IMPROVING STUDENTS' VOCABULARY THROUGH
KINESTHETIC METHOD OF EIGHT GRADE
AT SMP NEGERI 23 MAKASSAR

SKRIPSI

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS BOSOWA

2017

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Submitted to the Faculty of Teacher Training and Education In Partial Fulfillment of the Requirements for the sarjana Degree

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi "*Improving Students' Vocabulary Through Kinesthetic Method Of Eight Grade at SMP Negeri 23 Makassar"* beserta seluruh isinya adalah hasil karya saya sendiri tanpa manipulasi. Dan saya siap menanggung resiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam data karya saya. Termasuk adanya klaim dari pihak lain terhadapat keaslian karya saya ini.

Makassar, September 2017
Yang membuat pernyataan

Jonni Pahabol

ABSTRACT

Jonni Pahabol, 2017 *Improving Students' Vocabulary Through Kinesthetic Method of Eight Grade at SMP Negeri 23 Makassar (*supervised by Hj. ST. Haliah Batau, S. S, M. Hum. and Hj. Restu Januarty, S. Pd. I., M.Pd).

This research aimed to know students' vocabulary through kinesthetic method of class VIII.3. at SMP Negeri 23 Makassar.

This research applied class action research (CAR). This research is done for two cycles. Each cycle consist of one meeting. Research instrument was vocabulary test. Total subjects were 34 students:

The result of students' vocabulary test in cycle I and cycle II were different significance. Students' mean score in cycle I was 69,8 and cycle II was 8,4 and categorized as enough. This fast showed that students' vocabulary using kinesthetic method can increase students' score from 69.8 in the first cycle becomes 80.4 in the second cycle. It mean students' vocabulary through kinesthetic method of class VIII.3 at SMP Negeri 23 Makassar in first cycle was low and in second cycle was increased.

Keywords*: Vocabulary, test, Kinesthetic Method*

ABSTRAK

Jonni Pahabol. 2017. *Improving Students' Vocabulary Through Kinesthetic Method of Eight Grade at SMP Negeri 23 Makassar* (dibimbing oleh (Hj. ST. Haliah Batau, S.S, M. Hum. dan Hj. Restu Januarty, S.Pd.I.,M.Pd).

Tujuan penelitian ini adalah untuk mengetahui penguasaan kosakata siswa melalui metode kinesthetic pada siswa kelas VIII.3 SMP Negeri 23 Makassar.

Penelitian ini menggunakan jenis Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus satu pertemuan. Instrumen penelitian berupa tes kosa kata. Subject penelitian berjumlah 34 siswa.

Hasil tes kosakata siswa pada siklus I dan siklus II menunjukan perbedaan skor secara signifikan. Terdapat peningkatan nilai siswa pada akhir tindakan siklus kedua. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada siklus pertama adalah 69.8 dan pada siklus kedua meningkat menjadi 80.4. Hal ini dikategorikan cukup baik,dan ini menunjukkan bahwa penguasaan kosakata siswa kelas VIII.3 SMP Negeri 23 Makassar pada siklus pertama rendah dan pada siklus kedua meningkat melalui metode kinesthetic.

Kata kunci: kosakata, tes metode kinesthetic

ACKNOWLEDGEMENT

Praise fortunately on love and its favor and makes me the pink of perfection man between exhaustive loading earth, so in this writing process very well. And therefore the writer would like to dedicate express his great gratitude and appreciation,

The writer really grateful to Dr. Mas'ud Muhammadiah, M.Si. As the dean of Faculty of Teacher Training and Education in Universitas Bosowa.

And my great gratitude especially to: Hj. ST.Haliah Batau, S.S, M. Hum. as the first supervisor, and Hj. Restu Januarty, S.Pd.I.,M.Pd. as the second supervisor and the head of English Education Department.

And his great gratitude and appreciation to all lecture's of Universitas Bosowa Makassar for teaching and given more motivation from the first semester until the last.

And the writer would like to express the most appreciation to his big family especially his beloved father deceased Ziaqni Pahabol, beloved Mother Abaren Silak and also to beloved brother Nelepil Pahabol his wife Welly and than children Jhony Jowapnis Pahabol, and Angela Wenjza Pahabol who has been always prepare and give a lot of sacrifices and pray for his save and successful.

The writer grateful to headmaster and all of teachers of SMP Negeri 23 Makassar for their permit to conduct this research and all of students at class VIII.3 of SMP Negeri 23 Makassar for their participation in the research.

The writer also express Thanks to all of some family help and supported in education process especially Enius Pahabol, Salius Aheyon, and best friends Rikardus Fransiskus Lada, Oktavianus B. Koten, Wilil Pahabol, Yustinus Kabak, Daniel Asso, Fin Pahabol, David Asso, Seppy Pahabol, Merah Kaningga, Van Bastian Yoman, Selodi Wandik and also all big family in (IPMY, HPMY and MENWA) organization and all friends from Papua in Makassar. I don't forgotten thanks so much for your help.

The writer really appreciate all of their help, especially thanks goes to all of friend's in (Class A) the first semester until in this skripsi only supported their togetherness and friendship of Universitas Bosowa.

As human being, the writer does realize that what he presents in this skripsi is still far from perfection, therefore, criticisms and suggestion will surely be appreciated. Finally, the writer prays to Jesus almighty blessing all of them. Amin.

Makassar, September 2017

Jonni Pahabol

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CHAPTER I

INTRODUCTION

A. Background

English is learn widely either for general or spesific purpose informal as well as information and education from the elementary school, junior and senior high school as well as universities or colleges. Piaget in Nasution, (2012:89-90), states thatlearning by doing, we learn what we do. and we do what we learn a child thinks along soul she has do. Without conduct, the children don't think. That child thinks alone, she shall give chances for has doing its' own the process of learning is doing, reacting, undergoing, experience. Experiencing means living through actual situations. All products of learning are achieved by the learner through his own activity. Brown, (1996:3), argues that "learning styles research shows that most people prefer learning by experiencing and doing (kinesthetic elements), especially reinforced through touching and movements (tactile elements), Similarly, Total Physical Response (TPR). And Basir, (2014), states that For have extensive of English skill, vocabulary plays a critical role in people live and future possibilities. It is clear that large and teach vocabulary is the hallmark of and educated individual. They ability of someone to understand what they seeing, read or listen is influenced by their vocabulary knowledge.

Vocabulary teaching is an essential goal in (ELT) pedagogy, perhaps more significant than is generally accepted vocabulary learning

process by providing diverse activities which are most interesting and appropriate to their learning style. Correspondingly, learners' vocabulary growth, comprehension and retention will increase if whole sensory learning by addressing all learning receptors of practice. In learning so education is what is left after what we have learned has been forgotten.

B. Problem Statement

Referring to the background above, the problem statements are:

1. Cankinesthetic method improve students' vocabulary at SMP Negeri 23 Makassar?

2. How kinesthetic method improve students vocabulary of nouns, verbs, and adjectives at SMP Negeri 23 Makassar?

C. The Objective of the Research

1. To know whether or not kinesthetic method can improving students' vocabulary at class VIII. 3 of SMP Negeri 23 Makassar.

2. kinesthetic method improve students' vocabulary of nouns, verbs, and adjectives at class VIII. 3 of SMP Negeri 23 Makassar.

D. Significance of the Research

The result this research is expected to be useful and helpful information and contribution for the teachers, readers, especially for the student and teachers of English learning. And this research is expected to give positive result in teaching learning vocabulary of kinesthetic method.

E. Scope of the Research

This research is limited on the use of kinesthetic method to improve the students' vocabulary. The scope of this study is restricted to build up the students' vocabulary in terms of verb (Class VIII). 3 SMP Negeri 23 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

According to Alfazil, (2013:13), that motor behavioral patterns on child gets carefully its coordination in step its developing age. Child a new one is borne have had kinesthetic' activity, which is have had carrying out of active movement, and can feel its movement, including feel, body position, member warm up balances and movement turn around. And then Nasution, (2012:86), explain that all science emile shall be gotten its own with alone watch, experience, own, with automatic acting, and form alone. And Basir, (2014), find that the application of natural approach in teaching vocabulary as a teaching aid can improve the students' vocabulary command in English learning process at SMPN 25 Makassar by using kinesthetic method.

