SKRIPSI

**THE USE OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD)
MODEL IN IMPROVING THE STUDENTS VOCABULARY
OF THE FIRST YEAR STUDENTS
OF MTs. DDI LABUKKANG
PAREPARE**

By

DARNIATI
Reg Num. 14.1300.074

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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Submitted to the English Program of Tarbiyah and Adab Depatment
State Islamic Institute (IAIN) of Parepare in Partial of
Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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to

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TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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iv

SKRIPSI

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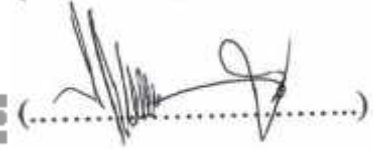that it fulfilled the requirements

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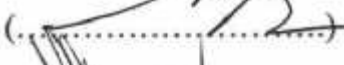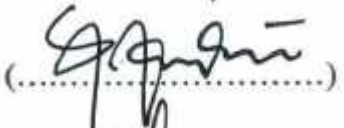
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بِسۡمِ اللّٰهِ الرَّحۡمٰنِ الرَّحِيۡمِ

In the name of Allah, The Beneficent and The Merciful

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being perfect and therfore all constructive critic and suggestion will be appreciated.

May the Almighty Allah swt be always with us

Parepare, 19th November 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Tittle of Skripsi : The Use of Students Teams Achievement Division (STAD) Model in Improving the Students Vocabulary of the First Year Students of MTs. DDI Labukkang Parepare.

Stated this skripsi was 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, 19th November 2018

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ABSTRACT

Darniati. *The Use of Students Teams Achievement Division (STAD) Model in Improving the Students Vocabulary of the First Year Students of Mts. DDI Labukkang Parepare* (Supervised by Abu bakar Juddah and Amzah).

The purpose of this study was to find out whether or not the significance difference of the vocabulary of students through the STAD Model First Year Student Mts.DDI Labukkang Parepare. Furthermore, the importance of this research is expected to be useful information for English teachers especially in vocabulary teaching. In addition, it can be used as a teaching model to improve the ability to memorize vocabulary.

This study was designed using pre-experimental. The population was students MTs. DDI Labukkang Parepare 2017/2018 academic year and took class 7 as a sample consisting of 15 students. Then, data was collected using vocabulary tests, which were applied in pretest and post-test in the class. During the process, the researcher applied fourth meetings for this class.

After analyzing the data, the researchers found that there was a significant effect using the Sudents Team Achievement Division (STAD) on vocabulary of the First Year Students in Mts. DDI Labukkang Parepare , where the t-test (2.969) was greater than t-table (2.145) with df = n - 1 = 14, with = 5%. This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that there is a significant difference from students' vocabulary ability through the STAD learning model before and after treatment.

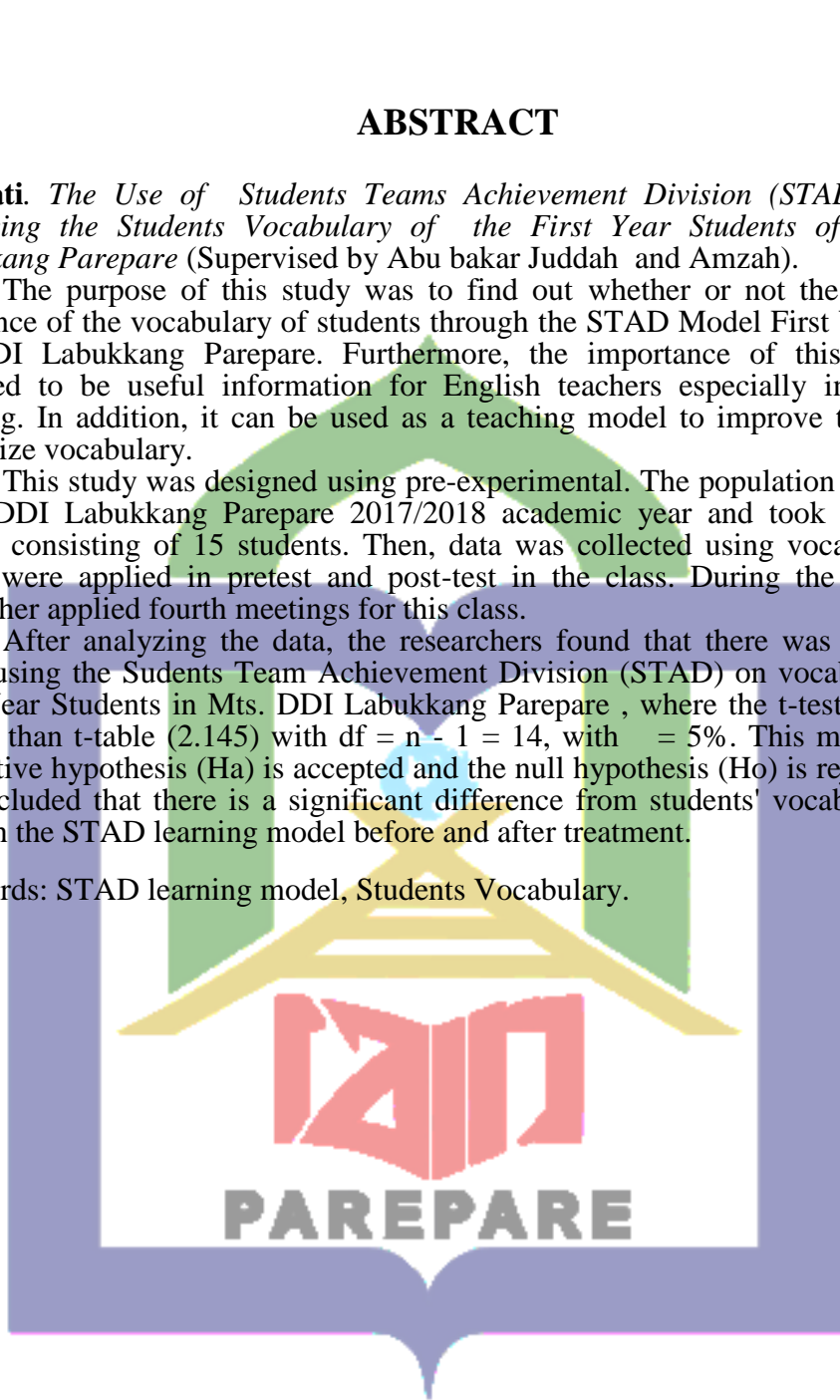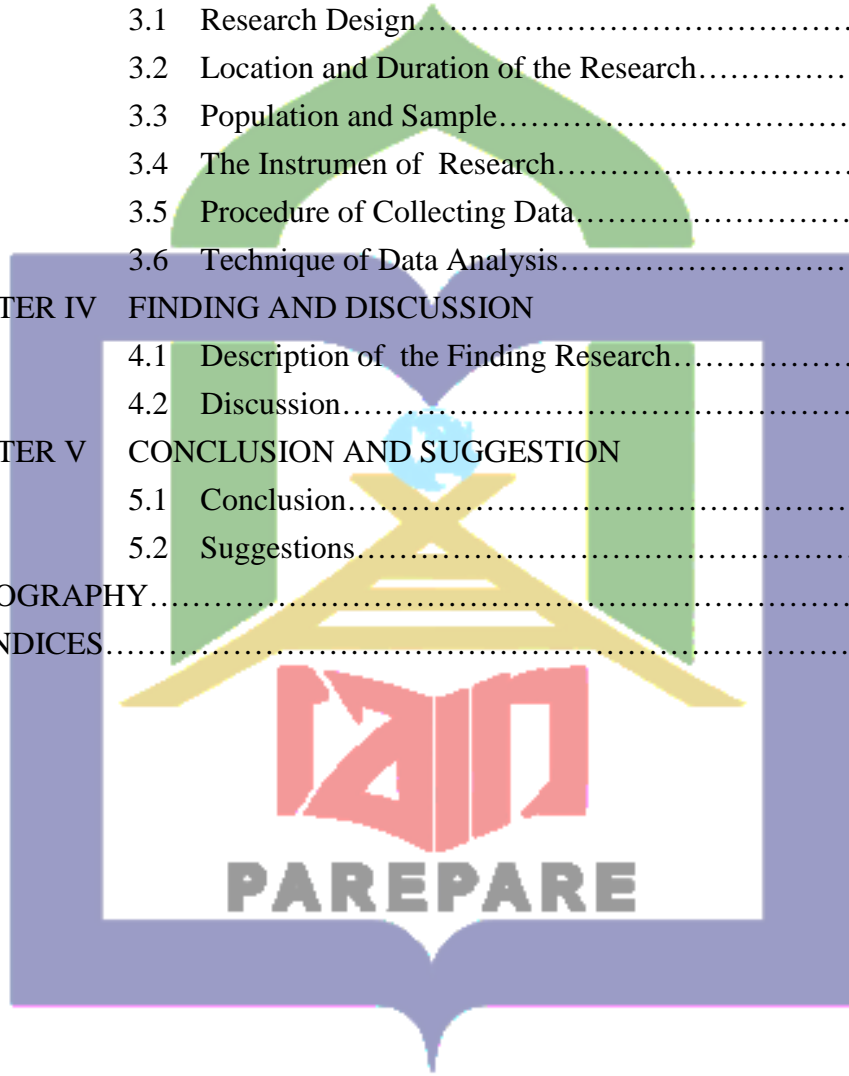Keywords: STAD learning model, Students Vocabulary.

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CHAPTER I

INTRODUCTION

1.1 Background

Education is an important condition for the progress of a nation, because education is the basis of character formation of the nation. Education is a conscious effort and activity that people do in order to improve their personality by fostering their potential, spiritual that includes thoughts, tastes, intentions, creations and conscience and body. This relates to the statement of National Education System no. 20 CHAPTER II Article 3 of 2003 which reads:

> National Education serves as the development of the ability and the formation of the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and piety to God Almighty, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.[1]

The success of education is generally judged by the acquisition of knowledge, attitudes and skills. All of this can be achieved through an effective, efficient and meaningful learning process. One of the efforts to achieve the condition is by choosing the right and interesting teaching methods and able to provide a steady and meaningful understanding for the students. In order for the chosen teaching method to succeed the teacher is required to be skilled and dexterous in presenting the learning materials.

In this case the teacher as the spearhead of educational implementation in the field is expected to play a facilitator who will facilitate learners in learning, and learners themselves who must actively learn from various sources of learning. The

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[1]Undang-Undang RI No. 14 Tahun 2003, *Tentang Sistem Pendidikan Nasional Tahun 2003* (Jakarta: CV. Mini Jaya Abadi, 2003), p.5.

learning process begins with basic skills in reading, writing, and counting so that later children can meet the demands in the community. And also in seeing the development of today's foreign language skills are also needed both in social communities, the world of work or in the field of education.

Language is an intimate part of social identity used by speakers in natural communication as a legitimate form expression of human idea and feelings. There are many language used by people in various parts of the world, one of them is English. English as an international language is very important to master because almost all communication in the world used English.

In English there are four skills that are known as language skills. The skills are reading, writing, speaking, and listening. It means that the students are expected to develop these language skill through the activities given in the class. To support the development of the four language skills, the learning of language components is needed. The language components of consist of pronunciation, grammar and vocabulary.

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is to be able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.[2] For example the students can not read well if they do not have vocabulary because they will difficult to translate it. But in increasing students vocabulary is not easy.

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[2] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How ToBe Taught" (International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

To improve the student's ability, teacher has to design many methods in the classroom. There are many methods, approach, strategy or learning model in teaching English one of them Cooperative Learning. This learning models has been reported to improve students' Vocabulary, and their knowledge retention. Cooperative learning comprises "instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content". Cooperative learning consists of five basic elements: positive interdependence, promote interaction, individual accountability, teaching of interpersonal and social skills, and quality of group processing.

Based on the explanation above, the researcher would like to conduct a research entitled on "*The Use of Students Teams Achievement Division (STAD) Model in Improving the Students Vocabulary of the First Year Students of Mts. DDI Labukkang* Parepare".

1.2 Problem Statement

Based on the background explained above the Problem statement of the research as follow :

Is the use of Students Teams Achievement Division (STAD) Model able to Improve the Students vocabulary of The First Year Students of Mts. DDI Labukkang Parepare?

1.3 The Objectives of the Research

Relating of the problem statement, the researcher decided the objective of the research is to examine:

To find out the use of Students Teams Achievement Division (STAD) Model able to Improve the Students vocabulary of The First Year Students of Mts. DDI Labukkang Parepare?

1.4 Significance of the research

This research is expected to give contribution for the teachers, students, and the other researcher. The kinds of contribution that will be gotten by them are going to be describe as follow:

1.4.1 For the students

This research is expected to enrich the knowledge and can be active of the students in their English class.

1.4.2 For the Teacher

This Researcher can give some information to the teacher about Students Teams Achievement Division (STAD) Model for English teaching.

1.4.3 For the other researcher

The Researcher hope the other researcher can be find many reference to conduct similar researcher Students Teams Achievement Division (STAD) Model.
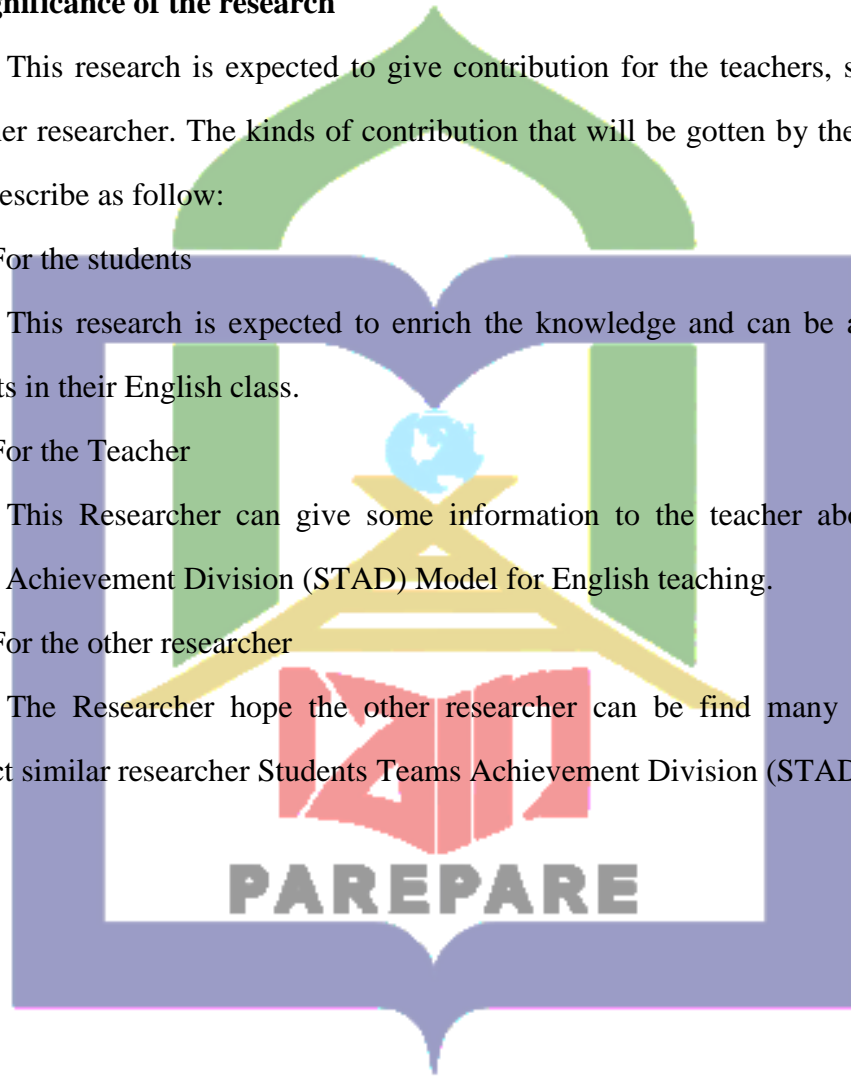
CHAPTER II

REVIEW AND RELATED LITERATURE

This part describes about the description of some pertinent ideas, The Previous Related Finding, Conceptual Framework, Hypothesis and Variable and Operational Definition.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Students Teams Achievement Division (STAD) Model

Before knowing about the concept of Students Teams Achievement Division (STAD) Model, it is better to know the concept of model first. Dewi Salma in her book stated the model is a graphic appearance, work systematic procedure that contain of though such as explanation and suggestion.[1] Sanjaya stated that the group learning model is a series of learning activities undertaken by students in certain groups to achieve the learning objectives have been formulated. There are four important elements of a cooperative learning strategies, they are the presence of the participants in the group, the existence of a rule group, an attempt of learning each member of the group, and the existence of the objective to be achieved.[2]

In STAD model, students are assigned to four-member learning teams that are mixed in performance, level gender and ethnicity. It is also accelerate the achievement of all students work together to learn and responsible for their teammates learning as well as their own.

