

**IMPROVING STUDENTS' VOCABULARY
THROUGH PROTOTYPE AT SMP NEGERI 23 MAKASSAR**

SKRIPSI

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MOTTO AND DEDICATION

- **I never think that I am the best but I will try doing my best"**
- **Everything done based on our thinking"**

Dedicated to :

- ☺ ***My beloved parents (alm, almarhumah)***
- ☺ ***My brother and sister, nephew and all family***
- ☺ ***My lovely friends in English 09.....***

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Alhamdulillahrobbil'alamiin, all praises addressed to Allah SWT for his love, blessing, and mercy given to the writer during my study and in completing this final project. The grateful is addressed to the people who have provided their support, advice, motivation, and even remark that help the written for that reason, the written express her sincere gratitude to :

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Beloved brother Tahir Ieki, Rahman W. Kemang, S. Sos, Marjono W. Kemang, S. Pd, Rahmat W. Kemang, lukman W. Kemang, and my sister Asri W. Kemang, Ratna W. Kemang, who have given material, prayer and mental support, to finish this skripsi For beloved father and mother (almarhum, almarhumah), beloved grandmother, and all big family who have supported me, her finance and pray for her success. Beloved Bongko Daeng, S. Pd and Sudirman Macca, S.S, for their support my study ,and the senior 08 Sahadan Bin Imran, S. Pd, and others who can not be mentioned individually for sweet memories during we study

All friends in English education department: Chandra, Riskah, Sukma, Ikha, Resti, Itha, Isti. And all students of FKIP ; English 09' who can no be mentioned individually for sweet memories during our study. And writer's friends in her boarding house Juherni S. Pd, Eda. The ninth grade students of SMPN 23 Makassar.

As human being, the writer does realize that what she presents of this skripsi is still far from perfection. Therefore, criticisms and suggestion will surely be appreciated. Finally, the writer prays may Allah SWT the almighty god bless all of us. Amin.

Makassar, February2013

BOSOWA
The writer

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“IMPROVINGSTUDENTS’ VOCABULARY THROUGH PROTOTYPE AT SMPN 23 MAKASSAR”** Beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya 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, 28 February 2013

Yang membuat pernyataan

NURHAYATI W. KEMANG

ABSTRAK

Nurhayati W. Kemang, 2013. "Improving the Students Vocabulary Through Prototype at SMPN 23 Makassar" (Di bimbing oleh Dra. Dahlia D. Moelier, M. Hum Rampeng, S. Pd. M. Pd).

Skripsi ini menghadirkan sebuah penelitian tentang penggunaan metode prototype dalam meningkatkan kemampuan penguasaan kosakata siswa. Tujuan penelitian ini adalah untuk mengetahui apakah metode prototype dapat meningkatkan kemampuan penguasaan kosakata siswa dan apakah siswa tertarik belajar kosakata dengan menggunakan metode prototype

Penelitian ini merupakan penelitian tindakan kelas. Sampel penelitian I adalah siswa kelas VII- 9 SMPN 23 Makassar. Dalam penelitian ini digunakan test kosakata untuk memperoleh data mengenai kemampuan penguasaan kosakata bahasa inggris siswa

Dari hasil analisis data di peroleh nilai rata-rata kemampuan penguasaan kosakata bahasa inggris siswa pada *siklus 1* adalah 74.00, dan nilai rata-rara dari hasil *siklus 2* adalah 94.5. dar ihasil tersebut dapat disimpulkan bahwa penggunaan metode prototype dapat meningkatkan kemampuan penguasaan siswa dalam pelajaran bahasa inggris.

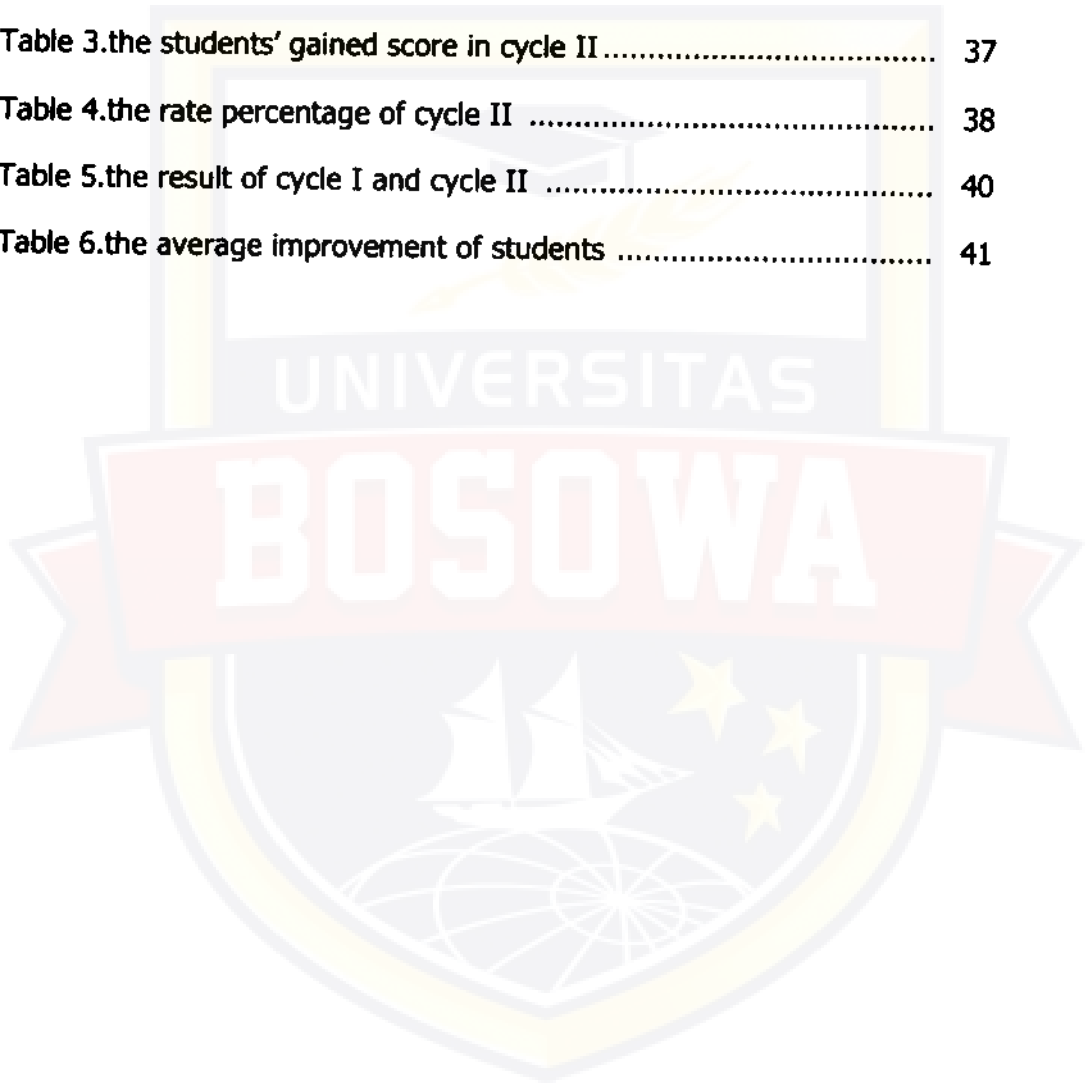
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CHAPTER I

INTRODUCTION

This chapter covers the background, problem statements, objective of the research, significance of the research, and scope of the research.

A. Background

Vocabulary is one important aspect in learning a foreign language. With limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to grasp the ideas transmitted to them. According to Edward in Ika (2006) stated that vocabulary is one of the important factors in all language teaching. Students must continually be learning words as they learn structure and as they practice sounds system.

Obviously, vocabulary affects the four language skills as a key to succeed in mastering those skills. From the statement above, it is clear that vocabulary is very important. There are many factors that the students will master English vocabulary such as the interest, motivation and using some method in classroom, the teacher should

use good technique a preparing in teaching because the technique can help students to understand more their lesson teaching.

According to Richard and Rodgers (1986: 15), "A technique is an implementation that actually takes places in the classroom".

