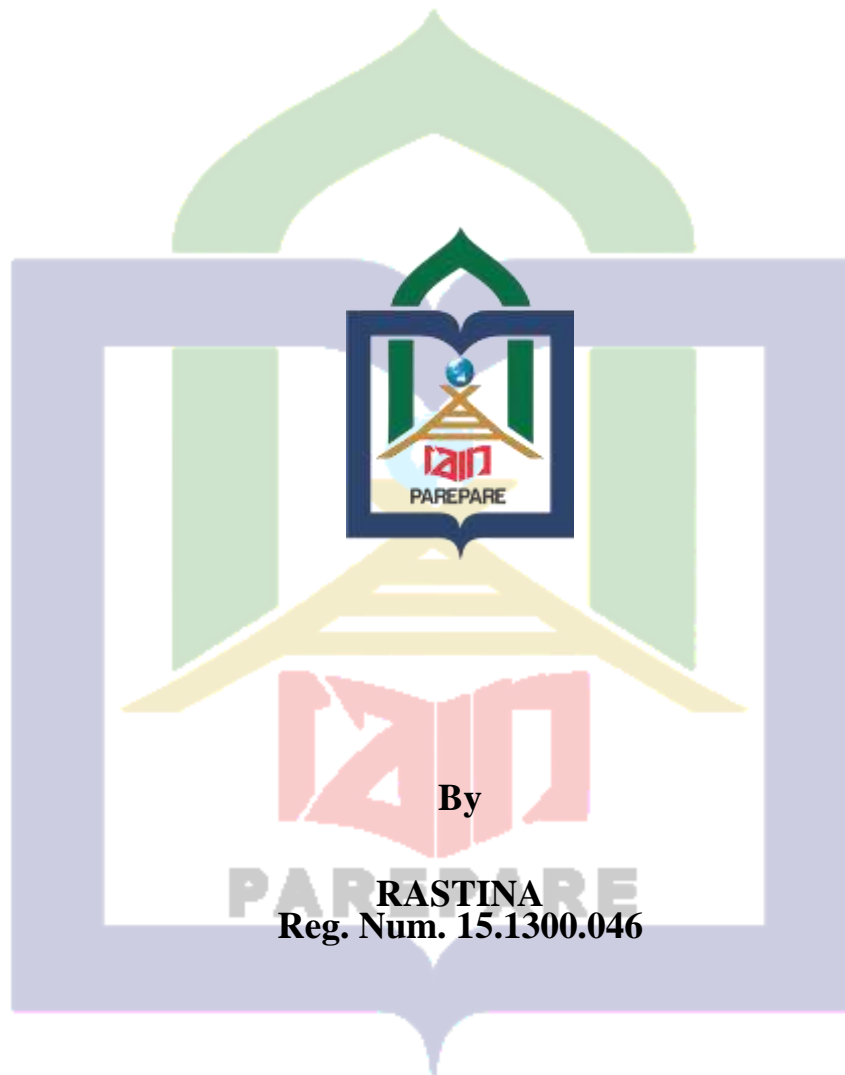


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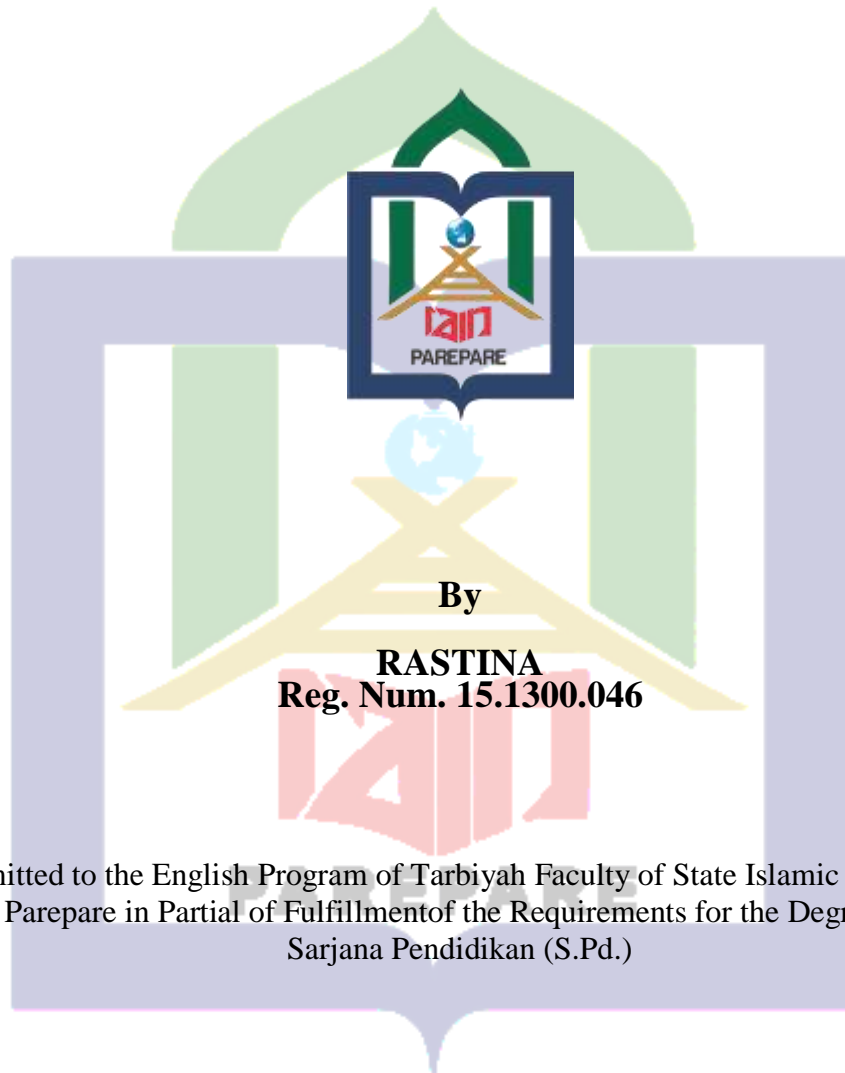
**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH NUMBERED HEAD TOGETHER (NHT)
TECHNIQUE AT THE SECOND GRADE
OF SMP AL BIRRU PAREPARE**



