**SKRIPSI**

**INCREASING  STUDENTS VOCABULARY MASTERY THROUGH
SIMPLE PROJECTS OF THE SECOND YEAR STUDENTS
AT SMP AL-BADAR DDI BILALANG PAREPARE**

**By**

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**Reg Num. 14.1300.030**

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2019**

SKRIPSI

**INCREASING  STUDENTS VOCABULARY MASTERY
THROUGH SIMPLE PROJECTS OF THE SECOND
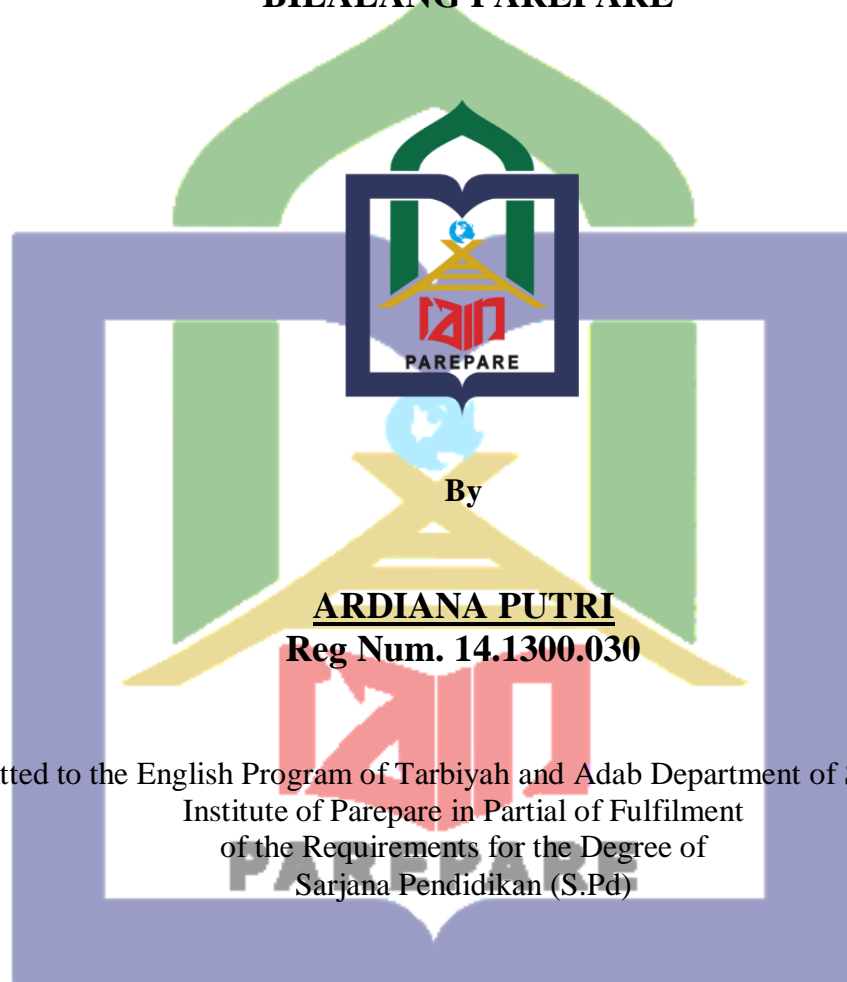YEAR STUDENTS AT SMP AL-BADAR DDI
BILALANG PAREPARE**

**By**

**<u>ARDIANA PUTRI</u>**
**Reg Num. 14.1300.030**

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
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Sarjana Pendidikan (S.Pd)

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

**2019**

# INCREASING  STUDENTS VOCABULARY MASTERY THROUGH SIMPLE PROJECTS OF THE SECOND YEAR STUDENTS AT SMP AL-BADAR DDI BILALANG PAREPARE

SKRIPSI

**As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)**

**English Program**

**Submitted by**

**ARDIANA PUTRI**
**Reg Num. 14.1300.030**

**to**

**ENGLISH DEPARTMENT**
**TARBIYAH AND ADAB DEPARTMENT**
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**PAREPARE**

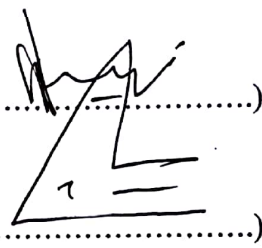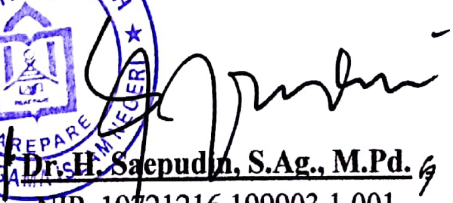**2019**

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SKRIPSI

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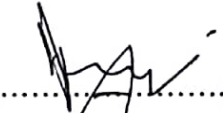
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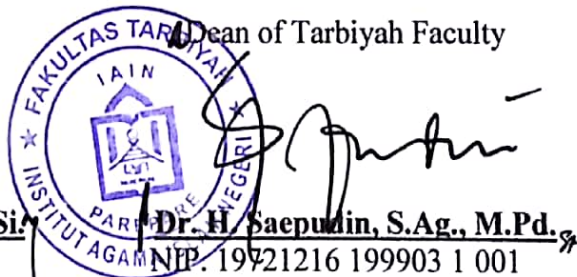
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May the Almighty Allah swt be always with us

Parepare, 27<sup>st</sup>August  2018

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

Parepare, August, 27th 2018

The Researcher

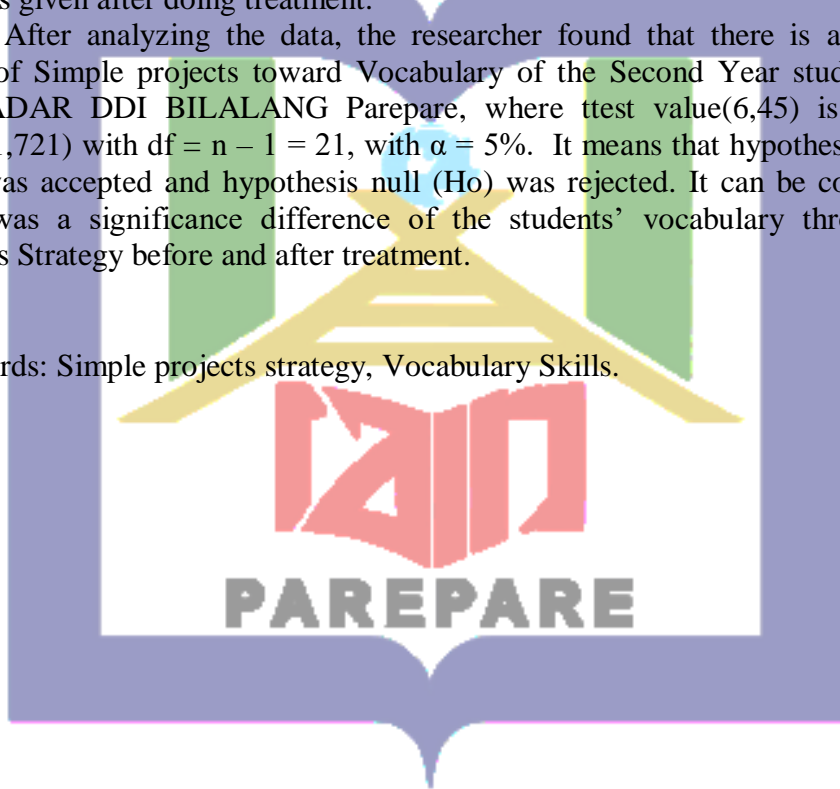ARDIANA PUTRI
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# ABSTRACT

**ARDIANA PUTRI**. *Increasing Students Vocabulary Mastery Through Simple Projects of The Second Year Students of Smp Al-Badar DDI Bilalang Parepare.* (Supervised by Syarifuddin Tjali and Hj. Nanning).

This research is conducted to find out Simple Projects can increasing students vocabulary at the second year students of SMP AL-BADAR DDI BILALANG Parepare. The subject of the research is class VIII junior high school (SMP AL-BADAR DDI BILALANG Parepare), which consist 22 students

The design in this research was pre-experimental. The researcher used one research instrument. There is test. In the test phase, the reasercher gave two kinds of test: pre-test and post-test. Pre-test was given before doing treatment, while the post-test was given after doing treatment.

After analyzing the data, the researcher found that there is a significance effect of Simple projects toward Vocabulary of the Second Year students at SMP AL-BADAR DDI BILALANG Parepare, where ttest value(6,45) is bigger than ttable(1,721) with df = n – 1 = 21, with $\alpha$ = 5%. It means that hypothesis alternative (Ha) was accepted and hypothesis null (Ho) was rejected. It can be concluded that there was a significance difference of the students' vocabulary through Simple projects Strategy before and after treatment.

Keywords: Simple projects strategy, Vocabulary Skills.

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| 2 | The material of the Pre- Post test |
| 3 | Students score |
| 4 | T-test value |
| 5 | T-table |
| 6 | Result of pre-post test students |
| 7 | Documentation |
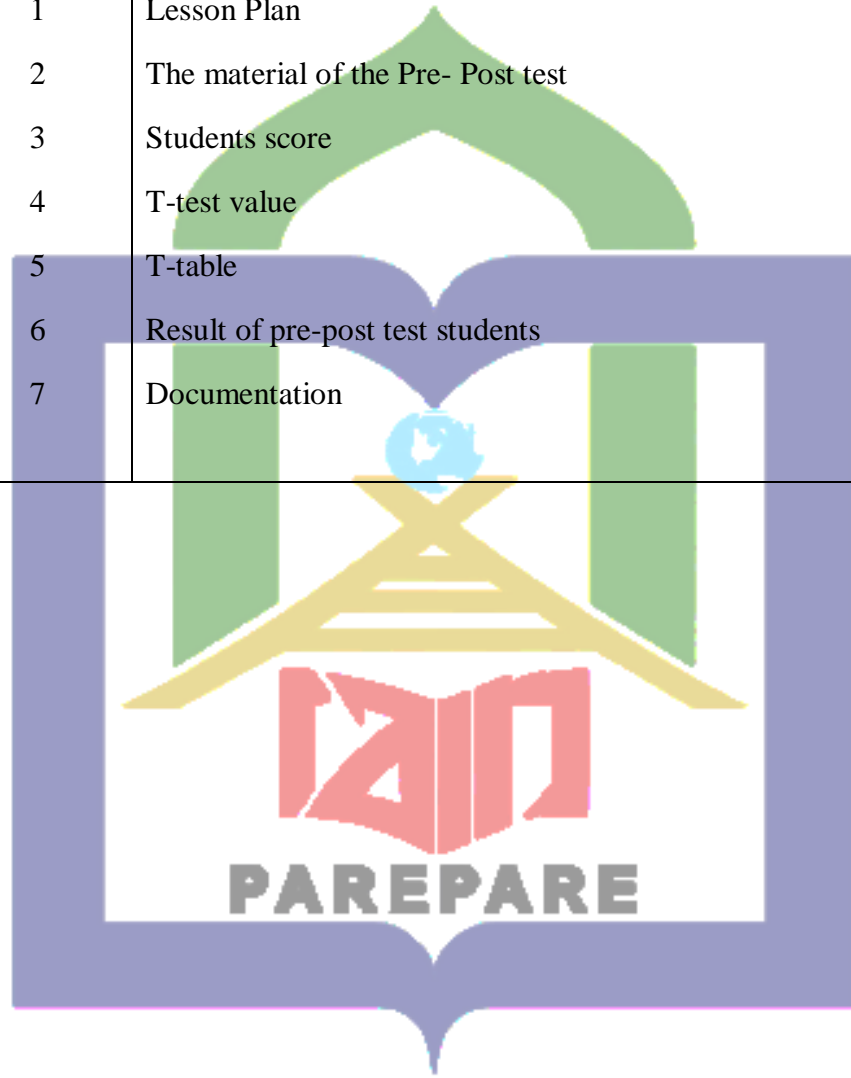
# CHAPTER I

# INTRODUCTION

## 1.1 Background

English is very important thing in the actual people's reality in the word because english is as an international language. Nowadays, these can be seen it almost in aspects of life such as education, politics, economics and daily relationship. Therefore, without capability or knowledge of English, people cannot understand and express their feelings, ideas, emotions, and wish to other people in the world. But people need English because English as an international language that occupies the first position in the world communication today.