There are many techniques that can help students to enlarge and master the English Vocabulary. One of them can be applied to help the students in mastering the English vocabulary is presenting List-Group-Label (LGL). The strategy also called semantic mapping (Johnson and Pearson) 1978,1984), that is designed to encourage students to improve their vocabulary and categorization skill, organize their verbal concepts, and aid them in remembering and reinforcing new vocabulary. LGL lesson was originally conceived by Hilda Taba (1967) as a means to help students deal with technical vocabulary, and science and social studies classes.

A good vocabulary is needed in order that one can communicate well. The students have two know at least one theory of vocabulary to improve vocabulary skill of students. There are some theories that can be applied. Therefore the teachers should be qualified enough to choose. That is way the remember would like to talk over the prototype of vocabulary to know them that need a special discussion because the prototype is defferent from other. It becomes essential problems is english vocabulary early and as a reason of reserach curry



out it finally, the title of this research is "Improving Students' Vocabulary Through Prototype" At SMP Negeri 23 Makassar

B. Problem Statement

Regarding of statement which is explained previously the researcher formulate the research question as follow : what extent can the prototype improve student vocabulary At SMP Negeri 23 Makassar?

C. Objective and Significance of the Research

The objective of this research is to find out whether or not the using prototype can improve students' vocabulary especially in SMP Negeri 23 Makassar.

D. Significance Of The Research

The result of the research is expected to be useful and can give a way to develop quality and ability in teaching and education institution. Besides that, it can be useful for the students and teachers in learning especially who are concerned to improve students vocabulary. Using the prototype it is expected that it will make students easier to memorize the vocabulary.

E. Scope of the Research

The research is restricted to the students' motivation and interest in research. That teaching foreign language vocabulary and fluency can be done by shaping the successive approximation. The students are encouraged to produce repetitively a suitable sound in his own language.

The scope of the research is restricted to the use of the prototype to improve students vocabulary especially for noun at SMPN 23 Makassar.

F. Operation Definition Of The Terms

This research has some important terms that need to be explained in order to give same perception towards as like below :

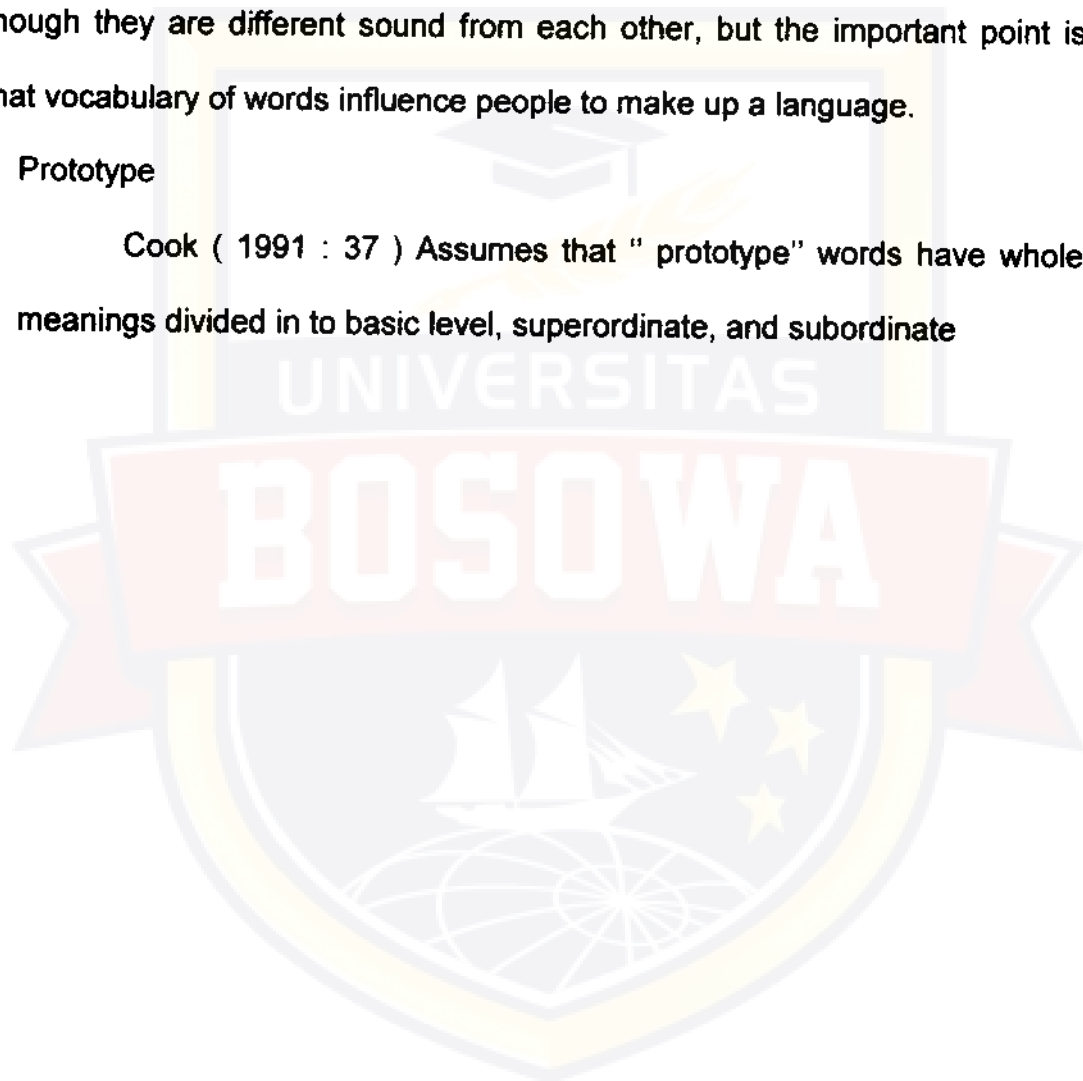
1. Improve
 - a. Oxford (1991) defines improve is become or make better
 - b. Hamby (1991) defines improve is become or making something better achieving or producing something of better standard or quality
2. Vocabulary
 - Definitions of vocabulary
 - a. Total numbers of word that make a language
 - b. Body of words known to person or used in particular book, subject.

- c. List of words with their meaning, especially one that accompanies a textbook in a foreign language.

From statement above the writer concludes that vocabulary is the words a language, which have meaning and function. In some definition, even though they are different sound from each other, but the important point is that vocabulary of words influence people to make up a language.

3. Prototype

Cook (1991 : 37) Assumes that " prototype" words have whole meanings divided in to basic level, superordinate, and subordinate



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the previous related findings, some pertinent ideas, resume, theoretical framework, and hypothesis.

A. Previous finding

Many studies have been performed by the research related to the use strategies, approachers, techniques, or media in motivating the learner to learn english vocabulary. Some of them are mentioned with their reports as follows:

1. According to Rahmawati (2009 : 37) Conclude that semantic mapping can improve the students vocabulary mastery
2. According to Amirudin (2004 : 38) Conclude that the use of jumble letters can the vocabulary commond of the students at SMP Negeri 23 Makassar
3. According to Suhara (2011 : 48) Concluded that using the pyramid game could improve students vocabulary
4. Syamsudary (2005) Conducted a research in "The Effectiveness of Using Seven Phrase Strategy to improve the Students Vocabulary at SLTP IMMIM Tamalanrea Makassar". Her research found that the vocabulary of the students becomes

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is an important element in a language besides pronunciation and grammar. Vocabulary supports the speakers in communication to express their idea in the target language. The writer would like to present several definitions about vocabulary :

Hornby (1995 :1331) Defines vocabulary as:

- 1) The total number of words in a language
- 2) Body of words known to a person or used in a particular book, subject;
- 3) List of words with their meanings, especially one that accompanies a textbook in a foreign language

According to the Victorio and David (2008 : 43) Vocabulary is a list of words and affixes, phrases, inflectional forms, and all the words used by a particular person.

According to the Cook (1991 : 37) Assumes that prototype is the words have whole meanings divided into basic level, subordinate and subordinate, prototype is an early concepts or process a things to be replicated or learner from words.

Thesaurus (2005) Stated that vocabulary is a listing of the words used in some enterprise wordbook.

Longman (1987) in Hairline (2001) States that vocabulary is a list of word usually in alphabetical order and with explanation of their meaning, less complete than dictionary.

Furthermore, Good (1995:642) Defines vocabulary as content and function words of language which are learned so thoroughly so that become part of child understanding. It also means words having been heard or seen even though not produced by individual himself to communicate with others.