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[1]Dewi Salma Prawiradilaga, *Prinsip Disain Pembelajaran Instructional Design Principles,* First Edition (Jakarta: Kencana, 2008), p. 33

[2]Sanjaya, *Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan),* (Jakarta: PT. Kencana, 2012), p. 241.

There are three concept that are central to Students Team Achievement Division (STAD), are:

1. Teams Rewards

   Teams may earn certificates or rewards if they achieve above a designated criterion. However, there is no competition among the students.

2. Individual Accountability

   It means that in Students Team Achievement Division (STAD), the teams success depend on the individual learning of all team members.

3. Equal Opportunity for success

   It means that what students contribute to their teams is according to their improvement over their own past performance. From the several statement above, the writer sums up that the Students Team Achievement Division (STAD) is a learning techniques where students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. Students have equal opportunity to learn and students are rewarded for doing better than they have in the past, they will be more motivated.[3]

2.1.1.1 Definition of STAD (Student Teams and Achievement Divisions) Models

Students Team Achievement Division (STAD) Model or commonly called as a STAD had been defined by some of experts as references in this research, such as in Zainal Aqib book. He stated that STAD Model is a simple way in teaching that is introduce by Slavin.[4] Calderon book. He stated in STAD model the students make a

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[3]Gebhard, Jerry G, *Teaching English as a Foreign Language or Second Language*, (Michigan: The University of Michigan Press, 2006), p. 116

[4]Zainal Aqib, *Model-Model, Media dan Strategy Pembelajaran Kontekstual (Innovative),* First Edition (Bandung: Yrama Widya, 2013), p. 20.

group of four which consider the ability, gender, and nation. The teacher presents the material then groups discuss to make sure that all of the members of group have been understand the materials. Finally each students gets the quiz which other not permits to give helping.[5]

Khan & Inamullah defines STAD is one of the many models in cooperative learning, which helps promote collaboration and self-regulating learning skills. It is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills, furthermore, khan adds that it is an extra source of learning within the groups because some high achievers act as a role of tutor, which result in high achievements. Finally, it enables them to work with their colleagues competently and successfully.[6]

2.1.1.2 Procedure of Students Team Achievement Division (STAD) Model

The primary theoretical notion underlying the design of the procedures of STAD is the importance of student motivation to succeed. In order to maximize student motivation, the STAD model emphasizes team rewards, individual accountability, and adequate, equal opportunity for success.

The latter can be achieved by virtue of a unique grading system whereby each student receives recognition for his/her current achievement by comparing it to their previous level of performance, rather than by comparison with the achievement of other students. Students then contribute their score to the overall score of their group, there by giving them recognition for their contribution, offering the opportunity to be

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[5]Calderon, "Model Cooperative Learning", http://www.modelcooperativelearning.com, (March 02nd, 2017).

[6]Gul Nazir Khan & Hafiz Muhammad Inamullah. *Effect of Students Team Achievement Division (STAD) on Academic Achievement of Students,* (Canada: Canadian Center of Science and Education, 2011), p. 210.

a contributor to the group regardless of their academic standing in the class as a whole, and yet, simultaneously retaining a requisite degree of individual accountability. This confluence of factors constitutes the motivating force of the STAD model, according to its author's conception, and the theoretical basis of this approach to cooperative learning.

STAD is implemented in five stages:

2.1.1.2.1 *Direct Instruction* Academic material is presented by the teacher in a typical fashion, most often the lecture-question-and-answer format. Teachers must define the unit of study very clearly because pupils understand that they will be tested on that unit. Their test scores will be contributed by them to the collective score of the group to which they belong.

2.1.1.2.2 *Teams* Upon completion of the teacher-taught portion of the lesson, small groups or teams of students are set up composed of four students per team. The groups are designed to be heterogeneous with four students representing each of the three levels of achievement in the class (low, medium, high) as well as the different ethnic groups that may be found in the particular class.

Group members are instructed to assist each other to understand and review the material presented earlier by the teacher, and to make sure that everyone in the group reaches complete mastery of the study unit. Groups proceed with their work with the aid of worksheets distributed by the teacher that focus attention on specific questions. These are formulated with the goal of helping students master the material.

2.1.1.2.3 *Quizzes* Pupils are given a quiz to be answered individually after their group has completed its work.

2.1.1.2.4 *Individual Progress Score* When students are asked to work toward a goal they are relatively confident in achieving, they will be motivated to invest the effort to do so. Moreover, to achieve the current performance goal, students must work a little harder than they did in the past. If the student is to contribute to the group score, improvement must be made over that student's previous score. A student's "base score" is the average score obtained prior to this test on similar quizzes. Students can then earn points for their teams that derive from the extent to which their current score exceeds their base score.

2.1.1.2.5 *Team Recognition* If students' average scores are above a certain criterion score, they can be awarded certificates or rewards such as bonus points to be added to their grade for the semester. Teachers should emphasize the importance of contributing to the total group score. Those students who meet high standards of performance, relative to their earlier achievement, can receive recognition in a variety of forms, such as special mention in class newsletters, having their names or work displayed on bulletin boards, special privileges, small prizes, and so forth. In sum, STAD utilizes a traditional frontal approach to instruction, but combines many factors in the review and evaluation processes that potentially contribute to student motivation to learn, including both individual and group-centered factors.[7]

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[7]Yani Hetty, , "Focus on How We Teach (Models Cooperative Learning)". https://WWW. Lookstein.org/ journal/Home. (3 july 2004).

Based on Cucu Sahana book, he stated that there are seven step in applying the STAD model. See at the following steps:

1. The students were given pretest to find their firs score.

2. Making a group whose has 4-5 members heterogeneity (combining them based on their achievement, ethnic group and another).

3. The teacher informs to the students about the aim of learning and motivates the students.

4. The teacher provides a learning material in every group.

5. The teacher gives an evaluation to the individual by giving a quiz.

6. Giving reinforcement.[8]

2.1.1.3 Component of Students Team Achievement Division (STAD) Model

Based on the procedure of STAD model above the researcher took conclusion of the components of this learning model are:

1. Giving pre-test

2. Making group

3. Motivating the students

4. Providing learning material

5. Guiding the students

6. quizzes

7. Giving evaluation

2.1.1.4 The Advantage and Disadvantages of STAD Model

2.1.1.4.1   The Advantages

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[8]Cucu Sahana, *Konsep Strategy Pembelajaran,* Fourth Edition (Bandung: PT. Refika Aditama, 2014), p.48

There are some advantages in Applying a STAD model in learning process it can be seen as follows:

2.1.1.3.1.1 Because in each group the students are demanded to active so that by this model the students will be confidence and automatically will increase their skillful individual.

2.1.1.3.1.2 The social interaction that is built in group making the students be familiar in socializing.

2.1.1.3.1.3 The students are learned to build their commitment in developing their group .

2.1.1.3.1.4 Teaching how to appreciate and believe each other.

2.1.1.4.2   The Disadvantages

There are some disadvantages in applying a STAD model in learning process. It can be seen as follows:

2.1.1.3.2.1 Because there is nor competition among the members of group, the students whose smart can be low of their spirit.

2.1.1.3.2.2 If the teacher cannot handling the students well, can be caused of the smart students will be dominant in the class.[9]

2.1.2 The Concept of Vocabulary

2.1.2.1 Definition of vocabulary

Talking about language, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and

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[9]Imas Kurniasih and Berlin Sani, *Ragam Pengembangan Model Pembelajaran,* Fourth Edition (Bandung: Kata Pena, 2016), p. 22-23

grammar).[10] 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.[11]

Teaching vocabulary is one of important components of any languages because without vocabulary people can not 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.[12] By the definition it can conclude that people will get many words and expressions. It means that can improve the learners' vocabulary. 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.[13]

Based on definition above, the researcher conclude that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be addend to the overall knowledge of the learner.

2.1.2.2 Types of Vocabulary

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[10]Qi Pan, "Vocabulary Teaching in English Language Teaching," (Theory and Practice in Language Studies 1, No.11, November 2011), p.1586.

[11]I.S.P. Nation, *Teaching & Learning Vocabulary* (United Stated of America: Heinle & Heinle Publishers, 1990), p.3.

[12]Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p. 13.

[13]Webster, *The New International Webster's Comprehensive Dictionary of The English Language* (United Stated: Trident Press International, 2003), p.1407.

Vocabulary can be divided into two types, passives and actives vocabulary.[14] 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. It is important to consider previous learning of the mother tongue, other languages, or early course in English when selecting and teaching vocabulary, and to avoid "un teaching," particularly as a result of organizing and presenting vocabulary.

It means that to use the productive vocabulary, students must know how to pronunciation it well, they also must familiar with collocation and understand the meaning of the word. This type is often used in speaking and writing skills. The second is passive vocabulary to language items that can be recognized and understood in the context of reading or listening. It is also called as receptive vocabulary. There are 4 types of vocabulary, there are listening, speaking, reading, as well as writing.

2.1.2.2.1 Listening Vocabulary

This types of vocabulary refers to the words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most of people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2.1.2.2.2 Speaking Vocabulary

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[14]Jeremy Harmer in Bahri , "Improving the students' vocabulary mastery through the word attack strategy of the second year students of SMP Negeri 3 Pamboang Kabupaten Majene" (Unpublished Skripsi STAIN Parepare, 2013), p. 10.

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary , the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

2.1.2.2.3 Reading vocabulary

This vocabulary refers to the words the people recognize when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

2.1.2.2.4 Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing. It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.[15]

2.1.2.2.5 Vocal Vocabulary

Vocal vocabulary is a set of terms and distinctions that is particularly focuses of experience or activity. A lexicon, or vocabulary, is a language's dictionary. Its set of names for things, events, and ideas. Some linguists believe that lexicon influences

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[15] Harry, "Types of Vocabulary (Wikipedia the Free Encylopedia)". http://en.Wikipedia.org/ wiki/vocabulary. honday (4 may 2009).

people's perception on things. For example, snow and ice terminology is based on the physical condition of the layers as well as changes due to weather and temperature.

2.1.2.2.6 Vocabulary Growth

Vocabulary growth initial, in the infancy phase, vocabulary growth no needs effort because baby hear the vocabulary and imitate the sounds around them. Talking about vocabulary speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained-through questions and education-the anomalies and irregularities of language can be discovered.[16] According to Nation , vocabulary can be divided into two kinds, which are high frequency vocabulary and low frequency vocabulary.[17]

High Frequency vocabulary consist of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consist of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken text. The low frequency other hand, covers only small proportion of the running word of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

2.1.2.3 Importance of vocabulary

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[16]Irwan R0'iyal Ali, "The Correlation between Students' Vocabulary Mastery and Reading Comprehension" (Published Skripsi; English Departemen, Jakarta, 2010), p. 10-12.

[17] Nation, I.S.P, *Teaching & Learning Vocabulary* (United Stated of America: Heinle & Heinle Publishers, 1990), p. 4.

The acquisition of decoding skills lead to rapid expansion of literate vocabularies by allowing children to trans code their meaning vocabularies. This is so much the case that for older students and for adults their literate vocabularies are probably larger than their meaning vocabularies. Vocabulary is important because 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.

2.1.2.4 How to Teach Vocabulary

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning.[18]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 ideas 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 specially of vocabulary. The main point problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. In this case obtains to incidental learning from listening or

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[18]Susan Hanson and Jennifer F.M Padua, *Teaching Vocabulary Explicitly* (U.S:Pacific Resources for Education and Learning) p. 13.

reading, but it is easier to arrange for large amounts of independent listening and reading than it is to arrange for language amounts of teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to min interpret it.[19]

2.1.2.5 Technique of Learning Vocabulary

The main task of a teacher is teaching students. This means that when a teacher is teaching acting, then the expect student learning. Teaching learning activities are found in the following. Teachers have been taught properly, there are students learn actively, there are students mock study, there are students learning half-hearted, then there are students who do not learn.[20]

Edward stated that the presentation of new words in only the first step in the process of language learning. The students must subsequently remember these words step by step and make them part of their own vocabulary.[21] It means that after learning vocabulary, there are some the other steps that need to learn such as grammar. Vocabulary is the first step in language learning and without it we will difficult to continue the next step in language learning.

Writing text are often one of the major sources through which language learners meet new vocabulary, so it is only logical that they should be used extensively in classroom teaching. They have a great advantage of contextualizing new language items for the learner, and an interesting text also serves to make that

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[19]Paul Nation, "Teaching Vocabulary," (Asean EFL Journal), p.1.

[20] Dimyati & Mujiono, *Belajar dan Pembelajaran,* (Jakarta: Rineka Cipta, 1999), p. 235.

[21] Edward David Allen, Rebecca M. Valette, *Classroom techniques: Foreign Language and English as a Second Language,* (New York: Harcourt Brace Jovanoich, inc, 1977), p. 155.

language more memorable.[22] To make students interest to read a text, the teacher mist give a interesting text that has situation that familiar with them such as something in the class or school.

2.2 Some Previous Research Finding

There are some researchers who conducted the researcher related to this some of them are state below:

Salma. P In her research title Developing speaking performance Through Students Team Achievement Division (STAD) based on cooperative learning (A Study at the Third Year Students of SMP Kartika Wirabuana 5 Polewali Mandar). Found that the students speaking performance in term of speaking accuracy dealing with acceptable pronunciation, correct grammar and vocabulary mastery, and the students attitudes toward the using of cooperative learning in term of Students Team Achievement Division (STAD) Model.[23]

Darniati In her research title Applying Students Team Achievement Division (STAD) Model in Teaching Modal Auxiliary of Class XI. RPL AT SMK Negeri 2 Pinrang. Found that in pre-test of experimental class the researcher found the mean score of students was 30 and the standard deviation was 11,27 but after giving the treatment by applying STAD model in post-test the researcher found the students mean score 74,18 and the standard deviation was 13,10 its mean that, the were significant improvement of the students understanding of modal auxiliary after giving

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[22]Ruth Gairns & Stuart Redman, *Working with Words (A Guide to Teaching and Learning Vocabulary),* (New Work: Cambridge University Press, 1989), p. 115.

[23]Salma. P, "Developing Speaking Performance Through Students Team Achievement Division (STAD) Based on Cooperative Learning (A Study at The Third Year Students of SMP Kartika Wirabuana 5 Polewali Mandar)" (Unpublished; A Skripsi of Tarbiyah Departement of STAIN Parepare, 2010), p. 37.

a treatment. Meanwhile, in pre-test of control class the researcher found the mean score of students was 24,52 and the standard deviation was 8,98 but after giving the treatment by applying conventional way in post-test the researcher found the students mean score 50,66 and the standard deviation was 11,47. It means that, there were not significant improvement of the students understanding of modal auxiliary after giving the treatment, if it was compared with the result mean score experimental class. Furthermore, in t-test value the researcher found that the t-test value (6,539) was higher than t-table value (2,704). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.[24]

Based on the previous finding above, the researcher found that the previous research and this research are similar in the using Student Teams Achievement Division (STAD) Model. The differences between previous research with this research are the research design and the aim. Where in the previous research finding used quasi-experimental in research design and focused of the research about Applying Students Team Achievement Division (STAD) Model in Teaching Modal Auxiliary and Developing speaking performance Through Students Team Achievement Division (STAD) based on cooperative learning.

