MOTIVATING THE FIRST YEAR STUDENTS OF SMP WAHYU MAKASSAR TO MASTER ENGLISH VOCABULARY USING QUESTIONS

SKRIPSI

BY
ROBERTINA ULE NGEY
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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Submitted by

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March 17th, 2016

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul
*"Motivating the First Year Students of SMP Wahyu Makassar to Master
English Vocabulary Using Qusetions "* beserta seluruh isinya adalah
benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menerima
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termasuk adanya kalimat dari pihak lain terdapat keaslian karya saya ini.

Makassar, March 2016

Yang membuat pernyataan

Robertina Ufe Ngey

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

The Writer.
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ABSTRACT

Robertina Ule Ngey. 2016. " Motivating the First Year Students of SMP Wahyu Makassar to Master English Vocabulary Using Questions ". Skripsi, Study Program of English Education (Guided by ST. Haliah Batau and Rampeng).

The purpose of this writing is to know the effect of using Questions in motivating students to master English vocabulary of SMP Wahyu Makassar.

This research is experiment research that according to students' vocabulary knowledge. The population in this research is students class VII-A of SMP Wahyu Makassar with number of sample 25 students. This research hold on January 2016. In this research, the writer used test as the instrument that given on pre-test and post-test.

The result of research showed that with using questions method in teaching and learning English process can improving students' vocabulary of SMP Wahyu Makassar. In other words, with using questions can giving positive effect to students. Using questions in this research can be said success because can improving students' vocabulary .

Key word : Questions, vocabulary

ABSTRAK

Robertina Ule NGey. 2016. " *Motivating the First Year Students of SMP Wahyu Makassar to Master English Vocabulary Using Questions.*" Skripsi, Program Studi Pendidikan Bahasa Inggris(Dibimbing oleh ST.Haliah Batau dan Rampeng).

Penulisan skripsi ini bertujuan untuk mengetahui pengaruh Questions dalam memotivasi penguasaan kosakata bahasa Inggris siswa SMP Wahyu Makassar.

Penelitian ini merupakan penelitian *Experimen* yang didasarkan pada pengetahuan kosakata siswa. Populasi penelitian ini adalah kelas VII-A SMP Wahyu Makassar dengan jumlah sampel 25 siswa. Penelitian ini berlangsung pada bulan Januari tahun 2016. Instrumen yang digunakan dalam penelitian ini adalah pemberian test melalui pre-test dan post-test.

Hasil penelitian menunjukan bahwa dengan menggunakan metode questions dalam proses belajar mengajar bahasa Inggris dapat meningkatkan kosakata siswa pada SMP Wahyu Makassar yang artinya bahwa dengan menggunakan Questions dapat membawa dampak positif yang sangat baik. Dengan demikian penerapan Questions dalam penelitian ini dapat dikatakan cukup berhasil karena dapat meningkatkan kosakata siswa yang semula masih rendah menjadi baik.
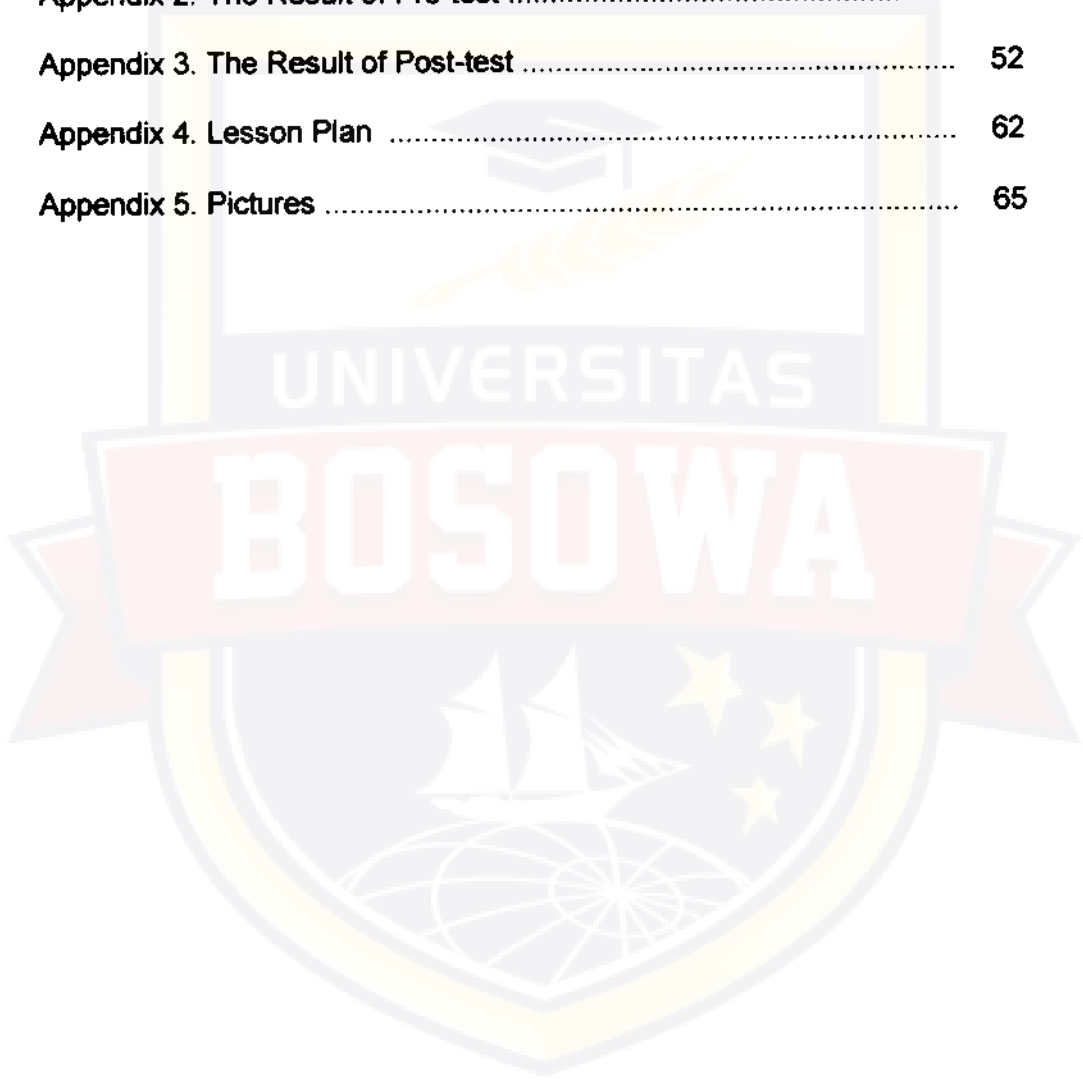
Kata kunci : Questions, vocabulary

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significant of the research and scope of the research.

A. Background

English as an international language has the important position in our life because it has been obligated to learn at social stratification. English has been recognizing by communities citizen in the world, because with using it everyone from everywhere be able to know about global free trade development, everyone that come from all of corner citizen world must be can to speaking English well. So, when and where they are recognizing with the other and have capability to communicate with others and could understanding another cultures.

Since English has been used as the international language, almost school from everywhere has to use English as the introduction language in their school with their curriculum diction. So English has been as the state of international language. Although, in several country is learning English as the second language contain with our countries also but English will be learning an useful in several management of government, if we will to do cooperate with another country has been of course always using English as the native language.

Developing native of vocabulary in the country. Since English was spoken internationally, many people and students are interested in studied English. Up to now, many students who want to continue, their studies at the university, instituted or those who want to go abroad need to study English deeply. On the other words, English is very important for the students who want to develop their knowledge.