2. Types of Vocabulary

According to the Schaft in Nurmala (1990 : 29) States that every person has three types of vocabulary they are:

According to the Nation (1990 : 29) has divided vocabulary in the specific reference, such a word.

- a. **Receptive Vocabulary** : Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
- b. **Productive Vocabulary** : Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in

grammatical pattern with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

According to the Good in Ratnawati (2006 : 7) Divides four kinds of vocabulary:

1. Oral vocabulary consist of words actively used in speech that come readily to the tongue of one's conversation.
2. Writing vocabulary is the stock of words that come readily to one's finger vocabulary. It is commonly used in writing.
3. Listening vocabulary is the stock of words, which a person can understand when they hear them.
4. Reading vocabulary is the words someone can recognize when they find them in written material.

From the explaining above, we know that every book is different in classifying the kinds of vocabulary, because every person has different ways above in showing and telling their opinion and ideas, it means that vocabulary is of two kinds fuction and contents words

3. The Techniques In Teaching Of Vocabulary

There are many techniques teaching vocabulary. Not all the techniques are helpful for the students, the teachers has to choose the appropriate techniques. Te technique must be as effective as possible to improve the students vocabulary mastery.

According to Hammer (2007 : 25) for language teacher of course competent speakers of the language also know the lexis (vocabulary) of language.

Language Students need to learn the lexis of the language, they need to learn what words imeans and how they are used. Whils this obviosly them how words are stretched and twisted, crearly some words are likely to be morethe others and therefore more appropriate for advance.

According to Hammer also gives examples of vocabulary teaching.

They are:

a. Presentation

Presentation can done by using realia, pictures, gesture, explanation, translation, translation. According to Cross (1999: 11) there are four steps to follow in presentation, they are:

1. Sound and the meaning

In this step, The teachers says the new words two or three more times, pronoucation it clearly. He also indicate the meaning at the same. There is no point in making learners listen the strangers noise which are meaningless.

2. Repetition

The teachers gets the class to repeat the new words a few times and checks the prounciation carefully. If we are using a visual, keep it in front of them to ensure associate that they associate sound of meaning.

3. Written form

The teacher writes the new words on the blackboard and has the class. Read it aloud, without distorting the pronunciation. First the teachers chooses two or three individuals to say it, and then gets repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

4. Illustrative sentences

In this step the teachers puts a shotr illustrative sentences on the board so that the meaning will be clear to anyone reading the notes afterwards. Studens will enjoy trying to copose good illustrative sentence themself, but prepare our shotr one in

case their own are too wordy or not clear enough for the blackboard; example, if we have shown the meaning by use flashcard, stick the picture to the side of the board next to the illustrative sentences. Youngsters will enjoy drawing a similar one in their exercise books.

b. Discovery

Discovery techniques are the techniques where students have to work out rule and meaning for themselves rather than being given everything by the teacher. The activity can be from simple matching task to more complex understanding of connotation and context. For example, students can be given numbers pictures and the teacher can write word on the boards which they have to match with the pictures.

c. Practice

In this section we will look at the activities designed to encourage students to use words in an involving way. We can give many exercises to students. According to Cross (2007:12). It is not enough just to present words have them repeated".

The studentts must use words if they are to internalize them. It is a simple matter to ask some extension questions. The idea is to make the students hear a words more frequently and to make them use it. There are three of mode presentation which are:

1. Ostensive means

Ostensive means is the way of teaching vocabulary by showing up things in the classroom or outside the class, the kinds of ostensive means are realia, picture, and body

2. Verbal definitions

Verbal definition is the way of teaching vocabulary by using teachers talk, the kinds of verbal definition are words, synonym, antonym, illustrative sentences, build general knowledge and translation.

3. Running context

Is the way of teaching vocabulary by linking the new words that are all ready known, the asking to deduce or guess the meaning of such new words

4. Developing guesswork strategies

Developing guesswork strategies is the way of teaching vocabulary by guesswork the unknown word in a sentence by seeing the grammatical category

C. Principle in Teaching And Learning Language

In relation to the teaching and learning of vocabulary Wallace (1989) point out principles, they are as follow:

1. Aims

Learning vocabulary means learning the word of language. And learning the word of language means learning everything about those word such us how they are pronounce, what their forms and functions are, how they are use in sentence what they mean, etc as the instructional time in the classroom is limited, it is somewhat difficult to teach all these aspect of vocabulary at once. It is for this reason that the aim to active in the teaching of vocabulary should be clearly sated.

My seeing this statement students have to find out the appropriate teaching vocabulary strategies in order to cover the instructional time in the classroom. In active vocabulary technique, how they are pronounce, what their form and function are , how they are use in sentence, what they mean, etc can be covered in found in dictionary activities.

2. Quantity

The teacher may have to decide on the number of vocabulary items to be learnt (Wallace, 1982 : 28). How many new words in a

lesson can the students learn? If there are too many words, the students may become confused, discouraged and frustrated.

3. Frequent,exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. Wallace states that there has to be a certain amount of repetition until there is evidence that the students have learnt the target words (1982 : 29).

4. Meaningfully presentation

It is seldom, however, that we remember a new word simply by hearing at the first time. Wallace states that there has to be a certain amount of repetition until there is evidence that the students have learnt the target words (1982 : 29).

5. Situation of Presentation

Wallace says that the choice of words can vary According to the situation in which we are speaking and how well we know the person, to whom we are speaking(from informal to very formal (1982 : 30).

6. Learning vocabulary

In the mother tongue in target language, in teaching word of the target language , teacher or lecturer can use words of mother tongue as a tool to compare similarities and difference of the word.

7. Inference (guessing) procedures in vocabulary teaching

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

Based on the description above, the writer can concluded that the teacher and the students must know the nine principle of teaching and learning vocabulary. So, what do you they want in study vocabulary can be attained successful.



D. Strategies in Improving Vocabulary

New vocabulary units cannot be presented once only. Learners need to be exposed to vocabulary repeatedly, and so recycling needs to be built into learning.

According to Hammer(1991 : 61) provides some strategies in teaching vocabulary there are reality, picture, contrast, enumeration and translation.

1. Reality

Teaching vocabulary through this strategy is that the teacher brings(object) into the classroom and introduces to the students.

2. Picture

Teaching vocabulary through prototype theory is familiarly, focuses on the object or thing, which can not taken into the classroom such as: furniture, book store

3. Contrast

Teaching vocabulary by contrast is relevant to show the antonym. The teacher in this case, show the students and ask to find out the contrast of such words. for example. The meaning empty by contrasting with full, cold by contrasting it with hot.



4. Translation

Teaching vocabulary by translation is that the teacher asks the students to translate the given words into their mother tongue.

5. Enumeration

This technique refers to listing to the general and the specific words that relate to the words represented.

6. Explanation

This technique is applied by explaining the meaning of the words, example 'developed' we can say with improved, increased, and greeted.

7. Mime, action and gesture

These are often used in conveying meaning. These techniques are usually used for presenting the verbs, such as "swim" and "run". Where the students must be doing expression about swim and run.

E. Definition of Prototype

According to the Longman (1995 : 1135) prototpe is the firs form that a new design of an a car, machine etc for example : a complete working prototype of the model.

According to the Cross (1995 : 293) Prototype is a preliminary model of a machine or device that can be operated and studied, if necessary improved upon see manufacturing, production.

According to the Lakoff (2003) was one of the first to realize the important philosophicalimplications of prototype research for the functioning and the study of language.

In general, the" Prototype" in the down into three basic categories:

1. Proof-of-Principle Prototype

Type of prototype is used to test some aspects of the design without attempting to simulate the exact visual appearance.

2. Form Study Prototype

Types of prototypes will allow designers to explore the basis of size, look and feel of a product without simulating the actual function or the right visual appearance of the product.

3. Functional Prototype

Will to the greatest extent practical, trying to simulate the final design, aesthetics, materials and functionality of the design in question. "(<http://en.wikipedia.org/wiki/Prototype>).

F. Characteristics of Prototypes

Engineers and prototyping specialists seek to understand the limitations of prototypes to exactly simulate the characteristics of their intended design.

It is important to realize that by their very definition, prototypes will represent some compromise from the final production design. Due to differences in materials, processes and design fidelity, it is possible that a prototype may fail to perform acceptably whereas the production design may have been sound. A counter-intuitive idea is that prototypes may actually perform acceptably whereas the production design may be flawed since prototyping materials and processes may occasionally outperform their production counterparts.