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[24]Darniati. "Applying Students Team Achievement Division (STAD) Model in Teaching Modal Auxiliary of Class XI. RPL AT SMK Negeri 2 Pinrang" (Unpublished; A Skripsi of Tarbiyah Departement of STAIN Parepare, 2010), p. 42.

2.3 Conceptual Framework

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

```
            ┌─────────────────────────┐
            │         INPUT           │
            │   Vocabulary Material   │
            └─────────────────────────┘
                         │
                         ▼
            ╭─────────────────────────╮
            │        PROCESS          │
            ╰─────────────────────────╯
          ┌──────────────┼──────────────┐
          ▼              ▼              ▼
   ┌────────────┐  ┌────────────┐  ┌────────────┐
   │  Pre-Test  │  │ Treatment  │  │ Post-Test  │
   │ Vocabulary │  │  Teaching  │  │ Vocabulary │
   │    Test    │  │  English   │  │    Test    │
   └────────────┘  │ vocabulary │  └────────────┘
                   │ by using   │
                   │ Students   │
                   │ Teams      │
                   │ Achievement│
                   │ Division   │
                   │  (STAD)    │
                   └────────────┘
                         │
                         ▼
            ┌─────────────────────────┐
            │        OUTPUT           │
            │  Students' Vocabulary   │
            └─────────────────────────┘
```
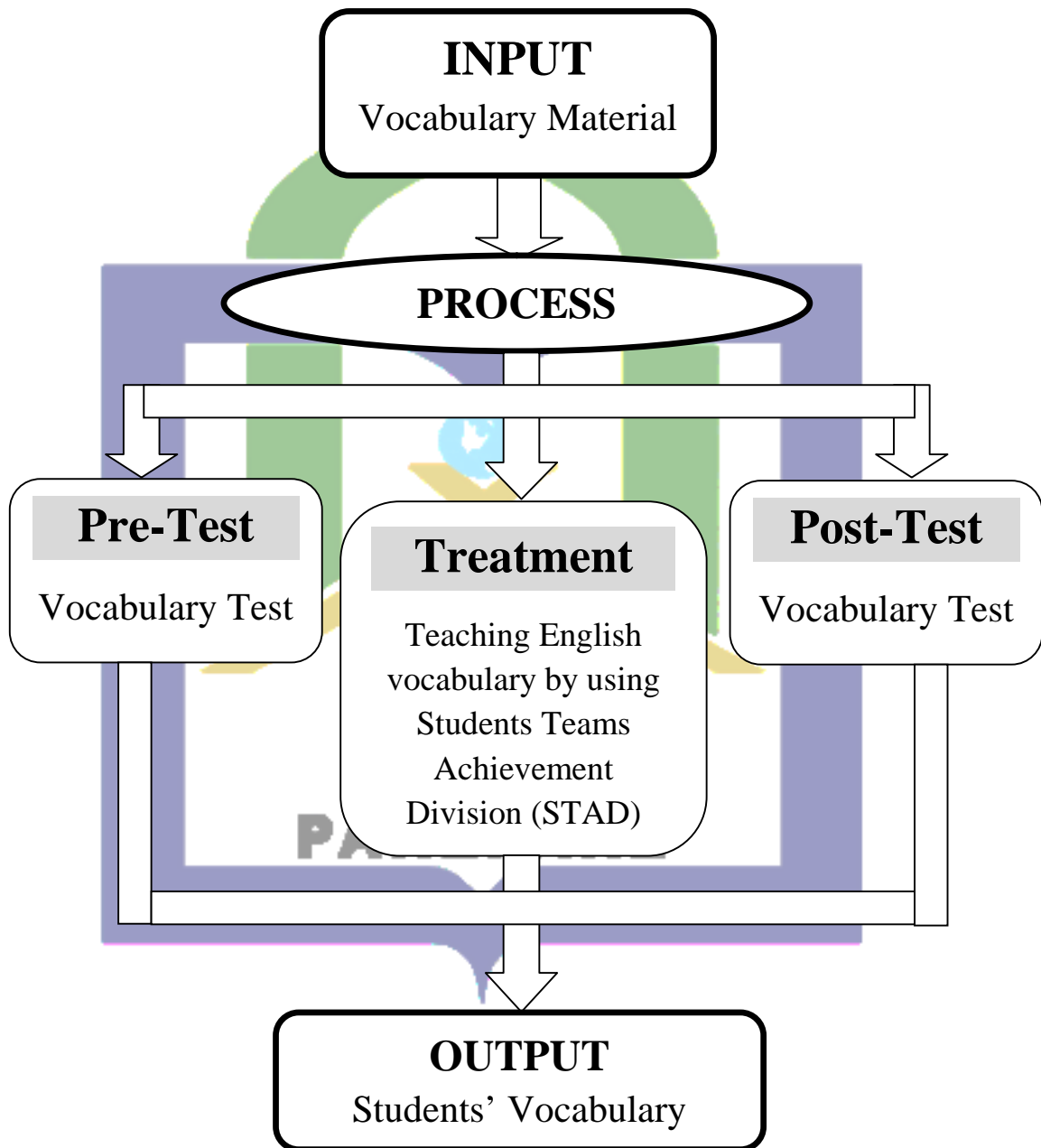
2.4 Hypothesis

Hypothesis is a temporary answer to the problem of research, until proven through the data collected.[25]

Based on previous related and problem statement above, the researcher formulated the hypothesis as follow:

2.4.1 H_0 (Null hypothesis) : The use of Students Teams Achievement Division (STAD) Model is not able to improve the students' Vocabulary.

2.4.2 H_1 (Alternative hypothesis) : The use of Students Teams Achievement Division (STAD) Model is able to improve the students' Vocabulary.

2.5 Variable and Operational Definition

2.5.1 Variable

Theoretically a variable is as an attribute of a person or object that has variations between one person to another or one object with another object. Variable research is an attribute, nature, or value of people, objects or activities that have certain variations set by researchers to learn and then drawn conclusions.[26]

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the student team achievement division (STAD) model and the dependent variable is the students' vocabulary.

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[25] Suharsimi Arikunto, *Prosedur penelitian Suatu pendekatan Praktek,* p. 67.

[26] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R & D,* p. 60-61.

2.5.2 Operational Definition

The definition of operational variables is a practical and technical statement of variables and sub variables that can be measured and can be obtained data. To better understand the purpose of the study, the researcher will give the definition of each word contained in the title, ie:

2.5.2.1 Student Team Achievement Division (STAD) is one of the simple cooperative learning model that can be used by a teacher in the learning process. This model has seven components are: giving pre-test, making group, motivating the students, providing learning material, guiding the students, giving quizzes, giving reinforcement, giving evaluation. In this writing, the writer had focused on the Use Students Team Achievement Division in Teaching.

2.5.2.2 Vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be addend to the overall knowledge of the learner. The students mastery in vocabulary is the result and successfulness as well as progress of students skill in English in Mts. DDI Labukkang Parepare.
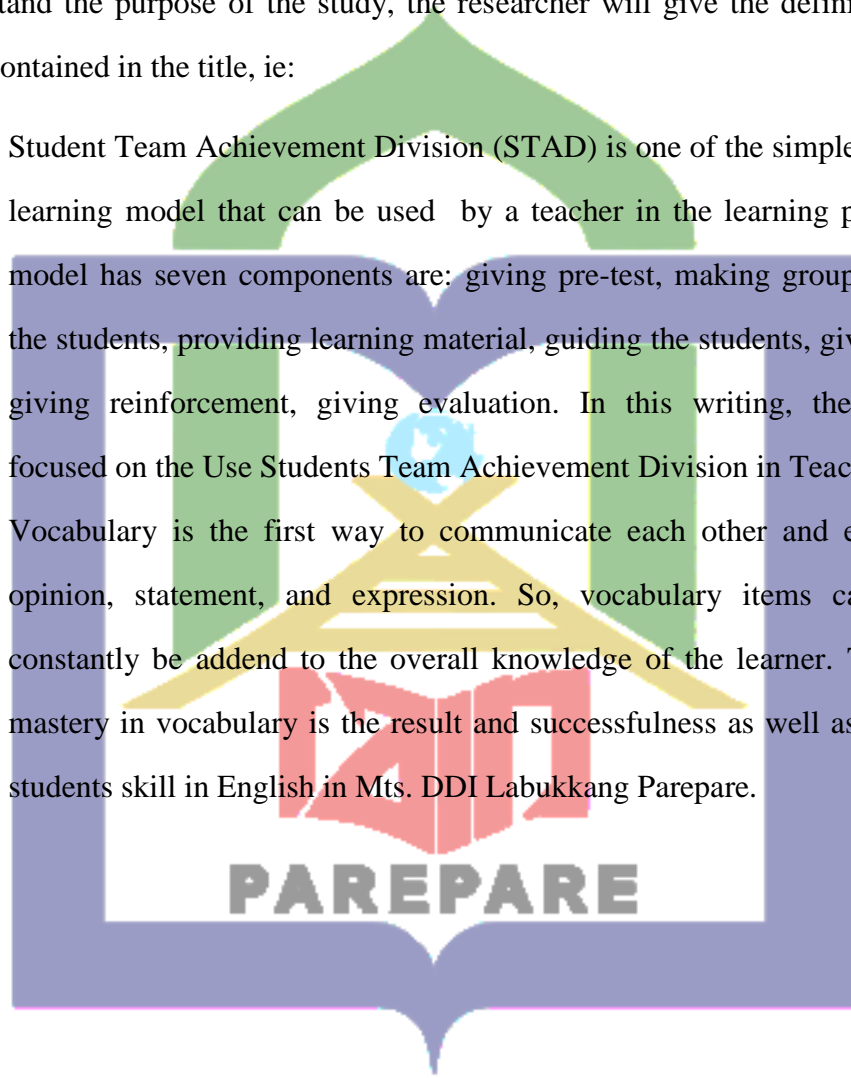
CHAPTER III

METHOD OF RESEARCH

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 research used pre-experimental design with pre-test and post-test design. The students were given pre-test, treatment and post-test. Its purpose to know whether using student team achievement division (STAD) model can improve the students' vocabulary. The design of this study can be illustrated as follow:

$$E = 0_1 \ X \ 0_2$$

Where :

E : Experimental

0_1 : Pre-test

X : Treatment

0_2 : Post-test[1]

3.2 Location and Duration of The Research

The location of the research place Mts DDI Labukkang Parepare. The researcher used the quantitative research that have several times to collect and analyze data. So, the researcher used more than one month for collecting data.

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[1]Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif,Kualitatif,dan R&D)* (Bandung: Alfabeta, 2014), p. 110-111.

3.3 Population and Sample

3.3.1 Population

According to Sugiono, population is generally areas which consist of object/subject which has certain qualify and characteristic which decided by the research to study and than collect summary.[2] The population of this research was the First Year Students of Mts DDI Labukkang Parepare.

Table 3.1 The total students of Mts DDI Labukkang

No.	Class	Students		Total
		Male	**Female**	
1.	VII	9	6	15
2.	VIII A	7	9	20
3.	VIII B	7	8	15
4	IX	18	6	24
	Total			**41 Students**

Source: Administration of Mts DDI Labukkang Parepare

3.3.2 Sample

A Sample is made up of the individuals, items, or events selected from a larger group referred to as a population.[3] Sample is population which has common characteristic or we can say that sample is a galaxy of individual or thing which have smaller total than population. in brief, sample is representative of population.

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[2] Sugiono, *Metode Penelitian Kuantitative Kualitative Dan R & D* (Bandung: Alfa Beta, 2008), p.19.

[3] L.R.Gay, Geffrey E. Mills and Peter Airasian, *Educational Research: Competencies for Analysis and Applications* (Ohio: Person Merril Prentice Hall, 2006), p.99.

According to Suharsimi Arikunto, sample is the part of representative population that researched. It is used if we want to generalize the performance of sample research.[4]

From the various definition above it can be concluded, that the sample is the representative of the population under research that has certain characteristic chosen by representative. Sample in this research, The researcher applied purposive sampling by taking one class in this school generally for take the first year students of the MTs. DDI Labukkang Parepare as sample. The researcher applied purposive sampling because this technique is in accordance with the expertise of the students, in this school only had a few students and 1 class for grade 7, and There several reasons to pick this class at the sample, the varied of students ability. Besides that, the result of early observation and an interview with the English teacher find out that this class in the most proper class in the most proper class to represent the all of population because of the varied of the students' ability in English. So, the total sample is 15 students.[5]

Table 3.2 Sample of the students Class VII of Mts DDI Labukkang

Class	Students		Total
	Male	**Female**	
VII A	9	6	15
Total			15

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[4] Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktik, Cet. XI* (PT. Rineka Cipta, 1998), p.109.

[5] Hani, "Teknik Sampling Dalam Penelitian". https://www.Statistikian.com/2017/06/html.

3.4 Instrument of the Research

The collect of the data, the researcher will used a vocabulary test consist of 25 number, they were 10 number matching test, 10 number multiple choice and 5 number translation test. The test applied for pre-test and post-test. The pre-test intended to know the student's prior of vocabulary before giving the treatment, while the post-test intended to know the students' vocabulary after giving the treatment visually.

3.5 Procedure of Collecting Data

The procedures of collecting data as follows:

3.5.1   Pre-Test

Before giving the treatment, pre-test administrated the students by giving them some vocabulary test. After giving the pre-test the next time the researcher gave the students treatment.

3.5.2   Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment that researcher presented and introduce the materials to the class and explain what the students have to do. After that the researcher gave the student and activity through visual method. In the conducted four meeting which spend 90 minute each meeting. The steps are describe as follows :

3.5.2.1 The first Meeting

3.5.2.1.1   The researcher gave motivation about the importance of English to the students before giving material.

3.5.2.1.2   The researcher introduced the material or one of the learning model that can be used to improving vocabulary namely Student Team Achievement Division (STAD) model.

3.5.2.1.3   Than, researcher gave chance the students to gave question that they do not understand about the material.

3.5.2.1.4   The researcher divided students in some groups and each group contains five/six students.

3.5.2.1.5   The researcher showed the first material for the groups.

3.5.2.1.6   The researcher gave the opportunity to all of the groups to discuss, and one by one student each group to give an opinion about the material

3.5.2.1.7   The researcher gave games for the groups about the material

3.5.2.1.8   And than, Then researcher gave quizzes for one by one students.

3.5.2.1.9   After that, the researcher gave scoring based on the work of each group.

3.5.2.1.10 The researcher asked the students to follow her for practicing vocabularies in front of the students a bit of pronunciation of every word.

3.5.2.1.11 Students memorized the list of vocabularies

3.5.2.1.12 The researcher discussed and evaluated each group performance and determine the better group. And than, researcher will close the meeting.

3.5.2.2 The second meeting

3.5.2.2.1   The researcher gave motivation about the importance of English to the students before giving material.

3.5.2.2.2   The researcher explained about the lesson before.

3.5.2.2.3   The researcher showed the second material for the groups

3.5.2.2.4 The researcher gave the opportunity to all of the groups to discuss, and one by one students each group to give an opinion about the material

3.5.2.2.5 The researcher gave games for the groups about the material

3.5.2.2.6 And than, Then researcher gave quizzes for one by one students.

3.5.2.2.7 After that, the researcher gave scoring based on the work of each group.

3.5.2.2.8 The researcher asked the students to follow her for practicing vocabularies in front of the students a bit of pronunciation of every word.

3.5.2.2.9 Students memorized the list of vocabularies

3.5.2.2.10 The researcher discussed and evaluated each group performance and determine the better group. And than, researcher will close the meeting.

3.5.2.3 The third meeting

3.5.2.3.1 The researcher gave motivation about the importance of English to the students before giving material.

3.5.2.3.2 The researcher explained about the lesson before.

3.5.2.3.3 The researcher showed the third material for the groups

3.5.2.3.4 The researcher gave the opportunity to all of the groups to discuss, and one by one students each group to gave an opinion about the material

3.5.2.3.5 The researcher gave games for the groups about the material.

3.5.2.3.6 And than, Then researcher gave quizzes for one by one students.

3.5.2.3.7 After that, the researcher gave scoring based on the work of each group.

3.5.2.3.8 The researcher asked the students to follow her for practicing vocabularies in front of the students a bit of pronunciation of every word.