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

2020

SKRIPSI
IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH NUMBERED HEAD TOGETHER (NHT)
TECHNIQUE AT THE SECOND GRADE
OF SMP AL BIRRU PAREPARE



By
RASTINA
Reg. Num. 15.1300.046

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

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Skripsi

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of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted By

**RASTINA
Reg. Num. 15.1300.046**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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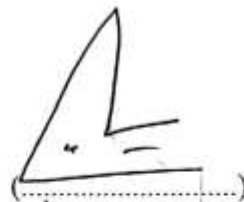

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ENDORSEMENT OF CONSULTANT COMMISSIONS

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SKRIPSI

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH NUMBERED HEAD TOGETHER (NHT)
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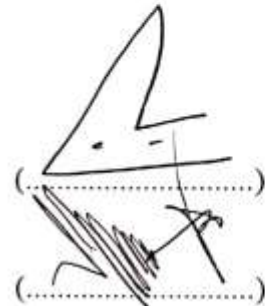
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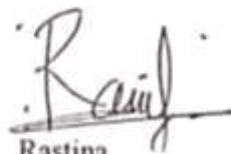
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Finally, the writer truly realize that her skripsi still has any weakness and still far from being perfect. Therefore, she hopes criticism, a suggestion for it is perfection. She hopes this final project will be useful for the readers and for the development of English teaching.

Parepare, June 7th 2020

The writer,



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DECLARATION OF THE RESEARCH AUTHENTICITY

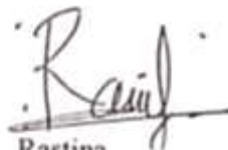
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Stated that this skripsi is her own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Rastina. 2020. *Improving Students' Vocabulary Mastery Through Numbered Head Together (NHT) Technique at the Second Grade of SMP Al Birru Parepare* (Supervised by Nanning and Amzah Selle).

The aim of this research was to find out wheter Numbered Head Together able to improve students' vocabulary mastery and to know the students vocabulary mastery after implementing the Number Head Together technique.

The population was the second grade of SMP Al Birru Parepare. The researcher used total sampling. The sample of this research was 22 students. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment was determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that were pre-test and post-test. The researcher also gave questionnaire to know the responed of students toward the use of Number Head Together technique. The data were analyzed as a percentage, mean score analyzes and the value of the test.

The first result of the data analyzed that the students' improvement on the pre-test was (34.5) and post-test was (74,43) This showed that by using Numbered Head Together technique was a good technique in English learning process at SMP Al Birru Parepare. After analyzing the data by using the t-test formula, the result of the t-test value (15,5) is bigger than the t-table value (1.721). It means that there is a different improvement before and after using Numbered Head Together as technique of teaching. The second result of students vocabulary mastery after implementing the technique, it was giving improvement to the students' at SMP Al Birru Parepare. For example: the students more easy to memorize the vocabualry. During the lesson, the students more enjoyable and fun. Teaching by the technique made students active and confidence in learning process.

Keywords: Vocabulary Mastery, Numbered Head Together (NHT).

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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of crucial element which have to be learned because it is used in communication. In learning language, vocabulary is crucial to support the four language skills. They are listening, speaking, reading, and writing. To support these skills students' need vocabulary as the element of conveying meaning or sense of what they want to express in learning foreign language vocabulary. In other words, in learning foreign language, it is very urgent to improve students' vocabulary. Having mastery of vocabulary will be very helpful to improve the students' ability in English user both at school and society. So, the more students have many vocabulary the students' will be able to communicate and to convey their idea, desire, emotion and feeling.

According to curriculum 2014 it was explained that the mastery of vocabulary was different for each level. For Elementary School-Senior High School, the standar vocabulary that the students must be mastered around 500-1500 vocabularies. In this research, the researcher try to give students vocabulary 20-25 in every meeting. So that, the students can be mastery 1000 vocabularies until they have graduated.

Realizing how important the vocabulary and how difficult to build it up, the teachers of English have to think about the way or anything that used to facilitate the learning of language. In other words, the teachers can be anything which are using to increase the students' knowledge or experience of the language, to help students to improve their vocabulary, and to support the students effort to master in English.

Based on the observation and experience of researcher at SMP Al Birru Parepare that the weakness of the students' in mastering vocabulary was the students' easily forget the vocabulary that they have learned. It is something normal for the students, because English was not their mother tongue and the other reason, the students less of practicing. Most of students in school were ignorant and nothing for motivation to memorize English vocabulary. So, it made them surrender to study English. Summarily, it is impossible their vocabularies improve.

The teacher of English in SMP Al Birru Parepare said that the students' problem in studying English was they were less of vocabulary because they were tired and bored to memorize it. Beside that, the teacher feel difficult to teach the students because students in school were ignorant and nothing motivation to study English. The method that the teacher used was useless. Only students who were smart understood the material but the other students did not understand. Sometimes, all the students knew and understood the material but after a few day they forgot about it.

However, learning English as a foreign language is not easy, especially for beginner learners. Sometimes, the difficulties which are faced by the students in learning English as a foreign language make the students are frustrated. Therefore, as English teachers who pay attention to the students in learning English, the teachers need to make the students are interested and fun during teaching learning process of English. One of interesting way to teach English is using appropriate technique. There are a lot of technique which can be used to learn English vocabulary. One of the technique is Numbered Head Together (NHT) Technique. NHT is used to help the students memorize the words easily. NHT is a part of cooperative learning strategy that holds each students accountable for leaning the material. Students are

placed in groups and each person is given a number from one to maximum number in each group. The teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as a spoken person for the group.

The researcher was used Numbered Head Together as a learning technique to improve students' English vocabulary mastery. the researcher hoped after implementing the technique, this technique was an interesting technique. So they could enjoy their study and the materials of learning was stay in their long-term memory.

1.2 Research Question

Regarding with the background above, the researcher would like to formulate the problems statement as follow:

1. Is the Numbered Head Together technique able to improve vocabulary mastery for the students' of SMP Al Birru Parepare?
2. How is the students' vocabulary mastery after implementing Numbered Head Together technique?

1.3 Objective of the Research

As the following statement of problems above, the researcher considers the main purposes of this research. The objective of the research are:

1. To find out whether Numbered Head Together able to improve students' vocabulary mastery.
2. To know the students' vocabulary mastery after implementing the technique.