English is one of the compulsory subject that is taught in SLTP and SMU. There were five components which were emphasized in learning English at SMP and SMU namely structure, reading, vocabulary, conversation and composition. It is different with the writing, listening, and speaking. The four English skills are taught intergratedly, bit to master the four skills one must be supported by a good command of vocabulary. Vocabulary is one supporting aspect in mastering English because the ability of students to read and comprehend the subject is relatively determined by their vocabulary.

In this case, the writer emphasizes the vocabulary play a key role not only in reading but also in writing speaking, and listening. Farahdiba in Riren (2008:33) points out, it would be impossible to learn a language without vocabulary, language is not dry bone. It is living thing, growing entity, clothed in flesh of wound. Furthermore, Farahdiba points out that without language and any form of mental add physical certainly and activity cannot be communicated and conveyed but it is impossible to study or acquire language without vocabulary.

The most important element which is involved in the language skills is vocabulary. Vocabulary is needed to convey what ones wish to say, which is organized by grammar. Through vocabulary we can communicate our ideas. There are many ways that can be used to motivate the students to achieve English vocabulary. In this case the writer tries to put question as one technique to give the students motivation in learning vocabulary. Then to ensure this or to verify the writer is interested in conducting a research under the title " Motivating the first year students of SMP Wahyu Makassar to master English vocabulary using questions".

B. Problem Statement

Related to the background above, the writer tries to formulate two research questions :

1. Can the questions technique increase the students' motivation in learning vocabulary ?

2. Is there any progress of the students' vocabulary after studying vocabulary using questions technique.

C. Objective of the Research

The Objectives of the research are as follows:

1. To find out whether or not the students' motivation in studying vocabulary using questions technique.

2. To examine whether or not there is any progress of student's noun vocabulary after studying vocabulary using questions technique.

D. Significant of the Research

The significant of this research will able to find some information for the students in SMP Wahyu Makassar about any way to mastering vocabulary and English uses in real communication by using questions. In this section the writer not only to inform for them, but also to the readers of this research. It could be found the interesting point of this writing, which get new way in mastering your real communication and effectively to add your vocabulary.

E. Scope of the Research

The scope of the research will be limited on teaching of English vocabulary deal with teaching and learning. It is specified on the use questioing technique to develop English vocabulary the seventh year students of SMP Wahyu Makassar. The kinds of vocabulary that are presented in this research are active and passive vocabulary of nouns which related to the students' lesson theme. During the teaching and learning activities, the students provided some questions, and then doing the exercises in the textbook given.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with previous of related research, some partinents ideas, concepts of vocabulary, type of vocabulary, the importance of vocabulary learning a foreign language, personal strategies in developing vocabulary, definitions of vocabulary and importance of questions, conceptual framework and hypothesis

A. Previous of Related Research

Some previous researchers have done research on the Vocabulary achievement as one way to master English well.

1. Allan in Ahmad (2006:2-3) point out eight factors which may cause the lacks of students vocabulary that come from the teacher. In this case the researchers will mention two of them:

   a. The teacher doesn't know which aids are available in teaching vocabulary. In teaching the teacher must know what words are common and always appear in daily conversation.

   b. The teacher doesn't know how to encourage the students to take responsibility for the own vocabulary learning.

2. Merdawati in Hamsyah (2006:20) suggested in teaching English, student must be given more activities in learning vocabulary in order that they have time to receive and produce the word.

3. Rita in Hamsyah (2006:21) found that teaching vocabulary through technique can catch the student's interest and they can be involved actively in vocabulary teaching activities.

B. Some Partinent Ideas

1. The General Concept of Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. No wonder, it becomes so important for foreign language learners to learn and master on it that it is a basic element of a language used before learning more about the foreign language. It happens when one who is learning a language has a great mastery on vocabulary, he will succeed in using the language being studied either in comprehending the meaning of a word in the context of spoken or written language.

a. The meanings of words

Many words have several different meanings each, study the meanings of the words and the part of speech.

b. How the words are used

Study the words in context, apply what you learn by writing sentences with your words.

c. Root words, prefixes, suffixes

Studying these will aid in the study of vocabulary.

d. Analogies

This is comparing two pairs of words and choosing the pair that goes together. Moreover According to Kamil & Hiebert (2005:272) in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word meanings.

However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that they recognize and use in listening and speaking. Print vocabulary includes those words that they recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that they recognize when they hear or see them.

Kamil & Hiebert (2005:273) in their article, they also say that productive vocabulary includes words that they use when they speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write. In line with the statement above, I define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, vocabulary can be used to refer to the kind of words that students must know to read increasingly demanding skills with comprehension. I begin by looking closely at why developing this kind of vocabulary is important to

some skills such as reading, listening, writing, and speaking. In addition, vocabulary will not only be focused on learning process which leads to improve the students' mastery of language. Vocabulary is very important to make students speak English fluently. Vocabulary is one supporting aspect in mastering English because the ability of students to read and comprehend the subject is relatively determined by their vocabulary.

Furthermore, Vocabulary will let them know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language. Vocabulary is the fundamental part of language, which is used in any situation either, it is in the form of spoken or written language. Review at the discussions above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.

As it has been discussed before that vocabulary mastery is very essential in learning language it always mean we learn the word of the language, Allen (1997:148) state that "the importance of vocabulary always means learning the word of the language.

2. **What Is Vocabulary ?**

Before talking about vocabulary it is necessary to know what vocabulary is. This can be seen in some dictionaries as follows :

a. Advanced learners Dictionaries of current English.

Vocabulary is ranged of word to know to, or used by a person in professional. Hornby, (1989:239)).

a. The Dictionary of Education.

Vocabulary is the words having meaning when heard or seen eventhough not produce by the individual himself to communicate with others.

b. According to Carter in Damaris (2001:12) vocabulary is the content and function words of language which are learned so thoroughly that they become a part of a child's understanding, speaking, reading, and writing. Vocabulary is the words having meaning when heard or understood, even though not proceed by the individual himself to communicate with other.

Some expects have expressed several definition of vocabulary:

a. Urdan in Evriani (2013:59) state that vocabulary is the stock of word used by or known to a particular person or group or person.

b. Gove in Syamsul (2013:58) comments out:

Vocabulary is list of words and sometimes pharases usually arrange in alphabetical order to and as a dictionary, glossary, or lexicon. All the word used by particular person, class, profession, etc. Sometimes all the word recognized and understood by a particular person, although not necessary used by him. Based on the definition above, we can say that vocabulary is the words having meaning and function of language.

3. Types of Vocabulary

Some writers have given the classification of vocabulary. Some of them as follow :

a. Harmer (1991:159) distinguishes two types of vocabulary, namely active and passive :

   1. Active vocabulary refers to words which students will have learnt and which they are expected to be able to use.

   2. Passive vocabulary refers to words which students will recognize when they meet but which they will probably not to produce.

b. Legget et all (1992:148-149) point out that, in sense, everyone has two types of vocabulary, a passive or recognition vocabulary, which is made up of the words one recognized in the context of reading matter but doesn't actually use himself, and active vocabulary, which consists of working words those use daily in his/her own writing and speaking.

c. Page and Thomas in Rita (2003:10) divides vocabulary into four kinds as follows:

   a. Oral vocabulary

   Oral vocabulary consist of word which are actively used in speech. They are the words that come readily of the tongue of one is conversation. The more often a person utters a word the more readily it will come to his tongue.

   b. Writing vocabulary

   Writing vocabulary is the words that some readily to one's finger vocabulary.

   c. Writing vocabulary is the words that some readily to one's finger vocabulary.

d. Listening vocabulary

Listening vocabulary is responds with meaning and understood in speaking of others.

e. Reading vocabulary

Reading vocabulary is the words which one responds with meaning and understanding in the writing of others.

