Setelah menggunakan media my secret cards, apakah anda lebih memahami tentang pembelajaran kosakata?	√		
10	Adakah kesulitan yang anda temui dalam menggunakan my secret cards sebagai media pembelajaran kosakata?		√	

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SURAT KETERANGAN VALIDASI

Petunjuk:

1. Berdasarkan pendapat bapak/ibu berilah tanda centang(√) pada olom yang tersedia.
2. Apabila ada yang perlu dikomentari, tulislah pada lembar catatan atau revisi instrument.
3. Isilah kolom berikut:

No	Indikator validasi	Skor			
		1	2	3	4
1.	Kesesuain soal dengan kompetensi dasar dan indikator			✓	
2.	Ketepatan pengunaan kata dan bahasa				✓
3.	Kejelasan petunjuk			✓	
4.	Soal tidak menimbulkan penafsiran				✓
5.	Kesesuaian tuntutan pertanyaan dari petunjuk yang dminta			✓	

Keterangan :

4 = sangat baik/ sangat sesuai/ sangat tepat

3 = baik/ sesuai/ tepat

2 = cukup baik

1 = kurang baik

Berdasarkan validasi diatas, maka instument ini (**layak/bel~~um layak~~**)~~*~~

Untuk digunakan untuk mengaml data.

Catatan validasi:

*coret yang tidak perlu

Palopo, 18 mei 2021

Validator,

SILWIANI, S.Pd

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 417/In.19/FTIK/PBI/PP.00.9/06/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	: Nurliana
NIM	: 16 0202 0043
Semester	: X (sepuluh)
Program Studi	: Pendidikan BahasaInggris
Keperluan	: Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat
similarity 21 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 Juni 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd.,M.Pd.
NIP 198603272018011001

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DOCUMENTATION

Cycle I

Teaching process in cycle I

The process of grouping vocabulary using my secret cards media

Learner's write the vocabulary that has been collected

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Learner's work the vocabulary test

Cycle II

Teaching process in cycle II

The process of grouping vocabulary using my secret card media

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Learner’s write the vocabulary that has been collected

Learner’s work the vocabulary test

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PEMERINTAH KABUPATEN LUWU
KECAMATAN PONRANG
DESA MARIO

SURAT KETERANGAN PENELITIAN
Nomor : 549/DM-PRG/XII/2020

Yang bertanda tangan di bawah ini :

Nama	: **MUHLIS**
Jabatan	: Kepala Desa Mario
Alamat	: Dusun Mario Desa Mario Kec. Ponrang Kab. Luwu

Dengan ini menerangkan bahwa :

Nama	: **NURLIANA**
Tempat tanggal Lahir	: Mindula, 07-01-1998
Jenis Kelamin	: Perempuan
Alamat	: Dusun Padang Redo Desa Tanjong Kec. Bua Ponrang Kab. Luwu
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 1602020043

Yang bersangkutan benar-benar mengadakan penelitian di instansi kami Desa Mario sehubungan dengan penulisan skripsi yang berjudul **IMPROVING LEARNER'S MASTERY of VOCABULARY IN SPEAKING SKILL THROUGH MY SECRET CARDS (a study at Mario Village in Luwu Regency).**

Demikian keterangan inidiberikan untuk dipergunakan sebagaimana mestinya.

Mario,04 Desember 2020

KEPALA DESA MARIO

PEMERINTAH KABUPATEN LUWU * KEPALA DESA MARIO * KEC. PONRANG

MUHLIS

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 417/In.19/FTIK/PBI/PP.00.9/06/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	: Nurliana
NIM	: 16 0202 0043
Semester	: X (sepuluh)
Program Studi	: Pendidikan Bahasa Inggris
Keperluan	: Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 21* %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 Juni 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Nurliana
Nim	:	16 0202 0043
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Desa Tanjong Kec Bupon Kab Luwu / 082 199 516 297

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 01 April 2021
Ketua Prodi
Pendidikan Bahasa Inggris

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web:ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurliana

Nim : 16 0202 0043

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 08 April 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

BIOGRAPHY

Nurliana, was born in Mindula on January, 7th 1998. She is the first daughter of two children, from her beloved parents Pase and Mispaita. She has one brother (syawal) and no sister. She lives in Tanjong, Bupon district, Luwu Regency, South Sulawesi. She was graduated from SDN 331 Tanjong in 2010, SMP Negeri 2 Bua Ponrang in 2013, and SMA Negeri 2 Bua Ponrang in 2016. After graduated from senior high school, she continued her study at English Education Department of IAIN (Institut Agama Islam Negeri) Palopo of English Program S-1 degree.

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