THE EFFECT OF COMMUNITY LANGUAGE LERNING (CLL) ON THE VOCABULARY OF STUDENTS' OF GRADE EIGHT AT SMPN 25 MAKASSAR

SKRIPSI

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Submitted in Partial Fulfillment of the Requirements for the Sarjana Degree (S.Pd.)

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "The Effect of Community Language Learning (CLL) on the Vocabulary of Students' of Grade Eight at SMPN 25 Makassar" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 9 Maret 2015

Yang Membuat Pernyataan

Katrina Randa

ABSTRAK

Katrina Randa.2015. *The Effect of Community Language Learning on the Vocabulary of Students' of Grade Eight at SMPN 25 Makassar.* Skripsi**,** Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Hj. St. Haliah Batau, S.S.,M.Hum. dan Hj.Nurfaizah Sahib, S.Pd.I.,M.Pd.

Tujuan penelitian ini adalah untuk meningkatkan kemampuan kosakata siswa dengan menggunakan metode *Community Language Learning (CLL)* penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan kosa kata, serta dapat membantu guru untuk lebih kreatif.

Metode penelitian yang diterapkan adalah experimental. Subjek penelitian ini adalah kelas VIII.6 SMPN 25 Makassar tahun akademik 2013/2014 yang terdiri atas 15 siswa. Penelitian ini dilaksanakan melalui3 kali pertemuan dengan memberikan pre-test, treatment dan post-test.

Hasil data analisis menunjukkan bahwa kemampuan penguasaan kosakata siswa meningkat dengan menggunakan metode CLL sebagai media pembelajaran. Hal ini dapat dilihat dari perbandingan antara t-test dan t-table dimana t-table merupakan acuan penilaian dalam menetukan tingkat keberhasilan metode yang diterapkan. Setelah melalui proses analisis penulis menemukan bahwa t-test lebih tinggi dibanding dengan t-table yaitu t-test 11.78 sedangkan t-table 2.145. Perolehan nilai siswa tersebut menunjukkan bahwa penggunaan metode CLL dapat meningkatkan kemampuan penguasaan kosakata siswa di kelas VIII.6 SMPN 25 Makassar.

Kata kunci: Pengaruh, komunitas, pembelajaran, kosakata.

ABSTRACT

Katrina Randa. 2015. *The Effect of Community Language Learning (CLL) on the Vocabulary of Students' of Grade Eight at SMPN 25 Makassar.* Skripsi,English Education Department.Supervised by Hj. St. Haliah Batau, S.S.,M.Hum. and Hj. Nurfaizah Sahib,S.Pd.I.,M.Pd.

The aim of this research is to improve students' vocabulary by using Community Language Learning (CLL) method. The result of this research is expected can be a usefull way for students to improve their vocabulary, and help the teacher more creative.

The method of this research is pre-experimental method and subject of this research is class VIII-6 SMPN 25 Makassar 2013/2015 academic year consist of 15 students. This research conducted in three meetings by giving pre-test, treatment, and post test.

The result of this research show the students vocabulary achievement increase by using CLL method as instructional media. It proove it by the comparison between t-test and t-table where standard assesment to find out the rate succes of method. After analyzed, the writer found that t-test was higher than t-table, that is t-test 11.78 and t-table 2.145. the students' score show CLL method can improve students' vocabulary acvhiement class VIII-6 at SMPN 25 Makassar.

Key words : Effect, Community, Learning, Vocabulary

ACKNOWLEDGEMENT

The writer would like to express her sincere gratitude to almighty God for the blessing and mercy, so the writer could over come all problems and difficulties in the completing the process of working this skripsi. The writer realizes that a number of people have given their valuable help and suggestion in carrying out this research. Therefore, she would like to express her deepest and most sincere thank to them.

The writer also to realize that many hands had given their helps and useful suggestions for the completion of this skripsi. Without the assistance of these people, this skripsi would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to: Prof. Dr. Muhammad Yunus, M.Pd. as the dean of Faculty of Teacher Training and Education, Rampeng, S.Pd., M.Pd. as the head of EnglishEducationDepartment of FKIPUniversity 45 Makassar My highappreciationandgreat thanks are due to mysupervisor I Hj. St. Haliah Batau, S.S.,M.Hum. andHj. Nurfaizah Sahib, S.Pd.I.,M.Pd. as the second supervisor for their valuable time and guidance to finish this skripsi.

The writer gives grateful thanks and appreciation to my examiners Drs. Nikolaus Pasassung, M.A.,Ph.D. and Dra. Hj. Hanyah Haneng, M.Si. for their guidance, corrections, suggestions, motivations, and so much help that makes the writer finished the research.

The writer would like to say thank you very much for all students of Class B English Education Department of Bosowa 45 University Makassar in 2011/2012 academic year. Special thanks to all of Noviana A., Herpin, Englin, Suhardianto Randa, Yunita, Arifuddin, Mawar, Fitriadin, Wayan, Rahmawati Fitri, Moh. Ichsan, Nur Rahmi, Sri Wahyuni, Fidel Setiawan S., Max Deddy, Fauziah N., for their help and motivation to complete this skripsi that the writer cannot mention one by one.

The writer thanks also addressed to the headmaster of SMP Negeri 25 Makassar who has given her valuable to do this research, thanks to teachers of SMP Negeri 25 Makassar especially to Mrs. Khaerat, S.Pd., and to students of class VIII.6 for their support data collecting at SMP Negeri 25 Makassar as well as their participation in this research.

Finally, the writer dedicated this skripsi for my beloved parents who always love, care, pray, and support in my study. There is no appropriate symbol which suitable to state my thanks to them. And also for the person who could not write one by one in this paper anymore.
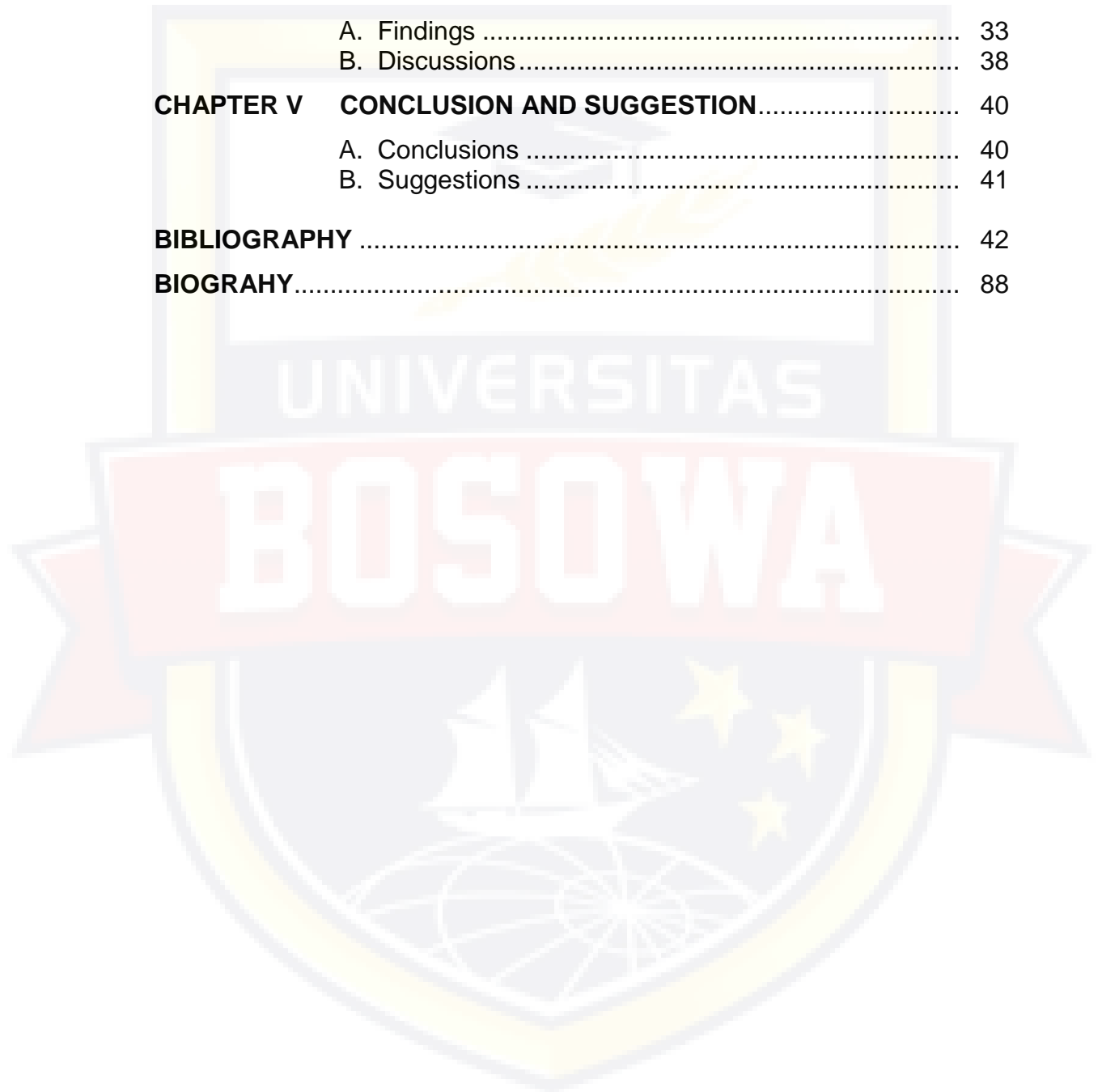
Makassar, March 2015

