

**TEACHING VOCABULARY THROUGH GROUP WORK
AT SMP NEGERI 3 MASAMBA**



A THESIS

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

By

IAIN PALOPO

IMA

NIM 08.16.3.0094

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

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Supervised By:

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Wahibah, S.Ag., M.Hum**

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ACKNOWLEDGMENT



Alhamdulillah Robbil ‘Alamiin, the researcher expresses her gratitude to the Almighty God (Allah SWT) that has been given her guidance, inspiration, and good helath, good chance, so this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State College for Islamic Studies (STAIN) Palopo on the title *“Teaching Vocabulary Through Group Work at SMP Negeri 3 Masamba”* could be finished.

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5. Drs. Hasri, M.A. as the head of Tarbiyyah Department of STAIN Palopo, who always gives the best way in writing this thesis.

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8. All the lecturers of English Department of STAIN Palopo who have given the researcher more motivations and attentions in learning English language.

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May Allah S.W.T shower divine judgment of their service who have given to the researcher in the end, the reseacher expects that this thesis can give a lot of contributions for all the readers, the next researchers, the teachers, especially for the regional, nation and state. Therefore it could be a charity.

Palopo, April 2013



**PRONOUNCEMENT
(PERNYATAAN)**

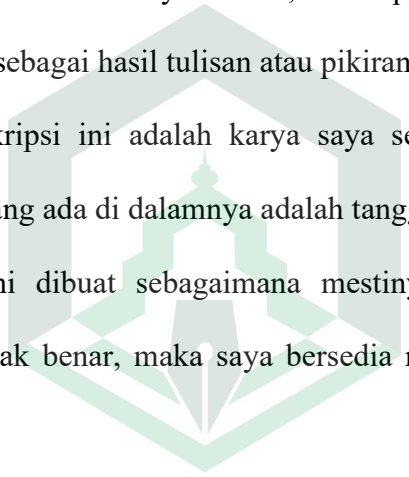
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NIM : 08.16.3.0094
Program Studi : Bahasa Inggris
Jurusan : Tarbiyah

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IAIN PALOPO

Palopo, Mei 2013
Yang membuat pernyataan,

I M A
NIM. 08.16.3.0094

LESSON PLAN OF CYCLE I

(R P P)

School : SMP Negeri 3 Masamba

Meeting : 1st

Duration : 2 X 40 minutes

Indicator :

- The student can memorize vocabularies.

I. Objective of the study :

- Students will be able to memorize vocabularies about family.

II. Teaching materials :

- Family Vocabularies. (Terlampir)
- The meaning of the family vocabularies. (Terlampir)

III. Teaching method :

- Work Group

IV. Learning process:

A. Pre activity :

- Greetings, asking about situation of the students and apperception.
- Questioning for the students in understanding the materials.

B. Main activity :

- The researcher explains about the vocabularies, and how to organize the group work.
- Researcher asks to the students to make a group work and devide them into some groups. To make some groups, the Researcher asks the student to shout an alphabet. Each student must shout the alphabet regularly, the alphabets are A, B, C and D. each student who shouts alphabet (A) will be put in the same group, and so on.

- Researcher asks the students of each group to translate the Vocabulary together into Indonesia. The topic is about Family. In this section, the researcher will ask the student of each group to give a name to him/herself about the vocabulary which is chosen by him/her then remember their friends' name in the same group. After the students do it, researcher will call the leader of each group to introduce his/her members with their new names or their vocabularies and mentioning each meaning of the vocabulary. So, another group must listen and remember carefully to leader of each group's explanation.

After all of the students are ready to the main activity, the researcher will call the leader of each group one by one, then the leader choose the group who will be given the questions by the leader of another group by questioning *What is the meaning of ...?* . if the group can't answer the question, the group must come forward to the class to sing and dance as a punishment. It is done regularly by the researcher's command.

- Researcher explains more about the materials and asking the students to memorize the vocabularies.

C. Post Activity : Conclusion

V. Source of the study: *A Research Proposal: Teaching Vocabulary Through Group Work at SMP Negeri 3 Masamba.*

Masamba,

2012

Approved by:

Head Master of SMPN 3 Masamba

The Researcher:

Drs. Dulla Bingkasa

Ima
NPM:08.16.3.0094

LESSON PLAN OF CYCLE II

(R P P)

School : SMP Negeri 3 Masamba

Meeting : 2nd

Duration : 2 X 40 minutes

Indicator :

- The student can memorize vocabularies.

I. Objective of the study :

- Students will be able to memorize vocabularies about professions and parts of body.

II. Teaching materials :

- Parts of Body vocabularies (Terlampir)
- The meaning of parts of body vocabularies. (Terlampir)

III. Teaching method :

- Work Group

IV. Learning process:

A. Pre activity :

- Greetings, asking about situation of the students and appreciation.
- Questioning for the students in understanding to the materials.

B. Main activity :

- The researcher explains about the vocabularies, and in this meeting each group must do different topic the the first meeting. The topic is about Parts of body. It is done by using way in the first meeting.
- Researcher explained more about the materials and ask the students to memorize the vocabularies.

C. Post Activity : Conclusion

V. Source of the study: *A Research Proposal: Teaching Vocabulary Through Group Work at SMP Negeri 3 Masamba.*

Masamba,

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IAIN PALOPO

APPENDIXES OF LESSON PLAN

A. Family

1. Father	= ayah
2. Mother	= ibu
3. Brother	= saudara (lk)
4. Sister	= saudari (pr)
5. Younger brother	= adik (lk)
6. Younger sister	= adik perempuan
7. Elder brother	= kakak (lk)
8. Elder sister	= kakak (pr)
9. Brother in-law	= ipar (lk)
10. Sister in-law	= ipar (pr)
11. Husband	= suami
12. Wife	= istri
13. Son	= putra
14. Daughter	= putri
15. Uncle	= paman
16. Aunt	= bibi
17. Nephew	= keponakan (lk)
18. Niece	= keponakan (pr)
19. Cousin	= sepupu
20. Grandfather/Grandmother	= kakek/nenek

B. Parts of body

1. Hair	= rambut
2. Ear	= telinga
3. Neck	= leher
4. Head	= kepala
5. Forehead	= dahi
6. Eyebrow	= alis

7. Eye	= mata
8. Nose	= hidung
9. Check	= pipi
10. Lip	= bibir
11. Tooth	= gigi
12. Mouth	= mulut
13. Face	= muka,wajah
14. Shoulder	= bahu,pundak
15. Back	= punggung
16. Chest	= dada
17. Stomach	= perut
18. Hand	= tangan
19. Fingers	= jari-jari tangan
20. Nail	= kuku
21. Elbow	= siku
22. Arm	= lengan
23. Knee	= lutut, dengkul
24. Foot	= kaki
25. Tongue	= lidah



IAIN PALOPO

THESIS APPROVAL

This thesis is entitled “**Teaching Vocabulary Through Group Work At SMP 3 Masamba**”, which is written by **Ima**, Reg. Number 08.16.3.0094, English S1 study program of Tarbiyah Departement of State Collage For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Tuesday, **May 21th 2013 M.**, coincide with **27th Rajab 1434 H.**, it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching

May 21th 2013 M.
Palopo, _____
Rajab 27th 1434 H.

COMMITTEE OF EXAMINATION

- | | | |
|------------------------------------|---------------|---------|
| 1. Prof. Dr. H. Nihaya M., M.Hum. | Chairman | (.....) |
| 2. Sukirman Nurdjan, S.S., M. Pd | Secretary | (.....) |
| 3. Dr. Jumharia Djamereng, M. Hum. | Examiner I | (.....) |
| 4. Dr. Abbas Langaji, M. Ag | Examiner II | (.....) |
| 5. Dr. Masruddin, S.S., M. Hum | Consultant I | (.....) |
| 6. Wahibah, S. Ag., M. Hum | Consultant II | (.....) |

Approved By,

The Chief of STAIN Palopo

The Chief Of Tarbiyah Departemet

Prof. Dr. H. Nihaya M., M.Hum.
NIP. 19511231 198003 1 017

Drs. Hasri, M.A
NIP. 19521231 198003 1 036

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Palopo, April 2013

Researcher

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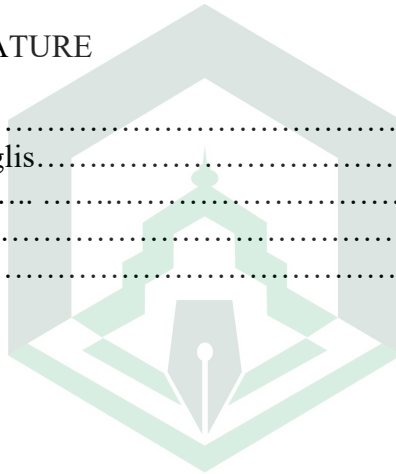
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IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

English is an international language which is used by the people around the world. All the people use this language to speak with others. It is used talking about bussines, healthy, education, market, and so on, people use English language to communicate with others. People learn English language because there are some purposes. They want to know the development of world, what language is mostly used by the people around the world, because to make a relationship between people in other countries, someone should master English language first to make them easy to communicate with others. That is the basic reason why the people around the world learn English language. When teaching students at intermediate level and above, all teaching can be done in English. There should really be no need to use the students' mother tongue at these levels. Explanation for activities and intructions can also be given in English.¹

In learning English there are four basic skills, they are listening, speaking, reading and writing. To master these skills, the English learners should have enough vocabularies to master each skill. Learning vocabulary is really important in learning a language. Without having enough vocabularies, people will be difficult to understand a language. People cannot understand the English speakers; people cannot understand the English writings, magazines, books, computer and also internet.

¹Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, Lucy Pollar's publisher, London. 2008.p.6

Also people cannot make a good sentence without enough vocabulary. In other word, vocabulary has a basic role to understand a language. When the people have enough vocabulary, so they will be easy to understand English language, but when the people do not have enough vocabulary, they will be difficult to understand English language.

English is taught everywhere in Indonesia especially, in elementary school, junior high school, senior high school, and also at University. Many ways are used to teach the students. Students are taught about basic role of English language. They are taught about listening, speaking, reading and writing. What they get in learning those skills? Sometimes they are still confuse about how to listen English speaker, they are still confuse about how to speak in English, and also they are still confuse about how to read and write in English. We can ask why? The reason is the students are lack of vocabulary. When they learn English they should memorize some vocabularies a day, but tomorrow they forget it again. It happens because a wrong method in understanding and memorizing vocabulary.