4. The Importance of Vocabulary in Learning a Foreign Language

The teaching of vocabulary is important part of language. The English teacher should know which words are important to learn because many words will not be useful to the useful words are the ones that occur frequently in everyday English.

Obviously, the professional, teachers, and students active learning will up grade the result of learning. Carter in Damaris(2001:8) put forward the following questions that are constantly asked by teachers and students when teaching and learning vocabulary happen:

a. How many words provide a working vocabulary in a foreign language ?

b. What are the best words to learn first ?

c. In the early stage of learning second, language are more words useful to the learner that other ?

d. Are some words more difficult to learner than others ?

e. What are the best means of retaining new words ?

f. Is it most practical to learn words as single in a list, in pair, incontest?

g. What about words which have general meaning? If not, should some meaning be firstly isolated for learning?

h. Are some words more likely to be encouraged in spoken rather that written discourse? If so, do we know what they are ?

According Wallace in Syamsul (2013:22) indicates the main principles of teaching and learning vocabulary as follows:

1. Aims

Whatever a program activity is accounted, it always goes with a distinct aim. In teaching vocabulary we have to be clear about our aims. How many of vocabulary learning has been attained.

2. Quantity

Having decided on what involved in vocabulary learning, we may then decide on the quality of vocabulary to be taught, the number of new words that our students can learn. If we expect the words that will be taught become part of students' active vocabulary, then put the numbers or words as low as round five to seven new words. Clearly, the actual number will depend on a number of factors varying from class and learners.

When there are too many new words the students may become confused, discourage and frustrated.

a. Need

In most cases, the choice of vocabulary though to the students, the teacher uses course book or syllabus, in any cases the teacher in choosing the vocabulary that are going to be taught will related to the

aim of course and the objectives of individuals lesson. It also possible for the teachers, in a sense, to put responsibility of choosing the vocabulary to be taught to the students

b. Frequent expose and repetition

In teaching and learning vocabulary, there has to be certain amount of repetition until there is an evidence that the students have learnt the target words, the simplest way checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning. If the words have to be a part of the students' productive vocabulary they must be given an opportunity to use them, as often as necessary for them to recall the words at all with the correct spelling and pronunciation and identify their meanings.

c. Meaningful presentation

In presentation vocabulary lesson, the students must have a clear and specific understanding of what words denotes or refers to. This requires that the words presented in such a way their denotation and references are perfect and unbiqious.

d. Situation presentation

The words presented are appropriate to the students situation with favorable condition enough time consuming and convenient method. The students will automatically succeed in learning vocabulary.

e. Presenting and context

Words very seldom occur isolation, so it is important for the student to know the usual collection the words occur in, so, from the very beginning the words must appear in its natural environment as it were among the words naturally collocates with. Collocation are word which are commonly associated.

f. Learning vocabulary in the mother tongue and in the target language.

According Wallace in Syamsul (2013:11) states steps to learn and achieve vocabulary in the mother and the target language as follows:

1. There is felt need

2. The mother tongue learner mostly control his own rate learning

3. The mother tongue is exposed to an enormous quantity of his own language and that tremendous scope for repetition what he learns.

g. Inferencing (guessing) procedures in vocabulary learning.

Inference is also one of strategies in learning vocabulary in which the learners are head on a practice by using a definite knowledge to have a clear understanding of the they learnt. The students infer the meaning of words by listening or reading them used in certain context and certain situation.

To select the important vocabulary means that we choose the actual words that can be used by the students. In this case before teaching it the teacher should select the vocabulary students head.

They have learn the words meaning of the words and how they are used. Gail in Syamsul (2013:15), identifies what do in sentences a words means:

1. To understand it when it is written and/ or spoken.

2. To recall it when we need it.

3. To use it with the correct meaning

4. To pronounce it correctly

5. To use it grammatically correct way.

6. To know which other words you can use with it.

7. To spell it correctly.

5. Personal Strategies in Developing Vocabulary

Many strategies can assists students to develop their vocabulary. Each uses different strategies in learning new words. Ellis and Sinclair(1990:69-71) suggest strategies and those of other members of the class.

a. Provide the learners with nine words that they are unlikely to know already, give they five minutes to learn these words. Here is a list of words that has been used with adult learners at intermediate level.

b. After five minutes, distract the learners' attention for a short time by discussing something different in order to disturb their short term memory. Then ask your learners to write down as many of the words are they can remember and to consider the strategy they used for learning them.

c. Find out who was able to remember the most words. Emphasize to the learners then is this activity that main focus is on their learning strategies, rather than on the words themselves.

The other strategies they could use that may be effective and add them to the list.

6. What Question Is

In this part some definitions will be present according to the experts. Those definitions are made up based on their points of view, as the following, Cunningham (1971:83) points out that a question is a verbal utterance that they seeks a response from the person to whom it is directed. A question is a means find out and interpreting information, however, it is more than a logical grouping of words punctuated by a question mark.

7. The Importance of Questions

Question is one of the teacher's basic tools of communication is very effective in helping students learn how to learn, to become independent in their learning, and to think for to themselves. Cunningham (1971: 84) states that one of the teachers most effective instruments for stimulating and guiding the students in teaching is question. He also states that in learning processes on the part of the teaching, a teacher can begin by focusing on the kinds of questions the teacher uses.

Futher, Fraenkel (1980: 153) points out that essence of any effective teaching strategy lies in the questions a teacher asks.

The objective a teacher asks reveal a great deal about his objectives. The ability to ask questions is important skill for students, as well as teachers, to poses, since it an important key to effective learning. He also points out that the kind of questions that the students ask reveal a good deal about their perception of the teacher's attitude.

8. The Form of Question

There are three main forms of question ; namely yes/no question, WH question (an important question), and Tag-question.

a. Yes/No Question

A Yes / No question is a question that may be answered by yes or no without any explanation. Below are some examples of yes/no question:

1. Are you a student ?

   Yes. I am

   No, I am not

2. Does she have a motorcycle ?

   Yes. She does

   No, she doesn't

3. Will Erin be here tonight ?.

   Yes. She will

   No, she won't

b. WH Question

WH question is a question that asks for information by using a question word. It is also called an information question. An information

question should be answered with a quite long answer / response. Some examples are presented as follows :

1. Where do you live ?

   I live on Jln. Suka maju 5, No. 24 Makassar

2. How does he go to school ?

   He goes to school by car

3. Who is absent today ?

   Abduh Wahid is absent today

4. Why did he stay at home ?

   Because he was sick

5. What is your father's name ?

6. When will you go to Singapore ?

   I will go to Singapore next week

c. Tag Question

   A tag question is rather like a reply question. It is made up of auxiliary verb + personal pronoun. It is put at the end of the sentence to ask for confirmation of something we are not sure about, or to ask for agreements. A tag question means something like " Is this true?" or " Do you agree?". In the following, there are some examples of tag questions :