In English, the first thing which is necessary is vocabulary because vocabulary is one of the most important languages and one of the first things applied to learn linguistics and master English skills besides speaking, listening, reading, writing, and grammar. Than, without vocabulary very little can be conveyed. Vocabulary is the set of words writing a language that are familiar to the person.[1] Besides that, vocabulary is the basic competence that must be reached by student in order to get other competencies such as, reading, writing, listening, and speaking. It is diffcult to master the other competence without mastering and understanding the vocabulary.

The vocabulary mastery is the most basic thing that is learned in English for all students. To study vocabulary is must be handled by teacher who has adequate competences and knowledge about English,. So that, teacher can share their

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[1] Scott Thornbury, *how to teach Vocabulary,* (Harlow: Person Longman, 2002), p. 13.

knowledge with students to improve four English language competencies are; listening, speaking, reading  and writing. Without vocabulary, student cannot understand the competency of English.

Vocabulay is an important factor in all language teaching. Besides the sound system and structure the other esssential area of language  learning is the lexicon, or vocabulary command of the language in order to master the English language, the students have to know the importance of English vocabulary. Many students cannot read and undestand the text because they do not have a good vocabulary command.

If we talk about vocabulary, it means that we talk about words. Words are unit of language. People think and speak by using words, they cannot communcate each other with a person who has different country without using words. Therefore, words are important tools in understanding of what we think, feel and mean. When someone has limited vocabulary, they will also have a limited understanding in terms of listening, speaking reading, writing.

Teaching English as foreign language for the teacher is not easy. There are some difficulties for the teacher to teach the student foreign language especially English. Therefore, the teacher should be able to find out the best activity in teaching English in presenting vocabulary subject. The teachers have to many interest methods or technique in teaching vocabulary, and one of technique to increase motivation of the students through simple projects.

Based on the survey the reseacher choose that location because there many difficulties that faced by students there in learning English namely the students fell bored, shy, do not have motivation and interest  to study English so that students

ability still low especially low of the students vocabulary and it is caused by method and techniques applied by the teacher is not suitable. As a result, the students are not enthusiastic in learning the words.

Teaching English in junior high school needs some techniques that makes the students interest and easy to understand. Therefore, students are able to keep the vocabulary in their mind. Using simple projects is one technique in teaching English that can help the students achievement in learning vocabulary.

Projects is model that organizes learning around projects. Projects are complex tasks,based on challenging questions or problems, that involve students in design, problem-solving, decision making,or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations.[2]Simple Projects should be short, easy, and be completed in anywhere from a few minutes to a class peroid. Roles may be given to each member of the team to ensure equal participation on the project. For example, each student may be required to use a different color marker on the project and all of the colors must be used equally. Some varieties of picture can make the students interest in learning vocabulary. It can help the students to increase their vocabulary. The target of vocabulary that must be achieved by the students is least twenty vocabularies in every meeting.

In this case, the researcher emphasise the way to overcome the problems that the students feel when studying vocabulary in learning English. Considering a research by introducing a new teaching media that is not expensive which is called "simple projects". The research entitled "increasing students" vocabulary

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[2]John W. Thomas, Ph. D, *A Review Of Research On Project-Based Learning,* (california: the autodesk fondation 111 McInnis Parkway san Rafael, 2000), p.1 (*http://www.bie.org/index.php/site/RE/pbl_research/29*)

mastery through simple projects of the second year students at SMP Al-Badar DDI Parepare.

**1.2 Research Problem**

1.2.1    Is simple project able to increase students vocabulary at SMP Al-Badar DDI Parepare?

**1.3 Objective of the Research**

1.3.1. To find out whether or not increase the learning English vocabulary mastery through simple projects of the second year students at SMP Al-Badar DDI Parepare.

**1.4 Significant of the research**

This result of the research is expected to be useful information for the English teachers, students and the next researcher.

1.4.1    The English teachers in varying their teaching model in class and motivates the students in improve their vocabulary mastery, so they will be interested and enthusiasm in learning English.

1.4.2    For the students, the research is used to motivate the students to the students to be able to improve their vocabulary and help the students to learning English easily.

1.4.3    Next researcher, expected to be useful information to the next research.

# CHAPTER II

# REVIEW AND RELATED LITERATURE

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

## 2.1 Some Pertinent Ideas

Exploring vocabulary is the primary selected one in learning English either as first language or a second language. Hence, comprehending completely of this one should be elicit for providing some defenition, they are:

## 2.1.1 The Concept of vocabulary

2.1.1.1 Definition of Vocabulary

Some of definition of vocabulary have been given by different writers such as: A.S Hornby in advanced learners' Dictionary of current English defines that vocabulary as: (1) Total number of words that make up a language. (2) Body of words know to a person, or used in particular book, subject, etc. (3) List of words know with their meanings, especially one wishes companies a textbook in a foreign language.[1]

Vocabulary is an extremely important thing that must be learnt first by learnes. It is impossible to be succesfull in study language without mastering the vocabulary. Here is vocabulary definitions from some aspects:

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[1]Hornby, A.S. Oxford advance learners' sixth Edition; ( New York: Oxford University Press, 1995 ), p. 35.

Hornby said that Vocabulary is total number of words which make up language. Vocabulary is word known to, or used by a person in trade profession. Vocabulary is book containing a list of word. List of words used in a book etc. Usually with definition or translation.[2]

Vocabulary is one of the central problems, because to be successful in the implementation of communication the acqustion 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.[3]

2.1.1.2 Types of Vocabulary

There are many theories or statements about types of vocabulary from the specialist but the research just writes three statements will be presented below:

Based on Hatch and Brown the types of vocabulary are divided in two kinds such us : receptive vocabulary and Productive of vocabulary.[4]

In the other research Schial declares three types of vocabulary that every person has. They are active vocabulary, reserve vocabulary and passive vocabulary.[5] The first is Active vocabulary is the words that we use in speaking and writing probably runs 5.000 up to 10.000 words. The second is reserved vocabulary, the

[2]A.s Hornby, *Oxford Advence Learner's Dictionary.* Great Britain, Oxford University Press, 1974. P.959

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

[4]Evy Febri Artanti, *Improving Students' vocabulary Mastery Using Animation Video* (Surakarta:Universitas slamet riyadi, 2015), p.6.

[5]Schial, W. S. *Seven Days Faster Reading* (New York: Paper Back Library Inc, 1967), p.120

words we know but rarely use speaking we use them in writing and letter. And the last is passive vocabulary that is the words we recognize vaguely, but are not sure of their meaning, we never use them in their speaking or writing and we just know that we have seen them before.

In addition according to Donohue divides four types of vocabulary as follow:

2.1.1.2.1 The listening or hearing vocabulary refest to the words a person understand as when hears them.

2.1.1.2.2 The speaking vocabulary includes in the words a person use in expressing himself orally.

2.1.1.2.3 The reading vocabulary embrace the words that a person understand when see them in point or in writing.

2.1.1.2.4 Reported to lag perpetually behind to the vocabularies is the writing vocabulary which is chronilogically acquired last and only includes the words a persons uses or can use in writing composition. It dependents upon sufficient familiarly with words used in speaking vocabulary.

Based on explanations or theories above regarding types of vocabulary research is more likely to be at the Donohue's opinion says that there are 4 types of vocabulary such as listening, reading, writing, and speaking in the fourth skill may increase students vocabulary. This theory thus strongly supports the use of media that was proposed by the researchers in the study.[6]

2.1.1.3 Important of vocabulary

The acquisition of  decoding skills lead to rapid expansion of literate vocabularies by allowing children to transcode their meaning vocabularies. This is

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[6]Fitriani, *Improving Students Vocabulary Mastery By Using Video Record Of  Class VIII At SMPN 5 Lembang Pinrang,* (2017), P 10

so much the case that for olders 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.

2.1.1.4 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.[7] 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  expain their vocabulary so that they can improve attracted in learning the language. Language teacher, therefore, should prosses 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 reading, but it is easier to arrange  for large amounts of independent listening and reading than it is

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

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 misinterpret it.[8]

2.1.1.5 Approaches to vocabulary learning

One of the basic in this book is that there is a place for both direct and indirect vocabulary learning. Opportunities for inderect vocabulary learning should occupy much more time in a language learning course than direct vocabulary learning activities. This is in fact just another way of saying that contact with language in use should be given more time than decontextualized activities. That range or contextualized activities of course covers the range of the uses of language. As long as suitable conditions for language learning apply, such as those described by Krashen, then indirect vocabulary learning can take place.

Vocabulary teaching can fit into language learning course in any of four ways. Most courses make use of all four, but the amount of time spent on each of these ways depends on the teacher's judgement in relation to a large number of factors, such as the tome available, the age of the learners, the amount of contact with English outside school hours, and the teacher's theory of how language is best learned. The four ways described below are listed from the most indirect to the most direct.

2.1.1.5.1 Material is prepared with vocabulary learning as a consideration.The most common examples of this are the preparation of simplified material and the careful vocabulary grading of the first lessons of learning English. To an observer of such an English course it might

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

appear as if no attention is being given to vocabulary, but in fact the selection and grading of vocabulary has been given a lot of attention before the course begins.

2.1.1.5.2 Words are dealt with as they happen to occur. This means that if an unknown word appears in a reading passage, the teacher give some attention to it at the moment it causes a problem. A lot of vocabulary teaching is done in this way. Although the selection of vocabulary seems unplanned, the way it is treated need not be. Teachers may follow principles when dealing with such words. For example, they draw attention to the underlying concept of the word rather than just giving a contextual definition. They point out regular features of the spelling and grammar so that the learning of this word will help the learning of other words. They focus attention on the learning burden of the word, and they carefully avoid "unteaching." They consider the frequency and usefulness of a word when deciding how much time to spend on it.