B. Some Pertinent Ideas

1. Definition of Kinesthetic

New knowledge or understanding is acquired through kinesthetic learning with the association of the learner's body movement. "This movement is done to gain new knowledge or extending existing knowledge", hence students are more likely to gain and retain content presented in classes when they associate words to

movements and interactions they deal with in every single activity they perform.

The expert research result in binds books curriculum and learning terminological. Sinjaya, (2008:71), explain that education in Indonesia, is evened out to help student, therefore curriculum shall get to adjust their developing rhythm. Suggesting things as follows:

a) Curriculum shall be adjusted by child developing.

b) Fill curriculum shall range skill, science, and reputed attitude beneficent for term now and upcoming term.

c) Tough child to being placed as subject studying that tries for self taught.

d) Laboratory what does be studied yens appropriate students' talent, and their developing zoom design curriculum that at gets orientation on student, can be seen minimal of two perspectives, the child in society perspective and the psychological curriculum perspective.

According to Pestalossi, in Nasution, (2012:87), that which is educator tasks be help child in development own help child so that she can help itself, and the children amend alone. a being alone, form alone.

According to Dale, (2002:88-90), sand message to cetin, (2002), that we remember 10% of what we read, 20% of what we hear, 75% of what we see and 90% of what we do. Doubtless to say, the

best way to learn something is doing it ourselves. "When it comes to words, every person is destined to be a lifelong learner".

According to Pilang, (2012:15). That in the family, organization of religion, media, and component of society has very effect of effective. So in the school have general responsibility especially competence of developing and of citizen responsibility. In the school request of that responsibility through formal education and informal education are beginning before and going on in education process.

2. kinesthetic learner

According to Linksman, (2008:90-91), no one person uses one style of learning exclusively, but they do have preferred learning styles. It is therefore important to attempt to cater for all learning styles during lessons to enable the most efficient learning to take place, and Kinesthetic learners are most when totally engage with the learning activity, they acquire information fastest when participating in a science drama presentation, skit, field trip, dance to others active activity. Because of the high numbers of kinesthetic learners, education is sifting toward a more hands-on approach. Manipulative and other "prop" are incorporated into almost every school subject, from physical education in English arts. Hands-on teaching techniques are gaining recognition because they address the challenging needs of kinesthetic learner. As well as the diverse needs of auditory and visual learners.

According to Merril & Melanie, (2012:294), looking after fast one rhythm has many excesses. More and more students which will engaged active, increasingly the less chance to become boring or perturbed. Energy brazes high regular. Pestalossi, in Nasution, (2012:89), states that soul dynamic, having alone energy and cans be active because impelled by need that students kinds of viewed as by being that have amends push. Teach is lead student' to develop its talent In alone students education that active. While Linksman, (2008:90-100), states that some people believe that a teacher would have to teach several different ways in order to accommodate the various learning styles, we don't think so. Teach them to use deep breathing and purposeful relaxation to help with focus it that following: Help them focus, but will also help them remember what they learned. Use skits for learning concepts and gestures for learning sight words, Body movement as they learn will hold their focus on the lesson.

a. They will focus more easily if they have objects to manipulate instead of always using pencil and paper.

b. Let them move! If you tell them they can stand up, swing their legs, or even pace the floor as long as they are not disrupting the other students, their performance will improve.

c. Use novelty and change where you teach lesson in order to help break up long periods of time when the students would be sitting in their desks.

d. Teach kinesthetic learners to visualize themselves, doing what they are learning. If you are teaching them steps for solving a problem, have them go inside their imaginations and "see" themselves following the steps.

1. Their attention follows their hands. Teach them draw sketches or diagrams of what they are hearing in a lesson, or when doing a sheet of math problems, teach them to point to each problem come to them.

2. Let them use flashcards with information they are learning. It the way Teachers will successful in reaching all their learners at one time they will develop a teaching style that a synthesis of methods that target the whole brain of vocabulary interpretation intelligence.

Most teacher always gain control first hour class room until all through without give moving room for student and insufficiently, Where as teacher Teach students many of various kind. Are an improving them ability to descriptive vocabulary in teaching learning.

3. Characteristics of kinesthetic learner

Kinesthetic learners are learners who need body movement and hands-on work. Garillo in Basir, (2014:9), states that the proponents of the learning style theory, students who have a predominantly kinesthetic learning style are thought to be natural discovery learner: They have through doing, as opposed to having though first before

initiating action. They may struggle to learn by reading or listening. Thalib, (2010:173), as it were acknowledged that individual life can escape of environmentally, well physical environment and also environment social. This social situation dyed various stimulus or accepted stimulus students from outside her, well as object, person, scene, or situation. Accepted stimulus student then is organized and is paraphrased, so student gets an image or meaning to accepted stimulus it.

Elisen, (2013), statement of the youtobe kinesthetic learner many multiple intelligence there are:

a. Bodily kinesthetic intelligence-preference to use one's whole body to express concepts and using one's hands to produce a place of work.

b. The musical intelligence- the ability to express, discern, and transform musical forms.

c. Interpersonal intelligence-the ability to "read" others and distinguish their feelings, intentions and motivations.

d. Intrapersonal intelligence-the ability to truly know one self and act accordingly.

With recognize this behavior trend therefore student can adjust its activity by use of modality studies the most in accordance with her. Besides, with recognizes modality others studying. So students'

process a wide carry of learning styles and intelligences, and teachers should vary their method of teaching to accommodate learners.

4. Kinesthetic Activities

Gardner, (1993), frames of Mind: The Theory of Multiple Intelligences. Exposes his point of view stating that "there are very much in mind as well as in body", to reflect creative processes, which are on mind waiting to be explored. According to this choreographer, from pure perceptions subject locates his own body in space and is able to make choices about how to represent a specific idea for this choreographer, the process "imagination and representation" involves firstly to take information and interpret it, secondly, an appropriate use of information to finally generate movements concerning the information gathered. In order to demonstrate this, indicates three physical thinking versions:

a. Body transfer, a phenomenon presented when describing something physically according to what is received or perceived. It was exemplified with the representation of the letter T, making body movements, specifically translating ideas into movements, "from one body to another".

b. Working with physical extensions, demonstrating bodies as architectural patterns and how small units are presented to build up a full object.

c. Task based method presented when a subject has the decision to make desired movements by himself.

5. Kinesthetic Activity for High School Students

Considering that after early aged learners' motion is mature they gain knowledge in enormous speeds, the use of sensory-motor activities will be then, the trigger of language learning activities implemented in his or her techniques of many word.

According to Diedrich in Nasutinon, (2012:89), many kind activity to do of students' in the school. Not only hears and noting as which prevalent available at school traditional to make a meaty list 177 some many kinds of student activities amongst those:

a. Visual activities-is reading, attention: Pictures, demonstration training job in others and etc.

b. Oral activities-is: Declare for, formulate, ask, giving tips, issuing opinion, arranging interview, discussion, interruption, etc.

c. Listening activities- is: As listens description, gab, discussion, music, copy, etc.

d. Writing activities-is: Writes story, composition, reporting, essay, questionnaire, copy, etc.

e. Drawing activities- is: Draws, making graph, map, diagram, pattern, etc.

f. Motor activities- is: Does attempt, make, construction, model, merepparation, play, gardening, petting animal etc.

g. Activities-is: repeatedly mentality, remember, solving problem,

h. Captures reflection, seeing relationship, take a decision, etc.

According to Major, (2016), TPR–which is based on the coordination of speech and action – language is taught primarily through physical activity. While it addresses both parts – right and left-of the brain, this approach to teaching language seems to enable children and adults to enjoy rapid, stress-free assimilation of any language followed by long-term retention. That is to say, kinesthetic learners enjoy learning when they are given the opportunity to sense the position and movement of a language skill or 76 learning task. Seemingly, they are likely to avoid lecture and discussion type of classes, yet they do well in learning a language skill when there are materials available for manipulation and hands-on practice. While most children transcend by kinesthetic means during their schooling:

1. Especially in their early years they develop in kindergarten by moving, touching, feeling everything as they learn.

2. As they grow older though some may shift to other learning styles – visual or auditory- a great number of them maintain their kinesthetic strengths throughout their lives.

3. Kinesthetic learners strikingly learn faster when the medium of instruction is transmitted through labs, presentations, demonstrations, field trips and other tactile activities.

4. Because of the great number of kinesthetic population it is quite reasonable to change our vocabulary teaching methods which address their gross motor (large-muscle) activity so that they we can enhance their learning.

5. The process of learning is doing, reacting, undergoing, experience. Experiencing means living through actual situation. All products of learning are achieved by the learner through his own activity.