1.4 Significance of the Research

The researcher gave perception that this study would reveal more benefits for all categories in real-life. the significances of this study were:

For students, as a motivation to the student in learning vocabulary, so they would study English actively.

1. For teacher, the teacher would be helped through this implementation in mastering vocabulary for the students and the teacher can teach the students grammar easier because the students have known the vocabularies.
2. For school, applying this technique is the most important one to be done for every lesson. This study would give any favor for the school because it would make any sense for the students to practice their vocabularies in speaking and to build up their self-confidence in learning English without under pressure feeling and forced.
3. For the next researcher, this research is expected to be useful as a reference to conduct a similar research that deals with the same aspect.
4. For the researcher, to add more knowledge about discourse study especially about this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 The Definition of Vocabulary

Vocabulary is one of the components of language. Vocabulary is the collection of words that individual knows, Hatch and Brown define vocabulary as a list of words for particular list or set of word that individual speakers of language might use.¹ Besides that Ur that vocabulary can be defined as the words that the teachers teach in the foreign language.² According to Hornby, Vocabulary is the number of words which kinds of rules for combining them to make a sentence. It contains in every book and text.³

In other references by Jack C. Richards and Willy A. Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁴ According to the statements above, the researcher concludes that vocabulary is the composition of letters that become word and has the meaning. Vocabulary is not only contain word and has meaning but we also need to know that the concept of vocabulary is having similarities, synonym, spelling, explanation and pronounciation. So, without knowing vocabulary the people will be difficult to

¹Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education* (Cambridge University Press, 1995), p. 1.

²Penny Ur, *A Course in Language Teaching* (Cambridge University press, 1998), p. 60.

³V. E. Wakefield Hornby, *Advance Learner's Dictionary of Current English* (Oxford University Press, 1963), p. 1120.

⁴Jack C. Richards and Willy A. Renandya, *Metodology in Language Teaching* (New York Cambridge University Press, 2002), p. 255.

understand what the other mean. That is why vocabulary becomes the important things in learning language.

2.1.1.2 Kinds of Vocabulary

Evelyn Hatch and Cheryl Brown, indicate vocabulary into two kinds, they are:

1. Productive Vocabulary

Productive vocabulary is the words that the students understand. they can pronounce correctly and use constructively in speaking and writing.

2. Receptive Vocabulary

Receptive vocabulary is the words that the students recognizes and understands when they occur in a context but which he can not produce correctly. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.⁵

2.1.1.3 Types of Vocabulary

There are two types of vocabulary, namely active vocabulary and passive vocabulary:

1. Active Vocabulary refers to vocabulary that the students have been taught or learnt and which they are expected to be able to use. Example: writing vocabulary and speaking vocabulary.
2. Passive vocabulary refers to the words that the students will recognize when they meet them but which they will probably not able to produce. Example: reading vocabulary and listening vocabulary.⁶

⁵Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education* (New York:Cambridge University Press, 1997), p. 139.

⁶Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Group, 1991), p. 159.

Vocabulary viewed by the other reference in accordance with its types. Vocabulary is divided into four types, they are listening, speaking, reading and writing. The first to constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

1. Listening Vocabulary

This type 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 words when they are awake and thus someone grows up listening to different words. Most 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. Speaking Vocabulary

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.

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.

4. Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It is 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.⁷

So, based on the explanation above, the most important that the researcher has to know types of vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types.

2.1.1.4 Word Classes

The term used to classify words based on their function categories are called part of speech. There are two kinds of part of speech review in English:⁸

1. Lexical Meaning

There are eight types of part of speech according to the dictionary meaning categories, they are:

1. Noun

The word is a word used as the name of anything, person, animal, object, place, situation, quality, or idea. So, of we have a noun for something, it implies that view it as a thing. Noun is divided commonly into six, they are proper noun,

⁷Types of Vocabulary *Wikipedia the Free Encyclopedia* (<http://en.Wikipedia.org/wiki/vocabulary.honday>) (accessed June 6, 2019).

⁸Nur Fadillah Nurchalis, *The Secrets of English Grammar* (Makassar: Shofia, 2011), p. 1.

common noun, collective noun, abstract noun, and possessive noun. Beside noun can also be divided in two groups according its calculation. Include countable and uncountable.

2. Verbs

Verbs generally refer to actions; event and process give, happen, become. They typically have a number of distinct form, infinitive, third person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense form but for some verbs is different. The main division made among verb is that between auxiliary verb and lexical verbs. Auxiliary verb is a closed subclass and has a mainly grammatical function. A lexical verbs a distinction is traditionally made between transitive (verb are those that require an object) and intransitive (verbs are those that do not take an object)

3. Adverbs

Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event or process such as the time, the place or manner of it, and those which serve to intensify other adverbs and adjective.

4. Pronouns

Pronouns, as the name implies, have the main function of substituting four nouns, once a noun has been mentioned in particular text. The subclass is that of personal pronouns, reflexive pronouns and possessive pronouns. With these pronouns a distinction is made between first, second and third person. Another subclass are that of interrogative pronoun, relative pronouns and demonstrative pronouns.

5. Adjectives

Adjective typically amplify the meaning of a noun, either by occurring immediately before it, as in the wide road, or by being linked to it by means of a copula verb, as in the road is/ become wide. For this reason adjectives are often characterized as descriptive

6. Preposition

Preposition have as their chief function that of relating a noun phrase to another unit. The relationship maybe one of time (e. g after the meal), place (e.g in front the bus) or logic (e.g because of his action). Many prepositions may be used to express more than one of these relationship.

7. Conjunction

Conjunction as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds: coordinating conjunctions, such as and, or, but, which, join two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, since, which subordinate one item to another in some way. The subordination may be one of time.⁹

8. Interjection

Interjection is a word used to express strong feelings. This word ends with exclamation mark (!). Ex: Hi !, Oh Dear !.

2. Structural Meaning

According to it it is function in the sentence, the part of speech is divided in to four groups :

⁹Howard Jackson, *Analyzing English An Introduction to Descriptive Linguistic Second Edition* (New York: Pregamon Press, 1982), p. 61-65.

1. Nominal Function

Nominal function is a word placed in the noun position, that is as a subject or object.

2. Verbal Function

Verbal function is a word placed in the verb position as an action or state of the subject.

