TEACHING METHOD THROUGH GROUP WORK TO IMPROVE VOCABULARY OF THE SEVENTH GRADE STUDENTS OF SMP WAHYU MAKASSAR

SKRIPSI

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

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PERNYATAAN

Pernyataan ini saya menyatakan bahwa skripsi dengan judul "Teaching Method Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu Makassar" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/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, March 2016

Yang membuat pernyataan

Satriana

MOTTO

The quality of reward defend of the quality on effort

DEDICATION

**The writer dedicated this thesis to :
My beloved parents, with their love
and effort who always pray and
support me, my best sister for her
never ending upport, motivation, and
attention.**

ABSTRAK

Satriana, 2016, *Teaching Method Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu Makassar.* (Dibimbing oleh Muliati and Hj. Nurfaizah Sahib).

Penelitian ini bertujuan untuk mengetahui efectivitas penggunaan metode kerja kelompok dalam penguasaan kosakata siswa SMP Wahyu Makassar.

Penelitian ini menggunakan metode penelitian tindakan kelas. Populasi terdiri dari siswa kelas VII SMP Wahyu Makassar, yang terbagi dalam 5 kelas. Rata – rata setiap kelas berjumlah 20 siswa, sehingga total populasi berjumlah 170 siswa. Sampel penelitian ini terdiri dari 20 siswa kelas VII-D (hanya satu kelas). Instrument yang digunakan dalam penelitian ini berupa test (multiple choices).

Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan terhadap penguasaan kosakata siswa setelah diajar menggunakan metode kerja kelompok. Hal ini tampak pada hasil analisis statistik tingkat signifikan

Berdasarkan hasil analisis tersebut, penulis menyimpulkan bahwa penggunaan metode kerja kelompok dapat meningkatkan penguasaan kosakata siswa dan siswa memiliki minat yang sangat tinggi dalam belajar bahasa Inggris dengan menggunakan kerja kelompok.

Key Word : Motivation, Studying, and Profesional Competence

ABSTRACT

Satriana, 2016, Teaching Method Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu Makassar. (Supervised by Muliati and Hj. Nurfaizah Sahib).

The research aimed to find out the effect of the used of group work in students' vocabulary mastery at SMP Wahyu Makassar.

The research use classroom action research. The population consist of seventh grade (VII) students of SMP Wahyu Makassar, that consist of 5 classes. Every class consists of 20 students, than total population are 170 students. The sampel of the research are 20 students' of class VII-D (only take one class). The instrument is used in the research is test (multiple choice).

The result of the data analysis show that there are significant different with students vocabulary mastery after thought using group work method.

From these findings, the writer made conclution that by using group work method can improve students' vocabulary mastery and students have very high motivation in studying English by using group method.

Key Word : Motivation, Studying, and Profesional Competence

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Alhamdulillahi Rabbil Alamin, the writer praises the highest gratitude to Allah SWT who has given His blessing and mercy to her in completing this thesis. Salam and salawat are due to the highly chosen Propet Muhammad SAW, hes families and followers until the end of the world.

This skripsi is presented to the English Department of the faculty of Teacher Training and Educational of Bosowa University Makassar as partial fulfillment of the requirement for the Degree of Strata -1 (S1).

Special thanks are given to University Bosowa because of giving an opportunity to the writer in getting undergraduate education. Therefore, the writer also includes the thanks to the all people and instances that provide the best four years moment on this campus would like to express my sincere gatitude to Drs.H.Masud Muhammadiyah,M.Pd as the Dean of Faculty of Teacher Training and Education. I would like to extend my sincere thanks to Muliati,S.Pd.,M.Hum.,M.Ed as the first supervisor for giving me guidance and helps to finish the final project and Hj.Nurfaizah Sahib,S.Pd.,M.Pd as my second supervisor for her guidance and helping to finish this skripsi. The writer also all lecturer and staffs of Faculty Teacher Training and Education Science for their helping.

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Finally, the writer realized that this skripsi is still far from being perfect. Therefore suggestion and correction for improvement of this skripsi are welcomed.

May Allah SWT always be with us and give power or guidance in our life. Amin

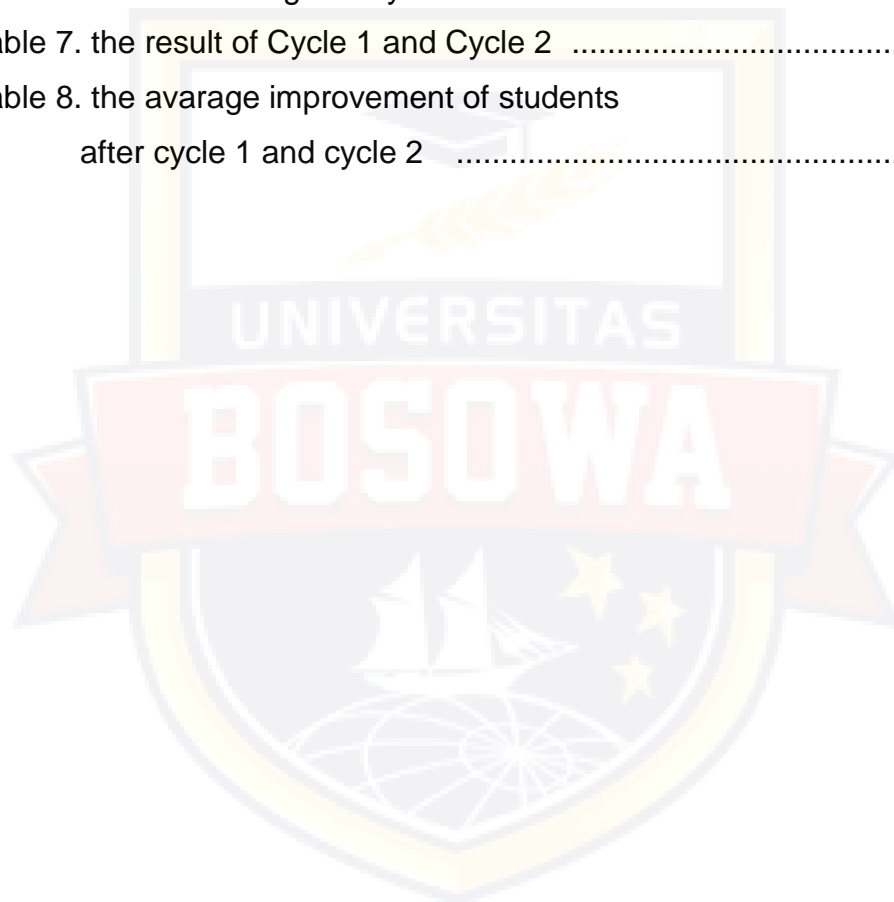<div align="right">Makassar, March 2016</div>

<div align="right">The Writer</div>

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem of statement, purposes of the research, significance of the research, scope of the research.

A. Background

English is an international language and it is important language in the world which is used as means of mutual relationship among the nation in the world. It gives access to information, for example, in the areas of business, finance, science, medicine and technology. This is a fact that seems to be irreversible. In Indonesia, English is the first foreign language, which is taught a compulsory subject in the school, from elementary school until university.

That is the way, to day, in Indonesia, students are acquired to have language competence. One of competence is communicative competence that is knowing how to use the language rather than just knowing about the language. It mean that the central aim of teaching and learning English is to make student able to use all aspects of language.

There are four major skills that should be mastered by the students to be able to use the language effectively. The four major skills are listening, speaking, reading and writing. Beside the major skills, the language components such as grammar, pronunciation and vocabulary also should be mastered by the students. Vocabulary is important thing in learning

English. The students who have more active vocabulary mastery are certainly more successful in learning and acquiring communicative competence. The more words we learn, the more ideas we should have. So we can communicate the ideas more effectively in daily life. Studies have shown that students with strong vocabularies or students who works to improve a limited vocabulary, a more successful in school. One research study found that a good a vocabulary, more than any factor was common to people enjoying the careers in life.

Vocabulary refers to all the words that someone knows or uses in particular language (Hornby, 2005:07). It is the bulk of the language and there is no single language can be exist and survive without having vocabulary. Teaching vocabulary is important because it helps students to communicate or use the language they are learning. Students firstly should master a large number of vocabularies. Without having sufficient vocabulary, they can't express themselves clearly and effectively. In teaching English as a foreign language, most teaching programs aim to help the students to gain a large of vocabularies because it is considered as the most important element in other to make students are able to communicate. The teacher use limited number of teaching media to promote the instruction so the students often pay only a little attention to the material which gives by the teacher. To know more English skills such as listening, speaking, reading and writing, students have to learn vocabulary. In fact, most students are less more has a vocabulary. It is

because the teachers do not any technique or method in improving students' mastery.

To support teaching and learning process, there are many methods that appear to help the learners in acquiring the language and can help teachers to achieve the learning goals. One of the methods that can be used in teaching process is group work. Group work is a form of cooperative learning. It aims to cater for individual differences, develop students' knowledge, generic skills (e.g. communication skills, collaborative skills, critical thinking skills) and attitudes. Specifically in psychotherapy, "group work" refers to group therapy, offered by a practitioner trained in psychotherapy, psychoanalysis, counseling or other relevant discipline.

Group work can be an effective method to motivate students, encourage active learning, and develop key critical thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time.(Roy Killen,2008:32). Use these suggestions to help implement group work successfully in your classroom.

To respon the problem above the researcher attended to teaching method through group work to improve vocabulary and the researcher wanted to fine out the effect of teaching method through group work in the skill of the students, because it is very help students to be eager to learn new words and built up their vocabulary.

B. Problem of Statements

As mentioned in the background, the researcher formulates research questions as follows:

1. Does teaching method through group work improve the students' vocabulary ?

2. Is there any progress of the students' achievement after studying vocabulary using group work technique ?

C. Purposes of the Research

Answering the research question under study is the main objective of the present research.

1. To find out the degree of teaching method through group work to improving vocabulary of the seventh grade students of SMP Wahyu Makassar.

2. In other words, this study intent to prove whether the seventh grade students' vocabulary mastery of SMP Wahyu Makassar can be improved when they are taught through group work method.

D. Significance of the research

The findings of the present research are expected to have both theoretical and practical importance to the teaching and learning process in English, especially in teaching vocabulary.

1. For the Students, it is expected that they can improve their vocabulary by using group work method.

2. For the teachers, it is expected to be able to use appropriate method in teaching English to cope the students' problem in achievement vocabulary.

3. For other researchers, it is expected that the result of the study is useful for teaching techniques in term those conducting study about teaching vocabulary.

E. Scope of the Research

In this research the writer limited the material of the research and focused on the teaching method through group work to improve students vocabulary.
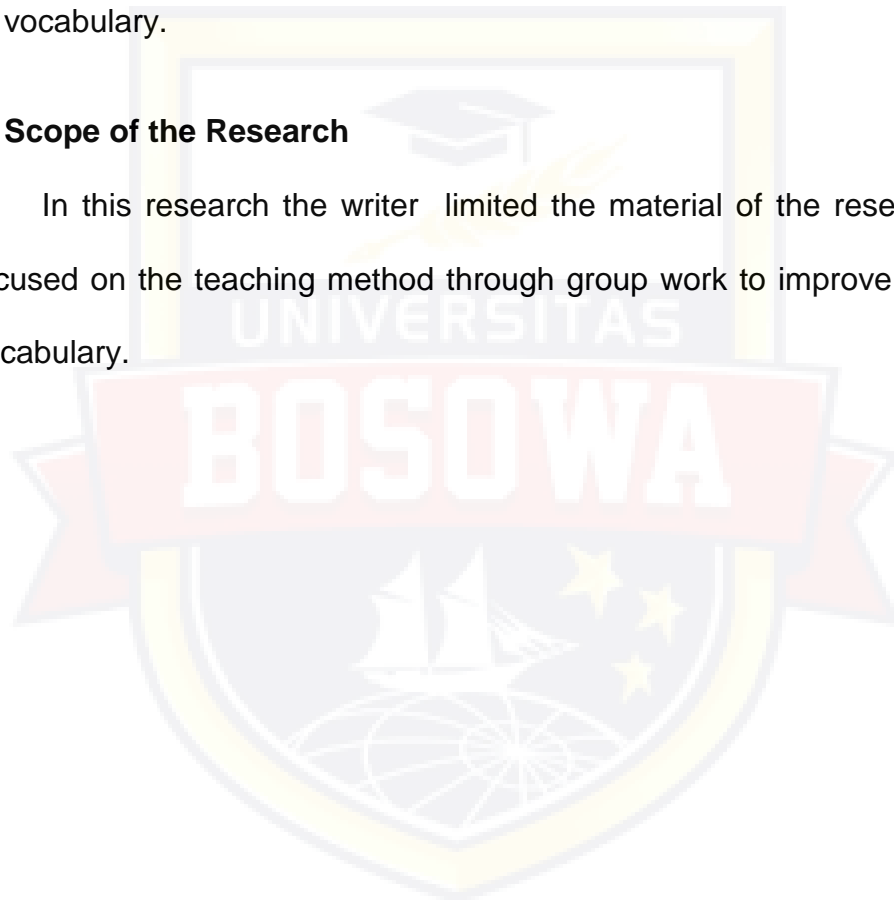
CHAPTER II

REVIEW OF LITERATURE

This chapter describes teaching method, definition of group work, advantages and disadvantages of group work, implementing group work in the classroom, group work assessment, defenition of vocabulary, kinds of vocabulary, the importance of vocabulary, assessment of vocabulary, teaching vocabulary through group work method.