6. Teaching Vocabulary by Using Kinesthetic Method

According to Farmein Basir, (2014:11), The procedure of applying kinesthetic method as follow:

a. Allow the Students':

1. Total body response.

2. To internalize vocabulary for the visual, auditory and kinesthetic learner.

b. Prep/Supplies:

According to Harmin & Melanie, (2012:12), that the proven to be study card useful for task, following is activity series that can be done to utilize this strategy:

1. Make the *'Card Study'.*

Students makes one set card for at own utilize at class or as homework, ten vocabulary words written on the study card sentence and definition on the back of the card.

2. Card Study Categorize.

   Card Categorize in two category, written vocabulary words and definition divided in two envelopes, with sign have known and not known.

3. Learn card study

   After the students written vocabulary words on card in two envelopes written on the envelope "have known and not known" the words in study card, of themselves learned. And Researcher afterword she or he can learned alone of researcher discussion in the classroom about when they are learned and how the students can learn by using them card study for how many vocabulary has remember. And then giving some minutes in the classroom for students to learn vocabulary on them card study of themselves style. After that researcher instruction to the students move card into envelope of to known to others students.

4. Advancement Investigate

   The Researcher asks for student mutually coupled to test vocabulary word that they have memory into enveloping card " have known" quiz with them friends, for researcher recognize students ability of the words.

   Appreciate for developing student. and to help keeps students success, they ask for to make person note hit to get what

vocabulary in them study card that they have memories and also be on the student to give special appreciation if that correct student they have gained control a number vocabulary in card the period of particular.

5. Modeling learn by card study

The researcher began by modeling for the students what research want them how many vocabulary words on study card has understood and with to do with each other 10 minutes . And use the following sequence to teach them to the class Show one of the words on study card to the class.

a. Say the word then and have them repeat the word.

b. Act out the word meaning for the class.

c. The class acts out the words using the some movement and repeat the word for improving them the words pronouncing it, and psycally response.

d. And tell them the meaning of words. If something base of the word presenting to touching, showing, and researcher movement style.

6. Discussion

The research divided the students into teams of two. And giving each teams 10 words on the study card in 15 minutes.

a. Discussion of each teams the meaning the words on the study card.

b. They to show or tell their teammates the written definition of their words on the study card of each team.

c. And end the lesson first team exchange and correction with second team and second team also with first team of the lesson.

d. Research asks their answered definition the words of each team after correction. And research each team correction it together of their lesson.

e. And the research repair if mistake of them written, and written town good answer definition of words on the study card in each teams.

f. After that following sequence to teach them to the classroom research tell the individual quiz of words on the study card it has their learned.

Research showing definition of word on study card and reading and the students repeat in the classroom

7. Practice

When each individual has tough his or her words to the team, researcher give them 10 minutes for each person knows the means words of total body movement style, and Researcher drawing and body-still without talking the words, tell them to say base some words as the following.

a. Noun, (What this is and researcher touching).

b. Verb, (What I do and researcher do it).

c. Adjective (Researcher body movement).

Base of words and definition on the study card with her this modeling try to remember the movements used to know the meaning of the words. If the student have learned individual on study card vocabulary words and definition for to firm the students word sequence above.Mention of relationship what the researcher to do in the front.

C. Concepts of Vocabulary

1. Definition of Vocabulary

Dekdikbut, (1996: 527), states that Vocabulary is:

a. The language component, which contains information about the meaning and usage of words in language.

b. The word wealth owned by a speaker, author or language; and a list of words that are arranged like a dictionary, but with brief explanations and practical.

2. Types of Vocabulary

According to Webster, (1990:56-58), some classification of vocabulary are given in the following. There are three types of vocabulary:

a. The active vocabulary is all the words used expressively (in writing, speaking or singing).

b. The passive vocabulary is all the words recognized and understood, although not necessarily used expressively. An

adult's passive vocabulary is about one third larger than their active vocabulary.

c. As well as describing vocabulary in terms of the types of words used (lexical words, function words, inserts).

3. **Vocabulary Activity**

The vocabulary is the most important in communication. Without vocabulary, we cannot express our idea or understand the message. Difficultly of communication means a big problem for everyone and need attention. Vocabulary improves when you knew that the meaning words. Since vocabulary is ultimate goal communication and have a big impact for all skill. Improving student's vocabulary is very important, even though it is not main goal of the learning process itself. In others words, when we learn English in any skill such as "kinesthetic".

D. Principles of Students Developing in Teaching and Learning Vocabulary

According to Carl, (2017:1-14), the influences of meaning vocabulary is one of the most enduring findings of educational research. And vocabulary knowledge is among the best predictors of reading achievement to differences in children's vocabularies develop even before school begins and are key to inequality of educational attainment. There are direct instruction in word meanings is effective, can make a significant difference in a students' overall vocabulary, and is critical for those

students who do not read extensively, and studies show that words should be processed deeply and repeatedly. Some types to teach vocabulary are the bellow:

1. Use active approaches to learning vocabulary relate vocabulary to background knowledge and experience construct definitions and illustrate words, dramatize words, expand sentences, use manipulative develop concept cards connect to literature direct instruction in word meanings is effective, can make a significant difference in a student's overall vocabulary, and is critical for those students who do not read extensively. Studies show that words should be processed deeply and repeatedly.

2. Use Classroom Implications (cont)

   a. Context clues.

   b. Locate context clues.

3. Teach students to use context clues

   a. Structural Analysis.

   b. Categorization.

   c. Analogies and Word Lines.

   d. Semantic Maps and Word Webs.

   e. Semantic feature analysis.

   f. Dictionary use.

   g. Word Origins and Histories.

   h. Figurative Language.

4. Word Play

   a. Computer Techniques.

   b. Special Words.

   c. Presenting Vocabulary in Context.

   d. Contextualize the word within the story.

   e. Have children say the word.

   f. Provide a student-friendly explanation of the word.

   g. Present examples of the word used in contexts different from the story context.

5. Read the story

   a) Sentence and Word Expansion.

   b) Take a simple sentence from a book or student's paper and write it on the board.

   c) Ask students to take each part of the sentence and replace it with more interesting words.

   d) Semantic Feature Analysis.

   Feature analysis is a formal comparison of the aspects of meaning that define an entity or concept. It can be useful for differentiating terms.

   1) Try marking the features of "cup," "glass," and "mug".

   2) To what extent do these words.

6. Word play

   a) Discuss puns and provide examples

b) Use Hink Pink, Hinky Pinkies, and Hinkety Pinketies.

c) Crossword puzzles.

d) Riddles and scavenger hunts.

e) Silly questions.

f) Write words to illustrate their meanings.

E. What Students Need to Know About Vocabulary

According to Nasution, (2012:37), a long that soul some many effort of energy miscellany, illusion, energy thoughts and others energy .energy that gets to be coached so functions good crescent it. And Harmer in Basir, (2014:17), explain that there are four aspects of vocabulary that the students need to know about, they are word meaning, word use, word information, word grammar.