1. She doesn't like coto, does she ?

2. It is not your book, is it ?

3. Erin is not a doctor, is she ?

4. She likes coto, doesn't she ?

C. Conceptual Framework

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

```
┌─────────────┐      ┌─────────────┐
│   Grammar   │─────▶│  Vocabulary │
└─────────────┘      └─────────────┘
                            │
                            ▼
                     ┌─────────────┐
                     │    Noun     │
                     └─────────────┘
                            │
                            ▼
                     ┌─────────────┐
                     │  Questions  │
                     └─────────────┘
                            │
                            ▼
                     ┌─────────────┐
                     │  Analysis   │
                     └─────────────┘
                            │
                            ▼
                     ┌─────────────┐
                     │   Finding   │
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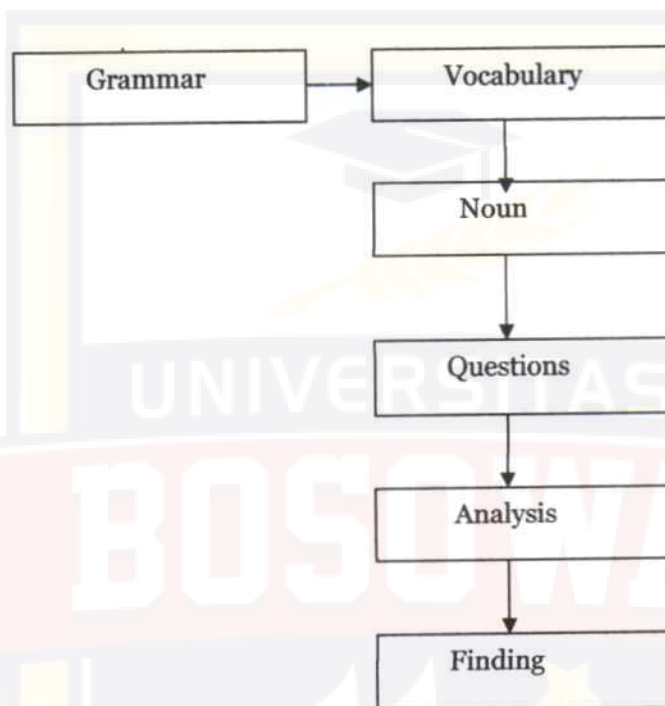
D. Hypothesis

Hypothesis in this research are :

Ho : There is no significant difference between questions and students' vocabulary mastery.

H1 : There is a significant different between questions and students' vocabulary mastery.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with research method and design, setting of the the research, variables and operational definitions, population and sample, instrument of the research, procedure of data collection, technique of data analysis.

A. Research Method and Design

In this research the writer used pre-experimental method with one group pre test - post test design. The comparison between pre - test and post - test score depend on the success of the treatment. The design it was to find out the motivation of the students of SMP Wahyu Makassar to master vocabulary using questions. The design can be describe as follow:

$$O1 - X - O2$$

Where:

O1 : Pretest

 X : Treatment

O2 : Post-test

(Gay, (2006:310)

B. Setting of the Research

This research was conducted at SMP Wahyu Makassar. This school is chosen to identify and solve the vocabulary problem of students in English subject.

C. Variables and Operational Definition

1. Independent Variable

The independent variable is students' motivation of the first year students by using questions.

2. Dependent Variable

The dependent variable is students' vocabulary achievement.

D. Population and Sample

1. Population

The population of this research is the seventh year students of SMP Wahyu Makassar in 2015/2016 academic year. There are four classes and each class consist of 25 students. So the total of population students is 100 students.

2. Sample

The writer used cluster sampling technique in this research because the heterogenic of the school. One class has been taken as the sample which consists of 25 students.

E. Instrument of the Research

This research used an instrument, namely test of vocabulary. The vocabulary test is used to find whether or not there is an achievement progress of vocabulary achievement got by the students. It gave to the students twice. At the first time, the writer gave a pre – test to know how far the students could achieve the vocabulary text before giving treatment. While the post – test is intended to find out the effectiveness of the treatment and to know the students progress.

F. Procedure of Data Collection

The procedures of collecting data are chronologically as follows:

1. Pre-test

The writer gave the students pre-test to know the students' prior knowledge. The students were given a number of questions. Those questions were in answer the picture guess the professions from the description given and matching.

2. Treatment

After giving the pre-test to the students, the writer gave treatment. The writer gave some material of vocabulary to the students with questions.

3. Post-test

After doing the treatment to the students, the writer gave the post-test. The questions given to the students were same as the questions on pre-test.

G. Treatment Procedures

Before giving the students post – test, the writer gave the students treatment. It was conduted in two meetings. In two meetings, the writer used questions technique in teaching vocabulary. The steps in teaching vocabulary using questions technique that described as follows :

1. The writer introduced the questions technique to the students.

    The writer distributed the pieces of material of questions to the students. The questions that the writer given is WH–Questions to help students in mastering English vocabulary.

2. The writer asked the students to read the the text, answer the questions, doing the exercises and find new words.

3. The writer aksed the students about their difficulties and explain the meaning of infamiliar words.

4. The writer gave time to the students to remember and repeat the unfamiliar words.

H. Technique of Data Analysis

The data obtained from pre-test, post-test and questionnaire based on are analyzed with steps as follows:

1. Calculating the value of the t-test

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

Where :

t = test of significant

$\overline{D}$ = the mean of different score

$\sum D$ = the sum of total score

N = total number of the sample

<div align="right">(Gay, (1981:331)</div>

2. Calculating the students' mean score using formula :

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

Where : $\overline{X}$ = mean score

$\sum x$ = total score

N = total sample

<div align="right">(Gay, (1981:298)</div>

3. Tabulating the score of students into the following classification :

No	Scores	Classification	Frequency	Percentage
1.	8.6-100	Very good	1	4%
2.	7.6-8.5	Good	2	8%
3.	6.6-7.5	Fairly good	10	40%
4.	5.6-6.5	Fair	5	20%
5.	4.6-5.5	Poor	4	16%
6.	0-4.5	Very poor	3	12 %
Total			25	100%

<div align="right">(Depdikbud:2004:74)</div>

4. Rate Percentage of the students' score by using formula :

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

Where : % = Percentage

F = Frequency