A. Teaching Method

Teaching method is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation,(Silberman, 2005:223). These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

The process of planning a course is not an easy one. (Although 'the course' is the unit of analysis being discussed, the process of creating an instructional method works equally well for an individual class or an entire curriculum. As an instructor, you need to make decisions about what topics to include and which to leave out; the order in which those topics was presented; which pedagogical methods to use (e.g., lecture,

discussion, hands-on experiments); appropriate means of assessing the students; materials and technology to employ; how to get feedback; etc.

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students (Raymond Corey, 2006:23).

More often than not those decisions are made based upon what other faculty have done when they taught the class, or perhaps on what your instructor did when you took the same or a similar course. But those models may or may not accomplish the overarching goal of teaching: to help students master a set of key ideas and skills related to your discipline

B. Definitions of Group Work

Group refer to interaction between two or more people. These interest as work together and need each other to solve the problems. In the groups they feel strong so that easy to solve the problem together.

Work together not only see in society, but also students in the school or discuss experience about daily activities. According to (Ahmad Tolla 2006:14) "groups work defines as small groups activity that organized to study". It means that all activities each groups type handle by the teacher in learning teaching process.

Small group discussion give them much time work together or discuss together with their friend. Work together advised can increase their study. A teacher should be able to suggest their students to work together in positive side. It is compliance with cooperative law in learning teaching process explain that teacher must strong the students work together (Muhrim at, all,2007:16-67).

Each groups hoped small members (3-4 students) so that student's ability spread. It mean that in one small groups attend a student who has good speaking or smart and less speaking and less understand to the material the explain by the teacher. According to Robert L. Gilstrop and William R.M state that "Groups work as groups activity students has amount small, cultivate to study". They also suggest to each groups has amount less and small members (4-5 students). In one groups must devided job as head, secretary and members also that the students can responsible their job.

People who work in groups will more realize and understand about needs of each member as their job in the groups, and they know their friends needs and their relation each other groups.

In small groups discussion hope to students can express their ideas in the groups. We know that students ability is solve the problems is differ so that this situation make their ideas differ too to give solve alternative problems. This way can improve students' courage to express their idea.

C. Advantages and Disadvantages of Group Work

According to Muhrim et, all (2007:16),advantages and disadvantages of group work are :

1. Advantages of Group Work

a. The students have opportunity to responsibility appropriate their ability.

b. The students can improve their ability to lead and be lead by.

c. Groups are excellent way to discuss and work together.

2. Disadvantages of group work are :

a. Group work often involved smart students only.

b. This method need differ of arrangement sit and differ teaching method too.

c. Successful method of this group work to ability students to lead the groups or work alone.

According to Kaplan, A.M., & Haenlein, M. (2010:53-59),advantages and disadvantages of group work are :

1. Advantages of Group Work

a. The group will most likely have access to much more information than any member possesses.

b. The group can focus multiple attentions and diverse energy on a topic.

c. The group may be more thorough in dealing with a topic than any individual might be.

d. The group may harness and exploit conflict to generate new and better ideas than an individual could.

e. The group may attain deeper understanding of topics.

One analysis of studies, for instance, indicated that students in group-based learning environments learned more, and remembered more of what they learned, than did counterparts exposed to more traditional methods.

f. Synergy a combined effect greater than the simple sum total of individual contributions can arise.

g. The group may spur needed social change.

2. Disadvantages of group work are :

a. In order to be successful, groups need broad, ongoing, time-consuming exchanges of messages.

They need to invest in coordinating and monitoring what they're doing. With people as busy as they are in the twenty-first century, "out of sight" is indeed often "out of mind." If they don't keep in touch frequently, group members may forget what they've most recently discussed or decided as a group. They also run the risk of losing track of the structures and processes they've put in place to help them move toward their goals.

b. Some group members may engage in "social loafing.

When one or two people are assigned a task, they know they're being watched and are apt to shoulder the burden. In a larger group, however, any given member will feel less personally responsible for what takes place in it. If too many members follow the natural tendency to

observe rather than act, a group may lose its efficiency and thereby find it much more difficult to reach its aims.

c. Group think may sap the creative potential of the members.

Too much diversity in outlooks and work styles may act as a barrier to a group, but too little diversity also represents a threat to success. If they too easily adopt and hold onto one viewpoint or course of action, people may fall prey to two dangers. First, they may overlook flaws in their thinking. Second, they may fail to anticipate dangers that they might have been detected with closer scrutiny and longer reflection.

Ur (2002:2-9) writes that there are some advantages of small group work, they are as follows: The first advantage the small group work is of course the increase participation. If we have five or six groups then there will be five or six times the amount of talking. Class discussion, as has been pointed out, are very wasteful in terms of the ratio of teacher or students-effort and time to actual language practice taking place; group discussion are relatively efficient. Moreover, this heightened participation is not limited to those who are usually articulate anyway; students, who are shy of saying something in front of the whole class or to the teacher, often find it much easier to express themselves in front of a group work of their peers.

The second advantage is the motivation of participants also improves when they work in small groups. This is partly a function of the release from inhibition describe above, but other factors also play a part. The

physical focus of the discussion is close and directed towards the individual student; that is to say, whoever speaking is only a small distance away, clearly audible, facing the others and addressing them personally. Any visual or other materials are likewise close by: the whole activity is immediate and 'involving'. More important, group works lend it self to game-like activities; almost any task-centered exercise can be transformed into a game by adding an element of tension. Where this is not supplied by task it self, the simple institution of an arbitrary time limit or inter-group competition can easily do so.

Another advantage of group work is that frees the teacher from his usual role of instructor-corrector-controller, and allows him to wander freely round the class, giving help where needed, assessing the performance of individual students, noting language mistakes for the future remedial work, devoting a little more time to slower learners. It also has an important role to play in leading and encouraging discussion.

D. Implementing Group Work In The Classroom

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. Use these suggestions bellow to help implement group work successfully in your classroom :

1. Preparing for small group work

a) Think carefully about how students will be physically arranged in groups.

Will it be easy for groups to form and for all students to be comfortable?. Also think about how the layout of your classroom will impact volume – will students really be able to hear one another clearly?. How can you moderate the activity to control volume?

b) Insist on professional.

Between and among students to respect people's differences and create an inclusive environment.

c) Talk to students about their past experiences

Talk to students about their past experiences with group work and allow them to establish some ground rules for successful collaboration. This discussion can be successfully done anonymously through the use of note cards.

2. Designing the small group activity

a) Identify the instructional objectives.

Determine what you want to achieve through the small group activities, both academically (e.g., knowledge of a topic) and socially (e.g., listening skills). The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time. When deciding whether or not to use group work for a specific task, consider these questions: What is the objective of the

activity? How will that objective be furthered by asking students to work in groups? Is the activity challenging or complex enough that it requires group work? Will the project require true collaboration? Is there any reason why the assignment should not be collaborative?

b) Make the task challenging.

Consider giving a relatively easy task early in the term to arouse students' interest in group work and encourage their progress. In most cases, however, collaborative exercises should be stimulating and challenging. By pooling their resources and dealing with differences of opinion that arise, groups of students usually develop a more sophisticated product than they could as individuals.

c) Assign group tasks that encourage involvement, interdependence, and a fair division of labour.

All group members should feel a sense of personal responsibility for the success of their team mates and realize that their individual success depends on the group's success. Allocate essential resources across the group, so that group members are required to share information (e.g., "Jigsaw" method) or to come up with a consensus; randomly select one person to speak for the group; or assign different roles to the group members so that they are all involved in the process (e.g., recorder, spokesperson, summarizer, checker, skeptic, organizer, observer, timekeeper, conflict resolver, liaison to other groups). Knowing that peers are relying on you is a powerful motivator for group work. Another strategy

for promoting interdependence is specifying common rewards for the group, such as a group mark.

d) Decide on group size.

The size you choose will depend on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned. Groups of 4-5 tend to balance well the needs for diversity, productivity, active participation, and cohesion. The less skilful the group members, the smaller the groups should be (Gross Davis, 1993).

e) Decide how you will divide students into groups.

Division based on proximity or students' choice is quickest, especially for large and cramped classes; however, it means that students end up working together with friends or always with the same people. To vary group composition and increase diversity within groups, randomly assign students to groups by counting off and grouping them according to number; or have them line up according to birthday, height, hair colour, etc. before dividing them; another idea is to distribute candy (e.g., Starburst or hard, coloured candies) and group students according to the flavour they choose. For some group tasks, the diversity within a group (gender, ethnicity, level of preparation) is especially important, and you might want to assign students to groups yourself before class. Collect a data card from each student on the first day of class to glean important information about their backgrounds, knowledge, and interests. Alternately, ask students to express a preference (e.g. list three students

with whom they would most like to work or two topics they would most like to study), and keep their preferences in mind as you assign groups.

f) Allow sufficient time for group work.

Recognize that you will not be able to cover as much material as you could if you lectured for the whole class period. Cut back on the content you wish to present in order to give groups time to work. Estimate the amount of time that subgroups need to complete the activity. Also plan for a plenary session in which groups' results can be presented or general issues and questions can be discussed.

g) Try to predict students' answers.

You won't be able to do this perfectly expect the unexpected but by having some idea about what students will come up with, you will be better prepared to answer their questions and tie together the group work during the plenary session.

h) Design collaborative work in multiple constellations and forms : pairs , small groups, large groups, online synchronously, online asynchronously, etc.

Some students might be better at contributing after they have had time to digest material, while others might be better at thinking on the spot; other students will defer to others in large groups but actively contribute in pairs; all roles should be valued and included.

3. Introducing the group activity

a) Demonstrate you are prepared for the group session.

Arrive punctually, have a handout prepared that relates specifically to the task, and carry through on tasks that you promised to do when you last used group work in the classroom (Race, 2000:47).

b) Share your rationale for using group work.

Students must understand the benefits of collaborative learning. Don't assume that students know what the pedagogical purpose is. Explicitly connect these activities to larger class themes and learning outcomes whenever possible. If they do not see the value of the group activity, they might conclude that you are using group work merely to get out of course preparation or lecturing.

c) Have students form groups before you give them instructions.

If you try to give instructions first, students may be too preoccupied with deciding on group membership to listen to you. Or, by the time they have determined their groups, they may have forgotten what they are supposed to do.

d) Facilitate some form of group cohesion.

Students work best together if they know or trust each other, at least to some extent. Even for brief group activities, have students introduce themselves to their group members before attending to their task. For longer periods of group work, consider introducing an ice breaker or an activity designed specifically to build a sense of teamwork.

e) Explain the task clearly.

This means both telling students exactly what they have to do and describing what the final product of their group work will look like. Explaining the big picture or final goal is important, especially when the group work will take place in steps (such as in snowballing or jigsaw). Using visual structures like charts and sequential diagrams is often helpful, as is the use of sentence starters and specific questions. Remember to include time estimations for the activities. Estimate on the low side; students will work most efficiently as the deadline approaches. If necessary, you can increase the time available.

f) Prepare written instructions for the students.

Either post the instructions on an overhead or PowerPoint slide or, if some of the groups will leave the room, distribute a handout.

g) Set ground rules for group interaction.

Especially for extended periods of group work, establish how group members should interact with one another, mentioning principles such as respect, active listening, and methods for decision making.

h) Let students ask questions.

Even if you believe your instructions are crystal-clear, students may very well have legitimate questions about the activity. Give them time to ask questions before they get to work.

