### SKRIPSI

# IMPROVING STUDENTS VOCABULARY BY USING PRINCIPLED ECLECTICISM METHOD AT THE EIGHTH GRADE OF SMPN 2 MATTIRO BULU KABUPATEN PINRANG PAREPARE By MUNARTI Reg. Num. 15.1300.118

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

### SKRIPSI



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



As Partial Fulfillment of the Requirement for the Attainment of the Degree Sarjana Pendidikan (S.Pd)



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

CENTRA

# ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student	: Munarti	
The Title of Script	: Improving Students Vocabulary by Using	
	Principled Eclecticism at the Eighth Grade of	
	SMPN 2 Mattiro bulu Kabupaten Pinrang	
Student Reg. Number	: 15.1300.118	
Faculty	: Tarbiyah	
Study Program	: English Education	
By Virtue Of Consultant Degree	ee : SK. The Dean of Tarbiyah Faculty	
	No: B.406/In.39/FT/04/2019	

Has been legalized by

: Drs. Ismail Latief, M.M.	(
: 19631207 198703 1 003	
: Drs. Anwar, M.Pd.	(
: 19640109 199303 1 005	
	: 19631207 198703 1 003 : Drs. Anwar, M.Pd.



Approved by:

Tarbiyah Faculty Dean, TAS i A N 4 \* Z Dr. H. Saepudin, S.Ag., M.Pd. NIP. 197212161999031001 7

### SKRIPSI

### IMPROVING STUDENTS VOCABULARY BY USING PRINCIPLED ECLECTICISM METHOD AT THE EIGHTH GRADE OF SMPN 2 MATTIRO BULU KABUPATEN PINRANG

Submitted by

MUNARTI Reg. Num. 15.1300.118

Had been examined on December12th, 2019 and had been declared that it fulfilled the requirements

Approved by

**Consultant Commissions** 

Consultant NIP : Drs. Ismail Latief, M.M. : 19631207 198703 1 003

Co-Consultant NIP : Drs. Anwar, M.Pd. : 19640109 199303 1 005



State Islamic Institute Parepare CORNA AC a Rustan, M.Si 198703 1 002

Tarbiyah Faculty Dean, Ŕ 2 Dr. H. Saepudin, S. Ag., M.Pd., NIP. 19721216 199903 1 0017

# ENDORSEMENT OF EXAMINER COMMISSIONS

: Improving Vocabulary Mastery by Using The Title of Script Principled Eclecticism Method at the Eighth Grade of SMPN 2 Mattiro bulu Kabupaten Pinrang Name of the Student : Munarti : 15,1300,118 Student Reg. Number : Tarbiyah Faculty : English Education Study Program By Virtue Of Consultant Degree : SK. The Dean of Tarbiyah Faculty No: B.406/In.39/FT/04/2019

Date of Graduation

: December 12th 2019

Has been legalized by Examiner Commissions

Drs. Ismail Latief, M.M. Drs. Anwar, M.Pd. Dr. Abu Bakar Juddah, M.Pd. Dr. Ahdar, M.Pd. (Chairman) (Secretary) (Member) (Member)





### ACKNOWLEDGMENT

هألله الزجم التجيم

Alhamdulillah, first of all the researcher would like to say a lot of thanks to Allah swt for guidance, love and blessing help so that the writer could finish this skripsi. Shalawat and salam to our beloved prophet Muhammad saw as the last messenger of Allah swt.

The researcher realizes that this skripsi has never been possible to be finished without supported and their helping. Therefore the researcher wishes to express a lot of thanks to:

The researcher's beloved parents Abdul Latif and Hj. Maryam for their loves, support, and sincered prayer for their children especially for the researcher who always work hard for schooling their daughter, therefore she can finish her study until become an under graduated student. Her siblings Muh. Ihsan latif SE, Muh Akbar latif SE and Muh Sabir latif SH, who always giving an amazing motivation, support and guidance in the light of truth.

- Dr. Ahmad Sultra Rustan, M.Si., the Rector of State Islamic Institute (IAIN) Parepare, all of lecturers of English program and staffs of IAIN Parepare for their motivation, support and help during his study.
- Dr. H. Saepudin, M.Pd., as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finishing this skripsi.
- Mujahidah, M.Pd., as the chairman of English Program for the fabulous serving to the students besides that she is like a researcher's parent who always giving motivation, support and helping.

Drs. Ismail Latief, M.M., as the first consultant who has given his much motivation, guidance, and suggestion that very helpful to complete this skripsi. Thanks for your good advice.

Drs Anwar, M.Pd., as the second consultant who has guided the researcher and who has given his much suggestion in writing until finishing this skripsi. Thanks for helping and your good advice. May Allah bless his life with a good health.

- 4. Dr. Magdahalena Tjalla, M.Hum., as an academic advisor who has given advice and motivation to the researcher.
- 5. All lecturers of English Program who have taught and educated the researcher during his study in IAIN Parepare.
- 6. Her best friends, Rahmawati rustan, Surah hijriani, Sumarni, eka susanti, nurhana who always give their support, motivation and help for finishing this research.
- 7. His friends in English Program of Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends.
- 8. All people who have given their help in writing this Skripsi that the researcher could not mention it one by one.

The words are not enough to appreciate for their contribution and help in writing this Skripsi. May Allah bless them all. Finally, the researcher realizes that this Skripsi still has any weakness and it is not perfect yet. Therefore, the researcher with pleasure accept critics and suggestion from everyone who reads this Skripsi.

Parepare,13<sup>th</sup>Juny 2020

The writer,

Reg. Num. 15.1300.118

### DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:



### ABSTRACT

**Munarti.** Improving students vocabulary mastery by using principled ecleticticism method at eight grade of SMP Negeri 2 Mattiro bulu Kab. Pinrang (Supervised by Ismail and Anwar)

Engish vocabulary is the most important element in learning well a foreign language as one of three basic part (phonetics, vocabulary and grammar).Vocabulary is language center and its is important for language learning. Without vocabulary enough, students can be expressed their idea both verbally and in writing.

This research was carried out at SMP Negeri 2 Mattiro bulu based on the obsrvation before, the researcher found the most of the students in SMP Negeri 2 Mattirobulu have a problem about vocabulary. In order to improve vocabulary teaching, apropriate methods are needed namely Principled eclecticism method. In this case, the researcher used Principled eclecticism method namely combination between Audiolingual method and Direct method. This method can make the students easily to memorize and learn vocabulary. This research used pre-experimental method, by one group pre test an post test design. There were two variables they were independent variable the use of principled eclecticism method and dependent variable the students' vocbulary. The population of this research was the eigh grade students at SMP Negeri 2 Mattiro bulu in academic year 2019/2020 which consists of fourth classes. The sample of ths research was take one classes of the population was class II. The test consists of pre-test and post test by 24 items this aim to check the students vocbulary.

The result calculation of mean score pre-test of students 59,8 and mean score post-test of students was 77. It showed that the students' vocabulary was improved. The result finding that the score of t-test value was 28,58 while the score of t-table vlue was 1,725 for the level significance 0,05, degree of freedom 20. It showed that the alternative hypothesis (Hi) is accepted, which t-test value was higher than t-table value. Based on data analysis, the researcher concluded that using Principled eclecticism method able to improve the students' vocabulary of the eight grade of SMP Negeri 2 Mattiro bulu.

AREPARE

Keywords: Principled Eclecticism, Vocabulary.