N = Total respondent

5. Standard Deviation of students in pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where :

SD : Standar devition

$\sum x$: Total score

N : Total respondent

CHAPTER IV

FINDINGS AND DISCUSSIONSS

This chapter consists of two parts, they are the findings of the research and the discussion of the research. It entirely covers the description of the result of data analysis, in discussion section further explanation and interpretation of the findings.

A. Findings

In collecting data the writer employed a test, which used as pre-test and post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment. In analysis data, the writer presented the items of the test, namely ; vocabulary test. The writer described into several tables to show the data after made research in the classroom.

In this part the writer presents about the result of data analysis namely the vocabulary test. The research process was conducted for treatment by using Questions.

To obtain the information of students' vocabulary, the writer described it through scoring, giving classification, mean score, standard deviation and test significance of pre-test and post-test.

1. The Students' Pre-test

The scoring of the students' vocabulary test in pre-test and post-test is shown in the table at next page:

Table 1. Students' Pre-test Score and Classification

No	Initial Name	Pre-test	Classification
1.	RH	74	Fairly good
2.	A	66	Fairly good
3.	ADS	88	Very good
4.	NI	44	Very poor
5.	MA	44	Very poor
6.	MIA	66	Fairly good
7.	ANF	78	Good
8.	IA	64	Fair
9.	MAS	40	Very poor
10.	DO	46	Poor
11.	DL	46	Poor
12.	MRA	50	Poor
13.	AH	64	Fair
14.	DAS	66	Fairly good
15.	S	68	Fairly good
16.	LA	68	Fairly good
17.	WW	64	Fair
18.	AH	68	Fairly good
19.	TRW	64	Fair
20.	S	68	Fairly good
21.	FH	58	Fair
22.	EE	68	Fairly good
23.	PR	54	Poor
24.	IS	66	Fairly good
25.	PL	78	Good
	Total	1560	

Source : SMP Wahyu Makassar

Table 2. Students' Post-test Score and Classification

No	Initial Name	Post-test	Classification
1.	RH	86	Very good
2.	A	72	Fairly good
3.	ADS	100	Very good
4.	NI	76	Good
5.	MA	74	Fairly good
6.	MIA	80	Good
7.	ANF	80	Good
8.	IA	84	Good
9.	MAS	74	Fairly good
10.	DO	80	Good
11.	DL	80	Good
12.	MRA	76	Good
13.	AH	80	Good
14.	DAS	74	Fairly good
15.	S	72	Fairly good
16.	LA	70	Fairly good
17.	WW	72	Fairly good
18.	AH	78	Good
19.	TRW	74	Fairly good
20.	S	84	Good
21.	FH	84	Good
22.	EE	84	Good
23.	PR	86	Very good
24.	IS	84	Good
25.	PL	96	Very good
	Total	2000	

Table 3. Students' Pre-test and Post-test Score, Gain, and Deviation

Initial Name	Pre-test		Post-test		X2- x1	Deviation
	(x1)	(x1)²	(x2)	(x2)²	D	D²
RH	74	7456	86	7396	12	144
A	66	4356	72	5184	6	36
ADS	88	7744	100	10000	12	144
NI	44	1936	76	5776	32	1024
MA	44	1936	74	5476	30	900
MIA	66	4356	80	6400	26	676
ANF	78	6084	80	6400	2	4
IA	64	4096	84	7056	20	400
MAS	40	1600	74	5476	34	1156
DO	46	2116	80	6400	34	1156
DL	46	2116	80	6400	34	1156
MRA	50	2500	76	5776	26	676
AH	64	4096	80	6400	16	256
DAS	66	4356	74	5476	8	64
S	68	4624	72	5184	4	16
LA	68	4624	70	4900	2	4
WW	64	4096	72	5184	8	64
AH	68	4624	78	6084	10	100
TRW	64	4096	74	5476	10	100
S	68	4624	84	7056	16	256
FH	58	3364	84	7056	26	676
EE	68	4624	84	7056	16	256
PR	54	2916	86	7396	32	1024
IS	66	4356	84	7056	18	324
PL	78	6084	96	9216	18	324
Total	1560	94060	2000	161280	452	10936

Source : SMP Wahyu Makassar

Table 4. Students' Score, Classification, Frequency and Percentage of Students' Vocabulary in Pre-test.

No	Scores	Classification	Frequency	Percentage
1.	86-100	Very good	1	4%
2.	76-85	Good	2	8%
3.	66-75	Fairly good	10	40%
4.	56-65	Fair	5	20%
5.	46-55	Poor	4	16%
6.	0-4.5	Very poor	3	12 %
Total			25	100%

Source : SMP Wahyu Makassar

Table 3 above shows that in pre-test there was 1 students (4%) got very good classification, 2 students (8%) got good classification, 10 students (40%) got fairly good classification, 5 students (20%) got fair classification 4 students (16%) got poor classification, and 3 students(12%) got very poor classification. From this result, it can be conclude that the students' vocabulary in pre-test was fairly good.

2. The Students' Post-test

The classification of the students' vocabulary in post-test is shown in the following table:

Table 5. The Scores, Classification, Frequency and Precentage of Students' Vocabulary in Post-test.

No	Scores	Classification	Frequency	Percentage
1.	8.6-100	Very good	4	16%
2.	7.6-8.5	Good	13	52%
3.	6.6-7.5	Fairly good	8	32%
4.	5.6-6.5	Fair	0	0
5.	4.6-5.5	Poor	0	0
6.	0-4.5	Very poor	0	0
	Total		25	100%

Table 4 above, shows that in post-test there were 4 students (16%) got very good, 13 students (52%) got good, 8 students (32%) got fairly good, and none of students got fair, poor, and very poor classification. From this result, it can be conclude that the students' vocabulary in post-test was good.

3. The Mean Score and Standard Deviation of Students' Pre-test and Post-test.

After classifying the students' vocabulary achievment, the mean score and standard deviation in pre-test and post-test are presented in the following table :

Table 6. Mean Score and Standard Deviation of Students Pre-test and Post-test.

Test	Mean score	Standar Devition
Pre-test	62.4	11.69
Post-test	80	7.3

Table 5 on page 30 showed that the mean score of students in pre-test was 62.4 while the mean score in post-test increased to 80. The standard deviation of the pre-test is 11.69 while the standard deviation of the post-test is 7.3. From these data, we obviously see that the mean score of students' post-test is greater than the mean score of students' pre-test.

a. The mean score of students' in pre-test

$$\overline{\Sigma} = \frac{\Sigma x}{N}$$

$$= \frac{1560}{25}$$

$$= 62.4$$

b. The mean score of students' in post-test

$$\overline{\Sigma} = \frac{\Sigma x}{N}$$

$$= \frac{2000}{25}$$

$$= 80$$

In the pre-test the students' mean score was 62,4 and post-test was 80 it means that the result of the students' mean score in pre-test and post- test shows a significant different.

4. Standard Deviation of students in pre-test