In general, it can be expected that individual prototype costs will be substantially greater than the final production costs due to inefficiencies in materials and processes. Prototypes are also used to revise the design for the purposes of reducing costs through optimization and refinement.

It is possible to use prototype testing to reduce the risk that a design may not perform acceptably, however prototypes generally cannot eliminate all risk. There are pragmatic and practical limitations to the ability of a prototype to match the intended final performance of the product and some allowances and engineering judgment are often required before moving forward with a production design.

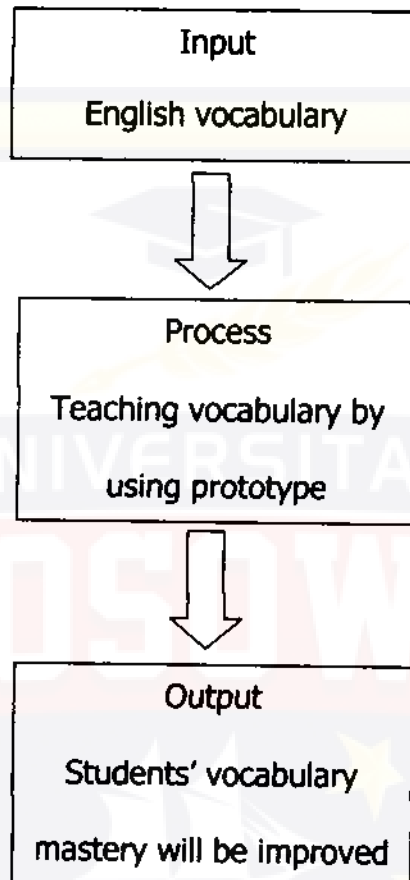
Building the full design is often expensive and can be time-consuming, especially when repeated several times building the full design, figuring out what the problems are and how to solve them, then building another full design. As an alternative, "rapid-prototyping" or "rapid application development" techniques are used for the initial prototypes, which implement part, but not all, of the complete design.

This allows designers and manufacturers to rapidly and inexpensively test the parts of the design that are most likely to have problems, solve those problems, and then build the full design.

<http://en.wikipedia.org/wiki/Prototype>

G. Theoretical framework

The formula of this research put in a draft as follow:



H. Hypothesis

The hypothesis of this research is formulated as follow: " using prototype method significantly improving students' vocabulary."

CHAPTER III

METHOD OF THE RESEARCH

This chapter covers the cycle and research design, cycle I and cycle II, instrument, procedures of collecting data and technique of data analysis.

A. Research Design

In this research, the research applies class action research (CAR). Action research is the name given to an increasingly popular movement in educational research. It is a form of self-reflective enquiry that is now being used in school based curriculum

According to Kurt (PedomanTeknisPelaksanaan CAR , 2003: 4) That there are four components in one cycle for doing classroom action research, they are;

- 1). Planning,
- 2). Action,
- 3). Observation, and
- 4). Reflection.

B. Setting of the research

- . 1. Place of the Research

This class action research conducted at SMPN 23 Makassar. This school is chosen to identify and solve the vocabulary problem of students in English subject

2. Time of the Research

This research conducted on November until December 2012. Determination of the time of research class action require some academiic calender, because teaching and learning process in class.

3. Classroom Action Research Cycle

This class action research conducted through two cycle to see achievement of indicator that is expected to achieve by students in vocabulary lesson through prototype method.

C. Subject of the Reserach

The subject in this class action research was all of students of class VII-9 SMPN 23 Makassar. There were 30 students consist of 15 male and 15 female students

D. Preparation of the research

Before the writer conducting the study, writer prepared several instruments used to support the implementation of this research, such us the syllabus, students' work paper lesson plan



E. The instrument of the research

Test: the writer gave some question about event in the vocabulary and students answer them.

F. Procedure of the research

This research was two classes before conducting the first cycle, the research conducted diagnostic test as consideration in conducting the research.

❖ Cycle I

a. Planning

In this step, the writer prepared what has to do in action step. The write prepared all of instruments to get valid data such as lesson plan based on syllabus, attendance list, students work paper.

b. Curriculum Observation

- i. Preparation for teaching facilities such as created a lesson plan based on school's syllabus, media that is used in teaching develop evaluation instrument, etc
- ii. Preparation for all research in other not to make a mistake during the research such as alternative to solve the problem of the research.

c. Action

In this step, the write introduced the use of prototype method to teach vocabulary and gave example of use of prototype method. Each of the students asked about the content of vocabulary text and the writer provided questions related to the text.

d. Observation

- i) The situation in teaching and learning activities
- ii) Activity and creativity of students

e. Reflecting

- i) Researcher analyze the lack-vocabulary competency of students from the observation
- ii) Develop plan of activities for the second cycle.
- iii) The writer looked for the problems solving for the weakness

❖ **Cycle II**

Similar to the first cycle, second cycle consists of planning, observation, and reflection, which described in detail as follows.

a) Planning

Researcher created lesson plans based on the result of reflection on the first cycle and prepare vocabulary

b) Action

Researcher conducted vocabulary using prototype based lesson plans that have been revised based on the results of reflection on the first cycle

c) Observation

Researcher conducted observations of teaching vocabulary activities using prototype

d) Reflection

Researcher reflected on the implementation of the second cycle and make conclusions on the use of prototype to improve students' vocabulary competence

G. Techniques of Data Analysis

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

❖ **Statistic analysis**

To know the students achievements in each cycle, the writer has to use statistic analysis. The steps are below :

1. Scoring the students answer of the test in each cycle by using this formula :

$$\text{Score} = \frac{\text{The Students Gained Score}}{\text{Total Score}} \times 100$$

2. Classifying the Score of the Students

No	Scores	Criteria
1	91 – 100	Very good
2	76 -90	Good
3	61 -75	Fair
4	51 -61	Poor
5	Less than 50	Very Poor

Source : (Depdiknas, 2004 : 143)

3. Rate percentage of the student's speaking achievement

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

Notation :

% : Percentage

F : Frequency

N : Total Respondent

4. Mean Score

$$\bar{X} = \frac{\sum X}{n}$$

Where :

\bar{X} : mean score

$\sum X$: sum of all scores

n : total number of subject

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research and its discussion. The findings of the research consist of the description of the result of data collected through vocabulary

A. Finding

In this part the writer presented about findings or result of data analysis from vocabulary. The research process was conducted for two cycles using some materials

- **cycle I**

1. **Planning**

In cycle I, the learning plan implemented one meeting and 80 minutes. In this cycle, the writer gave vocabulary to the students.

2. **The Implementation**

This action was held on Tuesday, December 28th, 2012 which started at 01.58 to 02.30 and followed by 40 students'. In this cycle, the writer administrated the test. The students answered the question based on their understanding about the text. when the students did their task, the writer observed the students activities. During the learning process, the students sowed their interest by taking part on the learning process.

However, they were still nervous when they were asked by the writer to lack of the vocabulary about the text. it was done to know the students motivation and inters in doing the task as influence of the use of prototype.

3. The result

The result of the test indicated that some of students could not answer the question correctly Based on the observation and interview to the students, the problem was in cycle I was shown, the content of the text is too long while the time was limited.

The rate percentage of the students' score was contained trough the test, in order to know the students ability in vocabulary trough prototype. Then 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	Student's initial	Score
1	AN	60
2	MR	100
3	AI	60
4	AS	80
5	NIS	70
6	HR	70
7	DR	60
8	NE	50
9	AP	100
10	BRY	80
11	DA	50
12	PSN	50
13	NN	80
14	AR	100
15	NSF	60
16	AP	60
17	ANF	90
18	WRO	70
19	NH	70
20	AAR	100
21	SPA	80
22	ESH	70
23	APM	100
24	MF	70
25	MR	60
26	M	80
27	MA	70
28	AR	80
29	DS	70
30	MI	80

Table 2. The Percentage Of Cycle I

Classification	Score	Frequency	Percentage
Very good	91 -100	3	10.1 %
Good	76 -90	7	23.3%
Fair	61 -75	8	26.6%
Poor	51 -60	2	40%
Very poor	Less than 50	-	-
Total		30	100%

Source : SMPN 23 Makassar

The table above indicates that the students' achievement in vocabulary in cycle I was (10.1%) very good,(23.3%) students got good score, (26.6%) students got fair score, and 40% students' got poor.