# LIST OF CONTENTS

COVER	i
PAGE OF TITLE	ii
SUBMISSION PAGE	iii
ENDORSMENT OF CONSULTANT COMMISIONS	iv
APPROVED OF CONSULTANT COMMISSIONS	v
ENDORSMENT EXAMINER COMMISSIONS	vi
ACKNOWLEDGEMENT	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	viii
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABLES .	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Problem Statement	3
1.3 The Objective of the Research	4
1.4 Significance of the research	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Previous Research Findings	5
2.2 Some Pertinent Ideas	6
2.4 The Conceptual Framework	16
CHAPTER III METHODOLOGY OF THE RESEARCH	
3.1 Research Design	19
3.2 Population and sample.	19

Ш	
2	
1	
<b>.</b>	
2	
5	
1	
벁	
5	
12	
വ	
2	
<u> </u>	
5	
2	
- 25	
ហ	
Ħ	
Ц	
0	
111	
F	
$\leq$	
S	
Ц	
0	
5	
8	
2	
2	
8	
н	
1	
7	
\$	
Ĕ	
5	
Ē	
σ	

	3.3	Loct	ion and o	duration of the	e research	•••••		20
	3.4 Instrument of the Research			21				
	3.5	Proce	edure of	Collecting Dat	ta			21
	3.6	Tech	nnique of	Data Analysi	s			24
CHAPT	ER IV	FINI	DINGS A	AND DISCUS	SION			
	4.1	Find	ings					28
	4.2	Disc	ussion					35
CHAPT	ER V (	CON	CLUSIO	N AND SUG	GESTION			
	5.1	Cond	clusion	X				39
	5.2	Sugg	gestion					39
BIBLIO	GRAP	HY						47
APPEN	DICES							49
			P	ARE	PAR	E		
				Y				

# LIST OF TABLES

Table Num	ber	Name of Tables		
3.1		Population Data of Eighth Grade Students of SMPN 2 Mattiro bulu		
3.2		Classification Students' Score		
4.1		Student's Pre-test Score		
4.2		The Rate Percentage of Frequency Pre-test Score		
4.3		Student's Post-test Score		
4.4		The Rate Percentage of Frequency Post-test Score		
4.5		The Mean Score and Standard Deviation of Pre-test and Post- test		
4.6		The Rate Percentage of the Frequency Pre-test and Post-test		
4.7		The Worksheet of Calculation Score of Pre-test and Post-test		
4.8		The Test of Significant		
		PAREPARE		

# LIST OF APPENDICES

Number	The Title of Appendices	
1	Instrument of the Pre-test	
2	Insturement of post-test	
3	The result Pretest	
4	The result of post-test	
5	Distribution of T-table	
6	Lesson plan	
7	The Documentation	
8	Curriculum Vitae	
	PAREPARE	

# CHAPTER I INTRODUCTION

### 1.1 Background

Human being's language is based on the vocabulary, which consists of three basic language units. Namely pronunciation, vocabulary, and grammar. As one of the famous english applied linguiss said "out grammar very little can be conveyed, without vocabulary nothing can be conveyed,<sup>1</sup> of the elements in teaching english at the elementary school. Therefore, to a great extend, student ability of listening, speaking, reading, writing and translating all influenced by the vocabulary. To mastering other competence, students vocabulary is support for four skills and grammar also. When we heard something in engish with collection of vocabulary, it's easily to understand and got the meaning what we heard.

Engish vocabulary is the most important element in learning well a foreign language as one of three basic part (phonetics, vocabulary and grammar). Vocabulary is language center and its is important for language lerning. Without vocabulary enough, students can be expressed their idea both verbally and in writing. Having a limted vocabulary is also obstacle for students in learning foreign language. When they cannot improve their voabulary, they gradually eliminate interest in learning. vocabulary is very essential for susceed to comprehend the language well, speak better, or compose a good writing it is expected that earner have to increase their vocabulary by arround 1000 words a year.<sup>2</sup>

<sup>&</sup>lt;sup>1</sup>Ambarwati . "*Improving Student's vocabulary mastery by using what's missing technique*" (Unpublished Thesis Universitas Muhammadiyah Surakarta, 2012), p. 1

<sup>&</sup>lt;sup>2</sup> Nation, P.A (2004) *Teaching and Learning Vocabuary*, New York:Newbury House

In reality, according one of students at SMPN 2 Mattirobulu says that to

study english, is very difficult from her. There are several reasons, firstly, their teacher is very bored so, its makes the students sleepy and didn't spirit to study . because of the lack of the teacher proficiency to improve or create their method and media learner. The teacher just used traditional method and the last is the lack of mastery vocabulary.

Based on those problems and the class condition above, the researcher intends to help the English teacher by introducing principled eclecticsm method. this method is combination of several method and aproaches to teach english. This method very suitable to aplied according to the problem above, the eclectic method is combination of different teaching and learning methods and approaches. This method is an effective method for students at all ages and levels. Learning is fun and innovative because of the unique structure of the process.

Based on the explanation above, the researcher is interested to conduct a research about "Improving students' Vocabulary mastery by using Principled eclecticsm Method at the eight grade of SMPN Negeri 2 Mattiro bulu Kab. Pinrang ".

# 1.2 Problem Statement PAREPARE

Based on the background of the study stated above. The research would like the formulate the research question as follow:

"Is principled eclecticsm able to improve students vocablary mastery at the eight grade of SMP Negeri 2 Mattiro bulu Kab. Pinrang"

### 1.3 Objectives of the research

Based on the problem statement of the research above, the objective of this research is to find out the improve students' vocabulary mastery by using principled eclecticsm method

### 1.4 Significance of the research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

- 1.4.1 For the researcher, to add more knowledge about discourse study especially about this research.
- 1.4.2 For students, it helped students to increase vocablary mastery and their interest to be more active in teaching learning process.
- 1.4.3 For the teacher, the result of the study can be used as an alternative teaching technique to improve students' vocabulary mastery.
- 1.4.4 For the next researcher, the result of this research can be used as previous research in his/her research.
- 1.4.5 English department, the result of this research study will be an input of English materials. **REPARE**

# CHAPTER III METHOD OF THE RESEARCH

### 3.1 Research Design

In this research, the method is applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

E= O1 X O2Where: E= ExperimentalO1= pre-testX= treatmentO2= post-test<sup>1</sup>3.2 Population and sample

A Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.<sup>2</sup>

3.2.1 Population

The population of this research was the eighth year of students of smp negeri 2 Mattiro bulu in akademic year 2018/2019

PAREPARE

<sup>&</sup>lt;sup>1</sup> Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung:Alfabeta, 2010,p.110-111.

<sup>&</sup>lt;sup>2</sup> Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

Table	3.1
-------	-----

No	Class	Number of student
1	VIII.1	26
2	VIII.2	21
3	VIII.3	26
4	VIII.4	25
	The total students	98 students

Source: Junior High school 2 Mattirobulu Pinrang 2019

3.2.2 Sample

The sample was taken by purposive sampling. Students as the sample of this research was the class VIII.2 which is consisted of 21 students as the sample in this research.

Table 3.	2			
No	Class	Se. Male	x Female	_ Total
1	II.2	13	8	21

Source: Junior High school 2 Mattirobulu Pinrang 2019

3.3 Location and duration of the research

Location of the research took place in SMP Negeri 2 Mattiro Bulu. Location of this school on jalan jampue at padakkalawa village. District of Pinrang Sub Province of South Sulawesi.

The duration of the research is about  $\pm 1$  months the writer need to observe the environtment, and the students that as the object of the research

### 3.4 The instrument and procedure of collecting data

### 3.4.1 The instrument

In this research, the researcher has been applied two instument to collect data. They are :

3.4.1.1 Test

In this research, the researcher was using vocabulary test as instrument. The test applies for pre-test and the post-test. The pre-test was to know the students vocabulary matery before the treatment while the post-test was aim to find out whether the students the student vocabulary develop after the treatment.

3.4.1.2 Observation

Observation had many always to do it such as interview and record. In this observation, the researcher observed students of implementing principled eclecticsm. the researcher combined two method, namely audiolingual method and direct method to increase students' vocabulary mastery at the eight grade of SMP Negeri 2 Mattiro bulu.

### 3.4.2 **Procedure of Collecting Data**

The researcher conducted testing in collecting data, pre-test and post-test. Showed the students' vocabular mastery after pressenting the maerial by principed eclecticsm method.