According McKeown, Beck, Omanson, and Pople, one of many benefits of having a large vocabulary, none is more valuable than the positive contribution that vocabulary size makes to reading comprehension. One of the main goals of vocabulary intruction, therefore, is to help students improve their comprehension. This choice of goals is important because of its implications for both the content and the methods of intructions. If the goal were to teach words in a way that would

improve students' performance on multiple-choice vocabulary tests, the goal could be achieved through many simple and relatively undemanding methods.²

The successful in mastering vocabulary is according to the teacher in teaching vocabulary to the students. Not only good method is used by the teachers but also the teacher must give many attentions in improving the students' vocabulary.

At SMP Negeri 3 Masamba, the students were lack of vocabulary in learning English, especially the second year students of SMP Negeri 3 Masamba. They had problems in learning English, especially in memorizing vocabularies. They felt bored when they learnt English because they were still lack of vocabulary. They could not speak English well, they could not write well in English. It happened because they were still lack of vocabulary.

Some techniques were used by the teacher to help the students to improve the students' vocabulary, but they did not work well. So the writer used group work in promoting the student interest vocabulary in learning English at SMP Negeri 3 Masamba. Why the writer used this technique to improve the students' vocabulary in learning English? Because sometimes the students felt bored when they studied alone and memorizing the vocabulary alone. So the writer thought that the group work could help the students to memorize vocabulary together with their friends in their group work.

²Elfrida H. Hiebert, and Michael L. Kamil, *Teaching and Learning Vocabulary, Bringing Research to practice*, New Jersey, Lawrence Erlbaum Associates Publishers, 2005.p.27

Group work is a number of people or things that are together in one place or are connected who work together in doing something. It means that, when the students learn together in a group, students will be able to share their knowledge, stronger students can help weaker one and weaker students will benefit in terms of self confidence, and also group work helps students to understand the importance of work together, because how hard something is, it would be easy if we are together in doing something.

Based on the problem above, the writer is interested in doing a research entitled: *“Teaching Vocabulary Through Group Work At SMP Negeri 3 Masamba.*

B. Problem Statement

Based on the background above, the problem statement was formulated as follows:

1. How is the appropriate way in using group work to improve the students' vocabulary in learning English at SMP Negeri 3 Masamba?
2. How is the students' participation in learning English through group work at SMP Negeri 3 Masamba?

C. The Objective of the Research

Based on the problem statement above, the objectives of the research were:

1. To find out the effectiveness of group work to improve the students' vocabulary in learning English at SMP Negeri 3 Masamba.

2. To know out the students' participation in learning English especially in improving students' vocabulary through group work at SMP Negeri 3 Masamba.

D. The Significance of the Research

1. Students: it could be applied to motivate students in improving their vocabulary.

2. Teachers: it could be useful information for the English teacher in teaching their students to improve the students' vocabulary.

3. Next researchers: It could be useful as a references to next researcher in doing the similar topic of the research.

4. TEFL field: It could become information about teaching English language especially improving the students' vocabulary.

E. Scope of the Research

The writer focused on group work to improve the students' vocabulary at SMP Negeri 3 Masamba, especially noun. In this research, the writer divided the students into some groups. Then the writer gave same topic in each group about noun, the topics were family, and parts of body. In every meetings each group had to do same topic which had been given by the writer, after that the leader of each group went to another group to show the group's result of the vocabulary which was given. The leaders of groups had to give their group's job to another group, and then collected the result of the vocabulary. So, each group did not hold their job anymore, but each group had to receive the result of different group. After that, the leader of

each group asked to another group by asking *“What was the meaning of....?”* Then another group shouted the meaning of the question. They had to do it mutually but it was done by the writer’s command.

For example :

Group Leader : *What is the meaning of hair?*

Another Group : *Hair is rambut.*



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The writer described the related researches that had been done by the previous researchers. The related researches as follows:

1. Mustika, in her research entitled “Promoting the students’ vocabulary through crossword picture to the fifth year students of Madrasah Ibtidaiyyah Datok Sulaiman Putra Palopo”. She states that crossword picture can help the students to master the vocabulary.¹

2. Adila Zainuddin, in her research entitled “developing students’ vocabulary through bilingual comic in learning English at sdn 81 langkanae Palopo”. She states that by using bilingual comic students can develop their vocabulary.²

3. Sahara, in her research entitled “Improving students’ vocabulary through mixing stem and affixes technique at the third semester students STAIN Palopo”. He states that by mixing stem and affixes technique, the students can improve their vocabulary easy.³

¹Mustika, *Promoting the Students’ Vocabulary Through Crossword Picture to the Fifth Year Students of Madrasah Ibtidaiyyah Datok Sulaiman Putra Palopo*, The State Collage of Islamic Studies, 2011.

²Adila Zaenuddin, *Developing Students’ Vocabulary Through Bilingual Comic in Learning English at SDN 81 Langkanae Palopo*, The State Collage of Islamic Studies, 2009.

³Sahara, *Improving Students’ Vocabulary Through Mixing Stem and Affixes Technique at the Third Semester Students STAIN Palopo*, The State Collage of Islamic Studies, 2009.

Based on the researches above, the writer had different way to help the students to develop their vocabulary, especially students at SMP Negeri 3 Masamba at the second year students.

a. The Basics of Teaching English

1) Use of English and use of mother tongue

We should try to use English as much as possible with our students. When teaching students at intermediate level and above, all teaching can be done in English. There should really be no need to use the students' mother tongue at these levels. Grammar explanations and definitions of words can be given in English. Explanations for activities and instructions can also given in English.

At lower levels, you might find yourself using the students' mother tongue more often. Nevertheless, try to use English as much as possible. As your students progress, you will find that you will use English for instructions more and more frequently. When you are presenting a new language, try to illustrate the language through the use of pictures and mime. This is for preferable to translating.

You might want to dedicate one of your first lessons with a class to the study of classroom language. By classroom language phrases such us: open your book, turn to page 10, work with partner, etc. you can write the language on the board, demonstrate it through mime or show pictures of people opening their books, working with partner, etc. It is important to practice the pronunciation of these phrases and to revise them regularly.

2) Using the blackboard, whiteboard.

You will need to learn how to write on a board. This is not as easy as it appears. Getting a line straight and writing at a size that can be seen takes practice. Practice in an empty classroom one day. While you are there practice writing on the board side on positioned in such a way that your back is not to the class. This will be very useful especially if you inted to teach children. You will be able to keep an eye on what is happening whilts writing.

Some teachers devide their board into sections: one section for grammar, one for vocabulary, one for pronunciation, one for homework, etc. Decide whether this sort of organization would work for you and whether you would like to use it.

3) Who talks in class?

Obviously the teacher telks in class. Our roles include explaining language points, giving instructions for what to do, asking questions, etc. the students also need to speak; learning a language involves speaking the language. When setting up an activity, explaining what to do for homework, the teacher will do a lot of the speaking. However, in other activities, the goal is to get students speaking and using English as much as possible. This involves the teacher being silent, listening to what the students say and setting up tasks that give the students opportunities to express themselves.

The issue about who speaks is also known as: student-talking time (STT) and teacher-talking time (TTT). We should aim for our students to be be talking more

than we do and if possible 80% STT to 20% TTT. Our tendency at the beginning is to speak a lot. This could be due to nerves or a desire to do something to help things go well. At the end of a lesson, think about who is doing most of speaking. If the answer is a teacher, think about ways to redress the balance in future lessons.

If the students are speaking, they are actively involved in what is going on in the classroom. They are using and re-using language that they have studied. Of course, the teacher is speaking, the students are getting valuable listening practice with a native speaker.

4) Eliciting

This is another handy tool for a teacher's toolkit. When you are presenting language you should try to get the explanations from your students (elicit) rather than giving all the explanations yourself. Practice asking questions that will draw responses out of students rather than always giving the explanations yourself. An advantage of using this method is that you find out how much students know before you start teaching. If you are aware of students' knowledge, you will know how much time needs to be spent on the language point.

You can show students a picture of a sitting room and ask them what the various objects are to elicit vocabulary around the topic of furniture. You can give two or three adjectives and their comparative and superlative forms and ask the students to provide the comparative and superlative forms of other adjectives:

Cold	colder	coldest
Beautiful	more beautiful	most beautiful

Students provide the comparative and superlative of: comfortable, small, etc.

5) Pair work and group work

These will be essential tools as a teacher.

Pair work involves students working together in pairs; so, in a group of 18 students, you'd have 9 pairs working independently. Group work involves students working together in groups of 3, 4, 5, etc.

You can ask students to work in pairs or groups to complete a course book exercise, to produce a piece of writing, to prepare what they will present to the class, to carry out a speaking activity or to check their answers to homework. In fact the possibilities are endless.

There are many advantages to having your students working in groups or in pairs:

First of all, it provides variety. It gives a different focus by taking the attention away from the teacher. When working in pairs or groups, students go at the speed that suits them. When working as whole class, the pace is set by the teacher or by other students. Working at their own pace, students can spend more time on points that cause them difficulties and less time on points that they find easy. Thus using time more efficiently.

Students are more actively involved in their work: no snoozing at the back of the classroom. Students can share their knowledge, explain things to each other, this is an advantage over having students work individually. It increases STT whilst reducing TTT.

Students learn to work autonomously; they learn to do things without the teacher. This will help them in their learning outside the classroom. Of course, the teacher is on hand if required.

There are the aspects of a language that students need to learn and as such are the things you will be concentrating on in class. They can be broken down into aspects of language and language skills.

Aspects of language include grammar, vocabulary, pronunciation, functions and levels of formality.

Grammar includes tenses, formation of questions and negatives, prepositions, pronouns.

Vocabulary: this is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. When teaching vocabulary, make sure you explain the meaning as well as the spelling and pronunciation.

Pronunciation; students need to know how to pronounce individual sounds as well as combinations of sounds. As a teacher, you will focus on the sounds students find difficult. Functions are set phrases that we use in specific situation, examples of functions are the use of “how do you do” when you first meet somebody. “I will have the fish” when ordering in a restaurant. Functions cannot be translated word for word into another language and they usually only carry meaning in specific situations.

Level of formality; students need to develop an awareness of and an ability to produce language of varying degrees of formality. Certain situations and contexts call for the use of formal language.⁴

b. Vocabulary

1) The definition of vocabulary

Vocabulary is all the words of a language. Vocabulary also is a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.