Katrina Randa

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CHAPTER I

INTRODUCTION

In this chapter presented the background, problems statement, objective of the research, significance of the research, and scope of the research.

A. Background

Language is very important for human beings. Human being cannot live alone in the world. Everyone needs the other. This one of reason why human beings communicate and socialize in the surrounding where they are. The most important thing they use in communication in language, without language, someone cannot interact with others perfectly. So language is an absolute need of human beings in all aspects of life.

Chrystal (1997:61) states that there are millions of languages in the world. One of them is English. English is the first most widely spoken language in the world today. Many people use it as mother tongue but more people use it as a second or foreign language.

Learning English as foreign language not easy as learning a mother tongue, but the learner must have certain capability in other to be easier to study English. English is generally recognized as the most important because of that, English language is very important to be given

to the children early. So, the English language is presented in junior high school.

According to Winarsi (2011:1) basically the skill in English consist of listening, speaking, reading and writing and the elements of language include vocabulary and structures. In learning language, especially English language, vocabulary is very important. Considering the importance of vocabulary in English, various method and media that is used to facilitate learning are developed. Mastering vocabulary is essential in learning English because it is the basic component to learn the four language skills.

Learning a language especially English means to we will talk about one of the basic elements of it, namely vocabulary. It is the most important one because language consists of sequence of words. People cannot learn language without learning words. Talking about words means they are referring to the vocabularies.

Talking about vocabularies in English it means that we will learn about a foreign language especially for the Indonesia students. Foreign languages are the ideal subject area for the use of memory techniques. Learning vocabulary syllables is often a matter of associating a meaningless collection of syllables with a word in our own language.

Vocabulary retention need various approaches, methods, and techniques. All of them have the different purposes and of course it will and rich peoples, vocabularies to remember the words and their meaning.

Teachers and students need time and chances to explore many kinds of vocabularies.

According Firman in Rika (2013:2) to developed the students' vocabulary the teacher must be found out effective way teaching vocabulary. The teacher should use a good method and techniques to increase students' achievement at specially vocabulary

So that the writer interested in trying one method that could be used by Community Language Learning method (in teaching English specially) and can help the students to increase their vocabulary, Community Language Learning (CLL) method is a good method.

Curran (2003:89) claim the method advises teacher to consider their students as 'whole person.' Whole person learning means that teacher consider not only their students' intellect, but also have some understanding of the relationship among the students' feelings, physical reactions, instinctive protective reactions, and desire to learn. The community Language Learning method takes it is principles from the more general Counseling-Learning approach develop.

Considering the previous description, the writer use Community Language Learning (CLL) method to overcome the problems. The researcher will conduct the research entitle "The Effect of Community Language Learning (CLL) on the Vocabulary of Students' of Grade Eight at SMPN 25 Makassar.

B. Problem statement

Based on the explanation from page 4, the problem can be formulated as follows: how the effect of use Community Language Learning (CLL) method to students' vocabulary mastery at SMPN 25 Makassar ?

C. Objective of the research

The main objective of the research are as follows: to find out the effect of use Community language Learning (CLL) method to the students' vocabulary mastery at SMPN 25 Makassar.

D. Significance of the research

In this skripsi, the benefit of the study can be gained:

1. Practically, the result of the study can help the teacher to choose a better media of teaching vocabulary in Junior High School.
2. Theoretically, the result of the study can contribute the English teacher process especially in teaching vocabulary.

F. Scope of the Research

In this research the writer used quantitative research which "The Effect of Community Language Learning (CLL) on the Vocabulary of Students' of Grade Eight at SMP Negeri 25 Makassar. The writer restricted the vocabulary in this research especially for noun and verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous research findings, concept of the vocabulary, and the concept of the Community Language Learning (CLL) method.

A. Previous Research findings

There are relevant previous research important to mention in this research:

First, Rika. University 45 of Makassar 2013. Increasing Students' Vocabulary Through Engage, Study, Activate Method At The ninth Year Students of SMP Negeri 1 Mappaodang. Stated that engage, study, activate method can increase students vocabulary achievement.

Second, Winarsi. University 45 of Makassar. 2011. The Effectiveness of Teachers Made to Improve Students' Vocabulary of Junior High School (SMPN 8) Makassar. Said that students' enthusiasm in learning process influence the students achievement.

Third, Periskila. University 45 of Makassar. 2010. The Effectiveness of Fun With English Program in Developing Students Vocabulary at SMPN 16 Makassar. Concluded that students will enjoy their learning process if they feel comfort without having stress.

Fourth, Megawati. University 45 of Makassar. 2014. The Effectiveness of Using Picture in Teaching English Vocabulary at SMPN

35 Makassar. Stated that picture make students easy to memorize some words and it is effective to increase students' vocabulary achievement.

Beside on the explanation above, the writer conclude that the method have used by other writer before of their method is really effective to improve the students vocabulary, so the writer interest to implement the Community Language Learning (CLL) Method on vocabulary students' ability.

B. Concept of the Vocabulary

According to Oxford Learner' Pocket Dictionary (1995:150) vocabulary is total number of words in a language, words known to a person, the three years old, lost of words with their meanings, especially at the back of book for teaching a foreign language.

Harmer in Periskila (2010:11) states that vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning it self vocabulary is the whole set of words used by a writer or speaker, or a list of words used in a certain book arranged in alphabetical order (Michael West In Thib, 1989 :1).

1. Definition of vocabulary

Vocabulary is an important element in a language besides pronunciation and grammar. Vocabulary supports the speakers in

communication to express their idea in the target language. The writer would like to present several definitions about vocabulary :

According to Hornby (1995 :1331) definition vocabulary are the total of number of words in a language, body of words known to a person or used in a particular book, subject, List of words with their meanings, especially one that accompanies a textbook in a foreign language.

According to Good in Winarsi (2011 :6) vocabulary is the context and function words of a language which are learned so thoroughly that they become a part of a child's understanding of spelling and later of reading and writing. (1959 :642).