3.4.2.1 Pre test

Before the resercher give the treatment. The researcher gave the students pre-test the first activity. It ams to find out vocabulary mastery of the students. The vocabulary consist 23 items and the test is given for 60 minutes..

3.4.2.2 Post-test

After the treatment the researcher carried out a post-test. It is intendeed to know is the treatment success or not. The post-test has asame procedure with the pre-test.

### 3.4.3 Treatment

After giving the pre-test, the researcher used principled eclecticsm, namely is combine of direct method and audiolingual method in teaching to treat the sample in pre-experiental class. The treatment will be done in 6 times activity and each meeting run for 90 mintes.. the teaching proves inclued gave greeting and motivation to students, the explanation about the materials.

Every meeting used the same procedure, the steps as follow :

- 3.4.3.1. The first meeting
  - a. The researcher gave greeting.
  - b. The researcher gave motivation the students before teaching material
  - c. The researcher introduced principled eclecticsm, Audiolingual and direct method method and also technique of direct method and audiolingual method.
  - d. The researcher gave material.
  - e. The researcher played a the audio about conversation
  - f. Together all the students followed what the native speaker said.
  - g. Then half of the students repeated again what the native speaker says.
  - h. And then one by one the students repeated what the native speaker says.
  - i. The researcher explain the meaning of dialog.
  - j. The researcher showed some picture related the conversation and asking "what is that"?

- k. The student must be answer with english language.
- 1. The student answer one by one
- m. The researcher close the class.
- 3.4.3.2. The second meeting
  - a. The researcher gave greeting.
  - b. The researcher continue the material.
  - c. The researcher divides students in pairs
  - d. Evey couple perform in the class
  - e. The students answer by using english language.
  - f. The researcher close the class.
- 3.4.3.3. The third meeting
  - a. The researcher gave greeting..
  - b. The researcher gave the material.
  - c. The researcher showed a picture
  - d. The researcher explain about the picture.
  - e. The researber gave vocabulary about the picture.
  - f. The researcher mention vocabulary loudly.
  - g. The students repeated after the researcher
  - h. The students memories the vocabularies.
  - i. The researcher asking one by one.
  - j. the researcher closed the class.
- 3.4.3.4. The fourth meeting
  - a. The researcher gave greeting and motivating the students.
  - b. The researcher introduced the material.

- c. The researcher played the audio and the students pronounced it after hearing vocabulay.
- d. The researcher distributed vocabularies list to the students.
- e. The researcher asking the students by using english language.
- f. The students answer the questions.
- g. The researcher gave fiil in the blank exercise.
- h. The students answer the question.
- i. The teacher corrected the students' vocabularies
- j. The researcher closed the class.
- 3.4.3.5. The fifth meeting
  - a. The researcher gave greeting.
  - b. The researcher gave lesson about conversation practice.
  - c. The researcher showed conversation picture about the material
  - d. The researcher read the dialog loudly and students repeated.
  - e. some students to repeated and the researcher asking the students the meaning of the dialog and some of the words.
  - f. The researcher gave conversation task to students
  - g. The researcher asked to the students perform in front of the class every couple..
  - h. The researcher closed the class.
- 3.4.3.6. The sixth meeting
  - a. The researcher gave greeting and students memorize vocabulary
  - b. The researcher continue the lesson.
  - c. The researcher gave motivaton the students to study hard review the subject from the first meeting and the last meeting.

- d. The researcher asked the students' opinion about learning by using principled eclecticsm.
- e. The researcher closed the class

### 3.5 Technique of data analysis

The data will be collected through the test that has been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow :

3.5.1 Scoring the Students'Answer<sup>1</sup>



n : Number of students

3.5.2 Classifying the Score Five levels classification is as follow :

# Table 3.2 Classification Students'score<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> Igak Wardanhi &Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta : Universitas Terbuka 2008).p.325





<sup>2</sup> Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009),p.254.

<sup>33</sup> Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : penilaian perkembangan ank didik (Jakarta: Deodiknas, 2005),p.2

<sup>4</sup> Gay, Educational Research Competencies for Analisys and Applications, p.225-298

Where :

$\overline{X}$	= Mean score
$\sum x$	= The sum of the all score
Ν	= Total number of sample

3.5.5 Finding out the Standard Deviation by using the following formula :



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

Where :



# CHAPTER III

### **METHOD OF THE RESEARCH**

### 3.6 Research Design

In this research, the method is applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

 $E= O1 \times O2$ Where: E= Experimental O1= pre-test X= treatment  $O2= \text{ post-test}^{5}$ 

### 3.7 Population and sample

A Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.<sup>6</sup>

3.7.1 Population

The population of this research was the eighth year of students of smp negeri 2 Mattiro bulu in akademic year 2018/2019

PAREPARE

<sup>&</sup>lt;sup>5</sup> Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung:Alfabeta, 2010,p.110-111.

<sup>&</sup>lt;sup>6</sup> Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.



No	Class	Number of student
1	VIII.1	26
2	VIII.2	21
3	VIII.3	26
4	VIII.4	25
	The total students	98 students

Source: Junior High school 2 Mattirobulu Pinrang 2019

3.7.2 Sample

The sample was taken by purposive sampling. Students as the sample of this research was the class VIII.2 which is consisted of 21 students as the sample in this research.



3.8 Location and duration of the research

Location of the research took place in SMP Negeri 2 Mattiro Bulu. Location of this school on jalan jampue at padakkalawa village. District of Pinrang Sub Province of South Sulawesi.

The duration of the research is about  $\pm 1$  months the writer need to observe the environtment, and the students that as the object of the research

### 3.9 The instrument and procedure of collecting data

3.9.1 The instrument

In this research, the researcher has been applied two instument to collect data. They are :

3.9.1.1 Test

In this research, the researcher was using vocabulary test as instrument. The test applies for pre-test and the post-test. The pre-test was to know the students vocabulary matery before the treatment while the post-test was aim to find out whether the students the student vocabulary develop after the treatment.

3.9.1.2 Observation

Observation had many always to do it such as interview and record. In this observation, the researcher observed students of implementing principled eclecticsm. the researcher combined two method, namely audiolingual method and direct method to increase students' vocabulary mastery at the eight grade of SMP Negeri 2 Mattiro bulu.

### 3.9.2 **Procedure of Collecting Data**

The researcher conducted testing in collecting data, pre-test and post-test. Showed the students' vocabular mastery after pressenting the maerial by principed eclecticsm method.

3.9.2.1 Pre test

Before the resercher give the treatment. The researcher gave the students pre-test the first activity. It ams to find out vocabulary mastery of the students. The vocabulary consist 23 items and the test is given for 60 minutes..

REPAR

3.9.2.2 Post-test

After the treatment the researcher carried out a post-test. It is intendeed to know is the treatment success or not. The post-test has asame procedure with the pre-test.

### 3.9.3 Treatment

After giving the pre-test, the researcher used principled eclecticsm, namely is combine of direct method and audiolingual method in teaching to treat the sample in pre-experiental class. The treatment will be done in 6 times activity and each meeting run for 90 mintes.. the teaching proves inclued gave greeting and motivation to students, the explanation about the materials.

Every meeting used the same procedure, the steps as follow :

### 3.4.3.7. The first meeting

- n. The researcher gave greeting.
- o. The researcher gave motivation the students before teaching material
- p. The researcher introduced principled eclecticsm, Audiolingual and direct method method and also technique of direct method and audiolingual method.
- q. The researcher gave material.
- r. The researcher played a the audio about conversation
- s. Together all the students followed what the native speaker said.
- t. Then half of the students repeated again what the native speaker says.
- u. And then one by one the students repeated what the native speaker says.
- v. The researcher explain the meaning of dialog.
- w. The researcher showed some picture related the conversation and asking "what is that"?
- x. The student must be answer with english language.
- y. The student answer one by one
- z. The researcher close the class.