According to Collins English Dictionary vocabularies are:

- a) Linguistics, a listing, either selective or exhaustive, containing the words and phrases of a language, with meanings or translations into another language.
- b) Linguistics, the aggregate of words in the use or comprehension of a specified person, class, profession, etc.
- c) A range or system of symbols, qualities, or techniques constituting a means of communication or expression, as any of the arts or crafts a wide vocabulary of textures and colours.⁵

Based on the definition above, the writer concluded that vocabulary is a main component of a language. It is impossible in learning a language without having enough vocabulary to understand a language. We need words and vocabularies in

⁴Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, London. 2008. p.6

⁵Harpercollins, *The definition of vocabulary*, at online, accessed on January 12th 2012

making sentences, without having enough vocabularies; we will not make enough sentences.

2) The concept of vocabulary

Vocabulary is an important role in a language. People who are learning English should learn vocabulary first. People who have enough vocabularies will be easy in learning English, because by having enough vocabularies English learners can be easy to produce many ideas to speak. It is impossible to learn English and master the language without mastering and understanding certain numbers of vocabularies. The best way in learning English is understanding and mastering enough vocabularies, because by having enough vocabularies we can communicate with other people successfully.

Vocabulary determines how well learners speak, listen, read and write. When people have more vocabularies, they will be easy to understand native speakers, English movies, and English news. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

3) Types of vocabulary

There are four main types of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words and the range of words known by any one person. A person's vocabulary develops with age and learning.

The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word ‘vocabulary,’ meaning ‘a list of words.’ It gained its modern meaning, the sum of all words known by a person, in the 1700s. Eminent writers such as William Shakespeare and Charles Dickens are known for their large vocabularies.

If the term is used to mean a list of words, there are several types of vocabulary. These can be divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing, are the most commonly used.

A person’s knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word’s meaning, forms and how to use it.

A read vocabulary is a passive one. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word’s spelling, meaning and the exact meaning in its context.

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word

context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

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4) The importance of vocabulary

Vocabulary has some importance roles, they are:

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary
- d. A person may be judged by others based on his or her vocabulary.⁷

5) How to learn vocabulary

In learning vocabulary there are ways how to learn vocabulary, it will be explained below:

a. *Which words to learn*

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

⁶Wikipedia, *The types of vocabulary*, at online accessed on January 12th 2012.

⁷Wikipedia, *The importance of vocabulary*, at online accessed on January 14th 2012.

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

b. How to learn words

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

- Write the words in a notebook (with their translations or definitions)
- Write the words and the definitions on small cards, say the words many times (if you have an electronic dictionary you can hear how the word is pronounced).
- Put the words into different groups (you could use a graphic organiser)
- Write them in a file for use with a computer program
- Make associations (in pictures or with other words)
- Ask someone to test you
- Use the words in your own speaking or writing

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word.

In all of the above ways, you are doing something with the words. It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they memorise words better if they

do something with them. Even better is to try and learn the word in a typical combination with other words. Learning that **to apologize** means *to say sorry* is a good start, but it's much better to learn a whole expression containing the word, e.g. *He apologized for being late*. Not only is this often easier to remember, but you are also learning some very important information on how the word is used.⁸

6) 10 best tips of learning vocabulary

- a. **The first tip: *Read and Read***, Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words.
- b. **The secondtip: *Improve your context skills***. Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used. Doing a search on a word using dejanews.com (for searching newsgroups) will give you many examples of how that word is used in context. Play our Daily Context Vocabulary Quiz.
- c. **The third tip: *Practice, practice, practice***. Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence you make up using the word - perhaps on an index card that

⁸ Paul Shoebottom, *How to learn vocabulary*, at online [http:// esl. fis. edu/ learners /advice/ vocab.htm](http://esl.fis.edu/learners/advice/vocab.htm), accessed on February 1st 2012.

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

d. **The fourth tip:** *Make up as many associations and connections as possible.*

Say the word aloud to activate your auditory memory.

e. **The fifth tip:** *Use mnemonics (memory tricks).* For example, consider the word EGREGIOUS (extremely bad). Think EGG REACH US - imagine we've made a mistake so bad that they are throwing eggs at us and a rotten EGG REACHes US. Such funny little word pictures will help you remember what words mean, AND they are fun to make up. Also, find out which learning style suits you best. Everyone learns differently!

f. **The sixth tip:** *Get in the habit of looking up words you don't know.* If you have a dictionary program on your computer, keep it open and handy. America Online and other internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of. Use a thesaurus when you write to find the word that fits best.

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

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

i. **The ninth tip: *Take vocabulary tests.*** Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making. Offline sources for vocabulary tests include SAT prep books (we recommend "10 Real SATs" by ETS), and the Reader's Digest Wordpower section. For more, check out Amazon.com or your local bookseller.

j. **The tenth tip: *Get excited about words!*** Come to appreciate the sometimes-subtle differences between them. Do you know the difference between something that denotes something else and something that connotes something else? If not, go look it up. Learn to say what you really mean and discover the joys of being able to express yourself in writing. Your future can depend on how rich your vocabulary is. A good vocabulary will make a difference on the standardized tests, like the SAT and GRE, that could determine whether or where you go to college. It will also determine the quality of your communication. So be in it for the long pull. Let building your vocabulary be a lifelong proposition. Remember: "In the beginning was the word." Until you have a word for something, it does not exist for you. Name it, and you have made your reality richer.⁹

⁹Kenneth Beare, *How to improve your vocabulary*, at online accessed on February 3rd 2012.

7. How to improve vocabulary

- a. Use vocabulary learning methods to focus quickly on the vocabulary you need to study.
- b. Don't make random lists of new words. Try to group words in themes. This will help you memorize new words more quickly.
- c. If you have the time, and even if you think you don't have the time, try to add context.
- d. Writing a few example sentences using new vocabulary will help you remember the words in context.
- e. Keep a vocabulary notepad at hand whenever you are reading in English.¹⁰

c. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative Learning is part of a group of teaching/learning technique where the students interact with each other to acquire and practise the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best.

Cooperative Learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants. Cooperative Learning models include the following basic principles :

¹⁰Kenneth Beare, *How to improve your vocabulary*, at online accessed on February 3rd 2012.

- a) Group tasks are designed to be suitable for group work.
- b) Positive interdependence is built in – cooperation is necessary for students to succeed.
- c) Attention and class time are given to interpersonal / cooperative skill building.
- d) Participants learn together in small (2-5 member) groups.
- e) Students are individually accountable for learning and participation.
- f) The instructor’s role changes from being the “sage on the stage” to the “guide on the side.”

Cooperative Learning is about moving from rote learning to learning how to think critically and in changing circumstances. The consistent use of these principles in an organized way is at the heart of Cooperative Learning.¹¹

d. Group Work

Groupwork is a very important part of yourself, because it demonstrates your ability to communicate, discuss, and co-operate with other students. The purpose of including a group work component in your course is to prepare you for your future occupation, which may require you to work in a group-based environment. Thus it is not surprising that the ability to work effectively in a group is a much-desired skill.¹²

1. Grouping

Group is a number of people or things that are together in one place or are connected. While the layout of a large school classroom can be restricting, it need not

¹¹Alice Macpherson, *Cooperative Learning Group Activities For College Courses*, t.t. Kwantlen University College, 2007. P.12

¹²*Study Guide-Group work*, at online: accessed on February 3rd 2012.

prevent you from working with different groupings from pairs up to large groups. Student will be able to share their knowledge, stronger students can help weaker ones and weaker students will benefit in terms of self confidence. Sometimes the only effort involved in forming a group is for students to turn to face the rest of their group while remaining seated in their chairs. How to make a group will explain below:

- Try to regularly rotate seating arrangements so your students have exposure to a wider range of language and just as importantly to avoid the same teams always winning if you are playing a game (very important in terms of motivation levels).
- Allocate numbers to students in order to group the at random. If you need teams of six students, simply go round the class giving students a number from 1-6. After 6 be gin again. Then all the number 1 students sit together, all the number 2 students and so on.
- Ask the students to sit in groups with students they have never worked with before.
- Ask the students to name their teams. Supply different categories such as animal (in English of course) for students to choose from.
- The names related to the current topic can provide a useful vocabulary exercise in its own right.
- Young learners need lots of variety and varying the groupings can provide this.¹³

¹³Stuart Watson, Carolyn Sulaeman and Mary Collins Jatisambogo, *Make English Fun*, (Bandung: Grafindo Media Pratama, 2004), p.xiii

2. *Working*

Work is the activities that you have to do at school, for your job, etc. work is also to do a job, especially the job you do get something you need.

The writer can concludes that group work is a number of people or things that are together in one place or are connected to do something together to get something need.

e. How to organize group and pair work.

At the beginning, it's probably easiest if you just ask the students to work with whoever is sitting next to them. You can go around the class saying, "you two work together", "you two work together" etc. have students work with their neighbours for a view lessons. This allowa students to get used to pair work and group work; it might be completely new to them. Always working with the same person will provide a comforting routine until they are used to this way of working. If they work with a familiar person, it will be easier for them.

You can start grouping students differently when they arre used to that way of working. In fact, it is advisable to change the make-up of groups to help avoid over-familiarity. By working with others, students can discover other ways of working and speaking. Dividing students in different ways help you to separate the noisy students

and also to see which students work well together. It also contributes to a sense of cooperation in the classroom.¹⁴

f. The Advantages of Group Work

These advantages are presented below:

1. Divide the workload.

Group work is an effective means of dividing the workload. Many companies undertaking large projects divide the work into more manageable units by assigning groups to undertake the work. This allows for small sections or units to be completed providing a sense of completion for everyone and allows better management of the project as a whole.

2. Increased productivity.

Group work allows work to be divided and completed to strict deadlines. Also the group as a whole can tackle problems when they arise.

3. Brings Different Skills to the Table.

Each group member brings their own skills and knowledge into the group. The more skills and knowledge available, the easier a certain project or task becomes as work can be assigned on the basis of ability and experience.

4. Encourages Communication and Co-operation.

Group members must communicate and co-operate with each other in order to bring together different parts of a project or task. Such communication also ensures

¹⁴Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, London. 2008. p.9

that any problems can be discussed with and dealt with by the group as opposed to individually.¹⁵

According Lucy Poolard, There are many advantages to having your students working in group or in pairs: (1) when working in groups, the students go at speed that suits them. (2) when working as a whole class, the pace is set by the teacher or by the other students. (3) working at their own pace, the students can spend more time on points that cause them difficulties and less time on points that they find easy, thus using time more efficiently. (4) students are more actively involved in their work: no snoozing at the back of the classroom. (5) the students can share their knowledge, explain things to each other; this is an advantage over having students work individually.¹⁶

g. Choosing Your Group

Sometimes, when you are asked to work in a group, your group is chosen for you. In the event that your group is chosen for you, you may be understandably disappointed in view of the fact that you did not get to work with those students that you would have liked to have in your group. However, you should not display your disappointment to the other group members, you must think positive. Your positive outlook should help other members of the group to think positive also.