Sosang (2013:6) vocabulary is an essential part of language. It is considered that people will be able to have a good competence in a language since they have a lot of vocabulary stock. In English, the mastery of vocabulary help people to have a good ability in English skills in terms of listening, speaking, reading, and writing.

Wilkins in Thornbury (2004:13) describes that; without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar and hocking, innovations LTP) if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more word and expressions.

According to Kruse in Sosang (2013:6) vocabulary like grammar is an essential component of all uses of language. She also adds : The skill needed to be able to guess the meaning of words from context, and discusses exercise that can be used to help students recognize prefixes, suffixes, and roots; read diagram and charts which may provides clues to the meaning of new vocabulary items; recognize definition, infer meaning of words from context; and use grammatical clues to infer word meaning.

Although vocabulary is the one that is emphasized, it does not mean other kinds of language component-grammar and pronunciation are less important. All of this aspects are learned together, because they are attached one to another. Vocabulary is extremely large ad also varies.

2. Vocabulary Development

Harmer in Rika (2013:14) defines that vocabulary development can be defined as the action or act of building up vocabulary or words that the students have, or it can also be said that vocabulary development is the element of English vocabulary that is being developed. Besides that, in teaching vocabulary the students must have some elements of English vocabulary, such as noun, conjunction, adverb, adjective, pronoun and interjection. He or she can also develop the students' vocabulary through many ways.

Based on the explanation above, according to the writer words of language is an important element in context and must be consider as the purpose, so words must have a good meaning and the form must suitable

with formulation well in context, in teaching vocabulary the students' must have some elements of English vocabulary.

3. Types of Vocabulary

There are many types of vocabulary :

a. Legget in Rika(2013:13) classified vocabulary into two types:

   1) Active vocabulary which consist of working words is daily used in writing and speaking.

   2) Passive or recognition vocabulary that is making up of the words one recognize in the context of reading material but he does not actually use himself.

b. Harmer in Rika (2013:13) classifies vocabulary into three types, they are:

   1) Active vocabulary, the words are customarily use in speaking.

   2) Reserve vocabulary, the word we know but we rarely use and in the searching for synonyms.

   3) Passive vocabulary, the word we recognize rarely, but we are not sure of the meaning: never use them in either speech or writing. We just known them because we have seen them before.

c. Schail in Rika (2013:14) divided vocabulary into three types of vocabulary as follows:

   1) Oral vocabulary consists of words actively used in speech. They are the words that come readily to the tongue in conversation. The more

often the person utters a word. The more readily it will come to this tongue;

2) Writing vocabulary consists of the words that come readily to one's finger vocabulary.

3) Listening vocabulary is the stock of words to which one respond with meaning and which are understood in the speaking of others.

4. Aspects of Vocabulary To Teach

According to Harmer in Winarsi (2011:9-10) there are four aspects of vocabulary that the students need to know about it , namely:

a. Word meaning

According to Harmer in Winarsi (2011:9-10) that the first thing to realize about vocabulary items are that they frequently has more than one meaning. When we come across a word, and try to decipher it is meaning, we will have to look at the context in which it is needed. One word may have more than one meaning and the meaning of the word depends of the context. Thus, in teaching vocabulary students should be taught with a variety of context word to show various meaning.

b. Word use

Harmer (2011:10) states that what a word means can be changed, stretched or limited by how it is used and this something students need to know about.

c. Word information

Word information refers to word forms and how they are formed. Some words are nouns, how to form adjective, etc. such as, cloud (noun) changed to cloudy (adjective). As stated that word can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical context.

d. Word grammar

Word grammar refers to such things the way words are used grammatically. Some verb are used with "to" (want to, walk to) but some others verbs are used without "to" (can, must) etc. Harmer (1991:159) proposes that just words can change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical pattern.

Based on explanation above the researcher find out the conclusion about how the students mastery vocabulary, how the students to know kind of nouns, verb and adjective in vocabulary, and how the students choose words based on good grammatically.

5. How to teach Vocabulary

Hunt and Beglar in Richards (2002 :256) discuss three approaches to vocabulary teaching and learning, they are :

a. Incidental learning, learning vocabulary as a by product of doing other things such as reading and listening;

b. Explicit instruction depends on identifying specific vocabulary acquisition target for learners;

c. Independent strategy development, learners need to be taught strategies for referring word from context as well as those which can help learners retain the meanings word they have encountered.

A combination of all three approaches is recommended as the basic of for a vocabulary program. Some techniques in teaching vocabulary teaching and learning vocabulary is not a simple way. The teacher should be able to recognize the students competence and the characteristic is needed. Teaching vocabulary to the students is not the same for all level, so the material is taught to them should be suitable to their level or ages.

C. Influencing factors on the Students in Learning

Many students' in Indonesia do not like English. They get difficulties, boredom, confusing and fear. In learning teacher should be able to motivate the learners in learning this foreign language. Harmer (1993:3) states motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher in order that the students are interest to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching learning process, so that the students' will like it without despair and fear.

There are two factors of the effect in learning process result namely; internal and external factor. Hasanah in Cahyono express to factors in the following:

1. Internal Factor

Internal factor is one element that effect learning where this element exists on the learner and it is called entering behavior (Purwanto, 2001:35). There are three components of internal factor such as;

a. Physical factor

Physical condition of people may effect in most his/her activities. For example, fat of body may need longer movement then thin body. It means that, physical condition has very important role to capture knowledge and information it is a place where the knowledge and information is possessed if the physical condition is in compliable, it can not receive knowledge and convey it to the others.

b. Intelligence factor

Intelligence constitutes a unique characteristics possessed by people. It is already exists since the infant was born. However, in the development it can not out from environment because it is one of the factors to shape the inn the intelligence itself. For example, even the students' have big potency, but if there is not any support from his/her environment, the students' intelligence is not maximum. It is in line with the above statement, it means that the development of person is determined

by the characteristic factors to the person itself, so that this factor has importance roles in the development of their ability.

c. Emotional factor

The happiness, safeness and afraid are kind of emotion. It can give effect to his/her in learning process. The students can do everything enthusiastically as long as he/she fells happy and safe. So the emotion of the learner is very influent.

Curran in Larsen (2003:99) states feeling is important in learning because it might influence students' desire to learn. Therefore, teacher should understand students' feeling in Community Language Learning teacher function as counselor. Responding to the students feeling is considered very important in Counseling-Learning. One regular activity is inviting students' to comment carefully. By showing students' understand by how they fell, the teacher can help them overcome negative feelings that might otherwise block their learning.

2. External factor

External factor constitutes a factor comes from outside of the learner. Referring to this problem, Paiman (2000:240) states that the factors comes from outside of learner are non social factor and social factor.

a. Non social factor

Non social factor consists of weather, times including morning, afternoon or night, condition of building and instruments used for learning. Those factors are very determined in learning and teaching process.

a. Social factor

Social factor is things accepted or acquired from the community particularly in family environment. In this case, social development is very complex and related to each other. Most of students' learn from out of school, he/she can acquires many things of how behaviors is shaped, how relationship to build up and how to know each other among the others.

So, the social factors are the most importance factor which determined the development of the learner in term of behavior, relationship among the others.

Based on the explanation above some factors influencing on the students' in learning such as internal factor (physical, intelligence, and emotional factor) and external factor (non-social factor and social factor)so the writer tried how to over come that factors used Community language Learning (CLL) method in Junior High School.

D. The Concepts of Community Language Learning (CLL) Method

1. Definition of Community Language Learning (CLL)

Curran in Larsen (2003:89) states that the method advises teacher to consider their students as 'whole person.' Whole person learning means that teacher consider not only their students' intellect, but also have some

understanding of the relationship among the students' feelings, physical reactions, instinctive protective reactions, and desire to learn. The community Language Learning method takes it is principles from the more general Counseling-Learning approach develop.