3. Adjectival Function

Adjectival function is a word placed in the position of adjective that is an explanation of noun.

4. Adverbial Function

Adverbial function is a word placed in the adverb position that is an explanation of the verb/when, where, and how the action or situation occurs.¹⁰

2.1.1.5 The Problem in Learning Vocabulary

Learning vocabulary is the one of the urgent elements which must be learned, because knowing the language without understanding the enough vocabulary; it is same as with someone who has never studied anything. Word, Phrase, Sentence and all of test in Grammar such as; writing, reading, speaking, listening and the other languages skill must contain vocabulary. Somehow, learning vocabulary is has some difficulties or not easy to learn. There are some problems that make vocabulary which is difficult to learn. The following items are quotes of Thornbury's opinion about the difficulties in learning vocabulary, the cites of his opinion are;

¹⁰Nur Fadillah Nurchalis, The Secrets of English Grammar (Makassar: Shofia, 2011), p. 2.

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners. Such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strenght* or *crisps* or *breakfast*, are also problematic.

2. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also glaring irregularities. Words that contain silent letter are particularly problematic : *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learnability'. Also, variable stress in polysyllabic words, such as in word families like *necessary*, *necessity*, and *necesarily* can add to their difficulty.

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 (first language) equivalent.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Word with multiple meanings, such as *since* and *still*, can also be troublesome for

learners. In this case, usually the learners displace when they are using the words. So, it will make misunderstanding.

6. Range, connotation and idiomatic

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Words that have style constraints, such as very informal words may cause problems. Finally, words or expressions that are idiomatic will generally more difficult than words whose meaning is transparent.¹¹

From the explanation above, the teacher has to know what the learners need and how is vocabulary learned in learning vocabulary such as the first is learners need tasks and strategy to help them organize their mental. Learners need to be actively involved in learning of words. Learners need to make multiple decisions about words. Learners should aim to build their knowledge of vocabulary as quickly as possible. Besides, the teacher has to remember that not all the vocabulary that the learners need can be taught and teaching should direct attention to the sound of new words, so learning activity will be more active and the purpose of learning can be reached.

2.1.1.6 The Importance of Vocabulary

Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, *Innovations*, (LTP): If you spend most of your time studying grammar, your English will not improve very much. You will see

¹¹Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Longman, 2007), p. 27-28.

most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!¹²

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

2.1.2 The Concept of Numbered Head Together

2.1.2.1 Definition of Numbered Head Together

Numbered Head Together technique developed by Kagan Spencer. This technique can be used for all lessons and all levels of students. Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. According to Istarani, Numbered Head Together is a series of delivery of material using groups as a forum to unite students' perceptions of questions posed or asked by teachers who will then be accounted for by students according to the teacher's request number from each group. According to Anita Lie, Numbered Head Together is a type of cooperative learning that gives all students the opportunity to share ideas and consider the right answers.¹³

According to the researcher Numbered Head Together is technique designed to make students work together to achieve a goal. This technique can increase

¹²Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Longman, 2007), p. 13.

¹³Aina Mulyana, Model Pembelajaran Numbered Head Together (NHT), ainamulyana.blogspot.com, Accessed on February 21st, 2020.

students activity and academic. The most important in this technique is all of the students have a number and the students will be responsible with the number that they gets.

By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.



Picture 1: Numbered Head Together technique in learning process.

2.1.2.2 The Procedure of Numbered Head Together

According to Trianto, the teacher use four phase structure to ask the question for students in the class, they are :

Phase I : Numbering, In this phase the teacher divide the students into some groups consist of 3 to 5 persons and each member of groups is given number from 1 to 5

Phase II : Asking Question, Pose a question or a problem to the class and give the groups fifteen minutes oh “Head Together”

Phase III : Heads Together, The students put their head together to decide one appropriate answer making sure that every group member know the agreed upon answer.

Phase IV : Answering the Question, The teacher calls a number at random and only student with the number respond to the question.¹⁴

In teaching vocabulary there are five procedures of Numbered Head Together technique:

2.1.2.3 The Advantages and Disadvantages of Numbered Head Together

1. "Preparation phase". The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. "Numbering". The teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups.
3. "Head together". The teacher gave the material about vocabulary(Noun People). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. "Asking question". The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.

¹⁴Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Media Group, 2010), p. 82-83.

5. “Conclusion”. The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

2.1.2.3.1 The Advantages of Numbered Head Together

1. The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.
2. Students are accountable to each other for sharing ideas. The student may also be required to share their partner’s ideas to another pair or whole group. Every student must be able to give the group response to the question.
3. Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.
4. High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening.
5. This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.

2.1.2.3.2 The Disadvantages of Numbered Head Together (NHT) are:

1. The smart student will tend to dominate so that it can make the weak students have interior and passive attitude.
2. The discussion process can go smoothly if there are students just simply copy the work of smart students without having an adequate understanding.
3. If there are homogenous group so it will be unfair for the group contained of weak students.

4. Likelihood that number is called, called again by the teacher, means that not all members of the group called by the teacher.¹⁵

2.2 Previous Research Finding

Previous research finding is used to support argument in the research. Besides, it is also used as reference and comparison the research with the other research. There are some researchers have concluded the research about improving vocabulary mastery by using some ways. Their conclusion as follows:

A thesis by Maharani, a graduate student of Muhammadiyah University of Purworejo, under the title "*The Effectiveness of Numbered heads Together(Nht) to Improve Vocabulary Mastery of the Fifth Grade Students at SDN Karanggede in Academic Year of 2012/2013*". The objectives of this research are to know the level of students' vocabulary mastery after being taught by Numbered Heads Together and to find out whether Numbered Heads Together is effective or not to improve vocabulary mastery to the fifth-grade students at SD N Karanggede in the academic year 2012/2013. Moreover, the researcher also wants to know a positive contribution towards the students' vocabulary mastery after they are given NHT.

The result of this research shows that NHT is effective to improve students' vocabulary mastery. It was found that the result of t-value is 9.791. Based on the 0.05 significance level, the value of t-table is 2.0595, the computation shows that t-value is higher than t-table, is $9.791 > 2.0595$. Moreover NHT gives a positive contribution towards the students' vocabulary mastery. By using NHT, the students are not bored in learning English.¹⁶

¹⁵Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Media Group, 2010), p. 82-83.