The mean score of the cycle I as follows :

$$\begin{aligned}
 X &= \frac{\Sigma x}{n} \\
 &= \frac{2220}{30} \\
 &= 74.00
 \end{aligned}$$

The result of the implementation of cycle I shown that the students' vocabulary was good, but it did not achieve yet the criterion of success. The standard of success criterion of the students'vocabulary in mean score is 67 (KKM of SMPN 23

Makassar) reveals that mean score of the students' is only 74.00 It means that the study has not been successful yet.

4. Reflection

Based on the data presented in table above, it can be stated that the implementation of using prototype method to improve the students' in vocabulary was not successfully yet. The criterion of success was if the mean score of the students is 67. In term of the students' activeness in this activity, the result of observation showed that some students could answer the questions easily but the other could not do it well.

Although some students' showed their ability and motivation, the cycle II needed to be continued. This was done because some students got score under the determined standard. They got score under 67. The cycle II was conducted to find the appropriate strategy in improving students, vocabulary by using the prototype method.

- Cycle II

1. Planning

For the cycle II, the learning plan implementation one meeting and used 120 minutes. The writer prepared RPP, attendance list, students' work paper. The strategy applied was the writer gave more time and motivation.

2. The Implementation

The second activities were done On Tuesday November 28th ,2012 which started at 01.00 to 03.00. The activities done were like those on the first meeting that were teaching-learning process by using prototype method.

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

3. The Result

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

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

Table 3. The Students' Score In Cycle II

NO	Student's initial	Score
1	AN	95
2	MR	100
3	AI	95
4	AS	100
5	NIS	85
6	HR	85
7	DR	100
8	NE	85
9	AP	100
10	BRY	95
11	DA	100
12	PSN	85
13	NN	95
14	AR	100
15	NSF	85
16	AP	85
17	ANF	100
18	WRO	85
19	NH	85
20	AAR	100
21	SPA	95
22	ESH	95

To be continued

Continuation

(1)	(2)	(3)
23	APM	100
24	MF	100
25	MR	100
26	M	95
27	MA	95
28	AR	95
29	DS	100
30	MI	100

Source : SMPN 23 Makassar

Table 3. The Students' Gained Score in Cycle II.

Classification	Score	Frequency	Percentage
Very good	91-100	20	66.6%
Good	76-90	9	30.1%
Fair	61-75	1	3.33%
Poor	50- 60	-	-
Very poor	Less than 50	-	-
Total		30	100%

Source : SMPN 23 Makassar

The table above indicated that the students' achievement in vocabulary in cycle II were 66.6% very good 30.1% good, and 3.33% fair

Table 5. The Result Of Cycle I and Cycle II

No	Students' initial	Score	
		Cycle I	Cycle II
1	AN	60	95
2	MR	100	100
3	AI	60	95
4	AS	80	100
5	NIS	70	85
6	HR	70	85
7	DR	60	100
8	NE	50	85
9	AP	100	100
10	BRY	80	95
11	DA	50	100
12	PSN	50	85
13	NN	80	95
14	AR	100	100
15	NSF	60	85
16	AP	60	85
17	ANF	90	100
18	WRO	70	85
19	NH	70	85
20	AAR	100	100
21	SPA	80	95
22	ESH	70	95
23	APM	100	100
24	MF	70	100
25	MR	60	100
26	M	80	95
27	MA	70	95
28	AR	80	95
29	DS	70	100
30	MI	80	100
Total		2220	2835
Means score		74.00	94.5

Source : SMPN 23 Makassar

Based on the observations on the implementation of the research in learning English especially in vocabulary using prototype have improved



Improving to the English subject especially in vocabulary consisted 2 cycle based on processing the data obtained.

Table 6. The Average Improvement Of Students After Cycle I and Cycle II

No	Total Cycle	Average
1	Cycle I	$X = \frac{2220}{30} = 74.00$
2	Cycle II	$X = \frac{2835}{30} = 94.5$

Based on the table 6 above, the significant differences of score between cycle I and cycle II can be to know whether the cycle I and cycle II are significant different. The result of the cycle I is 74.00. and then the cycle II is higher 94,5. It means that there was significant difference between cycle II and cycle I.

B. Discussion

The students need some approaches, method, or strategies in learning English to improve their English especially vocabulary. Therefore the teacher should be qualified enough to choose and use that prototype.

The prototype was proposed by Eleanor Rosh. She suggested that why people categorize item they match them against. The prototype ideal exemplar, which contains the most representative features inside the category. Object that do not share all the characteristics of the prototype are still members of the category. She argued that represent a basic level categorization, example

furniture. The prototype has been particularly fruitful in providing several researcher with a convenient explanation of some phenomena in studies of vocabulary acquisition and teaching.

The researcher assumes that the use of the prototype can improve students vocabulary . It can be seen from the result of the research. The first importance the presented of the teacher with the text as the students can remember and memorize the vocabulary. Based on the data analysis in the cycle I from 30 students were only able answer correctly. While the data analysis from the cycle II the students could answer 2 or all 10 question. The second, before the treatment the students felt nervous and did not have any confidence as I have mentioned before. So, they produced freely of unable to do the test well. When they get to close with teacher during the treatment, they regained their self confidence. It can be concluded that, through the prototype to improve the students vocabulary through prototype of SMP NEGERI 23 Makassar. As result in the cycle II, there was no students produced bad poor score. besides that, the cycle I above that was great then II. The result of the test shows there was significant difference between cycle I and cycle II, it means that cycle I was lower than cycle II.

The result of the cycle I statistical analysis shows that there was significant difference between the PTK who got treatment with controlled class who got treatment. By verbal explanation, even though

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two part. The first part deals with conclusion of the finding and the second part deals with suggestion.

A. Conclusion

Based on the result of the data analysis, researcher finding and discussion in the previous chapter, the researcher comes to the following conclusion.

The use the prototype is effective to improve the students vocabulary mastery of the of the students of SMP Negeri 23 Makassar. After the writer analyzed the result of the research, can writer gives some conclusion, they are :

1. Prototype method is very helpful for students to change their habitual from passive to active students in learning process.
2. Prototype method is very good to use in learning and teaching process to improve students'.
3. Prototype method is an effective method for teaching English in improving the students.
4. Prototype method can give the motivation to the students in vocabulary.

B. Suggestion

Based on the result of this study, it is obvious that the students' achievement and their interest can be identified clearly. Considering the conclusion above, for researcher puts forward some suggestion especially to the English teachers at SMPN 23 Makassar as follow:

1. English teacher should be more creative in choosing the approaches that will be used teaching.
2. Teacher should maintain students' interest by varying material presentation in ways that are meaningful to the students
3. Teachers should use various ways to teach English. There are many kinds of method and one of the method is prototype method. In this research , prototype method can help to improve students.
4. The students should have self - confidence

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

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Appendix 1. Test cycle I

INSTRUMENT OF THE RESEARCH

Identitas pribadi

Nama :

Nis :

Keterangan

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. Maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" Makassar.
Oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
 2. Jawablah pertanyaan dengan baik dan benar
 3. Berilah tanda silang (X) pada salah satu huruf A,B,C atau D yang anda anggap betul.
- A. Choose the correct answer meaning of the underlined words!
1. He is a bookseller