4. Monitoring the group task

a) Monitor the groups but do not hover.

As students do their work, circulate among the groups and answer any questions raised. Also listen for trends that are emerging from the discussions, so that you can refer to them during the subsequent plenary discussion. However, be unobtrusive and avoid interfering with group functioning; allow time for students to solve their own problems before getting involved. Even consider leaving the room for a short period of time, because your absence can increase students' willingness to share uncertainties and disagreements (Jaques, 2000:67).

b) Expect a lot of your students.

Assume that they do know, and can do, a great deal (Brookfield & Preskill,2003:107). Express your confidence in them as you circulate the room.

c) Be slow to share what you know.

If you come upon a group that is experiencing uncertainty or disagreement, avoid the natural tendency to give the answers or resolve the disagreement. The learning that is accomplished through group work might be slower, but it is generally harder won and thus better. If necessary, clarify your instructions, but let students struggle within reason to accomplish the task (Race, 2000:47).

d) Clarify your role as facilitator.

If students criticize you for not contributing enough to their work, consider whether you have communicated clearly enough your role as facilitator.

5. Ending the group task

a) Provide closure to the group activities.

Group work can succeed or fail based on how you incorporate it into the rest of the class and the course. Students need to see how their work in small groups was useful to them and/or contributed to the development of the topic. Thus, end with a plenary session in which students do group reporting: How group reporting is done "can make the difference between students' feeling that they are just going through their paces and the sense that they are engaged in a powerful exchange of ideas" (Brookfield & Preskill, 2003, p. 107).

b) Oral reports:

Have each group give one idea and rotate through the groups until no new ideas arise. Or have each group give their most surprising or illuminating insights or their most challenging question. Typically, you should record the ideas raised to validate their value, but limit yourself to key words.

c) Written reports:

Have each group record their ideas on a transparency and either present them yourself or have a group member do so. One variation on this is to have groups record their conclusions on a section of the blackboard or on newsprint that is then posted on the wall. Students then informally circulate around the room and read each other's answers. Alternately, you can ask students to move around the room in small

groups, rotating from one set of comments to another. As they rotate, they keep up a discussion, treating the comments written on the newsprint or blackboard as a new voice in their discussion. They can add their own comments in response. Another variation on written reports is to have students write brief comments on Post-it notes or index cards. Collect them, take a few minutes to process them or put them in sequence, then summarize their contents.

d) Model how you want students to participate.

When responding to students' answers, model the respect and sensitivity that you want the students to display towards their classmates. Also readily acknowledge and value opinions different from your own; don't favour clones! Be willing to share your own stories, critique your work, and summarize what has been said.

e) Connect the ideas raised to course content and objectives.

Recognize that groups might not come up with the ideas you intended them to, so be willing to make your lecture plans flexible. Wherever possible, look for a connection between group conclusions and the course topic. However, be aware that misconceptions or inaccurate responses need to be clarified and corrected either by you or by other students.

f) Don't provide too much closure.

Although the plenary session should wrap up the group work, feel free to leave some questions unanswered for further research or for the next class period. This openness reflects the nature of knowledge.

g) Ask students to reflect on the group work process.

They may do so either orally or in writing. This reflection helps them discover what they learned and how they functioned in the group. It also gives you a sense of their response to group work.

6. A final thought

Successful group work requires not only careful preparation and facilitation but also regular reflection and reassessment afterward. After a class of small group activities, reflect on the group work process and refer back to the notes you made before class. Add comments about what worked especially well and what you would change in the future to make the exercise run more smoothly. Also discuss your use of group work with other instructors, and ask for their suggestions. If you feel that your facilitation skills are weak, work to strengthen them.

E.Group Work Assessment

Group work is a method of instruction that gets students to work together. There are various benefits and challenges that come with preparing, developing and facilitating group work with teaching and learning practices. N. L. Kerr and S. E. Bruun. Journal (2008: 78-94).

As an assessment task, groups often develop or create a product or piece of work to demonstrate learning and understanding of a particular concept. The assessment may be on the final product or understanding, or on the process of developing that product or understanding. Whilst the benefits of group work are well documented, the challenges of allocating marks and feedback to individuals within that group can be a challenge.

F. Definition of Vocabulary

One of the most basic underlying of communicative language teaching is that language is not merely a set of forms (words, grammatical structure, etc.) but is used for something: to convey information, maintain relationships, and act in and on social world (Bill Johnson: 2003:24).

Hornby, (2005:07) stated that the vocabulary is the total numbers of words which (with the rules for combining them) make up language. It means that vocabulary is the main tools for people, especially students in process of acquiring or learning, mastering and using the language and vocabulary also refers to all the words that someone knows or uses in particular language. It is the bulk of the language and there is no single language can exist and survive without having vocabulary.

Elaini Walker and Steve Elsworth (2000: 580) also state vocabulary is a set of lexemes, including single words, compound words and idioms. Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a

dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies.

Mc Cathy and Felicity (2002:4) also state that in learning vocabulary, dictionaries are tools to build up the mastery of vocabulary. Students may consult with their dictionary if they find difficult words. Vocabulary has a very significant role in the process of learning and mastering the language. Without having sufficient vocabulary the students will find difficulty in understanding the materials taught during the teaching and learning process.

From those definisions, it can be concluded that vocabulary is the most importance in learning language.

G. Kinds of Vocabulary

The words in English vocabulary can be divided into four groups, namely: nouns, adjectives, verbs, and adverbs. Each of these groups of vocabulary will be discussed in the following sections.

1. Noun

Michael Swan,(2005: 23) states that Noun is a words that is the name of something (as a person, animal, plant, place, thing, substance, quality, idea, action or state) and that in languages with grammatical numbers, case and gender is inflected for numbers and case but has inherent gender. There are 6 (six) kinds of Noun, such as:

a. Common noun is general name, kinds, place and common to all people. For examples; water, man, city etc

b. Proper noun is the particular name denoting a person, things, places, etc different to the other. For examples; bear, London, eraser etc.

c. Abstract noun is name of something which we experience as an idea not by seeing, touching etc. for examples; shadow, health, beauty etc.

d. Concrete noun is anything that we can see, touch, smell or perceive by the senses. For examples; computer, water, star, book, pen etc.

e. Countable noun is anything that can be counted. For examples; cat, brother girl, pen, ruler etc

f. Uncountable noun is anything that can not be counted. For examples; tea, money, sugar, water, ice etc.

2. Adjective

Adjective is used when we describe people, things, and events. Adjectives are used in connection with noun and pronoun. The examples of adjectives are hungry, sad, impossible, brave, friendly etc. Michael Wallace (2001:48).

3. Verb

Verb is word that gives a description about a subject. It has important function in a sentence. There are several kinds of verbs, such as:

a. Transitive verb are the verbs that need an object

For examples :

a) He kill an ant

b) She ate fried rice

c) He drank coffee

b. Intransitive verbs are verbs don't need an object

For examples:

a) Chicken runs

b) Mr. Marco smiles

c) The babies cry

c. Auxiliary verb is a verb that helps another verb of the principle verb to express and action or condition of state being. For examples; can, could, may might, shall, should, are, were, will, would etc.

4. Adverb

Adverb is a word/phrase which modified a verb and adjective, another adverb and entire sentence. There are 6 (six) kinds of adverbs which are:

a. Adverb of manner

It answers the question of 'how'. For examples: well, good, and hard.

b. Adverb of place and direction

These adverbs answer the question 'where'. For examples: north, down, and in.

c. Adverb of frequently

These adverbs answer the question 'how often'. For examples: twice, seldom and rare.

d. Adverb of degree

These adverbs answer the question 'to what degree' and denote 'how much' with respect to adjective or adverb. Examples: very, extremely, and almost.

e. Interrogative adverb

These adverbs are use to ask the question, such as:

a) When means at what time

b) Where mean in what place

c) How means in what manner

f. Relative adverbs

These adverbs are use to replace a preposition and the relative pronoun 'which'

For examples:

a) When replaces 'on which', or 'in which' use for time

b) Where replaces 'at which' or 'in which' used for place

c) Why replaces 'for which' used for reason

From those explanations about the kinds of vocabulary, it can be concluded that vocabulary can be divided into four groups, namely: nouns, adjectives, verbs, and adverbs. The four groups are most importance in learning langue.

H. The Importance of Vocabulary

Vocabulary, much more than grammar, is the key to the students understanding what they hear or read in the school and to communicating successfully with other people. For this reason it is very important for her

to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success. Vocabulary is very important in language learning. By mastering a large number of vocabulary items, a learner will be able to understand the message of the text well. It is real that mastery of vocabulary is needed especially for the learners of a language to be able to communicate with others. The learners who master a larger number of vocabulary items will be able to communicate easily and fluently in the target language. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of vocabulary achievement.

Vocabulary mastery is the crucial and central dimension for learning language. Sufficient vocabulary master will enable the students to acquire the skills of listening, speaking, reading, and writing. The more vocabularies the learners know the better they can perform themselves in the four language skills. So, it can be concluded that vocabulary plays an important role in learning foreign language since the mastery of vocabulary is absolutely needed if one wants to be able to express her/his ideas and understand other's ideas even to speak and write fluently. In fact, vocabulary items, word and phrases are important vehicles where by different messages and affairs can be most effectively communicated and share out. Without strong vocabulary, we can not understand our

environment and needed support from both visual and gesture means in other hand to have some controls over the messages.

The problems in learning and teaching vocabulary are indeed very broad and complex. Therefore, successful vocabulary teaching greatly depends on the teacher's ability and creativity in making experimenting different techniques of teaching. In the classroom setting the teacher is agent of change and learning. This means that the most important key to create an interactive language classroom in the initiation of interaction by the teacher. Teacher as the source of knowledge for the students should always have new way to attract students' interest in learning process. The teacher should be creative to make the learning process enjoyable. (Wendy A. Scott: 2000: 13).

I. Assessment of Vocabulary

Assessment can be administered by carrying out a series of tests. Test may be constructed primarily as devices to reinforce learning and to motivate the students or constructed primarily as devices to reinforce learning and to motivate the students. In relation to this study the researcher will focus on testing students' performance in vocabulary achievement in short dialogues and some texts related to the topic and sub topic. The researcher anticipates that the test will give objective feedback for both students and researcher. Furthermore, Heaton (2002: 25) writes that all tests are subjectively by the tester, who decides which

areas of language to test and the type of items to use for this purpose. It is only by scoring of the test that it can be described as objective.

There are two qualities that every test should posses; reliability, the degree of consistency of the test; and validity, the degree to which measures what it is supposed to measure. Ur (2001:71-72) mentioned there are several ways to measure students' vocabulary mastery, such as multiple choice, matching, writing sentences, dictation, gap filling, sentence completion and translation. Heaton (2002:25) explains that there are numerous ways of testing vocabulary ranging from multiple choice items and matching item to open-ended question. Although multiple choice items are sometimes the most suitable instrument for testing vocabulary, they should not be over-used. Frequently, other items types are far more interesting and useful. The material it self should always determine the types of questions, which are constructed.

J. Teaching Vocabulary Through Group Work Method

There are some techniques of teaching vocabulary and one of the techniques which are discussed in this study is the group work method. Group work method is the most effective way for learners to practice talking freely in English by thinking out some problems or situation together through verbal interchange ideas (Ur: 2002:2-9). Group work method is a process of learning, which involves two or more students in verbal and face-to-face interaction. There will be an exchange of information, personal experiences and problem solving. The technique will

involve the students intensively and actively in the classroom teaching learning activities.

