## SKRIPSI

#### ENHANCING STUDENTS' VOCABULARY THROUGH PARTICIPATION POINT SYSTEM (PPS) METHOD AT THE SECOND GRADE OF SMP NEGERI 5 PINRANG



2020

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Submitted to the English Education Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

## ENGLISH EDUCATION PROGRAM TARBIYAH FACULTY STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

2020

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"Sarjana Pendidikan"



## ENGLISH EDUCATION PROGRAM TARBIYAH FACULTY STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

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#### SKRIPSI

## ENHANCING STUDENTS' VOCABULARY THROUGH PARTICIPATION POINT SYSTEM (PPS) METHOD AT THE SECOND GRADE OF SMP NEGERI 5 PINRANG

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Parepare, January 14th 2020

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# DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 14th 2020

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## ABSTRACT

**Riska Afriyanti Hasman.** Enhancing Students' Vocabulary Through Participation Point System method at Second Grade of SMP Negeri 5 Pinrang (Supervised by Amzah and Hj. Nanning)

The purpose of this research to find out whether the use of participation point system method to Enhance Students' Vocabulary at the Second Grade of SMP Negeri 5 Pinrang. The results of this research are useful for teacher and students. The teacher will be conscious that it is important to use this method in teaching. It was suitable for teacher in teaching the vocabulary and it gave solution for the teacher in learning. Using Participation Point System method can develop to motivate the students active in the class specially for, oral and listening vocabulary. The students can enjoy the lesson and can be easier to mention the vocabulary in learning process.

The subject of this research was conducted in VIII.1 class which is consisted of 30 students as sample and total population were 206 students. The sample was taken by using purposive sampling. In this research, the writer used a pre experimental design pre test and post test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The success of the treatment was determined by comparing pre-test and post- test score. To collect the data, the researcher used instrument test that consist of pre-test and post-test.

Based on the analysis, the researcher found the result in this research was indicated that the enhancement of the students' vocabulary mastery. It was indicated by the students' mean score of post-test (93.5) was greater than pre-test (58.33). Even, for the level significant (p) 5% and df = N-1, =30-1=29, and the value of table is 1.699, while the value of t-test is 14.29. it means that, the t-test value is greater than t-table (14.29  $\geq$  1.699). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted.

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Keywords: Vocabulary Mastery, Participation Point System Method

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# CHAPTER I INTRODUCTION

#### 1.1 Background

One of the most important languages in communication today is English and it is used as a tool of communication right now by many people in the world. There are many reasons why English was introduced in the early age. English as international language is very important to the society because English is used in several aspects such as education, social, culture etc. English is the First foreign language in Indonesia and for a long time it has been studied only in secondary school. In the 1994 revised curriculum, English is included as a subject in the primary school curriculum, starting in the fourth grade.<sup>1</sup>

According to Oxford language is system of communication in speaking and writing used by people a particular.<sup>2</sup> Therefore, mastering English can help people ready to face global competition in this world. In Indonesia, English language has been taught as one of the compulsory subjects for students from Elementary school, Junior High School up to the Senior High School and it may be the necessary to pass an examination in English to enter in the university.

Vocabulary is very basic element to learn English because it is the foundation to learn other skills there are various skills to mastering of language such as: listening, reading, speaking and writing to support the mastery of the four language skills, the students have to learn vocabulary first before understanding the other skills.

<sup>&</sup>lt;sup>1</sup>Marshall Cavendish, *English Language Teaching in East Asia Today* (Singapore: Eastern Universities press, 2004), p. 7.

<sup>&</sup>lt;sup>2</sup>Victoria Bull, *Oxford Leaners's Pocket Dictionary* (Inggris: Oxford University Press, 2008), p. 247.

However, many students do not seem to find themselves comfortable with the foreign language in the classroom, they think that English is a hard subject to study because their limited vocabulary and poor knowledge or mastery of the language component. Some students did not know how important the vocabulary in language, students' opinions said that learning English is difficult subject especially in remembers the vocabulary. So that, the students are difficult to speak in English because the lack of vocabulary and more teachers provide material vocabulary simply by having students look for vocabulary in the dictionary then asks students to memorize.

Actually, vocabulary not only should be memorized, students should understand the meaning of the word so easily to understand and the students will be happy if they look some picture like things in the class, public place profession and the others word it can be touched to learn and always repeat it in daily activity. Because of that, they are lack of motivation to study English and they need high motivation to learn English.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary<sup>3</sup>. Teaching vocabulary does not only teach new meaning of words but also teach how to spell and how to pronounce the word because, teaching vocabulary in the early English learning is very important. Students will find difficulties in learning English if they lack of vocabulary. In English the first thing which is necessary is vocabulary because vocabulary is one of the part languages and one of the first things applied to learn.

<sup>&</sup>lt;sup>3</sup>Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How To Be Taught* (International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

Vocabulary mastery is the most basic thing that was learned in English for all students. We use words and arrange them to make a sentence, conversation, discourse all things. Many people want to speak English but as we know we cannot speak if we have little vocabulary in English we cannot express our ideas if we do not master it. There are many factors that make the students' vocabulary is low. They came from the internal factor and the external one.

English teacher should have an interesting method in teaching English, So it can make students more easily to comprehend the materials. Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.<sup>4</sup>

Based on the observation in SMPN 5 Pinrang the implementation of English learning process, the researcher found that several students cannot reach the standard score in English subject, in 2004 curriculum it was explained that vocabulary standard that need to mastery by the students in junior high school level is around 500-1500 vocabulary. But the students at second grade of SMPN 5 Pinrang is still low in vocabulary mastery, the students often have difficulty understanding the meaning of the word, if the students cannot understanding the meaning during the learning process then the teacher finally forced to give a shortcut to the students by asking students search for the meaning of the word.

<sup>&</sup>lt;sup>4</sup>Joseph Mukoroli, *Effective Vocabulary Teaching Strategies for the English for Academic Purposes Esl Classroom* (2011) *MATESOL Collection*, p. 1.

In addition the teacher uses uninteresting method in teaching English that make them bored. Meanwhile, they confessed that they were passive in the class because they were afraid of making mistake. They also said that the teacher rarely used games or new method to teach in the classroom and most activities were spent by doing exercises on a course book or a LKS (Lembar Kerja Siswa). So, the students were not interested in the lesson.

The teacher should be creative in using the method to help the students to understand English learning as we know some students cannot be participate or active in the class cause of bored toward the method using by the teacher. As the effect, the students do not have motivation English anymore. They only do their obligation to attend in the class without getting the purpose of teaching and learning English. There is not a real participation of the students and finally it will not influence to their English vocabulary. In the implementation of English learning process, Student participation is one of the important parts in the teaching and learning process. One of ways to motivate and make the students be active in teaching and learning process is by giving students participation score.

In the point of view, the writer took Participation point system as a method to apply in the classroom to enhance students' participation in learning English. Based on the problems above, this research applies Participation point system as one of the method to help the students in generating and developing their ideas and to enhance their vocabularies, the students were given 20 vocabularies in every meeting. Finally, this method is expected to enhance and active in the class the ability of students vocabulary. Based on the explanation above, the researcher interested in conducting

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research with the title Enhancing students' vocabulary through participation point system (PPS) at second grade of Junior High School 5 Pinrang.

#### **1.2 Problem Statement**

The research question of this research can be stated as follow:

- 1. How are the students' Enhancement Vocabulary before and after using Participation point system at second grade of Junior High School 5 Pinrang?
- 2. Is Participation point system able to Enhance students' vocabulary at second grade of Junior High School 5 Pinrang?

#### **1.3 Objective of the Research**

The objective of this study is:

- 1. To know the students' vocabulary Enhancement through Participation point system at second grade of Junior High School 5 Pinrang.
- 2. To find out whether participation point system method able to Enhance students' vocabulary at second grade of Junior High School 5 Pinrang.

#### 1.4 Significant of the Research

The researcher hopes that this research will have some benefits in the English teaching learning process, specially in teaching vocabulary.

1.4.1 For the students

By this experiencing implementation of teaching the form participation point system as teaching method on student's mastering of vocabulary. This research also expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson. And solve their problem in understanding the meaning of word in the sentence, because the teacher used the suitable method in teaching. Therefore, the students can use the vocabulary they have learned in the communication.

1.4.2 For the Teachers

Using this research, it is hoped that teachers can make their teaching learning process effective as teaching method. It is expected also that the teacher becomes more aware that learning is so wide, and the teacher can use everything to facilitate the students to learn.

1.4.3 For the researchers

This research expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases, and to solve the students' vocabulary problems, and also the teachers that have the similar problem with this researcher. This research can improve the knowledge and experience in the teaching vocabulary.



# CHAPTER II REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

- 2.1.1 The Concept of Vocabulary
- 2.1.1.1 Definition of Vocabulary

In order to understand the language, vocabulary is crucial to be mastered by the learner. There are some definitions has found by researcher from several literatures. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.<sup>5</sup> Vocabulary is one of the central problems, because to be successful in the implementation of communication the acquisition and learning of vocabulary is fundamental requirement and through vocabulary we can communicate their ideas, emotions and desire, however people must distinguish between word and vocabulary. Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is a dealt with before the learners read the passage.<sup>6</sup>

Teaching vocabulary is one of important components of any languages because without vocabulary people cannot speak well and difficult to communicate. David Wilkins summed up the importance of vocabulary learning that without knowing grammar you will not get progress in mastering English.<sup>7</sup> By the definition it can conclude that people will get many words and expressions. It means that can

<sup>&</sup>lt;sup>5</sup>Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How To Be Taught* (International Journal of Teaching and Education, Vol III, No 3/2015), p. 26.

<sup>&</sup>lt;sup>6</sup>Nation, I.S.P, *Teaching & Learning Vocabulary* (United Stated of America: Heinle & Heinle Publishers, 1990), p. 3.

<sup>&</sup>lt;sup>7</sup>Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p. 13.

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enhance the learners' vocabulary.

In Oxford Learners Pocket Dictionary, vocabulary are all the words that a person knows or uses, all the words in a language, list of words with their meaning especially in a book for learning a foreign language.<sup>8</sup>

According to Webster, vocabulary is the total number of word which makes up language, range of words to us by a person in a trade and profession, and book containing a list of words with their meaning.<sup>9</sup>

Based on definition above, the researcher concluded that good English means having a big vocabulary. Vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be add end to the overall knowledge of the learner.

2.1.1.2 Types of Vocabulary

Vocabulary has been classified by some writer in different ways. In the following some classification are given active and passive vocabulary The first is active vocabulary refers to items which the learner can use appropriately in speaking or writing and it also called as productive vocabulary, The second is passive vocabulary to language items that can be recognized and understood in the context of reading or listening.

Harmer stated that differentiates two types of vocabulary, namely active and passive vocabulary:

1. Active vocabulary refers to vocabulary that the students have been thought or learn and which they are expected to be able to use by the student.

<sup>&</sup>lt;sup>8</sup>Oxford Learner's Pocket Dictionary (Inggris: Oxford University Press, 2008), p. 495.