F. Conceptual Framework

The conceptual framework underlying in this research is giving in the following diagram:

```
┌─────────────────────────┐
│       Vocabulary         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Kinesthetic Method    │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────────────────┐
│  Students 'Vocabulary Improvement    │
│                                       │
│    (Classroom Action Research)       │
└─────────────────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     Research Result      │
└─────────────────────────┘
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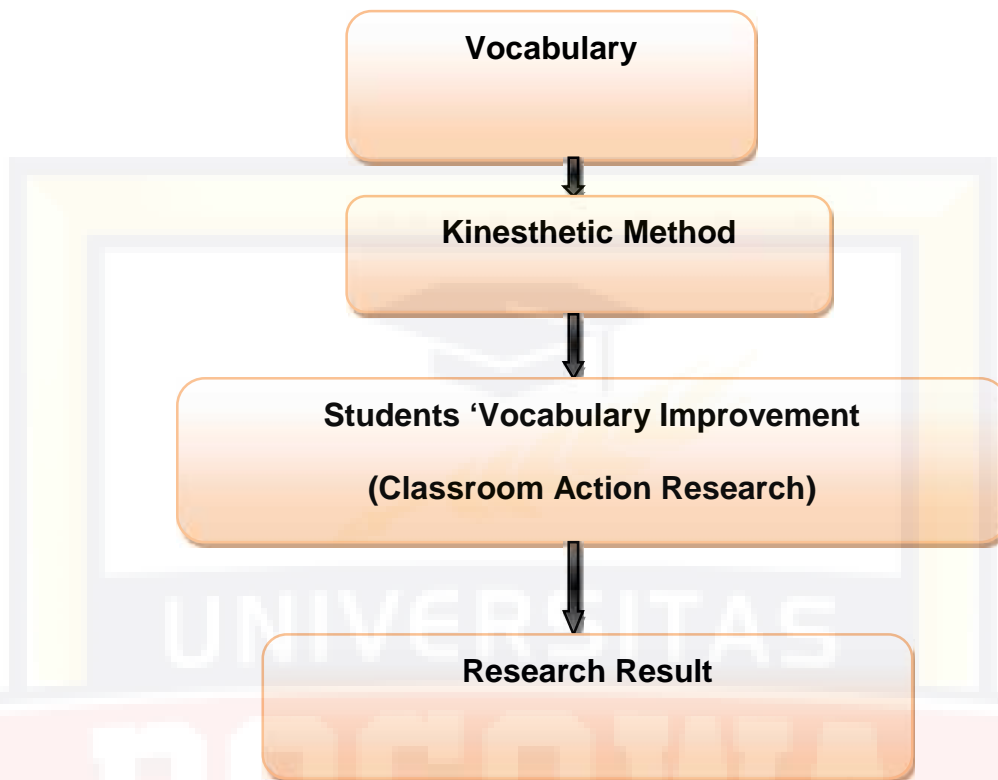
The main benefit description: Boosting creativity using body language and Movement strategies, to associate meaning of words as well as their use, is then, consider a language use strategy because the main goal when adopting nonverbal language for EFL learning purposes is no other than enhancing.

Learn Vocabulary. Furthermore, the teaching technique allows learners to identify and make full use of all their perception channels creating a significant awareness and respect towards body motion as an instrument to perceive the environment and simultaneously communicate.

That can improve students' vocabulary is kinesthetic method. It is a method in learning vocabulary with using colloquial expression and movement or their simple words it's is memorizing vocabulary by

expression and doing, touching and feeling. This method is suitable to apply in the classroom, especially in teaching English vocabulary, where it is expected can improve students' ability in learning vocabulary.In this research uses classroom action research (CAR) method. It aims to improve students' vocabulary ability by using kinesthetic method. In classroom action research consist of some cycle and steps, plan, action, observation and reflective.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Classroom Action Research (CAR). It aimed to improve students' vocabulary at class VIII 3 of SMP Negeri 23 Makassar through kinesthetic method.

B. Research Location

The classroom action research conducted at SMP Negeri 23 Makassar. This research conducted on July 2017/2018.

His research time determined base on school academic calendar because classroom action research required two cycles.

C. Research subject and sample

1. Subject

The subject of this research were students' of class VIII 3 of SMP Negeri 23 Makassar in 2017/2018 academic year. The number of the subject are 34 students.

2. Sample

This research applied random sampling technique. The eight grade students' of SMP Negeri 23 Makassar belonged to ten classes appropriate.

D. Research Variables and Indicators

1. Variables

There are two variables in this research, namely dependent and independent variables. Dependent is students vocabulary and independent variable is students' vocabulary through kinesthetic method.

2. Indicator

The indicators of this research the students' vocabulary improvement in learning of verb (full verb).

E. Research Procedure

This Classroom Action Research (CAR), were consist of two cycles and each cycle have four stages, those were:

1. Planning.

2. Action.

3. Observation, and

4. Reflection.

Cycle I

1. The planning

a. Identifying the problem statement and choosing best solution to solve problem.

b. Understanding curriculum of the school there use for the school in 2017/2018, academic year.

c. Making lesson planning base on the syllabus, and the design material of lesson planning and it out to base on the teaching vocabulary.

d. Providing some books source, materials, and lassitude tools that will be use in learning process.

e. Making material base of diagnostic test.

f. Arranging post-test to know improving the results of study after they study through problem base learning strategy.

2. **Action**

a. The researcher gave some explanation about kinesthetic leraning method especially in learning vocabulary on study cards.

b. Sit comfortably facing the students in the classroom.

c. Arrange the study card in order researcher would like to present them.

d. starting with the first researcher showing one of the words in term of verb on study card and the back write down definition, hold it up so the students can clearly see the front. Keep the back of the study card toward. So she or he cannot see it.

e. Shows the study card front to the students that consist of psycally response and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.

f. Give question to them by showing study card one by one randomly.

g. If some students give a correct answer, place the correctly answered study card in a pile on researcher left.

h. The resear students give an incorrect response or no response, tell him the correct answer, and place these study cards in a pile on researcher right side.

i. After finished showing to students all of the study cards, continue base on study card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered study cards on the left and incorrectly answered study card on the right.

j. Once students have mastering the full set of study cards, practice them periodically to ensure the student's remembers them.

Based on the explanations about the procedure of using study cards above, the researcher make some steps for clearly:

1. The searcher showing them the definition of back on study card and pronouncing it, and acted out the meaning of the words in front of study card.

2. The reseacher give 10 minutes to learn with themself, the definition back on study card of their words and to plan a way to teach the meaning the words.

3. At the end learn of definition back on study card to check for understanding, making sure each person knows the meaning with her body-still talking.

4. Lest students guesed at the definition of each words,its would not understan researcher explain meaning the words and definition the back on study card.

5. The researcher test them to give 5 minutes to act out meaning each the words in front of on study card definition the back on study card.

6. At the end researcher acted out the mening of the word using the some movement and repeating the word and pronouncing. After the reseach teaching learning process the words and definition on the study card.

7. The researcher conclude based about words and definition on study card.

3. **Observation**

a. Identification and made all problem that needed teacher when teaching and learning process was running base on observation paper that arrange.

b. Doing evaluation base result on study.

c. Giving students chance to gave suggestion and question in action research.

4. Reflection

The result of the data that were done it is continuing in the analysis until could be reflection after action research. and the observation and note result that will cycle activity happen to be arranged by evaluation to fixed up for next cycle.

Cycle II

In the cycle the researcher focus to repair some mistake which happened in cycle I.

1. The planning

In cycle II, the learning plan implement in one meeting and lasting for 60 minutes. The researcher prepared (RPP), attendence list, and student work paper. The strategy applied were researcher gave more time and motivation.