### 3.4.3.8. The second meeting

- g. The researcher gave greeting.
- h. The researcher continue the material.
- i. The researcher divides students in pairs
- j. Evey couple perform in the class
- k. The students answer by using english language.
- 1. The researcher close the class.

### 3.4.3.9. The third meeting

- k. The researcher gave greeting..
- 1. The researcher gave the material.
- m. The researcher showed a picture
- n. The researcher explain about the picture.
- o. The researber gave vocabulary about the picture.
- p. The researcher mention vocabulary loudly.
- q. The students repeated after the researcher
- r. The students memories the vocabularies.
- s. The researcher asking one by one.
- t. the researcher closed the class.

### 3.4.3.10. The fourth meeting

- k. The researcher gave greeting and motivating the students.
- 1. The researcher introduced the material.
- m. The researcher played the audio and the students pronounced it after hearing vocabulay.
- n. The researcher distributed vocabularies list to the students.
- o. The researcher asking the students by using english language.

- p. The students answer the questions.
- q. The researcher gave fiil in the blank exercise.
- r. The students answer the question.
- s. The teacher corrected the students' vocabularies
- t. The researcher closed the class.

### 3.4.3.11. The fifth meeting

- i. The researcher gave greeting.
- j. The researcher gave lesson about conversation practice.
- k. The researcher showed conversation picture about the material
- 1. The researcher read the dialog loudly and students repeated.
- m. some students to repeated and the researcher asking the students the meaning of the dialog and some of the words.
- n. The researcher gave conversation task to students
- o. The researcher asked to the students perform in front of the class every couple..
- p. The researcher closed the class.
- 3.4.3.12. The sixth meeting
  - f. The researcher gave greeting and students memorize vocabulary
  - g. The researcher continue the lesson.
  - h. The researcher gave motivaton the students to study hard review the subject from the first meeting and the last meeting.
  - i. The researcher asked the students' opinion about learning by using principled eclecticsm.
  - j. The researcher closed the class

### 3.10 Technique of data analysis

The data will be collected through the test that has been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow :





NO	Classification	Score
. 1	Very Good	80-100

<sup>&</sup>lt;sup>1</sup> Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta : Universitas Terbuka 2008).p.325

<sup>&</sup>lt;sup>2</sup> Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009),p.254.

ш	J.
- 64	7
- 14	
d	۳.
- 6	1
- 55	τ.
. Ц.	J.
- 01	1
- 22	2
-9	ι.
- 0	_
11	I.
-22	1
15	
	٩.
177	۴.
15	
- 1-	6
- L.	i.
- 12	
-0	1
- 7	P.
. 5	1
	•
1	ĥ,
- U	,
Ē	ŧ.
- 52	
-	
d	۳.
	٦.
1.1	٢.
-0	3
Ē	÷.
_	
- 64	
7	ŝ
Ö	5
Ö	5
С Ц	5
Ц Ц	5
ЦП О	5
ATF OF	5
TATE OF	
NTATE OF	
- 15	
- 15	
- 15	
- 15	
Г Ц	
Г Ц	
N HON	
N HON	5
N HON	5
P IO VOD	5
PAPY OF C	
P IO VOD	5
PAPY OF C	
I I TRPARY OF ST	
ALLITREAPY OF ST	
PALITRPARY OF ST	
ALLI TRPARY OF ST	
PALITRPARY OF ST	
PALITRPARY OF ST	
NTPAL LIRPARY OF ST	
PALITRPARY OF ST	

2	Good	66-79
. 3	Fair	56-65
. 4	Poor	40-55
5	Very poor	≤ 39

(Dirjen Pendidikan Dasar dan Menengah,2005:2)<sup>3</sup>

3.10.3 Calculating the Frequency and Percentage of the students :<sup>4</sup>



<sup>&</sup>lt;sup>33</sup> Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : penilaian perkembangan ank didik (Jakarta: Deodiknas, 2005),p.2

<sup>&</sup>lt;sup>4</sup> Gay, Educational Research Competencies for Analisys and Applications, p.225-298

### 3.10.5 Finding out the Standard Deviation by using the following formula :



3.10.6 Finding the Significant difference between the mean score pre-test and posttest by calculating the value of the test using the following formula :


# **CHAPTER III METHOD OF THE RESEARCH**

#### 3.11 Research Design

In this research, the method is applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

E = O1 X O2Where: E= Experimental 01= pre-test X=treatment  $O2 = post-test^1$ 

#### 3.12 Population and sample

A Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.<sup>2</sup>

3.12.1 Population

The population of this research was the eighth year of students of smp negeri 2 Mattiro bulu in akademic year 2018/2019

PAREPARE



<sup>&</sup>lt;sup>2</sup> Syofian Siregar, Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS (Penerbit: Kencana Prenamedia Group, 2013), p. 30.



Source: Junior High school 2 Mattirobulu Pinrang 2019

3.12.2 Sample

The sample was taken by purposive sampling. Students as the sample of this research was the class VIII.2 which is consisted of 21 students as the sample in this research.



Source: Junior High school 2 Mattirobulu Pinrang 2019

# 3.13 Location and duration of the research

Location of the research took place in SMP Negeri 2 Mattiro Bulu. Location of this school on jalan jampue at padakkalawa village. District of Pinrang Sub Province of South Sulawesi.

The duration of the research is about  $\pm 1$  months the writer need to observe the environtment, and the students that as the object of the research

## 3.14 The instrument and procedure of collecting data

3.14.1 The instrument

24

In this research, the researcher has been applied two instument to collect data. They are :

#### 3.14.1.1 Test

In this research, the researcher was using vocabulary test as instrument. The test applies for pre-test and the post-test. The pre-test was to know the students vocabulary matery before the treatment while the post-test was aim to find out whether the students the student vocabulary develop after the treatment.

3.14.1.2 Observation

Observation had many always to do it such as interview and record. In this observation, the researcher observed students of implementing principled eclecticsm. the researcher combined two method, namely audiolingual method and direct method to increase students' vocabulary mastery at the eight grade of SMP Negeri 2 Mattiro bulu.

#### 3.14.2 **Procedure of Collecting Data**

The researcher conducted testing in collecting data, pre-test and post-test. Showed the students' vocabular mastery after pressenting the maerial by principed eclecticsm method.

3.14.2.1 Pre test

Before the resercher give the treatment. The researcher gave the students pre-test the first activity. It ams to find out vocabulary mastery of the students. The vocabulary consist 23 items and the test is given for 60 minutes..

REPAR

#### 3.14.2.2 Post-test

After the treatment the researcher carried out a post-test. It is intendeed to know is the treatment success or not. The post-test has asame procedure with the pre-test.

#### 3.14.3 Treatment

After giving the pre-test, the researcher used principled eclecticsm, namely is combine of direct method and audiolingual method in teaching to treat the sample in pre-experiental class. The treatment will be done in 6 times activity and each meeting run for 90 mintes.. the teaching proves inclued gave greeting and motivation to students, the explanation about the materials.

Every meeting used the same procedure, the steps as follow :

#### 3.4.3.13. The first meeting

- aa. The researcher gave greeting.
- bb. The researcher gave motivation the students before teaching material
- cc. The researcher introduced principled eclecticsm, Audiolingual and direct method method and also technique of direct method and audiolingual method.
- dd. The researcher gave material.
- ee. The researcher played a the audio about conversation
- ff. Together all the students followed what the native speaker said.
- gg. Then half of the students repeated again what the native speaker says.
- hh. And then one by one the students repeated what the native speaker says.
- ii. The researcher explain the meaning of dialog.
- jj. The researcher showed some picture related the conversation and asking "what is that"?
- kk. The student must be answer with english language.
- ll. The student answer one by one
- mm. The researcher close the class.

#### 3.4.3.14. The second meeting

- m. The researcher gave greeting.
- n. The researcher continue the material.
- o. The researcher divides students in pairs
- p. Evey couple perform in the class
- q. The students answer by using english language.
- r. The researcher close the class.