<sup>&</sup>lt;sup>9</sup>Webster, *The New International Webster's Comprehensive Dictionary of the English Language* (United Stated: Trident Press International, 2003), p. 1407.

 Passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not able to produce.<sup>10</sup>
 Schail also classifies three of vocabulary as in the following:

 Active vocabulary is the words that we use in speaking and writing probably runs 5000 up to 10000 words.

- 2. Reserve Vocabulary is the words that we know but rarely used in ordinary speech. We use them in writing letter when we have time to consider, or search for synonym.
- 3. Productive Vocabulary is the words that we recognize vaguely but they are not sure of meaning, however using them in either speaking or writing and we just know that we have seen before.<sup>11</sup>
- 2.1.1.3 Kinds of Vocabulary

Vocabulary is all the words in a language, all the word used by a group or an individual, and alphabetical list of the word used in a book often includes their translation or definition. There are four kinds of vocabulary, they are as follows:

 Listening Vocabulary, Listening vocabulary is the stock of words to which one responds with meaning and understanding in the speaking of others. Oral Vocabulary, consisting of words, which are actively used in speech. The significance of character of oral vocabulary is that it is actively used by the speaker and in unrehearsed situation.

<sup>&</sup>lt;sup>10</sup>Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Group, 1991), p. 159.

<sup>&</sup>lt;sup>11</sup>Schail, Seven Days Faster Reading (New York: Oxford University Press, 1967), p. 57.

- 2. Reading vocabulary is the stock of words to which one responds with meaning and understanding in writing of others. The largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary.
- 3. Writing vocabulary consisting of words which are actively used in writing since it is not under constrain of time. It is substantially under range than the vocabulary of unrehearsed. It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.<sup>12</sup>
- 2.1.1.4 Important of vocabulary

As explanation in the background of the study, vocabulary is one of the components of language. Vocabulary takes such a vital role in mastering English as a foreign language. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguist David Wilkins concluded the importance of vocabulary learning.<sup>13</sup> Vocabulary is central to English language because without rich vocabulary students cannot understand the others or express their idea in English.

Vocabulary is very important aspect to consider in learning a new language. As definition of vocabulary it's the component of language with cover four skills acquisition. Therefore, without vocabulary people can not to speak well, to write, to read and to listen well. If people have many vocabularies will make easy to use English well and the listener also will easy understand what the speaker said. Without

<sup>&</sup>lt;sup>12</sup>Rohani, Improving the Students' Vocabulary through Make A Match Method at The Second Year of SMP Negeri 2 Mangarabombang Kabupaten Takalar (Thesis Makassar: Tarbiyah and Teaching Science Faculty UIN Alauddin, 2011), p. 11.

<sup>&</sup>lt;sup>13</sup>Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p. 13.

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some knowledge of vocabulary, neither language production nor language comprehension would be possible.<sup>14</sup>

2.1.1.5 How to Teach Vocabulary

A good teacher should prepare herself or himself with a various and up-todate the method, teachers need to be able master the material in order to be understand by the students, and make them interest and happy in the teaching and learning process in the classroom. Moreover, Dellar H and Hocking D in Scott Thornburry stated that "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. It means that language is made up of words.<sup>15</sup> Vocabulary is very important for second language learners only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to explain their vocabulary so that they can improve attracted in learning the language. Language teacher, therefore, should process considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.

English is still considered one of the most important school subjects and therefore starting teachers can fine the responsibility of teaching it both exciting and challenging. So that the teacher has to have the good way to teach English well especially vocabulary. The main point problem with vocabulary teaching is that only

<sup>&</sup>lt;sup>14</sup>Joseph Mukoroli, *Effective Vocabulary Teaching Strategies for the English for Academic Purposes Esl Classroom* (Brattleboro United States: Sit Digital Collection, 2011), p. 8.

<sup>&</sup>lt;sup>15</sup>Ten Nove Melfin Lase, *The Effect of Word Chain Game on Students' Vocabulary Mastery* (Institut Pendidikan Tapanuli Selatan: Jurnal Liner Vol 1, No 3/2018), p. 46.

a few words and a small part of what is required to know a word can be dealt with at any one time. Procedure In teaching vocabulary teacher can be devise additional frame of word lesson for students who need add experience. The procedure of teaching vocabulary can be divided into three stages, they are as follow:

- Presentation : Presentation is give some one something. Example the children like if the teacher presentate something for them. Such as presentate about games.
- Practice : About practice is direct doing. Example if the teacher give games for children. The children must doit now.
- 3. Production : Production is output.<sup>16</sup>

While Virginia French Allen also classifies the technique in teaching vocabulary for beginner classes as follow:

- 1. Let's look several words that are introduced in the first year text book, words representing nouns, verbs, adjective, and other kinds of words. If the textbook has a picture that shows picture ex, boys and girls we can direct attention to the picture and explain to the students.
- 2. Using some pictures for showing meaning of words. In books without translation, the teacher is expected to provide a definition after reading aloud each English word.<sup>17</sup>
- 3. Using real objects for vocabulary teaching for helping students understand the meaning of a word, we often find that a picture is useful, it is to big enough to be

<sup>&</sup>lt;sup>16</sup>Misbahuddin, Building up Vocabulary Mastery by Using Schema Strategy at the Second Grade of SMPN Binuang Kab. Polman (Unpublished Skripsi: STAIN Parepare, 2016), p. 11.

<sup>&</sup>lt;sup>17</sup>Virginia French Allen, *Teaching Techniques in English as a Second Language: Techniques in Teaching Vocabulary* (China: Oxford American English, 1983), p. 13.

seen by all members of the class. But real object better than picture whenever we have them in the classroom. When there are real object like windows, table, chair and clocks in the classroom, it is foolish not to use them in our teaching. Some of students can quickly catch it the lesson when they see the real picture.

4. Definition in simple English, using vocabulary that the students already know.

Learning vocabulary is not simple matter. Everyone has a special technique. In learning English vocabulary, the students have to memorize them well and use them in a real communication, at least in the classroom. Besides, it also can be presented to deduct students' boredom in learning vocabulary with text.

2.1.2 The Concept of Participation Point System

2.1.2.1 Definition of Participation Point System

Participation Point System was first found by Fisher. He stated that Participation Point System is used to combine satisfaction and reward where true motivation is born. Participation Point System was one of important part of grading process in order to be effective and it also needs to be needs to be as tangible, and the more tangible it is the more students will become motivated.<sup>18</sup>

According to Fisher, there are essentially three levels of motivation: intrinsic satisfaction (the student's natural interest), extrinsic motivation (the future reward such as enhanced employment prospects) and the combination of satisfaction and reward (success in the task).<sup>19</sup> It is the latter, in combining satisfaction and reward, where true motivation is born.

<sup>&</sup>lt;sup>18</sup>G. Hadley, *Encouraging Oral Communication in the EFL Classroom* (Paper Presented at the Niigata University General Education and Language Research Group: Niigata City Japan, 1997), p. 2 from <u>http://www.nuis.ac.jp/~hadley/publication/partpoints/participation.html</u> (Accessed on October 15, 2019).

<sup>&</sup>lt;sup>19</sup>R. Fisher, *Teaching Children to Think* (United Kingdom: Basil Blackwell, 1990), p. 17.

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Participation point system is a simple method developed by Hadley. The idea of the method is how to make students participation become tangible so that students can evaluate their progress. Teacher usually emphasized students' participation in which it will be graded and will be significant adding score for English score. However, the teachers usually note that students' participation secretly in their notes, consequently, teacher unconsciously only focus on active students. Teacher often give points to the students they observe participating by writing in their note. To solve this problem, it is important to have a method that made the point of participation become visible so students can see clearly, and then evaluate their progress in every meeting. The method that can be implemented is called "Participation Point System (PPS). Based on the Students culture where it is teacher and memorizing emphasized, participation point system method can be alternative to boost students participation point system also can help teacher to mark students' participation and furthermore this method is quite easy and simple. The media is also easy and does not cost too much money.<sup>20</sup>

2.1.2.2 Procedure in Participation Point System

The PPS is a method of motivating classroom participation, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips etc).<sup>21</sup> While activities are underway to represent their participation scores. Anything can be used.

<sup>&</sup>lt;sup>20</sup>Andi Asri Jumiati, dan A. Sri Asrina, *Improving the Students Speaking Ability Through Participation Point System (PPS) Method* (Publish Thesis: English Education Department: Makassar, 2011), p. 5-7.

<sup>&</sup>lt;sup>21</sup>Jeffrey, A Motivational Participation Point System (Tokyo: Asia University, Center for English Language Education, 2003), p. 1197.

Before class, each task is written on the chat board, alone with assign points. When the teacher explains or demonstrates each activity for the class, the bottom line what the students are expect to do is there on the board, clearly spell out as the class hours goes on, the teacher points out to the students the thinks they can do to on points, and as students engage in class activities, they write on great on the back of the class ID cards the points they earn by participating. Just before class ends, students write their total point for that day. This point total can be used in calculating participation greats on a daily, weekly, or semester long basics.<sup>22</sup>

While activities are underway to represent their participation scores. Anything can be used. PPS is motivational and the best form of praise. By rewarding the students immediately with participation points, and making the participation points as important part of the grading process, and the point is tangible it is the more students will become motivated. Jeffrey stated that there are many ways of practically applying the PPS. The teachers can decide what they want to use and what scores they want to assign. He said that different color can also represent different scores. Based on the statement, it can conclude that the teacher or researcher arrange this method as what they want. The example of implementing PPS Jeffrey describes his way in implementing the PPS. He used glass discs and marbles in applying PPS. Each glass disc is worth one point, and each marble is worth three points. In his classes the discs are given to the students for fulfilling what would possibly be considered standard for speaking English and answering questions, while the marbles are given for attempting more challenging issues. When the responses are short and one-worded they usually

<sup>&</sup>lt;sup>22</sup>Jeffrey, A Motivational Participation Point System, p. 1204.

receive one point. If they elaborate in any way, add some "depth" or attempt to answer more difficult questions, then they receive more points.<sup>23</sup>

Participation Points System (PPS) is not about giving points for every correct answer or acceptable grammar, but the students' motivation to participate in learning English. This method did not focus on the skill, but only the participation of students. How to encourage students' participation is by giving students reward every time they participate in class. Therefore, the intention of the PPS is to reward students in a simple yet tangible way. The best form of praise is rewarding them immediately with participation points that they can actually see and touch, and making these participation points an important part of the grading process.<sup>24</sup>

2.1.2.3 Teaching Vocabulary Through Participation Point System

The importance of vocabulary in learning English is to enable students having the real meaning of a word successfully. It means that the students can enhance the students' vocabulary. Teaching vocabulary through participation point system is learning process more enjoyable and productive place for both students and teacher. The student more active in class to get the point and easy to memorize the vocabulary. By using the objects and picture will give in the class, the learners will remember strongly the new words that they can get additionally direct presentation is also a very effective way to vocabulary teaching. The teacher uses pictures, objects, to teach some vocabularies because sometimes the students easy to memorize and understand the word when they see the picture or the real object. Participation Point System Method in teaching vocabulary by using card as a tool to give the point for

<sup>&</sup>lt;sup>23</sup>Aisya Istiqomah, *The Implementation of Participation Point System in Teaching Listening at Fourth Semester of English Education Department* (Publish Thesis: IAIN Surakarta, 2015), p. 50.