a. The researcher permission to headmaster in the school and class ascertain to research.

b. Identifying the problem statement and choosing best solution to solve problem.

c. Understanding curriculum of the school that use for the school in 2017/2018 academic year.

d. Making lesson planning base on the syllabus, and the design material of lesson planning and it out to base on the teaching vocabulary.

e. Providing some books source, materials, and lassitude tools that will be use in learning process.

f. Making material base of diagnostic test.

g. Arranging post-test to know improving the results of study after they study through problem base learning strategy.

2. **Action**

a. The researcher gave some explanation about kinesthetic learning method especially in learning vocabulary on study cards.

b. Sit comfortably facing the students in the classroom.

c. Arrange the study card in the order researcher would like to present them.

d. Starting with the first researcher showing one of the words in term of verb on study card and the back write down definition, hold it up so the students can clearly see the front. Keep the back of the study card to ward. So she or he cannot see it.

e. Shows the study card front to the students that consist of response and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.

f. Give question to them by showing study card one by one randomly.

g. If some students give a correct answer, place the correctly answered study card in a pile on researcher left.

h. The research students give an incorrect response or no response, tell him the correct answer, and place these study cards in a pile on researcher right side.

i. After finished showing to students all of the study cards, continue base on study card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered study cards on the left and incorrectly answered study card on the right.

j. Once students have mastering the full set of study cards, practice them periodically to ensure the students' remembers them.

Based on the explanations about the procedure of using study cards above, the researcher make some steps for clearly:

1. The searcher showing them the definition of back on study card and pronouncing it, and acted out the meaning of the words in front of study card. The reseacher give 10 minutes to learn with themself, the definition back on study card of their words and to plan a way to teach the meaning the words.

2. At the end learn of definition back on study card to check for understanding, making sure each person knows the meaning with her body-still talking.

3. Lest students guesed at the definition of each words,its would not understan researcher explain meaning the words and definition the back on study card.

4. The researcher test them to give 5 minutes to act out meaning each the words in front of on study card definition the back on study card.

5. At the end researcher acted out the meaning of the word using the some movement and repeating the word and pronouncing. After the reseach teaching learning process the words and definition on the study card.

6. The researcher conclude based about words and definition on study card.

3. Observation

In the reality the observation did at the cycle II was almost same with the done observation at the cycle I.

4. Reflection

Reflection done seen the result of the second cycle action process to analyze the first cycle to know whether or not the action of

this cycle reach criteria completeness standardization, after comparing the result from first cycle up to the second cycle.

F. The Instrument of the Research

The instrument used in this research is vocabulary test. It aimed at getting information about students' improvement after teaching learning process ended.

G. Procedure of Collecting Data

The data source in this research is the students of SMP Negeri 23 Makassar. The result of data students' was taken by giving the test of the students'.

H. Technique Of Analyzing Data

The data collect through the test analyze by using are bellow steps:

1) Calculating the student's correct answer of test.

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

(Depdikbud) 1985:5.

2) The mean score of the students' find out by means following the formua:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = The mean of score.

X = The sum of all scores.

N = The total number of the student.

(Furchan in Faizal 2013 : 45).

3) Tabulated and classify the students score into the following classification.

Classification	Score
Excellent	91-100
Good	76-90
Fairly	61-75
Poor	51-61
Very Poor	Less 50

(Depdiknas, 2004:143)

4) To know the percentage of the students' increase by applying are bellow formula:

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

(Gay in Hasbulahy Bagri Renuat: 2016:20).

Where:

P = Percentage.

Fq = Number of Frequency.

N = Number of Sample.

5) Finding the improvement of the student vocabulary the formula are bellow:

$$P = \frac{x2 - x1}{x1} \times 100\%$$

Where:

x2: The mean score of post test.

x1: The mean score of pre test.

(Gay in Hasbulahy Bagri Renuat: 2016: 22).
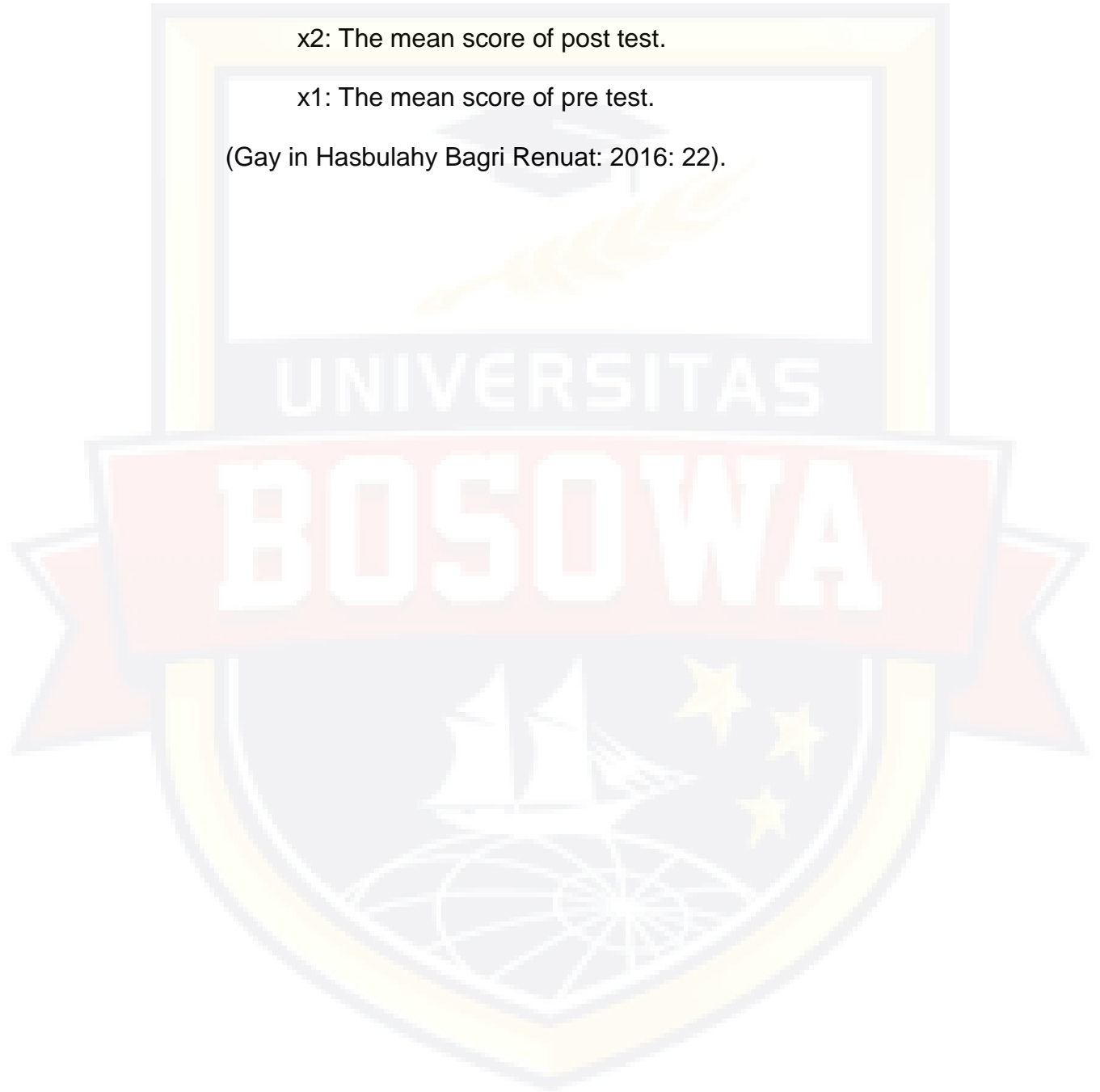
CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research and discussion. The finding presented the result of the research in each cycle.

A. Finding

The result of the study presented and discussed by the researcher related to the actions that had been applied. The research process was conducted for two cycles by using some materials of connect with kinesthetic method.

1. Cycle I.

a. Planning

In cycle 1, the learning plan implemented one meeting. The writer gave explanation about vocabulary and gave some vocabularies to students'.

b. Implementation

This action held on Tuesday, July 27th 2017 which started at 7.00 to 8. 45, and follow by 34 students'. In this cycle the writer administrated the test. During the learning process, the students' showed their interest to study by taking part on the learning

process. It is done to know students' motivation and interest in doing the task as influence of the use of kinesthetic method.

c. The result

And result of the test showed that some of students could not answer the question and could not response to body movement to appropriate word base on the test. The writer interviewed students' problem.

The rate percentage of students' score contained through the test in the questions. In order to know the students' interesting and their ability in learning vocabulary through kinesthetic method.

And the writer determined the quality of the students' score into rate percentage and score clarification as bellow:

Table 4.1.The Students' Score in Cycle 1

No	Nis	Students Initial	Score
1.	1511969	M	60
2.	1511790	AP	75
3.	1511971	MZ	70
4.	1511973	ERA	80
5.	1511975	HS	70
6.	1511976	NA	65
7.	1511977	AR	75
8.	1511978	F	80
9.	1511981	AMA	70
10.	1511982	Y	65

11.	1511983	RMNS	70
12.	1511984	FTAN	85
13.	1511985	MANR	50
14.	1511986	SN	70
15.	1511987	NRS	80
16.	1511988	RYP	70
17.	1511990	KA	80
18.	1511991	NH	50
19.	1511992	NS	70
20.	1511993	MAM	85
21.	1511994	MRA	70
22.	1511995	NF	80
23.	1511996	ADP	70
24.	1511997	RAW	60
25.	1511998	SFHN	50
26.	1511999	SW	60
27.	1511200	AAA	70
28.	1512001	AAA	75
29.	1512002	MI	85