Curran studied adult learning for many years, He was also influenced by Carl Roger 'Humanistic psychology (Roger's 1951, Brown 1994), and he found that adults often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fear that they will appear foolish. Curran believe that the way to deal with the fears of the students is for teacher to become 'Language Counselor.' A language counselor does not mean someone trained in psychology; it is mean someone who is a skillful understand of the struggle students face as they attempt to internalize another language. The teacher who can 'understand' can indicate his acceptance of the students. By understanding students 'fears and being sensitive to them, He can help students overcome their negative feelings and turn them into positive energy to further their learning.

2. The steps Community Language Learning (CLL) method

According to Curran in Larsen (2003:94-98) the steps of Community Language Learning (CLL) method are :

a. The teacher greets the students, introduced self and has the students introduced themselves.

b. The teacher tells the students what they are going to do. Teacher explain the procedure of the first activity and sets the time limit.

c. Students have a conversation.

d. The teacher stands behind the students.

e. The teacher translates what the students want to say in chunks.

f. The teacher tells them that they have only a few minutes remaining for the conversation.

g. Students are invited to talk about how they felt during the conversation.

h. The teacher accepts what each students says.

i. The teacher understand what the students says. The students listen to the tape and give the Indonesia translation.

j. The teacher ask the students to form a semicircle in front of the blackboard so the can see easily.

k. The teacher reassures the students that they will have time later on to copy the sentences.

l. The teacher ask the students to give the Indonesian equivalents as he points to different phrases in the transcript. He points to the first phrases and pauses; if no one volunteers the meaning, he writers it himself.

m. The teacher read the transcript three times. The students relax and listen.

n. In the human computer activity, the students choose which phrase they want to practice pronouncing; the teacher following the students lead, repeat the phrase until the learner is satisfied and stops.

o. The students learn to listen carefully to say if what they say matches what the teacher is saying.

p. Students work together in groups of three.

q. The teacher corrects by repeating correctly the sentence the students have created.

r. The students read their sentences to the other members of class.

s. The teacher plays the tape to more times while the students listen.

t. The students are once again invited to talk about the experience they have.

u. Other activities with the transcript of the first conversation occur. Then, the learners have a new conversation.

Based on the explanation above the writer can discover about how to teach in using the method Community Language Learning (CLL) in the learning process which a teacher as a counselor/psychologist it means teacher not only see the students of their intelligence alone but should understand their students how to overcome that students feel pressured or uncomfortable in learning, so students can develop the potential in each themselves in learning especially improving vocabulary.

3. Characteristics of Community language Learning Method

Laforge in Richards (1986:121) stated that characteristic of Community   Language Leaning (CLL) method are :

a. Students typically have a conversation using their native language.

b. The teacher helps them express what they want to say by giving them the target language translation.

c. These word are recorded, and when they are replayed, it sounds like a fairly fluid conversation.

d. Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words.

e. The transcription of the conversation becomes a 'text' with which students work.

f. Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with word from the transcript) that allow students to further explore the language they have generate.

g. During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.

4. Techniques of Community Language learning (CLL) method

Curran in Richard (1986:117) stated that techniques of Community Language Learning (CLL) are:

a. Tape Recording Students Conversation

Students choose what they want to say, and their target language production is recorded for later listening/dissemination.

b. Transcription

Teacher produces a transcription of the tape-recorded conversation with translations in the mother language – this is then used for follow up activities or analysis.

c. Reflection on Experience

Teacher takes time during or after various activities to allow students to express how they feel about the language and learning experience, and the teacher indicates empathy/understanding.

d. Reflective Listening

Students listen to their own voices on the tape in a relaxed and reflective environment.

e. Human Computer

Teacher is a "human computer" for the students to control – the teacher stating anything in the target language.

f. Small Group Tasks

Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class.

5. Purpose of Community Language Learning (CLL) method

According to Curran in Larsen (2003:98-102) purpose of Community Language Learning (CLL) method are:

a. What are the goals of teacher who use the Community Language Learning (CLL) method ?

Teacher who use the Community Language Learning (CLL) method want their students to learn how to use the target language communicatively.

b. What is the role of the teacher ? What is the role of the students ?

The teacher initial role is a primarily that of a counselor. Initially the learners are very dependent upon the teacher.

c. What is the nature of the students-teacher interaction ? What is the nature of students-students interaction ?

The nature of students-teacher interaction in the Community Language Learning (CLL) method changes within the lesson and over time. Sometimes the students are assertive, as when they are having a conversation. At these time, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other time in the lesson, the teacher is very obviously in charge and providing direction. All the times initially, the teacher structure the class at latter stages, the students may assume more responsibility for this.

Rardin and Tranel in Larsen (2003:59) have observed, the Community Language Learning Method is neither students centered, not teacher-centered, but rather teacher-students-centered, with both being decision-makers in the class. Building a relationship with and among students very important. In a trusting relationship, any debilitating anxiety that students feel can be reduced, thereby helping students to stay open to the learning process. Students can learn from their interaction with each other as well as their interaction with the teacher. A spirit of corporation, not competition, can prevail.

Based on explanation above using Community Language Learning (CLL) method it is a good method so the writer interested to follow this method because which teacher as a facilitator in encouraging students ability and express themselves in the target language. As well a professional teacher of teacher should be responsible in give providing guidance to students. In learning by Community Language Learning (CLL) method is neither students centered, not teacher centered, but rather teacher-students centered. Teacher as a counselor so that students can learn with no load and can develop what that in themselves, especially in developing vocabulary.

d. View on language and culture

Language is for communication. Curran writes that 'Learning in person,' meaning that both teacher and students work at building trust in one another and the learning process. At the beginning of the process, the

focus is on 'sharing and belonging between person through the language task. Than the focus shits more to the target language which becomes the groups individual and shared identity. Curran also believe that in this kind of supportive learning process, language becomes the means for developing creative and critical thinking. Culture is an integral part of language learning.

e. What areas of language are emphasized ? What language skill are emphasized ?

In the early stages, typically the students generate the material since they decide what they want to be able to say in the target language. Later on, after students fell more secure, the teacher might prepare specific materials or work with published textbooks. Particular grammar points, pronunciation patterns, and vocabulary are worked with, based on the language the students have generated. The most important skill are understanding and speaking the language at the beginning with reinforcement through reading and writing.

f. How is evaluation accomplished ?

Although no particular mode of evaluation is prescribed in the Community Language Learning (CLL) method, whatever evaluation is conducted should be in keeping with the principles of the method. A teacher made classroom test would likely be more of an integrative test than a discrete-point one. Finally, it is likely that teachers would encourage

their students to self-evaluate –to look at their own learning and to become aware of their own progress.

g. How does the teacher respond to students errors ?

Teacher should work with what the learner has produced in a non-threatening way. One way of doing this is for the teacher to repeat correctly what the students has said incorrectly, without calling further attention to the error. Techniques depend on where the students are in five- stage learning process, but are consistent with sustaining a respectful, non defensive relationship between teacher and students.

6. Types of Learning and Teaching Activities

As with most methods, Community Language Learning (CLL) combines innovative learning task and activities with conventional ones. They include:

a. Translation

Learners from a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

b. Group work

Learners may engage in various group task, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.

c. Recording**.** Students record conversation in the target language.

d. Transcription.

Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.

e. Analysis

Students analyze and study transcription of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.

f. Reflection and Observation

Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings-sense of one another, reactions to silence, concern to say, etc.

g. Listening

Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.

h. Free Conversation

Students engage in 'free conversation with' the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

Based on the explanation above the writer conclude in learning use Community language Learning (CLL) method in improving vocabulary is effectiveness method which teacher is a counselor it is means teacher guide the learners or students in learning and if the students will say

something but in bahasa so teacher must translate into English, and also learning by using Community language Learning (CLL) method students can share their experience in form conversation beside that students can improving vocabulary in that conversation.

E. Conceptual framework

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

```
                    ┌─────────────────────┐
                    │  TEACHING ENGLISH   │
                    └─────────────────────┘
          ┌──────────────────┼──────────────────┐
          ▼                  ▼                  ▼
    ┌───────────┐    ┌───────────────┐    ┌───────────┐
    │  GRAMMAR  │    │  VOCABULARY   │    │  TENSES   │
    └───────────┘    └───────────────┘    └───────────┘
                             │
                             ▼
          ┌──────────────────────────────────────┐
          │  COMMUNITY LANGUAGE LEARNING          │
          │              (CLL)                    │
          └──────────────────────────────────────┘
                             │
                             ▼
                    ┌─────────────────────┐
                    │       FINDING       │
                    └─────────────────────┘
```

.
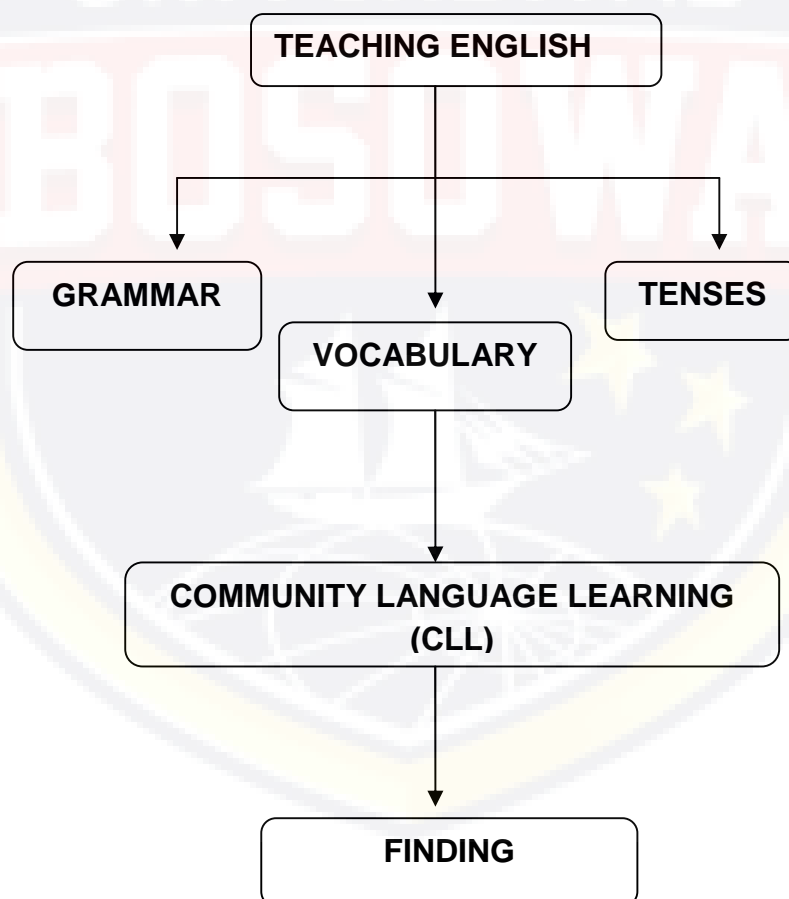
F. Hypothesis

The hypothesis of his research is formulates as follows:

Ho = The use of Community Language Learning (CLL) method does not

effective to improve the students vocabulary.

Hi = The use of Community Language Learning (CLL) method effective to

improve the students vocabulary
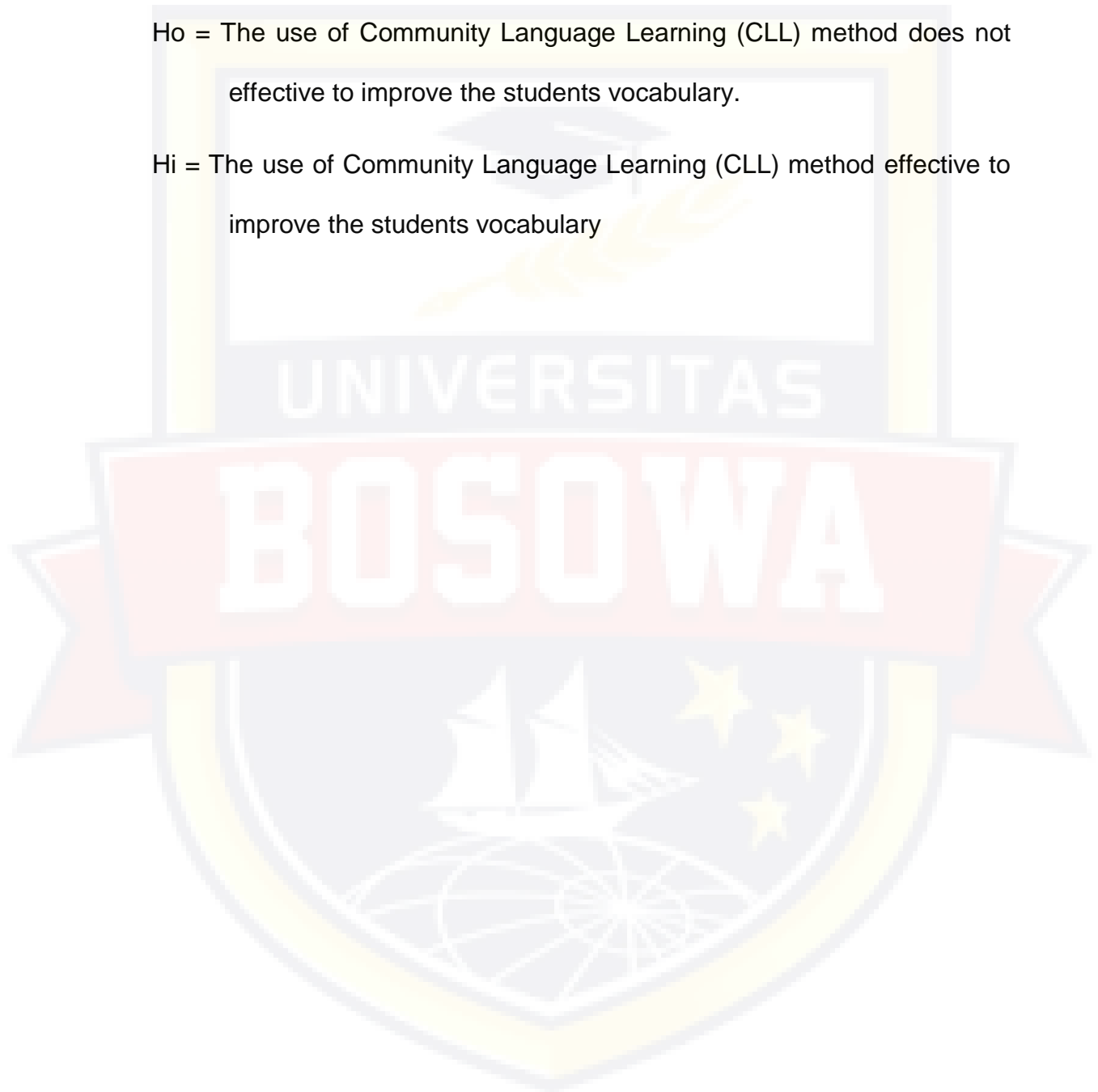
CHAPTER III

RESEARCH METHOD

This chapter presented the research method and design, population and sample, research variables, research instrument, research procedures of collecting data, and techniques of analyzing data.