2.1.1.5.3 Vocabulary is taught in connection with other language activites. For example, the vocabulary of a reading passage is dealt with before the learners read the passage. Sarawit describes the teaching of vocabulary a few days before a type of debate. Through direct teaching and reading the learners become familiar with the topic vocabulary before they need to use it in the formal speaking activity. Johnson suggests similiar preteaching as a preparation for listen exercises which give further practice in the vocabulary. Another possibility is to have vocabulary exercises following reading or listening texts. " Find the words in the passage which mean..." is the most common example of

this. In all the activities described in this part, the teaching of vocabulary is directly related to some other language activity.

2.1.1.5.4 Time is spend either in class or out of school on the study of vocabulary without an immediate connection with some other language activity. Like dictionary use, guessing words, the use of word parts, or list learning. This time can be spent on activities involving the whole class as in learning mnemonic techniques, using pair or group work as in paraphrase activities or combining arrangement exercises, or individually as in the use of vocabulary puzzles or code exercises. Such vocabulary work can have the aim of establishing previous learning of increasing vocabulary so that future language use can go more smoothly.[9]

2.1.1.6 Introduction to Vocabulary Building

Once a student's has mastered the fundamental gramatical patterns of a language, his next is to master its vocabulary or at least that part of its vocabulary that, he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes, and we continue to learn new words as long as we live.[10]

2.1.1.7 Productive vocabulary

Natton Productive vocabulary involves how to pronounce the word, how to write and spell it, how to use it correct grammatical pattern a long words it usually collocates with productive vocabulary also involves not using the words to often if it is typically a low frequency word, and using it in suitable situations. It

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[9]Nation, I.S.P, *Teaching & Learning Vocabulay*(United Stated of America: Heinle & Heinle Publishers, 1990), p.2.

[10]*The Key to English Vocabulary,* (the Macmillan Company, 1965), p. 1.

inovelves using the word to stand for the meaning it represent and being able to think of suitable substitutes for the word if there are any.[11]

Most native speakers cannot spell or pronounce all the word they are familiar with, and they are uncertain about the meaning anf use of many them. For example, they have difficult in spelling word like siege and principle, this agrees about the pronunciation of words like controversy, and do not call a spade. Teacher should be have certain method and strategy in teaching. Hornby "the fines teach can mean give instruction to somebody to know or able to do something, give to somebody skill and give a lesson".

Commonly, the students problem in mastering vocabulary are:

2.1.1.7.1 They cannot memorize the vocabulary in easy way and after they learn vocabulary. The always forget it.

2.1.1.7.2 English vocabulary always presented by the teacher using structural approach. Using approach, the students sometimes full hard to memorize the word. They forget some word after they learn it.

2.1.1.7.3 Pouncing English word sometimes is difficult problem for the children especially in reading comprehension.[12]

**2.1.2 The Concept of Simple Projects**

2.1.2.1 Definition of Simple Projects

Projects is model that organizes learning around projects. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give

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[11]Natton, *Teaching and Learning Vocabulary* (cet : Wellington Victoria University, 1990), p.61.

[12]Hornby, *The Lexical Approach*, (A Journey Withhout Maps, 1998), p.16.

students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations.[13]

Projects is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve. These activities generally reflect the types of learning and work people do in the everyday world outside the classroom. Projects is generally done by groups of students working together a common goal. Projects teaches students not just content, but also important skills in ways students have to be able to function like adults in our society. These skills include communication and presentation skills, organization and time manegement skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking. Projects allows students to reflect upon their own ideas and opinions and make decisions that affect project outcomes and the learning process in general. The final product results in high-quality, authentic products and presentations.[14] Projects is a systemic teaching method that engages students in learning essential knowledge and skills through an extended, students influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products.

Projects is an effective way of teaching that engages students in real-world assignments, promotes deeper learning and prepares students for college, careers and life. Many students have mentally checked out of school; they're bored and disengaged from learning. In projects students don't just sit back and passively listen to lectures; they are involved in completing real-world projects designed to pique their interests and aspirations. With this kind of engagement, students retain

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[13]John W. Thomas, Ph. D, *A Review Of Research On Project-Based Learning,* (california: the autodesk fondation 111 McInnis Parkway san Rafael, 2000), p.1 (*http://www.bie.org/index.php/site/RE/pbl_research/29*)

[14]Brandom Goodman,*Projects based learning,* (ESPY 505,2010), p.2

more and can apply their knowledge to new situations. "A good projects experience connects significant content standards to problem that students find authentic, and it allows them to do relevent work on that problem while learning those standards.[15]

Simple Projects should be short, easy, and be completed in anywhere from a few minutes to a class period. Roles may be given to each member of the team to ensure equal participation on the project. For example, each student may be required to use a different color marker on the project and all of the colors must be used equally. When a variety of materials will be used on the project, assign each team member a responsibility for one of the materials.

Tell the students at the outset that each team member must have a role in the presentation of the project to the class. Note: If the project involves more than one class period or more complex structuring of individual team member's tasks, it is recommended that the teacher use the steps of Co-op Co-op rather than Simple Projects.[16]

Based on the definition simple projects is these projects teach students skillfully, because skills are very important in the way student communicate and present. these projects also students can come up with their own ideas and opinions in influencing the results of projects and the learning process in general.

2.1.2.2 Characteristics of simple projects

Tom Hutchinson, a great promoter of project work, emphasizes four aspects of learning in projects:

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[15] Increase Students Engagement Through Project-Based Learning, p.1 https://www.sreb.org
(Accessed on March 17,2015)
[16]Jeanne M. Stone, *Cooperative Learning & Language Arts: Multi-Structure Approach,*Publisher: Resources for Teachers San Juan Capistrano, CA, p. 17

1. Hard work

"Each projects is a result of a lot of hard work. The authors of the projects have found information about their topic and put all the parts together to form a coherent presentation. Projects work is not a soft option."

2. Creative

Projects are creative in two aspects: content and language. The teacher shall each projects as a "unique piece of communication".

3. Personal

The aspect of creativity makes the projects very personal. The teacher should not forget that this students invested a lot of themselves into their work.

4. Adaptable

Projects work can be used with all ages at every level of language. The choice of activities is not limited and each topic can be adaptable for the specific purposes of a particular group of learners.

Michael Legutke and Howard Thomas describe the characteristics of projects work with respect to modern educational systems that demand from the teachers to integrate traditional subjects as much as possible. They point out that:

Themes and tasks for projects derive from real-life demands rather than from prescribed curricular items which are often presented as isolated pieces of scientific knowledge.

Good idea does not make a good projects. The learning process takes place only when the learners get involved with the topic, carry out experiments, various activities and discussions and reflect their work at the end.

Projects learning involves detailed planning, determining problem areas, sub-taks and hypotheses, predicting the outcomes, however, its direction and concrete steps of realization can change during the process as a reaction to new circumstances or changing interests of the learners. Projects learning is investigative in its nature.

It is learners-centred. Students can choose the topic and also discover their strengths and talent for spesific tasks. There is a balance between the process and product. Students are motivated to create a product which has its own value. Projects work is cross-curricular method. It combines traditional subjects together depending on the specific project task. Students work as democratic partners in their group, the teacher being rather their guid than a source of all answers.

2.1.2.3 Benefits of Simple Projects

2.1.2.3.1 Motivation

Most language teacher will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language. Psychology distinguishes between two types of motivation. It is motivation from without and motivation from within. In the learning process both types are usually involved and combined. Still, motivation from without often prevails. Motivation is the key to successful language learning and project work is particularly useful as a means of generating this positive motivation.

2.1.2.3.2 Learning in the here and now

A foreign language can often seem remote and unreal thing. If learners are going to become real language users, they must learn that English is not only used for talking about things British and American, but can be used to talk about their

own world. All of this is done in a creative way and makes the learning process "in the here and now" authentic.

2.1.2.3.3 Group work and cooperation

Some projects can be carried out individually but usually projects are realized through group work. Group work is attractive and enjoyable for students. One of the characteristics of projects work is that various skills are needed. Students can adopt specific roles which enable them to show what they are good.

2.1.2.3.4 Learner's autonomy and experiencing success

Projects work is not only supporting group work but it is successful in developing personal skills of the individual learner as well; this includes development of self-recognition, responsibility and positive attitude to life long learning. Another quality developed by projects work is responsibility students become responsible for their own learning.[17]

2.1.2.4 The procedures of Simple Projects

2.1.2.4.1    Determination of Projects

In this step learners determine the theme or topic projects.

2.1.2.4.2    The design of the projects completion steps.

Learners design activity steps completion of the projects, this activity steps completion of the projects, this activity contains the rules of the game implementation of projects tasks, activity selection and work same between group members.

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[17]Terezie Lipova, *Benefits Of Projects Work In ELT,* (PhDr. Sabina Pazderova 2008), p.16-19.

2.1.2.4.3  Preparation of projects implementation schedule.

Teachers provide assistance to learners to schedule all activities that have been designed..

2.1.2.4.4  Completion of projects with facilities and teacher monitoring.

Teachers facilities and monitor learners in implementing project designs that have been made.

2.1.2.4.5  Preparation of reports and presentation or public outcomes of the projects.

Projects results in product form, presented and published to other learners and teachers.

2.1.2.4.6  Evaluate process and projects outcomes.

Teachers and learners at the end of the learning process reflecting on the activities and results of the task projects.

**2.2 The previous Related Finding**

There have been some finding related to this study. Some of them are:

2.2.1 Arifa Apriani in her  research "Improving the vocabulary mastery through anagram media at students of junior high school 1 Duampanua Pinrang" concludes that the result of Anagram media to improve  vocabulary mastery enhance after giving treatment. The mean score indicate 90.42. The impact throug Anagram media seems to be significant in students improvement in vocabulary mastery. It can be conclude that treatment have been effective.[18]

2.2.2  Bahri, in his research "Improving the students vocabulary mastery through the word attack strategy of the second year students of  SMP Negeri 3 Pamboang

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[18]Arifah Apriani, " Improving the Vocabulary Mastery Through Anagram Mesdia at Students of Junior High School 1 Duampanua Pinrang" (Unpublished Skripsi STAIN Parepare, 2017), p.xi

Kabupaten Majene" concludes that the result between the experimental class and control class. The statement was proved that by the t-test value (3.353) which higher than t-table value (2.064) at the level of significant 0,05. Based on the finding and discussions of the research.[19]

2.2.3 Hasriah with the title "The effectiveness of teaching vocabulary to the second year students of SMP Negeri 1 Campalagian by using mapping vocabulary and real

object" concludes that using map vocabulary and real object was effective to improve students' vocabulary mastery.[20]

Based above the explanation, I concluded that the researcher very effective to used in the learning process to teaching students whichwhere the strategy can improve vocabulary the students.