The classroom atmosphere will be more conducive when this technique is applied for teaching vocabulary. There will be involvement of students due to the demand of discussion, on the other words; the attention, concentration, and interaction will be high during the group discussion activity. As stated at the first page that purpose of using this method to make the students active in learning and also the students will develop their problem solving skills
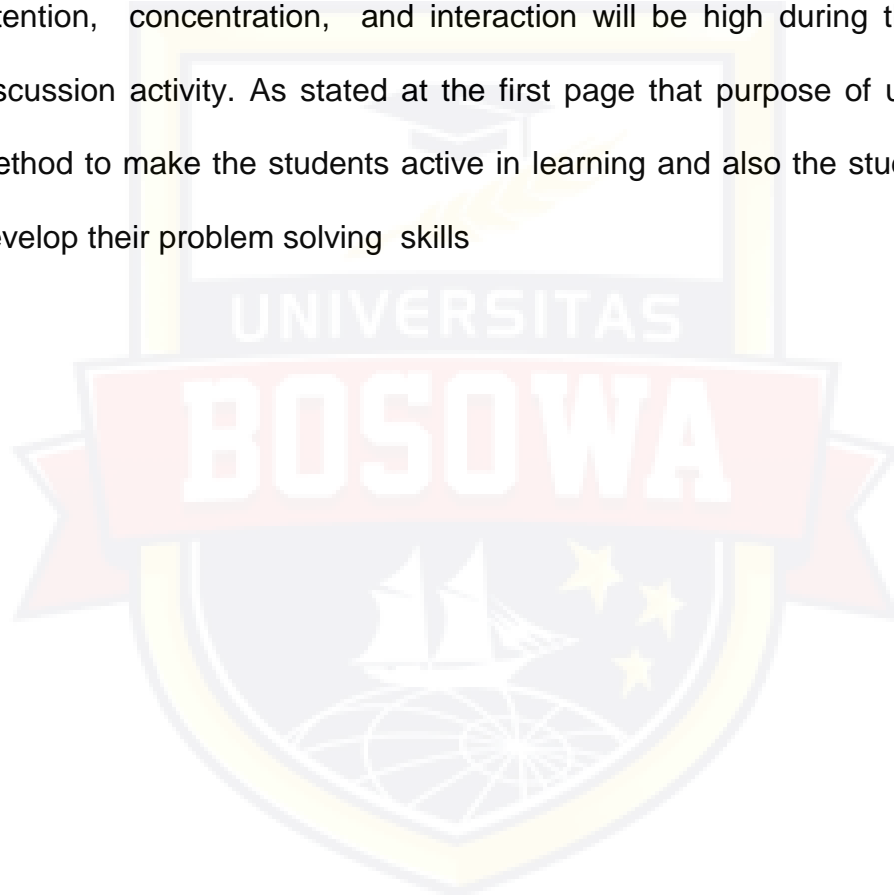
CHAPTER III

RESEARCH METHOD

This chapter discussed research design, classroom action research procedeure, research setting and subject, instrument, technique of data collection, technique of data analysis.

A. Research Design

This research was designed as action research. The kind of research could solve students' problem in teaching and learning process. This information was gathered with the goals of gaining insight, develoving reflective. Effecting positives changed in the school environment (and on the educational practices in general) and improving students outcomes and the lives of those invoved.

Classroom action research is aimed to overcome problems in teaching and learning process in order to improve educational practice. Action research is a process of studying a real school or class situation to improve the quality of actions or instructions and tries to take an action and effect positive educational change in the specific school environment that was studied. Action research is also a type of inquiry that is preplanned, organized, and can be shared with others.

The writer used Kurt Lewin model as a reference research design in classroom action research. The four main concepts in this model were :

planning, acting, observing, reflection. The relation of four components could be described as the following figure :

Figure 3.1

Kurt Lewin's Action Research Design
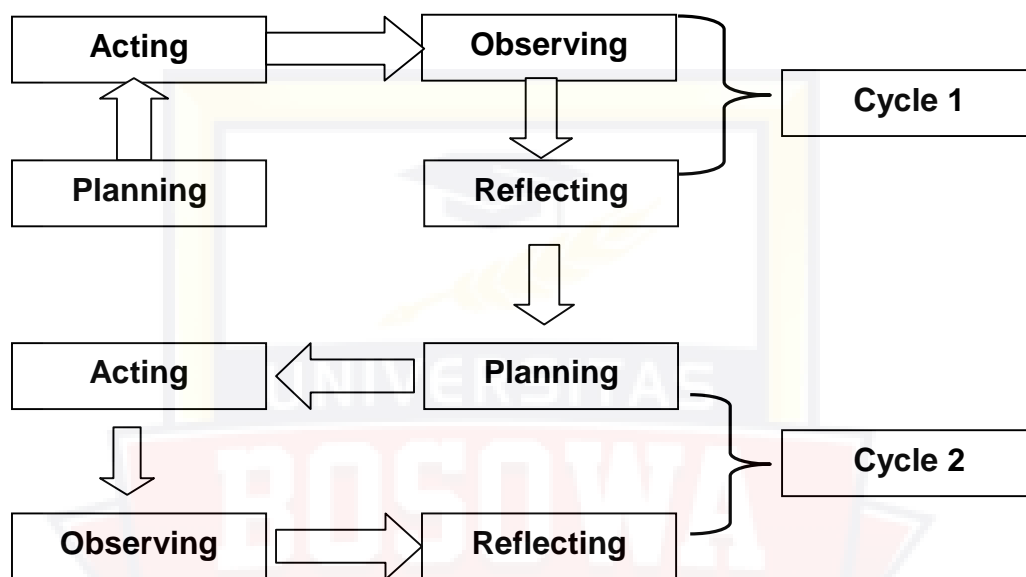
Kurt Lewins design consists four phases, Those are planning, acting, observing and reflecting. Those four phases are called as one cycle. At the planning phase, the writer prepared the instructional planning before conducting this classroom action research. The writer preparing pre-test, selecting and preparing the,and designing the lesson plan. Action Phase was the main activity of the classroom action, writer was applying the lesson plan that was prepared. Actions refer to what the writer did in the classroom during the teaching learning process. Observation phase, the writer observed during the teaching learning process. Reflections phase gave to the subjects under study on the basis of teaching method

through group work to improving the vocabulary. After the writer and the students accomplished cycle 1, there might be found a new problem. Hence, it was essential to continoue to the next or second cycle, the writer followed the same phases.

B. Classroom Action Research Procedeure

As mentioned before, the writer followed Kurt Lewins design. Kurt Lewins suggests four phases for classroom action research. Those were planning, acting, observing and reflecting. Those four phases were called as one cycle. After the writer and the students accomplished cycle 1, there might be found a new problem. Hence, it was essential to continoue to the next or second cycle, the writer followed the same phases. These were following of the explanation in every phase in classroom action research (CAR).

1. Preliminary study

Before entering the cycle of classroom action research, the writer conducted the preliminary study of recognizessance. Preliminary information gathering was taking time to reflect on writer's beliefs and to understand the nature and context of her general idea. It was as preparation for planning and action. Preliminary research was useful for analyzing and identifying the problems face by the students in learning need to be solved.

2. Planning Phase

The writer prepared the instructional planning before conducting this classroom action research. In order to achieve the objective of study there were some instructional activities that writer planned as follows :

a. Preparing observation sheets.

b. Selecting and preparing the materials that appropriate in teaching vocabulary.

c. Designing the lesson plan.

d. Constructing test to measure students' achievement

3. Action Phase

The main activity of the classroom action research was applying the lesson plan that was prepared. Actions refer to what the writer did in the classroom during the teaching learning process.

4. Observation

Observation was aimed at collecting the data from the influence of action. This phase discusses about this process of gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation were sources of data, instrument used in collecting the data, and technique for data collection.In conducting the observation toward the implementation of the action, the writer used test for gathering the result of observation. The test consist of 10 item translation and 20 item multiple choice.

5. Reflection Phase

Reflections was given to the subjects under study on the basis of teaching method through group work to improve the vocabulary. As mention previously, the present classroom action research was divided into two, cycle 1 and cycle 2. If there were found the problems, it should move to the next cycle regarding re-planning, re- action, and re-observation. Consequently, the writer work out uncompleted problems that have not been solve yet.

C. Research Setting and Subject

The subject of the research was VII-D class students of SMP Wahyu Makassar academic year 2015. The VII-D class consists of 20 students. The writer chooses this class based upon the interview result with the English teacher. The teacher informed about the class proving that the students have the lowest achievement of vocabulary and the teacher said that most of students of class VII-D are passive when learning English in the classroom. That was why the students need any appropriate strategy to assist them in developing thair vocabulary.

D. Technique of Data Collection

Technique of data collection in this research was using quantitative data. Quantitative data was broadly used to describe what can be counted or measured. The writer use test to get data about process of learning vocabulary. The test was conducted after the implementation of each

cycles. Because in this research the classroom action research consists of two cycles. Furthermore, the tests are done in the from of multiple choices and translation. The multiple choices consist of 20 items by choosing A,B,C, and D and translation consist of 10 items.

C. Technique of Data Analysis

Data was collected at each cycle of activities in observation of the implementation of the research and would be analyzed as follows :

a. Scoring the students' answering by using formula :

$$\text{Score} : \frac{\text{The students' gained score}}{\text{Total score}} \text{ X } 100$$

Source : (Gay,2006:20)

b. Classifying the score of the students

No	Score	Criteria
1	91 – 100	Very good
2	76 – 90	Good
3	61 - 75	Fair
4	50 – 60	Poor
5	Less than 50	Very poor

Source: (Depdikbud,2004:143)

c. Mean Score

Calculating the mean score of the students by using the formula :

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

X   = Mean Score

$\sum$x = Individual Score

N   = Number of Students

Source: (Sudjana,2002:67)

d. Percentage score

Then, to get the class percentage which was held the KKM 65, the researcher used Anas Sudijono's (2008:43) formula :

$$P = \frac{F}{N} x100\%$$

P   = The class Percentage

F   = Total Percentage score

N   = Number of student
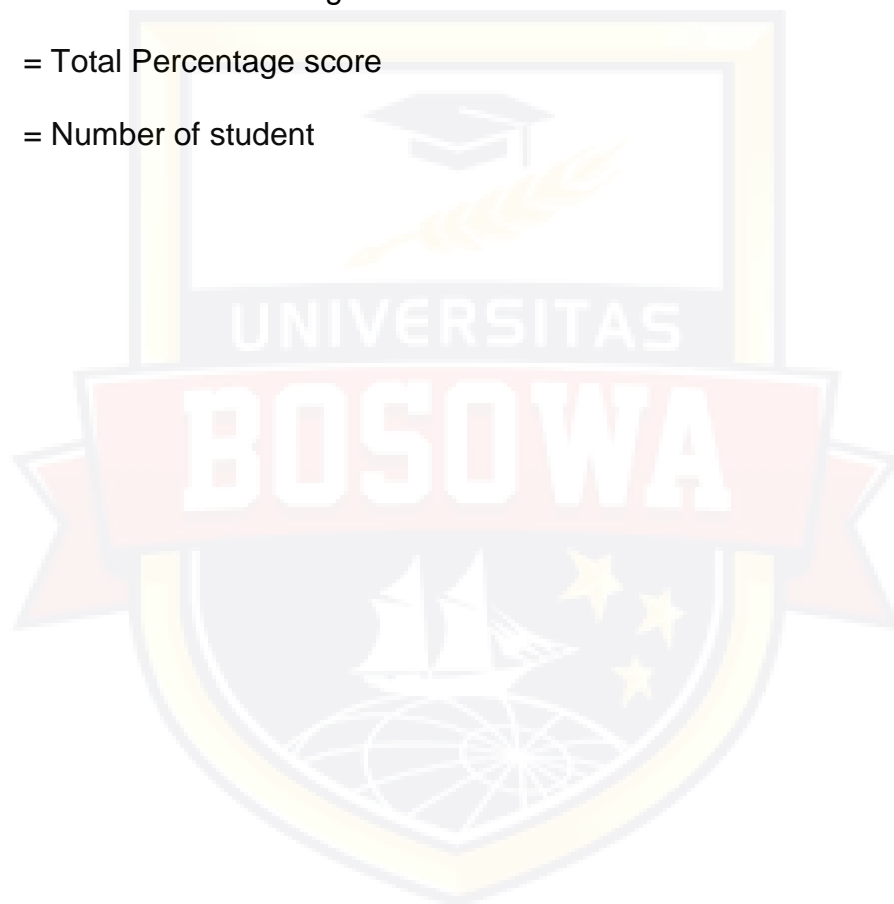
CHAPTER IV

FINDING AND DISCUSSION

The result described in the stage of learning cycles to be ferformed in teaching and learing in classroom. In this research study was cundected in two cycle as the exposure as follows.

A. FINDING

1. Cycle 1

a. Planning

a) The writer made lesson plan as guiding to teach in the first cycle.

b) Create group work method devices are more easily understood by students.

c) The writer made observing guide to observe the students during teaching learning process through groups work.

d) The writer prepared the instruments test to check students understanding.

e) The writer prepared several media to teach about vocabulary.

b. Action

This action was held on Wednesday, november 4th 2015 which started at 13.00 to 14. 30 and followed by 20 students. At the beginning of the cycle 1 of implementation has not been according to plan. This was due to :

a) Some groups were not yet familiar with the conditions of learning in groups.

b) Some groups did not understand the steps group work discussion.