In other cases you will be asked to pick group members yourself. If you are given the opportunity to pick group members yourself, you should take great care

¹⁵*The Advantage of Group Work*, at online: accessed on February 12th 2012

¹⁶Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, London. 2008. p.8

when doing so. One of the best ways to select group members is to choose those students, with which you have previously worked with and were successful. If however you have never undertaken a before, then the decision will be slightly more difficult. In such a situation you should think about how best to form a well-rounded team of members who will work effectively together. Normally it is wise to refrain from choosing a group based on friends.¹⁷

h. The Role of a Team Leader

The role of the is essential to a successful group-based project or assignment. The team leader is responsible for allocating work to group members and for motivating the group. He/she must possess a number of leadership qualities these are listed below:

1. Good Communication and Motivation.

Generally a team leader should find it very easy to communicate with other members of the group and should thus be able to motivate them also.

2. A team leader should be able to envision what needs to be done, and have the ability to make critical decisions.

3. Reliable

A good team leader should be willing to shoulder responsibility and offer support to the other group members as and when they need it.

4. Good at Planning

A good team leader should be good at planning, organising and delegating work.

¹⁷*Choosing Your Group*, at online: accesd on February 3rd 2012.

5. Good at Giving Feedback

A good team leader should be able to give constructive feedback to group-members.

6. Good at Listening

A good team leader should be able to listen to the views of all group members.

7. Take Criticism

In addition to being able to criticise other team members, a good team leader should also be able to take criticism and respond to it in the most appropriate way.¹⁸

i. Classroom Action Research

1. Definition of Classroom Action Research

Classroom Action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in everyday.

A more succinct definition is action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action

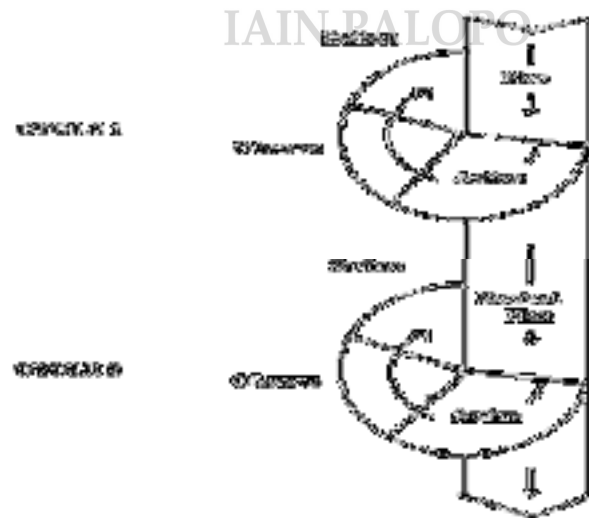
¹⁸*The Rule of Team Leader*, at online: accessed on February 3rd 2012.

research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.

Classroom Action research also can be described as: any research into practice undertaken by those involved in that practice, with an aim to change and improve it. It is therefore, a process of enquiry by you as a practitioner into the effectiveness of your own teaching and your students' learning.¹⁹

2. The Action Research Process

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: plan, act, observe, and reflect.



¹⁹ O'Brien, R., *What is Action Research*, at online: accessed on January 14th 2012.

If the first plan is not success, we can use the next plan or the next cycle. The cycle can be repeated if the first cycle is not well done.

The action research process is often described as:

- a. Cyclical with four inter-related stages: plan, act, observe, and reflect, described above.
- b. Collaborative in two senses:
 - That many action research activities are best carried out with colleagues.
 - That action research always involves the participants, at least in knowing what is being explored and why.
- c. Qualitative rather than quantitative with the emphasis on language rather than numbers.
- d. Reflecting, involving critical reflection on both the process and the outcomes.

The action research process usually starts with a question or an observation raised by you or by your students, about an issue, problem or difficulty experienced by some or all of them in their learning. Alternatively, a more 'affirmative' approach might encourage you to look at actions that are successful with some of your students so that you can extend this 'good practice' to all your students.

The cycle continues as you decide on some action to investigate the question, perhaps by exploring how your students perceive the issues or how you might adapt a different approach in your teaching. This will involve you in collecting some evidence, either in the form of feedback from your students or by observation of their work. The process is rarely a simple cycle but more a spiral: reflection on your action

and your finding may lead to another question and further action, usually a change in your practice, which in turn loops forward to further exploration and greater understanding of how you teach and how your students learn. Action research outcomes remain the 'property' of the practitioner and the participants. While dissemination may be appropriate and interest to others the main benefit should be to you and your current students, or future cohorts of your students who will benefit from your developing professional expertise.²⁰

3. Action Research tools

Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: How to improve vocabulary keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies.²¹

4. Principles of Action Research

What gives action research its unique flavour is the set of principles that guide the research. Winter provides a comprehensive overview of six key principles.

²⁰O'Brien, R., *The Action Research Process*, at online: accessed on January 14th 2012.

²¹O'Brien, R., *Action Research Tools*, at online: accessed on January 14th 2012.

a. Reflexive critique

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

b. Dialectical critique

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue, therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituted the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

c. Collaborative Resource

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned from

noting the contradictions both between many viewpoints and within a single viewpoint

d. Risk

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allay others' fears and invite participation by pointing out that they, too, will be subject to the same process, and that whatever the outcome, learning will take place.

e. Plural Structure

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a final conclusion of fact.

f. Theory, Practice, Transformation

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single

change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.²²



²²O'Brien, R., *Principles of Action Research*, at online: accessed on January 14th 2012.

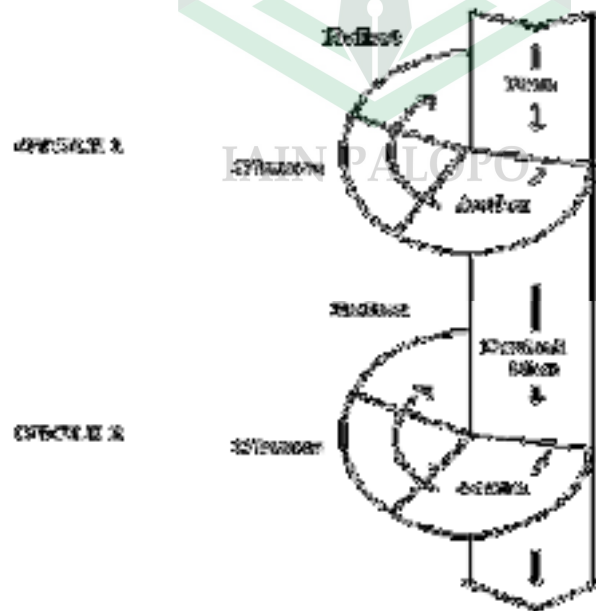
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The writer applied Classroom Action Research method with using four stages, such as: Plan, Action, Observation, and Reflection.

In this research the writer used a classroom action research. This research helped to fix a system, work way and process in teaching learning situations. Classroom action research also helped the teacher or researcher to improve their skill in teaching English, and classroom action research told that the important of work together between teachers and researchers. O'Brian R. presents the general structure of action research with the following picture.



Picture 1. General structure by O'Brian R.¹

¹O'Brien, R., *The Action Research Process*, at online: accessed on January 14th 2012.

B. Design of the Research

This research used a classroom action research (CAR). It covered research location and sample, research time and classroom action research cycles as follows:

1. Research Location and sample

This classroom action research was conducted at SMP Negeri 3 Masamba at the second year students for English subject. The object of this research was at the second year students. This class consists of 20 students as samples.

2. Research Time

The planning of the research was began on October 22nd to 29th2012.

3. Classroom action research Cycles

This classroom action research consisted of two cycles, they were: cycle I and cycle II. It aimed to observe the students' improvement in learning vocabulary through group work.

C. Research Preparation

1. Designed a lesson plan
2. Prepared observation sheet
3. Prepared a form on assessment/test

D. Research Instrument

In this research, the writer used some instruments for collecting data:

1. Observation sheet

Observation sheet informed of out the students' data during learning process.

Observation sheet was used to check the students' activeness to take a part in learning

process of learning vocabulary through group work. Also it would be useful to observe the students' participation during learning process, also as a main instrument in discussion part among the teachers and the collaborators as a way to make reflection in each cycle

2. Test

The test was used to know the students' improvement of vocabulary or to find out the students' score. The writer asked the students to translate some vocabularies about family and parts of body.

3. Interview

The writer also used interview list to find out the level of successful in implementing group work in teaching vocabulary. And also there would be a discussion result among the teachers to fix the problems that found in teaching learning process. Interview was also used to collect the data especially to know the students' opinions about the technique of the research.

E. Research Procedure

This classroom action research was conducted in two cycles, they were cycle I and cycle II.

Cycle I

a. Planning

- 1) Analyzed English subject curriculum of SMP Negeri 3 Masamba.
- 2) Making learning scenario
- 3) Making observation sheet to record the teaching learning process

b. Acting

- 1) Motivating the students to improve their interest in learning process.
- 2) The writer gave explanation about vocabulary, especially noun vocabulary such as family and parts of body.
- 3) The writer gave explanation about group work in learning English vocabulary.
- 4) After explaining the material, the writer divided the students into some groups, then the writer gave a same topic in each group about noun, the topics were family, and parts of body. In every meetings each group had to do same topic which had been given by the writer, after that the leader of each group went to another group to show the group's result of the vocabulary which was given. The leaders of groups had to give their group's job to another group, and then collected the result of the vocabulary. So, each group did not hold their job anymore, but each group had to receive the result of different group. After that, the leader of each group asked to another group by asking "What was the meaning of....?" Then another group shouted the meaning of the question. They had to do it mutually but it was done by the writer's command.

For example:

Group Leader : *What is the meaning of hair?*

Another Group : *Hair is rambut*

c. Observing and Evaluating

The writer evaluated the action step by using observation sheet.

1) Instruments

- Direct test : asking the student to answer about definition of vocabulary and understanding of group work in learning process.
- Writing test : asking the students to translate some vocabularies given by the writer.
- Observation list : based on the writer explanation of the research previously, the students were lack vocabulary, getting bored when they studied alone and memorizing vocabulary alone. Therefore the writer thought to improve the students' vocabulary through group work to make the students could learn together with their friends in their group. It was useful to observe the students' participation during teaching and learning process. It was also used as the basic instrument in motivation part among the teacher and collaborator as a way to make reflection in next cycle.