<sup>&</sup>lt;sup>24</sup>Jeffrey, A Motivational Participation Point System, p. 1198.

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every scoring in the class. There are three types of card; green card has 1 point and red card has 3 points and yellow card has 6 points. The researcher give participation scores for students who actives in teaching and learning process. And the last is the researcher will give reward for group who gets high score.

2.1.2.4 The Steps of Using Participation Point System

Below are the steps to use Participation Point System in teaching vocabulary:

- 1. The researcher gives greeting to the students.
- 2. The researcher gives motivation to the students.
- 3. The researcher explains about the rule of participation point system method in the class. The rule is yellow card has 6 points for students who can answer the question correctly, make a sentences or phrase, and the student can pronounce well the vocabulary. And then who want to be a volunteer to mention all of vocabularies every meeting. Red card has 3 points for students who can make a sentence or phrase related the topic but the answer is standard and mention 10 vocabularies. And green card has 1 point for students who can't answer the question correctly.
- 4. The students divide into some groups.
- 5. The researcher gives some list of vocabulary to the students.
- 6. The researcher mentions the vocabulary and the students repeat it.
- 7. The researcher gives chance five minutes to student memorize and understand vocabulary with their partner in group.
- 8. After that, the researcher shows flashcard in front of the class to apply PPS method. Before the students participate they should raise their hand, and the teacher try to cover all students get the participation point.

- 9. At the end of the lesson, the teacher give the students chance for asking about unclear the material and count their point.
- 2.1.2.5 The Advantage of Participation Point System

It seems clear that the PPS holds certain benefits, and that it works effectively as a motivational tool in the classroom. It is simple and effective as well as tangible. It also seems from the research that students identify with it and that it does help them overcome their passivity. It also cuts down on unnecessary teacher talking time, and giving more time to the students to talk. There have been other teachers in my teaching program who have tried the PPS and have also found that it is effective in helping make their classes more lively, and talkative.<sup>25</sup> Using PPS in teaching vocabulary is very effective because in the real life we find some of students want to speak English communicatively but, they are afraid making a mistake and also they are lack of vocabulary and motivation. Vocabulary is very important because the key of speaking is vocabulary, without vocabulary we will not be able to say something in this case, vocabulary is the first element of speaking. Hadley and Jeffrey have found that the PPS has a positive effect, which does not control the students but rather encourages them to reduce their anxiety level in order to communicate effectively in the class. EPA

2.1.2.6 The Disadvantages of Participation Point System

If students are very reluctant to participate, the point-value of behaviour can be increased as required. Certain behaviours, for example modelling role-plays in whole class situations, may be awarded much higher point values than other activities, such as writing answers to questions on the whiteboard. Because the points

<sup>&</sup>lt;sup>25</sup>Jeffrey, A Motivational Participation Point System, p. 1201.

are physical, a physical method of distribution is also required. This has been noted as one of the most troublesome aspects of other PPS One problem with the PPS is that it takes a lot of energy to move around the classroom distributing points. After three forty five minute classes in succession feel have had a fairly extensive physical workout.<sup>26</sup>

#### 2.2 Previous Related Finding

Some researchers have a conducted research by using a few technique methods in teaching vocabulary, a few of which are as follows:

- Nuryani "Improving the students' vocabulary mastery by using drill method at the second grade of MTs IZZATUL MA'ARIF TAPPINA Kab. Polman" concluded that teaching vocabulary mastery by using drill method is able to improve vocabulary mastery of the second grade MTs IZZATUL MA'ARIF TAPPINA Kab. Polman. The result of the data analyzes shows that the students' achievement on the pre-test was 34,2 and post-test was 49,4. By the using the ttest formula, the result of the t-test value 5,59 is bigger than t table 1,753. This indicated that the hypothesis of the research is accepted.<sup>27</sup>
- 2. Mugfira Nur Faisa "The use of participation point system method to improve students' speaking ability at the eighth grade MTs DDI KABALLANGAN" Concludes it could be stated that the use of participation point was effective to improve students' speaking ability. This research was aimed at finding out the enhancement of the students spiking ability. It showed that the students' speaking

<sup>&</sup>lt;sup>26</sup>Paul Raine, *The Use of a Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes* (J. F. Oberlin University: NII-Electronic Library Service, 2016), p. 95.

<sup>&</sup>lt;sup>27</sup>Nuryani, Improving the Students' Vocabulary Mastery by Using Vocabulary Drill Method of the Second Grade MTs IZZATUL MA'ARIF TAPPINA KAB. POLMAN (Unpublished Skripsi Parepare: STAIN Parepare, 2018), p. 34.

ability in post-test was higher than pre-test was 38,27 and post test was 75,5. By the using the t-test formula, the result of the t-test value 12,73 is bigger than t table 1,728. Therefore, it can be concluded that the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>1</sub>) was accepted. It meant that there was a significant difference in the students' speaking ability before and after being taught by the implementation of Participation Point System.<sup>28</sup>

3. Aisya Istiqomah."*The Implementation of participation point system in teaching listening at the fourth semester of English Education department of IAIN Surakarta*. This research used qualitative descriptive because it is the appropriate approach to describe the result of the research of her thesis. She stated using Participation point system method in learning English was effective It can be shown in teaching and learning process, the students are active, fun, and seriously in followed the lesson in the class.<sup>29</sup>

Referring to the some previous related finding, there are many ways that have been done Based on research finding above, the writer concludes that learning vocabulary by using many method can help students in English Learning process so make students to be active and interest to study. In this case the researcher will apply Participation point system to enhance students' vocabulary.

<sup>&</sup>lt;sup>28</sup>Mugfira Nurfaisa, The Use Of Participation Point System Method to Improve Students' Speaking Ability at the Eight Grade MTsN Kaballangan (Unpublished Skripsi Parepare: STAIN Parepare, 2019), p. 58.

<sup>&</sup>lt;sup>29</sup>Aisya Istiqomah, *The Implementation of Participation Point System in Teaching Listening at Fourth Semester of English Education Department* (Publish Thesis: IAIN Surakarta, 2015), p. 50.

## **2.3 Conceptual Framework**

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


In the diagram above, there are three elements, namely:

- 1. Input : Refers to the material that is applied.
- 2. Process : Refers to the teaching and learning vocabulary through participation point system method.
- 3. Output : Refers to the students' vocabulary mastery.

### 2.4 Hypothesis

The researcher formulates the hypothesis as follows:

H<sub>0</sub> (Null hypothesis) : The use of Participation point system method is not able to enhance the students' vocabulary.
H<sub>1</sub> (Alternative hypothesis) : The use of Participation point system method is

able to enhance the students' vocabulary.

# 2.5 Variable and Operational Definition

#### 2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the participation point system method and the dependent variable is the students' vocabulary.

#### 2.5.2 Operational Definition of Variable

In this research there were two definition of variable where:

 Participation point system method is one of method that can be used by the Teacher in teaching vocabulary by using point as a reward to make students active in the class to memorize and pronounce the vocabulary. Participation point system method is the way of the students' to be easier to overcome their passivity. It is able to enhance the students' vocabulary. 2. The students' mastery in vocabulary is the result and successfulness as well as progress of students' vocabulary in English at Second Grade of SMP Negeri 5 Pinrang. Vocabulary Mastery is the students' ability to analyze and understand meaning of word such as, things in the classroom, part of body, daily activity, kitchen, animals and public place. In this method focus about listening vocabulary and speaking vocabulary for students.



# CHAPTER III THE RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

# 3.1 Research Design

This writer used pre-experimental design with pre-test and post-test design. The students were given pre-test, treatment and post-test. It purpose to know whether using participation point system can enhance students' vocabulary. The design of this study can be illustrated as follow:



# 3.2 Location and Duration of the Research

The location of the research took a place at the Second grade of SMPN 5 Pinrang. The researcher used the quantitative research that has several times to collect and analyze data. So, the researcher took one month for collecting the data.

<sup>&</sup>lt;sup>30</sup>Sugiyono, *Metode Penelitian* (Bandung: Alfabeta, 2015), p. 111.

#### **3.3 Population and Sample**

#### 3.3.1 Population

The population of the research was the second grade student of Junior High school 5 Pinrang academic year 2019/2020. The total of population was 206 students.

No.	Class	Sez	X	Total
		Male	Female	
1.	VIII. 1	17	13	30
2.	VIII. 2	17	13	30
3.	VIII. 3	13	14	27
4.	VIII. 4	16	15	31
5.	VIII. 5	16	17	33
6.	VIII. 6	17	15	32
7.	VIII.7	11	12	23
		Total		206

Table 3.1 The total students of SMP Negeri 5 Pinrang

(Source: Administration of SMPN 5Pinrang)

#### 3.3.2 Sample

There were six classes as population. The sample was taken by using purposive sampling technique. The writer used one class at second grade because the second grade ready for receiving the method. The purpose of this research is enhance students' vocabulary through participation point system method, that the students in class VIII.1 which is consisted of 30 need the treatment because almost all of students lack of participation in the class and difficult to communicate in English.

#### 3.4 The Instrument and Procedure of Collecting Data

#### 3.4.1 The Instrument

In collect of the data, the researcher used a vocabulary test as the instrument. The test was applied in pre-test and post-test. The pre-test was intended to know the student's prior of vocabulary before giving the treatment, while the post test is aim to find out whether the students vocabulary develop after giving the treatment.

### 3.4.2 Procedure of Collecting Data

In collecting the data, the researcher did the following steps:

### 3.4.2.1 Pre-Test

Before the writer gave the treatment. The writer was gave students pre-test the first activity. Pre-test was administrated to the students by giving them some vocabulary test. The vocabulary consisted 20 items and the test ran 60 minutes. The writer wanted to know how many vocabularies students have during they study English in the school. After giving the pre-test the next time the researcher gave the students treatment.

3.4.2.2 Treatment

After did the pre-test, the students was give treatment by using Participation Point System Method. The procedures of treatments are as follows:

1. The first Meeting

- a. The writer gave greeting to the students to open the class.
- b. The writer gave motivation about the importance of English to the students before giving material.
- c. The writer explained about participation point system method using in the class, and divided into several groups maybe 4-5 groups. The researcher showed first

material about "Things in the classroom" and the researcher gave the list of vocabulary.

- d. The writer showed the picture related the topic, read the vocabulary and the students repeated it.
- e. The writer gave chance five minutes to the students memorize and understand vocabulary with their partner in group. And then, the writer asked all of the groups to make a sure that the students have known about the vocabularies.
- f. After that the writer showed flash card to apply PPS Method, the writer used three types of card; green card has 1 point and red card has 3 points and yellow cards have 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should raise their hand.
- g. At the end of the lesson, the writer gave the students chance for asking about unclear the material and count their point.
- 2 The second meeting
- a. The writer gave greeting to the students to open the class.
- b. The writer showed second material about "**Part of Body**" and the researcher gave the list of vocabulary.
- c. The writer showed the picture related the topic, read the vocabulary and the students repeated it.
- d. The researcher gave chance five minutes to student memorized and understand vocabulary with their partner in group. And then, the writer asked

all of the groups to make a sure that the students have known about the vocabularies.