#### 3.4.3.15. The third meeting

- u. The researcher gave greeting..
- v. The researcher gave the material.
- w. The researcher showed a picture
- x. The researcher explain about the picture.
- y. The researber gave vocabulary about the picture.
- z. The researcher mention vocabulary loudly.
- aa. The students repeated after the researcher
- bb. The students memories the vocabularies.
- cc. The researcher asking one by one.
- dd. the researcher closed the class.
- 3.4.3.16. The fourth meeting
  - u. The researcher gave greeting and motivating the students.
  - v. The researcher introduced the material.
  - w. The researcher played the audio and the students pronounced it after hearing vocabulay.
  - x. The researcher distributed vocabularies list to the students.
  - y. The researcher asking the students by using english language.

- z. The students answer the questions.
- aa. The researcher gave fiil in the blank exercise.
- bb. The students answer the question.
- cc. The teacher corrected the students' vocabularies
- dd. The researcher closed the class.
- 3.4.3.17. The fifth meeting
  - q. The researcher gave greeting.
  - r. The researcher gave lesson about conversation practice.
  - s. The researcher showed conversation picture about the material
  - t. The researcher read the dialog loudly and students repeated.
  - u. some students to repeated and the researcher asking the students the meaning of the dialog and some of the words.
  - v. The researcher gave conversation task to students
  - w. The researcher asked to the students perform in front of the class every couple..
  - x. The researcher closed the class.
- 3.4.3.18. The sixth meeting
  - k. The researcher gave greeting and students memorize vocabulary
  - 1. The researcher continue the lesson.
  - m. The researcher gave motivaton the students to study hard review the subject from the first meeting and the last meeting.
  - n. The researcher asked the students' opinion about learning by using principled eclecticsm.
  - o. The researcher closed the class

#### 3.15 Technique of data analysis

The data will be collected through the test that has been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow :





# Table 3.2 Classification Students'score<sup>18</sup>

NO	Classification	Score
. 1	Very Good	80-100

<sup>&</sup>lt;sup>17</sup> Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta : Universitas Terbuka 2008).p.325

<sup>&</sup>lt;sup>18</sup> Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009),p.254.

2	Good	66-79
3	Fair	56-65
. 4	Poor	40-55
5	Very poor	≤ 39

(Dirjen Pendidikan Dasar dan Menengah,2005:2)<sup>19</sup>

3.15.3 Calculating the Frequency and Percentage of the students :<sup>20</sup>



<sup>&</sup>lt;sup>1919</sup> Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : penilaian perkembangan ank didik (Jakarta: Deodiknas, 2005),p.2

<sup>&</sup>lt;sup>20</sup> Gay, Educational Research Competencies for Analisys and Applications, p.225-298

3.15.5 Finding out the Standard Deviation by using the following formula :



# CHAPTER IV FINDING AND DISCUSSION

This capter consists of to sections. The first section deals with finding of this research and the second secton dealls with the discussion of this research.

4.1 Finding

The finding of this research consists of the description of the result of data analysis that discussed in the sections hereunder. As explined in collection of data vocabulary that was administered twice in pre-test and post-test. The pre-test was given before treatment, hich aim to check the students' knon and unknown words and the post-test was given after treatment to check the students' achievement and questionare slated to get data objectives' of respondent about interesting the students of English Language learning (vocabulary) by using Pricipled eclecticism method.

1. The Result Of The Students' Pre-Test was Tabulated As Follows:

NoStudentsScoreClassification1Agus salim62fair2.Asmaul husna62fair3.Cahyadi62fair	•	
2.   Asmaul husna   62   fair	ication	
PAREPARE	ir	
3. Cahyadi 62 fair	ir	
	ir	
4.Diky kurniawan70good	od	
5.Edy58fair	fair	
6.Elvi yulianda sari66good	od	
7.Fadila41poor	or	
8.Ferdy ardiansyah41poor	or	
9.Haikal41poor	or	
10.Hasnawiah54poor	or	

Table 4.1 The Students' Score on Pre-Test

11.	Ifank	41	poor
12.	M. Tasbih al-faraby	70	good
13.	M. fadlih mansyur	66	good
14.	M. Gaffar	45	poor
15.	M. Rifky	54	poor
16	Nia ramadani	75	good
17	Nur fauziah	79	good
18	Nur halisah	66	good
19	Ririn agreani	75	good
20	Sitti sartiani	66	good
21	Samsuryadi	62	fair

The rate percentage was acquired by the students in pre-test vocabulary mastery. It has been mentioned in the previous chapter that after tabulation and analyzing the score percentage. The score was classified into five levels as follow:

				0	-	
No	Classification Sco		Score	Frequency	Perce	entage%
1	Ve	ry good	80-100	0		0
2	(	Good	66-79		4	2,8%
3		Fair	56-65	5	2	3,8%
4		Poor	40-55	- 7	3	3,3%
5	5 Very poor $\leq 39$			0		0
		Total		21	1	00%

#### Table 4.2 The frequency and percentage of the result pre-test

(Source: result of research)

The table shows that, there is no students got the score "very good",9 or 42,8 % students got the score "good", 5 or 23,8 % students got the score "fair", 7 or 33,3% students got the score "Poor", and none students got the score "Very poor".

Based on the table above, it showed that the rate percentage of the students' score achievement vocabulary in post-test is not good, because there is no one students got very good, even tough there ar no students that had got very poor and mostly of them got good but in reality some of them were cheat when the pre test conducte that is why their value ae is mostly good.

NoStudentsScoreClassification1.Agus salim70Good2.Asmaul husna70Good3.Cahyadi79Good4.Diky kurniawan87Very good5.Edy66Good6.Elvi yulianda sari83Very good7.Fadila79Good8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good							
2.Asmaul husna70Good3.Cahyadi79Good4.Diky kurniawan87Very good5.Edy66Good6.Elvi yulianda sari83Very good7.Fadila79Good8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	No	Students	Score	Classifcation			
3.Cahyadi79Good4.Diky kurniawan87Very good5.Edy66Good6.Elvi yulianda sari83Very good7.Fadila79Good8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	1.	Ag <mark>us salim</mark>	70	Good			
4.Diky kurniawan87Very good5.Edy66Good6.Elvi yulianda sari83Very good7.Fadila79Good8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	2.	Asmaul husna	70	Good			
5.Edy66Good6.Elvi yulianda sari83Very good7.Fadila79Good8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	3.	Cahyadi	79	Good			
6.Elvi yulianda sari83Very good7.Fadila79Good8.Ferdy ardiansyah62Fair9.HaikalFerdy ardiansyah62Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	4.	Diky kurniawan	87	Very good			
7.Fadila79Good8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	5.	Edy	66	Good			
8.Ferdy ardiansyah62Fair9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	6.	Elvi yulianda sari	83	Very good			
9.Haikal70Good10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	7.	Fadila	79	Good			
10.Hasnawiah75Good11.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	8.	Ferdy ardiansyah	62	Fair			
I1.Ifank66Good12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	9.	Haikal A R E	P A R <sup>70</sup>	Good			
12.M. Tasbih al-faraby83Very good13.M. fadlih mansyur87Very good14.M. Gaffar70Good	10.	Hasnawiah	75	Good			
13.M. fadlih mansyur87Very good14.M. Gaffar70Good	11.	Ifank	66	Good			
14.M. Gaffar70Good	12.	M. Tasbih al-faraby	83	Very good			
	13.	M. fadlih mansyur	87	Very good			
	14.	M. Gaffar	70	Good			
15.M. Rifky79Good	15.	M. Rifky	79	Good			
16Nia ramadani95Very good	16	Nia ramadani	95	Very good			
17 Nur fauziah 91 Very good	17	Nur fauziah	91	Very good			

18	Nur halisah	87	Very good
19	Ririn agreani	87	Very good
20	Sitti sartiani	70	Good
21	Samsuryadi	62	Fair

Table 4.4 The frequency and percentage of the result post-test

No	Classification	Score	Frequency	Percentage%
1	Very good	80-100	8	38%
2	Good	66-79	11	52,3%
3	Fair	56-65	2	23,8%
4	Poor	40-55	0	0
5	Very poor	≤39	0	0
	Total		21	100%

(Source: result of research)

The table shows that, there where 8 or 38% students got thee score "Very good", 11 or 52,3% students got the score "good", 2 or 23,8% and none students got the score "Poor and Very poor".