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[19]Bahri, "Improving the Students Vocabulary Mastery through the Word Attack Strategy of the Second Year Students ogf SMP Negeri 3 Pamboang Kabupaten Majene"(Unpublished Skripsi STAIN Parepare, 2013), p. vii
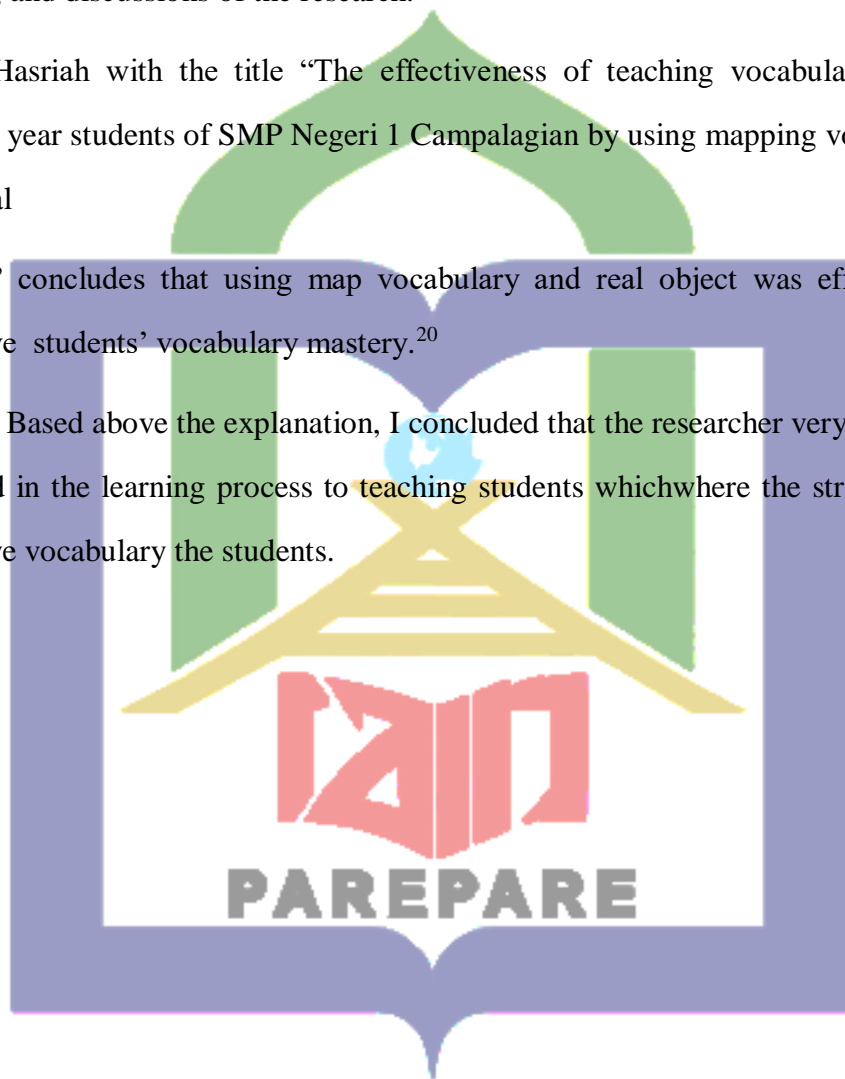
[20]Hasriah, "The Effectiveness of Teaching Vocabulary to The Second Year Students of SMP Negeri 1 Campalagian By Using Vocabulary and Real Object"(Unpublished Skripsi STAIN Parepare, 2010), p. iv

## 2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram

```
┌─────────────────────────────┐
│            INPUT            │
│      Vocabulary Material     │
└─────────────────────────────┘
               ⬇
┌─────────────────────────────┐
│            PROSES           │
└─────────────────────────────┘
               ⬇
┌─────────────────────────────────────────┐
│  Teaching Vocabulary by using Simple Projects  │
└─────────────────────────────────────────┘
               ⬇
┌─────────────────────────────────────────┐
│                 OUTPUT                  │
│         Students Vocabulary Mastery       │
└─────────────────────────────────────────┘
```
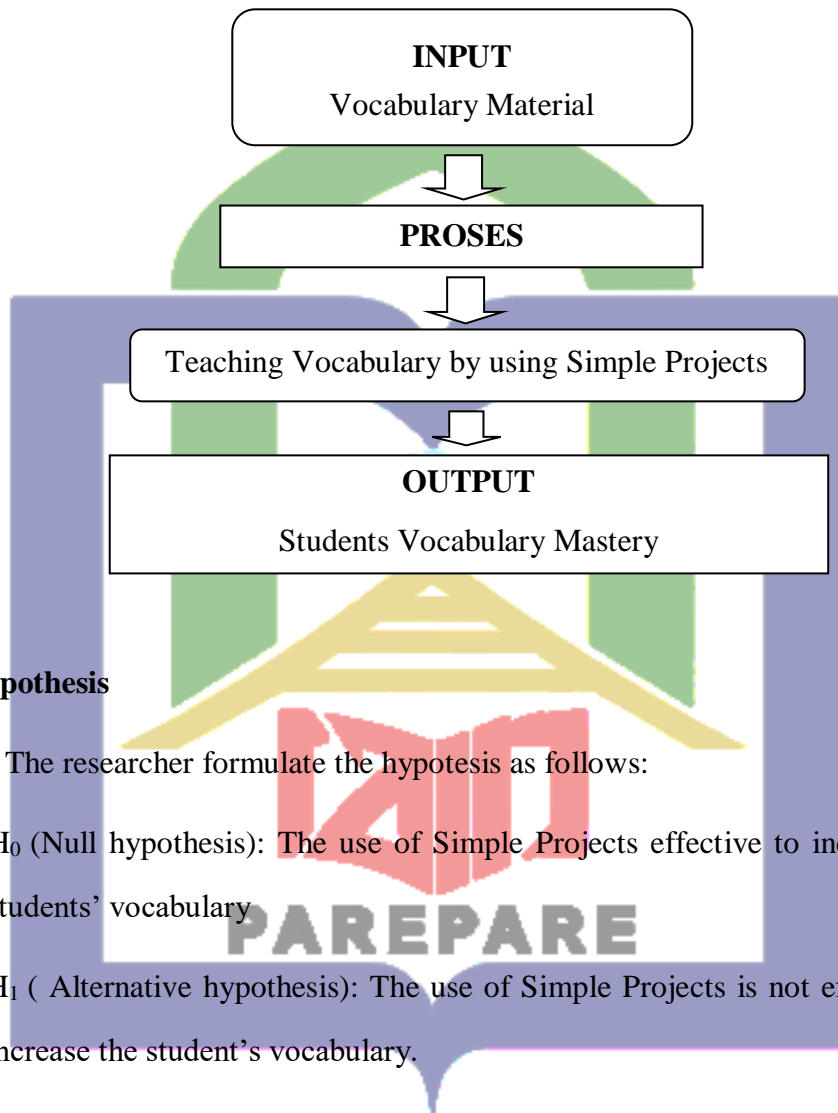
## 2.4 Hypothesis

The researcher formulate the hypotesis as follows:

2.4.1 $H_0$ (Null hypothesis): The use of Simple Projects effective to increase the students' vocabulary

2.4.2 $H_1$ ( Alternative hypothesis): The use of Simple Projects is not effective to increase the student's vocabulary.

## 2.5 Variabel and Operational Definition

## 2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the Simple Projects and the dependent variable is the students' vocabulary.

**2.5.2 Operational Definition of Variable**

2.5.2.1 Concept Simple projects is one of strategy that can be used the teacher in correction the students' ability. It is able to increase the students' vocabulary.

2.5.2.2 The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in English in SMP DDI Al-Badar Parepare

# CHAPTER III

# RESEARCH METHOD

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

## 3.1 Research Design

This research was used pre-experimental design with pre-test and post-test design. The students was be given pre-test, treatment and post-test. Its purpose to know whether using simple projects can increase the students' vocabulary. The design of this study can be illustrated as follow:

$$O_1 \quad X \quad O_2$$

Where: $O_1$: Pre-Test

    X : Treatment

    $O_2$: Post-Test[1]

## 3.2 Location and Duration of The Research

The location of the research takes a place at SMP Al-Badar DDI Parepare. The researcher was used the quantitative research that have several times to collect and analyze data. So, the researcher was used more than one month for collecting the data.

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[1]Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

**3.3 Population and Sample**

**3.3.1 Population**

The population of the research is the second year students of SMP Al-Badar DDI Parepare academic year 2018/2019. VII, VIII and IX  The total of population are 51 students.

Table 3.1 The total students of  SMP Al-Badar DDI  Parepare

| No. | Class | Sex | | Total |
| --- | --- | --- | --- | --- |
| | | **Male** | **Female** | |
| 1. | VII | 17 | 4 | 21 |
| 2. | VIII | 18 | 4 | 22 |
| 3. | IX | 8 | 0 | 8 |
| | **Total** | | | **51 Students** |

(*source:Administration of  SMP Al-Badar DDI Parepare*)

**3.3.2 Sample**

The sample was taken by random sampling. The researcher was taken the class VIII  which is consist of 22 students as the sample of this research.

**3.4 The Instrument and Procedure of collecting Data**

**3.4.1 The Instrument**

In this research the researcher applies test to instrument of this research.

3.4.1.1. Test

The test is distributed to measure the students' vocabulary. The test is divide into two tests. They are pre-test gave before treatment, and post- test gave after doing the treatment. The type of the test was graphic organizer that consist 10 number.

**3.4.2 Procedure of collecting Data**

The procedures of collecting data as follows:

3.4.2.1 Pre-Test

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

3.4.2.2. Post-test

After giving the treatment, the researcher was gave the students post-test to find the result of the treatment to measure students' vocabulary through simple projects strategy, the researcher was gave some test vocabularies.

**3.4.3. Treatment**

After giving a pre-test, the researcher was gave treatment to the students in the classroom. The procedure of treatment that researcher was present 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.

3.4.3.1.The first Meeting

In the first meeting the researcher was gave motivation about the importance of English to the students before giving material. After that researcher was introduce the material or one of the strategy that can be used to increase vocabulary namely Simple projects strategy. The researcher was gave the first step of simple projects it is Identify the main idea or principle that surrounds a number of concepts for example things. Than, researcher was gave chance the students to give question that they do not understand about the material. And than, researcher was closed the meeting.

3.4.3.2.The second meeting

In the second meeting the researcher was gave material about "transfortation, things, verb, body, profession" to know the extent of the level of understanding in vocabulary before aplication of the Simple projects after that researcher was closed the meeting.

3.4.3.3.The third meeting

In this meeting, the researcher was share paper to the students that consist list of vocabulary. Then, the resercher gave 10 minutes to memorize it, after that the researcher calls one by one students to be tested. And than, researcher was closed the meeting.

3.4.3.4.The four meeting

In this meeting, the researcher was gave students task by using simple projects strategies by dividing the students with several group, after that the students are responsible for each task and one of the students was represent the group to describe the given material and then, the researcher was closed the meeting.