30.	1512003	C	60
31.	1512004	RR	70
32.	1512005	NAA	75
33.	1512176	MSA	60
34.	1512252	HAP	70

Score: SMP Negeri 23 Makassar

To know the students' percentage, it can be seen in the table

4.2 below:

Table 4.2. Percentage of Cycle 1

Classification	Score	Frequency	Percentage
Very good	91-100	-	-
God	76-90	9	26..4%
Fair	61-75	17	20.0%
Poor	51-60	5	6.80%
Very poor	lass that 50	-	-
Total		**34**	**100%**

Score: SMP Negeri 23 Makassar

The table 4.2. Above indicated that students' achievement in vocabulary. in cycle 1 more of students got very good and very poor 26. 4% students' got good score, 20.0% students' got fair and 6.80 % students' got poor.

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2375}{34}$$

$$= 69.8$$

The result of the implementation of cycle 1 showed that the students' vocabulary was good, but it did not achieve success criteria yet, because the criterion of students' is 70. (KKM) of SMP Negeri 23 Makassar rivaled that mean score of the students' is higher than of criterion standard of (KKM) but students' score mean is only 69. 8. It means that the study has not been successful yet.

d. **Reflection**

Based on the data presented on table 4.2 above, it could be stated that the implementation of using kinesthetic method can

improve students' vocabulary was not successfully yet. The criterion of success was if the mean score of the students is 70. In term of the students' activeness in this activity, the result of observation showed that some students' could answer the question easily and has more motivation to learning to show their response that focus to attention but the other could not do it well.

Although some students' showed their ability and motivation, the cycle II needed to be continued. This was done because some students got score under the determined standard. They got score under 70 in the cycle II was conducted to find the appropriate strategy in improving students' vocabulary by using kinesthetic method.

2. Cycle II

a. Planning

For the cycle II, the learning plan of implemented one meeting and lasting for 80 minutes. The writer prepared leson plan, attendance list, and students' work paper. The strategy applied by the writer to give more time and give motivation.

b. The implementation

The second activities were done on Wednesday. July 28[th] 2017 which started from 9 00 to 10.20. The activities were done like

those on the first meeting that were teaching and learning process by using of kinesthetic method.

As the some previous activities, there were activities done by the write such us observed the students. In the second meeting they were not afraid when they were asked to tell about the content of the text because they could memorize some of the word in the text furthermore, they could answer the question correctly.

c. The result

The result of observation showed that most students' were very active and serious doing their text. Before the time give was over, all students' submitted their task. They could answer the question directly and fluently, they also stated that they understood the task.

The result of the test can be seen in the following table.

Table 4.3. Students' Score in Cycle II

No	Nis	Students Initial	Score
1.	1511969	M	75
2.	1511790	AP	80
3.	1511971	MZ	85
4.	1511973	ERA	85
5.	1511975	HS	80
6.	1511976	NA	70
7.	1511977	AR	85
8.	1511978	F	95

9.	1511981	AMA	80
10.	1511982	Y	75
11.	1511983	MNS	80
12.	1511984	FTAN	85
13.	1511985	MANR	70
14.	1511986	SN	75
15.	1511987	NRS	85
16.	1511988	RYP	70
17.	1511990	KA	90
18.	1511991	NH	75
19.	1511992	NS	80
20.	1511993	MAM	95
21.	1511994	MRA	70
22.	1511995	NF	90
23.	1511996	ADP	70
24.	1511997	RAW	70
25.	1511998	SFHN	80
26.	1511999	SW	75
27.	1511200	AAA	80
28.	1512001	AAA	95
29.	1512002	MI	85
30.	1512003	C	70
31.	1512004	RR	80
32.	1512005	NAA	85
33.	1512176	MSA	75
34.	1512252	HAP	85

Score: SMP Negeri, 23 Makassar

Table 4.4. The Students' Gained Second Score in Cycle II

Classification	Score	Frequency	Percentage
Very good	91-100	3	8.8%
God	76-90	18	52.9%
Fair	61-75	13	38.2%
Poor	51-60	-	-
Very poor	lass that 50	-	-
Total		34	100%

Score: SMP Negeri 23 Makassar

The table 4.4 above indicated that the students' achievement vocabulary in cycle II were 8.8% (very good), and 52.9% (good) and 38.2% (fair).

The mean score of the cycle II as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2735}{34}$$

$$= 80.4$$

The result of the implementation of cycle II shown that the students' vocabulary was good and it achieved criterion of the success, the result rivaled that mean score of the students' is 80.4. It meant that the study had successful.

d. Reflection

The whole data above indicated that the students' achievement in vocabulary had improved. The result in cycle I is

score 69.8 it was improved become 80.4 in cycle II. It meant that the teaching by using kinesthetic method can improve the students' ability in vocabulary. The comparison between the result in cycle I and cycle II can be seen in the following table.

Table 4.5. The Result of Cycle I Cycle II

No	Nis	Students' initial	Score	
			Cycle I	Cycle II
1.	1511969	M	60	75
2.	1511790	AP	75	80
3.	1511971	MZ	70	85
4.	1511973	ERA	80	85
5.	1511975	HS	70	80
6.	1511976	NA	65	70
7.	1511977	AR	75	85
8.	1511978	F	80	95
9.	1511981	AMA	70	80
10.	1511982	Y	65	75
11.	1511983	MNS	70	80
12.	1511984	FTAN	85	85
13.	1511985	MANR	50	70
14.	1511986	SN	70	75
15.	1511987	NRS	80	85
16.	1511988	RYP	70	75
17.	1511990	KA	80	90
18.	1511991	NH	50	75
19.	1511992	NS	70	80

20.	1511993	MAM	85	95
21.	1511994	MRA	70	80
22.	1511995	NF	80	90
23.	1511996	ADP	70	70
24.	1511997	RAW	60	70
25.	1511998	SFHN	50	70
26.	1511999	SW	60	75
27.	1511200	AAA	70	80
28.	1512001	AAA	75	85
29.	1512002	MI	85	95
30	1512003	C	60	70
31	1512004	RR	70	80
32	1512005	NAA	75	85
33	1512176	MSA	60	75
34	1512252	HAP	70	85
Total			**2375**	**2735**
Means score			**69.8**	**80.4**

Score: SMP Negeri, 23 Makassar

Based on the observation on the implementation of the research in learning English especially in vocabulary through kinesthetic method have improved.

Improving to the students' English subject only in vocabulary consisted 2 cycle based on processing the data contained.

Table 4.6. The averages improvement of students' after cycle I and cycle II are following:

No	Total Cycle	Averages
1	Cycle I	$\overline{X} = \frac{2325}{34} = 69.8$
2	Cycle II	$\overline{X} = \frac{34}{34} = 69.8$ $\overline{X} = \frac{2735}{34} = 80.4$

<div align="right">Score: SMP Negeri 23 Makassar</div>

Based on the table 4.6 above, the significant differences of score between cycle I and cycle II could be to know whether the cycle I and cycle II were significant different. The result of the cycle I was 69.8 and the cycle II was very higher then cycle I is mean that 80.4 it meant that there was significant difference between cycle II and cycle I.

B. Discussion

Based on the result of data analysis of the test the students' vocabulary mastery of data analysis of SMP Negeri 23 Makassar was still relatively low, so that to make this discussion for to clear, the writer would like to explain the students' vocabulary in using verb through kinesthetic method.

The students' vocabulary in using English verb in class VIII 3 of SMP Negeri 23 Makassar in 2017/2018 academic year through kinesthetic method.