3.5.2.3.9 Students memorized the list of vocabularies.

3.5.2.3.10 The researcher discussed and evaluated each group performance and determine the better group. And than, researcher will close the meeting.

3.5.2.4 The four meeting

3.5.2.4.1 The researcher gave motivation about the importance of English to the students before giving material.

3.5.2.4.2 The researcher explained about the lesson before.

3.5.2.4.3 The researcher showed the third material for the groups

3.5.2.4.4 The researcher gave the opportunity to all of the groups to discuss, and one by one students each group to gave an opinion about the material

3.5.2.4.5 The researcher gave games for the groups about the material.

3.5.2.4.6 And than, Then researcher gave quizzes for one by one students.

3.5.2.4.7 After that, the researcher gave scoring based on the work of each group.

3.5.2.4.8 The researcher asked the students to follow her for practicing vocabularies in front of the students a bit of pronunciation of every word.

3.5.2.4.9 Students memorized the list of vocabularies.

3.5.2.4.10 The researcher discussed and evaluated each groups performance and determine the better group. And than, researcher will close the meeting.

3.5.3 Post-Test

After giving the treatment, the researcher will give the students post-test to find the result of the treatment to measure students' vocabulary through Students Teams Achievement Division (STAD) Model, the researcher will give some test vocabularies. And the test will be given at the fourth meeting after treatment.

3.6 Technique of Data Analysis

All the data was collected, the data was tabulated, analyzed into percentage and classified into achievement category. The steps are described as follows:

3.6.1   Scoring the students pre-test and post-test by using the formula :

$$Score = \frac{si \quad s'a \quad a}{ti \quad ni \quad o \quad li} X\ 100$$

3.6.2   Classified the students' classification, as follows:

Table 3.3 the classification the students score

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	< 39	Very Poor[6]

(source: Suharsimi Arikunto,2009;245)

3.6.3   Percentage of the students score using the following formula :

$$P = \frac{F}{N} X\ 100\ \%$$

[6]Suharsimi, Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi, (Jakarta: Bumi Aksara, 2009), p.245.

Where:

P : Percentage

F : Frequency

N : The total Number of the student

3.6.4 To find out the mean score by using the following formula :

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

Where:

X : Mean Score

$\sum X$: The Sum of The All Score

N : Total Number of Sample

3.6.5 To calculate standard deviation by using the following formula :

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

Where:

SD : Standard Deviation

$\sum x^2$: The sum of the all score

N : Total Number of the Sample

$(\sum x)^2$: The sum square of the sum of score

3.6.6   Finding the significance Different Between The Mean Score of Pre-test and

Post-test by calculating the value of the test using the following formula :

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

where :

t   : Test of significance

D   : The total score differences (X1-X2)

$\sum D$: The sum of the total score

$\sum D^2$:   The square of the sum score of differences

N   : The total sample.[7]

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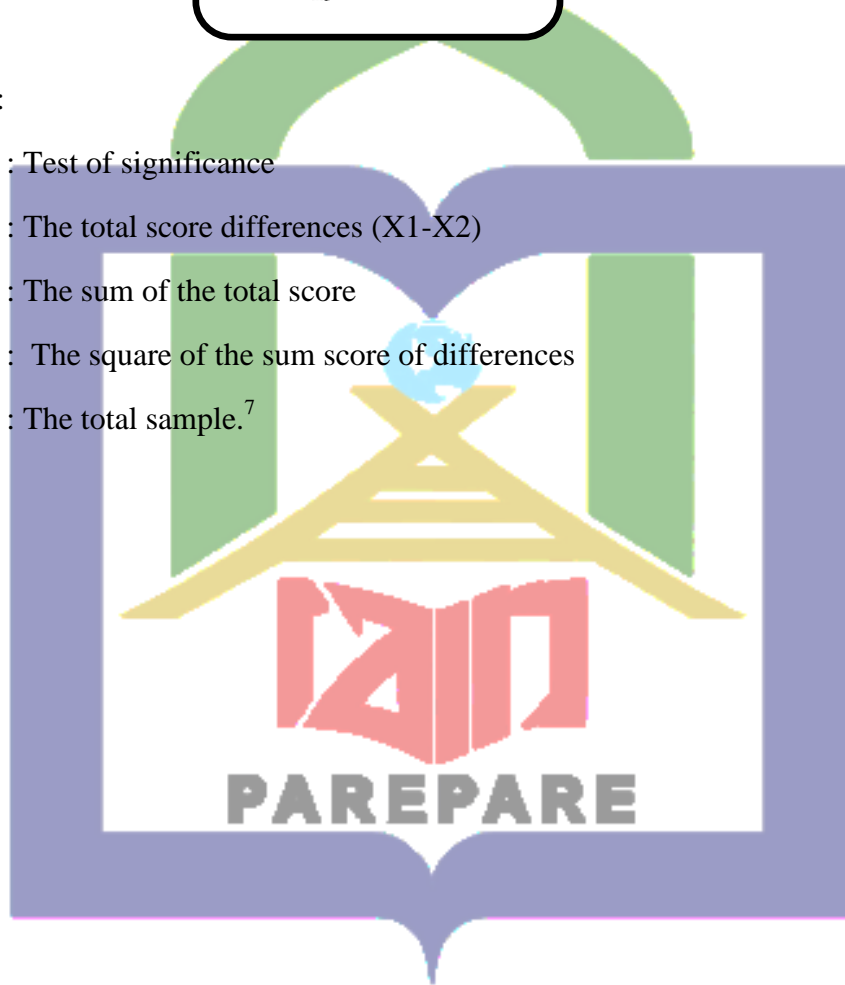
[7] L.R.Gay, *Educational Research Competencies For Analysis and Application* (pearson education ltd :Merril prentice Hall, 2006), p. 331-333.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the 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, while post-test was given after treatment by using Students Teams Achievement Division (STAD) Model and the result of the post-test of this research can answer the question of this research that aims to find out the Students vocabulary of The First Year Students of MTs. DDI Labukkang Parepare. and Students Teams Achievement Division (STAD) Model able to Improve the Students vocabulary of The First Year Students of MTs. DDI Labukkang Parepare.

4.1.1 The Data Analysis of Students' STAD Model

4.1.1.1 The students' score in pre-test

The pre-test had done before giving the treatment. It was conducted on Tuesday, October 30th, 2018, The students were given a pre-test, the researcher fond out the result of students' vocabulary in pre-test based on vocabulary test, which were resulted in the information as shown in the following table:

Table 4.1 The students' score in pre-test

No	Respondent	Max score	Score(X)	X^2	Classification
		Pre-test of student's			
1.	Gandi	100	16	256	Very Poor
2.	Kurdanil	100	44	1936	Poor
3.	Muh. Alqamar	100	48	2304	Poor
4.	Muh. Fawaz	100	32	1024	Very Poor
5.	Muh. Haikal Fatilah	100	20	400	Very Poor
6.	Muh. Safey	100	28	784	Very Poor
7.	Riswan	100	24	576	Very Poor
8.	Riswandi	100	32	1024	Very Poor
9.	Sayyid Akmal	100	48	2304	Poor
10.	Ekawati	100	40	1600	Poor
11.	Intan	100	44	1936	Poor
12.	Nur Fauziah	100	40	1600	Poor
13.	Nurindah	100	36	1296	Very Poor
14.	Renita Indriani Makhamban	100	48	2304	Poor
15.	Wardina	100	56	3136	Fair
	Total		$X_{1=}$ 556	$X_1{}^2$= 22480	

The table above showed that the result of students' vocabulary score before applying the Students Teams Achievement Division (STAD) Model. There were 7 students got very poor score, 1 student got fair score, and 7 students got poor score, skills in pre-test was low, because most of students still got 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.

Mean score of the pre-test:

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

$$X = \frac{5}{1}$$

X= 37.06

The standard deviation of the pre-test

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

$$SD = \sqrt{\frac{22480 - \frac{(556)^2}{15}}{15-1}}$$

$$SD = \sqrt{\frac{22480 - \frac{309136}{15}}{14}}$$

$$SD = \sqrt{\frac{22480 - 20609}{14}}$$

$$SD = \sqrt{\frac{1871}{14}}$$

$$SD = \sqrt{1336}$$

SD = 36.55

4.1.1.2 The students' score in post-test

Table 4.2 The students' score in post-test

No	Responden	Post-test of student			classification
		Max Score	Score (X)	X^2	
1.	Gandi	100	76	5776	Good
2.	Kurdanil	100	80	6400	Very Good
3.	Muh. Alqamar	100	72	5184	Good
4.	Muh. Fawaz	100	72	5184	Good
5.	Muh. Haikal Fatilah	100	84	7056	Very Good
6.	Muh. Safey	100	88	7744	Very Good
7.	Riswan	100	80	6400	Very Good
8.	Riswandi	100	92	8464	Very Good
9.	Sayyid Akmal	100	92	8464	Very Good
10.	Ekawati	100	84	7056	Very Good
11.	Intan	100	88	7744	Very Good
12.	Nur Fauziah	100	80	6400	Very Good
13.	Nurindah	100	76	5776	Good
14.	Renita Indriani Makhamban	100	92	8464	Very Good
15.	Wardina	100	96	9216	Very Good
Total			$X_2 = 1252$	$X_2{}^2 = 105328$	

The table above showed that there were a changed of students' score after did the treatment. There were 4 students got good score, and 11 students got very good score. The total score in post-test is 1252. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in vocabulary.

Mean score of the post-test:

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

$$X = \frac{1}{1}$$

X= 83.46

The standard deviation of the post-test

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

$$SD = \sqrt{\frac{105328 - \frac{(1252)^2}{15}}{15 - 1}}$$

$$SD = \sqrt{\frac{105328 - \frac{1567504}{15}}{14}}$$

$$SD = \sqrt{\frac{105328 - 104500}{14}}$$

$$SD = \sqrt{\frac{828}{14}}$$

$$SD = \sqrt{5914}$$

SD = 76.90

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.3 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	37.06	36.55
Post-test	83.46	76.90

The data in table 4.5 shows that the mean score of the pre-test was 37.06 (X_1) while the mean score of the post-test increased 83.46 (X_2). The standard deviation of pre-test was 36.55 (SD) while the standard deviation of the post-test was 76.90 (SD).

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' vocabulary has improvement after doing the learning process that used the vocabulary.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 The rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Pre-test		Post-tes	
			F	%	F	%
1.	Very Good	80-100	-	-	11	73.33
2.	Good	66-79	-	-	4	26.67
3.	Fair	56-65	1	6.67	-	-
4.	Poor	40-55	7	46.67	-	-
5.	Very Poor	< 39	7	46.67	-	-
	Total		15	100	15	100

There are 1 student (6.67%) got Fair, 7 students (46.67%) got Poor and 7 Students (46.67%) got Very Poor. While in post-test 11 Students (73.33%) got Very Good, 4 students (26.67%) got Good, and none of them got Fair, Poor, and Very Poor. It can be conclude that the students score in the post- test is Higher than the rate percentage in the pre-test.

The result of data analysis about students' vocabulary is able to improve at the first year students of MTs. DDI Labukkang Parepare.

4.1.1.5 t-test value

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

Table 4.5 The worksheet of the calculation of the score on pre-test and post-test
on the students' Vocabulary.

No	Respondent	Total score of pre-test		Total score of post-tes		D	D^2
		X$_1$	(X$_1$)^2	X$_2$	(X$_2$)^2	(X$_2$-X$_1$)	(X$_2$-X$_1$)^2
1.	Gandi	16	256	76	5776	60	5520
2.	Kurdanil	44	1936	80	6400	36	4464
3.	Muh. Alqamar	48	2304	72	5184	24	2880
4.	Muh. Fawaz	32	1024	72	5184	40	4160
5.	Muh. Haikal Fatilah	20	400	84	7056	64	6656
6.	Muh. Safey	28	784	88	7744	60	6960
7.	Riswan	24	576	80	6400	56	5824
8.	Riswandi	32	1024	92	8464	60	7440
9.	Sayyid Akmal	48	2304	92	8464	44	6160
10.	Ekawati	40	1600	84	7056	44	5456
11.	Intan	44	1936	88	7744	44	5808
12.	Nur Fauziah	40	1600	80	6400	40	4800
13.	Nurindah	36	1296	76	5776	40	4480
14.	Renita Indriani Makhamban	48	2304	92	8464	44	6160
15.	Wardina	56	3136	96	9216	40	6080
	Total	**556**	**22480**	**1252**	**10328**	**696**	**82848**

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

applied:

Find out D

Where: $D = \dfrac{\sum D}{N} = \dfrac{6}{1} = 46$

$$t = \frac{46}{\sqrt{\dfrac{82848 - \dfrac{(696)^2}{15}}{15(15-1)}}}$$

$$t = \frac{46}{\sqrt{\dfrac{82848 - \dfrac{484416}{15}}{15(14)}}}$$

$$t = \frac{46}{\sqrt{\dfrac{82848 - 32294}{210}}}$$

$$t = \frac{46}{\sqrt{\dfrac{50554}{210}}}$$

$$t = \frac{46}{\sqrt{240}}$$

$$t = \frac{46}{15.49}$$

$$t = 2.9$$

Table 4.6 The test of significance

Variable	T-test Value	T-table
Pre-test and Post-test	2.969	2.145

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

4.1.1.6 Hypothesis Testing

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

Df   = *N-1*

      = 15-1

      = 14

Df with significance (0.05) = 2.145

For the level, significant (p) 5% and df = 14, and the value of the t-table is 2.145 while the value of t-test is 2.969. it means that the t-test value is greater than t-table (2.969   2.145). Thus, it can be concluded that the students' vocabulary through STAD Model are significantly better after getting the treatment. So, based on the result above (H$_a$) or alternative hypothesis is accepted and (H$_o$) or null hypothesis is rejected. This showed that can improved students' vocabulary at the first year students of MTs. DDI Labukkang Parepare.

4.1.1 The Way STAD Model Improve Students Vocabulary

The researcher description of the data collected through vocabulary test to improve that students vocabulary by using Students Team Achievement Division (STAD) Model, it was supported by the frequency and the rate of the result of the student's score of pre-test and post-test experimental class. Students score after presenting material by using Students Team Achievement Division (STAD) Model in teaching was better than after giving the treatment.

Teaching Vocabulary by using Students Team Achievement Division (STAD) Model can help the students to develop their Vocabulary. The researcher teaches and introduces what is STAD. When using this learning model, the students can easier remember the new vocabulary.

At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary before getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist 25 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connect with the main idea of the test.

There were fourth meetings for doing the treatment of this research. In first meeting was on November 01st, 2018, The researcher gave greeting, gave motivation about the important of English as an international language before teaching process for the students, the researcher introducing the topic of the lesson, and the students pay attention to the picture presented by the researcher, Students Team Achievement Division (STAD) model is able to improve the students' participation and enthusiasm towards vocabulary lesson. Various steps of the method encouraged them to think and share their opinion related to the topic. It gave the students chances to participate and have interaction with the researcher as well as the other students. In consequence, the class situation became livelier. Moreover the topic discussed was selected based

on relevance and familiarity with the students, so it made them more confident while discussing and answer the questioned in the class.

The second meeting was on November 02nd, 2018, the researcher reviewed the first meeting material. The researcher was asked some question related to the pictures presented to active students background knowledge to remembered the vocabulary and the researcher presented a pictured about animals and explanation about the material.

The third meeting was on November 08th, 2018, the researcher gave a treatment by providing material in accordance with the design of the implementation of the learning that had been determined. The researcher provides an understanding of the material in which there is a vocabulary on the sheets. Then, the researcher asked the students to write down the vocabulary that students got in the white board appropriate with the material. Students were also asked to ask researcher if they did not understand the material provided.

The fourth meeting was on November 09th, 2018, in this last meeting the researcher gave games to the students Redistributed card researchers by containing vocabulary added different vocabulary from the first meeting. Researchers again give direction to students how to apply this learning model and ask students to ask if something is not understood. Then, students are directed to look for masters or detailed cards that have been given. Next, students translate the cards they get. After that, students tell their friends the vocabulary they got on the card. Each group takes turns to present their cards.