- e. After that the writer showed flash card to apply PPS Method, the writer used three types of card; green card has 1 point and red card has 3 points and yellow cards have 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should raise their hand.
- f. At the end of the lesson, the writer the students chance for asking about unclear the material and count their point.
- 3 The third meeting
- a. The writer gave greeting to the students to open the class.
- b. The writer showed third material about "Daily Activity" and the writer gave the list of vocabulary.
- c. The writer show the picture related the topic, read the vocabulary and the students repeated it.
- d. The writer gave chance five minutes to student memorize and understand vocabulary with their partner in group. And then, the writer asked all of the groups to make a sure that the students have known about the vocabularies.
- e. After that the writer showed flash card to apply PPS Method, the writer used three types of card; green card has 1 point and red card has 3 points and yellow cards have 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should raise their hand.

- f. At the end of the lesson, the writer gave the students chance for asking about unclear the material and count their point.
- 4 The fourth meeting
- a. The writer gave greeting to the students to open the class.
- b. The writer showed fourth material about "**Kitchen**" and the writer gave the list of vocabulary.
- c. The writer showed the picture related the topic, read the vocabulary and the students repeated it.
- d. The writer gave chance five minutes to student memorize and understand vocabulary with their partner in group. And then, the writer asked all of the groups to make a sure that the students have known about the vocabularies.
- e. After that the writer showed flash card to apply PPS Method, the writer used three types of card; green card has 1 point and red card has 3 points and yellow cards have 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should raise their hand.
- f. At the end of the lesson, the writer gave the students chance for asking about unclear the material and count their point.
- 5 The Fifth meeting
- a. The writer gave greeting to the students to open the class.
- b. The writer showed fifth material about "Animals" and the writer gave the list of vocabulary.
- c. The writer showed the picture related the topic, read the vocabulary and the students repeated it.

- d. The writer gave chance five minutes to student memorize and understand vocabulary with their partner in group. And then, the writer asked all of the groups to make a sure that the students have known about the vocabularies.
- e. After that the writer showed flash card to apply PPS Method, the writer used three types of card; green card has 1 point and red card has 3 points and yellow cards have 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should raise their hand.
- f. At the end of the lesson, the writer gave the students chance for asking about unclear the material and count their point.
- 6 The sixth meeting
- a. The writer gave greeting to the students to open the class.
- b. The writer showed sixth materials about "**Public place**" and the writer gave the list of vocabulary
- c. The writer showed the picture related the topic, read the vocabulary and the students repeat it.
- d. The writer gave chance five minutes to student memorize and understand vocabulary with their partner in group. And then, the writer asked all of the groups to make a sure that the students have known about the vocabularies.
- e. After that the writer showed flash card to apply PPS Method, the writer used three types of card; green card has 1 point and red card has 3 points and yellow cards have 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should raise their hand.

f. The writer gave the students chance for asking about unclear the material, and then, researcher closed the meeting.

3.4.2.3 Post-Test

After the treatment the writer was carry out a post-test. It would be intended to know the treatment success or not. The post-test had a same procedure with the pretest.

# 3.5 Technique of Data Analysis

The data was collect through pre-test and post-test, the following procedure used:

1. Scoring the students' answer

$$Score = \frac{Students \ correct \ answer}{The \ total \ number \ of \ item} X \ 100$$

2. Classifying the score five levels classification is as follow:

Table 3.2 The Classifying the score five levels classification

No.		Classification	Scor	e
1.		Very good	86 – 1	00
2.		Good	71 –	85
3.		Fair <b>AREF</b>	ARE 56-	70
4.		Poor	41	55
5.		Very Poor	≤ 40	)
(Dirjen	Pendidika	n Dasar dan Menengah) <sup>31</sup>		

(Dirjen Pendidikan Dasar dan Menengah)<sup>31</sup>

<sup>&</sup>lt;sup>31</sup>Dirjen Pendidikan Dasar dan Menengah, Peraturan Directorat Jendral Pendidikan Dasar dan Menengah Tentang: Penilaian Perkembangan Anak Didik (Jakarta: Depdiknas, 2005), p. 2.





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

<sup>&</sup>lt;sup>32</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 298.

Where:



<sup>&</sup>lt;sup>33</sup>Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merril Company, 1981), p. 331.

# CHAPTER IV FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

#### 4.1 Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery through Participation point system method before giving them the treatment, while post-test was given after treatment and the result of the post-test of this research can answer the question of this research that aims to find out through Participation point system Method that be able to improve the students' vocabulary mastery at SMP Negeri 5 Pinrang.

4.1.1 The vocabulary mastery through Participation point system at SMP Negeri 5 Pinrang

This part covers the result of data analysis about the vocabulary mastery through Participation point system at student.

4.1.1.1 The students' score in pre-test

The pre-test had done before implementation Participation point system. It was conducted on Tuesday October 15<sup>th</sup>, 2019. The students were given the pre-test. The researcher found out the result of the students' pre-test based on the scoring

vocabulary before giving treatment through Participation point system which was analyzed and resulted in the information as shown in the following table:

Table 4.1 The Result of Pre-Test and Square

		Pre-Test						
No	Students	Correct Answer	Score (X <sub>1</sub> )	(X <sub>1</sub> ) <sup>2</sup>				
1	Cahaya Nabila	14	70	4.900				
2	Aisya Dinda	11	55	3.025				
3	Nabila Nurfadila	13	65	4.225				
4	Sri mutiara	17	85	7.225				
5	Nabila	12	60	3.600				
6	Nursuci	19	95	9.025				
7	Santi	6	30	900				
8	Firdayani	8	40	1.600				
9	Fitriyani Herman	14	70	4.900				
10	Hariyanti	16	80	6.400				
11	Andi Salsabila	8	40	1.600				
12	Fauziah	11	55	3.025				
13	Nabila Juliana	12	60	3.600				
14	Rifqy Muchtar	4 9	45	2.025				
15	Ilham	10	50	2.500				
16	Muh.Risal		_40	1.600				
17	Muh.Alif	11	55	3.025				
18	Sudirman	6	30	900				
19	Muh.Fajri	14	70	4.900				
20	Muh.Firman	11	55	3.025				
21	Andriano	11	55	3.025				
22	Muh.Rajab	9	45	2.025				
23	Muh.Yusril	16	80	6.400				
24	Syahril	11	55	3.025				

25	Ilham.H	11	55	3.025
26	Hasril	14	70	4.900
27	Riman	11	55	3.025
28	Aldy	14	70	4.900
29	Muh.Fadlan	13	65	4.225
30	A.Dimas	10	50	2.500
	Total		ΣX=1.750	$\Sigma X^{2} = 109.050$

(Data' source: the Students' Score in Pre-Test)

Based on the score above, it can classified in to five level classification as follow:

NO	Classification	n	Score	Frequency	Percentage (%)
1	Verry good		86-100	1	3.33%
2	Good		71-85	3	10%
3	Fair		<b>56-7</b> 0	9	30%
4	Poor		41-55	12	40%
5	Very Poor		≤40	5	16.66%
	Tota			30	100%

Table 4.2 The Students	' Classification Score.	Frequency and	Percentage of Pre-test
	,		

(Data source: the rate percentage of the frequency of pre-test)

Based on the table above, the students' vocabulary mastery score before giving treatment through Participation point system, one student in Very good classification, three students in good classification, nine students in fair, twelve students in Poor classification and the last five students in very poor classification. Total score in pre-test was 1.750 It could be seen that almost of the VIII.1 students' ability in vocabulary was low. Because most of students gained Poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 58.33. From that analyzing, it could be seen that almost of the 30 students' vocabulary mastery was still low because most of students got poor and very poor score.

4.1.1.2 The students' score in Post-test

Meanwhile, the students score in post-test would be presented in the following table:

	Post-Test									
No	Students	Correct Answer	Score (X <sub>2</sub> )	$(\mathbf{X}_2)^2$						
1	Cahaya Nabila	20	100	10.000						
2	Aisya Dind <mark>a</mark>	20	100	10.000						
3	Nabila Nur <mark>fadila</mark>	18	90	8.100						
4	Sri mutiara	19	95	9.025						
5	Nabila	19	95	9.025						
6	Nursuci	20	100	10.000						
7	Santi	16	80	6.400						
8	Firdayani	18	90	8.100						
9	Fitriyani Herman	19	95	9.025						
10	Hariyanti PA	₹ =20	100	10.000						
11	Andi Salsabila	19	95	9.025						
12	Fauziah	20	100	10.000						
13	Nabila Juliana	18	90	8.100						
14	Rifqy Muchtar	19	95	9.025						
15	Ilham	19	95	9.025						
16	Muh.Risal	17	85	7.225						
17	Muh.Alif	20	100	10.000						
18	Sudirman	17	85	7.225						

Table 4.3 The Result of Post-Test and Square

				l
19	Muh.Fajri	19	95	9.025
20	Muh.Firman	19	95	9.025
21	Andriano	18	90	8.100
22	Muh.Rajab	19	95	9.025
23	Muh.Yusril	18	90	8.100
24	Syahril	17	85	7.225
25	Ilham.H	18	90	8.100
26	Hasril	20	100	10.000
27	Riman	18	90	8.100
28	Aldy	19	95	9.025
29	Muh.Fadlan	20	100	10.000
30	A.Dimas	18	90	8.100
	Total		X=2.805	$\Sigma X^2 = 263.125$
<i>(</i> <b>1</b> <i>,</i> <b>)</b>	uncer the students seems in the			

(data' source: the students score in the post-test)

Based on the score above, it can classified in to five level classification as follow:

			· 1	-		0	
Clas	sificatio	n	Score	Freque	ency	Perce	entage (%)
Vei	ry good		86-100	26	5	8	86.66%
	Good		71-85	4		1	3.33%
	Fair		56-70	0			0%
	Poor		41-55	0			0%
Ve	ry Poor	AR	≡ <sub>≤40</sub> R				0%
	Tota	1		30	)		100%
	Ver	Verry good Good Fair Poor Very Poor	Fair Poor	ClassificationScoreVerry good86-100Good71-85Fair56-70Poor41-55Very Poor≤40	ClassificationScoreFrequeVerry good $86-100$ $26$ Good $71-85$ $4$ Fair $56-70$ $0$ Poor $41-55$ $0$ Very Poor $\leq 40$ $0$	ClassificationScoreFrequencyVerry good $86-100$ $26$ Good $71-85$ $4$ Fair $56-70$ $0$ Poor $41-55$ $0$ Very Poor $\leq 40$ $0$	ClassificationScoreFrequencyPercentVerry good $86-100$ $26$ $86$ Good $71-85$ $4$ $11$ Fair $56-70$ $0$ $71-85$ Poor $41-55$ $0$ $71-85$ Very Poor $41-55$ $0$ $71-85$

Table 4.4 The Students' Classification Score, Frequency and Percentage of Post test

The table above showed that there was an enhancement of students' score after giving treatment there was six meeting through participation point system, twenty six students in very good classification, and four students in good classification, no one in Fair, Poor and Very Poor classification It means that the students vocabulary ability had improved through Participation point system method. The total score in post-test is 2.805. It proved that there were increased of students' score in post-test.