a. kutu buku	c. toko buku
b. penjual buku	d. pembaca buku

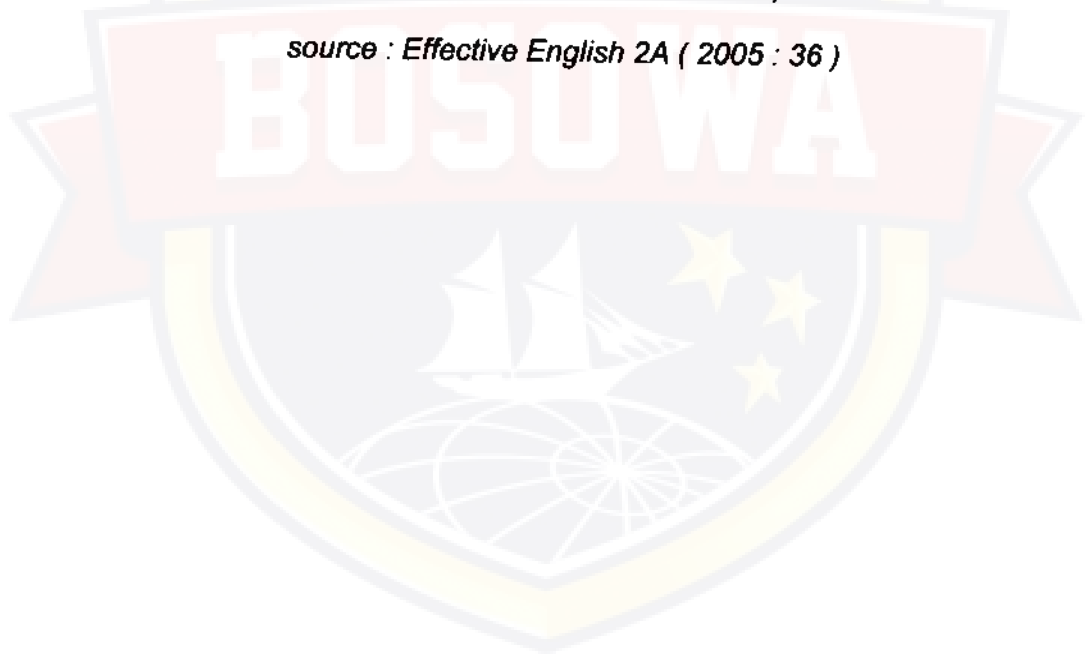
9. Krisna buys a new Bag
- a. tas c. tas pesta
b. ransel d. tas jinjing
10. My mother buys some Accessories
- a. peralatan dapur c. alat pertukangn
b. perhiasan d. alat dapur
11. I have not bread for Breakfast today
- a. sarapan pagi c. makan malam
b. makan siang d. makan tenga malam
12. He doesn't have bravery to meet me today
- a. kemauan c. kecerdasan
b. ketakutan d. keberanian
13. I will go to library tomorrow because I have homework
- a. kantin c. sekolah
b. kelas d. perpustakaan
14. He lives in smaal Town
- a. kota c. rumah
b. desa d. kampung
15. Ani drinks a glass of milk everymorning
- a. segelas susu c. segelas
b. segelas kopi d. segelas air

B. write the English next to each word

1. Nasi : (.....)
2. nasi goreng : (.....)
3. tas : (.....)
4. tas tangan : (.....)
5. jalan : (.....)
6. jalan raya : (.....)
7. Pemandangan : (.....)
8. desa : (.....)
9. dinding : (.....)
10. bangunan : (.....)

source : Effective English 2A (2005 : 36)

BUSUWA



Arrange the letters in the box with explanation below !!!!

Jobs

1.

O	L
T	A
I	R

N	I
G	E
R	S

T	O
C	R
A	

4.

R	E
M	R
A	F

5.

R	E	
T	C	E
A	H	

6.

R	A
S	I
O	L

7.

R	U
N	S
E	

8.

R	R	D
I	T	
E	C	O

9.

W	I
T	A
E	R

10.

L	I
P	T
O	

1. tailor.....sewing a dress
2. Singer _ sing a song
3. Actor _ entertainer
4. Farmer _ plant rice
5. Teacher _ teach in the school
6. Sailor _ a seamen
7. Nurse _ help a doctor
8. Director _ leader in the company
9. Waiter _ bring food in the restaurant
10. Pilot _ fight a plane

Source : English in focus (2008 : 117)

Appendix3**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama sekolah : SMP Negeri 23 Makassar

Mata pelajaran : Bahasa Inggris

Kelas \ semester : VII \ 1

Standar kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi lingkungan terdekat

Kompetensi dasar : merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indicator : mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa intruksi

Alokasi waktu : 2X 40 Menit

- A. Tujuan pembelajaran
 - Siswa dapat merespon intruksi yang tepat
- B. Materi pembelajaran
 - Vocabulary (noun, verb, adjective)
- C. metode pembelajaran
 - I CARE
- D. Langkah – langkah kegiatan pembelajaran

Kegiatan awal

- Menyapa siswa
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran
- Memotivasi siswa

Kegiatan inti

- Menjelaskan vocabulary yang berhubungan dengan materi

Kegiatan akhir

- Menanyakan kesulitan yang dihadapi siswa
- Menyimpulkan materi pelajaran
- Menugaskan siswa menggunakan ungkapan yang dipelajari dalam situasi yang sebenarnya.

E. Penilaian penilaian :

a. Pedoman penilaian

Jumlah skor maksimal keseluruhan 100

b. Rubric penilain

- Rubrik penilain vocabulary

Aspek yang di nilai	4	3	2	1
<ul style="list-style-type: none"> • Ketepatan mengucapkan kosakata /lafal • Ketepatan penempatan tekanan kata • Ketepatan penekanan kalimat/intonasi • Kelancaran pengucapan (fluency) 				

Ket: 4 amat baik

3 baik

2 cukup

1 kurang

Mengetahui

February,20.....

Kepala Sekolah SMPN 23

Guru Mapel Bahasa Inggris,

(.....)

(.....)

NIP \ NIK :

NIP \ NIK :

Appendix 4

STUDENTS' ATTENDANCE LIST IN CYCLE I AND CYCLE II

NO	Nis	Students' Initial	Signature	
			Cycle I	Cycle II
1	1210808	AN	✓	✓
2	1210818	MR	✓	✓
3	1210820	AI	✓	✓
2	1210789	AS	✓	✓
5	1210797	NIS	✓	✓
6	1210823	HR	✓	✓
7	1210822	DR	✓	✓
8	1210812	NE	✓	✓
9	1210829	AP	✓	✓
10	1210832	BRY	✓	✓
11	1210918	DA	✓	✓
12	1210791	PSN	✓	✓
13	1210814	NN	✓	✓
14	1210798	AR	✓	✓
15	1210810	NSF	✓	✓
16	1210794	AP	✓	✓
17	1210799	ANF	✓	✓
18	1210792	WRO	✓	✓

19	1210805	NH	✓	✓
20	1210800	AAR	✓	✓
21	1210807	SPA	✓	✓
22	1210795	ESH	✓	✓
23	1210815	APM	✓	✓
24	1210817	MF	✓	✓
25	1210829	MR	✓	✓
26	120812	M	✓	✓
27	1210809	MA	✓	✓
28	1210817	AR	✓	✓
29	1210815	DS	✓	✓
30	1210811	MI	✓	✓