¹⁶Maharani, *The Effectiveness of Numbered Heads Together (NHT) to Improve Vocabulary Mastery of the Fifth Grade Students at SD N Karanggede in Academic Year of 2012/2013* (Universitas Muhammadiyah Purworejo, Vol 1, No 2, 2013), p. 1.

A research by Saladi, a student of State University of Manado, under the title “*Improving Students’ English Vocabulary through Make a Match and Number Head Together (A Classroom Action Research Conducted at SMP 14 Februari Tateli)*”. The result shows that the application of Make a Match technique in cycle 1, only very few students gained progress in vocabulary with the mean score 5.52. by the application of Number Head Together technique in cycle 2, more students were able to understand and use vocabulary. It was shown in this cycle there was some progress made by the students in acquiring reading competency with the mean score of test 6.56. By the application of Make a Match and Number Head Together technique in cycle 3, most of the students made great progress, with the mean score 8.04. it can be concluded that it is effective to overcome the problems in teaching learning process of vocabulary.¹⁷

A research by Dian Rini Agustina, a student of Universitas Pasir Pengairan, in her research about “*Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 1 Rambah Samo*”. The purpose of this research was to determine the effect of cooperative learning model Numbered Heads Together (NHT) on student’s mathematic learning outcomes of student of 8 grade Junior High School SMP N 1 Rambah Samo. Sampling was done by random sampling, so the class VIII B selected as experimental class and the class VIII C as a class control be sample. Based on the hypothesis testing performen by t test obtained $t = 2,248$ and $t = 2,002$. This means that $t\text{-hitung} > t\text{-tabel}$, then H_0 was rejected. This means that there were differences between the experimental class and the control class. It can be concluded that there

¹⁷Saladi, *Improving Students’ English Vocabulary through Make a Match and Number Head Together (A Classroom Action Research Conducted at SMP 14 Februari Tateli)* (Bahasa Inggris, Vol 3, No, 2, April 2015), p. 1.

were effect of the application of cooperative learning model Numbered Heads Together (NHT) to the mathematic learning outcomes of student class of 8 grade Junior High School SMP N 1 Rambah Samo.¹⁸

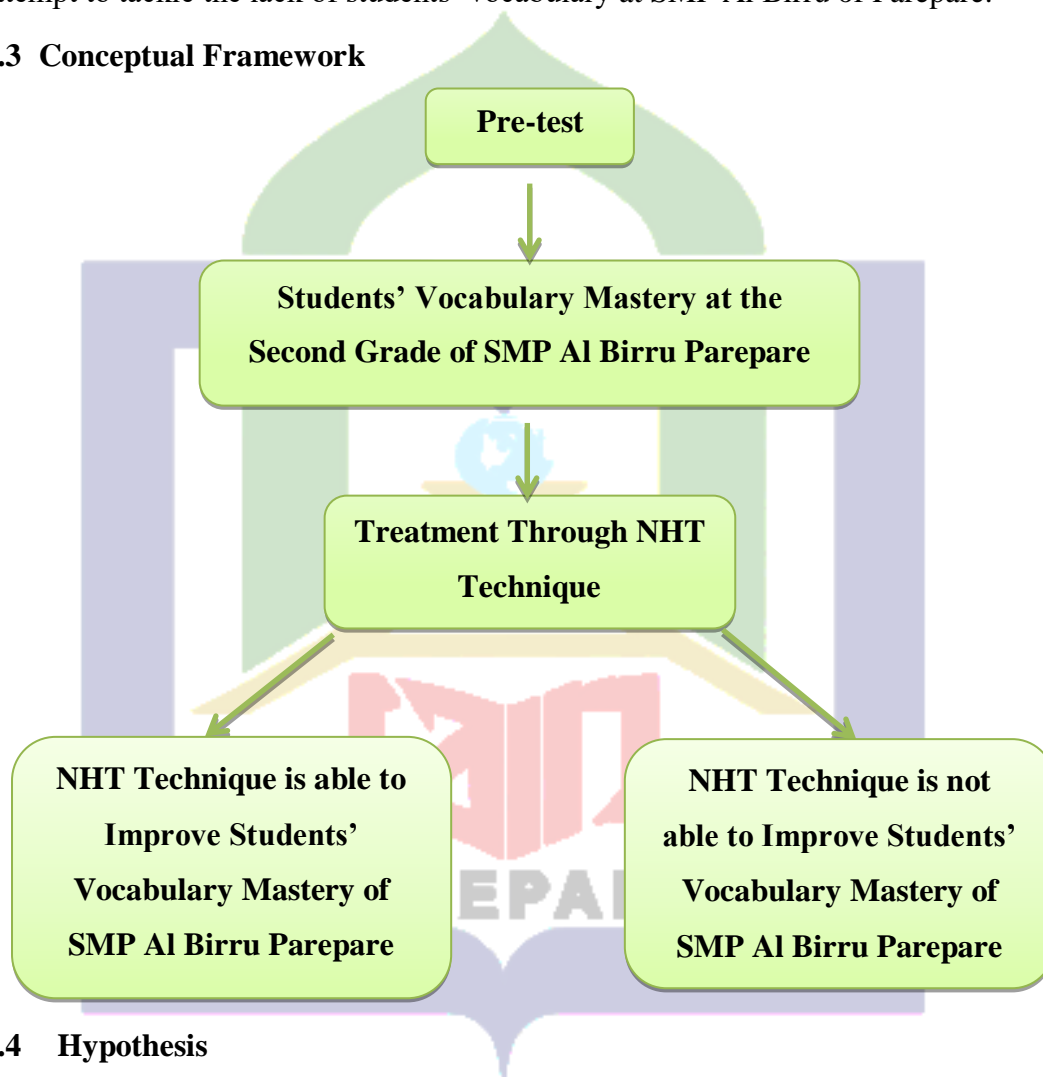
The difference between some previous research and the present research. The first is a thesis by Maharani. The objective of this research are to find out whether Number Head Together is effective or not to improve vocabulary mastery to the fifth grade of SDN Karanggede and also to know the positive contribution from the technique. This research uses pre-experimental research and uses purposive sampling. The second is a research by Saladi. The objective of this research is to know wheter Number Head Together is effective to increase the students English vocabulary at SMPN 14 Februari Tateli. This research uses classroom action research. The third is a research by Dian Rini Agustina. The objective of this reserach is to determine the effect of Number Head Together on students' mathematic learning at 8 grade of SMPN 1 Rambah Samo. The type of this research is quasi-experiment and the researcher uses random sampling. While this research focused on the students vocabulary mastery after implementing the technique and to know wheter Number Head Together able to improve students vocabulary mastery. the researcher uses pre experimental with one group pretest and posttest and the researcher uses total sampling.