$$SD = \sqrt{\frac{\sum x1^2 - \frac{(\sum x1)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{94.060 - \frac{(1560)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{94.060 - 97.344}{24}}$$

$$SD = \sqrt{\frac{3284}{24}}$$

$$SD = \sqrt{97344}$$

$$SD = 11.69$$

5. Standard Deviation of students' in post-test

$$SD = \sqrt{\frac{\sum x2^2 - \frac{(\sum x2)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{161.280 - \frac{(2000)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{161.280 - 160.000}{24}}$$

$$SD = \sqrt{\frac{1280}{24}}$$

$$SD = \sqrt{53}$$

$$SD = 7.3$$

6. T-test value of students' vocabulary achievement test of significance

df= N-1

df= 25-1

df= 24

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

$$t = \frac{18.1}{\sqrt{\frac{10936 - \frac{(452)^2}{25}}{25(25-1}}}$$

$$t = \dfrac{18.1}{\sqrt{\dfrac{10936 - \dfrac{204304}{25}}{25(24)}}}$$

$$t = \dfrac{18.1}{\sqrt{\dfrac{10936 - 8171}{600}}}$$

$$t = \dfrac{18.1}{\sqrt{\dfrac{2764}{600}}}$$

$$t = \dfrac{18.1}{\sqrt{4.6}}$$

$$t = \dfrac{18.1}{2.1}$$

$$t = 8.61$$

Tabel 7. The Distibution of T-Table

Df	Level of Significance for one-tailed test					
	10	05	025	01	005	0005
	Level of Significance for two-tailed test					
	20	10	05	02	01	001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	1.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.032	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.499	5.401
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.955
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.275	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.711	2.069	2.500	2.807	3.767
24	1.318	1.711	**2.064**	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725

Test of significance used to know whether or not the result of pre-test and post-test are significantly different. The result of t-test is 8,61. Then result of t-test was compared with the value of t-table. To know the value

of t-table, the writer used the level of significance (p)= 0,05 and found degree freedom (df), where:

df = N-1

= 25-1

= 24

If degree of freedom (df) 24 in the level of significance 0.05, so t-table value is 2.064. It is clearly shown that the result of t-test is greater than t-table (8.61>2.064). It means that there is a significant effect of questions on students' vocabulary at SMP Wahyu Makassar. This indicates that the using of questions on students' vocabulary gave positive effect which mainly the establishing of students vocabulary. So, it can be concluded that Null hyposthesis was rejected and alternative hypothesis was accepted.

B. Discussion

The proposing of research in this section is to describe clearly the effect of questions in students' vocabulary. For computing students' vocabulary on pre-test and post-test or before and after using questions in teaching learning process.

The findings of this study show that the use of questions in teaching vocabulary helps the students' to establish the vocabulary knowledge because using questions can motivate the students to be more active in vocabulary learning. Beside that one of the advantage of questions can motivate students because it offer challenge to try questions.

Giving questions can give opportunity for students to practice and repeat the sentence pattern and vocabulary. The others advantage of questions was made the teaching and learning process can be more attractive. Thus the English teachers are hopped to apply questions for retrieving students' vocabulary knowledge in a teaching and learning process. During the test, the students' fell confident in doing the test. And the result of the post-test revealed significantly different with the pre-test.

In the pre-test, students had to answer 30 questions which consist of 20 essay test and 10 matching words. Then the writer conducted treatment to improve students' vocabulary by using questions.

After giving treatment, the writer conducted post-test to know the students' vocabulary achievement. The questions were still the same with pre-test. From the result of students' post-test show that their vocabulary achievement improved.

It also supported by the inferntial statistic analysis by using questions t-test that was used to know the research hypothesis that there was a difference between the result students' vocabulary test before and after giving treatment. The result showed that t-test value (8.61) is greater than t-table (1.69092).

The writer also found that the students were still low to master vocabulary before using questions. In pre-test there was 1 student (4%) got very good classification, 2 students (8%) got good classification, 10 students (40%) got fairly classification, 5students (20%) got fair

classification, 4 students (16%) got poor classification and 3 students (12%) got very poor classification. After giving treatment, the students' vocabulary is categorized good because there were 4 students (16%) got very good classification, 13 students (52%) got good classification, and 8 students (32%) got failry classification. None of them got fair, poor, and very poor classification.

The average value of the pre-test is smaller than post-test, where pre-test = 62 and post-test = 80. It means that the use of the question can give a significant effect on students' vocabulary at SMP Wahyu Makassar.
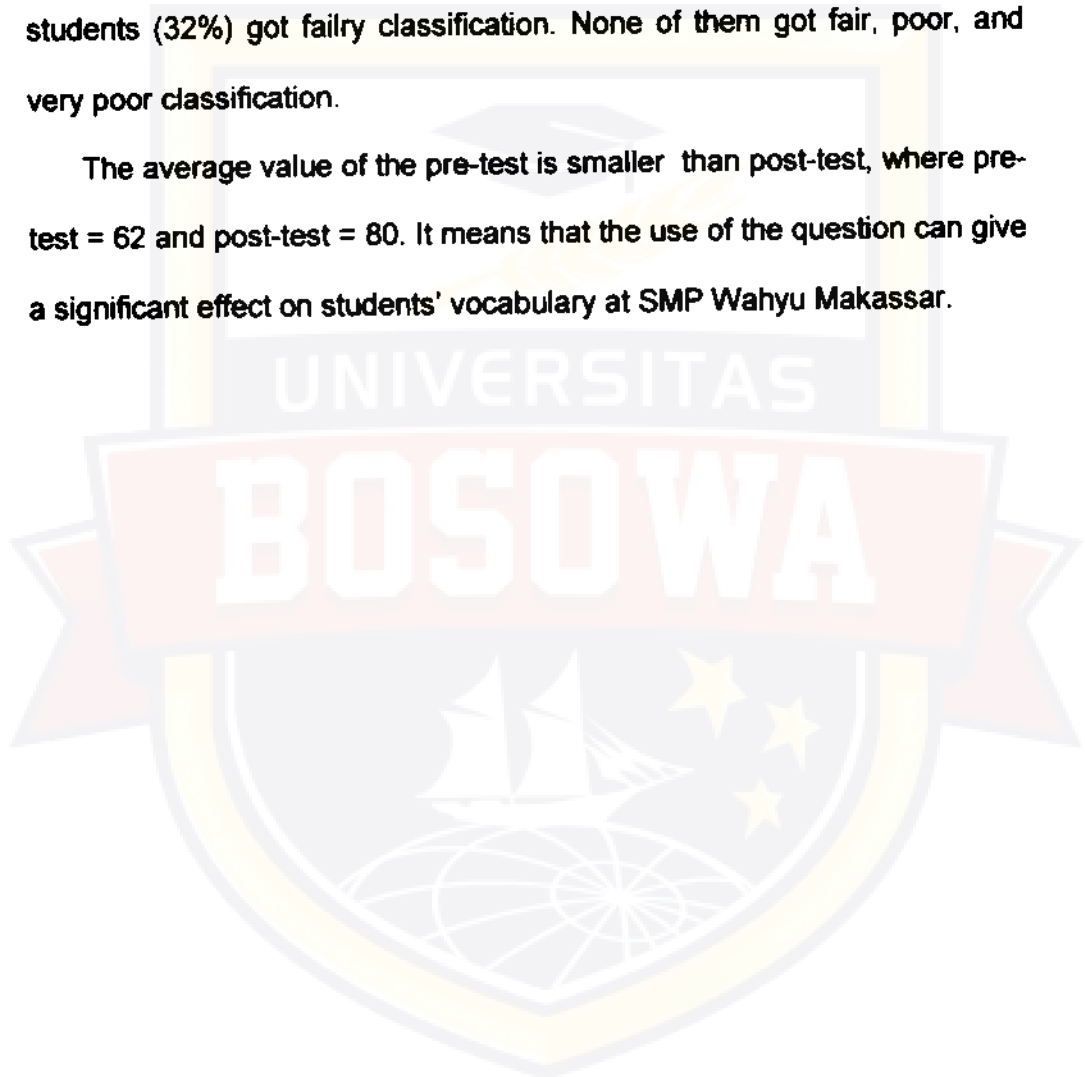
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusions

Based on the research findings in the previous chapter, there is a significant effect of questions on students' vocabulary (a case of class VII) at SMP Wahyu Makassar. It can be proved that the score of t-test = 8.61 is higher than the score of t-table = 2.064.

After consulting the t-table at the significant level 0,05 with the standard and the degree of freedom (df) = N-1= 25-1= 24

So H0 was rejected and H1 was accepted, which means that there is a significant of using questions in establishing students' vocabulary.

The conclusion be concluded as "The use of questions technique can develop significantly the vocabulary of the seventh year students of SMP Wahyu Makassar which was proved by the result of pre-test was 62.4 and post-test was 80".