To solve the above efforts are as follows :

a) Writer with an intensive understanding to the students condition member in the groups, teamwork, partisipation of students in the groups.

b) Writer helps the groups did not understand the steps group work discussion.

At the end of the cycle I of observation can be concluded :

a) Students' are getting used to the conditions of groups learning.

b) Students' are getting used to the method learning of group work discussion.

c) Students' can concluded that the method learning of group work discussion has certain step.

c. Observation

a. Cycle 1

The result of the test indicated that some of students' could answer the question but some of them could not answer correctly becouse some of them still week in remember the meaning of the word. After the time given was over some of the students' have not finished their task, the problem in cycle 1 was shown the time to explained the material was too long so the time to finished the task was not enough. The rate percentage

of the students' score was contained through the test, in order to know the students ability in vocabulary through the group work. Than the writer determined the quality of the students' score into rate percentage and score classification as follows :

Table 1. the students' score in Cycle I.

no	Initial Name	Studens' score	Classification
(1)	(2)	(3)	(4)
1	NDA	43	Very poor
2	NDJ	56	Poor
3	ALG	60	Poor
4	FJM	50	Poor
5	MHN	40	Very poor
6	ADJi	56	Poor
7	ASP	53	Poor
8	AJL	60	Poor
9	MD F	40	Very poor
10	MRB	53	Poor
11	MFW	40	Very poor
12	SSP	43	Very poor
13	KMD	33	Very poor
14	AMW	36	Very poor
15	SFR	40	Very poor
16	MAH	50	Poor
17	DBN	53	Poor
18	FPM	43	Very poor
19	SAL	33	Very poor
20	KRD	43	Very poor

Table above shown the students' score in cycle 1, all of the students got lower than value standard (75) becouse they difficult to recognized some new word and described to her / his group and it made them difficult to guess. The limited time also influence the students concentrate in answer the questions.

Table 2. The groups score of Cycle 1

Groups	Obtaining Score	Ideal Score	Percentage (%)	Classification
1	18	30	60 %	Poor
2	17	30	57 %	poor
3	19	30	63 %	Fair
4	19	30	63%	Fair
5	17	30	57 %	Poor

Table above shown the goups' score in cycle I, most of the groups got lower than value standard (75) becouse they are not yet familiar with the conditions of learning in groups and Some groups do not understand the steps group work discussion. They difficult to recognized some new word and described to her / his group and it made them difficult to guess. The limited time also influence the students concentrate in answer the questions.

Chart 1. The Group Rate Percentage of Cycle 1
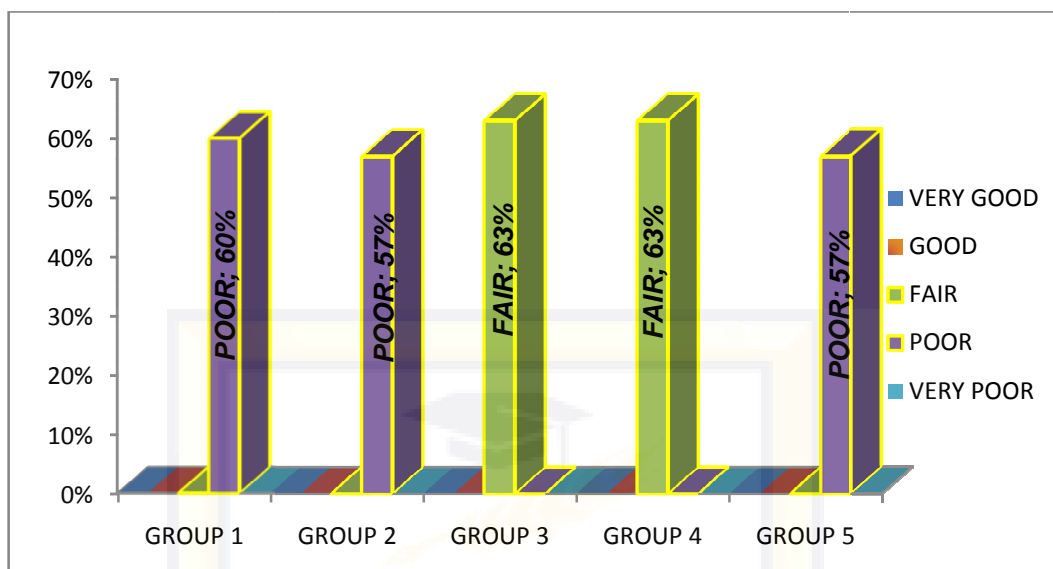
Based on the chart above, there where two groups are classified as fair, group 3 (63%) and group 4 (63%). Three groups are classified as poor, group 1(60%), group 2 (57%) and group 5 (57%). It mean all of the group got lower value standar (75) and the teaching and learning process through group work has not been succesful yet

Table 3. the Percentage of Cycle 1

Criteria	Score	Frequency	Percentage
Very good	91 – 100	-	- %
Good	76 – 90	-	- %
Fair	61 - 75	-	-%
Poor	50 – 60	9	45 %
Very poor	Less than 50	11	55%
Total		20	100%

The table above indicates that students' achievement in vocabulary in cycle 1, none of them get very good score, good score and fair score, 9

students' (45%) got poor score, 11 students'(55%). It is mean the students' achievement in vocabulary are lower than value standard.

The mean score of the cycle I as follows :

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

$$= \frac{925}{20}$$

=46.25

The result of the implementation in cycle 1 show that the students" vocabulary very poor. The standard of success criterion of the students vocabulary in mean score is 75 (KKM) reveals that mean score of the students' is only 46.25. It means that the study was not been successful yet.

d. Reflection

Based on the data presented in table above, it can be stated that the implementation of the group work to improve the students' vocabulary was not succesfully yet. The criterion of success if the mean score of the students and groups is 75. In term of the students' activeness in this activity, the result of observation showed that some students could not answer the question easily.

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 75. The

cycle 2 was conducted to find the appropriate strategy in improve students' vocabulary through the group work.

2. Cycle 2

As the same previous activities, there were activities done by the writer. This cycle applied refers to students' reseult in cycle I.

a. Planning

Planning in the cycle II based replanning first cycle is :

a) The researcher made lesson plan as guiding to teach in the first cycle.

b) Create group work method devices are more easily understood by students.

c) The researcher made observing guide to observe the students during teaching learning process through groups work.

d) The researcher prepared the instruments test to check students understanding.

e) The researcher prepared several media to teach about vocabulary.

b. Action

This action was held Thursday, december 17th 2015 which started at 13.30 to 14.30 and followed by 20 students in this cycle the writer conducted the method and administrated the test.

a. Learning atmosphere has lead to the method of group work discussion. Task assigned to a groups of writer using the worksheets can be done with a good academic. Students in a goups show help each other to

master the subject matter that has been provided questioning or discussion among the groups members.

b. Most students feel motivated to ask and respond to a presentation of another groups.

c. Atmosphere for effective learning and fun is created.

c. Observation

a. The result of observation of students activity in the learning process during the second cycle can be seen in the following table.

Table 4. the students' score in Cycle 2

no	Initial Name	Studens' score	Classification
(1)	(2)	(3)	(4)
1	NDA	97	Very good
2	NDJ	90	Good
3	ALG	93	Good
4	FJM	80	Good
5	MHN	83	Good
6	ADJi	90	Good
7	ASP	93	Very good
8	AJL	97	Very good
9	MD F	83	Good
10	MRB	93	Very good
11	MFW	97	Very good
12	SSP	80	Good
13	KMD	93	Very good
14	AMW	97	Very good
15	SFR	90	Good
16	MAH	87	Good

17	DBN	93	Very good
18	FPM	97	Very good
19	SAL	90	Good
20	KRD	97	Very good

Table 4 shown the students score in cycle 2, there are ten students got very good classification and ten students got good classification. In this cycle most of the students got higher than cycle 1 and standard value of SMP Wahyu Makassar is 75. It means that the teaching and learning process through group work succes to improve students vocabulay. In this cycle students more active than Cycle 1 because the writer did not need to explain about vocabulary. So they had much time to answer the quetions.

Table 5. the group score of Cycle 2

Groups	Obtaining Score	Ideal Score	Percentage (%)	Classification
1	28	30	93 %	Very good
2	26	30	87 %	good
3	29	30	97 %	Very good
4	28	30	93%	Very good
5	27	30	90 %	Good

Table above shown the goups score in cycle 2, most of the groups got higher than value standard (75) it mean that the teaching and learning process through group work has been successful. They were familiar with the conditions of learning in groups and Some groups understood the steps group work discussion. They were easy to recognized some new

word and described to them group and it made them easy to memorized the word. They more concentrate in answer the questions.

Chart 2. The Group Rate Percentage of Cycle 2
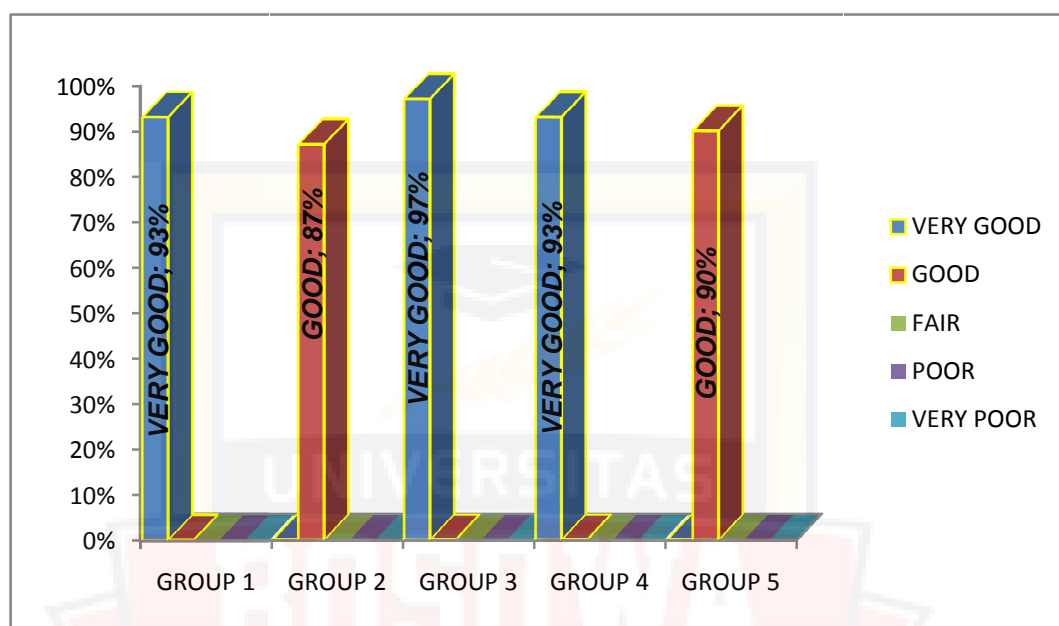
Based on the chart above, there where three groups are classified as very good, group 1 (93%),group 3 (97%) and group 4 (93%). Two groups are classified as good, group 2 (87%), group 5 (90%). It mean all of the group got higher value standar (75) and the teaching and learning process through group work has been succesful.

Table 6. the Percentage of Cycle 2

Criteria	Score	Frequency	Percentage
Very good	91 – 100	10	50 %
Good	76 – 90	10	50 %
Fair	61 - 75	-	-
Poor	50 – 60	-	-
Very poor	Less than 50	-	-
Total		20	100%

The table 6 indicated that the studentd'achievement in vocabulary in cycle 2, were 10 students (50%) got very good , and 10 students (50%) got good. None of them got fair,poor and very poor.

The mean score of the cycle 2 as follows :

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

$$= \frac{1820}{20}$$

$$=91$$

The result of the implementation in cycle 2 show that the students" vocabulary was very good and it achieved the criterion of succes. The result reveals that the mean score of the students was 91. It means that the study had successful.

d. Reflection

The whole data above indicates that the students achievement in vocabulary has improved. The result in cycle 1 is 46.25, it was improved become 91 in cycle 2. It mean that the teaching by using group work method improve the students ability in vocabulary.

The comparison between the result in cycle 1 and cycle 2 can be seen the following table.