Based on the research findigs above is know that learning vocabulary through Numbered Heads Together technique is very useful. It will make the students more interested in learning process. NHT also can use as a learning technique in other subject. Besides, the students find it easier to remember the

¹⁸Dian Rini Agustina, Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 1 Rambah Samo (Universitas Pasir Pengairan, Vol 2, No. 2, 2016), p. 1.

vocabulary without forcing their brain to memorize and the monotonous technique, because they do some activities which can stimulate their brain to remember the vocabulary. The researcher presents Numbered Heads Together technique as an attempt to tackle the lack of students' vocabulary at SMP Al Birru of Parepare.

2.3 Conceptual Framework



2.4 Hypothesis

The researcher formulate the hypothesis as follow:

- 2.4.1 H_0 (Null hypothesis): Numbered Head Together is not able to improve vocabulary mastery at the students' of SMP Al Birru Parepare.
- 2.4.2 H_1 (Alternative hypothesis): Numbered Head Together is able to improve vocabulary mastery at the students' of SMP Al Birru Parepare.

Variable and Operational Definition

2.4.2 Variable Research

There are two variables involved in this research namely independent variable and dependent variable.

2.5.1.1 The independent variable is improving students' vocabulary through Numbered Head Together technique.

2.5.1.2 The dependent variable is the students' vocabulary mastery at SMP Al Birru Parepare.

2.4.3 Operational Definition

2.5.2.1 Vocabulary mastery is the students' ability to memorize the word correctly and specifically.

2.5.2.2 Numbered Head Together is technique designed to make students work together to achieve a goal. The students have a number and the students will be responsible with the number that they gets. The teacher gives a material after that the teacher gives a questions. The questions were answered by the students of the number that the teacher call. In learning english vocabulary, this technique is very helpful for the students because the process of this technique is very interest and the students will enjoy their study.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

The researcher used pre-experimental with one group pretest-posttest design. It examines the effect of independent variable to dependent variable. The design was presented as follow:

$$E=O_1 \text{ X } O_2$$

Where:

E : Experimental

O₁ : Pre-test

X : Treatment(Numbered Head Together technique)

O₂ : Post-test¹⁹

3.2 Location and Duration

The researcher conducted the research in SMP Al Birru Parepare, the researcher used the quantitative research that had several times to collect and analyze data. The duration of this research was about ± one month.

3.3 Population and Sample

3.3.1 Population

Population of this research was the second grade of SMP Al Birru Parepare in academic year 2019/2020. It just one class and the number of the student of the second grade was twenty four students.

¹⁹Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 110-111.

Table 3.1: The Total Population of the Second Grade Students of SMP Al Birru Parepare in academic year 2019/2020.

No.	Class	The Number of Students		Total
		Male	Female	
1.	VIII	8	14	22
Total		9	15	22

Source: Total poulation of the second grade SMP Al Birru Parepare

3.3.2 Sampel

The researcher used total sampling where the number of sample equal with the population. Whole of the population was used as a sample of the research.

3.4 Instrument of the Research

The instruments that the researcher used in this research are:

3.4.1 Test

The researcher used multiple choice test which consist of 15 item, matching test which consist of 10 items, and completion test which consist of 15 items. The total of the item was 40. The test was used to measure the students' vocabulary mastery. These test was applied in pre-test and post-test.

3.5 Procedure of Collecting Data

3.5.1 Pre-test

Before giving the treatment, on the first meeting, the researcher gave pre-test to the students to identify the prior knowledge of the students' English vocabulary mastery. The first step, the researcher explained what the students were going to do. After that, The researcher gave the students a piece of paper test and then the researcher explained about pre-test activity. In this activity, the students did their test in seventy minutes and the researcher be a supervisor. They answered the

question as their ability. When the time was up, the researcher collected the instrument test of pre-test from the students.

3.5.2 Treatment

3.5.2.1 First Meeting

1. "Preparation phase". The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. "Numbering". The teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups.
3. "Head together". The teacher gave the material about vocabulary(Noun People). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. "Asking question". The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.
5. "Conclusion". The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

3.5.2.2 Second Meeting

1. "Preparation phase". The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. "Numbering". The teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to

five. The teacher also gave a name in each groups so it can differentiate between other groups.

3. “Head together”. The teacher gave the material about vocabulary(Pronoun). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. “Asking question”. The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.
5. “Conclusion”. The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

3.5.2.3 Third Meeting

1. “Preparation phase”. The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. “Numbering”. The teacher divided the students into some groups consist of three up to five people and each member of group hadgiven a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups.
3. “Head together”. The teacher gave the material about vocabulary(Irregular and Regular verb). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. “Asking question”. The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.

5. “Conclusion”. The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

3.5.2.4 Fourth Meeting

1. “Preparation phase”. The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. “Numbering”. The teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups.
3. “Head together”. The teacher gave the material about vocabulary(Adjective). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. “Asking question”. The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.
5. “Conclusion”. The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

3.5.2.5 Five Meeting

1. “Preparation phase”. The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. “Numbering”. The teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to

five. The teacher also gave a name in each groups so it can differentiate between other groups.

3. “Head together”. The teacher gave the material about vocabulary(Adverb and Conjunction). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. “Asking question”. The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.
5. “Conclusion”. The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

3.5.2.6 Six Meeting

1. “Preparation phase”. The teacher and students arranged the chairs in some groups and arranged the chairs in front of the class to use in the next step. In this step, the teacher explained the procedures of Numbered Head Together.
2. “Numbering”. The teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups.
3. “Head together”. The teacher gave the material about vocabulary(Preposition and Interjection). all the member of groups discussed the material. So that it was easy to understand and the student could answer the question.
4. “Asking question”. The teacher gave a question and the teacher called one number, each groups had a delegation and only students with the number to respon the question or deliver the result of their discussion.