A. The Location of The Research

The location of this research is at SMPN 25 Makassar on Jln. Sanrangan III, Kompleks BTN Dwi Dharma Makassar.

B. Research Method and Design

The method used in this research is pre-experimental which entails of pre-test, treatment and post test. The research design is one group pre-test, treatment, and post-test can be seen the following:

O1	X	O2 R

(Arikunto, 2007:45)

O_1 = Pre test

X = treatment (using CLL method)

O_2 = Post test

C. Population and Sample

1. Population

The population of this research is class VIII-6 of SMPN 25 Makassar.

2. Sample

The writer used random sampling technique because the writer only choose a half students' from class VIII-6 of second grade which consist of 33 students, and the writer choose 15 students based on their NIM by random (01, 02, 03 etc) to be sampling.

3. Research Variables

The writer took two variables, namely independent variable and dependent variable are:

a. The independent variable of the research is the use of Community Language Learning as a method.

b. The dependent variable of the research is improving students' vocabulary

D. Research Instrument

The instrument which used to collect data is test. The test used pre-test and post-test. The test deals in improving vocabulary by using multiple choice test, completing the sentences, and fill the blank test.

E. Procedures of Collecting Data

The collect data, the writer took three meetings base on the following procedures:

1. Pre-test

The pre-test conducted in the first meeting. The writer gave students the multiple choice test, completing sentences, and fill the blank for 40 until 45 minutes. It used to find out students' knowledge in vocabulary ability.

2. Treatment

After giving pre-test the writer gave treatment in the next meeting: The students ask how the way mastery vocabulary, then the writer explain how Community Language Learning (CLL) method in improving students' vocabulary.

3. Post-test

After giving the treatment the writer was gave post test to find out their progress and see the students' ability after given treatment in developing students' vocabulary achievement.

F. Technique of Data analysis

The data collected from the students' analyzed by using the following procedures:

1. Scoring the students' pre-test and post -test by using this formula:

$$Socore = \frac{The\ student's\ gained\ score}{Total\ score} \times 100$$

2. Classifying the students score into seven levels, as follows:

96-100 is classified as excellent

86-95 is classified as very good

76-85 is classified as good

66-75 is classified as fairly good

56-65 is classified as fair

46-55 is classified as poor

0-45 is classified as very poor

(Depdikbud, 1985:6)

3. Rate percentage of the students' score, by using this formula:

$$\% = \frac{F}{N} \; X \; 100$$

Where :

% :percentage

F :Frequency

N :Total number

4. Finding out the students' mean score by using the following procedures:

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

(Gay, 1987:361)

Where:

$\overline{X}$ = Mean Score

$\sum x$ = Total of individual score

N = Total number individual score

5. Test of significance

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t   = Test of significance

D   = The mean of score

D   = The sum of total score

D^2 = The square of sum of difference

N = The total number of students

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion. The finding consist of the description of the result data collected through teat and discussion consist of explanation about the finding.

A. Finding

The finding of the research deals with students' score of pre-test and post-test, the frequency and rate percentage of students' score and hypothesis testing.

1. The analysis of the students' score

To find out the answer to the research question in the previous chapter, the writer used a vocabulary test. A pre-test was administered before the treatment, which aims to know whether or not there was a significance difference of students' vocabulary achievement before and after treatments were given to students'

The students' score was obtained through the test, in order to know the students' vocabulary achievement through Community Language Learning (CLL) method, then the writer determined the quality of students' score in pre-test and post-test into rate percentage and classification score in pre-test and post test as follow:

Table 1: The students' score in pre-test and post-test

NO	Students' Initial	Score	
		Pre-test	Post-test
1	AMS	70	90
2	AWK	75	95
3	AF	60	90
4	AN	55	80
5	AS	60	85
6	DPR	50	90
7	DR	45	80
8	EDL	55	85
9	FS	75	100
10	GR	75	90
11	MM	70	85
12	NP	55	75
13	MNA	75	90
14	YDS	75	100
15	TA	40	80
	TOTAL	**935**	**1315**

Source : SMP Negeri 25 Makassar

Table 2: Classification percentage in pre-test and post-test

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	-	0 %	2	13%
86-95	Very Good	-	0 %	6	40%
76-85	Good	-	0%	6	40%
66-75	Fairly Good	7	47 %	1	7%
56-65	Fair	2	13%	-	0%
45-55	Poor	4	27%	-	0%
0-45	Very Poor	2	13%	-	0%
	Total	15	100 %	15	100 %

Source: SMPN 25 Makassar

Table 2 above shows the students' score percentage in pre-test and post-test. In pre-test none of student got excellent, very good, and good classification, 7 students (47%) got fairly good (47%), 2 students (13%) got fair(13%), 4 students (27%) got poor , and 2 students (13%) got very poor. In post test there are 2 students (13%) got excellent , 6 students (40%) classification got very good, 6 students (40%) got good and 1 students' (7%) fairly good. Based on the table above the writer found that percentage of students in post-test is higher than pre-test.

2. The mean score and standard deviation of students in pre-test and post-test

The mean score and standard deviation of the students is used to know the significance difference of students' vocabulary achievement in pre-test and post-test.

a. The mean score of students in pre-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{935}{15}$$

$$= 62.33$$

b. The mean score of students in post-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{1315}{15}$$

$$= 87.66$$

In the pre-test the students' mean score was 62.33 and post-test was 87.66. It means that the result of the students' mean score in pre-test and post-test shows a significant different.

3. T-test value of students vocabulary achievement

Test of significance

df = N-1

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

df = 15 − 1

$$D = \frac{380}{15}$$

df = 15

D = 25.33

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{25.33}{\sqrt{\frac{10600 - \frac{(380)^2}{15}}{15(15-1)}}}$$

$$t = \frac{25.33}{\sqrt{\frac{10600 - 9626.66}{210}}}$$

$$t = \frac{25.33}{\sqrt{\frac{973.34}{210}}}$$

$$t = \frac{25.33}{\sqrt{4.63}}$$

$$t = \frac{25.33}{2.15}$$

t   = 11.78

Test of significance used to know whether or not the result of pre-test and post-test are significantly different. The result of t-test is 11.78. Then the result of t-test was compared with the value of t-table.

To know the value of t-table, the writer used the level of significance (p)= 0.5 and found degree freedom (df) and the writer found the value of t-table. It was 2.145, thus the result of t-test is greater than t-table (11.78 > 2.145). It means that there is a significance different of students' score after using Community Language Learning method.

B. Discussion

Based on the description of the data collected through vocabulary test as explained in the previous section shows that students' vocabulary ability was improved. It's proven by rate percentage and the frequency of the students' pre-test and post-test. Students' score after presenting materials by using Community Language Learning (CLL) method is better than before the treatment given to students.

The writer found that the students were motivated to learn vocabulary using Community Language Learning method. In pre-test none of student got excellent, very good , and good classification. 7 students (47%) got fairly good, 2 students (13%) got fair, 4 students (27%) got poor, and 2 students (13%) got very poor. After giving treatment, the students' vocabulary is categorized very good because there are 2 students (13%) got excellent classification

6 students (40%) got very good score, 6 students (40%) got good classification and only 1 student (7%) got fairly good classification.

Based on the calculation, it means that Community Language Learning method can significantly improve students' vocabulary achievement class VIII.6 SMPN 25 Makassar. Thus, this research supported (H1), there is significant difference of students' achievement before and after giving treatment. It is because the result of t-test value is greater (11.78) than t-table value (2.145) for 0.05 significant. So that, it means the null hypothesis rejected and the alternative hypothesis is accepted.