Tabel 7. The Result of Cycle 1 And Cycle 2

NO	STUDENTS NAME	SCORE	
		CYCLE 1	CYCLE 2
(1)	(2)	(3)	(4)
1	NDA	43	97
2	NDJ	56	90

3	ALG	60	93
4	FJM	50	80
5	MHN	40	83
6	ADJi	56	90
7	ASP	53	93
8	AJL	60	97
9	MD F	40	83
10	MRB	53	93
11	MFW	40	97
12	SSP	43	80
13	KMD	33	93
14	AMW	36	97
15	SFR	40	90
16	MAH	50	87
17	DBN	53	93
18	FPM	43	97
19	SAL	33	90
20	KRD	43	97

Based on the observation on the implementation of the research in learning English especially in vocabulary used the group work method improved. Improving to the English subject especially in vocabulary consist 2 cycle based on processing the data obtained. The table shows the improvement of students score from cycle 1 to cycle 2. It prove of the success of the teaching method through group work to improve students vocabulary.

Consider the students improvement and had achieved standard value of SMP Wahyu Makassar the writer decided to stop the research in second cycle.

Table 7. The Avarage Improvement of Students After Cycle 1 and Cycle 2.

NO	CYCLE	AVARAGE
1	CYCLE 1	$X = \dfrac{\sum x}{N} = \dfrac{925}{20}$ $=46.25$
2	CYCLE 2	$X = \dfrac{\sum x}{N} = \dfrac{1820}{20}$ $=91$

Based on the table above, the significances of score between Cycle 1 and Cycle 2 are different. The result of cycle 1 was 46.25 and cycle 2 was higher 91 the improvement of students score show the success of the teaching method through group work to improve students vocabulary.

B. DISCUSSIONS

Based on the research observation that the writer conducted on Wednesday, November 4th 2015 until Thursday, December 17th 2015 at SMP Wahyu Makassar class VII D as a subject consist of 20 students about teaching method through group work to improve students vocabulary, the writer found that lack of vocabulary make the students dificult to understand all of skill in English (speaking, writing, listening and reading). Vocabulary become the important one in teaching and learning English, the main objective of this research was to improve students

vocabulary. Based on the description above the writer conducted classroom action research that had done in two Cycles.

1. Cycle 1

In this cycle the writer explained to the students about vocabulary, the teching method and group work. While conducted the group work teaching method the writer observed the students interest, attention,participation presentation. In the end of cycle the writer gave test to measure the students vocabulary achievement after learn through the group work method.

The result of the students vocabulary achievement through the group work method can be seen with the use of test. The writer conducted a test in the end of cycle. The students achievement can be shown by analyzing the students score. The students mean score in cycle 1 was 46.25. It means that the implemented of of the group work has not succesfuly yet.

From the research observation and result of the vocabulary test, the writer obtained some findings that implementation of the group work is able to improve students vocabulary and motivate the students to learn more enjoy and effective. In this cycle the writer observed that the students motivation was enough it is caused by the students have not recognized the method and they had limited time. It means that the students motivation in cycle 1 was not good enough.

2. Cycle 2

In This cycle the writer directly implemented the group work method. The writer asked students to make a group based on their group in the cycle 1. The result of the students in this cycle 2 based on the test that the writer gave, showed the improvement of students vocabulary. The scudents mean score on cycle 2 was 91. It mean that the students have understood about the vocabulary that have been taught before and recognized the teaching method through group work as a good method to improve students vocabulary.

Beside analyzed tha students score, the writer also observed the students motivation in learned vocabulary by using the group work method. From the observation the writer found that the students motivation was good.

From the statement the writer find some discussion, they are :

1. The first finding is the teaching method trough group work help the students to explore their knowledge to describe a word.

2. The second is the students show a good response towards the test. The teaching and learning process showed that their paricipation improved. The improvement couldbe seen in their behavior. All the students were ready in the class when teacher entered.

3. The third is the improvement of the students' vocabulary. It can be seen from the mean score of students in cycle 1 is 46.25 and in cycle 2 increase be 91.

4. The fourth is the improvement of the clssroom situation when the teaching method through group work implemented. During the implementation the students were more relaxed and enjoyable in learning. It means that the group work method can increase the students motivation in learning. They looked interested and motivated to do their task.

It can be concluded that teaching method through the group work to improve students vocabulary at SMP Wahyu Makassar was effective because the data shows a very significant different between cycle 1 and cycle 2.
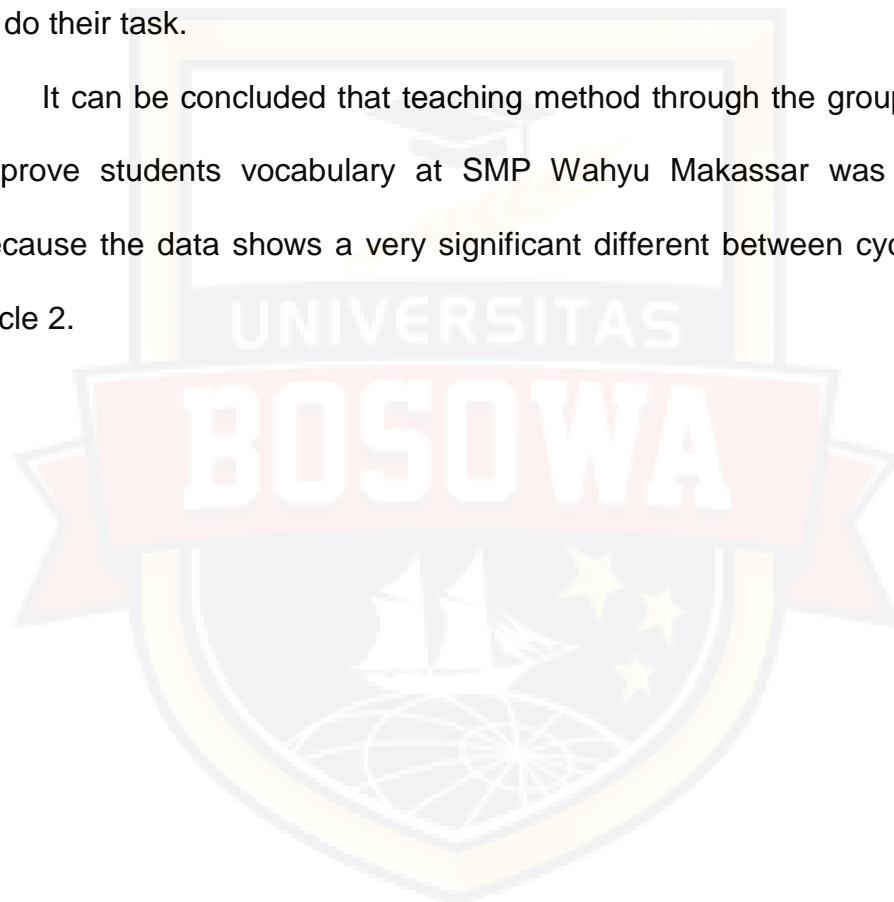
CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the discussion and explanation in the previous chapter the writer puts the following conclusion. Teaching Method Through Group Work is one of the effective way in teaching and learning process especially in teaching method Through Group Work to improve the students vocabulary. It was proved by the writer that have been done at SMP Wahyu Makassar, the research findings show that there were the significance development that could be gained in teaching learning process through group work.

The writer conlcuded that with teaching and learning through group work can improve students vocabulary. It is provided by the mean score of the students observation in Cycle I and Cycle 2.

Based on the result of Classroom Action Research can be summarized as follows :

1. Group work as a teaching method can improve the students vocabulary. It shows the mean score in cycle 1 is 46.25 and cycle 2 is 91.

2. Most of sudents are interest in learning vocabulary through group work, becouse they are enjoyable, motivate and spirit in teaching and learning process through group work.

3. The ability in teaching method through group work also experienced a significant progress. It can be seen from already become accumstomed to learning in goups.

4. Student mastery of learning material to show improvement. It can be seen with the avarage results of cycle 1 test (46.25) and cycle 2 test (91).

5. Cooperative learning is relevant to the group work method.

6. Through group work method, students build their own knowledge, to find the steps in finding a sattlement of a matter that must be mastered by students, either individually or in groups.

7. Teaching and learning method through group work more fun.

B. SUGGESTION

It has been proven group work method can increase the activity and student learning outcomes in vocabulary subject, then we suggest the following things :

1. In teaching and learning activities teachers are expected to make cooperative learning as an alternative type of group work method in vocabulary subject to increase the activity and students learning outcomes.

2. Because this activity is very useful especially for teachers and students, it is expected that this activity can be class action research out continuously in vocabulary subject or another lesson.

3. The English teacher should be more creative to find a good way in learning process to avoid monotone in the classroom.

4. English teacher should pay attention to the needs and level of the students when teaching English vocabulary, they should make the students more interesting and enjoyable in learning English.

5. The teacher should always give material relevant with the students need in order to increase their interest and achievement in learning English.

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

7. The using teaching method through group work is a good way to improve students vocabulary achievement and build students motivation in learning process.

8. The students should be active in practice their English because practice make it perfect.

9. Finally the writer suggest that further studies the subject of the investigation not only in school,but it also can be extended to others event it might extensively be designed for the students of vocational school or high school.

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APPENDICES

Appendix 1. Instrument of the Reserch

INSTRUMENT PENELITIAN

Judul :**Teaching Method Through Group Work to Improve Vocabulary**
of the Seventh Grade Students' of SMP Wahyu 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
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :..

Nis :..

Kelas :..

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan
3. Beri tanda silang (x) pada jawaban anda yang benar

A. Find the meaning of the following words :

1. Broom   =
2. Lecturer   =
3. Pineapple   =
4. Toad   =
5. Camel   =
6. Thin   =
7. Forehead   =
8. Corn   =
9. Army   =
10. Roof   =

B. Multiple choice ! give the cross A,B,C,or D to the correct answer.

1. She works at Hospital and helps the doctor. She is.........

   a. Doctor   b. Servant   c. Midwife   d. Nurse

2. The animal likes to eat banana. it is a.........

   a. Monkey   b. Goat   c. Buffalo   d. Birds

3. We use............for holding something.

   a. Skin   b. Hand   c. Soldier   d. Elbow

4. Miss. Lina asked them to clean the floor with...........

   a. Chalk   b. Broom   c. Brush   d. Cloth

5. A fruit full of vitamin C, it can be used to eat or to make fresh juice,it is.......

   a. Coconut   b. Banana   c. Orange   d. Mango

6. It can swim and likes in the water.it is......

   a. Fisher   b. Shark   c. Crocodile   d. Snail

7. My uncel flies a plane. He is ....

   a. Tailor   b. Teacher   c. Singer   d. Pilot

8. The humen respire by ....

   a. Lung   b. Mounth   c. Ear   d. Skin

9. Apple has ....inside.

   a. Leaf   b. Twig   c. Root   d. Seed

10. ....is a room used to store motor vehicles

   a. Cellar   b. Hall   c. Garage   d. Room

11. We give shampoo our....... every day

   a. Hair   b. Moustache   c. Eyebrow   d. Beard

12. It can pruduce milk and it can be made meatball.it is ....

   a. Cow   b. Rabbit   c. Dog   d. Fish

13. We always sleep in the.........

   a. Bathroom   b. Bedroom   c. Living room   d. Sofa

14. The fruith produce water. It is.........

   a. Banana   b. Papaya   c. Cococnut   d. Mango

15. The.............use net to catch some fishes

   a. Farmer   b. Fishing   c. Fisher   d. Sailor

16. It's a big cat that has stripes,it's a ....

   a. Lion   b. Cat   c. Tiger   d. Zebra

17. Part between the shoulder and hand, it is ....

   a. Arm   b. Stomach   c. Neck   d. Head

18. The ....work in the rice filed

   a. Farmer   b. Worker   c. Helper   d. Fisher

19. Open the .... to go to another room

   a. Window   b. Box   c. Room   d. Door

20. The baby sucked his....

   a. Foot   b. Hand   c. Thumb   d. Cloth

Appendix 2. The Key Answer

A. Find the meaning of the following words.

1. Sapu
2. Dosen
3. Nanas
4. Katak
5. Unta
6. Kurus
7. Dahi
8. Jagung
9. Tentara
10. Atap

B. Multiple choice

1.	D	11.	A
2.	A	12.	A
3.	B	13.	B
4.	B	14.	C
5.	C	15.	C
6.	B	16.	C
7.	D	17.	A
8.	A	18.	A
9.	D	19.	D
10.	C	20.	C

Appendix 3. The students score and classification in Cycle 1

no	Students' Name	Studens' score	Classification
(1)	(2)	(3)	(4)
1	Nur Diana	43	Very poor
2	Nirmawati Djuliman	56	Poor
3	Ayu Lestari. G	60	Poor
4	Fajrin.M	50	Poor
5	Misba Huddin	40	Very poor
6	Abd. Djaelani	56	Poor
7	Arya Saputra	53	Poor
8	Asrun Jamil	60	Poor
9	Muhammad Farhan	40	Very poor
10	Muh. Rijal. B	53	Poor
11	Musaffara Warda	40	Very poor
12	Saswa Putra	43	Very poor
13	Kamaruddin	33	Very poor
14	Ainun Munawara	36	Very poor
15	Suqran Fareza Rifai	40	Very poor
16	Muh. Ardiansyah	50	Poor
17	Diyana Burhanuddin	53	Poor
18	Fitricia P.M	43	Very poor
19	Sitti Anugrah Lukman	33	Very poor
20	Krisna Rama Danil	43	Very poor