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

d. Reflecting

This classroom action research in success if some of the following requirements were fulfilled:

- a. Most of the students (75%) had a good participation during the acting.

- b. Most of the students had a good score in evaluation (70).

If most of the students' active in pre-evaluation and discussion, the research was just done in two cycles, but if the writer found students' problem in learning vocabulary through group work, the writer would do the next cycle.

Cycle II

a. Planning

- 1) Studying the English subject curriculum of SMP Negeri 3 Masamba.
- 2) Making learning scenario
- 3) Review the learning scenario
- 4) Making observation sheet to record the teaching learning process

b. Acting

- 1) The writer reviewed about the lesson that have done.
- 2) Motivating more to the students to improve their interest in learning process.
- 3) The writer gave more examples, more explanations about vocabulary, especially noun vocabulary such as family and parts of body.
- 4) The writer gave more explanations about how to manage the group and how to work together in their group work in learning vocabulary process.
- 5) After explaining the material, to ensure that the students have mastered the vocabulary and understaning management of group work, the writer asked to the students to do something like in the first cycle. The writer gave direct questions, and gave written test.

c. Observing and Evaluating

The writer evaluated the action step by using observation sheet.

d. Reflecting

The result of cycle two in observation step was analyzed whether that action had to improve the students' vocabulary. The result of data analysis was used as guided for students' improvement of vocabulary.

F. Procedure of Collecting Data

1. The data source: the data source in this research was the second year students of SMP Negeri 3 Masamba.

2. The data analysis

The type of data consisted of :

- a) The result of the study as quantitative data
- b) The result of observation as qualitative data

3. The way in taking data

- a) The result of students' data was taken by giving the test to the students, by asking the students to translate some vocabularies in the test form.
- b) The activities of students' data in learning process was taken from the process of observation format.

G. Data Analysis

to analyze the quantative and qualitative data was analyzed by using descriptive analysis. The descriptive analyses that used were mean score, distribution of frequency, and percentage.

1. To calculate the students' mean score of the test, the writer used the following formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total of item}} \times 100$$

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

Where:

\bar{x} = Mean score

$\sum x$ = Total score

N = Total respondents

Score of the test classified into criteria as follows:

No.	Score	Criteria
1	81 – 100	classified as very good
2	61 – 80	classified as good
3	41 – 60	classified as fair
4	21 – 40	classified as poor
5	1 – 20	classified as very poor

2. To describe the students' vocabulary achievement collected in every observation in each cycle would be analyzed descriptively through percentage technique:

Formula of percentage:

Where:

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

P = Rate percentage

F = Frequency

N = Total sample²



²Sudijono Anas, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo, 1995, p.289

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of findings and discussions and also this chapter explained about students' score in each cycles and explained the implementation and reflection of each cycles.

A. Findings

In the previous description, the writer described some procedures to analyze the data, the procedures could be seen separately as follow:

1. The Implementation of First Cycle

a. Planning

To carry out this action research, the writer needed some tools that had been created and developed before by the current school, namely: Lesson Plan (RPP) about “family and parts of body vocabularies” teaching of classroom management. The writer managed the classroom by taking 20 students of the second year students of SMP Negeri 3 Masamba to be the object of the research.

For the first, the writer taught the students about what vocabulary is, then explained what group work is, how to manage group work, how to work together. After that the writer asked the students to remember what the writer explained about vocabulary and group work.

b. Acting

In this action, the writer gave the students explanation about vocabulary and group work, gave the students explanations about how to manage group work, how to work together. Then the writer gave a chance to the students to ask about material, the students began asked about the parts that they did not understand and then the writer answered and helped them to solve their problems. After that the writer the writer divided the students into some groups, then the writer gave a same topic in each group about noun, the topics were family, and parts of body. In every meetings each group had to do same topic which had been given by the writer, after that the leader of each group went to another group to show the group's result of the vocabulary which was given. The leaders of groups had to give their group's job to another group, and then collected the result of the vocabulary. So, each group did not hold their job anymore, but each group had to receive the result of different group. After that, the leader of each group asked to another group by asking **“What was the meaning of....?”** Then another group shouted rhe meaning of the question. They had to do it mutually but it was done by the writer's command.

For example:

Group Leader : *What is the meaning of hair?*

Another Group : *Hair is rambut*

c. Observation

1) The conditions of classroom were quiet, but the students confused when heard about group work and parts of group work in learning vocabulary..

- 2) When the writer explained the topic, the students focused their attention.
- 3) After the writer explained about group work, parts of group work and the vocabulary, some of them still did not understand about group work management.
- 4) Evaluation/test showed that the students mean score of understanding was low, the students' mean score in the first cycle was 66.5.

When the students were doing their activities or learning process, the observer observed the students activities. It was done to know the students' motivation and their activeness in learning English vocabularies through group work. In this activity, the writer wrote the students' development of activeness and score happened during the observation.

The result of the implementation of first cycle showed that the students' vocabulary was not improved, and the students' activeness was not improved. It could be seen on the table below.

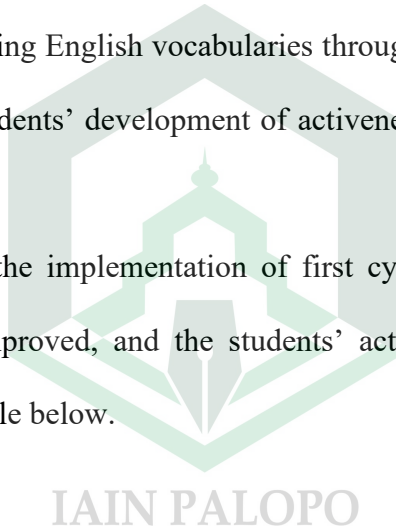


Table 1.

The students' scores for the first cycle could be seen in the following table.

No	Respondet	Class	Students' Score
			Cycle I
1.	R1	VIII	60
2.	R2	VIII	70
3.	R3	VIII	70
4.	R4	VIII	60
5.	R5	VIII	70
6.	R6	VIII	70
7.	R7	VIII	70
8.	R8	VIII	60
9.	R9	VIII	60
10.	R10	VIII	70
11.	R11	VIII	70
12.	R12	VIII	70
13.	R13	VIII	70
14.	R14	VIII	70
15.	R15	VIII	70
16.	R16	VIII	60
17.	R17	VIII	60
18.	R18	VIII	60
19.	R19	VIII	70
20.	R20	VIII	70
Mean Score			66.5

d. Students' mean score

$$\bar{x} = \frac{\sum x}{N} = \frac{1330}{20} = 66.5$$

Based on the table 1 above, there were 13 students got scores 70, it was classified as good criteria, 7 students got scores 60, it was classified as fair criteria. The minimal standard criteria of the students' vocabulary were the mean score of all the students was 70. But the result reveals that the mean score of the students' was only 66.5. It meant that the study had not been successful yet.

Table 2.

The classification of students' score in the first cycle.

Classification	Score	Frequency	Percentage
Very good	81 – 100	-	0%
Good	61 – 80	13	65%
Fair	41 – 60	7	35%
Poor	21 – 40	-	0%
Very poor	1 – 20	-	0%
Total		20	100%

Based on the table 2 above, there were 13 students (65%) got “good” score, there were 7 students (35%) got “fair” score.

Table 3.

The table of observation sheet of students' activeness in learning process in the first cycle.

No	Respondent	Active	Very Active	Not Active	Very not Active
1.	R1			√	
2.	R2		√		
3.	R3	√			
4.	R4			√	
5.	R5	√			
6.	R6		√		
7.	R7		√		
8.	R8			√	
9.	R9			√	
10.	R10		√		
11.	R11	√			
12.	R12	√			
13.	R13	√			
14.	R14		√		
15.	R15		√		
16.	R16			√	
17.	R17			√	
18.	R18			√	
19.	R19	√			
20	R20	√			

Based on the table 2 above, there were 7 students were classified active, and 6 students were classified very active, then 7 students were classified not active. It was classified failed, because the total of percentage of the students' activeness as active and very active criteria was 65% only, and there were still the students got not active criteria, while the successful of implementation of the research was 70%.

Table 4.

The classification of students' activeness in the first cycle.

Classification	Frequency	Percentage
Active	7	35%
Very active	6	30%
Not active	7	35%
Not very active	-	0%
Total	20	100%

Based on the table 4 above, there were 7 students (35%) classified active, there were 6 students (30%) classified very active and there were 7 students (35%) classified not active.

Based on explanation above, the researcher did an interview for the students who were active and not active by asking these questions below.

Table 5.**Student's interview list of the first cycle.**

No.	Respondent	Questionnaires				
		1. Are you Happy with this method?	2. Which part is the difficult for you in learning process?	3. Are you interest this method?	4. Why are you not active?	5. Why are you very not active?
1	R1	No	The Vocabulary	I don't know	I don't understand	-
2	R2	Yes	Nothing	Yes	-	-
3	R3	Yes	Nothing	Yes	-	-
4	R4	No	The Vocabulary	I don't know	I don't understand	-
5	R5	Yes	Nothing	Yes	-	-
6	R6	Yes	Nothing	Yes	-	-
7	R7	Yes	Nothing	Yes	-	-
8	R8	No	The Vocabulary	I don't know	I don't understand	-
9	R9	No	The Vocabulary	I don't know	I don't understand	-
10	R10	Yes	Nothing	Yes	-	-
11	R11	Yes	Nothing	Yes	-	-
12	R12	Yes	Nothing	Yes	-	-
13	R13	Yes	Nothing	Yes	-	-
14	R14	Yes	Nothing	Yes	-	-
15	R15	Yes	Nothing	Yes	-	-
16	R16	No	The	I don't	I don't	-

			Vocabulary	know	understand	
17	R17	No	The Vocabulary	I don't know	I don't understand	-
18	R18	No	The Vocabulary	I don't know	I don't understand	-
19	R19	Yes	Nothing	Yes	-	-
20	R20	Yes	Nothing	Yes	-	-

Based on the table of questionnaire for the students above, the writer found there were 7 students who answered "No" for the questionnaire number 1, they were respondents 1,4,8,9,16,17,18. There were 7 students who answered "the vocabulary" for the questionnaire number 2, they were respondents 1,4,8,9,16,17,18. There were 7 students who answered "I don't Know" for the questionnaire number 3, they were respondents 1,4,8,9,16,17,18, and then there were 7 students answered "I don't understand" for the questionnaire number 4, they were respondents 1,4,8,9,16,17,18. It showed that, in the first cycle could be said failed because there were many students still confused about the material of groupwork, so the next cycle was done by writer to fix the problem showed in the first cycle.