B. Suggestion

Considering the conclusion above, the writer further states some suggestions as follows:

1. In teaching vocabulary, the teacher should use some different methods and ways to attract the students' attention to learn English vocabulary. So it is suggested that the teacher use questions in teaching vocabulary to motivate and stimulate the students to learn English.

2. Teacher should be creative, selective, and innovative in selecting and composing material based on the students' need.

3. In learning a foreign language, students should master very much of vocabulary. There are many ways in learning English beyond the school or formal situation, so students should develop their English skills by find and applying media and technologies around us.

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APPENDICES

APPENDIX 1. INSTRUMENT OF THE RESEARCH

Identitas Pribadi
Name : ———————
Nis : ———————
Kelas : ———————

Keterangan

1. Maksud pengisian tes ini adalah untuk menyusun skripsi pada program strata satu (s1) jurusan pendidikan bahasa Inggris fakultas keguruan dan ilmu pendidikan Universitas Bosowa Makassar. Oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

2. Peneliti mengharapkan kiranya siswa menjawab soal ini.

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.

2. Jawablah soal dengan baik dan benar.

3. Isilah titik yang terdapat pada soal.

APPENDIX 2. THE RESULT OF PRE-TEST

4.

Santy : What is Yosep ?

Anjelo : Farmer

Santy : Where does he work ?

Anjelo : Field

5.

Omi : What are they ?

Ana : Security

Omi : Where do they work ?

Ana : Bridge

6.

Keket : What is their job ?

Lina : Tailor

Keket : Where do they work ?

Lina : Factory

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Antonia : What is Maria ?

Yosefina : Police Y

Antonia : Where does he work ?

Yosefina : Woman X

Rendy : What is Peter ?

Egon : Army

Rendy : Where does he work ?

Egon : Bank X

Iche : What is Elsa ?

Yansen : Computer X

Iche : Where does she work ?

Yansen : house X

Lanco : What is Anis ?

Mena : Arsitek X

Lanco : Where does he work ?

Mena : Scool X

B. Guess the professions from the description given !

1. The man works at school.
   He taeches the students in the classroom.
   What is he ?
   .Teacher.........................

2. Thye woman works at hospital.
   She helps the doctor.
   What is she ?
   .Nurse.........................

3. Andy works in a restaurant.
   She serves the customers.
   What is he ?
   .Waiter.........................

4. Mr. Thomas works in the garden.
   He plants the corn and vegetables in the garden.
   What is he ?
   .Farmer.........................

5. Erin works in the market.
   She sells the clothes and get much money.
   What is she ?
   .Seller.........................

6. Devos works in a bank.
   He always serves people who want take the money.
   What is he ?
   .Banker.........................

7. Agnes Monica has good voice.
   He always travels around the world to sing.
   What is she ?
   .singer.........................

8. Mrs. Aldus works in the bus.
   He drives the bus to pick up the passengers.
   What is he ?
   Driver

9. Tony works in the plane.
   He flies the plane.
   What is he ?
   pilot

10. Jefri works at the supermarket.
    He clean the floor and the yard.
    What is he ?
    Cleaning Service

C. Match the English words and the Indonesian in the table below !

English words	Indonesian words
1. Nurse	a. Pegawai bank
2. Tailor	b. Petani
3. Pilot	c. Guru
4. Army	d. Nelayan
5. Fisherman	e. Tentara
6. Teacher	f. Pilot
7. Farmer	g. Penjahit
8. Banker	h. Perawat
9. Lecturer	i. Pengemudi
10. Driver	j. Dosen

APPENDIX 3. THE RESULT OF POST-TEST

Post-test

Nama : Indra azis
Kls : VII A

A. Answer the question below according the picture !

1.
Riny : What is Ms. Erin's job ?
Afian : Teacher ✓
Riny : Where does she work ?
Afian : class room ✓

2.
Andy : What is George ?
Devos : Fisherman ✓
Andy : Where does he work ?
Devos : Sea ✓

3.
Nicxon : What is Mary ?
Erin : Banker ✓
Nicxon : Where does she work ?
Erin : BANK ✓

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4.

Santy : What is Yosep ?

Anjelo : Farmer

Santy : Where does he work ?

Anjelo : FIELD ✓

5.

Omi : What are they ?

Ana : Security ✓

Omi : Where do they work ?

Ana : OFFICE ✓

6.

Keket : What is their job ?

Lina : Tailor ✓

Keket : Where do they work ?

Lina : Factory ✓

Antonia : What is Maria ?
Yosefina : Police woman
Antonia : Where does he work ?
Yosefina : ~~an setreet~~ an street ✓

Rendy : What is Peter ?
Egon : Army
Rendy : Where does he work ?
Egon : Army secreat ✓

Iche : What is Elsa ?
Yansen : typer ✓
Iche : Where does she work ?
Yansen : Office ✓

Lanco : What is Anis ?
Mena : Contractor ✓
Lanco : Where does he work ?
Mena : Building ✓

B. Guess the professions from the description given !

1. The man works at school.
   He taeches the students in the classroom.
   What is he ?
   Teacher

2. Thye woman works at hospital.
   She helps the doctor.
   What is she ?
   nurse

3. Andy works in a restaurant.
   She serves the customers.
   What is he ?
   cleaning service

4. Mr. Thomas works in the garden.
   He plants the corn and vegetables in the garden.
   What is he ?
   farmer

5. Erin works in the market.
   She sells the clothes and get much money.
   What is she ?
   cloth seller

6. Devos works in a bank.
   He always serves people who want take the money.
   What is he ?
   Banker

7. Agnes Monica has good voice.
   He always travels around the world to sing.
   What is she ?
   Singer

8. Mrs. Aldus works in the bus.
   He drives the bus to pick up the passengers.
   What is he ?
   .Driver.....................

9. Tony works in the plane.
   He flies the plane.
   What is he ?
   .Pilot.....................

10. Jefri works at the supermarket.
    He clean the floor and the yard.
    What is he ?
    Clning Servis..........

C. Match the English words and the Indonesian in the table below !

English words	Indonesian words
1. Nurse	a. Pegawai bank
2. Tailor	b. Petani
3. Pilot	c. Guru