5. “Conclusion”. The teacher and the students together to conclude the correct answer from the question related to the material that had discussed.

3.5.3 Post-test

After giving the treatment, the researcher gave the test which used in the pre-test as the post-test to find out the students’ vocabulary mastery after joining the treatment.

3.6 Technique of Data Analysis

After collecting the data from the test, the next activity was analyzing the data. In analyzing the data, the researcher needs some steps to calculate it to get the result. To analysis the data, descriptive statistics was applied. Descriptive statistics was used to analyze or describe the research result.²⁰

3.6.1 Scoring the Result of the Test

After giving the test to the respondent, scoring the test would be done soon to continue the research. In this step the researcher had to use a formula to calculate all the result of test. The formula that used here as follow :

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the total numbere of item}} \times 100^{21}$$

3.6.2 Classifying the Students’ Score

To classify the students’ score, the researcher would use list classification from Arikunto’s book. He had classified it into the following criteria :

²⁰Sugiono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2002 Cet. 4), p. 12.

²¹Anas Sudijo, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2005), p. 446.

Table 3.2 The Students' Score Classification

No	Score Range	Quantitative Description
1	86 – 100	Excellent
2	71 – 85	Good
3	56 – 70	Fair
4	41 – 55	Poor
5	≤ 40	Very Poor ²²

3.6.3 To calculate the percentage of the students' perception, the researcher would use the formula as follows:

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

Where:

P : Percentage

F : Frequency

N : Total number of students²³

3.6.4 Descriptive Statistical Analysis Specifies of Mean Score

To make it balance, mean was used in this research. The formula for obtaining the mean is:

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

²²Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: PT. Bumi Aksara, 2009), p. 245.

²³Gay, L.R. *Application Education Research Competencies for Analysis and Application* (London: Abell and Hoel Company, 1981), p. 448.

Where:

\overline{X} = Mean

$\sum X$ = Total Score

N = The Total Number of Student²⁴

3.6.5 Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ Where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = The Standard Deviation

N = The Number of Subjects

SS = The square root of the sum of squares

$\sum X^2$ = The sum of all square

$(\sum X)^2$ = The square of the sum scores²⁵

3.6.6 Calculating the T-test Dependent Sample

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

Where:

D = The means score of different

$\sum D$ = The difference score of the two test (pre-test and post-test)

$\sum D^2$ = The sum of the difference score of the two test

N = The total number of sample²⁶.

²⁴Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics* (Rowley: Newbury House, 1982), p. 55.

²⁵Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2003), p. 88.

²⁶L. R. Gay, *Educational Research: Competencies for Analysis & Application*, p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.1 Findings

4.1.1 Description of the research

To find out the answer of the research question in the previous chapter, the researcher administered a test. The test was a vocabulary test that was given twice, pretest and post-test. The pre-test was given before treatment process to know the students' vocabulary mastery, while the post-test was given after treatment, which aims to know the answer of the first problem statement: "is the Numbered Head Together technique able to improve vocabulary mastery for the students' of SMP Al Birru Parepare?". Post test was given to compare students' vocabulary mastery before we apply and after we applied Numbered Head Together technique. This research was encountered by using one independent sample to know there were any influences of the students' achievement in vocabulary by applying Numbered Head Together technique.

4.1.2 Finding through the Test

4.1.2.1 Score of Pre-test

The researcher had given pre-test to know the students' vocabulary mastery before treatment by applying Numbered Head Together technique. The students were difficult to get excellent even good in the pre test, that's why they have to get some treatments to improve the students' vocabulary mastery. In this research the

researcher gave 6 meetings to treat the students. There was the result of the students' pre-test.

Table 4.1 The Students' Score of Pre-test

No.	Pre-test of Students (X1)		X1 ²
	Max Score X	Score X1	
1.	100	27.5	756,25
2.	100	17.5	306.25
3.	100	32.5	1.056,25
4.	100	32.5	1.056,25
5.	100	37.5	1.406,25
6.	100	32.5	1.056,25
7.	100	22.5	506.25
8.	100	32.5	1.056,25
9.	100	47.5	2.256,25
10.	100	40	1.600
11.	100	37.5	1.406.25
12.	100	32.5	1.056,25
13.	100	47.5	2.256.25
14.	100	42.5	1.806.25
15.	100	32.5	1.056,25
16.	100	35	1.225
17.	100	47.5	2.256.25
18.	100	32.5	1.056,25

19.	100	32.5	1.056,25
20.	100	37.5	1.406,25
21.	100	27.5	756.25
22.	100	25	625
		752.5	27.018,75

Source: The result of Pre-test of SMP Al Birru Parepare

Based on the result of pre-test analysis in the table above, the witer would like to present the table about the students classification , frequency and percentage as follows:

Table 4.2 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Pre-Test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	0	0%
2	GOOD	71-85	0	0%
3	FAIR	56-70	0	0%
4	POOR	41-55	4	18.18%
5	VERY POOR	≤ 40	18	81.81%
	Σ		22	100%

Source: The Classification of pre test of Al-Birru Parepare.

The data above shows that, there were 18 (81.81%) out 22 students classify in very poor classification and 4 (18.18%) out 22 students classify in Poor classification, no one students got excellent, good and fair classification.

4.1.2.2 Score of Post-test

The researcher had given post-test to know the students' vocabulary mastery after giving treatment by applying Numbered Head Together technique for six meetings. Most of them were better than before. They can memorize the list of vocabularies fluently with the correct writing. There was the result of the students' post-test :

Table 4.3 The Students' Score of Post-test

No.	Post-test of Students (X2)		X2 ²
	Max Score X	Score X2	
1.	100	80	6.400
2.	100	75	5.625
3.	100	67.5	4.556,25
4.	100	80	6.400
5.	100	92.5	8.556.25
6.	100	65	4.225
7.	100	62.5	3.906.25
8.	100	87.5	7.656.25
9.	100	90	8.100
10	100	77.5	6.006.25
11.	100	62.5	3.906.25
12.	100	72.5	5.256.25
13.	100	60	3.600
14.	100	75	5.625

15.	100	85	7.225
16.	100	65	4.225
17.	100	70	4.900
18.	100	90	8.100
19.	100	72.5	5.256.25
20.	100	72.5	5.256.25
21.	100	75	5.625
22.	100	60	3.600
		1.637.5	124.066.25

Source: The result of post-test of SMP Al Birru Parepare.