Table 6.**The classification of students' answer for the questionnaire number 1**

Classification	Frequency	Percentage
Yes	13	65%
No	7	35%
Total	20	100%

Based on the table 6 above, there were 13 students (65%) who answered “yes” and there were 7 students (35%) who answered “no”.

Table 7.**The classification of students' answer for the questionnaire number 2.**

Classification	Frequency	Percentage
Nothing	13	65%
The vocabulary	7	35%
Total	20	100%

Based on the table 7 above, there were 13 students (65%) who answered “nothing” and there were 7 students (35%) who answered “the vocabulary”.

Table 8.**The classification of students' answer for the questionnaire number 3**

Classification	Frequency	Percentage
Yes	13	65%
I don't know	7	35%
Total	20	100%

Based on the table 7 above, there were 13 students (65%) who answered “yes” and there were 7 students (35%) who answered “I don't know”.

Table 9.**The classification of students' answer for the questionnaire number 4.**

Classification	Frequency	Percentage
I don't understand	7	65%
-	-	0%
Total	7	65%

Based on the table 7 above, there were 7 students (65%) who answered “I don't understand” and no answer for the question why you are not active and why are you not very active for active students and very active students.

2. Reflection for First Cycle

There were weakness in the first cycle, they were: some of students were still confused about the use of group work in learning vocabulary. Evaluation showed that the implementation of using group work in teaching vocabulary to improve the students' vocabulary was not successful yet, because the criteria of success was if the mean score of all the students was at least 70 according to KKM. And the students were active 75% in learning process. In the data above showed that the mean score of students was 66.5, and the students' activeness was 65%, it is classified not success, so the writer did the next cycle to make the students got good score and made the students more active and very active criteria.

In terms of the students' activeness in learning activities, the result of observation showed that 7 students were active and 6 students very active, then 7 students were not active in learning vocabulary process. They looked still confused and did not understand the technique of the material of group work. Although some students showed their improvement in learning vocabulary motivation and vocabulary score, the second cycle needed to be conducted; this was done because some students got score under the standard which was determined. Many students got score below 70. The second cycle was done to find out the appropriate way in improving students' vocabulary through group work.

Descriptions of respondents' mistakes that must be repaired, it could be seen at the explanation below:

Respondent 1,4,8,9,16,17,18, they were lack of vocabulary, and still confused the used of group work in learning vocabulary. They got score under 70, it did not reach the minimum criterion mastery (KKM).

Respondents 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15, 19, 20, they understood the vocabulary, and understood the used of group work in learning vocabulary. They all got score 70, it reached the minimum criterion mastery (KKM).

Based on the result of the test, the writer planned to revise the planning and repaired some weakness for the next cycle. However before doing the next cycle, writer gave advices to the students to learn at their home and memorized the vocabulary at their home.

3. The Implementation of Second Cycle

a. Planning

In order to improve the weakness in the first cycle, the second cycle was planned as follows:

- 1) The writer gave more motivations to the students in order to be active in learning vocabulary process through group work.
- 2) The writer gave more explanations, more examples and intensive guidance who got difficulties in learning vocabulary through group work.
- 3) Gave a chance to the students who got good score to share their knowledge in learning vocabulary through group work.

b. Acting

In the second cycle, the writer still used group work to teach vocabulary to the students, but in this cycle the writer gave more examples and more explanations about the vocabulary and how to apply group work in learning process especially in learning English vocabulary. And also the writer gave a chance five minutes to the students who got good score to share their knowledge each other in learning vocabulary by using shop travelling game.

After the students understood and had confident, the writer gave them again vocabularies about family and parts of body vocabularies. In this meeting, the writer did the procedures like in the first cycle, but the writer did something different in this cycle, the writer gave more explanations, examples and gave more motivations in learning English vocabulary and the writer tried to make the students more confident in learning process then gave them test again to know the students' achievements.

c. Observation

1) The conditions of the classroom were quiet, and the students paid attention to the lesson carefully.

2) When the writer explained more the topic, the students focused listening to the writer.

3) After the writer explained more the material, the students understood about the use of group work in learning vocabulary.

4) The result of observation showed that most students were very active and serious in learning vocabulary through group work, when they were interviewed; they

stated that they understood how to apply group work in learning English vocabulary, and they stated that they felt easy in learning English vocabulary through group work because they could study and work together with their friends. They also stated that by paying attention to the examples and writer's explanations, the students were easier to learn vocabulary.

5) When the students were learning English vocabulary through group work, the writer observed the students activities. It was done to know the students' motivation and their activeness in learning English vocabulary through group work after the writer gave them more examples and more explanations, the writer wrote the students' development happened during the observation.

The result of students' vocabulary scores and the students' activeness could be seen in the following table.

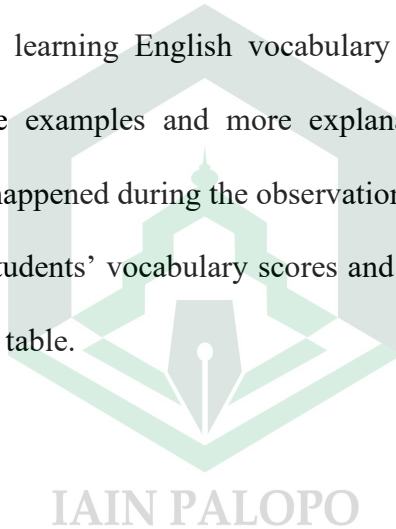


Table 10.

The students' scores for the second cycle could be seen in the following table.

No	Respondent	Class	Students' Score
			Cycle II
1.	R1	VIII	75
2.	R2	VIII	80
3.	R3	VIII	80
4.	R4	VIII	70
5.	R5	VIII	80
6.	R6	VIII	80
7.	R7	VIII	80
8.	R8	VIII	70
9.	R9	VIII	70
10.	R10	VIII	80
11.	R11	VIII	75
12.	R12	VIII	75
13.	R13	VIII	75
14.	R14	VIII	75
15.	R15	VIII	75
16.	R16	VIII	70
17.	R17	VIII	70
18.	R18	VIII	70
19.	R19	VIII	75
20.	R20	VIII	80
Mean Score			75.25

d. Students' mean score

$$\bar{x} = \frac{\sum x}{N} = \frac{1505}{20} = 75.25$$

Based on the table 10 above, there were 7 students got scores 80, it was classified as good criteria, 7 students got scores 75, it was classified as good criteria, and 6 students got scores 70, it was classified as good criteria. The minimal standard criteria of the students' vocabulary were the mean score of all the students was 70. And the result reveals that the mean score of the students' was 75.25

Table 11.

The classification of students' score in the second cycle.

Classification	Score	Frequency	Percentage
Very good	81 – 100	-	0%
Good	61 – 80	20	100%
Fair	41 – 60	-	0%
Poor	21 – 40	-	0%
Very poor	1 – 20	-	0%
Total		20	100%

Based on the table 11 above, there were 20 students (100%) got "good" score.

Table 12.

The table of observation sheet of students' activeness in learning process in the second cycle.

No	Respondent	Active	Very Active	Not Active	Very not Active
1.	R1	√			
2.	R2		√		
3.	R3		√		
4.	R4	√			
5.	R5	√			
6.	R6		√		
7.	R7		√		
8.	R8	√			
9.	R9	√			
10.	R10		√		
11.	R11	√			
12.	R12		√		
13.	R13	√			
14.	R14		√		
15.	R15		√		
16.	R16	√			
17.	R17	√			
18.	R18	√			
19.	R19		√		
20.	R20		√		

Based on the table 12 above, there were 10 students were classified active, and 10 students were classified very active, then there was no student was classified not active and not very active. It was classified success, because the total of percentage of the students' activeness as active criteria was 50% and very active criteria was 50%, and no more students got not active criteria and not very active criteria.

Table 13.

The classification of students' activeness in the second cycle.

Classification	Frequency	Percentage
Active	10	50%
Very active	10	50%
Not active	-	0%
Not very active	-	0%
Total	20	100%

Based on the table 13 above, there were 10 students (50%) classified active, there were 10 students (50%) classified very active.

Based on explanation above, the writer did an interview for the students to know the students activeness and the success of the study.

Table 14.**Student's interview list of the second cycle.**

No.	Respondent	Questionnaires				
		1. Are you Happy with this method?	2. Which part is the difficult for you in learning process?	3. Are you interest this method?	4. Why are you not active?	5. Why are you very not active?
1	R1	Yes	Nothing	Yes	-	-
2	R2	Yes	Nothing	Yes	-	-
3	R3	Yes	Nothing	Yes	-	-
4	R4	Yes	Nothing	Yes	-	-
5	R5	Yes	Nothing	Yes	-	-
6	R6	Yes	Nothing	Yes	-	-
7	R7	Yes	Nothing	Yes	-	-
8	R8	Yes	Nothing	Yes	-	-
9	R9	Yes	Nothing	Yes	-	-
10	R10	Yes	Nothing	Yes	-	-
11	R11	Yes	Nothing	Yes	-	-
12	R12	Yes	Nothing	Yes	-	-
13	R13	Yes	Nothing	Yes	-	-
14	R14	Yes	Nothing	Yes	-	-
15	R15	Yes	Nothing	Yes	-	-
16	R16	Yes	Nothing	Yes	-	-
17	R17	Yes	Nothing	Yes	-	-
18	R18	Yes	Nothing	Yes	-	-
19	R19	Yes	Nothing	Yes	-	-
20	R20	Yes	Nothing	Yes	-	-

Based on the analysis above, the writer did not find students who answered “No” for the questionnaire number 1, No one student who answered “the vocabulary” for the questionnaire number 2, No one student who answered “I don’t Know” for the questionnaire number 3, and then No one student answered “I don’t understand” for the questionnaire number 4. It showed that, in the Second cycle could be said success because there were no students confused about the material of groupwork, so the second cycle could be said successful.

Table 15.

The classification of students’ answer for the questionnaire 1.

Classification	Frequency	Percentage
Yes	20	100%
No	-	0%
Total	20	100%

Based on the table 15 above, there were 20 students (100%) who answered “yes” and no one student who answered “no”.