Based on the result of the post-test, the data showed that the mean score of the post-test is 93.5. From that analyzing, it could be seen that almost of the thirty students got very good score. It showed that implementing Participation point system method is effective to stimulate students' vocabulary mastery.

4.1.1.3 The result of Pretest and Post-test Presented in the Following:

Table 4	.5 The Mean	Score an	d Standar	d Deviation	n of Pre-te	est and Post-te	st

Te	est	Mea	an score	Sta	ndarc	l Devia	tion (SD)
Pre-	test	5	5 <mark>8.3</mark> 3			15.49	
Post	-test		93.5			5.43	

(Data' source: the main score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 58.33  $(X_1)$  while the mean score of the post-test increased 93.5  $(X_2)$ . The standard deviation of pre-test was 15.49 while the standard deviation of post-test was 5.43

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary mastery had improvement after doing the learning process that Participation point system method.

This part presented the result of data analysis about implementing participation point system to stimulate students' vocabulary mastery at the second grade of SMP Negeri 5 Pinrang. 4.1.2 The Implementation of participation point system method to enhance Students' vocabulary at the second grade of SMP Negeri 5 Pinrang

This part presented the result of data analysis about implementing participation point system to stimulate students' vocabulary mastery at the second grade of SMP Negeri 5 Pinrang.

4.1.2.1 T-test value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The Worksheet of Calculation of the Score on Pre-test and Post-test on the

	Students V	ocabulary Ma	istery.			
No	X <sub>1</sub>	X <sub>2</sub>	$(\mathbf{X}_1)^2$	$(\mathbf{X}_2)^2$	D (X <sub>2</sub> - X <sub>1</sub> )	$(X_2 - X_1)^2$
1	70	100	4.900	10 <mark>.</mark> 000	30	900
2	55	100	3.025	10 <mark>.000</mark>	45	2.025
3	65	90	4.225	8.100	25	625
4	85	95	7.225	9.025	10	100
5	60	95	3.600	9.025	35	1.225
6	95	100	9.025	10.000	5	25
7	30	80	900	6.400	50	2.500
8	40	90	1.600	8.100	50	2.500
9	70	95	4.900	9.025	25	625
10	80	100	6.400	10.000	20	400
11	40	100	1.600	10.000	60	3.600
12	55	95	3.025	9.025	40	1.600
13	60	90	3.600	8.100	30	900
14	45	95	2.025	9.025	50	2.500
15	50	95	2.500	9.025	45	2.025
16	40	85	1.600	7.225	45	2.025
17	55	100	3.025	10.000	45	2.025
18	30	85	900	7.225	55	3.025
19	70	95	4.900	9.025	25	625
20	55	95	3.025	9.025	40	1.600

			109.050	263.125		=42.375
Total	$\sum X_1 = 1.750$	∑X <sub>2</sub> =2.805	$\sum X_{1^{2}} =$	$\sum X_{2^{2}} =$	∑D=1.055	$\sum D^2$
30	50	90	2.500	8.100	40	1.600
29	65	100	4.225	10.000	35	1.225
28	70	95	4.900	9.025	25	625
27	55	90	3.025	8.100	35	1.225
26	70	100	4.900	10.000	30	900
25	55	90	3.025	8.100	35	1.225
24	55	85	3.025	7.225	30	900
23	80	90	6.400	8.100	10	100
22	45	95	2.025	9.025	50	2.500
21	55	90	3.025	8.100	35	1.225

(Data source: Primary data processing)

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicate that there was a significant difference between the result students' pre-test and posttest.

Table 4.7 The Test of Significance and T-table Value



=29

For the level, significant (p) 5% and df = 29, and the value of the table is 1.699, while the value of t-test is 14.29. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' vocabulary mastery through participation point system method at second grade of SMP Negeri 5 Pinrang is significant better after getting the treatment. So, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted. According to Jeffery the method has a positive effect, and is not designed to "control" or "dominate" students, but rather "to encourage them to overcome their psychological barriers to communicating in English and their basic fear of making mistakes.<sup>34</sup> So, Participation point system is not only about how to give the students point but how to give the students motivation in teaching English.

# 4.2 Discussion

4.2.1 The Enhancement of students vocabulary through participation point system Method

To know the enhancement of students' vocabulary through participation point system, the writer calculated the mean score students' vocabulary was indicated from two test namely pre-test and post-test. The mean score in pre-test before gave the student treatment was 58.33 and the mean score of the post-test was 93.5 after gave the student treatment.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were one (3.33%) students who got very good, three (10%) students got good score, nine (30%) students got fair score, twelve (40%) students got poor score and five (16.66%) students got very poor score.

<sup>&</sup>lt;sup>34</sup>Paul, Raine. *The Use of a Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes* (J. F. Oberlin University: NII-Electronic Library Service, 2016), p. 94.

Where as in the post-test, twenty six (86.66%) students got very good score, four (13.33%) students got good score, and no one students got fair, poor and very poor score. From the result, the researcher concluded that the students' vocabulary mastery from very poor up to good and very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H<sub>0</sub>) and the alternative hypothesis (H<sub>a</sub>), the writer use t-test to calculating result showed that on the t-test value was greater than t-table value 1.699 table (14.29  $\geq$  1.699) with a degree of freedom (df) =29 It means the alternative hypothesis (H<sub>a</sub>) was concluded that by participation point system was able to enhance the students' vocabulary mastery is significant better after getting the treatment. While the null hypothesis (H<sub>0</sub>) was rejected.

Based on the finding above the researcher concluded that there was an enhancement of using participation point system in teaching vocabulary at the Second Grade of SMP Negeri 5 Pinrang.

4.2.2 The ways of implementation Participation point system to enhance students' vocabulary

To find out how the implementation Participation point system is able to enhance students' vocabulary the researcher got some pieces from the students' activities in learning process. There were eight meetings for doing this research. Two meetings for doing test and six meetings for doing the treatment to prove that was the implementation of participation point system can enhance the students' vocabulary. In the treatment the students were given 20 vocabularies in every meeting so the students have to mastery the vocabulary.

The first meeting before the writer gave the treatment that was conducted on Tuesday October 15<sup>th</sup>, 2019 the students were given the pre-test to measure their vocabularies. After the writer opened the meeting and introduce herself to the students, she gave some test to the students` as the pre-test to know the students' vocabularies during they learnt English in the school. The type of test is multiple choices, fill in the blank and matching picture. It purposed to know the students enhancement before getting the treatment.

The second meeting was conducted on Thursday October 17<sup>th</sup>, 2019 this meeting was a first treatment after gave the pre-test to the students. The first material was about "Things in the classroom" After opened the meeting the writer gave motivation to the students about English most of students in the class said that English was very difficult so they felt bored to study English and the writer said that "We cannot speak English well if we lack of vocabularies". The writer tried to make students easy to understand study English with new method. After that, the researcher explained the activities did in the classroom. The Writer demonstrated about Participation point system method to the students and showed the card. There are three types of card yellow for six points, red for three points, and the last is green has one point and then the writer described the rule of participation point system to the students where, yellow card has 6 points for students who can answer the question correctly, make a sentences or phrase, and the student can pronounce well the vocabulary. And then who want to be a volunteer to mention all of vocabularies every meeting. Red card has 3 points for students who can make a sentence or phrase related the topic but the answer is standard and mention 10 vocabularies. And green card has 1 point for students who can't answer the question correctly. And also the

writer used a flash card to teach in the class every picture on the card has difference point. Before the students participate they should rise their hand and the writer tried to cover all students to get the participation point in the class not only focus for one student, next the writer divided the students into seven groups. Every group collected their point to get a reward in every meeting so the students felt fun and happy study English.

The third meeting was conducted on Tuesday October 22<sup>th</sup>, 2019 the writer started the class by greeting. The writer repeated the first material was given for students before continued the next material the writer showed flash card in front of the class for make sure the students still remember the vocabulary. Next the writer gave new material about "Part of Body" with the same method and the rule. So, the students easy to understand. The writer and the students together pronounce the list of vocabulary and touched their body, the student easy to memorize the vocabulary if they looked the real picture or the real object around themselves. After that, the writer gave chance five minutes to the student memorize the list vocabularies not need long time the student ready for applied the method. The writer showed a flash card on the card there are some pictures about the material and also, every picture on the card have a difference point the student prepare themselves to collect the point. The writer showed flash card and said "What is this". The students raise their hand before mention the vocabulary and said for example on the card there was a shoulder picture so the student said Shoulder if they can mention well the vocabulary so they got six points if they cannot pronounce well they got three points and they got green card if they cannot answer question correctly. The student can mention all of vocabularies and to be a volunteer came forward in front of the class so they got six points. Before

closed the class the writer and the students count the point in every group so the winner got a reward the student more enjoyable study English and the student said we can easy to understand with this method.

The fourth Meeting was conducted on Thursday October 24<sup>th</sup>, 2019 the writer started the class by greeting. The writer repeated the material was given for students before continued the next material. The writer gave new material about "Daily activity" with the same method and the rule. The students were very happy and enthusiasm because the topic was appear in their daily life before gave the list of vocabulary the writer asked the students about their daily activity but some of students cannot mention in English about their daily activity. There were some students more active in the class so the writer tried to cover all of the students and gave opportunity for the student who never raise their hand and answer the question. The writer showed flash card and said "What is this". Then most of students rise their hand to mention the vocabulary and the student can make one sentence before that, the writer gave the keywords if the student went to make sentences such as, like, can, cannot, don't like, need. So the student easy to make sentences example, I don't like swim, You cannot eat, I like sleep. If their sentence correct they got six points, if their sentence standard they got three points but if their sentence fault they got one point. There was a student in the class his name is Hasril has a lot of energy so he always active to get the point although he got one point so the other friends also enthusiasm to rise their hand. Before closed the meeting the writer count the point every group and gave reward for the winner in the class.

The Fifth Meeting was conducted on Tuesday October 29<sup>th</sup>, 2019. Before continued the meeting the writer still repeated the material before moved next the

material for make sure the students still remember the vocabulary around five minutes. The students still enthusiasm to study with participation point system the writer gave material about "Things in the kitchen" so the student easy to memorized and understand the list of vocabulary because this material the students sometimes heard around their environment, the students only focused how to pronounce well the vocabulary and collect the points. Before applied the method the writer asked every group for make sure all of group had done master it the vocabulary. Likewise yellow card has 6 points for students who can answer the question correctly, make a sentences or phrase, and the student can pronounce well the vocabulary. And then who want to be a volunteer to mention all of vocabularies every meeting. Red card has 3 points for students who can make a sentence or phrase related the topic but the answer is standard and mention 10 vocabularies. And green card has 1 point for students who can't answer the question correctly. Before closed the meeting the writer asked them to do repetition in their house.