From the first meeting to the last meeting, the vocabulary implementation of students of the first year MTs. DDI Labukkang Parepare with the Student Team

Achievement Division (STAD) model. In situations the class is more active in the classroom and in the learning process even though there are many students who still lack English vocabulary. Vocabulary learning using the Student Team Achievement Division (STAD) model can help students interact and cooperate with their friends in English learning, and is easier to remember words. during the learning process, students have received sufficient training in sharing their experience and background knowledge as a bridge to connect their knowledge with vocabulary texts. In conclusion, the application of the Student Team Achievement Division (STAD) model has an impact on increasing student vocabulary.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 37.06. After that, the researcher gave the treatment by using STAD model. The researcher look the increasing students in understanding the material. In the fourth meeting they can improve their vocabulary.

After doing fourth times of treatment on 12th August, 2018 the researcher conducted a post- test. The post-test score showed that there significance different before giving treatment and after treatment. The mean score of the post-test was 83.46. The data analysis result is the T-Test value (2.969) was greater than the T-table value (2.145). By this result, it is concluded that there is an improvement between the students vocabulary before and after giving treatment by using Card Sort. It shows that the alternative hypothesis (Ha) is accepted in the null hypothesis (Ho) is rejected.

4.1.2 Observation

The result of students activities during teaching and learning process through STAD Learning Model can be seen in the table below:

Table 4.7 The observation sheet

no	Students Activities	Meeting				Average Percentage
		1	2	3	4	
1	Presenting in Learning Process	15	12	15	15	
2	Giving attention during teaching and learning process	13	10	15	15	
3	Giving Question about the lesson material	3	2	5	9	
4	Answering the question which given by teacher	8	8	13	14	
5	Doing the given Assignment	15	12	15	15	
6	Playing during teaching and learning process	2	2	-	-	
7	going out from class without permission	-	-	-	-	

The table 4.7 shows at the first meeting there are 15 students present in learning process. 13 students pay attention during teaching and learning process, 3 students give question about the material, 8 answer the question which given by teacher, 15 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission. In second meeting there are 12 students present in learning process. 10 students pay attention during teaching and learning process, 2 students give question about the material, 8 answer the question which given by teacher, 12 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission. In third meeting there are 15 students present in learning process. 15 students pay attention during teaching and learning process, 5 students give question about the material, 13 answer the question which

given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission. In Fourth Meeting there are 15 students present in learning process. 15 students pay attention during teaching and learning process, 9 students give question about the material, 14 answer the question which given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission.

4.2 Discussion

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, and the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be addend to the overall knowledge of the learner. According to the researcher observation in MTs. DDI Labukkang Parepare, the researcher found that the students vocabulary is still low. So, to face this problem, the teacher must use a learning model that can help students memorize the vocabulary well. Then the researcher choose one of learning model, that applied was STAD (Students Team Achievement Divison).

This model was developed by Robert Slavin and his friends at Johns Hopkin University. According to Slavin (2007) STAD model (Student Team Achievement Division) is the most widely studied cooperative variation. This model is also easy to adapt. In STAD, students are divided into groups of four people who vary in ability,

gender, and tribe. The teacher provides a lesson and the students in the group ensure that all members of the group are able to master the lesson.

Eventually all students went through individual quizzes about the material. And at that time they should not help each other. The values of the student quiz results are compared to their own previously obtained averages, and they are rewarded based on how high they are over their previous value. These values are then added to group values, and groups that can reach certain criteria can get certificates or other prizes. The entire cycle of activity, ranging from exposure to group work teachers to quizzes, usually requires three to five classroom meetings. Slavin also explained that: "the main idea behind STAD is to encourage students to encourage and help each other to master the skills teachers teach."

Before discussing the results of this research, the researcher explained the focus of the research. This research was conducted in MTs. DDI Labukkang Parepare. The population is the first grade student of MTs. DDI Labukkang Parepare In Academic year 2018/2019 which consists of one class namely VII, so the total sample is 15 students, consisting of 9 male and 7 female. Researcher will use purposive technique sampling because this technique is in accordance with the expertise of the respondent. The instrument of collecting data used in this research were pre-test and post-test.

Based on the formulation of the problem stated in chapter 1, namely Is the use of Students Teams Achievement Division (STAD) Model able to Improve the Students vocabulary of The First Year Students of Mts. DDI Labukkang Parepare. The description of the data collected showed that there is significance difference

students vocabulary ability trough the STAD learning model at MTs. DDI Labukkang parepare.

After the researcher conducted the data analysis, the researcher then described some of the results of the research that had been carried out in accordance with the research guidelines used, as follows.

4.2.1 Pre-Test

The pre-test it purposed to know students' ability in vocabulary before getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist 25 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connect with the main idea of the test.

Based on the students pre-test papers, most of the students had many correct answer in matching words of vocabulary. This kind of test inside the pretest was easy for the students, they knew the meaning and directly could choose the right answer of 8 possible answer which has been prepared under of each test. Most of the students doing a lots of mistake in multiple choice, The students of the first year students of MTs DDI Labukkang parepare had difficult to answer this kind of test. They said that they knew the meaning of vocabulary but they did not know what the meaning from the sentence. So the students just guessing the answer by choosing one of multiple choice answer.

Those data above had the same line with the observation result which found by the researcher before doing the research, the researcher found that the students of first year students of MTs DDI Labukkang parepare had difficulty in memorizing the vocabulary, they were lack of vocabularies. So that, the researcher thought that the students team achievement division (STAD) model would help the students to learn with enjoy and improve the students vocabulary.

The pre-test result showed that most of the students or 14 from 15 students got very poor and poor classification. So, it means there are 93.3% students had very low ability in mastering the new vocabularies that had been given to them and 1 students of the sample that got fair classification. So, it means that there are 6.67% of the sample had low ability in mastering the new vocabularies. None of the sample were good or very good in mastering the new vocabularies. Those result showed that the students really need helpful and those were their real initial ability.

Meanwhile the mean score data of pre-test also showed that the mean score of students was 37.06. It means that the average ability of the first year students of MTs DDI Labukkang parepare in mastering vocabulary before the treatment it was very low.

4.2.2 Treatment

After giving pre-test the researcher gave treatment for fourth meetings, the researcher used the STAD model. Where the researcher asked to the students to make some of group that consisted of 4-5 members. Then, the writer gave materials about vocabulary for every group to be discussed by them. Meanwhile, the researcher gave some direction to the students in the process of learning. Each member of every group had responsible to make their member understand about the materials that were

learned. If they found a misunderstanding of the material, the researcher gave them explanation. After every group discussed about the material, the researcher gave a quizzes to the students, to test their understanding about the material and their memorized the vocabulary. Furthermore, if the students answer the question correctly the researcher gave reinforcement to the students. By discussing in group the students more confident and comfortable in the process of learning about vocabulary. the students could memorize more than half of the vocabularies that given to them, it seen by the simple test that the researcher gave to them in the last session by asking all of the vocabularies one by one and they might mention their meanings one by one.

There were fourth meetings for doing the treatment of this research. In first meeting, The researcher gave greeting, gave motivation about the important of English as an international language before teaching process for the students, the researcher introducing the topic of the lesson, and the students pay attention to the picture presented by the researcher, Students Team Achievement Division (STAD) model is able to improve the students' participation and enthusiasm towards vocabulary lesson. Various steps of the method encouraged them to think and share their opinion related to the topic. It gave the students chances to participate and have interaction with the researcher as well as the other students. In consequence, the class situation became livelier. Moreover the topic discussed was selected based on relevance and familiarity with the students, so it made them more confident while discussing and answer the questioned in the class.

The second meeting, the researcher reviewed the first meeting material. The researcher was asked some question related to the pictures presented to active

students background knowledge to remembered the vocabulary and the researcher presented a pictured about animals and explanation about the material.

The third meeting, the researcher gave a treatment by providing material in accordance with the design of the implementation of the learning that had been determined. The researcher provides an understanding of the material in which there is a vocabulary on the sheets. Then, the researcher asked the students to write down the vocabulary that students got in the white board appropriate with the material. Students were also asked to ask researcher if they did not understand the material provided.

The fourth meeting, in this last meeting the researcher gave games to the students Redistributed card researchers by containing vocabulary added different vocabulary from the first meeting. Researchers again give direction to students how to apply this learning model and ask students to ask if something is not understood. Then, students are directed to look for masters or detailed cards that have been given. Next, students translate the cards they get. After that, students tell their friends the vocabulary they got on the card. Each group takes turns to present their cards.

From the first meeting to the last meeting, the vocabulary implementation of students of the first year MTs. DDI Labukkang Parepare with the Student Team Achievement Division (STAD) model, which at each meeting researchers always give quizzes to each student based on the title of the material delivered on that day in accordance with the characteristics of this learning model. In situations the class is more active in the classroom and in the learning process even though there are many students who still lack English vocabulary. Vocabulary learning using the Student Team Achievement Division (STAD) model can help students interact and cooperate

with their friends in English learning, and is easier to remember words. during the learning process, students have received sufficient training in sharing their experience and background knowledge as a bridge to connect their knowledge with vocabulary texts. In conclusion, the application of the Student Team Achievement Division (STAD) model has an impact on increasing student vocabulary.

4.2.3 Post-Test

After giving treatment, the researcher gave post-test to the students, post-test was conducted to know the progress of students vocabulary ability. The post-test it purposed to know students ability in vocabulary after getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of post-test with consist 25 questions but with difference vocabulary in pre-test. It purposed to know the students improvement in vocabulary after getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connect with the main idea of the test.

The result of finding in post-test showed that the students vocabulary ability was higher than the result in pre-test, where in post-test most of students got very good classification and in pre-test most of students got very poor classification. the post-test result showed 11 students got very good classification so its mean that there are 73.33% of students had very good ability in mastering the vocabularies that had been given to them and 4 students of the sample that got good classification so its mean that there are 26.67% of the sample had good ability in mastering the new

vocabularies. None of the sample were poor in mastering the new vocabularies, Moreover the mean score data of post-test also showed that the mean score of students was 83.46.Those result showed that the students of the first year students of MTs DDI Labukkang Parepare really had significant improvement after gave the treatment. Finally, the degree freedom significance 5% was 2.145. It was higher than the result of significance differences of the post test that was 2.969   2.145. It means that the hypothesis of the researcher is accepted.

In this research, the researcher also made observations at each class meeting to see how the students' development, activities and behavior were during the learning process or treatment. Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way watching and listening to an interaction or phenomenon as it takes place.[1] Observation aims to know and find out the improve of students vocabulary in learning english by using STAD learning model.

In the first meeting there are 15 students present in learning process. 13 students pay attention during teaching and learning process, 3 students give question about the material, 8 answer the question which given by teacher, 15 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission.

In second meeting there are 12 students present in learning process. 10 students pay attention during teaching and learning process, 2 students give question about the material, 8 answer the question which given by teacher, 12 students do the

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[1]Ranjit Kumar, *Research Methodology a Step by step guide for beginners,* third edition (New Delhiz: SAGE Publications India Pvt Ltd, 2011), p.134.

given assignment, 2 students play during teaching and learning process and there are no students out from class without permission.

In third meeting there are 15 students present in learning process. 15 students pay attention during teaching and learning process, 5 students give question about the material, 13 answer the question which given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission.

In Fourth Meeting there are 15 students present in learning process. 15 students pay attention during teaching and learning process, 9 students give question about the material, 14 answer the question which given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission.

Based on the results of observations of researchers towards class VII students of MTs. DDI Labukkang Parepare during the learning process from the first meeting to the last meeting there were changes that gradually increased and improved. In the last meeting almost all active students asked questions and were able to answer the questions given by the researcher. The students initially play more without paying attention to the lesson. So by applying the STAD learning model, students can play while learning, namely researchers give games in the form of cards to each group containing English vocabulary and posted on the board according to the concepts and material provided by the researcher on that day, then the researcher gives quizzes on each student so that they are able to understand easily the lesson and are more active in the process of learning English.

In this research the researcher taught by use the STAD model in teaching vocabulary, as long as in learning process by use this model the researcher found some of the strength and weakness of this model were as follow:

There were some strength of use STAD model in teaching vocabulary in this research such as: building a good solidarity among the members of every group, the students more confident and comfortable in learning process because they discussed with their friends in group, the students were motivated to know the material because the researcher gave a quizzes after learning and every and every students that answer the quizzes well were given reinforcement the enthusiastic of the students more increasing in learning,

The were some weakness that the researcher found in applying STAD model in improving students vocabulary of the first year students of MTs DDI Labukkang Parepare such as: the students did not have the same mood in learning to the group did not make some of the comfortable, the students which are active in quizzes more and more active and sometimes make the students which passive be more and more passive, the students were not answer the quizzes well sometimes loss of their confident.

However in this researcher the writer found that the students were taught by used STAD model. The students were be able more understand the material because the students would be very comfortable and confident in discussing the material with their group. Besides that they would feel excited if they got reinforcement for their answer when they got the quizzes. This finding writing was supported by Spencer and Miguel, they stated that STAD is an extremely well searched, effective approach to

mastery of basic facts and information.[2] Besides that Amstrong and Palmer cited from Slavin stated that STAD is generally positively affected; cross race relation, attitude towards school and class, peer support, focus of control, time on task peer relationship and cooperation.[3]

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[2]Spencer Kagan & Miguel Kagan, *Cooperative Learning* (San Clemente: CA Kagan Publishing, 2009), p. 20.

[3]Scoot Amstrong and Jesse Palme, "Student Teams Achievement Division (STAD) in Twelfth Grade Classroom: Effect on Student Achievement an Attitude" (Journal of Social Study Research 22, 1998), p.4.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss two items namely conclusion and suggestion about Students Team Achievement Division as a alternative learning model to improve vocabulary ability of the first year students of MTs. DDI Labukkang Parepare. This result is got by accumulation of data analysis through Pre- Experimental research.

5.1 Conclusion

Based in the finding and discussion in the previous chapter, the researcher concluded the research result as follow:

The use of Students Team Achievement Division model is able to improve students' vocabulary of the first year students of MTs. DDI Labukkang Parepare. It is proven the mean score of pre-test that is 37.06, then improved to 83.46 as the mean score of pos-test. It means that quality of the students' in vocabulary improved from "very poor" to "very good" after using Students Team Achievement Division in giving treatment. T-test result in which the value of the t-test was 2.969 than t-table was 2.145 at the level significance and degree of freedom (df) was 14.

5.2 Suggestion

Based on the result of data analysis and conclusion, the researcher puts the following suggestion :

5.2.1 Since the implementation of Students Team Achievement Division model proven to be successful in improving the student's vocabulary, it is strongly suggested that such learning model be continually implemented in teaching vocabulary to the class.

5.2.2 It will great if in every last session of the meeting, Teacher and students could be make some correction to the mistakes that they have made in sequencing of the vocabulary assignment, for instance, it is probably correction about student's pronunciation, spelling, and translation word.