Community Language Learning (CLL) method bring in relaxation and fun for students. Thus, it can help them learn and memorize new words more easily, the writer found how to over come students problems in learning because some factors such as; internal factor (physical factor, intelligence factor and emotional factor) and external factor (non-social factor and social factor) it means that learning vocabulary by using Community Language Learning (CLL) method teacher can help the students to improve their ability, but they feel fear in learning especially English. There for it can be concluded that students' vocabulary achievement is improved significantly after being taught by using Community Language Learning (CLL) method.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusion, which is based on the research findings, and the second section is suggestion based on the conclusion.

A. Conclusions

Based on the result of data analysis and the result of previous chapter, the writer concluded that:

1. There is a significance difference between the result of students' pre-test (before taught) and post-test of the after taught vocabulary by using Community Language Learning (CLL) method. . It provides by the means score of the students in pre-test is 62.33 and the mean score of students in post-test is 87.66. Beside that the result of t-test is 11.78 (greater) than t-table 2.145. It means that the use of Community Language Learning (CLL) method is effective to improve students' vocabulary achievement.

2. Community Language Learning (CLL) method is an effective teaching aid in teaching vocabulary to students' class VIII.6 SMPN 25 Makassar.

3. The improvement of students' vocabulary achievement is obtained through the use of Community Language Learning Community students have a big motivation and interested to learn vocabulary.

B. Suggestions

Consider the points of conclusion at page 41, the writer further states some suggestions as follows:

1. Teacher

a. The English teacher should give more motivation to the students to learn English well.

b. The English teacher should create good atmosphere in learning and teaching process.

c. The English teacher should make the students to practice their vocabularies.

2. Students

a. Students are more effective in learning and teaching process.

b. Students' must have big motivation in teaching vocabulary especially to Junior High School. Because, if they have enough vocabulary mastery at that level they easily improve their English at the next level.

c. Students' have to master because vocabulary contributes the mastery of English language.

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APPENDICES

Appendix 1 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	**: SMP NEGERI 25 MAKASSAR**
BIDANG STUDY	**: BAHASA INGGRIS**
KELAS/ SEMESTER	**: VIII/ 2**
MATERI POKOK / TEMA	**: Share my experience**
TAHUN PELAJARAN	**: 2014/1015**
ALOKASI WAKTU	**: 4X 40 MENIT**

A. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin,percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3 Menunjukkan perilaku tanggung jawab,peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan

menanyakan tentang deskripsi orang, binatang, dan benda, pendek

dan sederhana, sesuai dengan konteks penggunaannya.

B. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah,   menyaji,   dan   menalar   dalam   ranah   konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa dapat :

Siswa terampil memahami, menyatakan, dan menyatakan teks deskriptif pendek dan sederhana tenteng orang, binatang, dan benda untuk membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb, menggunakan ungkapan dengan struktur teks yang

runt dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

D. MATERI PEMBELAJARAN

Menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda. Pendek dan sederhana, sesuai dengan konteks penggunaannya.

Fungsi sosial

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

Struktur teks

a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang ada disekitarnya.

Unsur kebahasaan

(1) Pertanyaan dan pernyataan tentang deskrips

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. METODE PEMBELAJARAN

1. Pendekatan Scientific Approach

2. Strategy: observe-practice

3. Metoode: inquiry/experiencial learning

F. MEDIA ALAT SUMBER BELAJAR

1. Media   : Bacaan

2. Alat   : Papan tulis dan spidol

3. Sumber belajar   : Kementerian Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings the Bell SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

4. Model RPP Kurikulum 2013 Bahasa Inggris.

G.   Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucapkan salam misalnya "good morning students". Pastikan peserta didik merespon dengan menjawab kembali "Good morning, Teacher/ Sir/Mam". • Jika peserta didik belum merespon, jangan dulu melanjutkan. • Meminta salah satu siswa memimpin doa • Guru perkenalkan diri karena pertemuan pertama. • Mengecek keadaan ruang kelas.	10 menit

	• Mengabsen siswa	
Inti	***Mengamati***	
	• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	
	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.	
	• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.	
	Menanya	
	• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.	
	Mengeksplorasi	
	• Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.	60menit
	• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.	
	• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb.,	

secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:

- – fungsi sosial setiap teks
- – nama orang, binatang, benda yang dideskripsikan
- – sifat orang, binatang, benda yang dideskripsikan
- – tindakan orang, binatang, benda yang dideskripsikan
- – kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

• Siswa membandingkan fungsi sosial, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengkomunikasikan

• Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan

	siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI) • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami materi yang diajarkan. • Guru/siswa menyimpulkan materi • Guru menutup pembelajaran dengan mengucapkan salam penutup.	10 menit

Appendix 2 :Instrument Penelitian

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name : ....

Reg. Number : ....

Class : ....

Petunjuk Pengisian

1. Bacalah soal-soal ini dengan seksama sebelum anda menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

   a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

   a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

   a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

   a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

   a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

   a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

   a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..

   a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

   a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

    a. Swimming   b. Studying   c. Playing   d. Runn

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi…………….A book.

15. My mother………………..in the kitchen.

Source : Goole.com(http//www.disweb.rmit.edu.au)

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…………... ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)…….……. After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)…………… . at herself. Then she changed her (20)……..……… and went back to bad! My naughty sister.

Source : buku paket kelas VIII. *When English Ring a Bell* (2014:193)

Key Answer

PART A

1. B	6. A
2. D	7. D
3. C	8. D
4. A	9. B
5. C	10. B

PART B

6. Table
7. Doctor
8. Sad
9. Read
10. Cooks

PART C

11. Sister
12. Bathroom
13. Breakfast
14. Laughed
15. Clothes

Appendix 3 : Students work sheet pre-test (student 1)

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name   : ....

Reg. Number   : ....

Class   : ....

Petunjuk Pengisian

1. Bacalah soal-soalini dengan seksama sebelum anda menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

    a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

    a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

    a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

    a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

    a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

    a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

    a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..

    a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

    a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

    a. Swimming   b. Studying   c. Playing   d. Run

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi……………A book.

15. My mother………………..in the kitchen.

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…………... ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)……..…… After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)…………… . at herself. Then she changed her (20)……..……… and went back to bad! My naughty sister.

Source : buku paket kelas VIII. *When English Ring a Bell* (2014:193)

Students work sheet pre-test (student 2)

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name	:...................................
Reg. Number	:...................................
Class	:...................................

Petunjuk Pengisian

1. Bacalah soal-soalini dengan seksama sebelum anda menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

   a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

   a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

   a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

   a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

   a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

   a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

   a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..

   a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

   a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

   a. Swimming   b. Studying   c. Playing   d. Run

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi……………A book.

15. My mother………………..in the kitchen.

Source : Goole.com(http//www.disweb.rmit.edu.au)

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…………... ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)…….……. After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)……………. at herself. Then she changed her (20)……..……… and went back to bad! My naughty sister.

Source : buku paket kelas VIII. *When English Ring a Bell* (2014:193)

Students work sheet pre-test (student 3)

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name	:.................................
Reg. Number	:.................................
Class	:.................................

Petunjuk Pengisian

1. Bacalah soal-soalini dengan seksama sebelum anda menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

    a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

    a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

    a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

    a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

    a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

    a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

    a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..

    a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

    a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

    a. Swimming   b. Studying   c. Playing   d. Run

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi……………A book.

15. My mother………………..in the kitchen.

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…….…….. ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)……..….… After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)…….………. at herself. Then she changed her (20)……..……… and went back to bad! My naughty sister.

Source : buku paket kelas VIII. *When English Ring a Bell* (2014:193)

Students work sheet post-test (student 2)

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi

   pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris

   Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45"

   Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini

   dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name   :...................................