Learning vocabulary in using verb, the students' vocabulary in first cycle was very lack, where as just 20% of student got good score another was fair good and fair, because were the student respectful term of using Indonesia language, and has not motivated to learning English. So, this problem had made the researcher worked hard in the second cycle to solve it. In the second cycle after giving testing and observing the result showed that there was a maximal improvement the indicator of vocabulary was maximal students score.

The result above showed the students written test in cycle I and cycle II. The mean score obtained by students' vocabulary test in cycle I 69.8% and the mean score in the cycle II 80.4% in the first cycle some of the students is not serious to study because they were confused in the body movement vocabulary test. Some students also were less able to understood on with their study card because of the misunderstanding of the body movement the content of the study card. But when the writer gave assignment for them, the students' seriously and enthusiastic to attention material who has given and some students have ask when they understood about material.

Result in the cycle I percentage of the students were relative lowest with mean score 69.8 or not yet obtain criterion minimum of success but in the cycle II can be seen percentage of the students has improve become 80.4 or above criterion minimum of success.

Base on the result of data analysis, it is proven that the used of study card in teaching learning process gives the students a lot easy moving their body. Base on vocabulary in study card, as like they can focus to think. They an be easy to understood and express their ideas, they can doing test, they can answer vocabulary test with body movement and they can using study card is quite effective.

The result of this research showed the students' ability by using study card in vocabulary test of full verb through kinesthetic method has success fully improved the students' of SMP Negeri 23 Makassar was effective, because the data shows a very significant different between cycle I and cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion proposed in the previous chapter, the writer gives following conclusion:

1. Kinesthetic method as one of the method in teaching was able and significant in improving the students' vocabulary mastery.

2. Information they learned via body movement is stored in the brain and if the child repeats that movement, it will not only help them focus, but will also help them remember what they learned.

3. Let them move! If you tell them they can stand up, swing their legs, or even pace the floor as long as they are not disrupting the other students' their performance will improve.

4. And the students' of SMP Negeri 23 Makassar make a significant improved the students' vocabulary by using verb, after getting the implementation of action among 2 cycles. And the finding 69.8 in the first cycle and 80.4 in the second cycle. The above of conclusion shown that applied action, that is the use of kinesthetic method as teaching in learning English process, can improve the student achievement in order to achieve the instruction targeted in curriculum.

B. Suggestion

The writer proposes to give some suggestions both for teacher and students' as follows:

1. The teacher should apply to kinesthetic method order to motivated and encourage the class activities. It is suggested the English teacher to apply kinesthetic method in teaching vocabulary because this method as the alternative ways in learning and teaching vocabulary.

2. The teacher should give the students' some opportunities to practice their vocabulary.

3. The students active to practice their English because practice make it perfecting.

4. The English teacher should be more creative to find a good way in learning vocabulary in the classroom.

5. The teachers should give enough opportunity to the students' to .practice their vocabulary.

6. The teachers should apply kinesthetic method to improve students' vocabulary because this method has been success used in this research and has significance improvement especially in verb.

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APPENDIXES

Apendix.1 test cycle I
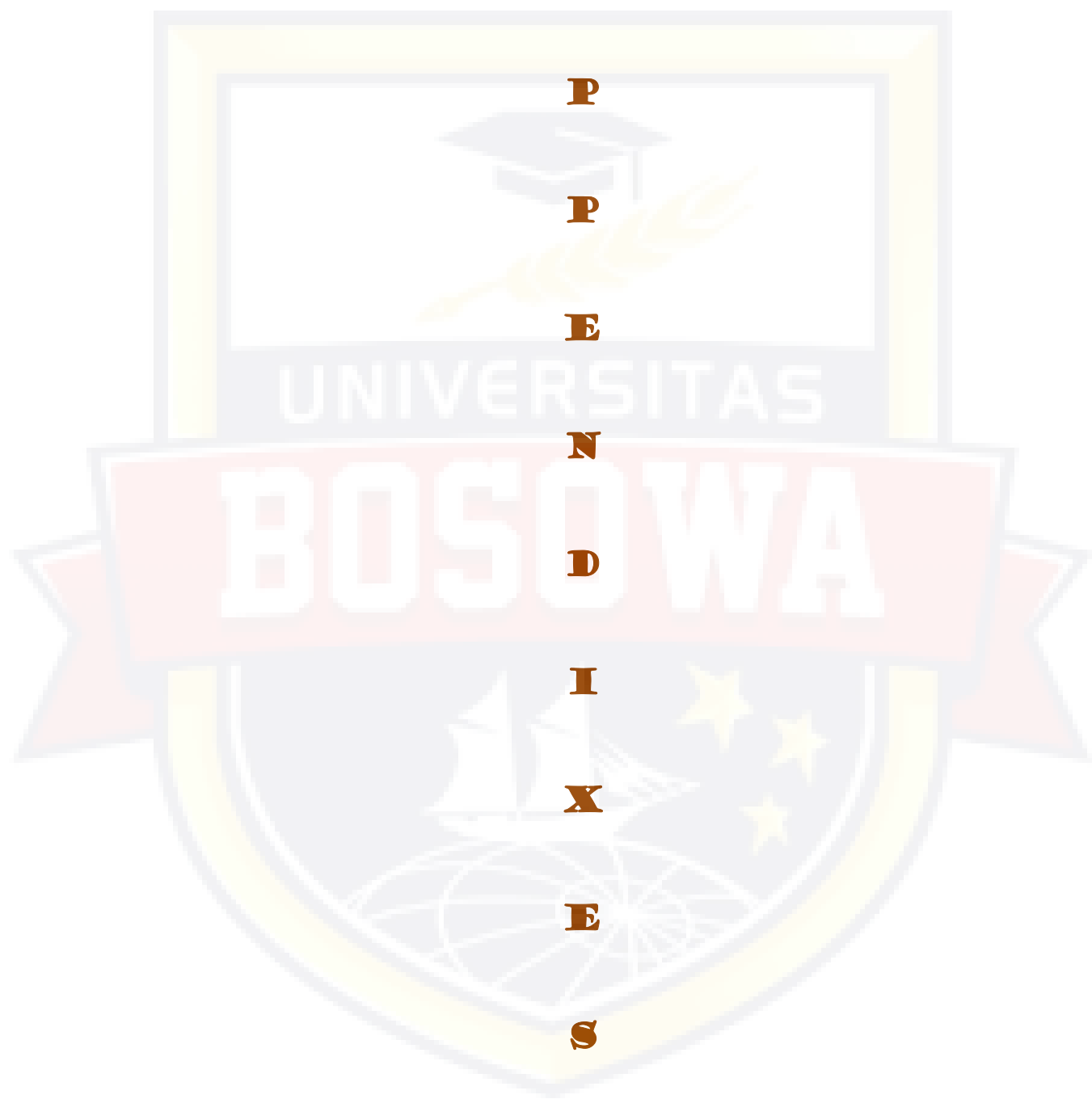
INSTRUMENT OF THE RESEARCH

Identitas Pribadi

Nama   :_____

Nis   :_____

A. **Keterangan**

1. Peneliti mengharapkan kiranya siswa menjawab soa lini!

2. Maksud pengisian tes ini adalah sebagai bahan untuk skripsi pada program strata satu (S1) jurusan pendidikan Bahasa Inggris fakultas keguruan dan ilmu pendidikan Universitas Bososwa Makassar. Oleh karena itu, atas pengisian tes ini kami Ucapkan terima kasih.

B. **Petunjuk pengisisan**

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya!

2. Jawablah soal dengan baik dan benar

3. Berikan tanda silang (X) pada salah satu huruf A, B, C dan D yang anda anggap benar.

cycle I

a. Choose the correct answer!

1. Make somebody unable to think clearly (.........................)
    a) Interesting
    b) Confused
    c) Disappointing
    d) Invited

2. Have or keep an image in our memory, bring back in your mind a fact that you know (..............................)
    a) Forget
    b) Hope
    c) Remember
    d) Promise

3. Thing about something and choose between the possibilities available (.................?)
    a) Decide
    b) Desire
    c) Permit
    d) Promise

4. Diana's barb is broken. Diana is very (................) now.
    a) Confuse
    b) Sad
    c) Happy
    d) Charm

5. Dian is celebrating her birthday. Now Dian feels (...............)
    a) Angry
    b) Dusty
    c) Easy
    d) Happy.

6. The clown is so (.................) he makes all kids laugh and happy.
   a) Funny
   b) Quiet
   c) Noisy
   d) Disgusting

7. We are (...............) at school.
   a) Students
   b) Artists
   c) Doctors
   d) Farmers.

8. Hard working, showing care, and effort (...............)
   a) Easy
   b) Difficult
   c) Dizzy
   d) Lazy

9. Give time and attention to learning to find out something
   (.........................)
   a) Swimming
   b) Studying
   c) Playing
   d) Running

10. Mark letter or number on a surface with a pen or pencil(..............)
   a) Talk
   b) Read
   c) Wash
   d) Write

b. **complete these sentences with the correct appropriate of body**

movement in the box under:

Cry	angry	
Laugh	happy	jump
lazy	stand up	like

1. her father was die. She sad and……………….at home.

2. My Friend story is make me so funny and…………………..

3. Always my mother ……………….me at house because I lazy go to school.

4. Every Friday we……………...with sport teacher.

5. Dian don't like read a book. Dian……………..go to library.

6. Today is my birthday so i m very……………………………

Sumber : (Vocabulary building I)

Apendix.1 test cycle I

<div align="center">

INSTRUMENT OF THE RESEARCH

</div>

Identitas Pribadi

Nama   :_____

Nis   :_____

C. **Keterangan**

3. Peneliti mengharapkan kiranya siswa menjawab soa lini!

4. Maksud pengisian tes ini adalah sebagai bahan untuk skripsi pada program strata satu (S1) jurusan pendidikan Bahasa Inggris fakultas keguruan dan ilmu pendidikan Universitas Bososwa Makassar. Oleh karena itu, atas pengisian tes ini kami Ucapkan terima kasih.