Appendix 5

PICTURES



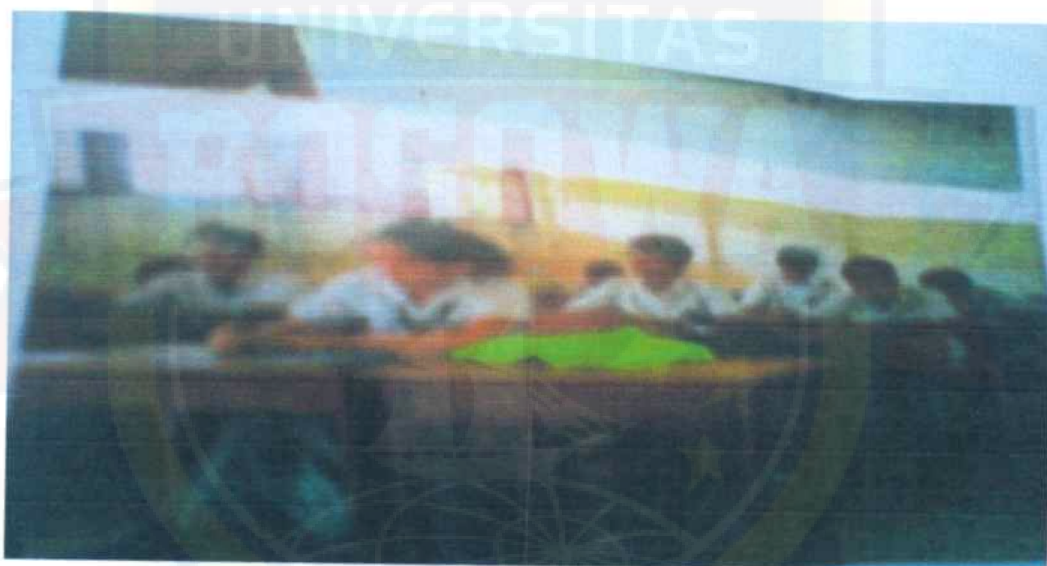
The students did the task



The students did the task



The writer asked the students about the content of vocabulary text in cycle I

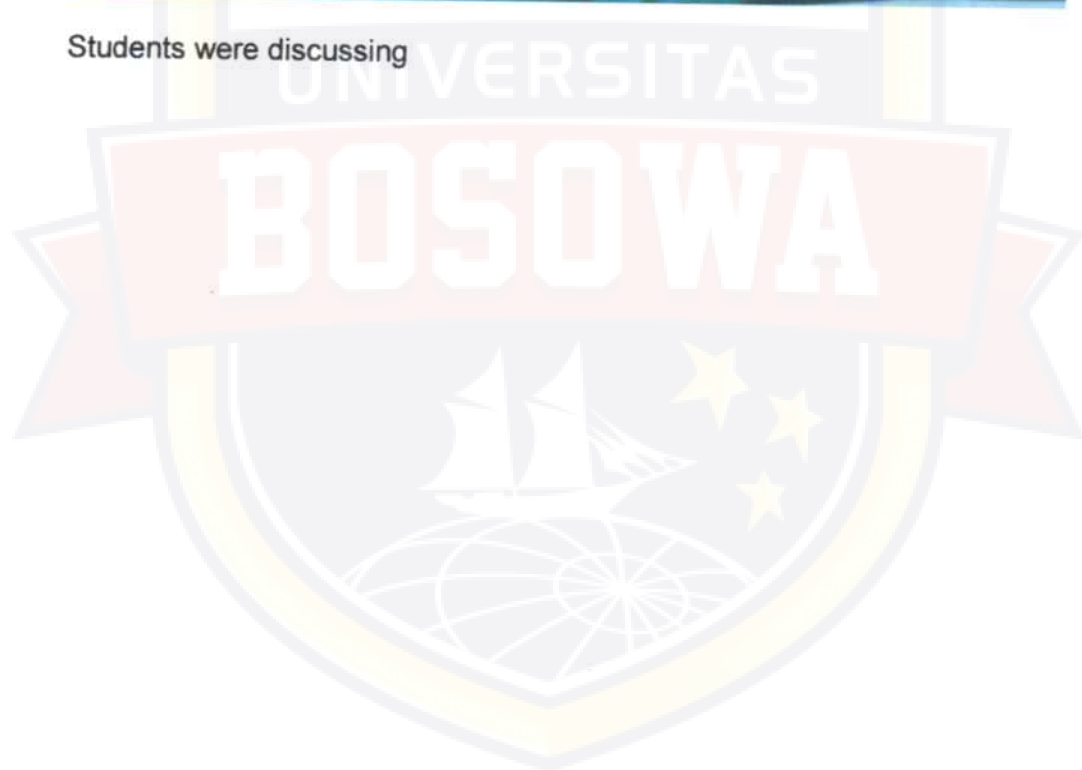


students were working with the test





Students were discussing



BIOGRAPHY



Nurhayati W. Kemang, was born in Alor on October 22th 1989. Her father name is Hasan W. Kemang and her mother is St Suriani Dra. She has three brother and two sister named Asri w. Kemang, Ratna W. Kemang, Lukman W. Kemang, Rahmat W. Kemang, Marjono W. Kemang, S. Pd. The writer is last child in the family.

She began elementary school at SDN INTI NUSA ALOR . In 1995 and finished in 2001. The she continued her study to SMPN 3 Tamalabang ALOR and finished in 2004. In the same year she entered senior high school (MAN) at Kalabahi city Alor . and graduated in 2007

In 2009 she was accepted as the student of English education department faculty of Teachership and educational science in university 45 Makassar. She was a member of executive students organization (BEM FKIP) in 2009 – 2010.

Intrument penelitian

70

Keterangan :

1. Peneliti mengharapkan semua siswa dapat menyelesaikan soal dengan tepat
2. Tujuan pengisian tes ini adalah sebagai bahan untuk penyusunan skripsi pada strata S1 jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45". oleh karena itu atas pengisian tes ini peneliti mengucapkan terima

A. Choose the correct answer meaning of the underlined words!

1. he is a bookseller

- | | |
|--|-----------------|
| a. kutu buku | c. toko buku |
| <input checked="" type="checkbox"/> penjual buku | d. pembaca buku |

2. my mother buys furniture for my new house.

- | | |
|---------------------|---|
| a. peralatan kantor | c. peralatan pertukangan |
| b. peralatan dapur | <input checked="" type="checkbox"/> peralatan rumah |

3. the fried rice is very delicious

- | | |
|---|----------------|
| a. nasi campur | c. nasi basi |
| <input checked="" type="checkbox"/> nasi goreng | d. nasi kuning |

4. my father's new car is very expensive

- | | |
|----------|---|
| a. motor | <input checked="" type="checkbox"/> mobil |
|----------|---|

b. kereta d. sepeda

5. my father like drinks ice tea

a. teh hijau c. the susu
~~es~~ the d. the gelas

6. her head broke when she got accident yesterday

a. tangan ~~kepala~~
b. kaki d. muka

7. I want to go to the samalona island tomorrow

~~pulau~~ samalona c. pantai samalona
b. danau samalona d. sungai samalona

8. Any always writer her prolem in the Notebook

~~buku~~ catatan c. buku tulis
b. buku harian d. buku cetak

9. Krisna buys a new Bag

~~tas~~ c. tas pesta
b. ransel d. tas jinjing

10. My mother buys some Accessories

a. peralatan dapur c. alat pertukangn
~~perhiasan~~ d. alat dapur

11. I have not bread for Breakfast today

~~sarapan~~ pagi c. makan malam
b. makan siang d. makan tenga malam

12. He doesn't have bravery to meet me today

a. kemauan

c. kecerdasan

b. ketakutan

keberanian

13. I will go to library tomorrow because I have homework

a. kantin

c. sekolah

b. kelas

perpustakaan

14. He lives in small Town

a. kota

c. rumah

desa

d. kampung

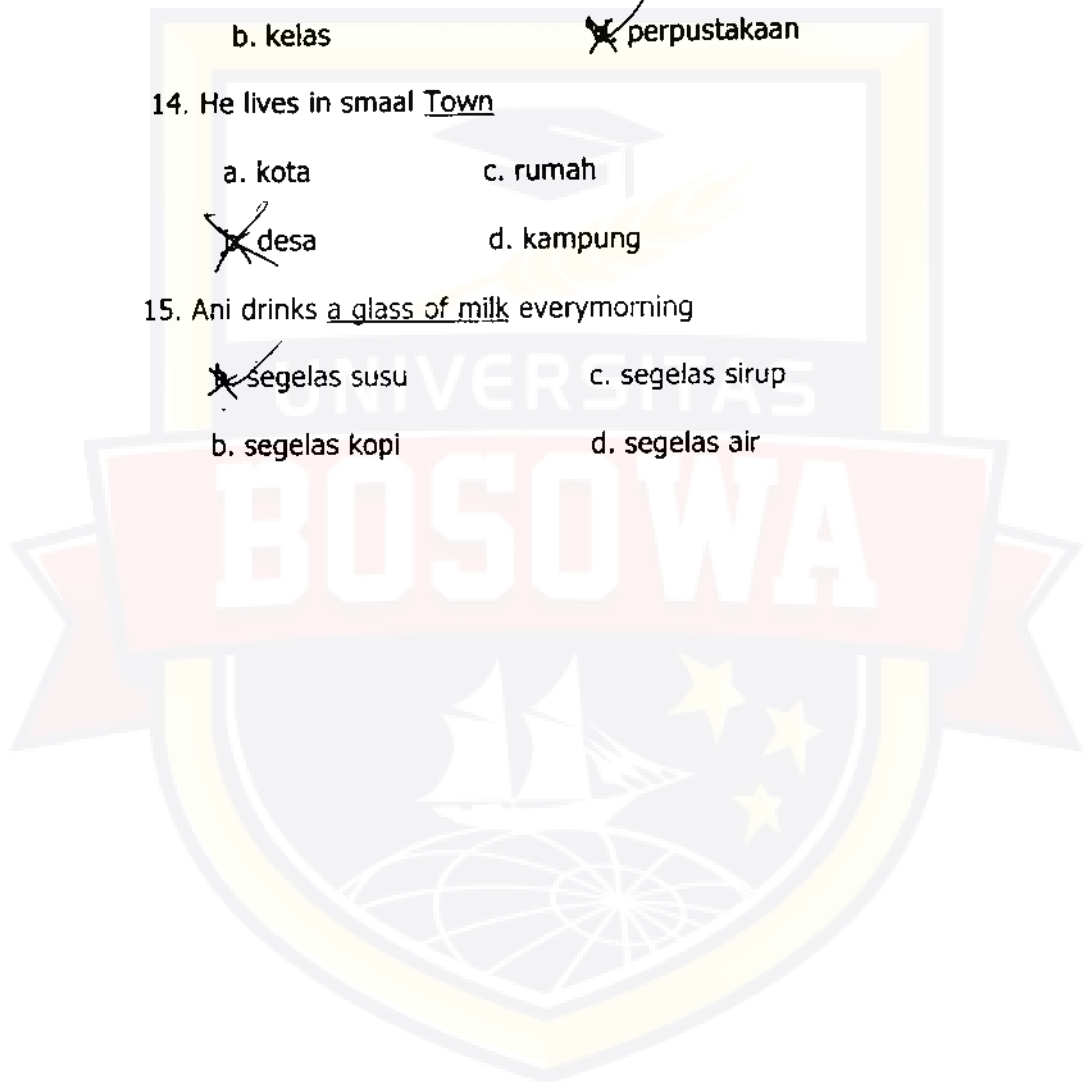
15. Ani drinks a glass of milk every morning