4. Army	d. Nelayan
5. Fisherman	e. Tentara
6. Teacher	f. Pilot
7. Farmer	g. Penjahit
8. Banker	h. Perawat
9. Lecturer	i. Pengamati
10. Driver	j. Dasen

Post-test

Anisa Dwi Setiyani
VIIth (Tujuh)^a

A. Answer the question below according the picture !

1.

Riny : What is Ms. Erin's job ?

Afian : Teacher ✓

Riny : Where does she work ?

Afian : Classroom ✓

2.

Andy : What is George ? ✓

Devos : Fisherman

Andy : Where does he work ?

Devos : Sea ✓

3.

Nicxon : What is Mary ?

Erin : Banker ✓

Nicxon : Where does she work ?

Erin : Bank ✓

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4.

Santy : What is Yosep ?

Anjelo : Farmer

Santy : Where does he work ?

Anjelo : FIELD ✓

5.

Omi : What are they ?

Ana : Security ✓

Omi : Where do they work ?

Ana : OFFICE ✓

6.

Keket : What is their job ?

Lina : Tailor ✓

Keket : Where do they work ?

Lina : Factory ✓

Antonia : What is Maria ?

Yosefina : Police woman

Antonia : Where does he work ?

Yosefina : ~~an street~~ an street ✓

Rendy : What is Peter?

Egon : Army

Rendy : Where does he work ?

Egon : Army secret ✓

Iche : What is Elsa ?

Yansen : typer ✓

Iche : Where does she work ?

Yansen : office ✓

Lanco : What is Anis ?

Mena : Contractor ✓

Lanco : Where does he work ?

Mena : Building ✓

B. Guess the professions from the description given !

1. The man works at school.
   He taeches the students in the classroom.
   What is he ?
   Teacher

2. Thye woman works at hospital.
   She helps the doctor.
   What is she ?
   nurse

3. Andy works in a restaurant.
   She serves the customers.
   What is he ?
   dining service

4. Mr. Thomas works in the garden.
   He plants the corn and vegetables in the garden.
   What is he ?
   Farmer

5. Erin works in the market.
   She sells the clothes and get much money.
   What is she ?
   Cassir Seller

6. Devos works in a bank.
   He always serves people who want take the money.
   What is he ?
   Banker

7. Agnes Monica has good voice.
   He always travels around the world to sing.
   What is she ?
   Singer

8. Mrs. Aldus works in the bus.
   He drives the bus to pick up the passengers.
   What is he ?
   Driver

9. Tony works in the plane.
   He flies the plane.
   What is he ?
   Pilot

10. Jefri works at the supermarket.
    He clean the floor and the yard.
    What is he ?
    Cleaning Service

C. Match the English words and the Indonesian in the table below !

English words	Indonesian words
1. Nurse	a. Pegawai bank
2. Tailor	b. Petani
3. Pilot	c. Guru
4. Army	d. Nelayan
5. Fisherman	e. Tentara
6. Teacher	f. Pilot
7. Farmer	g. Penjahit
8. Banker	h. Perawat
9. Lecturer	i. Pengamudi
10. Driver	j. Dosen

APPENDIX 4. LESSON PLAN

RPP

(RENCANA PELAKSANAAN PEMBELAJARAN)

Nama Sekolah   : SMP Wahyu Makassar

Mata Pelajaran   : Bahasa inggris

Kelas/semester   : IX / 2

Alokasi waktu   : 2 x 45 menit

Pertemuan   : 1 kali pertemuan

A. Standar Kompetensi

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.

B. Kompetensi Dasar

Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1) Siswa mampu mengidentifikasi tindakan atau fungsi orang dalam gambar dan teks.
2) Siswa mampu mengidentifikasi kata – kata baru yang ditemukan sesuai gambar dan teks.

D. Tujuan Pembelajaran

1. Siswa dapat melengkapi tabel dengan kata - kata yang berhubungan dengan profesi berdasarkan pertanyaan yang diberikan.

2. Siswa dapat menjawab pertanyaan yang berhubungan dengan profesi berdasarkan dialog yang diberikan.

3. Siswa dapat melengkapi kalimat - kalimat yang diberikan dengan kata – kata yang tepat yang sesuai dengan informasi yang diberikan.

E. Materi Pokok

- Profession and Action of People "

F. Metode Pembelajaran

- Questions technique

G. Langkah – Langkah Pembelajaran

1. Kegiatan Awal

- Mengucapkan salam kepada siswa ketika memasuki ruang kelas
- Mengecek kehadiran siswa
- Apersepsi

2. Kegiatan Inti

- Guru mengarahkan siswa untuk mengamati teks gambar tersebut .
- Guru menjelaskan inti dari teks yang diberikan kepada siswa sesuai gambar.
- Guru memberikan kesempatan kepada siswa untuk bertanya apabila tidak mengerti dengan arahan guru.
- Guru memberi kesempatan kepada siswa untuk menjawab pertanyaan sesuai gambar tentang profesi seseorang yang dipaparkan dalam teks.

3. Kegiatan Akhir

- Siswa diberikan pekerjaan rumah (Mencari gambar dan membuat serta menjawab pertanyaan tentang profesi seseorang)
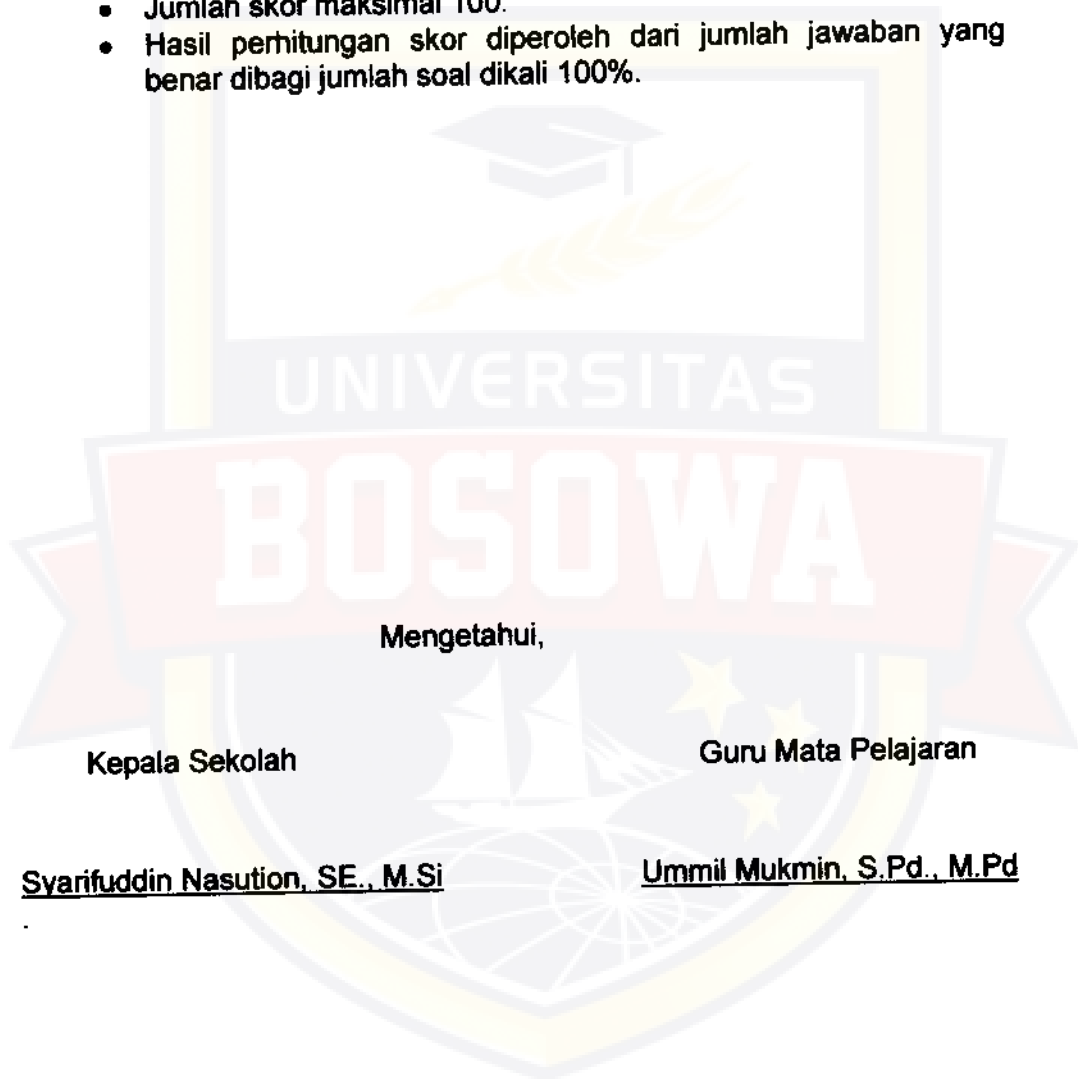- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber / Bahan Mengajar

- Teks bergambar sesuai dengan profesi seseorang.

I. Penilaian

Pedoman penilaian
- Jumlah skor maksimal 100.
- Hasil perhitungan skor diperoleh dari jumlah jawaban yang benar dibagi jumlah soal dikali 100%.

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Syarifuddin Nasution, SE., M.Si   Ummil Mukmin, S.Pd., M.Pd

APPENDIX 5. PICTURES

Picture 1. The students was listening to the writer's explanation about vocabulary.

Picture 2. The writer was asking for the students to mention the vocabulary.

Picture 3. The writer was giving instruction before the students doing the test

Picture 4. The students was answering the pre – test.

Picture 5. The writer was checking the students when they finished the
test.

Picture 6. The writer was giving explanation about the Questions
Technique in treatment.

Picture 7. The students was answering the writers' question.

Picture 8. The students was answering the post - test.

BIOGRAPHY

 The writer, Robertina Ule Ngey was born on June, 5, 1992 in Bomuzi, Golewa Barat, Flores. She is the first daughter from her father Romualdus Ngey and her mother Antonia Geme. She started her study at Elementary School at SDK Rakalaba, Flores in 1999 and graduated in 2005. She continued her study to Junior High School at SMP Kartini Mataloko, Flores in 2005 and graduated in 2008. After that she continued her study to Senior High School at SMAN 1 Bajawa, Flores in 2008 and graduated in 2011. Then in 2011, she continued her study to Bosowa University of Makassar took English Education Department and graduated in 2016.

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