Appendix 4. The students score and classification in Cycle 2

no	Students' Name	Studens' score	Classification
(1)	(2)	(3)	(4)
1	Nur Diana	97	Very good
2	Nirmawati Djuliman	90	Good
3	Ayu Lestari. G	93	Good
4	Fajrin.M	80	Good
5	Misba Huddin	83	Good
6	Abd. Kadir Djaelani	90	Good
7	Arya Saputra	93	Very good
8	Asrun Jamil	97	Very good
9	Muhammad Farhan	83	Good
10	Muh. Rijal. B	93	Very good
11	Musaffara Warda	97	Very good
12	Saswa Putra	80	Good
13	Kamaruddin	93	Very good
14	Ainun Munawara	97	Very good
15	Suqran Fareza Rifai	90	Good
16	Muh. Ardiansyah	87	Good
17	Diyana Burhanuddin	93	Very good
18	Fitricia P.M	97	Very good
19	Sitti Anugrah Lukman	90	Good
20	Krisna Rama Danil	97	Very good

Appendix 5. the frequency and Percentage of the Cycle 1

Criteria	Score	Frequency	Percentage
Very good	91 – 100	-	- %
Good	76 – 90	-	- %
Fair	61 - 75	-	-%
Poor	50 – 60	9	45 %
Very poor	Less than 50	11	55%
Total		20	100%

Appendix 6. The frequency and Percentage of the Cycle 2

Criteria	Score	Frequency	Percentage
Very good	91 – 100	10	50 %
Good	76 – 90	10	50 %
Fair	61 - 75	-	-
Poor	50 – 60	-	-
Very poor	Less than 50	-	-
Total		20	100%

Appendix 7. the students scores of Cycle 1 and Cycle 2

NO	STUDENTS NAME	SCORE	
		CYCLE 1	CYCLE 2
(1)	(2)	(3)	(4)
1	Nur Diana	43	97
2	Nirmawati Djuliman	56	90
3	Ayu Lestari. G	60	93
4	Fajrin.M	50	80
5	Misba Huddin	40	83
6	Abd. Kadir Djaelani	56	90
7	Arya Saputra	53	93
8	Asrun Jamil	60	97
9	Muhammad Farhan	40	83
10	Muh. Rijal. B	53	93
11	Musaffara Warda	40	97
12	Saswa Putra	43	80
13	Kamaruddin	33	93
14	Ainun Munawara	36	97
15	Suqran Fareza Rifai	40	90
16	Muh. Ardiansyah	50	87
17	Diyana Burhanuddin	53	93
18	Fitricia P.M	43	97
19	Sitti Anugrah Lukman	33	90
20	Krisna Rama Danil	43	97

Appendix 8. mean score of Cycle 1 and Cycle 2

   a. Mean Score of Cycle 1

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

$$= \frac{925}{20}$$

=46,25

   b. Mean Score of Cycle 2

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

$$= \frac{1820}{20}$$

=91
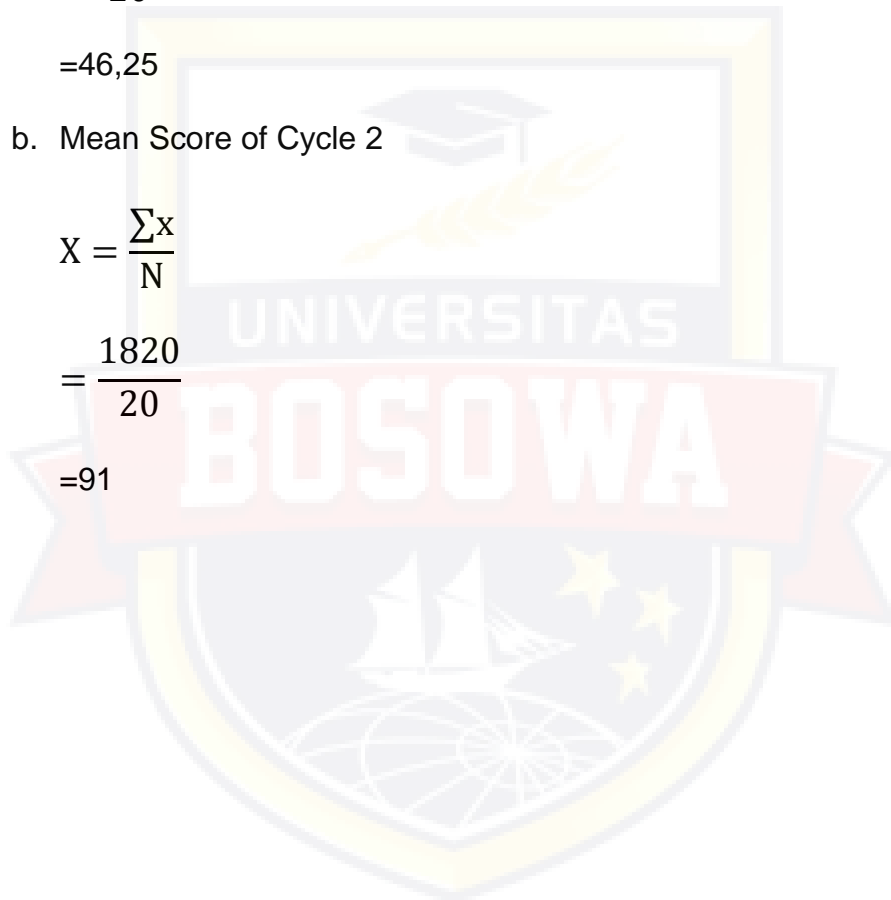
Appendix 9. pictures

The writer is teaching vocabulary

The students start discussing about vocabulary

Students are answering the test

Students are translating vocabulary

The student is answering the question
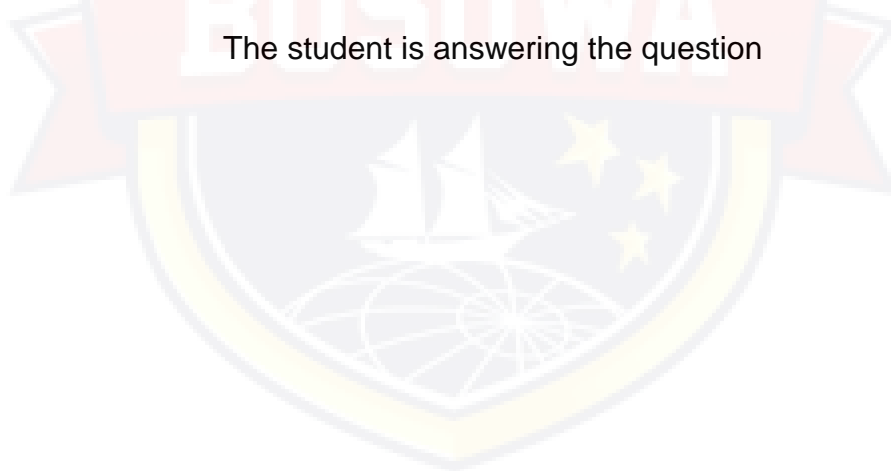
PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
YAYASAN PENDIDIKAN BABUSSALAM
SMP WAHYU MAKASSAR
Jl. Abdullah Dg. Sirua No.346 Tlp.(0411) 442007 / 434472
NSS : 203196010165 NIS : 201650 NPSN : 40213325

SURAT KETERANGAN PENELITIAN
Nomor : 047/H.2/SMP.W/12/2015

Yang bertanda tangan di bawah ini, Kepala SMP Wahyu Makassar menerangkan bahwa :

N a m a	: **SATRIANA**
Nomor Stambuk	: **45 11 101 001**
Fakultas	: **FKIP**
Jurusan	: **Pendidikan Bahasa Inggris**
Alamat	: **Jl. Urip Sumiharjo**
Pekerjaan	: **Mahasiswa**

Benar, telah mengadakan penelitian pada bulan November 2015 di SMP Wahyu Makassar guna memperoleh data dalam rangka menyusun skripsi dengan judul " **Teaching Method Through Group Work to Improving Vocabulary of The Seventh Grade of SMP Wahyu Makassar**".

Selanjutnya diterangkan pula bahwa selama melaksanakan kegiatan penelitian, yang bersangkutan telah menunjukkan keaktifan, kerja sama dan sikap yang baik

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

Makassar, 23 November 2015
Kepala Sekolah,

Syahruddin Nasution, SE., M.Si

NO	NAMA SISWA	NIS	PARAF
1	MUH. ARDIANSYAH	2154429	
2.	FAJRIN. M		
3.	Nirmawati Juliman		
4.	AYU LESTARI.S	2154416	
5.	NUR DIANA	2154421	
6	MUH. RIJAL	2154435	
7	DIYAMAH BURHANUDDIN		
8.	Musaffara warda	215 44 15.	
9	KRISNA RAMH DANIL	2154922	
10	SUQRAN Fareza Rifai	215943 36	
11	ASRUN Samil	2159937	
12	ABD.KADIR JAELANI	2154413	
13	KAMARuddin	2154430	
14.	saskia putra	2154424	
15.	SITTI ANUGRAH LUKMAN	2154935	
16	MRSBa HUDDIN		
17	Arya saputra	2154425	
18	Fitricia p.M.	2154412	
19	AiNuN MuN'awara	2154412 "29022	
20	MUHAMMAD FARHAN	29022 2154417	
		2154417	

RPP Bahasa Inggris SMP Kelas 7 Semester I

LESSON ACTION PLAN

School   : SMP Wahyu Makassar
Subect   : English
Class/Semester   : VII/I
Skills   : Speaking and Writing
Materi   : Vocabulary Part of Body

A.   Standard Competence   :

12. Expressing meaning in functional written text and oral form and simple vocabulary about parts of body to interact within the surroundings.

B.   Basic Competence   :

12.2 Expressing meaning and rhetorical steps in simple vocabulary about parts of body by pronouncing the word of parts of body and expressing in written form accurately, smoothly and acceptable to interact within the surroundings in the simple vocabulary about parts of body.

C.   Indicator   :

➢ Pronouncing simple vocabulary about parts of body.

➢ Writing simple vocabulary about parts of body.

D.   Students' character that is expected :

     Responsibility

     Hard Work

     Independency

E.   Learning Objectives :

➢ When the students are given a chance to listen the new vocabulary about parts of body, they are able to pronounce new vocabulary about parts of body the based on the theory which has already been studied.

> When the students are given a chance to listen the new vocabulary about parts of body, they are able to write new vocabulary about parts of body which has already studied.

F.   Time Allotment   : 2 x 45 minutes

G.   Learning Material   :

Parts of body   :

1. Head	6. Cheek	11. Hand
2. Hair	7. Mouth	12. Finger
3. Ear	8. Chin	13. Stomach
4. Eye	9. Neck	14. Knee
5. Nose	10. Shoulder	15. Foot, Etc.