According to data between the table 4.2 and 4.4, it cn be seen that before giving tratment about materils of vocabulary to improve vocabulary of the students is limited. Some of them got poor classifications score but when the researcher gave treatment to the students and gve post-test. None of them got poor classifications. It means that the students' vocabulary mastery was increased.

2. The mean score of the pretest and post-test was tabulated as follows:

1) 
$$\overline{X1} = \frac{\sum X1}{n} = 59,8$$
  
2)  $\overline{X2} = \frac{\sum X2}{n} = 77$ 

Table 4.5 The mean score pre-tst and post-test

Test	Mean score	classifications	
Pre-test	59,8	Fair	
Post-test	77	Good	

From the result data above shows that the mean score obtained as very different. The result of post-test 8 while the mean score of pre-test. It's the proved by the mean score of pre-test 59,8. It means that after gave treatment by using principled eclecticism method. The sudents score obtained increased and the classifications was very different. It proved that the classifications of pre-test is fair than classifications of post-test is good.

3. The work sheet of the calculatin of the score on pre-test and post-test on the students' vocabulary mastery.

No	$\mathbf{X}_1$	$\mathbf{X}_2$	$(\mathbf{X}_1)^2$	$(\mathbf{X}_2)^2$	$D(X_2 - X_1)$	$\mathbf{D}(\mathbf{X}_2 - \mathbf{X}_1)^2$
1	62	70	3,84	4,90	8	64
2	62	70	3,84	4,90	8	64
3	62	79	3,84	6,24	17	289
4	70	87	4,90	7,56	17	289
5	58	66	3,364	4,35	8	64
6	66	83	4,35	6,88	17	289
7	41	79	1,68	6,24	38	1,44
8	41	62	1,68	3,84	21	441
9	41	70	1,68	1,68	29	841
10	54	75	2,91	2,91	21	441
11	41	66	1,68	1,68	25	625
12	70	83	4,90	3,84	13	165
13	66	87	4,35	4,35	21	441
14	45	70	2,025	3,84	25	625

Table 4.6 The Work Sheet Of The Calculation Score Of Pre-Test And Post-Test

15	54	79	2,91	2,91	25	625
16	75	95	2,91	5,62	20	400
17	79	91	6,24	6,24	12	144
18	66	87	7,56	4,35	21	441
19	75	87	7,56	5,62	12	144
20	66	70	4,90	4,35	4	16
21	62	62	3,84	3,84	0	0
Total	1,256	1,618	76,055	84.52	421	6,409

1) The sta<del>pdard devi</del>ation of the students' post-test was tabulated s follows :



10) Thus, the SD of the pre-test is 0,24

11)

Table 4.7 Standar deviation

No	Test	Standar deviation
1	Pre-test	0,24
2	Post-test	0,88

(Source: result of research)

The table above showed that standars deviation of the students on pre-test was 0,24 and standard deviation of post-test was 0,88.

5. T-test value

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

Table 4.6 The Worksheet Of The Calculation Of The Score On Pre-Test AndPost-Test On The Students' Writing Ability In Writing Paragraph.

No	$\mathbf{X}_1$	<b>X</b> <sub>2</sub>	$(X_1)^2$	$(\mathbf{X}_2)^2$	$\mathbf{D}(\mathbf{X}_2 - \mathbf{X}_1)$	$\mathbf{D}(\mathbf{X}_2 \mathbf{-} \mathbf{X}_1)^2$
1	62	70	3,84	4,90	8	64
2	62	70	3,84	4,90	8	64
3	62	79	3,84	6,24	17	289
4	70	87	4,90	7,56	17	289
5	58	66	-3,364	4,35	8	64
6	66	83	4,35	6,88	17	289
7	41	79	1,68	6,24	38	1,44
8	41	62	1,68	3,84	21	441
9	41	70	1,68	1,68	29	841
10	54	75	2,91	2,91	21	441
11	41	66	1,68	1,68	25	625
12	70	83	4,90	3,84	13	165
13	66	87	4,35	4,35	21	441
14	45	70	2,025	3,84	25	625
15	54	79	2,91	2,91	25	625
16	75	95	2,91	5,62	20	400

17	79	91	6,24	6,24	12	144
18	66	87	7,56	4,35	21	441
19	75	87	7,56	5,62	12	144
20	66	70	4,90	4,35	4	16
21	62	62	3,84	3,84	0	0
Total	1,256	1,618	76,055	84.52	421	6,409

In the other to see the students' score, the following is t-test was statistically applied:



To find out degree of freedom (df) the researcher used :

Df = N - 1Df = 21 - 1Df = 20

40

After obtaining the degree of freedom, the t-table at the degree of freedom 20 in significat degrees of 0,05 (5%), the table is .. 1,725.the following table showed that.

Table	4.7
-------	-----

Variable	T-test value	T-table value
Pre-test and post-test	28.58	1,725

(Source: result of research)

4.2 Discussion

4.2.1 The improvement of students' Vocabulary mastery by using Principled eclecticism method.

Based on the finding in the previous section showed that the students's vocabulary mastery has developed, student's score after giving treatment was higher than beore giving treatment.

As explained in dta collection a vocabulary test was administered twice in retest and post-tst. Brown said that test is a method of measuring a persons' ability,knowledge, or performance in a given domain. The pre-test was given before treatment, which aim to check the students' known and unknown words and the psttest was given after treatment to check the students's known and unknown words and the post-test was given after treatment to check the students's known and unknown words and the post-test was given after treatment to check the student's achievement on English language learning (vocabulary) by using Principle eclecticism Method.

By looking at the test finding, from the data provided in classification table base on the vocabulary, clearly to see that there where no one students who got very good,fourty-two (42,8)% students got good score, twenty three (23,8) % students got fair score,( 33,3) % students got poor score and no one students got very poor score. From the result, the researcher concluded that the students' vocabulary mastery from y poor up to fair and very good classification.

In addition, the mean score of pre-test was and mean score of post-test was. A conclusion. The mean score of post-test (77) was greater than pre-test (59,8). Even, for the level significant (p) 5% and df 20, and the value of table is 0,725

There are 2 method that used of the researcher and there are several ways of the researcher to increase students' vocabulary mastery not only implementing techniques of teaching vocabulary. So, the students can increase their vocabulary masery because the students listening vocabulary or dialog and then the researcher asking the students directly by using english language. It can be helped the students cause the researcher using media and these effective, innovative and creative and easier to memorize the vocabulary.

The researcher used principled eclecticism method to make students unbored in the classroom and more actively, this method is also modern method because it is combination several method that what the students need and what the tacher need. 4.2.2 To find out how to implementation of Principled ecleticism method to improve students' Vocabulary.

There were six meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know the students' ability in vocabulary before getting the treatment. The steps of this test was the teacher introduced the researcher before he leaved the class. the researcher started to introduced her self and gave information about her aim with the students and motivated students about the importance of English for students before giving the material made the students interest to do next instruction of the researcher. The researcher explains little about the material. After the researcher gave work of pre-

test about vocabulary. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case the researcher checked the students' work at home.

After that the researcher gave explanation and then gave students a chance to ask the researcher if they did not understand about how to do instrument there were some students asked about instrument, and the researcher an explained once the test more and after the students understood, the researcher asked the students to aswer the question. The researcher began to guide the students to understand the process of principleld eclecticism method.

The first meeting, the researcher introduced principled clecticism method, namely audioligual and direct method. After that the researcher played the audio about conversation and the sudents repeated what the native speaker said. And then the researcher explain the meaning of dialog and showed a picture and asking the students.