## 3.5 Technique of Data Analisis

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

3.5.1 The classification students' score

3.5.1.1 Scoring the students' correct answer of pre-test and post-test.[2]

$$\text{Collecting raw score}: \frac{students\ correct\ answer}{the\ total\ number\ of\ item} \text{ x } 100$$

3.5.1.2 Classifying the students score.[3]

**Table III.2**
**Classifying the student score**

| Score | Predicate | Categories |
|---|---|---|
| 80-100 | A | Very Good |
| 66-79 | B | Good |
| 56-65 | C | Enough |
| 40-55 | D | Less |
| 30-39 | E | Bad |

3.5.1.3 Calculating the frequency and percentage of the students

$$P= \frac{Fq}{N} \times 100$$

Where :  P: Percentage

F: Frequency

N: The total number of sample[4]

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[2]Departemen Pendidikan Nasional. *Petunjuk Teknis Pengajaran Bahasa Inggris* (Jakarta: Depdiknas, 2003)

[3]Suharsimi Arikunto.*Dasar-dasar Evaluasi Pendidikan (Edisi Revisi).* Jakarta:PT. Bumi Aksara. 2005. P.245.

[4]Rismawati B, Using "Tahta" Game in Improving Students' Vocabulary at the Second Grade of SMP Negeri 8 Pinrang, (Parepare: STAIN Parepare,2015), p.37.

3.5.1.4 The mean score of the students' achievement:

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

Where:   $\bar{x}$   : mean score

$\Sigma x$: The sum of all score

N: The total number of sample[5]

3.5.1.5 Calculating the standard deviation of the students, researcher applied the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{where SS} = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

Where:   SD = The standard derivation

SS = The square root of the sum of squares

$\Sigma x$ = The sum of square

N = The total number of student[6]

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[5]Sukardi, *Methodologhy Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2004),p.88.

[6]L.R Gay, Geoffrey,Peter, *Education Research Competencies for Analysis and Applications*,Eight Edition,(New Jersey: Pearson Merrill Prentice Hall,2006), p.321.

3.5.1.6 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

| | |
|---|---|
| T | = test of significance |
| D | = the mean score of difference (X1-X2) |
| $\sum$D | = the sum of the total score |
| $\sum$D2 | = the square of the sum score of difference |
| N | = the total sample |
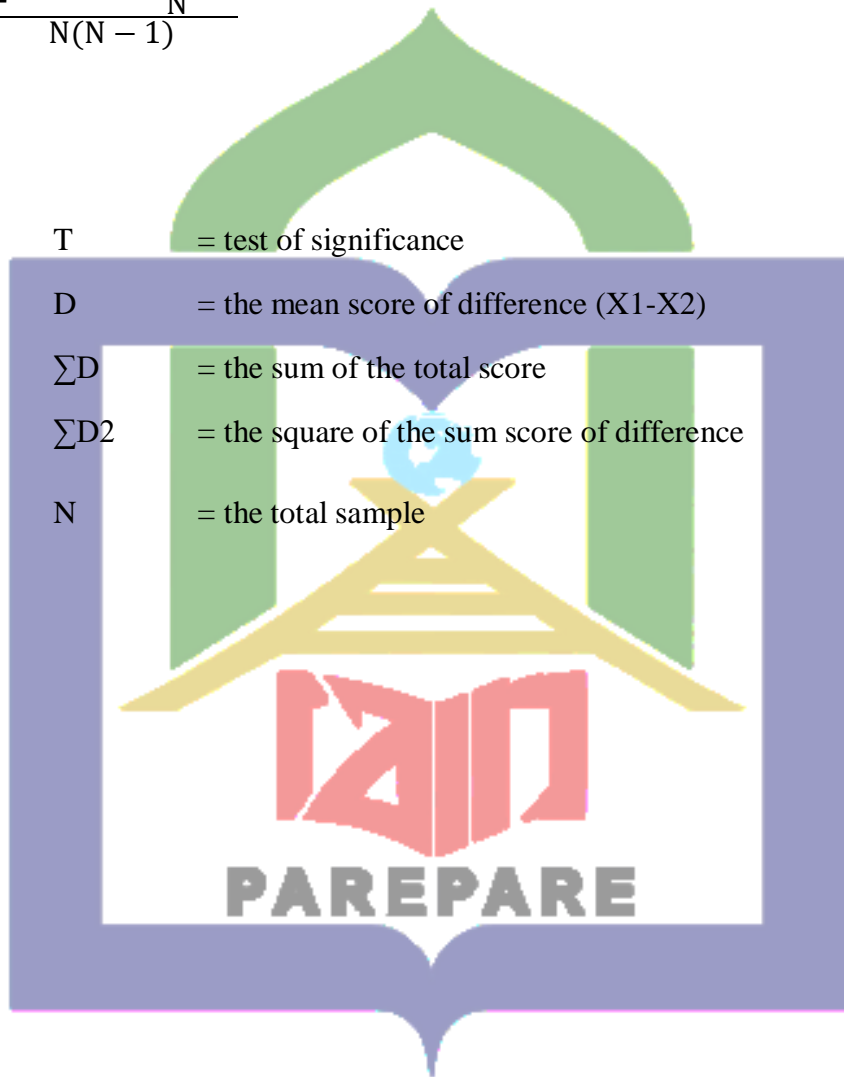
# CHAPTER IV

# FINDING AND DISCUSSION

This chapter consist of two parts, namely the finding of 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 mastery, while post-test was given after treatment through simple projects and the result of the post-test of this research can answer the question of this research that aims to find out through simple projects can be able to increase the students' vocabulary mastery of the second year students at SMP AL-BADAR DDI BILALANG PAREPARE

4.1.1. The Data Analysis of Students' Simple project strategy

The finding of the result deals with the classification of the students' score on the pre-test.

Table 4.1: The percentage scores of vocabulary in pre-test

| Classification | score | Predicate | pre-test | |
|---|---|---|---|---|
| | | | F | % |
| very good | 80-100 | A | 4 | 18,18 |
| Good | 66-79 | B | 3 | 13,64 |
| Enough | 56-65 | C | 6 | 27,27 |
| Less | 40-55 | D | 4 | 18,18 |
| Bad | 30-39 | E | 5 | 22,73 |
| Total | | | 22 | 100 |

Table 4.1 shows that students in the pre-test. The pre-test score shows that 6 (27,27%) out of 22 students is in a enough categories, and 4 (18,18%) out of 22 students are in less categories,

Table 4.2: The percentage scores of reading comprehension in post-test

| Classification | Score | Predicate | post-test | |
|---|---|---|---|---|
| | | | F | % |
| Very Good | 80-100 | A | 12 | 54,55 |
| Good | 66-79 | B | 5 | 22,73 |
| Enough | 56-65 | C | 2 | 9,09 |
| Less | 40-55 | D | 1 | 4,55 |
| Bad | 30-39 | E | 2 | 9,09 |
| Total | | | 22 | 100 |

after giving the treatment, the table 4.2 shows that most the students score of in post-test are in good categories after giving treatment through simple projects strategy 5 (22,73%) out of 22 students is in very good classification, and 2 (9,09%) out of 22 students is in good classification.

This could be the evidence that the strategy which the researcher applied in learning process has worked successfully on the students in class. It based on data presented on the table 4.1 and 4.2 shows there are significant different between the students score in pre-test, where students score in post test is high than the students score in pre-test.

4.1.2. The Mean Score and Standard Deviation

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

The mean score and Standard Deviation Of Pre-test.

Table 4.3. The Mean Score and Standard Deviation of Pre-test and Post-test

| Test | Mean score | standard deviation |
|---|---|---|
| pre-test | 53,18 | 23,78 |
| post-test | 75,00 | 19,46 |

The Table 4.3 shows that the mean score obtain by the students score in post test higher than pre-test. It indicates that after getting treatment for four times through simple projects Strategy the students vocabulary is increasing. Furthermore, the Mean Score in the pre-test is 53,18 and after getting the treatment through simple projects Strategy the Mean Score in the post-test reduces to 75,00

4.1.3. t-test value

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

Table 4.4 The difference of the mean score between pre-test and post-test.

| No | pre-test | post-test | (D) | D2 |
|---|---|---|---|---|
| 1 | 50 | 50 | 0 | 0 |
| 2 | 60 | 90 | 30 | 900 |
| 3 | 50 | 90 | 40 | 1600 |
| 4 | 60 | 70 | 10 | 100 |
| 5 | 60 | 90 | 30 | 900 |
| 6 | 80 | 70 | 10 | 100 |
| 7 | 80 | 70 | 10 | 100 |
| 8 | 60 | 70 | 10 | 100 |
| 9 | 60 | 60 | 0 | 0 |
| 10 | 60 | 90 | 30 | 900 |
| 11 | 70 | 90 | 20 | 400 |
| 12 | 70 | 70 | 0 | 0 |
| 13 | 30 | 70 | 40 | 1600 |
| 14 | 50 | 90 | 40 | 1600 |
| 15 | 30 | 80 | 50 | 2500 |
| 16 | 50 | 80 | 30 | 900 |

| | | | | |
|---|---|---|---|---|
| 17 | 20 | 100 | 80 | 6400 |
| 18 | 0 | 70 | 70 | 4900 |
| 19 | 50 | 90 | 40 | 1600 |
| 20 | 50 | 90 | 40 | 1600 |
| 21 | 30 | 90 | 60 | 3600 |
| 22 | 0 | 30 | 30 | 900 |
| Total | 1070 | 1700 | 670 | 30700 |

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

$$= \frac{670}{22}$$

$$= 30{,}45$$

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

$$= \frac{30{,}45}{\sqrt{\dfrac{30700 - \dfrac{(670)^2}{22}}{22(22-1)}}}$$

$$= \frac{30{,}45}{\sqrt{\dfrac{30700 - \dfrac{448900}{22}}{22(22-1)}}}$$

$$= \frac{30{,}45}{\sqrt{\dfrac{10295{,}45}{22(21)}}}$$

$$= \frac{30,45}{\sqrt{22,28}}$$

$$= \frac{30,45}{4,72}$$

$t \ = 6,45$

The table above that after calculated of the score pre-test and post-test of vocabulary, t- test was 6,45

### 4.1.4. Hypothesis Testing

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

$Df$     $= N\text{-}1$

        $= 22\text{-}1$

        $= 21$

Df with significance (0,05) = 1,721

For the level significant (p) 5% and df = 21, and the value of the table is 1,721, while the value of the t-test is 6,45. It means that the t-test value is higher than t-table (6,45 > 1,721). Thus, it can be concluded that the students' vocabulary through simple projects Strategy 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.

Table 4.5 the test of significance

| Variable | T-test | T-table value |
|----------|--------|---------------|
| Post-test – Post-test | 6,45 | 1,721 |

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

## 4.2. Discussion

1.1.1 The Ways of the Implementation Simple projects to Improve Students' Vocabulary.

To find out how the implementation of simple projects is able to improve the students' vocabulary, the researcher got some pieces of information from the students' activities in the learning process.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know 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 and motivated students about the importance of English for students before giving the material 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 10 transfortation,think, verb, profession, body. 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 connected with the main idea of the test.