Table 16.**The classification of students' answer for the questionnaire 2.**

Classification	Frequency	Percentage
Nothing	20	100%
The vocabulary	-	0%
Total	20	100%

Based on the table 16 above, there were 20 students (100%) who answered “nothing” and no one student who answered “the vocabulary”.

Table 17.**The classification of students' answer for the questionnaire 3.**

Classification	Frequency	Percentage
Yes	20	100%
I don't know	-	0%
Total	20	100%

Based on the table 17 above, there were 20 students (100%) who answered “yes” and no one student who answered “I don't know”.

Table 18.**The classification of students' answer for the questionnaire 4.**

Classification	Frequency	Percentage
I don't understand	-	0%
-	-	0%
Total	0	0%

Based on the table 18 above, no answer for the question why you are not active and why are you no very active, because all of the students were active and very active.

4. Reflection for Second Cycle

Based on the data on the table above, the writer concluded that the students' vocabulary was improved. The criterion of success was if mean score of all students was 70.00 or more, the data showed that the students' mean score was 75.25. In terms of the students' activeness in learning vocabulary through group work was improved, the students' activeness in active criteria was 50% and very active criteria was 50%. In other words, the teaching vocabulary through group work could improve the students' vocabulary especially for students SMP Negeri 3 Masamba.

Descriptions about respondents' result in cycle 2 could be seen at the explanations below:

Respondent 1 to 20 showed good improvements from the result of test on cycle 2, in this cycle they got score 70 up to 80. It reached the minimum criterion mastery (KKM). And also they had understood about the use of group work in learning vocabulary.

Based on result of the test in the cycle 2, the writer concluded that the students of the second year students of SMP Negeri 3 Masamba in learning vocabulary through group work had good responses. Therefore, the teacher could apply group work in teaching learning English vocabulary process.

B. Discussions

Based on the result above, the result showed that through group work students could improve their vocabulary. It could be seen on the table of the score in first cycle and in the second cycle. This research could be successful when the writer did it hardly and seriously and explained to the students properly. And the result of each cycle was different.

After looking the result of data analysis, the writer presented the discussion of the data given to the students. In the first meeting of the first cycle, the students had low vocabulary with mean score 66.5. in the first cycle there were 13 students got scores 70, it was classified as good criteria, 7 students got scores 60, it was classified as fair criteria. And 13 students (65%) got “good” score, there were 7 students (35%) got “fair” score, the students’ activeness in the first cycle were 7 students were classified active, and 6 students were classified very active, then 7 students were

classified not active. It was classified failed, because the total of percentage of the students' activeness as active and very active criteria was 65% only, and there were still the students got not active criteria and the classification of students' activeness in the first cycle were 7 students (35%) classified active, there were 6 students (30%) classified very active and there were 7 students (35%) classified not active.

After they were explained well in learning English vocabulary through group work, the students' achievement increase with mean score 75.25 based on the result of the second cycle. Not only good score that got by the students but also the students could understand the important of group work, how they could work together, helping each other to find out something important in their job as students especially in learning English vocabulary through group work. The result of the students' achievements in the second meeting could be seen in the following explanation. In the second cycle the student's mean score was 75.25, there were 7 students got scores 80, it was classified as good criteria, 7 students got scores 75, it was classified as good criteria, and 6 students got scores 70, it was classified as good criteria, and the classification of the students' score were 20 students (100%) got "good" score.

The result of the data analysis above showed that group work had different effect for the students in learning English vocabulary, not only good score were got but also they got good activeness in learning process. The students' activeness could be seen in the following explanation, there were 10 students were classified active, and 10 students were classified very active, then there was no student was classified not active and not very active. It was classified success, because the total of

percentage of the students' activeness as active criteria was 50% and very active criteria was 50%, and no more students got not active criteria and not very active criteria, the classification of the students' activeness were 10 students (50%) classified active, there were 10 students (50%) classified very active.

Took vocabulary test was a way of the writer's method in improving the students vocabulary, by work together, such as a guess the word together or new vocabulary for the student who was exhibited for the other student one by one. The writer also applied one of the ways of how to improve vocabulary more quickly by asking the students to make regular lists of new words and don't make random lists of new words like explanation in the second chapter.

The detail explanation about group work was explained below. Group work is a very important part of yourself, because it demonstrates your ability to communicate, discuss, and co-operate with other students. The purpose of including a group work component in your or course is to prepare you for your future occupation, which may require you to work in a group-based environment. Thus it is not surprising that the ability to work effectively in a group is a much-desired skill.¹

Group is a number of people or things that are together in one place or are connected.² While the layout of a large school classroom can be restricting, it need not prevent you from working with different groupings from pairs up to large groups.

¹ *Study Guide-Group work*, at online: <http://www.Group work>, accessed on February 3rd 2012.

² Elizabeth Walter, *Definition of Group*, Cambridge Learners' Dictionary, Second Edition, Cambridge University Press, 2004.p.167

Student will be able to share their knowledge, stronger students can help weaker ones and weaker students will benefit in terms of self confidence. Sometimes the only effort involved in forming a group is for students to turn to face the rest of their group while remaining seated in their chairs.

Work is the activities that you have to do at school, for your job, etc. work is also to do a job, especially the job you do get something you need.³

There are many advantages to having your students working in group or in pairs: (1) when working in groups, the students go at speed that suits them. (2) when working as a whole class, the pace is set by the teacher or by the other students. (3) working at their own pace, the students can spend more time on points that cause them difficulties and less time on points that they find easy, thus using time more efficiently. (4) students are more actively involved in their work: no snoozing at the back of the classroom. (5) the students can share their knowledge, explain things to each other; this is an advantage over having students work individually.⁴

The researcher concluded that group work is a number of people or things that are together in one place or are connected to do something together to get something need, in the education program group work should be applied, because group work can help the students learning easily, especially in learning English vocabulary. They could work together; help each other to solve the problems together in learning.

³ Elizabeth Walter, *Definition of Work*, Cambridge Learners' Dictionary, Second Edition, Cambridge University Press, 2004.p.669

⁴Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, London. 2008. p.8

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consisted of two parts, they were conclusions and suggestions.

A. Conclusions

Based on description in result of the research in the previous chapter, the writer described the conclusions as follows:

1. The result of the research indicated that teaching vocabulary through group work could improve the students' vocabulary. When the writer gave more explanations about vocabulary and group work, explained how to work together in group. The writer also gave more examples about the material, after the writer did the procedures, no more students confused about the material, and the students' score in the second cycle was improved, that was 75.25. It fulfilled the criteria of success which was determined 70.00 or more. The success of group work was depended on teacher ways in explaining, guiding the students in learning English vocabulary process, because the success of teaching vocabulary through group work when the students were explained harder and given more examples, so that the students could received the complete material of learning process.

2. The result of the research showed that the students' motivation and activeness in first cycle was under the target, that was 65% only. It caused there were many students did not understand about the material. So, in the second cycle the writer tried to gave more explanations and gave more examples about the

material. After the writer did it, the students showed that they were actively involved and more motivated to learn vocabulary, it was shown that the students' activeness were two classified as active 50% and as very active 50%. The students showed their activeness when they really knew the way how to manage the group, how to work together in the group in learning vocabulary. When they really understood the material, the students would be active in teaching learning process.

B. Suggestions

Based on the result of the research and conclusion, the writer gave some suggestions as follow:

1. For the teacher, it is suggested to the teacher who wants to teach English vocabulary through group work, since this method has been proved to improve the students' vocabulary.

2. For the students, it is suggested to learn vocabulary through group work, because through group work the students may find the easier way to learn or improve English vocabulary.

3. For the other researcher, it is also suggested to others researchers who want to conduct a research dealing with group work method. Since the research through group work method in teaching English vocabulary is very few. So, this research is still opened to be more explored by others researchers.

The writer realizes that this thesis was still far from perfect. The writer hopes this thesis can be meaningful for contribution for English teacher and students.

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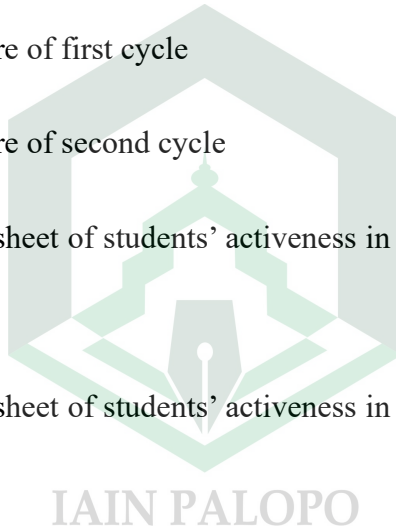
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APPENDIX 1

1. Students' Worksheets / Vocabulary test.

The first meeting

Translate the Words Below Into Indonesia!

Group I

- | | |
|-------------------|------------------|
| 1. Father | = Ayah |
| 2. Younger Sister | = Adik Perempuan |
| 3. Husband | = Suami |
| 4. Aunt | = Bibi |
| 5. Grandfather | = Kakek |

Group II

- | | |
|------------------|-----------------------|
| 1. Mother | = Ibu |
| 2. Elder Brother | = Kakak Laki-laki |
| 3. Wife | = Istri |
| 4. Nephew | = Keponakan Laki-laki |
| 5. Cousin | = Sepupu |

Group III

- | | |
|------------------|-----------------------|
| 1. Brother | = Saudara Laki-laki |
| 2. Elder Sister | = Kakak Perempuan |
| 3. Son | = Anak Laki-laki |
| 4. Niece | = Keponakan Perempuan |
| 5. Sister in Law | = Ipar Perempuan |

Group IV

- | | |
|--------------------|--------------------------|
| 1. Sister | = Saudari Perempuan |
| 2. Brother in Law | = Saudara Ipar Laki-laki |
| 3. Daughter | = Anak Perempuan |
| 4. Younger Brother | = Adik Laki-laki |
| 5. Uncle | = Paman |

The Second meeting

Translate the Words Below Into Indonesia!