5.2.3 The students should be more active and no need to afraid of making mistakes during teaching learning process.

5.2.4 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.5 Students Team Achievement Division model can be applied in English teaching learning process, particularly the attempt of improving students vocabulary by using Students Team Achievement Division model.
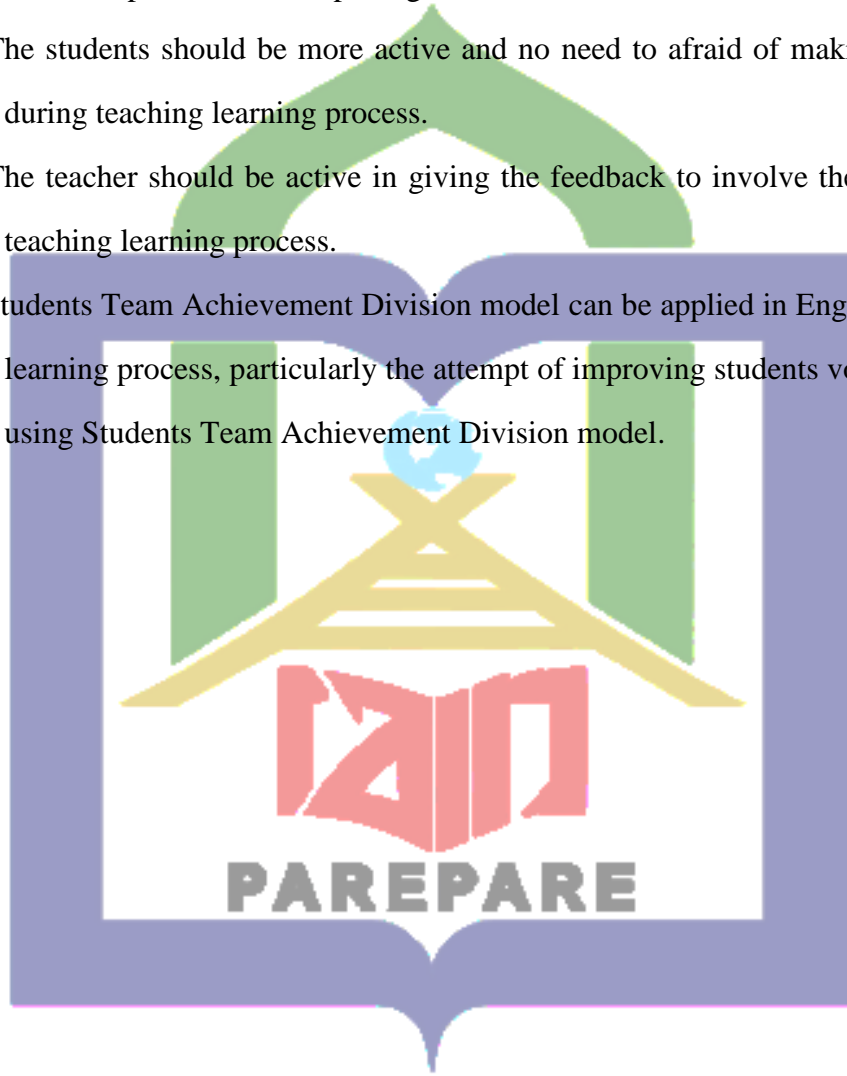
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.

APPENDICES

PAREPARE

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : Mts DDI Labukkang Parepare

Mata pelajaran   : BAHASA INGGRIS

Kelas/Semester   : VII/2

Materi Pokok   : Fungsi sosial Mengidentifikasi dan menyebutkan berbagai nama orang, benda, binatang, dan bangunan umum/publik di lingkungan sekitar.

Alokasi Waktu   : 8 X40 MENIT (4 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait artikel *a* dan *the*, *plural* dan *singular*)	3.4.1	Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
	3.4.2	• Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan)
	3.4.3	• Unsur kebahasaan - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan *a*, *the*, bentuk jamak (*-s*) - Penggunaan kata penunjuk *this*, *that*, *these*, *those* ... - Preposisi untuk *in, on, under* untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1	Identifikasi materi tentang Students Teams Achievement Division (STAD) Model.
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang lingkungan sekitar.
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang things.
	4.4.4	Identifikasi kosa kata secara lisan

Fokus penguatan karakter : Sikap santun, peduli, dan percaya diri

C. Tujuan Pembelajaran

Pertemuan Pertama

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi strategi pengembangan vocabulary melalui Students Teams Achievement Division (STAD) Model.

2. Mengidentifikasi orang.

3. Mengungkapkan kosa-kata yang berkaitan dengan family.

4. Menuliskan kalimat menggunakan nama orang.

5. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan.

Pertemuan Kedua

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi binatang.

2. Mengungkapkan kosa-kata yang berkaitan dengan binatang

3. Menuliskan kalimat menggunakan nama binatang.

4. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan

Pertemuan Ketiga

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi benda.

2. Mengungkapkan kosa kata yang berkaitan dengan benda

3. Menuliskan kalimat menggunakan nama benda,

4. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan untuk mengucapkan terimakasih dan menanggapinya.

Pertemuan Keempat

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi bangunan umum/publik.

2. Mengungkapkan kosa kata yang berkaitan dengan bangunan publik.

3. Menuliskan kalimat menggunakan nama bangunan umum.

4. Mengetahui seberapa jauh pemahaman siswa mengenai materi vocabulary yang telah diberikan melalui Students Teams Achievement Division (STAD) Model.

D. **Materi Pembelajaran**

Materi Reguler

- *Fungsi sosial*

  Mengidentifikasi dan menyebutkan berbagai nama orang, benda, binatang, dan bangunan umum di lingkungan sekitar.

- *Struktur teks*

  *There are only **a few** students left in school.Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin.,*dan semacamnya.

- *Unsur kebahasaan*

  1. Pernyataan/pertanyaan terkait orang, benda, binatang, bangunan publik

  2. Penyebutan benda dengan *a*, *the*, bentuk jamak (*-s*)

  3. Penggunaan kata penunjuk *this*, *that*, *these*, *those* ...

  4. Preposisi untuk *in, on, under* untuk menyatakan tempat

  5. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- *Topik*

  Mengidentifikasi dan menyebutkan berbagai nama orang, benda, binatang, dan bangunan umum/publik di lingkungan sekitar.

- *Unsur kebahasaan*

  - Ungkapan-ungkapan yang lazim digunakan

E.   Metode Pembelajaran

Metode   : Scientific

Model Pembelajaran   : Cooperative Learning

F.   Media dan Alat Pembelajaran

Media   : Gambar, Card

Alat   : Laptop, boardmarker

Sumber belajar   : Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat.

G. Langkah-langkahKegiatanPembelajaran

Pertemuan Pertama: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** ↓ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. ↓ Bertanya jawab tentang waktu ↓ Menyebutkan tujuan pembelajaran ↓ Menyebutkan kegiatan belajar yang akan dilakukan.	10'
Kegiatan Inti	↓ Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: **Mengamati** Mengamati materi yang dijelaskan **Menanya** ↓ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait vocabulary ketika bertemu dan menanggapinya. **Mengumpulkan Informasi** Mengolah informasi yang didapat dari materi yang dijelaskan. **Mengasosiasi** ↓ Melengkapi konsep (member of family) ↓ Menjawab kuis	60'

	Mengkomunikasikan	
	⬇ Menggunakan kosa kata dalam berintekasi.	
	⬇ Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.	
Kegiatan Penutup	Siswa bersama guru: ⬇ Membahas manfaat pembelajaran yang baru diselesaikan, ⬇ Membahas kesulitan dalam melakukan aktivitas pembelajaran, ⬇ Mengevaluasi pembelajaran,	**10'**

PertemuanKe-dua: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** ⬇ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. ⬇ Bertanya jawab tentang waktu ⬇ Menyebutkan tujuan pembelajaran ⬇ Menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru: **Mengamati** Mengamati materi yang dijelaskan	**60'**

	Menanya ⬇ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait dengan vocabulay. **Mengumpulkan Informasi** ⬇ Mengolah informasi yang didapat dari penjelasan guru sebelumnya **Mengasosiasi** ⬇ Melengkapi konsep (Animals). ⬇ Menjawab kuis **Mengkomunikasikan** ⬇ Menggunakan secara aktif vocabulary sehari-hari. ⬇ Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.	
Kegiatan Penutup	Siswa bersama guru: ⬇ Membahas manfaat pembelajaran yang baru diselesaikan, ⬇ Membahas kesulitan dalam melakukan aktivitas pembelajaran, ⬇ Mengevaluasi pembelajaran, ⬇ Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.	**10'**

Pertemuan ke – 3   : (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** 🍂 Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. 🍂 Bertanya jawab tentang waktu 🍂 Menyebutkan tujuan pembelajaran 🍂 Menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti	**Mengamati** Mengamati materi yang dijelaskan **Menanya** 🍂 Bertanya jawab tentang fungsi sosial, strukturteks, dan unsur kebahasaan dari teks interaksi transaksional terkait vocabulary. **Mengumpulkan Informasi** 🍂 Mengolah informasi yang didapat dari penjelasan guru sebelumnya, mengenai ungkapan vocabulary "Things" **Mengasosiasi** 🍂 Melengkapi kata yang tertera dalam konsep. 🍂 Menjawab kuis **Mengkomunikasikan** 🍂 Menggunakan secara aktif vocabulary dalam interaksi pembelajaran sehari-hari. 🍂 Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan	60'

	fungsi sosial, struktur teks dan unsur kebahasaan.	
Kegiatan Penutup	Siswa bersama guru: 🔸 Membahas manfaat pembelajaran yang baru diselesaikan, 🔸 Membahas kesulitan dalam melakukan aktivitas pembelajaran, 🔸 Menyimpulkan hasil pembelajaran, 🔸 Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.	10'

Pertemuan ke- 4   : (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	**Guru:** 🔸 Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. 🔸 Bertanya jawab tentang waktu 🔸 Menyebutkan tujuan pembelajaran 🔸 Menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti	**Mengamati** Mengamati penjelasan guru (public place) **Menanya** 🔸 Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait vocabulary. **Mengasosiasi** 🔸 Melengkapi kata yang tertera dalam konsep. 🔸 Menjawab kuis	60'

	Siswa bersama guru:	
Kegiatan Penutup	- Membahas soal latihan - Membahas kesulitan dalam melakukan aktivitas pembelajaran, - Mengevaluasi pembelajaran,	**10'**

H. Penilaian Pembelajaran.

1. Teknik penilaian otentik

   Sikap   : Observasi

   Pengetahuan   : penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

2. Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis

   ✓ Praktik   :

   Bermain games " melengkapi konsep " untuk mendapatkan vocabulary baru.

I. Rubrik Penilaian dan Pedoman Penskoran

   a. Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Fungsi Sosial	Sangat memahami	3	4	
	Memahami	2		

	Kurang memahami	1		
Struktur Teks	Sangat runtut	3	4	
	Runtut	2		
	Kurang runtut	1		
Unsur Kebahasaan	Sangat tepat	3	4	
	Tepat	2		
	Kurang tepat	1		
Keterangan : Nilai akhir = (Nilai perolehan : Nilai maksimal) x 100%				
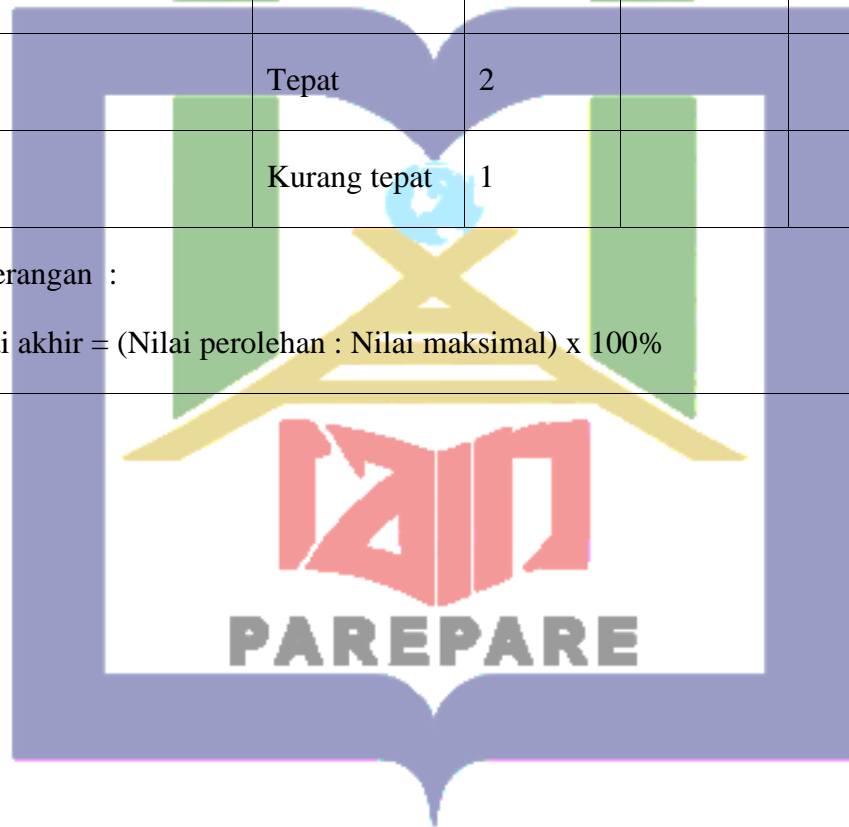
Instrumen penilaian untuk tes tertulis

Pertemuan 1

Aktivitas Siswa 1

Match the words in English with the words on the right side.

1. Father	a. Anak laki-laki
2. Mother	b. Ayah
3. Parents	c. Orang tua
4. Wife	d. Saudaralaki-laki
5. Husband	e. Suami
6. Daughter	f. Ibu
7. Son	g. Saudara perempuan
8. Brother	h. Nenek
9. Sister	i. Istri
10. Grandmother	j. Anak perempuan

Aktivitas Siswa 2

- Draw your own family tree and tell the relation. You can use your imagination to make a good job.

Pertemuan 2

Aktivitas Siswa 1
Match the picture with the words provided!

a. butterfly

b. goose

c. Turtle

d. Rabbit

e. Porcupine

f. Parrot

Aktivitas Siswa 2

- Please describe the picture.

Example :

1. There is one tiger.

2. There are ....

Aktivitas Siswa 3

- Write down name of the animals you can find at your home.

No.	Animals	Sentences
1	Cat	There is a cat.
2		
3		
	Etc	

Pertemuan 3

Aktivitas Siswa 1

Write the words in the classroom.

1. | P | | N | | | L |

2. | E | | A | | | R |

3. | T | | B | L | |

4. | R | | L | R |

5. | B | | | K |

Aktivitas Siswa 2

- Write down the things you can find at your home.

Things in the:			
Living room	Bedroom	Kitchen	Bathroom

Pertemuan 4

Aktivitas Siswa 1

- Match the words with their meaning provided

a. Pelabuhan	1. Hospital
b. Bandara	2. Restaurant
c. TamanbermainPintar	3. Railway station
d. Tokopakaian	4. Airport
e. Rumahsakit	5. Cinema
f. Stasiunkereta api	6. Stationary shop
g. Tokoalat tulis	7. Fashion shop
h. Bioskop	8. Dispensary
i. Apotik	9. Playground
j. Rumah makan	10. Harbor

Aktivitas Siswa 2

- Write down the name of the places and make sentence

....

....

....

....

....

Appendix 2. Teaching Materials

THE MATERIAL OF THE TREATMENT

Pertemuan 1

Member of Family

- VOCABULARY

1.	Father	: Ayah	6. Daughter	: Anak perempuan
2.	Mother	: Ibu	7. Son	: Anak laki-laki
3.	Parents	: Orang tua	8. Brother	: Saudara laki-laki
4.	Wife	: Istri	9. Sister	: Saudara perempuan
5.	Husband	: Suami		

FAMILY TREE
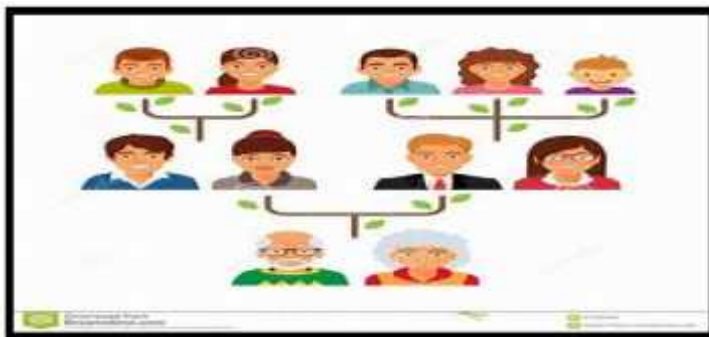
1. Mr. Didi is Siti's **father**
2. Mrs. Hasanah is Siti's **mother**.
3. Mr. Didi and Mrs. Hasanah are Siti's **parents**.
4. Mrs. Hasanah is Mr. Didi's **wife**.
5. Mr. Didi is Mrs. Hasanah's **husband**.
6. Siti is Mr. Didi's daughter/ Siti is Mrs. Hasanah's **daughter**.
7. Beni is Mr. Didi' son/ Beni is Mrs. Hasanah' **son**.
8. Beni is Siti's **brother**
9. Siti is Beni' **sister**

- VOCABULARY

1. Grandfather   : Kakek
2. Grandmother : Nenek
3. Granddaughter: Cucu perempuan
4. Grandson   : Cucu laki-laki
5. Grandchild   : Cucu (Singular/Satu)
6. Grandchildren : Cucu (Jamak/lebih dari satu)
7. Uncle   : Paman
8. Aunt   : Bibi
9. Nephew   : Keponakan laki-laki
10. Niece   : Keponakan perempuan
11. Father in law   : Ayah mertua
12. Mother in law : Ibu mertua
13. Daughter in law: Menantu perempuan
14. Son in law   : Menantu laki-laki
15. Parent's in law: Mertua

FAMILY TREE

1. Mr. Ridwan is Siti's **grandfather**.

2. Mrs. Sarah is Siti's **grandmother**.

3. Siti is Mr. Ridwan and Mrs. Sarah's **granddaughter**

4. Beni is Mr. Ridwan and Mrs. Sarah's **grandson**.

5. Siti , Beni and Indra are Mr. Ridwan and Mrs. Sarah's **grandchildren**.

6. Mr. Johan is Siti's **uncle**.

7. Mrs. Yuli is Siti's **aunt**.

8. Siti is Mr. Johan's niece/ Siti is Mrs. Yuli's **niece**.

9. Beni is Mr. Johan's nephew/ Beni is Mrs. Yuli's **nephew**.

10. Mr. Ridwan is Mr.Didi's **father in law**.

11. Mrs. Sarah is Mr.Didi's **mother in law**.

12. Mr.Didi is Mr. Ridwan and Mrs. Sarah's **son in law**.

13. Mr. Ridwan and Mrs. Sarah are Mr. Didi's **parent in law**.

14. Mrs.Yuli is Mr. Ridwan and Mrs. Sarah's **daughter in law**

Pertemuan 2

Animals

Read and remember the following animals.