The Sixth Meeting was conducted on Thursday October 31<sup>th</sup>, 2019. The writer gave material about "Animals" in this meeting all of students more active in the class to participate and collected the point, even though if they cannot pronounce well the vocabulary they still rise their hand and got one point. Before applied the method the writer asked every group for make sure all of group had done master it the vocabulary. Likewise yellow card has 6 points for students who can answer the question correctly, make a sentences or phrase, and the student can pronounce well the vocabulary. And then who want to be a volunteer to mention all of vocabularies every meeting. Red card has 3 points for students who can make a sentence or phrase related the topic but the answer is standard and mention 10 vocabularies. And green

card has 1 point for students who can't answer the question correctly. Before closed the meeting the writer asked them to do repetition in their house.

The Seventh Meeting was conducted on Tuesday November 5<sup>th</sup>, 2019. The writer gave material about "Public Place" because this is the last treatment so the writer asked to the students about the method that applied in class whether suitable or not to do in the classroom, most of students still enjoy and enthusiasm toward Participation point system method, the student easy to memorized and understood the list of vocabulary. And then, the writer repeated all of the material that was given to the students used flashcard and they still remember it because that material was needed by the students. Likewise yellow card has 6 points for students who can answer the question correctly, make a sentences or phrase, and the student can pronounce well the vocabulary. And then who want to be a volunteer to mention all of vocabularies every meeting. Red card has 3 points for students who can make a sentence or phrase related the topic but the answer is standard and mention 10 vocabularies. And green card has 1 point for students who can't answer the question correctly. Before closed the meeting the writer asked them to do repetition in their house.

The last meeting after the writer gave treatment to the students, the writer gave post-test on Thursday November 7<sup>th</sup>, 2019. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment it was also aimed to know whether there is an enhancement or not for student. After the writer opened the meeting, she gave some test to the students the type of test is multiple choices, fill in the blank, and matching picture and they have

to answer it based on their knowledge after gave them treatment. After getting all the data, the writer closed the class by greeting to the students.

Before applying participation point system method in teaching vocabulary the student faced some problem to memorize the vocabulary, they are:

- 1. The students were lazy to memorized, because they think that English was difficult.
- 2. The students lack motivation and awareness in learning English.
- 3. The students bored toward the method using in their classes still monotonous.
- 4. the students rarely study using media or new method in class since in vocabulary learning so many vocabularies were not familiar to them.

After Applying participation point system method in teaching vocabulary gave enhancement to the students at second grade of SMPN 5 Pinrang, for example:

- 1. The students easy to memorize and understand the vocabulary.
- The students more enjoyable and fun to study English because the material taught uses flashcard as a media that are appropriate to the condition to students. Thus, making students active in learning process.
- 3. The students can more enthusiastic in the class because they got point as a reward.
- 4. The students felt comfortable and easy to adopt the material.

Based on the first meeting until the last meeting the implementation of participation point system changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to active and to focus on the writer explanation. Students who has a low in content has been improved from 55 total score to 100 score. Students' behavior changed and more enthusiasm and they enjoy in class, able to use vocabulary that was given by the researcher, so the students were more active to ask about the lesson what they did not understood, participation point system could enhance motivation of the students and make them interest to study English. In addition not only students active in the classroom the writer also must walked to the students. So, needs a lot of energy to use the Participation point system method for distributing the point. But overall is well for used.



# CHAPTER V CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

#### **5.1 Conclusions**

Based on the problem statement there were two conclusions:

- 1. Using Participation point system method showed the positive impact in the students' vocabulary mastery and class situation. Therefore, the writer concluded there is a significant difference of the students' vocabulary mastery before and after treatment. The following are the description of the conclusion: (1) T-test result in which the value of t-test was 14.29. it was higher than t-table 1.699 at the level significance 0.05 and degree freedom (df) was 29. (2) The mean score of pre-test (58.33), standard deviation (15.49), and the mean score of post-test (93.5) and the standard deviation (5.43).
- 2. The research of data analysis showed that students was able to enhance vocabulary mastery by implementing participation point system, comparing the first meeting and the last meeting that the students tended to keep silent and shy at beginning the first meeting, but in the following meetings the students were more active and more confident because they did Participation point system method well in the class, it means that the writer can apply the method of Participation point system to the students on six meetings in the treatment. Students can do the method then students' vocabulary got enhancement. Their vocabulary enhance that can pronounce well, more active in the class, memorize more words before given treatment, based on finding and discussion.

Based on the description of the result above, it can be proved by looking at the mean score of the students' vocabulary test in pre-test and post-test. The mean score of pre-test (58.33) is lower than the mean score of post-test (93.5). Then, the t-test (14.29) was greater than t-table (1.699). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It proved that the implementation of participation point system in teaching vocabulary able to enhance the students' vocabulary mastery.

5.1 Suggestion

Based on the research, the writer gives some suggestion as fallow:

- 5.2.1 For the English teacher
- 1. The teacher has to know many ways to teach English so that, make the learning process will be running well.
- 2. It is suggested to the English teacher to use participation point system in teaching because it can help the students to be active in the class.
- 3. The teacher is expected to know the suitable method in teaching. It is important because method in teaching and learning process may influence the result of students' achievement on learning.
- 5.2.2 For the students
- 1. The students should be more active and not afraid of making mistakes during teaching learning process.
- 2. They should practice and measure their vocabulary in English, discussing with their friend if they have difficulty to remember the vocabulary, and don't forget always repeated that vocabulary was given.

- 3. The students should pay attention and listen carefully while the teacher explains about the material.
- 5.2.3 For the next Researcher
- 1. This is the suitable method for teaching English to motivate the students.
- 2. The next method can use participation point system and combined with another method.
- 3. The writer suggest for the other researcher not only focus in PPS method in vocabulary mastery but they can implement the method with the other skill such as, listening, writing, speaking and reading.



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memberikan pre-tes dan post-test pada kelas penelitian serta dilengkapi dengan instruksi pada instrumen sebagai berikut:
**Pre-Test** 

#### A. Choose the Correct Answer below !

1. Bayu ...... A exercise in his notebook







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## Post-Test

## A. Choose the Correct Answer below !

- 1. I need ..... to eat rice.
  - a. Knife
  - b. Plate
  - c. Frying pan
  - d. Fork
- 2. What is the English for "Bahu"?
  - a. Forehead
  - b. Foot
  - c. Shoulder
  - d. Hear
- 3. What does she do in the kitchen?

a. Cook b. Wash c. Clean d. Drink 4. What is the meaning of "Airport" ? Kantor Polisi a. Pelabuhan b. c. Bandara d. Stasiun 5. My friends need..... to clean the window. Feather Duster a. b. Ruler Paper c. d. Duster 6. What is this ? EPARE a. Stove b. Kitchen sink c. Tray d. Refrigerator

- 7. The place of animals Live?
  - a. Zoo
  - b. Market
  - c. Theater
  - d. Airport



## B. Fill in the blank in the picture box below !



#### Appendix 2. lesson plan

## LESSON PLAN (I)

- School : SMPN 5 Pinrang
- Subject : English

Class : VIII. 2

Topic : Things in the Class

Time : 2 x 45 minutes

Meeting : First meeting

## I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

## II. **BASIC COMPETENCE**

Knowing the meaning of the words and mention the things in the classroom.

## III. INDICATORS

- 1. Knowing the names of things in the classroom.
- 2. Understanding the names of things in the classroom.
- 3. Naming the things in the pictures that give related to the topic.
- 4. Asking question about things in the classroom.

## IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1. The students are able to know the names of things in the classroom.
- 2. The students are able to understand the names of things in the classroom.
- 3. Students are able to naming the things in the pictures that give related to the topic.

4. The students are able to ask question about things in the classroom.

## V. LEARNING MATERIALS

1. Pictures of the things in the classroom



2. Structure: "What is this?"

"Could you mention the things in the class room?"

"Could you spell it the word ?"

"This/That is an/a . . ."

## VI. METHOD

Participation Point system

#### VII. LEARNING ACTIVITY

#### 1. Opening

- Greetings
- Warming up activities:
  - The researcher points of the things in the classroom.
  - Ask the students questions related to the picture in their daily life.

#### 2. Main Activity

- The researcher will show the picture, read the vocabulary and the students repeat it.
- The researcher will give chance five minutes to student memorize and understand vocabulary with their partner in group. The researcher will ask all of the groups to make a sure that the students have known about the vocabularies.
- After that the researcher will show flash card to apply PPS Method, the researcher use three types of card; green card has 1 point and red card has 3 points and yellow cards has 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should rise their hand.

On <mark>e Point</mark>	t	Three Point	S	Six	: Poin	ts
Pencil		Notebook		Per	ncil ca	se
Pen		Ruler			Bin	
Globe		Broom		Γ	Juster	
Table		Whiteboard		eath	ier Du	ster
Chair		Window		So	cissors	
Book	Y	Clock		Sha	arpene	er
Bag		Door				
P/	AF	REPAR	E			

3. Closing

- The researcher reviews the material that give to the students
  The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

#### VIII. RESOURCES

- The picture of the things in the living room
- English book
- Dictionary

#### IX. EVALUATION

Vocabulary test: multiple choices which is consisted of six questions, Fill in the blank six questions and matching eight Evaluation rule:

Score = 
$$\frac{Students \ correct \ answer}{The \ total \ number \ of \ item} \ge 100$$



# LESSON PLAN (II)

- School : SMPN 5 Pinrang
- Subject : English
- Class : VIII. 2
- Topic : Part of Body
- Time : 2 x 45 minutes
- Meeting : Second meeting

## I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

# II. BASIC COMPETENCE

Knowing the meaning of the words and mention Part of Body.

# III. INDICATORS

- 1. Knowing the names Part of Body.
- 2. Understanding the names Part of Body
- 3. Naming the things in the pictures that give related to the topic.
- 4. Asking question about Part of Body.

# IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1. The students are able to know the names Part of Body
- 2. The students are able to understand the names Part of Body
- Students are able to naming the things in the pictures that give related to the topic.
- 4. The students are able to ask question about Part of Body

#### V. LEARNING MATERIALS

1. Pictures Part of Body



#### b. Main Activity

- The researcher will show the picture, read the vocabulary and the students repeat it.
- The researcher will give chance five minutes to student memorize and understand vocabulary with their partner in group. The researcher will

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ask all of the groups to make a sure that the students have known about the vocabularies.

- After that, the researcher will show flash card to apply PPS Method, the researcher use three types of card; green card has 1 point and red card has 3 points and yellow cards has 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should rise their hand.