segelas susu

c. segelas sirup

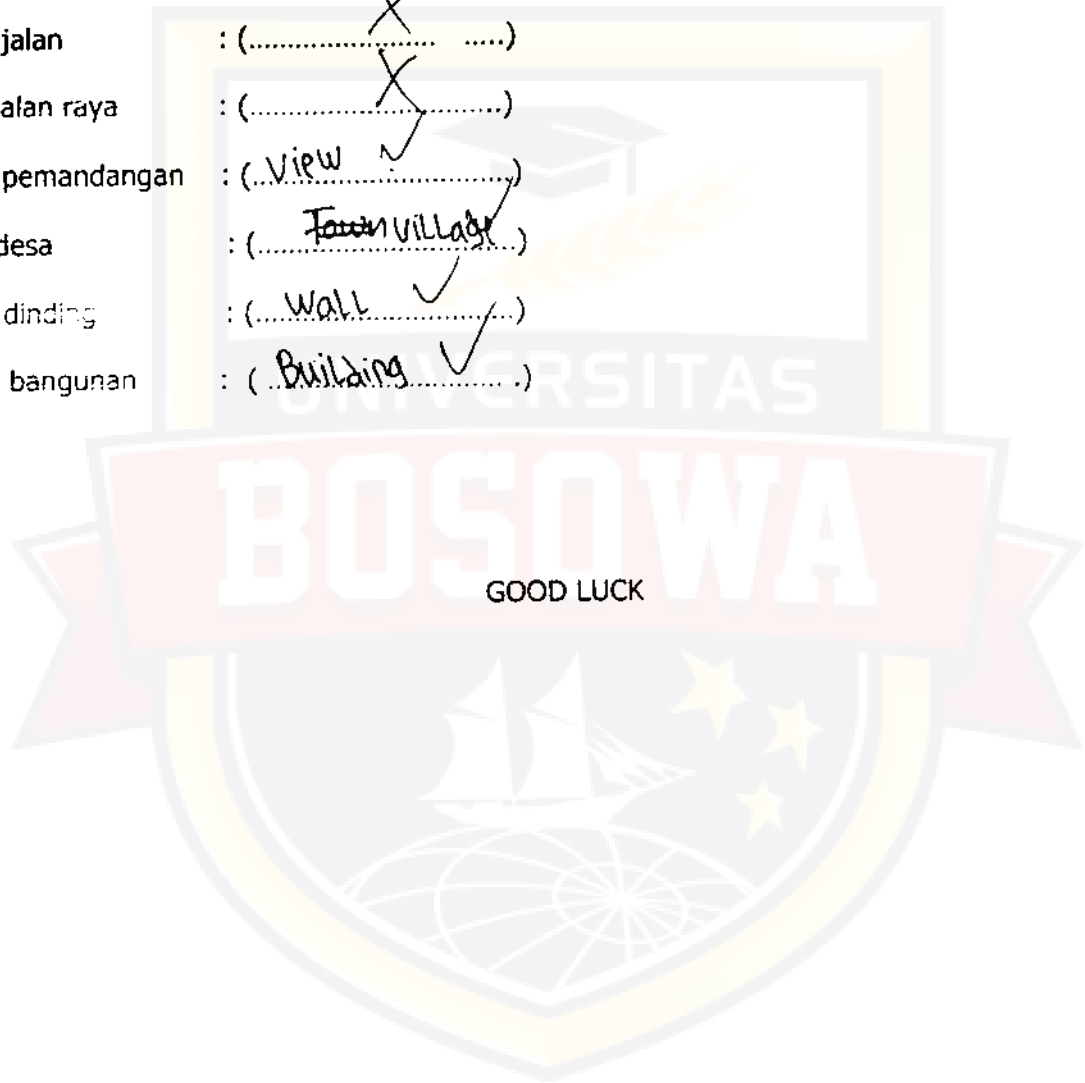
b. segelas kopi

d. segelas air



B. write the English next to each word

- 1 . nasi : (Fried ✓)
- 2 . nasi goreng : (Fried Rice ✓)
- 3 . tas : (Bag ✓)
- 4 . tas tangan : (Bag hand ✓)
- 5 . jalan : (.....)
- 6 . jalan raya : (.....)
- 7 . pemandangan : (View ✓)
- 8 . desa : (Town village ✓)
- 9 . dinding : (Wall ✓)
- 10 . bangunan : (Building ✓)



nama : Anggrety Pety M

kelas : VII.9

waktu : 10

Arrange the letters in the boxes with explanation below

1) L
A
R

2) N I
G E
R S

3) T O
C R
A

4) R E
M R
A F

5) R E
T C E
A H

A
I
L

7) R U
N S
E

8) R R D
I T
E C O

9) W I
T A
E R

10) L I
P T
O

Tailor Sewing a dress.

Singer Sing a song.

Actor entertainer.

Farmer plant rice.

Teacher teach in the school.

Tailor a seaman.

Nurse help a doctor.

Director leader in the company.

Waiter bring food in the restaurant.

Lot flight a plane.

10



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MAKASSAR - INDONESIA

Nomor : A. 124/FKIP/U-45/XII/2012
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala Sekolah SMP Negeri 23 Makassar.
Di-
Makassar

Dengan hormat,
Yang bertanda tangan di bawah ini:

N a m a : **Drs. H. Herman Mustafa, M.Pd.**

NIK : **D. 45 00 97**

Jabatan : **Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas "45" Makassar**

Mengharapkan kepada Bapak/Ibu kiranya berkenan memberikan izin melaksanakan penelitian kepada :

N a m a : Nurhayati W. Kemang

No. Stambuk : 45 09 101 025

Judul Skripsi : Improving the Students' Vocabulary Through
Prototype at SMP Negeri 23 Makassar.

Waktu : November – Desember 2012

Demikian permohonan kami, atas perkenan Bapak/Ibu diucapkan terima kasih.

Makassar, 10 November 2012

Dekan,

Drs. H. Herman Mustafa, M.Pd

NIK. D. 45 00 97

Tembusan:

1. Rektor Univ "45" Makassar
2. Arsip



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 23 MAKASSAR
Jl. Paccinang Raya II No.35 B Tello Baru Telp (0411) 445388 Makassar

SURAT KETERANGAN PENELITIAN

Nomor : 423.4/231/SMP.23/XII/2012

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 23 Makassar menerangkan bahwa mahasiswa tersebut di bawah ini :

NAMA : NURHAYATI W. KEMANG
NIM : 45 09 101 025
FAK/PROG/ JURUSAN : Pend. Bahasa Inggris

Benar telah melaksanakan Penelitian pada SMP Negeri 23 Makassar pada tanggal November s.d 14 Desember 2012 dengan judul penelitian :

**“IMPROVING THE STUDENTS VOCABULARY USING PROTOTYPE AT
SMP NEGERI 23 MAKASSAR”**

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 21 Desember 2012

Kepala Sekolah,



Drs. USMAN UDI, M.M.Pd

Pangkat Pembina Tk.1

NIP. : 19560712 197903 1 013