The first meeting was on  before students started to answer the question, the researcher gave greeting  for the students gave information about her aim with the students and motivated students about the importance of English for students before giving the material. After that, the researcher gave an explanation about how to do the instrument and guide the students to understand the process of the media. After that the researcher gave explanation and then gave students a chance to ask the researcher if they did not understand about how to do the instrument. There were some students asked about instrument, and the researcher an explained once the test more and after the students understood, the researcher gave some minutes to answer about the test before the researcher asked the students to answer the question. The researcher began to guide the students to understand the process of concept Simple projects.

The second meeting was on  The researcher showed an example of Simple projects for students and explained what was meant it. The researcher also gave direction on how to implement Simple projects. In the first implementation, the researcher gave the vocabulary about transfortation, think, profession, body and verb. In the next step, each student memorized the vocabulary given earlier. The researcher only gave halt a minute, after which the researcher called one by one students to be tested.

The third meeting the researcher was share paper to the students that consist list of vocabulary. Then, the resercher gave 10 minutes to memorize it, after that the researcher calls one by one students to be tested. And than, researcher was closed the meeting.

The fourth meeting the researcher was gave students task by using simple projects strategies by dividing the students with several group, after that the students are responsible for each task and one of the students was represent the

group to describe the given material and then, the researcher was closed the meeting.

After giving treatment for four times in the class there was an increase of the students score from pre-test to post-test. It was showed by the mean score in pre-test is 53,18 and post-test 75,00. The reasercher found that there was significance difference in the quality of the students vocabulary before and after researcher after teaching through simple project strategy. It showed that the t-test (6,45) value in post was higher than t-table value ( 1,721). This indicates that null hypothesis (Ho) is rejected and alternative hypothesis ( Ha) is accapted. It mean that the second year students of SMP AL-BADAR DDI BILALANG Parepare could increase their vocabulary by using simple project strategy
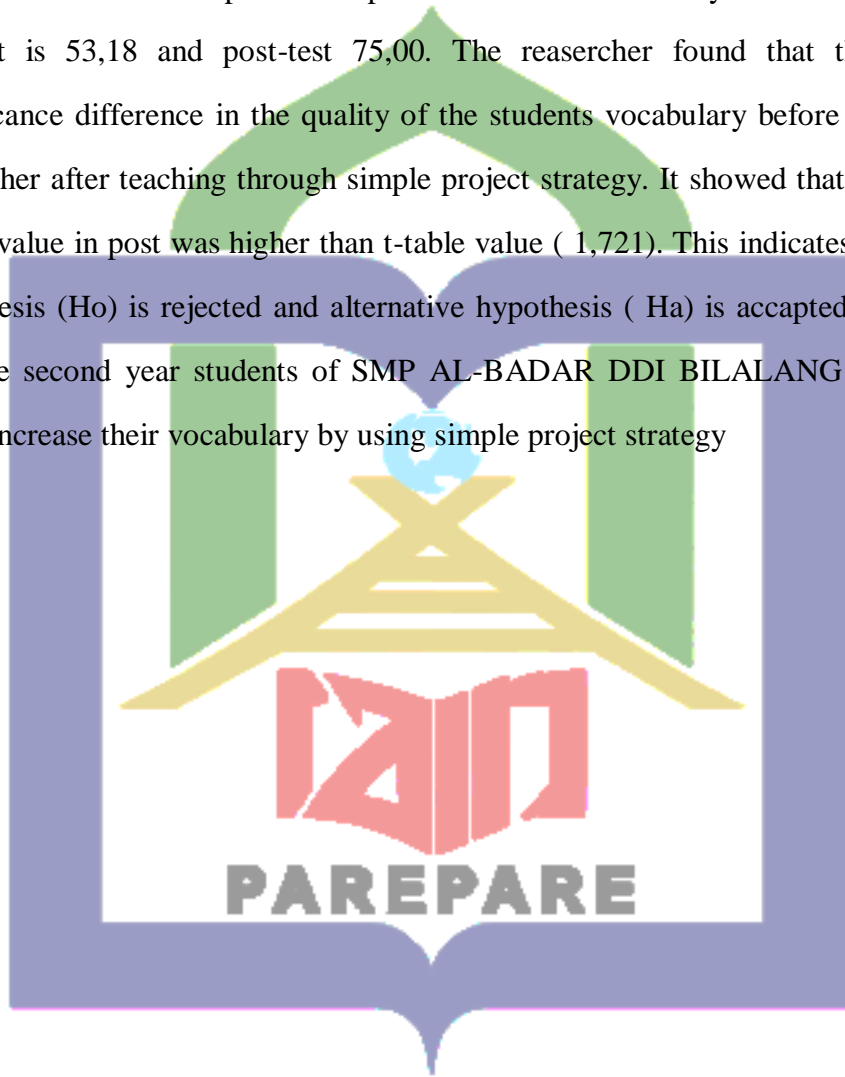
# CHAPTER V
# CONCLUSION AND SUGGESTION

## 5.1. Conclusions

Based on the finding and dicussion of the study, the researcher concludes the there is a dfferent achievement score of vocabulary students before and after using simple project strategy of the second year students of SMP AL-BADAR DDI BILALANG Parepere. It is prove by rejecting of null hypothesis (Ho) and accepting of alternative hypothesis (Ha), after the application of t-test formula of post-test where t-test value (6,45) is higher and t-table value (1,721). It totally shows that teaching the vocabulary through simple projects strategy is better than teaching through without simple project strategy especially in the second year students of SMP AL-BADAR DDI BILALANG Parepere.

## 5.2 Suggestions

Based on the research, the researcher gives some suggestions as follow:

5.2.1   In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored in class.

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

5.2.3   The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.4   The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty and enjoy the class.

5.2.5   Simple projects strategy can be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary.

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# APPENDICES

**APPENDIX 1 ( LESSON PLAN)**

**RENCANAPELAKSANAANPEMBELAJARAN**

**(RPP)**

Sekolah             : SMP Al-Badar DDI Bilalang

Matapelajaran      : Bahasa Inggris

Kelas/Semester     : VIII

MateriPokok         :Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda,kendaraan,tumbuhan,profesidan bagian tubuh manusia.

AlokasiWaktu        :  8 X40MENIT(4 pertemuan)

**A. Kompetensi Inti**
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial danalam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, danprosedural) 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, danmembuat) 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 | |
|---|---|---|
| .4  Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan | 3.4.1 | Mengidentifikasi dan menyebutkan berbagai benda, kendaraan, hewan, profesi dan bagian tubuh manusia. |

| | | |
|---|---|---|
| memberi dan meminta informasi terkait nama dan jumlah benda, kendaraan, hewan, profesi, dan bagian tubuh manusia sesuai dengan konteks penggunaannya.Perhatikan unsur kebahasaan dan kosa kata terkait artikel *a* dan *the*, *plural* dan *singular*) | 3.4.2 | • Struktur teks<br>  - Memulai<br>  - Menanggapi (diharapkan/di luar dugaan) |
| | 3.4.3 | •   Unsur kebahasaan<br>  - Pernyataan dan pertanyaan terkait benda, kendaraan, hewan, profesidan bagian tubuh manusia<br>  - Penyebutan benda dengan *a*, *the*, bentuk jamak (-*s*)<br>  - Penggunaan kata penunjuk *this*, *that*, *these*, *those ...*<br>  - Preposisi untuk *in, on, under* untuk menyatakan tempat<br>  - 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 kendaraan, benda, profesi dan hewan 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 simple projects strategy. |
| | 4.4.2 | Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang hewan. |
| | 4.4.3 | Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang benda. |
| | 4.4.4 | Identifikasi kosa kata secara lisan |

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

## C. TujuanPembelajaran
### PertemuanPertama

Melalui serang kaian kegiatan pembelajaran, siswa dapat:

1. Menyapa ketika bertemu di pagi hari, siang hari, sore hari, dan malam hari.
2. Siswa dapat mengidentifikasi strategi pengembangan vocabulary melalui simple projects.

### Pertemuan Kedua

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengungkapkan kosa-kata yang berkaitan dengan transfortation, things, animals, body, profession, transfortatin.
2. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan

### Pertemuan Ketiga

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Berterimakasih dan menanggapi ungkapan terimakasih
2. Mampu menghafal kosa-kata tentang transfortation, things, animals, transfortation, body,profession.
3. 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. Meminta maaf dan menanggapinya.
2. Mengetahui seberapa jauh pemahaman siswa mengenai materi simple projects strategy.

## D. Materi Pembelajaran
### Materi Reguler

- Fungsi sosial
3. Mengidentifikasi dan menyebutkan berbagai kata tentang transfortation, things, animals, transfortation, body, profession.
- Struktur teks
   1. Memulai

2. Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan
1. Pernyataan dan pertanyaan terkait vocabulary tentang transfortation,things,plant,home,body,profession.
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
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

**Materi Remedial**

*Unsur kebahasaan*

- Ungkapan-ungkapan yang lazim digunakan

5. **Metode Pembelajaran**
   Small groups

6. **Media/ Alat dan Bahan**
   Media/Alat: laptop, gambar

7. **SumberBelajar**
   Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings TheBell*, SMP/MtsKelasVII, edisirevisi dan sumber lain yang sesuai.

8. **Langkah-langkahKegiatanPembelajaran**
   Pertemuan Pertama: (2JP)

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|---|---|---|
| Kegiatan Pendahuluan | **Guru:** <br> ✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. <br> ✚ Bertanyajawab tentang waktu <br> ✚ Menyebutkan tujuan pembelajaran <br> ✚ menyebutkankegiatanbelajar yang akandilakukan | **10'** |
| Kegiatan Inti | Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: <br> **Mengamati** <br> Mengamati guru yang | **60'** |

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|---|---|---|
| | sedangmenjelaskantentang simple projects strategy. **Menanya** ♣ Bertanya jawab tentang fungs isosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait ungkapan sapaan ketika bertemu dan menanggapinya. **Mengumpulkan Informasi** Mengolah informasi yang didapatdaripenjelasan guru. **Mengasosiasi** ♣ Melengkapi consep ( classroom ) **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 | Siswabersama 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' |

PertemuanKe-dua: (2JP)

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|---|---|---|
| Kegiatan | **Guru:** | 10' |

| | | |
|---|---|---|
| Pendahuluan | ♦ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.<br>♦ Bertanyajawab tentang waktu<br>♦ Menyebutkan tujuan pembelajaran<br>♦ Menyebutkan kegiatan belajar yang akandilakukan | |
| Kegiatan Inti | Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama denganteman, dan memanfaatkan bimbingan guru:<br>**Mengamati**<br>Mengamati Mengamati guru yang sedang menjelaskan tentang simple projects strategy dan materi yang akan diberikan pada siswa.**Menanya**<br>♦ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait dengan vocabulay.<br>**Mengumpulkan Informasi**<br>♦ Mengolah informasi yang didapat dari penjelasan guru.<br>**Mengasosiasi**<br>♦ Menjawabpertanyaan yang telahdiberikan.<br>**Mengkomunikasikan**<br>♦ Menggunakan secara aktif vocabulary sehari-hari.<br>♦ Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan. | 60' |
| Kegiatan Penutup | Siswabersama guru:<br>♦ Membahas manfaat pembelajaran yang baru diselesaikan,<br>♦ Membahas kesulitan dalam melakukan | 10' |