One Point	Three Points	Six Points
Lip	Elbow	Chest
Ear	Shoulder	Stomach
Hair	Arm	Tongue
Eye	Tooth	Тое
Nose	Head	Eyebrow
Hand	Knee	Forehead
Foot		Cheek

#### c. Closing

- The researcher reviews the material that give to the students

- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

#### VIII. **RESOURCES**

- The picture of Part of Body.
- English book
- Dictionary PAREPARE

#### IX. EVALUATION

Vocabulary test: multiple choices which is consisted of six questions, Fill in the blank six questions and matching eight Evaluation rule:

$$Score = \frac{Students \ correct \ answer}{The \ total \ number \ of \ item} X \ 100$$

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤40



# LESSON PLAN (III)

School : SMPN 5 Pinrang

Subject : English

Class : VIII. 2

Topic : Daily Activity

Time : 2 x 45 minutes

Meeting : Third meeting

# I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

# II. BASIC COMPETENCE

Knowing the meaning of the words and mention Daily Activity

# **III. INDICATORS**

- 1. Knowing the names of Daily Activity.
- 2. Understanding the names of Daily Activity.
- 3. Naming the Daily Activity in the pictures that give related to the topic.
- Asking question about Daily Activity.

# IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1. The students are able to know the names of Daily Activity.
- 2. The students are able to understand of Daily Activity.
- 3. Students are able to naming the Daily Activity in the pictures that give related to the topic.
- 4. The students are able to ask question about Daily Activity.

#### V. LEARNING MATERIALS



- Greetings
- Warming up activities:
  - The researcher points of Daily Activity.
  - Ask the students questions related to the picture in their daily life.

Example: what do you do? I am Drinking

#### 2. Main Activity

- The researcher will show the picture, read the vocabulary and the students repeat it.
- The researcher will give chance five minutes to student memorize and understand vocabulary with their partner in group. The researcher will ask all of the groups to make a sure that the students have known about the vocabularies.
- After that, the researcher will show flash card to apply PPS Method, the researcher use three types of card; green card has 1 point and red card has 3 points and yellow cards has 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should rise their hand.

student should fise their fidile.							
One Point	Three Points	Six Points					
Draw	Get up	Clean					
Write	Walk	Throw					
Read	Cry	Catch					
Swim	Jump	Wash					
Drink	Cut	Count					
Eat	Cook	Push					
Sleep	Run						

#### 3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

## VIII. RESOURCES

- The picture of Daily Activity
- English book
- Dictionary

## IX. EVALUATION

Vocabulary test: multiple choices which is consisted of six questions, Fill in the blank six questions and matching eight Evaluation rule:

$$Score = \frac{Students \ correct \ answer}{The \ total \ number \ of \ item} \ X \ 100$$

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤40



# LESSON PLAN (IV)

School : SMPN 5 Pinrang

Subject : English

Class : VIII. 2

Topic : Things in the Kitchen

Time: 2 x 45 minutes

Meeting : Fourth meeting

# I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

# II. BASIC COMPETENCE

Knowing the meaning of the words and mention the things in the kitchen.

# III. INDICATORS

- 1. Knowing the names of the things in the kitchen
- 2. Understanding things in the kitchen
- 3. Naming the things in the pictures that give related to the topic
- 4. Asking question about things in the kitchen

# IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1. The students are able to know the names of the things in the kitchen.
- 2. The students are able to understand of the things in the kitchen
- 3. Students are able to naming the things in the pictures that give related to the topic
- 4. The students are able to ask question about things in the kitchen

## V. LEARNING MATERIALS

1. Pictures of the things in the kitchen



• Ask the students questions related to the picture in their daily life

#### 2. Main Activity

- The researcher will show the picture, read the vocabulary and the students repeat it.
- The researcher will give chance five minutes to student memorize and understand vocabulary with their partner in group. The researcher will ask all of the groups to make a sure that the students have known about the vocabularies.
- After that the researcher will show flash card to apply PPS Method, the researcher use three types of card; green card has 1 point and red card has 3 points and yellow cards has 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should rise their hand.

One Point	Three Points	Six Points
Spoon	Bowl	Teapot
Plate	Kettle	Grater
Fork	Stove	Refrigerator
Knife	Tray	Napkin
Glass 🥣	Rice Cooker	Kitchen sink
Pan	Cup	<b>Spa</b> tula
Mixer		Frying Pan

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

#### VIII. RESOURCES

- The picture of the things in the kitchen
- English book
- Dictionary

#### IX. EVALUATION

Vocabulary test: multiple choices which is consisted of six questions, Fill in the blank six questions and matching eight Evaluation rule:

$$Score = \frac{Students \ correct \ answer}{The \ total \ number \ of \ item} \ X \ 100$$

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤40



# LESSON PLAN (V)

School : SMPN 5 Pinrang

Subject : English

Class : VIII. 2

Topic : Animals

Time : 2 x 45 minutes

Meeting : Fifth meeting

## I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

# II. BASIC COMPETENCE

Knowing the meaning of the words and mention names of Animals

# III. INDICATORS

- 1. Knowing the names of Animals.
- 2. Understanding the names of Animals.
- 3. Naming the things in the pictures that give related to the topic.
- 4. Asking question about Animals.

# IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1. The students are able to know the names of Animals and the things in it
- 2. The students are able to understand the names of Animals
- Students are able to naming the things in the pictures that give related to the topic
- 4. The students are able to ask question about Animals.

## V. LEARNING MATERIALS

1. Pictures of Animals



2. Structure: "What is this?"

"Could you mention the name of animals?"

"Could you spell it?"

"This is an/a . . ."

#### VI. METHOD

Participation Point System

#### VII. LEARNING ACTIVITY

- a. Opening
  - Greetings
  - Warming up activities:
    - The researcher shows the picture of Animals
    - Ask the students questions related to the picture in their daily life

## b. Main Activity

The researcher will show the picture, read the vocabulary and the students repeat it.

The researcher will give chance five minutes to student memorize and understand vocabulary with their partner in group. The researcher will ask all of the groups to make a sure that the students have known about the vocabularies.

After that the researcher will show flash card to apply PPS Method, the researcher use three types of card; green card has 1 point and red card has 3 points and yellow cards has 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should rise their hand.

One Point	Three Points	Six Points
Dog	Snake	Elephant
Cat	Rabbit	Rooster
Cow	Bird	Goat
Monkey	Fish	Hen
Mouse	Horse	Turtle
Lion	Goose	Crocodile
Tiger	Frog	
	Dog Cat Cow Monkey Mouse Lion	DogSnakeCatRabbitCowBirdMonkeyFishMouseHorseLionGoose

#### c. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

## **VIII. RESOURCES**

- The picture of Animals
- English book
- Dictionary

### IX. EVALUATION

Vocabulary test: multiple choices which is consisted of six questions, Fill in the blank six questions and matching eight Evaluation rule:

	Students correct answer								
		Score = $\frac{1}{The \ total \ number \ of \ item} X \ 100$							
					_				
	No.			Classification				Score	
	1.			Very Good				86-100	
	2.			Good				71-85	
	3.			Fair				56-70	
	4.			Poor				41-55	
	5.			Very poor				≤40	
PAREPARE									

# LESSON PLAN (VI)

- School : SMPN 5 Pinrang
- Subject : English

Class : VIII. 2

Topic : Public place

- Time : 2 x 45 minutes
- Meeting : Sixth meeting

## I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

## II. BASIC COMPETENCE

Knowing the meaning of the words and mention names of Public Place

# III. INDICATORS

- 1. Knowing the names of Public Place
- 2. Understanding the names of Public Place.
- 3. Naming the things in the pictures that give related to the topic.
- 4. Asking question about Public Place

# IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1. The students are able to know the names of Public Place.
- 2. The students are able to understand the names of Public Place.
- 3. Students are able to naming the things in the pictures that give related to the topic
- 4. The students are able to ask question about Public Place.

## V. LEARNING MATERIALS

1. Pictures of Public Place



## b. Main Activity

- The researcher will show the picture, read the vocabulary and the students repeat it.

- The researcher will give chance five minutes to student memorize and understand vocabulary with their partner in group. The researcher will ask all of the groups to make a sure that the students have known about the vocabularies.
- After that the researcher will show flash card to apply PPS Method, the researcher use three types of card; green card has 1 point and red card has 3 points and yellow cards has 6 points related to the material. The student should participate to collect the point to get reward. Before the students answer the question or participate in group the student should rise their hand.

One Point	Three Points	Six Points
Church	Park	Theater
Mosque	Police Station	Stadium
Bank	Post Office	Playground
Zoo	Library	Museum
Market	Hospital	Fire station
School	Restaurant	Airport
Home		Beach

#### c. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson

#### VIII. RESOURCES

- The picture of Public Place
- English book A REPA
- Dictionary

#### IX. EVALUATION

Vocabulary test: multiple choices which is consisted of six questions, Fill in the blank six questions and matching eight Evaluation rule:

$$Score = \frac{Students \ correct \ answer}{The \ total \ number \ of \ item} X \ 100$$

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	<u>≤</u> 40



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#### **Appendix.3 The Result of Students Pre test**





C. Match the Picture with the suitable word below !





**Pre-Test** 

Name: Alsyah Dinda Salsabila Class: ~ TTT-1 (0.1) A. Choose the Correct Answer below ! 1. Bayu ...... A exercise in his notebook a. Write (b) Read × c. Draw d. Play 2. What is the English for "Gunting"? Scissors Scisorrs <u>11</u> x100 = 55 a. b. 20 Cd. Eraser  $\times$ Brush 3. I need .... To write. a. Pen b. Duster c. clockd. BagWhat is the meaning of "Refrigerator"? 4. Lemari es (b) Pisau  $_{\rm Lemari}^{\rm Isau} \times$ Penggorengan need a ..... to drink juice. d. 5 I need a ... a) Glass a b. teapot b. teapor
c. plate
d. Bowl
My mother use the knife to .... The vegetable.
Cut
E. Fry
D. Tur 6. Try C. d. Steam What does Beni do in the morning? 7. (a.) Get Up b. Laugh c. Run d. Cry









Name: SUDIRMAN

Class : Vm·I









**Pre-Test** 

Name : MUH FIRMAN SYAH'S

Class : VIII . I



B. Fill in the blank the name of the picture below !



C. Match the Picture with the suitable word below !





Name : NUISUCI Class : VIII . I A. Choose the Correct Answer below ! 1. Bayu ...... A exercise in his notebook (a) Write b. Read 19 × 100 = 95 c. Draw d. Play What is the English for "Gunting"? 2. Scissors Scisorrs Eraser Brush (a) b. c. d. I need .... To write. (a) Pen b. Duster c. clock d. Bag What is the meaning of "Refrigerator"? (a) Lemari es b. Pisau c. Lemari d. Penggorengan I need a ..... to drink juice. (a) Glass b. teapot 3. 4. 5. I need a .... B Glass b. teapot c. plate d. Bowl My mother use the knife to .... The vegetable. Cut b. Fry c. Try d. Steam What does Beni do in the morning? B Get Up b. Laugh c. But c. The vegetable. Cut c. Try d. Steam Cut c. Try c. 6. 7. B. Fill in the blank the name of the picture below !