D. **Petunjuk pengisisan**

4. Bacalah soal ini dengan seksama sebelum anda menjawabnya!

5. Jawablah soal dengan baik dan benar

6. Berikan tanda silang (X) pada salah satu huruf A, B, C dan D yang anda anggap benar.

cycle II

a. **Choose the correct answer**!

1. Have or keep an image in our memory, bring back in your mind a fact that you know (..................................)
   a. Forget
   b. Hope
   c. Remember
   d. Promise

2. Make somebody unable to think clearly (.........................)
   a. Interesting
   b. Confused
   c. Disappointing
   d. Invited

3. Thing about something and choose between the possibilities available (.................)
   a. Decide
   b. Desire
   c. Permit
   d. Promise

4. Diana's barb is broken. Diana is very (.................)now.
   a. Confuse
   b. Sad
   c. Happy
   d. Charm

5. Dian is celebrating her birthday. Now dian feels (...............)
   a. Angry
   b. Dusty
   c. Easy
   d. Happy.

6. The clown is so (...................) he makes all kids laugh and happy.
   a. Funny
   b. Quiet
   c. Noisy

      d. Disgusting

7. We are(................) at school.
      a. Students
      b. Artists
      c. Doctors
      d. Farmers.

8. Hard working, showing care, and effort (................)
      a. Easy
      b. Difficult
      c. Dizzy
      d. Lazy

9. Give time and attention to learning to find out something (........................)
      a. Swimming
      b. Studying
      c. Playing
      d. Running

10. Mark letter or number on a surface with a pen or pencil(..............)
      a. Talk
      b. Read
      c. Wash
      d. Write

c. complete these sentences with the correct appropriate of body movement in the box under:

Cry	angry	
Laugh	happy	jump
lazy	stand up	like

1. Her father was die. She sad and……………….at home.

2. My Friend story is make me so funny and…………………..

3. always my mother ………………me at house because I lazy go to school.

4. Every Friday we……………..with sport teacher.

5. Dian don't like read a book. Dian………………go to library.

6. Today is my birthday so I'm very…………………………

Sumber : (Vocabulary building I)

Students' Attendance List In Cycle I and Cycle II

No	Nis	Students' Name	Cycle I	Cycle II
1.	1511969	Mutmainnah	✓	✓
2.	1511790	Armin Pageno	✓	✓
3.	1511971	Muh Zulfadli. Ab	✓	✓
4.	1511973	Elpiana Ramba Allo	✓	✓
5.	1511975	Hasan Syukur	✓	✓
6.	1511976	Nur Aisyah	✓	✓
7.	1511977	Ahmad Raihan	✓	✓
8.	1511978	Fikram	✓	✓
9.	1511981	Andi Muhammad Adriansyah	✓	✓
10.	1511982	Yuliani	✓	✓
11.	1511983	M NurSulaiman R	✓	✓
12.	1511984	Fadhila Tri Astute Nawir	✓	✓
13.	1511985	Muh. Abid Naufal Rahmadan	✓	✓
14.	1511986	Syahrul Nurdin	✓	✓
15.	1511987	Nur Rahmi Syahrul	✓	✓
16.	1511988	Rama Yudhistira Pamula	✓	✓
17.	1511990	Kezia Amelia	✓	✓
18.	1511991	Nur Halizah	✓	✓
19.	1511992	Nur Salsabila	✓	✓
20.	1511993	Muh Alif Marwan	✓	✓

No.	NIS	Nama		
21.	1511994	Muh Ridhal Anugrah Amir	✓	✓
22.	1511995	Nurul Fidiyah	✓	✓
23.	1511996	Adji Dwi Putra	✓	✓
24.	1511997	Ritama Alfi Widarma	✓	✓
25.	1511998	St.Fatimah Habib Nursaid	✓	✓
26.	1511999	Sri Wulandari	✓	✓
27.	1511200	Aqliyah Azzarhani Asri	✓	✓
28.	1512001	Aqilah Azzarkasih Asri	✓	✓
29.	1512002	Muh. Ilham	✓	✓
30.	1512003	Carlitos	✓	✓
31.	1512004	Rahmat Ramadhan	✓	✓
32.	1512005	Nurul Aulia Ananda	✓	✓
33.	1512176	Muh Saiful Amin	✓	✓
34.	1512252	Hesli Aceria Palimbunga	✓	✓

SMP Negeri 23 Makassar

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 23 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII.3/ganjil

Tahun Pelajaran : 2017/2018

Waktu : 2x40 Menit

Standar Kompetensi :

1. Mengungkapkan makna dalamteks percakapan transaksion aldan interpersonal resmi dan berlanjut dalam berinteraksi konteks kehidupan sehari-hari.

Kompetensi Dasar :

2. Mengungkapkan makna dalam teks lisan fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari

Indikator

1. Menjawab makna kata dan definisi yang terdapat dalam card study fungsional pendek.

2. Mengetahui dan merespon kosa kata (verb) yang terdapat dalam card study tersebut.

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat :

a) menjawab study card verb (full verb)

b) mengetahui dan merespon kosa kata kerja (verb) yang terdapat dalam card study tersebut.

2. **Metode pembelajaran**

   Metode pembelajaran kinesthetic

3. **Langkah-langkah pembelajaran**

Pertemuan pertama : kata kerja (verb)

Rincian Waktu	Tahapan Pembelajaran	Kegiatan Pembelajaran
	Kegiatan Awal	
5'	**Pendahuluan**	*1. Menyapa siswa* *2. Memeriksa lingkungan belajar* *3. Memeriksa kehadiran siswa* *4. Menyampaikan tujuan pembelajaran* *5. Menyampaikan kegiatan-kegiatan yang akan dilakukan* *6. Memotivasi siswa*
5'	Koneksi	*1. Guru bertanya kepada siswa "apa saja belajar dengan guru bahasa inggris tentang kosa kata khususnya kata kerja agar guru bisa menuliskan dalam study card kosa kata (verb) di*

		kombinasikan yang mereka disebutkan tadi dan yang belum
	Kegiatan Inti	
30'	Aplilkasi	1. *Guru membagi siswa menjadi 5 kelompok terdiri dari 30 siswa.*
		2. *Guru melatih siswa untuk menyebutkan secara benar setiap kata kerja yang terdapat pada study card.*
		3. *Guru membagi study card yang berisi kata kerja pada setiap kelompok.*
		4. *Guru mengartikan satu kata kerja (verb) yang terdapat di study card melalui sambil mengajak siswa mengikuti gerakannya serta menyebutkan kosa kata tersebut.*
		5. *Guru mengajak siswa untuk mengkreasikan gerakan sendiri terhadap setiap kosa kata yang terdapa setiap study card sesuai dengan definisi dari tiap kata terdapat di bagian belakan study*

		card.
		6. Guru mengajak siswa menafsirkan setiap kosa kata dan definisi yang bagian belakang study card dengan cara gaya mereka sendiri.
	Kegiatan Penutup	
5'	Refleksi	*1. Memantu menuliskan refleksi* • *Hal yang sudah dipelajari* • *Siswa dan guru menyimpulkan materi materi pembelajaran* • *Guru diberikan tugas lanjutan/PR yaitu menghafalkan kosa kata yang telah belajar dalam study card telah diberikan tadi.* • *Kesan*

4. **Alat bahan dan sumber belajar**

   3. Alat dan bahan: Study card,spidol,papan tulis,penghapus dan kamus.

   4. Sumber belajar: Buku rujukan yang relevan

5. **penilaian dan program tindak lanjut**

   ⇨

   1. Teknik   : Tes tertulis

   2. Bentuk   : Pertanyaan

Appendix 7. Pictures of Cycle I

Picture1: The researcher is explaning in front of
class, somebody to think something.

Picture 2: The students repeat to make somebody to think
something and an imagine in their memory.

Appendix 8.Pictures of Cycle II

Picture 3: The reseacher is giving the question paper to
the students.

picture 4: The students answering the question.

BIOGRAPHY

Jonni Pahabol was born on June 6th 1995 in Piliam of Papua. His father name is Ziaqni Pahabol and his mother name's is Abaren Silak. He is the last child form of five brothers.

In 2001 he started his elementary school at SD YPK Pronggoli and finished in 2007. Then, he continued his study to junior high school at SMP Negeri 2 Pronggoli and graduated in 2010. After that he entered to senior high school at SMK Yapesli Wamena and graduated in 2013. He also enrolled as a student of English education study Program Faculty of Teaching Training and Education Universitas Bosowa and graduated his Strata (S1) program in 2017.