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|---|---|---|
| | aktivitas pembelajaran, | |
| | ↓ Menyimpulkan hasil pembelajaran, | |
| | ↓ Menutupkelas. | |

Pertemuan ke – 3

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|---|---|---|
| Kegiatan Pendahuluan | **Guru:**<br>↓ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.<br>↓ Bertanyajawab tentang waktu<br>↓ Menyebutkan tujuan pembelajaran<br>↓ Menyebutkankegiatanbelajar yangakandilakukan | **10'** |
| Kegiatan Inti | **Mengamati**<br>↓ Mengamatisoal yang telahtersedia.<br>**Menanya**<br>↓ Bertanya jawab tentang fungsi sosial, strukturteks, dan unsur kebahasaan dari teks interaksi transaksional terkai vocabulary.<br><br>**Mengumpulkan Informasi**<br>- Mengolah informasi yang didapat dari soal-soal yang telah dibagikan mengenai ungkapan vocabulary benda, binatang, kendaraan, profesi dan bagian tubuh manusia<br>**Mengasosiasi**<br>↓ Melengkapi kata yang tertera dalam konsep.<br><br>**Mengkomunikasikan**<br>↓ Menggunakan secara aktif vocabulary dalam interaksi pembelajaran sehari-hari.<br>↓ Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan | **60'** |

| | penguasaan fungsi sosial, struktur teks dan unsur kebahasaan. | |
|---|---|---|
| Kegiatan Penutup | Siswa bersama guru:<br>🞢 Membahas manfaat pembelajaran yang baru diselesaikan,<br>🞢 Membahas kesulitan dalam melakukan aktivitas pembelajaran,<br>🞢 Menyimpulkan hasil pembelajaran,<br>🞢 Menutupkelas | **10'** |

Pertemuan ke empat        :

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|---|---|---|
| Kegiatan Pendahuluan | **Guru:**<br>🞢 Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.<br>🞢 Bertanyajawab tentang waktu<br>🞢 Menyebutkan tujuan pembelajaran<br>🞢 menyebutkankegiatanbelajar yang akandilakukan | **10'** |
| Kegiatan Inti | **Menanya**<br>🞢 Bertanyajawab tentang fungsisosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait vocabulary.<br>**Mengasosiasi**<br>🞢 Menjawab latihan. | **60'** |
| Kegiatan Penutup | Siswabersama guru:<br>🞢 Membahas soal latihan<br>🞢 Membahas kesulitan dalam melakukan aktivitas pembelajaran,<br>🞢 Menyimpulkan hasil pembelajaran, | **10'** |

9. **Penilaian, Pembelajaran Remedial danPengayaan**

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 " continue word " untuk mendapatkan vocabulary baru.

Instrumen penilaian untuk tes tertulis

| Indikator | Soal | Teknik/ bentuk Penilaian |
|---|---|---|
| **Menentukan Fungsi sosial**<br><br>- Mengidentifikasi dan menyebutkan berbagai benda, kendaraan, tanaman,profesidan bagian tubuh manusia. | Write down 15 vocalaries related to animals that you know !:<br>1.....<br>2.....<br>3.....<br>Mention 15 vocabularies related to thinks!<br>1. .....<br>2. .....<br>3. .....<br>Write down 10 vocabularies that you know a bout fruits!<br>1. ....<br>2. ....<br>3. ....<br>Mention 10 vocabularies related to color<br>1. ....<br>2. ....<br>3. .... | |
| Menentukan Struktur teks<br><br>- Memulai | Translate into English!<br>1. Kursi  =.... | |

| - Menanggapi | 2. Meja =.... | |
| | 3. Pencil =.... | |
| | 4. Buku =.... | |
| Menentukan Unsur kebahasaan<br><br>- Ungkapan-ungkapan yang lazim digunakan<br>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | Spelling the word bellow:<br>1. Animals<br>2. fruite<br>3. Home<br>4. Color | |

1. 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 :<br>Nilai akhir = (Nilai perolehan : Nilai maksimal) x 100 | | | | |

b. Rubrik penilaian keterampilan (Praktik/ Unjuk Kerja)

| AKTIVITAS | KRITERIA | | |
|---|---|---|---|
| | TERBATAS | MEMUASKAN | MAHIR |
| Game "continue word" | kosakata terbatas, dan tidak lancar | Lancar dan kosakata dan penyebutan kurang pas | Lancar mencapai fungsi sosial, kosakata yang lancar dal penyebutannya baik. |
| **Keterangan :** **Mahir** mendapat skor 3 **Memuaskan** mendapat skor 2 **Terbatas** mendapat skor 1 | | | |

**Pembelajaran Remedial** :

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa pembelajaran ulang atau penugasan terkait struktur teks dan unsur kebahasaan

**Pembelajaran Pengayaan** :

Pembelajaran Remedial diberikan kepada siswa yang telah mencapai KKM berupa penugasan terkait unsur kebahasaan berupaucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

**APPENDIX 2 (THE MATERIAL PRE-POST TEST)**

The Material of Pre-test

# Pre-Test

Name  :

Class   :

➢ Lengkapilah Peta konsep yang ada dibawah ini!

**VERB**
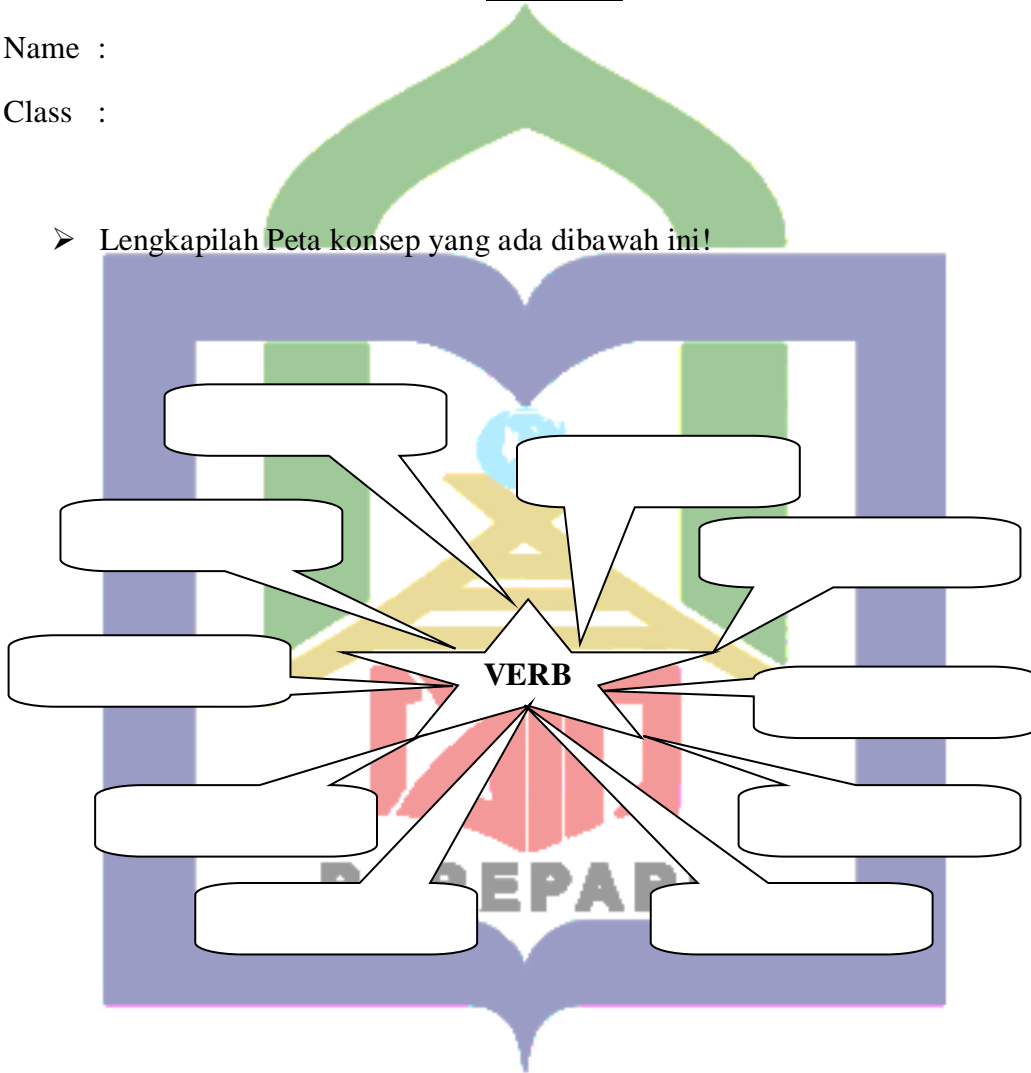
The Material of Post-test

**Post-Test**

Name  :

Class   :



**Sebutkan ciri-ciri Mobil**

|  |  |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
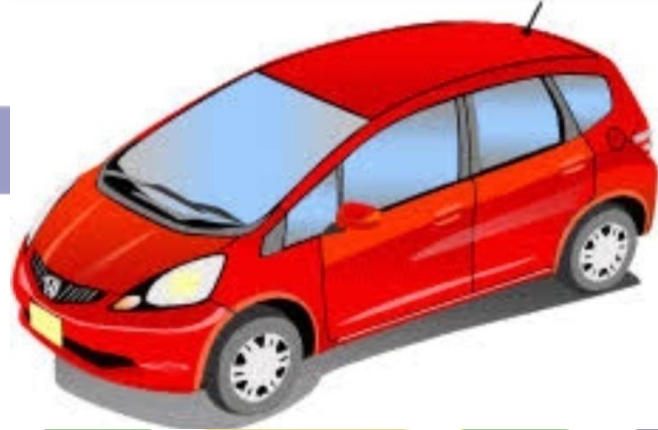
**APPENDIX 3 (STUDENTS SCORE)**

Students Score of Pre-Test and Post-Test

Students score in Pre-test

| No | Nama | Score pre-test |
|----|------|------|
| 1 | S1 | 50 |
| 2 | S2 | 60 |
| 3 | S3 | 50 |
| 4 | S4 | 60 |
| 5 | S5 | 60 |
| 6 | S6 | 80 |
| 7 | S7 | 80 |
| 8 | S8 | 60 |
| 9 | S9 | 60 |
| 10 | S10 | 60 |
| 11 | S11 | 70 |
| 12 | S12 | 70 |
| 13 | S13 | 30 |
| 14 | S14 | 50 |
| 15 | S15 | 30 |
| 16 | S16 | 50 |
| 17 | S17 | 20 |
| 18 | S18 | 0 |
| 19 | S19 | 50 |
| 20 | S20 | 50 |
| 21 | S21 | 30 |
| 22 | S22 | 0 |
| Total | | 1070 |