C. Match the Picture with the suitable word below !



**Pre-Test** Name : ANDI SALSABILA Class : VIIIA A. Choose the Correct Answer below ! 1. Bayu ...... A exercise in his notebook a. Write b. Read \$×100 40 c. Draw d. Play 2. What is the English for "Gunting" ? (a.) b. Scissors Scisorrs Eraser Brush c. d. I need .... To write. 3. a. Pen b. Duster d. Bag
What is the meaning of "Refrigerator"?
a Lemari es
b. Pisau 4. c. Lemari
d. Penggorengan
I need a ..... to drink juice.
a. Glass 5. (a) b. (a) Glass
(b) teapot
(c) plate
(d) Bowl
(d) My mother use the knife to .... The vegetable.
(a) Cut
(b) Fry
(c) Try
(d) Steam 6. a. b. d. Steam What does Beni do in the morning? 7. a Get Up b. Laugh c. Run Li 2000



C. Match the Picture with the suitable word below !



#### **Appendix.4** The Result of Students Post test














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B. Fill in the blank in the picture box below !



C. Match the Picture with the suitable word below !



Post-Test





Match the Picture with the suitable word below ! C.



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B. Fill in the blank in the picture box below !



C. Match the Picture with the suitable word below !



<b>1.</b> The First Meeting (Things in the C	lassroom)
$\Delta 1$ N $\downarrow$ 1 $\downarrow$ D 1 $\Box$ $\downarrow$ $\downarrow$	00 T 1

21. Notebook : Buku Catatan	22. Table : Meja		
23. Pencil : Pensil	24. Feather Duster : Kemucing		
25. Pencilcase : Tempat pensil	26. Whiteboard : Papan Tulis		
27. Pen : Pulpen	28. Whiteboard : Papan Tulis		
29. Ruler : Penggaris	30. Window : Jendela		
31. Broom : Sapu	32. Book : Buku		
33. Duster : Penghapus papan tulis	34. Bag : Tas		
35. Bin : Tempat Sampah	36. Clock : Jam		
37. Globe : Bola dunia	38. Scissors : Gunting		
39. Sharpener : Peraut Pensil	40. Door : Pintu		

# 2. The Second Meeting (Part of Body)

4.	Inc	BU	conu		ung (1 d		Douy)						
ſ	1	•	Lip :	Bibi	r		-	-	2.	Ear : Te	linga		
ſ	3	3.	Hair	: Rar	nbut				4.	Head : I	Kepala	L	
	5	i.	Ston	hach :	Perut				6.	Knee : I	Lutut		
	7		Toe	: Jari-	-jari Kak	i			8.	Foot : K	laki		
	9	).	Hano	d : Ta	ngan	Ζ.			10	. Shoulde	r : Ba	hu	
	1	1.	Fore	head	: Dahi	A E	) Fi		12	. Eye : M	ata		
	1	3.	Nose	e : Hi	dung				-14	. Tangue	: Lida	h	
	1	5.	Chee	ek : P	ipi				16	. Eyebrov	v : Ali	S	
	1	7.	Arm	: Ler	ngan				18	. Chest : ]	Dada		
Ī	1	9.	Toot	h : G	igi				20	. Elbow :	Siku		

3.	The 7	Third	Meeting	(Daily	Activity)
----	-------	-------	---------	--------	-----------

1. Draw : Menggambar	2. Clean: Membersihkan
2. Write :Menulis	3. Cut :Memotong
4. Read : Membaca	6. Throw : Melempar
7. Swim : Berenang	8. Catch : Menangkap
9. Jump :Melompat	10. Wash : Mencuci
11. Eat :Makan	12. Cook : Memasak
13. Get up :Bangun	14. Run : Berlari
15. Walk :Berjalan	16. Drink : Minum
17. Cry : Menangis	18. Count : Menghitung
19. Sleep :Tidur	20. Push : Mendorong

# 4. The Fourth Meeting (Animals)

1. Plate : Piring	2. Kitchen Sink : Wastafel Dapur
3. Spoon : Sendok	4. Knife : Pisau
5. Fork : Garpu	6. Stove : Kompor
7. Cup : Cangkir	8. Kettle : Cerek
9. Spatula : Sudip	10. Napkin : Lap Tangan
11. Fraying Pan : Wajan	12. Rice cooker : Pemanas Nasi
13. Pan : Panci	14. Mixer : Pencampur
15. Grater : Parutan	16. Teapot : Cerek The
17. Tray : Baki/Talang	18. Bowl : Mangkuk
19. Refrigerator : Kulkas	20. Glass : Gelas

5.	The	Fifth	Meeting	Things i	n the	Kitchen)

1. Dog : Anjing	2. Crocodile : Buaya
3. Cat : Kucing	4. Hen : Ayam Betina
5. Snake : Ular	6. Fish : Ikan
7. Rooster : Ayam Jantan	8. Goat : Kambing
9. Lion : Singa	10. Tiger : Harimau
11. Cow : Sapi	12. Mouse : Tikus
13. Goose : Angsa	14. Monkey : Buaya
15. Turtle : Kura-kura	16. Elephant : Gajah
17. Bird : Burung	18. Frog : Kodok
19. Horse : Kuda	20. Rabbit : Kelinci

# 6. The Sixth Meeting (Public Place)

" The birth Meeting (Fublic Fluce)	
1. Beach : Pantai	2. Market : Pasar
3. Zoo : Kebun Binatang	4. Restaurant : Restaurant
5. Park : Taman	6. Fire Station : Pemadam kebakaran
7. Library : Perpustakaan	8. Post Office : Kantor post
9. Theater : Bioskop	10. Police Station : Kantor Polisi
11. Museum : Musium	12. Port : Pelabuhan
13. Stadium : Stadion	14. Air Port : Bandara
15. Playground : Tempat bermain	16. Bus Stop : Halte bus
17. School : Sekolah	18. Hospital : Rumah sakit
19. Home : Rumah	20. Bank : Bank



## THE MEAN SCORE OF PRE-TEST AND POST-TEST

THE STANDARD DEVIATION OF PRE TEST AND POST TEST







t = -

t = 14.29

# Appendix 6 T-table

			α (level of si	ignificance) (o	ne-tailed test)	
Df	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.1 <b>7</b> 9	2,681	3.055
13	0,692	1,350	1.771	2.1 <mark>6</mark> 0	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	<u>1.699</u>	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617





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Nomor : B.1778 /ln.39.5.1/PP.00.9/10/2019

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI PINRANG

Di,-

KAB. PINRANG

### Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Riska Afriyanti Hasman
Tempat/Tgl. Lahir	: Ujung Pandang, 15 April 1997
NIM	: 15.1300.029
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. Briptu Suherman, Kel. Maccirowalie Kec. Watang Sawitto, Kab. PInrang

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN PINRANG dalam rangka penyusunan skripsi yang berjudul :

"Enhancing Students' Vocabulary Through Participation Point System (PPs) Method At The Second Grade Of SMP Negeri 5 Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

al Oktober 2019



Tembusan :

1. Rektor IAIN Parepare

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# PEMERINTAH KABUPATEN PINRANG SEKRETARIAT DAERAH

Jl. Bintang No. Telp. (0421) 923058 - 922914 PINRANG 91212

				Pinrang, 10 Oktober 2019
Nomor	:	070/503 /Kemasy.		Kepada
Lampiran	:	-	Yth,	Kepala UPT.SMP Negeri 5 Pinrang
Perihal	:	Rekomendasi Penelitian.		di-
				Tempat.

Berdasarkan Surat Wakil Dekan 1 Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Parepare Nomor:B.1773/IN.39.5.1/PP.00.9/10/2019 tanggal 08 September 2019 Perihal Permohonan Rekomendasi Izin Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	: RISKA AFRIYANTI HASMAN
NIM	: 15.1300.029
Pekerjaan/Prog.Studi	: Mahasiswi/ Pendidikan Bahasa Inggris
Alamat	: Jl. Briptu Suherman, Kel.Maccorawalie,
	Kec.Watang Sawitto, Kab.Pinrang
Telepon	: 085399384376.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul " ENHANCING STUDENTS' VOCABULARY THROUGH PARTICIPATION POINT SYSTEM (PPS) METHOD AT THE SECOND GRADE OF SMP NEGERI 5 PINRANG" yang pelaksanaannya pada tanggal 10 Oktober s/d 10 November 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH Asisten Administrasi umum SETDA Drs.BAU SKWERIGADING Pangkat a Pembina Utama Muda Nip : 19601231 198803 1 087

### Tembusan

- 1. Bupati Pinrang Sebagai Laporan di Pinrang;
- 2. Dandim 1404 Pinrang di Pinrang;
- 3. Kapolres Pinrang di Pinrang;
- 4. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
- 5. Kepala Kantor Kementerian Agama Kab.Pinrang di.Pinrang;
- 6. Wakil Dekan 1 Fakultas Tarbiyah IAIN Parepare di Parepare;
- 7. Camat Watang Sawitto di Pinrang;
- Yang bersangkutan untuk diketahui;
- 9. Arsip.





# PEMERINTAH KABUPATEN PINRANG DINAS PENDIDIKAN DAN KEBUDAYAAN UPT SMP NEGERI 5 PINRANG

Alamat : Jalan Serigala, No. Telp. (0421)921458, Kab. Pinrang

### SURAT KETERANGAN TELAH MENELITI Nomor : 422 / J.J... / UPTSMP.25/2019

Yang bertanda tangan dibawah ini Kepala UPT SMP Negeri 5 Pinrang menerangkan bahwa :

Nama	: Riska Afriyanti Hasman
Tempat/tgl. Lahir	: Ujung Pandang,15 April 1997
Nim	: 15.1300.029
Program Studi	: Pendidikan Bahasa Inggris
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa
Alamat	: JL.Briptu Suherman Kel.Maccorawalie
	Kec. Watang Sawitto Kab. Pinrang

Benar telah melaksanakan penelitian di UPT SMP Negeri 5 Pinrang dalam rangka penyusunan skripsi pada tanggal 10 Oktober- 10 November 2019 dengan judul :

## " ENHANCING STUDENTS' VOCABULARY THROUGH PARTICIPATION POINT SYSTEM (PPS) METHOD AT SECOND GRADE OF UPT SMP NEGERI 5 PINRANG"

Demikian surat keterangan ini dibuat untuk diberikan kepada yang bersangkutan agar dipergunakan sebagaimana mestinya.





# CURRICULUM VITAE



The writer was born on April 15<sup>th</sup>, 1997 in Ujung Pandang. She is the second child from three siblings she has one sister her name is Sri Rahmawati Hasman and one brother his name is Nurul Hidayat Hasman. Her father name is Sukirman and her mother name is Hasriany. She began her study 2002 in garden school

(TK) Bhayangkari Kab. Enrekang and graduate on 2003. She continue her study in the same year on 2003 in SDN 9 Pinrang, Kec Watang Sawitto, Kab. Pinrang and graduated on 2009. She continued her study at SMPN 5 Kab. Pinrang and graduated on 2012. She registered in Vocational High school SMKN 1 Kab. Pinrang and graduated on 2015. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah as her major. While she studys in IAIN Parepare, she actives in Lintasan Imajinasi Bahasa Mahasiswa(LIBAM) IAIN Parepare 2015-2019 and also in Rumah Bambu Pintar (RBP) Desa Wiringtasi Kec, Suppa Kab. Pinrang. Finally, on 2019 She Completed her Skripsi with the title "Enhancing Students' Vocabulary through Participation Point System Method at Second Grade of SMP Negeri S Pinrang".