Singular	Plural	Meaning
Cat	Cats	Kucing
Rabbit	Rabbits	Kelinci
Dog	Dogs	Anjing
Duck	Ducks	Bebek
Hamster	Hamsters	Hamster
Turtle	Turtles	Kura-kura
Snake	Snakes	Ular
Buffalo	Buffaloes	Kerbau
Goat	Goats	Kambing
Sheep	Sheeps	Domba
Pigeon	Pigeons	Merpati
Frog	Frogs	Katak
Bee	Bees	Lebah
Goose	Geese	Angsa
Fish	Fishes	Ikan
Parrot	Parrots	Burung beo
Owl	Owls	Burung hantu
Ladybug	Ladybugs	Kumbang
Dragonfly	Dragonflies	Capung
Monkey	Monkeys	Monyet
Cow	Cows	Sapi
Ant	Ants	Semut
Butterfly	Butterflies	Kupu-kupu
Porcupine	Porcupines	Landak
Lion	Lions	Singa

Example :
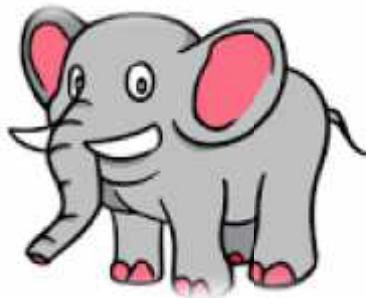
There is an elephant.   There are three tigers.

Pattern   : There is + singular noun
             There are + plural noun

How many pet do you have?

I have one cat.   I have three cats.

Pertemuan 3

Things

SCHOOL ENVIRONMENT

- Things in The Classroom and Bag School

1. a globe	: globe	11. a table	: meja
2. a clock	: jam	12. a chair	: kursi
3. a pictur	: gambar.	13. a ruler	: penggaris
4. an air conditioner	: AC	14. Pencil	: pensil
5. a cupboard	: lemari.	15. a glue	: lem
6. a board	: papan tulis	16. an eraser	: penghapus
7. a door	: pintu	17. some Books	: buku-buku
8. a window	: jendela	18. a bottle	: botol
9. a book	: buku	19. a sharpener	: pengasah
10. a desk	: meja tulis	20. a pair of scissors	: gunting

HOME ENVIRONMENT

- LIVING ROOM

- Things in the living room

1. a picture   : gambar
2. a lamp   : lampu
3. a bookcase   : rak buku
4. a television   : televisi
5. a telephone   : telepon
6. a sofa   : sofa
7. a carpet   : karpet
8. a table   : meja

Example :

✓ **Is there a tv in the living room?**

There is a TV set in the living room.

There is a sofa in the living room.

There is a table in the living room.

✓ **How many lamps are there in the living room?**

There are two lamps in the living room.

There are two magazines in the living room.

- BEDROOM

- Things in bedroom

1. a wardrobe   : lemari pakaian
2. a pillow   : bantal
3. a lamp   : lampu
4. a mirror   : kaca
5. a dressing table   : meja rias
6. a bed   : kasur
7. a bolster   : guling
8. a blanket   : selimut

Example :

✓ **Is there a lamp in the bedroom?**

There is a lamp in the bedroom.

There is ....

✓ **How many pillows are there in the bedroom?**

There are two pillows in the bedroom.

There are................

- KITCHEN

- Things in the kitchen

1. a sink   : bak cuci piring   6. a stove   : kompor
2. a frying pan   : penggorengan/ wajan   7. a cabinet   : lemari kaca
3. a pan   : panci
4. an oven   : oven
5. a refrigerator   : lemari pendingin

- BATHROOM

- Things in the bathroom

1. a mirror   : kaca   5. a scoop   : gayung
2. a sink   : bak cuci   6. a tub   : bak
3. a bucket   : ember   7. a toilet : toilet
4. a shower   : penyira

- **There is/There are**

Pattern:

Subject	is/are	Sentence
There	Is	a sofa
		an eraser
There	Are	three lamps

- **Have/Has**

Pattern:

Subject	have/has	Sentence
I		a book
You		a ruler
We	have	an eraser
They		three pencils
The students		a table
He		a pen
She		an eraser
It	has	two books
The bag		two pockets.
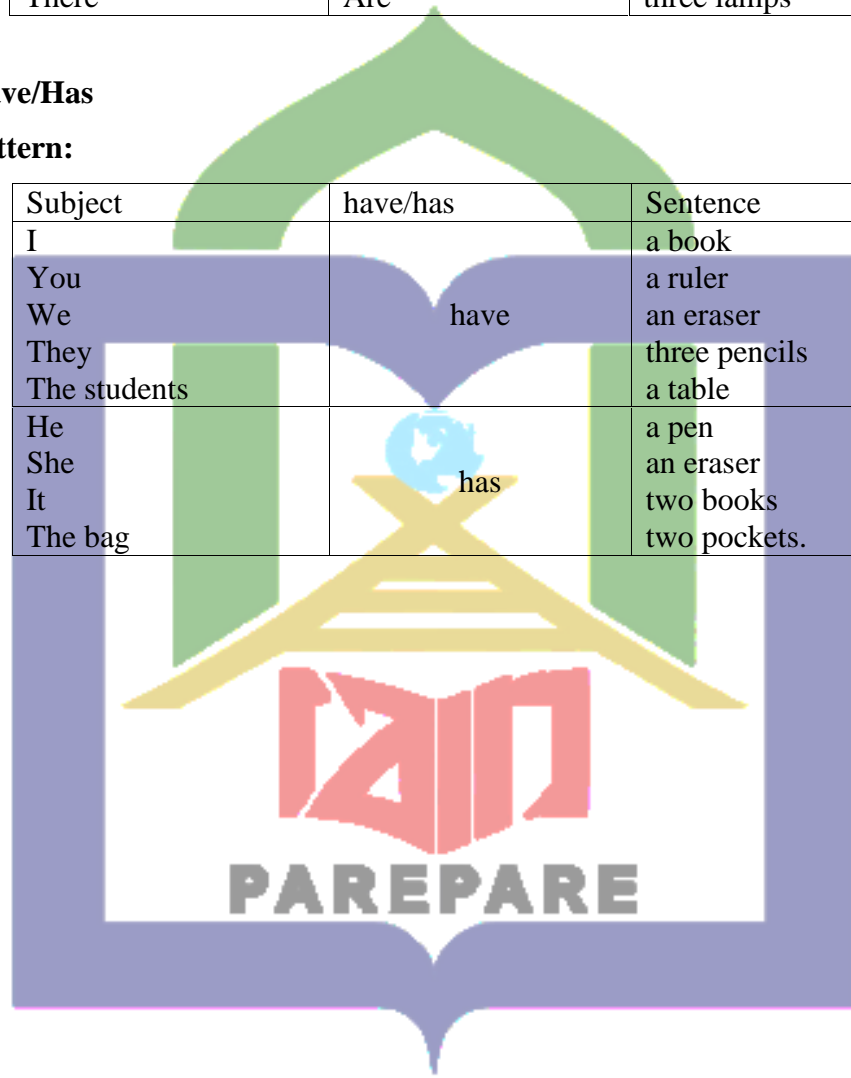
Pertemuan 4

Name of Public Place

- Names of the public places

1. Public Health Centre : Puskesmas
2. Hotel : Hotel
3. Post office : Kantor pos
4. Bank : Bank
5. Hospital : Rumah sakit
6. Restaurant : Rumah makan
7. Railway station : Stasiun kereta api
8. Harbor : Pelabuhan
9. Airport : Bandara
10. Cinema : Bioskop
11. Stationary shop : Toko alat tulis
12. Fashion shop : Toko pakaian
13. Dispensary : Apotik
14. Playground : Taman bermain
15. Garage : Bengkel
16. Gas station : Stasiun pengisian bahan bakar
17. Police station : Kantor polisi
18. Market : Pasar
19. Bus stop : Halte bus

- Look at the pictures and read the names of buildings aloud

This is a policestation. We may report a crime here.

This is a garden. We plant flowers here.

This is asupermarket. We shop our daily needs hero.

This is a bank. We save and draw our money from here.

This is a cinema.We watch movie here.

This is a hospital.We may be treated here if we are sick.

Appendix 3.

Media Pembelajaran

Appendix 4. The Instrument of Pre & Post-test.

Pre Test

Name   :

Class   :

A. Match the following words with the suitable translate by using arrow !

1. Ayah	(a). Grandfather
2. Ibu	(b). Head
3. Kepala	(c). Grandmother
4. Kakek	(d). cat
5. Kucing	(e). father
6. Anjing	(f). Mother
7. Kuda	(g). Nose
8. Hidung	(h). horse
9. Mata	(i). Dog
10. Nenek	(j). eye

B. Multiple Choice

- Choose the correct answer to complete the sentence !

11. My mom is a chef . She likes…………..

a). Cooking   c). Running

b). Shopping   d). Sleeping

12. All of the students can……… book in the library

   a). Watch   c). Buy

   b). Read   d). Broken

13. Tia   : Can I borrow your………. For writing on my book

   Santi   : yes, why not

   a). Board marker   c). Chalk

   b). Pen   d). Ruler

14. My friend ……… me a new diary for my birthday

   a). Buy   c). Lend

   b). Cook   d). Give

15. I bring dictionary to my ………….. every time I have an English class

   a). Library   c). school

   b). Art   d). Home

16. In my classroom there are 35 ……… And chairs

   a). Chair   c). Book

   b). Tables   d). Cabinet

17. We need ……….. to write in the white board

   a). Book   c). board marker

   b). Ruler   d). pen

18. The views in tana toraja are very …….

   a). Carefully   c). Nice

   b). Beautiful   d). Clean

19. Drive your car with ……..

    a). Careful   c). Worried

    b). Beautiful   d). Nervous

20. Susi's uncle is a farmer. He works at …………

    a). Market   c). Mall

    b). Office   d). Rice field

- Translate a word in parentheses to English !

21. Mrs Tina (Makan malam) in the restaurant

    a). Breakfast   c). Lunch

    b). Supper   d). Dinner

22. There are (4 piring) in the table

    a). Four books   c). Four plates

    b). Four glass   d). Four spoons

23. Sinta (Membeli) a new bag

    a). Lend   c). Buy

    b). Give   d). Broken

24. Anto Says that gado-gado is very (enak)

    a). Bad   c). Delicious

    b). Not good   d). Not bed

25. I have a (kipas angin) in my room

    a). Fan   c). Pillow

    b). Refrigerator   d). Blanket

Post Test

Name :

Class :

A. Match the following words with the suitable translate by using arrow !

1. Hospital	(a). Burung Beo
2. Eraser	(b). Sendok
3. Office	(c). Penghapus
4. Spoon	(d). Spidol
5. Plate	(e). Rumah Sakit
6. Goose	(f). Lampu
7. Rabbit	(g). Papan Tulis
8. Board marker	(h). Piring
9. Whiteboard	(i). Kantor
10. Lamp	(j). Kelinci

B. Multiple Choice

- Choose the correct answer to complete the sentence !

11. My sister is a chef . She likes…………..

   a). Cooking   c). Running

   b). Shopping   d). Sleeping

12. All of the students can……… book in the library

 a). Watch   c). Buy

 b). Read   d). Broken

13. Tia   : Can I borrow your………. For writing on white board

 Santi   : yes, why not

 a). Board marker   c). Chalk

 b). Pen   d). Ruler

14. My friend ……… me a doll for my birthday

 a). Buy   c). Lend

 b). Cook   d). Give

15. I bring dictionary to my ………….. every time I have an English class

 a). Library   c). school

 b). Art   d). Home

16. In my classroom there are 35 ………. And chairs

 a). Chair   c). Book

 b). Tables   d). Cabinet

17. We need ……….. to write in your book

 a). Book   c). board marker

 b). Ruler   d). pen

18. The views in Bali are very …….

 a). Carefully   c). Nice

 b). Beautiful   d). Clean

19. Drive your motorcycle with ……..

a). Careful   c). Worried

b). Beautiful   d). Nervous

20. Susi's uncle is a Doctor. He works at …………

a). Market   c). Hospital

b). Office   d). Rice field

- Translate a word in parentheses to English !

21. Mrs Tina (Makan siang) in the restaurant

a). Breakfast   c). Lunch

b). Supper   d). Dinner

22. There are (4 sendok) in the table

a). Four books   c). Four plates

b). Four glass   d). Four spoons

23. Sinta (Membeli) a new bag

a). Lend   c). Buy

b). Give   d). Broken

24. Anto Says that gado-gado is very (enak)

a). Bad   c). Delicious

b). Not good   d). Not bed

25. I have a (kulkas) in my kitchen

a). Fan   c). Pillow

b). Refrigerator   d). Blanket

Appendix 5. Observation Sheet.

LEMBAR OBSERVASI AKTIVITAS SISWA

A. Petunjuk

Amatilah aktivitas siswa dalam kelas selama mereka menyelesaikan tugas-tugas. Sebelum melakukan pengamatn perhatikan prosedur berikut:

1. Pengamat dalam melakukan pengamatan, duduk di dekat meja siswa yang akan diamatai

2. Pengamatan dilakukan saat proses pembelajaran Bahasa Inggris dengan menggunakan Model Pembelajaran STAD

B. Aktifitas

Kategori pengamatan aktifitas para siswa

1. Siswa yang hadir pada saat proses pembelajaran berlangsung

2. Siswa yang mengajukan pertanyaan kepada guru

3. Siswa yang memperhatikan penjelasan guru

4. Siswa yang menjawab pertanyaan/ permasalahan yang diajukan guru

5. Siswa yang mengerjakan tugas dari guru

6. Siswa yang melakukan kegiatan lain seperti ribut, bermain dan lain-lain

7. Siswa yang keluar tanpa seizin guru

The Students' Observation in First Meeting

No	Nama	L/P	Activities						
			1	2	3	4	5	6	7
1	Gandi	L						-	-
2	Kurdanil	P			-			-	-
3	Muh. Alqamar	P			-	-		-	-
4	Muh. Fawaz	P						-	-
5	Muh. Haikal Fatilah	P			-	-		-	-
6	Muh. Safey	L		-	-	-			-
7	Riswan	P			-			-	-
8	Riswandi	P			-	-		-	-
9	Sayyid Akmal	P			-	-			-
10	Ekawati	L			-			-	-
11	Intan	P			-			-	-
12	Nur Fauziah	P			-	-		-	-
13	Nurindah	P		-	-	-		-	-
14	Renita Indriani Makhamban	L						-	-
15	Wardina	L		-				-	-

Note:

In the first meeting there are 15 students present in learning process. 13 students pay attention during teaching and learning process, 3 students give question about the material, 8 answer the question which given by teacher, 15 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission.