Group I

- | | |
|-------------|----------|
| 1. Hair | = Rambut |
| 2. Forehead | = Dahi |
| 3. Check | = Pipi |
| 4. Nose | = Hidung |
| 5. Head | = Kepala |

Group II

- | | |
|------------|-----------|
| 1. Ear | = Telinga |
| 2. Eye | = Mata |
| 3. Eyebrow | = Alis |
| 4. Neck | = Leher |
| 5. Lip | = Bibir |

Group III

- | | |
|-------------|----------------|
| 1. Tooth | = Gigi |
| 2. Mouth | = Mulut |
| 3. Face | = Wajah |
| 4. Shoulder | = Bahu, Pundak |
| 5. Back | = Punggung |

Group IV

- | | |
|------------|--------------------|
| 1. Hand | = Tangan |
| 2. Fingers | = Jari-jari tangan |
| 3. Arm | = Lengan |
| 4. Nail | = Kuku |
| 5. Foot | = Kaki |



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APPENDIX 2

ANSWER KEY

Vocabulary List

A. Family

- | | |
|--------------------|------------------|
| 1. Father | = ayah |
| 2. Mother | = ibu |
| 3. Brother | = saudara (lk) |
| 4. Sister | = saudari (pr) |
| 5. Younger brother | = adik (lk) |
| 6. Younger sister | = adik perempuan |
| 7. Elder brother | = kakak (lk) |
| 8. Elder sister | = kakak (pr) |
| 9. Brother in-law | = ipar (lk) |
| 10. Sister in-law | = ipar (pr) |
| 11. Husband | = suami |
| 12. Wife | = istri |
| 13. Son | = putra |
| 14. Daughter | = putri |
| 15. Uncle | = paman |
| 16. Aunt | = bibi |
| 17. Nephew | = keponakan (lk) |
| 18. Niece | = keponakan (pr) |
| 19. Cousin | = sepupu |
| 20. Father in-law | = mertua (lk) |
| 21. Mother in-law | = mertua (pr) |
| 22. Grandfather | = kakek |
| 23. Grandmother | = nenek |

24. Grandson	= cucu (lk)
25. Granddaughter	= cucu (pr)
26. Step mother	= ibu tiri
27. Step father	= ayah tiri
28. Stepson	= anak tiri (lk)
29. Stepdaughter	= anak tiri (pr)
30. Stepbrother	= saudara tiri
31. Stepsister	= saudari tiri

B. Parts of body

1. Hair	= rambut
2. Ear	= telinga
3. Neck	= leher
4. Head	= kepala
5. Forehead	= dahi
6. Eyebrow	= alis
7. Eye	= mata
8. Nose	= hidung
9. Check	= pipi
10. Lip	= bibir
11. Tooth	= gigi
12. Mouth	= mulut
13. Face	= muka, wajah
14. Shoulder	= bahu, pundak
15. Throat	= kerongkongan
16. Back	= punggung
17. Chest	= dada
18. Stomach	= perut
19. Hand	= tangan
20. Fingers	= jari2 tangan



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21. Nail	= kuku
22. Palm	= telapak tangan
23. Elbow	= siku
24. Arm	= lengan
25. Knee	= lutut, dengkul
26. Toes	= jari2 kaki
27. Foot	= kaki
28. Leg	= kaki
29. Thigh	= paha
30. Tongue	= lidah
31. Chin	= dagu
32. Calf	= betis
33. Heel	= tumit
34. Beard	= janggut
35. Moustache	= kumis



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APPENDIX 3

Table 1. The students' scores for the first cycle.

No	Respondent	Class	Students' Score
			Cycle I
1.	R1	VIII	60
2.	R2	VIII	70
3.	R3	VIII	70
4.	R4	VIII	60
5.	R5	VIII	70
6.	R6	VIII	70
7.	R7	VIII	70
8.	R8	VIII	60
9.	R9	VIII	60
10.	R10	VIII	70
11.	R11	VIII	70
12.	R12	VIII	70
13.	R13	VIII	70
14.	R14	VIII	70
15.	R15	VIII	70
16.	R16	VIII	60
17.	R17	VIII	60
18.	R18	VIII	60
19.	R19	VIII	70
20.	R20	VIII	70
Total			1330
Mean Score			66.5

Table 2. The students' scores for the second cycle.

No	Respondent	Class	Students' Score
			Cycle II
1.	R1	VIII	75
2.	R2	VIII	80
3.	R3	VIII	80
4.	R4	VIII	70
5.	R5	VIII	80
6.	R6	VIII	80
7.	R7	VIII	80
8.	R8	VIII	70
9.	R9	VIII	70
10.	R10	VIII	80
11.	R11	VIII	75
12.	R12	VIII	75
13.	R13	VIII	75
14.	R14	VIII	75
15.	R15	VIII	75
16.	R16	VIII	70
17.	R17	VIII	70
18.	R18	VIII	70
19.	R19	VIII	75
20.	R20	VIII	80
Total			1505
Mean Score			75.25

APPENDIX 4

Table 1. The table of observation sheet of students' activeness in learning process in the first cycle.

No	Respondent	Active	Very Active	Not Active	Very not Active
1.	R1			√	
2.	R2		√		
3.	R3	√			
4.	R4			√	
5.	R5	√			
6.	R6		√		
7.	R7		√		
8.	R8			√	
9.	R9			√	
10.	R10		√		
11.	R11	√			
12.	R12	√			
13.	R13	√			
14.	R14		√		
15.	R15		√		
16.	R16			√	
17.	R17			√	
18.	R18			√	
19.	R19	√			
20.	R20	√			

Table 2. The table of observation sheet of students' activeness in learning process in the second cycle.

No	Respondent	Active	Very Active	Not Active	Very not Active
1.	R1	√			
2.	R2		√		
3.	R3		√		
4.	R4	√			
5.	R5	√			
6.	R6		√		
7.	R7		√		
8.	R8	√			
9.	R9	√			
10.	R10		√		
11.	R11	√			
12.	R12		√		
13.	R13	√			
14.	R14		√		
15.	R15		√		
16.	R16	√			
17.	R17	√			
18.	R18	√			
19.	R19		√		
20.	R20		√		

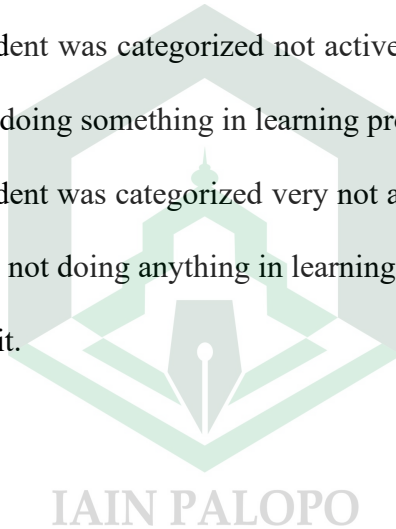
Each component was given (√) sign.

Active : Student was categorized active was the student who was doing something in learning process like answered a question, worked together or discuss with his/her friends in the class.

Very Active : Student was categorized very active was the student who was doing something in learning process like answer a question, worked together or discussed with his/her friends in the class about the materials and asked some question if she/he did not know something, and also helped his/her friends who was in the trouble in understanding about the materials.

Not Active: Student was categorized not active was the student who was not doing something in learning process, just silent.

Very not Active: Student was categorized very not active was the student who was not doing anything in learning process. He/she just came to sit.



APPENDIX 5

Interview/questionnaires for the students

1. Are you happy with this method? (*Apakah kamu senang dengan Metode ini?*)
 - a. Yes (*Iya*)
 - b. No (*Tidak*)
2. Which part is the difficult for you in learning process? (*Bagian mana yang menurutmu sulit didalam proses belajar?*)
 - a. The Vocabulary (*Kosa Katanya*)
 - b. Nothing (*Tidak ada*)
3. Are you interest this method? (*Apa kamu tertarik dengan metode ini?*)
 - a. Yes (*Iya*)
 - b. No (*Tidak*)
4. Why are you not active? (*Kenapa kamu tidak aktif?*)
 - a. Because I am boring with this method (*Karena saya bosan dengan metodenya*)
 - b. Because I don't understand (*Karena saya tidak paham*)
5. Why are you very not active? (*Kenapa kamu sangat tidak aktif?*)
 - a. Because the lesson is to hard (*Karena pelajarannya sulit*)
 - b. Because I don't like this lesson (*Karena saya benci pelajaran ini*)

Discussion among the teachers/observer and the researcher

1. What are the difficulties faced by students in learning vocabulary?
2. Why are the students not active, and not very active?

APPENDIX 6

Table 1. Student's interview list of the first cycle.

No.	Respondent	Questions of interview				
		Are you Happy with this method?	Which part is the difficult for you in learning process?	Are you interest this method?	Why are you not active?	Why are you very not active?
	R1	No	The Vocabulary	I don't know	I don't understand	-
	R2	Yes	Nothing	Yes	-	-
	R3	Yes	Nothing	Yes	-	-
	R4	No	The Vocabulary	I don't know	I don't understand	-
	R5	Yes	Nothing	Yes	-	-
	R6	Yes	Nothing	Yes	-	-
	R7	Yes	Nothing	Yes	-	-
	R8	No	The Vocabulary	I don't know	I don't understand	-
	R9	No	The Vocabulary	I don't know	I don't understand	-
	R10	Yes	Nothing	Yes	-	-
	R11	Yes	Nothing	Yes	-	-
	R12	Yes	Nothing	Yes	-	-
	R13	Yes	Nothing	Yes	-	-
	R14	Yes	Nothing	Yes	-	-
	R15	Yes	Nothing	Yes	-	-
	R16	No	The Vocabulary	I don't know	I don't understand	-
	R17	No	The Vocabulary	I don't know	I don't understand	-
	R18	No	The Vocabulary	I don't know	I don't understand	-
	R19	Yes	Nothing	Yes	-	-
	R20	Yes	Nothing	Yes	-	-

Table 2. Student's interview list of the second cycle.

No.	Respondent	Questions of interview				
		Are you Happy with this method?	Which part is the difficult for you in learning process?	Are you interest this method?	Why are you not active?	Why are you very not active?
	R1	Yes	Nothing	Yes	-	-
	R2	Yes	Nothing	Yes	-	-
	R3	Yes	Nothing	Yes	-	-
	R4	Yes	Nothing	Yes	-	-
	R5	Yes	Nothing	Yes	-	-
	R6	Yes	Nothing	Yes	-	-
	R7	Yes	Nothing	Yes	-	-
	R8	Yes	Nothing	Yes	-	-
	R9	Yes	Nothing	Yes	-	-
	R10	Yes	Nothing	Yes	-	-
	R11	Yes	Nothing	Yes	-	-
	R12	Yes	Nothing	Yes	-	-
	R13	Yes	Nothing	Yes	-	-
	R14	Yes	Nothing	Yes	-	-
	R15	Yes	Nothing	Yes	-	-
	R16	Yes	Nothing	Yes	-	-
	R17	Yes	Nothing	Yes	-	-
	R18	Yes	Nothing	Yes	-	-
	R19	Yes	Nothing	Yes	-	-
	R20	Yes	Nothing	Yes	-	-