Students score in Post-test

| No | Nama | Score | |
|----|------|-------|---|
| | | pre-test | |
| 1 | S1 | 50 | |
| 2 | S2 | 90 | |
| 3 | S3 | 90 | |
| 4 | S4 | 70 | |
| 5 | S5 | 90 | |
| 6 | S6 | 70 | |
| 7 | S7 | 70 | |
| 8 | S8 | 70 | |
| 9 | S9 | 60 | |
| 10 | S10 | 90 | |
| 11 | S11 | 90 | |
| 12 | S12 | 70 | |
| 13 | S13 | 70 | |
| 14 | S14 | 90 | |
| 15 | S15 | 80 | |
| 16 | S16 | 80 | |
| 17 | S17 | 100 | |
| 18 | S18 | 70 | |
| 19 | S19 | 90 | |
| 20 | S20 | 90 | |
| 21 | S21 | 90 | |
| 22 | S22 | 30 | |
| Total | | 1700 | |

**APPENDIX 4 ( T-Test value)**

Calculation the T-test value

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

$$= \frac{670}{22}$$

$$= 30,45$$

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

$$= \frac{30,45}{\sqrt{\frac{30700 - \frac{(670)^2}{22}}{22(22-1)}}}$$

$$= \frac{30,45}{\sqrt{\frac{30700 - \frac{448900}{22}}{22(22-1)}}}$$

$$= \frac{30,45}{\sqrt{\frac{10295,45}{22(21)}}}$$

$$= \frac{30,45}{\sqrt{22,28}} = \frac{30,45}{4,72}$$

$$t = 6,45$$

**APPENDIX 5 (T-TABLE)**

Distribution of the T-Table

| d.f. | TINGKAT SIGNIFIKANSI | | | | | | |
|---|---|---|---|---|---|---|---|
| dua sisi | 20% | 10% | 5% | 2% | 1% | 0,2% | 0,1% |
| satu sisi | 10% | 5% | 2,5% | 1% | 0,5% | 0,1% | 0,05% |
| 1 | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 | 318,309 | 636,619 |
| 2 | 1,886 | 2,920 | 4,303 | 6,965 | 9,925 | 22,327 | 31,599 |
| 3 | 1,638 | 2,353 | 3,182 | 4,541 | 5,841 | 10,215 | 12,924 |
| 4 | 1,533 | 2,132 | 2,776 | 3,747 | 4,604 | 7,173 | 8,610 |
| 5 | 1,476 | 2,015 | 2,571 | 3,365 | 4,032 | 5,893 | 6,869 |
| 6 | 1,440 | 1,943 | 2,447 | 3,143 | 3,707 | 5,208 | 5,959 |
| 7 | 1,415 | 1,895 | 2,365 | 2,998 | 3,499 | 4,785 | 5,408 |
| 8 | 1,397 | 1,860 | 2,306 | 2,896 | 3,355 | 4,501 | 5,041 |
| 9 | 1,383 | 1,833 | 2,262 | 2,821 | 3,250 | 4,297 | 4,781 |
| 10 | 1,372 | 1,812 | 2,228 | 2,764 | 3,169 | 4,144 | 4,587 |
| 11 | 1,363 | 1,796 | 2,201 | 2,718 | 3,106 | 4,025 | 4,437 |
| 12 | 1,356 | 1,782 | 2,179 | 2,681 | 3,055 | 3,930 | 4,318 |
| 13 | 1,350 | 1,771 | 2,160 | 2,650 | 3,012 | 3,852 | 4,221 |
| 14 | 1,345 | 1,761 | 2,145 | 2,624 | 2,977 | 3,787 | 4,140 |
| 15 | 1,341 | 1,753 | 2,131 | 2,602 | 2,947 | 3,733 | 4,073 |
| 16 | 1,337 | 1,746 | 2,120 | 2,583 | 2,921 | 3,686 | 4,015 |
| 17 | 1,333 | 1,740 | 2,110 | 2,567 | 2,898 | 3,646 | 3,965 |
| 18 | 1,330 | 1,734 | 2,101 | 2,552 | 2,878 | 3,610 | 3,922 |
| 19 | 1,328 | 1,729 | 2,093 | 2,539 | 2,861 | 3,579 | 3,883 |
| 20 | 1,325 | 1,725 | 2,086 | 2,528 | 2,845 | 3,552 | 3,850 |
| **21** | **1,323** | **1,721** | **2,080** | **2,518** | **2,831** | **3,527** | **3,819** |
| 22 | 1,321 | 1,717 | 2,074 | 2,508 | 2,819 | 3,505 | 3,792 |
| 23 | 1,319 | 1,714 | 2,069 | 2,500 | 2,807 | 3,485 | 3,768 |
| 24 | 1,318 | 1,711 | 2,064 | 2,492 | 2,797 | 3,467 | 3,745 |
| 25 | 1,316 | 1,708 | 2,060 | 2,485 | 2,787 | 3,450 | 3,725 |
| 26 | 1,315 | 1,706 | 2,056 | 2,479 | 2,779 | 3,435 | 3,707 |
| 27 | 1,314 | 1,703 | 2,052 | 2,473 | 2,771 | 3,421 | 3,690 |
| 28 | 1,313 | 1,701 | 2,048 | 2,467 | 2,763 | 3,408 | 3,674 |
| 29 | 1,311 | 1,699 | 2,045 | 2,462 | 2,756 | 3,396 | 3,659 |
| 30 | 1,310 | 1,697 | 2,042 | 2,457 | 2,750 | 3,385 | 3,646 |

# APPPENDIX 6 (RESULT OF PRE-POST TEST STUDENT)

Pre-Test

**Pre-Test**

60

Name :

Class :

➢ Lengkapilah Peta konsep yang ada dibawah ini!

Kick

Donift

Donaiah

Huelf'

hiit

VERB

Run

Abide

Eat

Kept

ARise

6    benar

Pre-Post

**Post-Test**

90

Name  :

Class  :
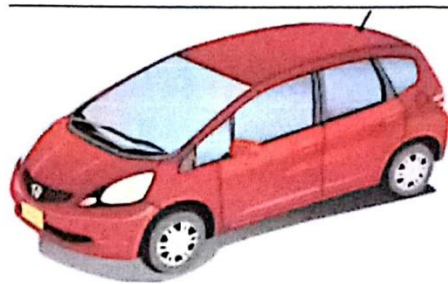


**Sebutkan ciri-ciri Mobil**

| | |
|---|---|
| glass | door |
| Red colour | rearview mirror ✓ |
| lamp | machine |
| tire | break ✗ |
| body | chain ✓ |

9   benar

APPENDIX 7 (DOCUMENTATION)

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info iainparepare.ac.id

Nomor      : B 259P  /In.39/PP.00.9/10/2018
Lampiran   : -
H a l      : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

| | |
|---|---|
| Nama | : ARDIANA PUTRI |
| Tempat/Tgl. Lahir | : PAREPARE, 19 Pebruari 1996 |
| NIM | : 14.1300.030 |
| Jurusan / Program Studi | : Tarbiyah dan Adab / Pendidikan Bahasa Inggris |
| Semester | : IX (Sembilan) |
| Alamat | : JL. BAU MASSEPE NO 25B, KEL. CAPPAGALUNG, KEC. BACUKIKI BARAT, KOTA PAREPARE |

Bermaksud akan mengadakan penelitian di wilayah *KOTA PAREPARE* dalam rangka penyusunan skripsi yang berjudul :

***"INCREASING STUDENTS VOCABULARY MASTERY THROUGH SIMPLE PROJECTS OF THE SECOND YEAR STUDENTS AT SMP DDI AL-BADAR BILALANG PAREPARE"***

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

16  Oktober 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

**PEMERINTAH KOTA PAREPARE**
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, 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, 17 Oktober 2018

Kepada

| | | | |
|---|---|---|---|
| Nomor | : 050 /946 /Bappeda | Yth. | Kepala SMP DDI Al-Badar Bilalang 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 2598/In.39/PP.00.9/10/2018 tanggal 16 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

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

| | | |
|---|---|---|
| N a m a | : | ARDIANA PUTRI |
| Tempat/Tgl. Lahir | : | Parepare / 19 Februari 1996 |
| Jenis Kelamin | : | Perempuan |
| Pekerjaan | : | Mahasiswi |
| A l a m a t | : | Jl. Bau Massepe, No. 25B, Kota Parepare |

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"INCREASING STUDENTS COCABULARY MASTERY THROUGH SIMPLE PROJECTS OF THE SECOND YEAR STUDENTS AT SMP DDI AL-BADAR BILALANG PAREPARE"

| | |
|---|---|
| Selama | : Tmt. Oktober s.d. Nopember 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 membe rikan 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 dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS

**E. W. ARIYADI S, ST., MT**
Pangkat Pembina Tk. I
Nip. 19691204 199703 1 002

**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 ARDIANA PUTRI
5. Arsip.

**SEKOLAH MENENGAH PERTAMA (SMP)**
**AL-BADAR DDI BILALANG PAREPARE**
Terakreditasi A (Amat Baik), BAN-S/M Nomor Dp 010167 Tanggal 19 Desember 2008

Alamat : Jl. Pesantren No. 10, Bilalang, Kel. Lemoe, Kec. Bacukiki, Kode Pos 91125, Kota Parepare

SURAT KETERANGAN
Nomor: 73/SMP.Al-Badar/DDI/XI/2018

Yang bertanda tangan di bawah ini,

| | | |
|---|---|---|
| Nama | : Drs. HADDISE |
| NIP | : - |
| Pangkat | : - |
| Jabatan | : Kepala Sekolah SMP Al-Badar DDI Bilalang Parepare |

Menerangkan bahwa:

| | | |
|---|---|---|
| Nama | : ARDIANA PUTRI |
| NIM | : 14.1300.030 |
| Jurusan | : Tarbiyah dan Adab |
| Program Studi | : Pendidikan Bahasa Inggeris |

Benar telah melakukan penelitian sejak bulan oktober s.d november 2018 Tahun Pelajaran 2018/2019 di Sekolah Menengah Pertama (SMP) Al-Badar DDI Bilalang Parepare berdasarkan Surat Badan Perencenaan Pembangunan Daerah Kota Parepare Nomor:050/950/Bappeda, Perihal Permohonan Izin Penelitian untuk memperoleh data dalam Penyusunan Skripsi yang bersangkutan dengan judul *"INCREASING STUDENTS VOCABULARY MASTERY THROUGH SIMPLE PROJECTS OF THE SECOND YEAR STUDENTS AT SMP AL-BADAR DDI BILALANG PAREPARE"*

Demikian disampaikan, atas kerjasamanya yang baik diucapkan terima kasih.

فالله خير حافظا

Parepare, 05 November 2018

Kepala Sekolah,

Drs. HADDISE

# CURRICULUM VITAE

The researcher was born on Febtuary 19th, 1996 in Parepare. She is the last fifth in her family; she has two brothers and foer sisters. Her father name is M. Arsyad and her mother name is Rahmaniar. Her educational background began 2002 in SDN 64 Parepare and graduated on 2008. She continued her study at SMPN 9 Parepare and graduated on 2011. At the same year, she registered in Senior High School SMA 2 Parepare and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the title of her skripsi "Increasing Students Vocabulary Mastery Through Simple Projects of The Second Year Students At SMP Al-Badar DDI Bilalang Parepare ".