The Students' Observation in Second Meeting

No	Nama	L/P	Activities						
			1	2	3	4	5	6	7
1	Gandi	L			-				-
2	Kurdanil	P			-			-	-
3	Muh. Alqamar	P			-	-		-	-
4	Muh. Fawaz	P						-	-
5	Muh. Haikal Fatilah	P			-	-		-	-
6	Muh. Safey	L	-	-	-	-		-	-
7	Riswan	P			-				-
8	Riswandi	P			-			-	-
9	Sayyid Akmal	P			-	-		-	-
10	Ekawati	L	-	-	-	-		-	-
11	Intan	P			-			-	-
12	Nur Fauziah	P			-			-	-
13	Nurindah	P			-	-		-	-
14	Renita Indriani Makhamban	L		-				-	-
15	Wardina	L	-	-	-	-		-	-

Note:

In second meeting there are 12 students present in learning process. 10 students pay attention during teaching and learning process, 2 students give question about the material, 8 answer the question which given by teacher, 12 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission.

The Students' Observation in Fourth Meeting

No	Nama	L/P	Activities						
			1	2	3	4	5	6	7
1	Gandi	L						-	-
2	Kurdanil	P						-	-
3	Muh. Alqamar	P						-	-
4	Muh. Fawaz	P						-	-
5	Muh. Haikal Fatilah	P			-			-	-
6	Muh. Safey	L						-	-
7	Riswan	P			-			-	-
8	Riswandi	P			-	-		-	-
9	Sayyid Akmal	P						-	-
10	Ekawati	L			-			-	-
11	Intan	P						-	-
12	Nur Fauziah	P			-			-	-
13	Nurindah	P			-			-	-
14	Renita Indriani Makhamban	L						-	-
15	Wardina	L						-	-

Note:

In fourth meeting there are 15 students present in learning process. 15 students pay attention during teaching and learning process, 9 students give question about the material, 14 answer the question which given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission.

Appendix 6. Students Score.

Students Score of Pre-Test and Post-Test

No	Name of Students	Score (X) Pre-test	X^2	Categories	Score (X) Post-test	X^2	Categories
1	Gandi	100	256	Very Poor	76	5776	Good
2	Kurdanil	100	1936	Poor	80	6400	Very Good
3	Muh. Alqamar	100	2304	Poor	72	5184	Good
4	Muh. Fawaz	100	1024	Very Poor	72	5184	Good
5	Muh. Haikal Fatilah	100	400	Very Poor	84	7056	Very Good
6	Muh. Safey	100	784	Very Poor	88	7744	Very Good
7	Riswan	100	576	Very Poor	80	6400	Very Good
8	Riswandi	100	1024	Very Poor	92	8464	Very Good
9	Sayyid Akmal	100	2304	Poor	92	8464	Very Good
10	Ekawati	100	1600	Poor	84	7056	Very Good
11	Intan	100	1936	Poor	88	7744	Very Good
12	Nur Fauziah	100	1600	Poor	80	6400	Very Good
13	Nurindah	100	1296	Very Poor	76	5776	Good
14	Renita Indriani Makhamban	100	2304	Poor	92	8464	Very Good
15	Wardina	100	3136	Fair	96	9216	Very Good
Total score $\sum x$		556	22480		1252	10532	

Source : Result of the Test

Appendix 7. T-Test Value.

Calculation the T-test value

Where: $D = \dfrac{\sum D}{N} = \dfrac{6}{1} = 46$

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

$$t = \frac{46}{\sqrt{\dfrac{82848 - \dfrac{(696)^2}{15}}{15(15-1)}}}$$

$$t = \frac{46}{\sqrt{\dfrac{82848 - 32294}{210}}}$$

$$t = \frac{46}{\sqrt{\dfrac{50554}{210}}}$$

$$t = \frac{46}{\sqrt{210}}$$

$$t = \frac{46}{15,49}$$

$$t = 2,9$$

Appendix 8. T-Table.

Distribution of the T-Table

Df	(level of significance) (*two-tailed test*)					
	0,50	0,20	0,10	0,05	0,02	0,01
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	2.179	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

Appendix 9. Result of Pre & Post- Test.

12. All of the students can............ book in the library

    a). Watch   c). Buy

    b). Read   d). Broken

13. Tia   : Can I borrow your............ For writing on my book

    Santi   : yes, why not

    a). Board marker   c). Chalk

    b). Pen   d). Ruler

14. My friend............ me a new diary for my birthday

    a). Buy   c). Lend

    b). Cook   d). Give

15. I bring dictionary to my .... every time I have an English class

    a). Library   c). school

    b). Art   d). Home

16. In my classroom there are 35 .... And chairs

    a). Chair   c). Book

    b). Tables   d). Cabinet

17. We need .... to write in the white board

    a). Book   c). board marker

    b). Ruler   d). pen

18. The views in tana toraja are very ....

    a). Carefully   c). Nice

    b). Beautiful   d). Clean

19. Drive your car with _____

   a). Careful   c). Worried

   b). Beautiful   ~~d). Nervous~~

20. Susi's uncle is a farmer. He works at _____

   a). Market   ~~c). Mall~~

   b). Office   d). Rice field

• Translate a word in parentheses to English !

21. Mrs Tina (Makan madam) in the restaurant

   a). Breakfast   ~~c). Lunch~~

   b). Supper   d). Dinner

22. There are (4 piring) in the table

   a). Four books   c). Four plates

   ~~b). Four glass~~   d). Four spoons

23. Sinta (Membeli) a new bag

   a). Lend   ~~c). Buy~~

   b). Give   d). Broken

24. Anto Says that gado-gado is very (enak)

   a). Bad   c). Delicious

   b). Not good   ~~d). Not bed~~

25. I have a (kipas angin) in my room

   a). Fan   ~~c). Pillow~~

   b). Refrigerator   d). Blanket

Instrument of the research

Post Test

Name : *Muh sapry*

Class : VII

$$\frac{22 B}{25} \times 100 \quad \textcircled{88}$$

A. Match the following words with the suitable translate by using arrow !

1. Hospital	(a). Barang Baru
2. Eraser	(b). Sendok
3. Office	(c). Penghapus
4. Spoon	(d). Spidol
5. Plate	(e). Rumah Sakit
6. Goose	(f). Lampu
7. Rabbit	(g). Papan Tulis
8. Board marker	(h). Piring
9. Whiteboard	(i). Kantor
10. Lamp	(j). Kelinci

B. Multiple Choice

• Choose the correct answer to complete the sentence !

11. My sister is a chef . She likes.................

    a). Cooking   c). Running

    b). Shopping   d). Sleeping

12. All of the students can .... book in the library

   a). Watch   c). Buy

   b). Read   d). Broken

13. Tia   : Can I borrow your........... For writing on white board

   Santi   : yes, why not

   a). Board marker   c). Chalk

   b). Pen   d). Ruler

14. My friend .... me a doll for my birthday

   a). Buy   c). Lend

   b). Cook   d). Give

15. I bring dictionary to my .... every time I have an English class

   a). Library   c). school

   b). Art   d). Home

16. In my classroom there are 35 .... And chairs

   a). Chair   c). Book

   b). Tables   d). Cabinet

17. We need .... to write in your book

   a). Book   c). board marker

   b). Ruler   d). pen

18. The views in Bali are very ....

   a). Carefully   c). Nice

   b). Beautiful   d). Clean

19. Drive your motorcycle with ......

   a). Careful   c). Worried

   b). Beautiful   d). Nervous

20. Sani's uncle is a Doctor. He works at ....

   a). Market   c). Hospital

   b). Office   d). Rice field

- Translate a word in parentheses to English !

21. Mrs Tina (Makan siang) in the restaurant

   a). Breakfast   c). Lunch

   b). Supper   d). Dinner

22. There are (4 sendok) in the table

   a). Four books   c). Four plates

   b). Four glass   d). Four spoons

23. Sinta (Membeli) a new bag

   a). Lend   c). Buy

   b). Give   d). Broken

24. Anto Says that gado-gado is very (enak)

   a). Bad   c). Delicious

   b). Not good   d). Not bed

25. I have a (kulkas) in my kitchen

   a). Fan   c). Pillow

   b). Refrigerator   d). Blanket

Appendix 10. Result of the students Activity

Example :

1. There is one tiger.
2. There are _ducks_
3. There is Ant
4. There are rabbit
5. There are sheeps
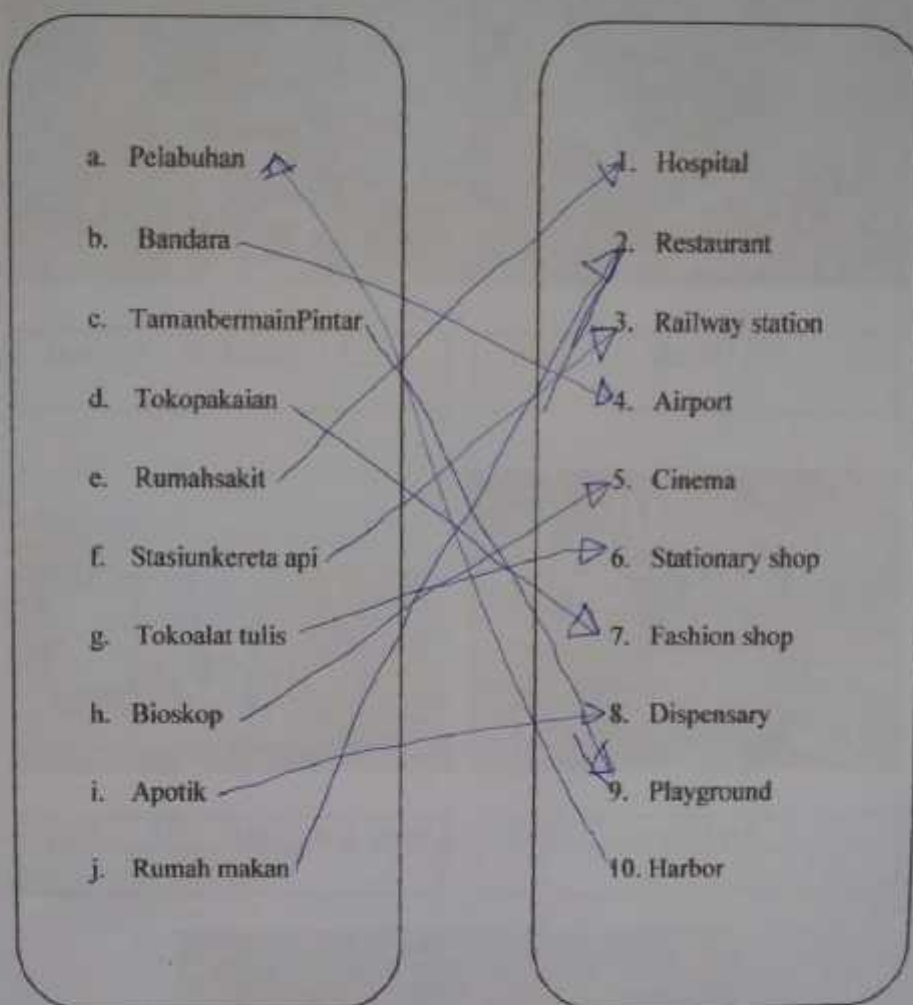6. There are fishes

Aktivitas Siswa 3

- Write down name of the animals you can find at your home.

No.	Animals	Sentences
1	Cat	There is a cat.
2	Bird	There is a Bird
3	Goose	there is a Goose
4	pigeon	there is a pigeon
5	Frog	There is a Frog
6	Dragonfly	there is a Dragonfly
7	Dog	There is a Dog
8	Ant	There is a Ant
9	Butterflis	there is a Butterflis
10	Duck	There is a Duck
11	Parrot	There is a Parrot
12	Bee	There is a Bee
13	Fish	There is a Fish
14	Ladybug	there is a lady bug
15	Goat	there is a Goat

DINA

Pertemuan 4

Aktivitas Siswa 1

- Match the words with their meaning provided

a. Pelabuhan	1. Hospital
b. Bandara	2. Restaurant
c. TamanbermainPintar	3. Railway station
d. Tokopakaian	4. Airport
e. Rumahsakit	5. Cinema
f. Stasiunkereta api	6. Stationary shop
g. Tokoalat tulis	7. Fashion shop
h. Bioskop	8. Dispensary
i. Apotik	9. Playground
j. Rumah makan	10. Harbor

Aktivitas Siswa 2

- Write down the name of the places and make sentence

thi is a morque

thi is stadion

thi is bus top stop

thi it market

thi is hospitas

Appendix 11. Pictures.

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 78, Telp. (0421) 25078, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id Website : www.bappeda.pareparekota.go.id

P A R E P A R E

Parepare, 23 Oktober 2018

Kepada

Nomor   : 050 /997 /Bappeda   Yth. Kepala MTs DDI Labukkang Kota Parepare
Lampiran : -   Di -
Perihal : **Izin Penelitian**   **P a r e p a r e**

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2703/In.39/PP.00.9/10/2018 tanggal 22 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

Nama   : DARNIATI
Tempat/Tgl. Lahir : Parepare / 20 Oktober 1996
Jenis Kelamin   : Perempuan
Pekerjaan   : Mahasiswi
Alamat   : Jl. Lontangnge, Kota Parepare

Termaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE USE OF STUDENTS TEAMS ACHIEVEMENT DIVISION (STAD) MODEL IN IMPROVING THE STUDENTS VOCABULARY OF THE FIRST YEAR STUDENTS OF MTs DDI LABUKKANG PAREPARE"

Selama   : TMT, Oktober s.d. November 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin penelitian ini diberikan untuk dipergunakan sesuai ketentuan berlaku.

a.n. KEPALA BAPPEDA
SEKRETARIS

E. W. ARIYADI S. ST., MT
Pangkat Pembina Tk. I
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TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara DARNIATI
5. Arsip

PERGURUAN ISLAM DARUD DA'WAH WAL IRSYAD
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MADRASAH TSANAWIYAH
Jalan Andi Cammi No. 59 Kel. Mallusetasi Kec. Ujung Kota Parepare 91111

SURAT KETERANGAN
Nomor : Mts.07/DDI/Um.06/063/XI/2018

Yang bertanda tangan di bawah ini, Kepala MTs DDI Labukkang Parepare menerangkan bahwa :

Nama	: DARNIATI
Nomor Induk Mahasiswa	: 14.1300.074
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Pekerjaan / Lembaga	: Mahasiswa (S.1)
Alamat	: Jl. Lontangnge, Kota Parepare

Benar yang tersebut namanya telah melakukan penelitian di MTs DDI Labukkang Parepare selama 1 4 (empat belas) hari sejak tanggal 29 Oktober s/d 12 November 2018. Dalam rangka penyusunan skripsi dengan judul **"THE USE OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) MODEL IN IMPROVING THE STUDENT VOCABULARY OF THE FIRST YEAR STUDENTS OF MTs DDI LABUKKANG PAREPARE"** di MTs DDI Labukkang parepare.

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

Parepare, 13 November 2018
Kepala Madrasah,

Drs. NURDIN SAMAD, MA
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CURRICULUM VITAE

Darniati, the researcher of this skripsi, was born on October 20th, 1996 in Parepare. She is the fifth child of six children from the marriage of her parents, Alm. Muh. syukur and Isakka.

She began her study 2002 in SDN 25 Parepare, Kec. Bacukiki in Parepare and graduated on 2008 at the same year she registered in SMPN 3 Parepare and graduate on 2011, and she registreted in SMK Negeri 1 Parepare, and on 2014 she registered on State Islamic Collage of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with entitle of skripsi is "*The Use of Students Teams Achievement Division (STAD) Model in Improving the Students Vocabulary of the First Year Students of Mts. DDI Labukkang Parepare*".