Reg. Number   :...................................

Class   :...................................

Petunjuk Pengisian

1. Bacalah   soal-soal   ini   dengan   saksama   sebelum   anda

   menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

   a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

   a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

   a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

   a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

   a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

   a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

   a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..

   a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

   a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

   a. Swimming   b. Studying   c. Playing   d. Runn

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi……………A book.

15. My mother………………..in the kitchen.

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…………... ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)…….……. After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)…………….. at herself. Then she changed her (20)……..……… and went back to bad! My naughty sister.

Students work sheet post-test (student 3)

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name	:...................................
Reg. Number	:...................................
Class	:...................................

Petunjuk Pengisian

1. Bacalah soal-soal ini dengan saksama sebelum anda menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

    a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

    a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

    a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

    a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

    a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

    a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

    a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..

    a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

    a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

    a. Swimming   b. Studying   c. Playing   d. Runn

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi……………A book.

15. My mother………………..in the kitchen.

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…………... ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)…….……. After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)……………. at herself. Then she changed her (20)……..……… and went back to bad! My naughty sister.

Source : buku paket kelas VIII. *When English Ring a Bell* (2014:193)

Appendix 4 : Students work sheet post-test (student 1)

JUDUL :THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL)

ON THE VOCABULARY STUDENTS' OF GRADE EIGTH

AT SMPN 25 MAKASSAR.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi
   pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris
   Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45"
   Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini
   dengan jujur.

3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name : ....

Reg. Number : ....

Class : ....

Petunjuk Pengisian

1. Bacalah soal-soal ini dengan saksama sebelum anda
   menjawabnya.

A. Chose the correct answer!

1. Large four legged animal that people ride on or use for pulling carts……..

   a. Cow   b. Horse   c. Buffalo   d. Elephant

2. Place where people are treated for illness or injuries………

   a. University   b. House   c. Home   d. Hospital

3. Small bowl with a handle for drinking tea, coffee etc……….

   a. Cup   b. Plate   c. Glass   d. Bowl

4. White substance obtained from mines and sea water used to flavor good…

   a. Salt   b. Sugar   c. Vinegar   d. Soy sauce

5. Room in which there is a bath, a wash basin, and often a toilet…….

   a. Dining room   b. Bed room   c. Bathroom   d. Kitchen

6. Expression of the face with the comers of the mouth turned up showing amusement, happiness etc……..

   a. Smile   b. Laugh   c. Speak   d. Sleep

7. Mark letter or number on a surface with a pen or pencil………

   a. Talk   b. Read   c. Wash   d. Write

8. Move or go somewhere by putting on foot in front of the other on the ground but without running…..
   a. Stand   b. Jump   c. Run   d. Walk

9. Give lesson or knowledge to somebody in the school………..

   a. Lecture   b. Teacher   c. Drive   d. Manager

10. Give time and attention to learning to find out something……..

   a. Swimming   b. Studying   c. Playing   d. Runn

B. Fill in the blank question below by the word in the box!

Doctor	**Table**
Reads	**Sad**
Cooks	

11. The lamp is on the……………..

12. Mr. Arif works at Hospital. He is a…………

13. Ani is crying. She feels…………

14. Dodi……………A book.

15. My mother……………….in the kitchen.

Source : Goole.com(http//www.disweb.rmit.edu.au)

C. Fill the blank paragraph below by the words in the box!

Sister	**Laughed**
Bathroom	**Clothes**
Breakfast	

Funny Experience

Last Saturday, my little (16)…….…….. ,Echa, did something funny. She got up very late, at six. She run fast to the (17)…..……... She thought the would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her beg, and run off to school. She did not even have (18)…….……. After walking for five minutes she noticed that no other children were going to school. Soon the realized it was Saturday! So she walked back home. We all laughed at her when She got home. She also (19)……………. at herself. Then she changed her (20)…….……… and went back to bad! My naughty sister.

Source : buku paket kelas VIII. *When English Ring a Bell* (2014:193)

Appendix 5: Students' score in Pre-test and Post-test

NO	NAME	PRE TEST X1	X1^2	POST TEST X2	X2^2	D X1-X2	D^2
1	ABDUL MALIK	70	4900	90	8100	20	400
2	AIDIL WIJAYA	75	5625	95	9025	20	400
3	AILA FAKRANI	60	3600	90	8100	30	900
4	ARDIANSYA	55	3025	80	6400	25	625
5	ANDRI S	60	3600	85	7225	25	625
6	DENNY	45	2025	80	6400	35	1225
7	DWI PUTRI R	50	2500	90	8100	40	1600
8	EKA DWI L	55	3025	85	6400	30	900
9	FINA SOPYAN	75	5625	100	10000	25	625
10	GILANG R	75	5625	90	8100	15	225
11	MUTMAINNAH	70	4900	85	7225	15	225
12	NOVIANTI P.	55	3025	75	5625	20	400
13	MUH. NUR. A	75	5625	90	8100	15	225
14	TITI AULIYA R.	40	1600	80	6400	40	1600
15	YUDISTIRA P.	75	5625	100	10000	25	625
	TOTAL	935	60325	1315	115200	380	10600

Source : SMPN 25 Makassar

Appendix 6: The Percentage of Students' Score in Pre-test and

Post-test

Classification	Score	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96–100	-	0 %	2	13%
Very Good	86–95	-	0 %	6	40%
Good	76–85	-	0%	6	40%
Fairly Good	66-75	7	47 %	1	7%
Fair	56-65	2	13%	-	0%
Poor	46-55	4	27%	-	0%
Very Poor	0-45	2	13%	-	0%
Total		15	100 %	15	100 %

Source: SMPN 25 Makassar

a. The mean score of students in pre-test

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

$$= \frac{935}{15}$$

= 62.33

b. The mean score of students in post-test

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

$$= \frac{1315}{15}$$

= 87.6

Appendix 7 : T-test analysis

Test of significance

df = N-1

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

df = 15 − 1

$$D = \frac{380}{15}$$

df = 14

$$D = 25.33$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{25.33}{\sqrt{\dfrac{10600 - \dfrac{(380)^2}{15}}{15(15-1)}}}$$

$$t = \frac{25.33}{\sqrt{\dfrac{10600 - 9626.66}{210}}}$$

$$t = \frac{25.33}{\sqrt{\dfrac{973,34}{210}}}$$

$$t = \frac{25.33}{\sqrt{4.63}}$$

$$t = \frac{25.33}{2.15}$$

t   = 11.78

Appendix 8: Distribution of t-table

p (level of significance) (one-tiled test)				
df	0.1	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	5.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.754	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.754
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.7798	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.66	3.460
120	1.658	1.980	2.617	3.373

Appendix 9 : Students' Picture in Pre-test, treatment and Post-test

Picture 1. The students are answering the pre-test.

Picture 2 : The writer is supervising students in answering questions
(pre-test).

Picture 3 : The writer is answering students' question (treatment)

Picture 4 : A student is explaining her creativities in front of the classroom
(treatment)

Picture 5 : The students' are doing post-test.

Picture 6 : The writer is supervising students' in answering questions (post-test)

BIOGRAPHY

Katrina Randa was born in Uluway, Tana Toraja on the 15th of July 1992. She is the Eleventh child from the Fourteen children from the marriage couple of Sara Ronge and Manda Randa.

She entered to elementary school at SDN No. 141 Inpres Kalimbuang in 1998 and finished in 2004. She continued her study to Junior High School at SMP Kristen Kandora and finished in 2007. At the same year she continued at SMK Mebali and finished in 2010. In 2011, she continued her study to University of Bosowa "45" Makassar and choosed Teachers Training and Education Faculty (FKIP) English Education Department and finished 2015.