The second meeting the researcher explain the material and asking the students one by one. After that the researcher gave vocabularies list to students to memorized.

The third meeting the researcher showed some picture and asking "what it is" and explain about the picture. After that the resercher given vocabularies related the picture and asking one by one to be tested.

The four meeting the researcher read a dialog loudly and the students repeted what the researcher said. After the researcher read the dialog many times andthe students repated it, the researcher showed some picture and the students must be answer what is the picture to be tested. The five meeting the resarcher continue the material and divides the student to be two pairs. Every couple perform in front of the class. Students reading conversation. The resercher asking every students some vocabularies. After that the researcher close the class

The six meeting the students memorize vocabularies and then continue th material. After thaht the researcher asking the students the opinion abut principled eclecticism method. The researcher give motivation to students to study hard.

In the last, the researcher gave a post-test. The researcher gave paper to students and the researcher gave explanation and then gave students a chance to ask the researcher if they did not understand about how to do instrument there were some students asked about instrument, and the researcher an explained once the test more and after the students understood, the researcher asked the students to aswer the question

From the first meeting until the last meeting, the implementation of principled ececticism as a method changed clasroom situation more active in class and in learning process although there are many students have less of vocabulary, and less pronunciation but the students get as long as the process of learning through principled eclecticism as a method. Every meeting the students memorized vocabularies. It show that, implemented the principled eclecticism method that able to interest the students in learning, they are group, individually. Finally, as a fact what the researcher have used in this research, it was able to increase the students' vocabulary.

#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the researcher finding and the discussion. The suggestion was based on the conclusion.

#### 5.1. Conclusions

Based on the data analysis, research finding , and discussion in the previous chapter, the resercher come to the the following conclusion. Using principle eclecticism method in teaching English vocabulary is effective of used and students quality increase. It is prove by rejecting of null hypothesis (Ho) and accepting of alternative hypothesis (Ha), after the aplication of t-test formula of post-test where t-test value (28,58) is higher and (1,725). It totaly shows that teaching the vocabulary by using principled eclecticism method is better than teaching without principled eclecticism method. Studens can do the techniques and also students' vocabulary got improvement. Their vocabulary increase that can pronounce well, speak english by using grammatical structure, memorize more words before given treatment . however it is work to teaching vocabbulary by using principled eclecticism method especially in the second year of students of SMPN 2 Mattiro Bulu Kabupaten Pinrang

#### 5.2 Suggestions

Based on the researcher, the researcher give some suggestions as follows:

- In teaching writing ability, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
- The teacher should be active in giving the feedback to involve the students in teaching learning process.

- The students should be more active and no need to afraid of making mistakes during teaching learning process.
- 4. The students should practice their vocabulary so that they are easy to develop their ideas.
- 5. Principled eclecticism method can be applied in English teaching learning process, particularly the attempt of increasing the students' vocabulary skill





# Instrument of the pre-test

### Nama :....

#### Class :....

A. Berilah tanda silang salah sau jawaban yang tepat pada prtanyaan dibawah ini





- a. Bad
- b. Barber
- c. Delicious
- d. Not bed
- D. Fiil in th blank

My name is Nina. (1)I ... in bali. I live with my grandmother there. (2)I ... like her because she love me so much. My house is near the beach. The view is very (3).... there are many foreigner ther. They are go to here for (4).... sometimes, i try to speak up with them.

E. Complete the dialog below!

-	e
Ana	: Goo <mark>d morni</mark> ng ita
Ita	iuu 🔍 🔍 🔤 🔤
Ana	: what are you doing here ?
Ita	: my mother me to buy some vegetables
Ana	: oh, really ? you're a good girl
Ita	: thank you. And you
Ana	:Oh i just through and i see you here. I want to to the cafe.
Ita	: okay, see you later
	PAREPARE

Appendix 1 Lesson Plan

# RENCANA PELAKSAANAN PEMBELAJARAN

# (RPP 1)

SMP		: SMP Negeri 2 Mattirobulu				
Kelas		: VIII				
Standar	Komp	etensi	i Eerkomunikasi secara lisn dan tulis dengan menggunakan			
			kosakata yang telah dipelajari dengan lancar dan akurat			
Kompet	ensi da	Isar				
			1. Mampu mengucapkan kosakata dengan benar			
			2. Memahami kosakata yang dipelajari			
			3. Mampu menggunakan kosakata yang dipelajari dalam			
			percakapan			
Jenis Te	lzo		: Interpersonal			
Tema	2K5					
	1.4		: Asking and offering for help			
Alokasi			: 2 x 40 menit			
Pertemu			: I-II			
1. 1	Indikat	or				
	•	Mere	spon dengan mengulang kosakata yang didengarnya dengan			
		suara	i yang la <mark>ntang. Ang kana kana kana kana kana kana kana ka</mark>			
	•	Mere	spon dengan memperagakan kosakata yang terdapat pada			
		gamt	ar. PAREPARE			
	•	Siswa	a dapa menemukan kosakata yang diberikan.			
	•	Menj	awab pertanyaan dengan bahasa target.			
2.	Tujuan	peml	pelajaran			
]	Pada ak	chir p	embelajaran siswa dapat :			
	٠	Mere	spon dengan mengulang kosakata yang didengarnya dengan			
		suara	vang lantang			

- suara yang lantang
- Memahami kos kata yang diberikan

- Menggunakan atau menjawab pertanyaan dengan bahasa target.
- Karakter siswa yang diharapkan : percaya diri (Confidence)
  - Rasa hormat dan perhatian (Respect)
  - Tekun (diligent)
  - Tanggung jawab (responsibility)
  - Aktif
- 3. Materi Pembelajaran
  - Asking for help (can you help me?)
  - Responses for accepting for help (okay, yes i can, sure)
  - Respones for declining for help (i'm sorry, i can't, sorry i'm busy)
  - Declining Offers (no thanks, i can't thanks anyway, it's okay, i can do it my self)
- 4. Metode Pembelajaran : principled eclecticsm ( Direct method and Audiolingual method
- 5. Langkah-langkah kegiatan
  - A. Kegiatan pendahuluan
    - Greeting (memberi salam dan tegur sapa)
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Mengabsen siswa
    - Memberi motivasi kepada siswa
    - Penjelasan tentang topic yang akan dibahas
  - B. Kegiatan inti
    - Guru menyalakan audio yang isinya mengenai percakapan dan siswa mendegarkan dengan seksama
    - Semua siswa mengkikuti apa yang dikatakan pembicara
    - Guru menunjukkan gambar berkaitan dengan percakapan.
    - Siswa harus menjawab dengan bahasa target

- Guru menyuruh siswa untuk "perform" didepan kelas secara berpasangan.
- Guru mengucapkan kosakata yang dipelajari lalu diikuti siswa.
- Siswa menghafal kosakata yang telah dipelajari
- Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secar lisan.
- C. Kegiatan penutup
  - Menyimpulkan materi pembelajaran
  - Menanyakan kesulitan selama belajar
  - Menugaskan siswa untuk mengungkapkan ungkapan-

ungkapan yang dipelajari dalam situasiyang sesungguhnya.