H.   Learning Method   : Total Pysical Response

I.   Teaching and Learning Process   :

Pre-Activities (+- 10 minutes)	Time	✓	X
1. Greeting the students	1'		
2. Checking the students' attendance	2' 2'		
3. Reviewing the materials on the previous meeting	2' 3'		
4. Motivating the students and describing the material which are going to be discussed generally			
5. Telling the objective of the lesson			
Whilst-Activities (+- 70 minutes)			
Exploration 6. Proposing some elicited questions on what they have known about parts of	4' 15'		

body.	40'		
Elaboration			
7. Asking the students new vocabulary about parts of body.			
8. Inviting the students to pronounce and write the new vocabulary about part of body on the white board.	9'		
9. Applying TPR method through learning process of new vocabulary about parts of body.	2'		
10. Adding by games related to the topic.			
Confirmation			
11. Opening question and answer session or asking the students difficulty			
12. Giving positive feedback and reinforcement orally or by using gestures for the students' success			
Post-Activities (+- 10 minutes			
13. Summarizing the material which has already been discussed	5'		
14. Giving homework to students	5'		
15. Closing the class			

J.   References   :

1. Relevant English book for 7th grade of Junior High School
2. LKS AKRAP (Anak Kreatif Rajin Pasti Pintar)

K.   Assessment   :

Indicators	Learning Obective	Technique	Form
➢ Pronouncing simple	➢ When the students are given a chance to listen	Oral Test	1. Pronoun

vocabulary about parts of body.	the new vocabulary about parts of body, they are able to pronounce new vocabulary about parts of body the based on the theory which has already been studied.		cing vocabulary
➢ Writing simple vocabulary about parts of body.	➢ When the students are given a chance to listen the new vocabulary about parts of body, they are able to write new vocabulary about parts of body which has already studied.	Written test	2. Writing vocabulary

L. Assessment Rubric

Students' Performance	Score
1. Students expressions are grammatically correct, have accurate pronunciation and appropriate vocabulary	3
2. Students' sentences have trivial mistakes : the pronunciation, and the choice of vocabulary is understandable	2
3. Students have a lot of mistakes but the idea is understood, and some mistakes on vocabulary	1

For the correct answer the score is 1
For the wrong answer the score is 0

Makassar ....November 2015

Mengetahui:
Kepala SMP Wahyu Makassar   Guru Mata Pelajaran

Syamsuddin Nasution,SE.,M.Si   **Ummil Mukmin**

NIP: ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯   NIP: ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

Mahasiswa

Satriana
4511101001

TEST CYCLE 1

Appendix 1 : instrument of the research

INSTRUMENT PENELITIAN

Judul : Teaching Methods Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu 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 para siswa diucapkan terima kasih.

Nama	: KAMARuDDiN
Nis	: 2154430
Kelas	: V₁₁ D

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan
3. Beri tanda silang (x) pada jawaban anda yang benar

A. Find the meaning of the following words :

1. Broom = ~~Sapan~~ Sapu ✓
2. Lecturer = Papan tulis ✗
3. Pineapple = nanas ✓
4. Toad = katak ✓
5. Camel = TV ✗
6. Thin = alis ✗
7. Forehead = Dahi ✓
8. Corn = Jagung ✓
9. Army = Tentara ✓
10. Roof = ~~motor motor~~ Kamar ✗

10 - benar

20 salah

B. Multiple choice ! give the cross A,B,C,or D to the correct answer.

1. She works at Hospital and helps the doctor. She is.........
   ✗ Doctor   b. Servant   c. Midwife   d. Nurse

2. The animal likes to eat banana. it is a........
   a. Monkey   b. Goat   c. Buffalo   d. Birds

3. We use...........for holding something.
   a. Skin   b. Hand   c. Soldier   d. Elbow

4. Miss. Lina asked them to clean the floor with...........
   a. Chalk   b. Broom   c. Brush   d. Cloth

5. A fruit full of vitamin C, it can be used to eat or to make fresh juice,it is.......
   a. Coconut   b. Banana   c. Orange   d. Mango

6. It can swim and likes in the water.it is......
   a. Fisher   b. Shark   c. Crocodile   d. Snail

7. My uncel flies a plane. He is ....
   a. Tailor   b. Teacher   c. Singer   d. Pilot

8. The humen respire by ....
   a. Lung   b. Mounth   c. Ear   d. Skin

9. Apple has ....inside.
   a. Leaf   b. Twig   c. Root   d. Seed

10. ....is a room used to store motor vehicles
    a. Cellar   b. Hall   c. Garage   d. Room

11. We give shampoo our....... every day
    a. Hair   b. Moustache   c. Eyebrow   d. Beard

12. It can pruduce milk and it can be made meatball.it is ....
    a. Cow   b. Rabbit   c. Dog   d. Fish

13. We always sleep in the.........
    a. Bathroom   b. Bedroom   c. Living room   d. Sofa

14. The fruith produce water. It is.........
    a. Banana   b. Papaya   c. Cococnut   d. Mango

15. The............use net to catch some fishes
    a. Farmer   b. Fishing   c. Fisher   d. Sailor

16. It's a big cat that has stripes,it's a ....
    a. Lion   b. Cat   c. Tiger   d. Zebra

17. Part between the shoulder and hand, it is ....
    a. Arm   b. Stomach   c. Neck   d. Head

18. The ....work in the rice filed
    a. Farmer   b. Worker   c. Helper   d. Fisher

19. Open the .... to go to another room
    a. Window   b. Box   c. Room   d. Door

20. The baby sucked his....
    a. Foot   b. Hand   c. Thumb   d. Cloth

Appendix 1 : instrument of the research

INSTRUMENT PENELITIAN

Judul : Teaching Methods Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu 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 para siswa diucapkan terima kasih.

Nama	: NUR DIANA
Nis	: 2154421
Kelas	: VII D

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan
3. Beri tanda silang (x) pada jawaban anda yang benar

(17-5)

A. Find the meaning of the following words :

1. Broom = Sapu ✓
2. Lecturer = membuat ✗
3. Pineapple = nenas ✓
4. Toad = menunggu ✗
5. Camel = unta ✓
6. Thin = Tinggi ✗
7. Forehead = Dahi ✓
8. Corn = Jagung ✓
9. Army = tentara ✓
10. Roof = kamar ✗

13 - D

B. Multiple choice ! give the cross A,B,C,or D to the correct answer.

1. She works at Hospital and helps the doctor. She is.........
   a̶. Doctor   b. Servant   c. Midwife   d. Nurse ✗

2. The animal likes to eat banana. it is a.........
   a̶. Monkey   b. Goat   c. Buffalo   d. Birds ✓

3. We use............for holding something.
   a̶. Skin   b. Hand   c. Soldier   d. Elbow ✗

4. Miss. Lina asked them to clean the floor with...........
   a. Chalk   b̶. Broom   c. Brush   d̶. Cloth ✓

5. A fruit full of vitamin C, it can be used to eat or to make fresh juice,it is.......
   a. Coconut   b. Banana   c̶. Orange   d. Mango ✓

6. It can swim and likes in the water.it is......
   a. Fisher   b. Shark   c̶. Crocodile   d. Snail ✗

7. My uncel flies a plane. He is ....
   a. Tailor   b. Teacher   c. Singer   d̶. Pilot ✓

8. The humen respire by ....
   a. Lung   b̶. Mounth   c. Ear   d. Skin ✗

9. Apple has ....inside.
   a̶. Leaf   b̶. Twig   c. Root   d. Seed ✗

10. ....is a room used to store motor vehicles
   a. Cellar   b. Hall   c. Garage   d. Room

11. We give shampoo our....... every day
   a. Hair   b. Moustache   c. Eyebrow   d. Beard

12. It can pruduce milk and it can be made meatball.it is ....
   a. Cow   b. Rabbit   c. Dog   d. Fish

13. We always sleep in the........
   a. Bathroom   b. Bedroom   c. Living room   d. Sofa

14. The fruith produce water. It is.........
   a. Banana   b. Papaya   c. Cococnut   d. Mango

15. The.............use net to catch some fishes
   a. Farmer   b. Fishing   c. Fisher   d. Sailor

16. It's a big cat that has stripes,it's a ....
   a. Lion   b. Cat   c. Tiger   d. Zebra

17. Part between the shoulder and hand, it is ....
   a. Arm   b. Stomach   c. Neck   d. Head

18. The ....work in the rice filed
   a. Farmer   b. Worker   c. Helper   d. Fisher

19. Open the .... to go to another room
   a. Window   b. Box   c. Room   d. Door

20. The baby sucked his....
   a. Foot   b. Hand   c. Thumb   d. Cloth

TEST CYCLE 2

INSTRUMENT PENELITIAN

Judul : **Teaching Methods Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu 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 para siswa diucapkan terima kasih.

Nama	: KAMARuddin
Nis	: 254430
Kelas	: Vıₚ

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan
3. Beri tanda silang (x) pada jawaban anda yang benar

A. Find the meaning of the following words :

1. Broom = Sapu
2. Lecturer = Dosen
3. Pineapple = nanas
4. Toad = katak
5. Camel = onta
6. Thin = alis
7. Forehead = Dahi
8. Corn = Jagung
9. Army = Tentara
10. Roof = ~~kasau~~ atap

28-B

B. Multiple choice ! give the cross A,B,C,or D to the correct answer.

1. She works at Hospital and helps the doctor. She is.........
   a. Doctor   b. Servant   c. Midwife   d. Nurse   ✗
2. The animal likes to eat banana. it is a.........
   a. Monkey   b. Goat   c. Buffalo   d. Birds   ✓
3. We use............for holding something.
   a. Skin   b. Hand   c. Soldier   d. Elbow   ✓
4. Miss. Lina asked them to clean the floor with...........
   a. Chalk   b. Broom   c. Brush   d. Cloth   ✓
5. A fruit full of vitamin C, it can be used to eat or to make fresh juice,it is.......
   a. Coconut   b. Banana   c. Orange   d. Mango   ✓
6. It can swim and likes in the water.it is......
   a. Fisher   b. Shark   c. Crocodile   d. Snail   ✗

7. My uncel flies a plane. He is ....
   a. Tailor   b. Teacher   c. Singer   d. Pilot   ✓
8. The humen respire by ....
   a. Lung   b. Mounth   c. Ear   d. Skin   ✓
9. Apple has ....inside.
   a. Leaf   b. Twig   c. Root   d. Seed   ✓

10. ....is a room used to store motor vehicles
    a. Cellar   b. Hall   c. Garage   d. Room

11. We give shampoo our....... every day
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Source : SMP Wahyu Makassar

INSTRUMENT PENELITIAN

Judul : Teaching Methods Through Group Work to Improve Vocabulary of the Seventh Grade Students of SMP Wahyu 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 para siswa diucapkan terima kasih.

Nama	: NUR DIANA
Nis	: 215 44 21
Kelas	: VII D

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan
3. Beri tanda silang (x) pada jawaban anda yang benar

A. Find the meaning of the following words :

1. Broom = Sapu ✓
2. Lecturer = kuliah, Dosen ✓
3. Pineapple = nanas ✓
4. Toad = katak ✓
5. Camel = unta ✓
6. Thin = tipis, lemah, kurus. ✓
7. Forehead = Dahi ✓
8. Corn = Jagung ✓
9. Army = tentara ✓
10. Roof = Atap ✓

29-B

B. Multiple choice ! give the cross A,B,C,or D to the correct answer.

1. She works at Hospital and helps the doctor. She is.........
   a. Doctor   b. Servant   c. Midwife   d. Nurse ✓

2. The animal likes to eat banana. it is a.........
   a. Monkey ✗   b. Goat   c. Buffalo   d. Birds ✓

3. We use...........for holding something.
   a. Skin   b. Hand ✗   c. Soldier   d. Elbow ✓

4. Miss. Lina asked them to clean the floor with...........
   a. Chalk   b. Broom ✗   c. Brush   d. Cloth ✓

5. A fruit full of vitamin C, it can be used to eat or to make fresh juice,it is.......
   a. Coconut   b. Banana   c. Orange ✗   d. Mango ✓

6. It can swim and likes in the water.it is......
   a. Fisher   b. Shark ✗   c. Crocodile   d. Snail ✓

7. My uncel flies a plane. He is ....
   a. Tailor   b. Teacher   c. Singer   d. Pilot ✗ ✓

8. The humen respire by ....
   a. Lung   b. Mounth ✗   c. Ear   d. Skin ✗

9. Apple has ....inside.
   a. Leaf   b. Twig   c. Root   d. Seed ✗ ✓

10. ....is a room used to store motor vehicles
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    a. Foot   b. Hand   c. Thumb   d. Cloth

Source : SMP Wahyu Makassar

BIOGRAPHY

Satriana was born on July 1,1993 in Barru from merriage of his parents Laebe and Waliana. She is the First Child of two siblings. In 1999 she started her elementary school at SD Inpres Wanawaru she graduated from elementary school in 2005. She continued her study at SMP Negeri 1 Pujananting and graduated 2008. After that she continued his study at SMA Negeri 1 Tanete Riaja and graduate 2011. In 2011 she decided continue her study at English Education Department Faculty of Teacher Training and Education Science University Bosowa Makassar.

During her study at university, she joined of organization in University Bosowa, as KSR-PMI 105, English Meeting, HIMAPBING and BEM FKIP UNIBOS.