- 6. Sumber belajar
  - Gambar-gambar atau kosakata yang berkaitan dengan materi.
  - Buku pembelajaran yang relevan
- 7. Penilaian

			$Score = \frac{Students \ correct}{The \ total \ number}$	answer of item X 1	00
	ľ	N	Classification		Score
•	).		PAREPAR	E	
	1	1	Very Good		80-100
•					
	2	2	Good		66-79
	3	3	Fair		56-65

4	Poor	40-55
5	Very poor	≤ 39

## RENCANA PELAKSAANAN PEMBELAJARAN

		(RPP II)	
SMP	_	: SMP Negeri 2 Mattirobulu	
Kelas		: VIII	
Standar	Kompete	ensi : Berkomunikasi secara lis <mark>n dan tul</mark> is dengan menggunakan	n
		kosakata yang telah dipelajari dengan lancar dan akurat	
Kompe	ensi dasa	ur :	
		1. Mampu mengucapkan kosakata dengan benar	
		2. Memahami kosakata yang dipelajari	
		3. Mampu menggunakan kosakata yang dipelajari dlam	
	-	percakapan	
Jenis Te	eks	: Inter <mark>personal</mark>	
Tema		: Descriptive text	
Aspek s	kill	:Fiil in the blank exercise	
Alokasi	waktu	: 2 x 40 menit	
Pertem	ian	: III-IV	

- 1. Indikator
  - Memahami kosakata dengan benar
  - Mengulang kosakata dengan lantang
  - Membuat kalimat dengan baik
  - 2. Karakter siswa yang diharapkan : percaya diri (convidance)

Rasa hormat dan perhatian (respect)

- Tekun (diligent)
- Tanggung jawab (responsibility)
- 3. Materi Pembelajaran

Descriptive text

My Dog

(Identification)

My dad bought me a dog on my **<u>birthday(1</u>**). It is a male golden retriever

dog. I <u>really (2)</u> love him as my pet.

(description)

His name is jiji. <u>His(3)</u> fur is realy soft and he likes to be rubbed on his belly. He has a long tail and big body. I <u>always (4)</u> take him for walk around because he really like it. Jii is aleady as the part of our <u>family (5</u>).

- 4. Metode Pembelajaran : Principled eclecticism (Direct method and audiolingual method)
- 5. Lngkah-langkah kegiatan
  - A. Kegiatan pendahuluan
    - Greeting (memberi salam dan tegur sapa )
    - Tanya jawab berbagai hal terkait kondisi siswa
    - Mengabsen siswa
    - Memberi motivasi kepada siswa
  - B. Kegiatan inti P
    - Guru menunjukkan gambar tentang bacaan percakapan kemudian menanyakan kepada siswa tentnag gambar tersebut
    - Guru menjelaskan gambar tersebut.
    - Guru memberikan handout dan meyuruh siswa mengisi 'blank space''.
    - Guru membaca perckapan dan menerangkanya dengan bahasa inggris, gambar atau "gesture"
    - Guru memberikan vocabulary mengenai materi

- Guru menyebut vocabulary dengan keras dan siswa mengikutinya
- Siswa menghafal kosakata
- Guru menanyakan vocabulary dengan bahasa inggris kepada siswa dan siswa harus menjawab dengan bahasa inggris.
- C. Kegiatan penutup
  - Menyimpulkan materi pembelajaran
  - Menanyakan kesulitan siswa selama belajar
  - Menugaskan siswa untuk menggunakan ungkapan-ungkapa yang dipelajari dalam situasi yang sesungguhnya.
- 8. Sumber belajar
  - Gambar-gambar atau kosakata yang berkaitan dengan materi.
  - Buku pembelajaran yang relevan
- 9. Penilaian

			Scor	$e = \frac{Studen}{\pi i}$	nts correct	answer	- X 1	00	
_				The to	tal number	of iten	ı		
	No.		Cla	ssification				Sco	re
		1	Ver	ry Good	П			80-1	00
	2	2	Go					66-7	79
_					PAR	E			-
	3	3	Fai	r				56-6	5
•									
		1	Poo	or	ſ			40-5	55
		5	Ver	ry poor				≤ 39	

# RENCANA PELAKSAANAN PEMBELAJARAN (RPP III)

SMP	SMP : SMP Negeri 2 Mattirobulu						
Kelas : VII			: VIII				
Standar 1	Kompe	etensi	: Berkomunikasi secara lisn dan tulis dengan menggunakan				
			kosakata yang telah dipelajari dengan lancar dan akurat				
Kompete	ensi da	sar					
			1. Mampu mengucapkan kosakata dengan benar				
			2. Memahami kosakata yang dipelajari				
1			3. Mampu menggunakan kosakata yang dipelajari dlam				
			percakapan				
Jenis Tel	Ira		Conversation practice				
Tema	KS		: Conversation practice				
	-:11		: Asking and giving permission				
Aspek sk			: Making conversation				
Alokasi			: 2 x 40 menit				
Pertemu			: V-VI				
	ndikato						
S	Siswa n	namp	u mema <mark>hami kosakata dibawah in</mark> i:				
Please,ca	an,sure	,no p	roblem, go ahead,may i, would you mind?.				
		_	elajaran A D E D A D E				
	5	•	embelajaran siswa dapat :				
		-	ulang kosakata yang ddengarnya dengan suara lantang.				
			ahami kosakata yang telah diberikan.				
			arakter siswa yang diharapkan : percaya diri (Confidance)				
		, 11	<ul> <li>Raa hormat dan perhatian (respect)</li> </ul>				
			<ul><li>Tekun (diligent)</li></ul>				
			• Tanggung jawab (responsibility)				
3. N	lateri	pemb	elajaran				

Asking for permission:

Minta izin:

- Can i go out, please?
- May i open the window, please?
- Please, can i have a look at your photo album?
- Please, may i taste that hot spicy crab dish?
- Do you mind, if i smoke?

Giving permission:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Pleas<mark>e feel fre</mark>e.

Refusing to give permission:

- No, please don't
- I'm sorry, but that's not possible.
- I'm fraid, but you can't.

Conversation example !

P	AREPARE
Liza	: Please mom, can i use the computer?
Her mother	: No, dear you can't. It's time to go to bed.
Liza	: May i read a story before i sleep?
Her mother	: Sure! But try to sleep early.

Liza : thanks a lot mummy.

- 4. Metode pembelajaran : direct method and audiolingual method
- 5. Langkah-langah kegiatan
  - A. Kegiatan pendahuluan

- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Memberikan moivasi kepada siswa
- B. Kegiatan inti
  - Guru menyalakan audio mengenai percakakapan.
  - Siswa mendengarkan.
  - Guru memberikan kosakata terkait dengan apa yang didengar oleh siswa.
  - Guru menyuruh siswa membaca bacaan yang diberikan secara berulang-ulang.
  - Guru menyuruh siswaa untuk menerjemahkan yang diberikan keadalam bahasa indonesia
  - Guru mnyuruh siswa membuat percakapan sesuai contoh yang telah diberikan.

#### C. Kegiatan penutup

- a. Menyimpulkan materi pembelajaran.
- b. Menanyakan kesulitan selama belajar.
- c. Menugaskan siswa untuk menggunakan ungkapan-ungkapan

yang dipelajari dalam situasi yang seungguhnya.

10. Sumber belajar

- Gambar-gambar atau kosakata yang berkaitan dengan materi.
- Buku pembelajaran yang relevan
- 11. Penilaian

	Score -	Students correct	V 100
	Score =	The total number	of item X100
Ν	Classif	Score	
0.			



# Distribution of T-Table

			α (level of significance) ( <i>one</i>			-taile	d 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	1	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	2.179	2,	681		3.055
13	0,692	1,350	1.771	2.160	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	1.699	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



#### **CURRICULUM VITAE**



The researcher was born on July 19<sup>nd</sup>, 1997 in pinrang. She is the fifth child from fifth siblings; she has third brother. Her father name is Abdul Latif and her mother name is Hj Maryam. . Her educational background began 2004 in SDN 278, Kec Mattiro bulu, Kab. Pinrang and

graduated on 2009. She continued her study at UPT SMPN 2 Mattiro bulu Kec. Mattiro bulu Kab. Pinrang and graduated on 2012. She registered in SMAN 7 Pinrang. Kab. Pinrang She continued her education at English Program Tarbiyah Faculty State Islamic Institute (Iain)Parepare and Took English as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program Tarbiyah Faculty State Islamic Institute (Iain) Parepare of on 2019. With the title of her skripsi "Improving students vocabulary mastery by using Principled ecelceticsm method At The Eight Grade Students Of UPT SMPN 2 Mattiro bulu Kab. Pinrang"

PAREPARE