Based on the result of the post-test analysis in the table above, the witer would like to present the table about the students classification , frequency and percentage as follows:

Table 4.4 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Post-Test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	4	18,2%
2	GOOD	71-85	10	45,4%
3	FAIR	56-70	8	36,4%
4	POOR	41-55	0	0%
5	VERY POOR	≤ 40	0	0%
Σ			22	100%

Source: The Classification of post test of Al-Birru Parepare.

The data above shows that, there were 4 (18,2%) out 22 students classify in Exelent classification, 10(45,4%) out 22 students in good classification, 8 (36,4%)

out 22 students classify in fair classification and none of students who gained poor classification.

4.1.3 The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the students' knowledge gained in the treatment by applying Numbered Head Together in this research. In other words to determine the student's knowledge level of their vocabulary mastery, the pre-test is given to the students before doing treatment, it means that the students had to answer the test well and the post-test is given to the students after doing treatment with the same kind of test. In another word to measure the students' knowledge level of vocabulary mastery is applying Number Head Together.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 The Comparison between Pre-test and Post-test Result

No.	Responden	The Score of Pre-Test	The Score of Post-test
1	Responden 1	27.5	80
2	Responden 2	17.5	75
3	Responden 3	32.5	67.5
4	Responden 4	32.5	80
5	Responden 5	37.5	92.5
6	Responden 6	32.5	65
7	Responden 7	22.5	62.5
8	Responden 8	32.5	87.5
9	Responden 9	47.5	90

10	Responden 10	40	77.5
11	Responden 11	37.5	62.5
12	Responden 12	32.5	72.5
13	Responden 13	47.5	60
14	Responden 14	42.5	75
15	Responden 15	32.5	85
16	Responden 16	35	65
17	Responden 17	47.5	70
18	Responden 18	32.5	90
19	Responden 19	32.5	72.5
20	Responden 20	37.5	72.5
21	Responden 21	27.5	75
22	Responden 22	25	60
	Mean	34.2	74.43

Source: Primary data processing.

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary mastery through Numbered Head Together technique. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 17.5 and the maximum was 47.5, beside that the minimum score of post-test was 60 and the maximum score of post-test was 92.5. The mean of pre-test was 34.2 and the mean of post-test was 74.43. Before giving a treatment the students got very poor category but after doing

treatment by applying Numbered Head Together technique the students got good category, it means that there is improvement with students' vocabulary mastery.

Table 4.6 The Mean Score and Standard Deviation of The Pre-test and Post-test

Test	Mean Score	Standard Derivation (SD) Score
Pre Test	34.5	7.80
Post Test	74.43	10.20

Data' source: the mean score and standard deviation of the pre-test and post-test.

4.1.4 T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of the Calculating of the Score on Pre-test and Post-test

No.	Responden	The Score of Pre-Test	The Score of Post-test	(D)	D ²
1	Responden 1	27.5	80	52.5	2.756,25
2	Responden 2	17.5	75	57,5	3.306,25
3	Responden 3	32.5	67.5	35	1.225
4	Responden 4	32.5	80	47.5	2.256,25
5	Responden 5	37.5	92.5	55	3.025
6	Responden 6	32.5	65	32.5	1.056,25
7	Responden 7	22.5	62.5	40	1.600
8	Responden 8	32.5	87.5	55	3.025
9	Responden 9	47.5	90	42,5	1.806,25
10	Responden 10	40	77.5	37.5	1.406.25

11	Responden 11	37.5	62.5	25	625
12	Responden 12	32.5	72.5	40	1.600
13	Responden 13	47.5	60	12.5	156,25
14	Responden 14	42.5	75	32.5	1.056,25
15	Responden 15	32.5	85	52.2	2.756,25
16	Responden 16	35	65	30	900
17	Responden 17	47.5	70	22.5	506.25
18	Responden 18	32.5	90	57.5	3.306.25
19	Responden 19	32.5	72.5	40	1.600
20	Responden 20	37.5	72.5	35	1.225
21	Responden 21	27.5	75	47.5	2.256.25
22	Responden 22	25	60	35	1.225
Σ				884.7	38.675

Source: the worksheet of the calculating on pre-test and post-test.

Based on the worksheet of the calculating on pre-test and post-test above, the writer would like to present the table about T-test and T-table as follows:

Table 4.8 T-test and T-table

Variable	T-test	T-table
Pre-test – Post-test	15.5	1.721

Source: T-test and T-table.

4.1.4 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is $t = 15.5$. To find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 22 - 1$$

$$df = 21$$

For the level of significance ($p = 0,05$) and $df = 21$ then the value of the table = 15.5 the value of the T-test was greater than the t-table ($15.5 > 1,721$) it means that there was an improvement with the students' vocabulary mastery after giving treatment by applying Numbered Head Together technique to the students of SMP Al Birru Parepare.

4.1.5 Hypothesis Testing

The level significant (α) 5% (0.05) and $Df = 21$, and the value of the t-table is 1,699127 while the value of t-test is 15.5, it can be concluded that the t-test is higher than t-table ($15.3 > 1.721$). Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_i) is accepted. It has been found that there was improvement of Numbered Head Together technique on students' vocabulary mastery.

4.2 Discussion

4.2.1 The Ways of the Implementation Numbered Head Together Technique to Improve Students' Vocabulary Mastery.

There were six meetings for doing the treatment of this research. The first meeting was conducted on Monday, January 13th 2020. The researcher was greet by the students when the first time the researcher coming to the class. The lesson was started by praying together and checking attendance list. Then, the researcher informed the activities that would be conducted in the meeting. The researcher motivated the students before teaching material. The researcher also explain about the the technique that would be use.

After that the teacher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups. The teacher gave the material about vocabulary(Noun People).

Table 4.9 The List of Vocabulary

No.	Item	Pronounciation	Word Class	Meaning
1.	Bricklayer	['brɪkleɪə]	Noun	Tukang batu
2.	Businessman	['bɪznɪsmæn]	Noun	Pengusaha
3.	Chairman	[tʃeəmən]	Noun	Ketua, Pemimpin
4.	Farmer	[fa:mə]	Noun	Petani
5.	Fireman	['faɪərmən]	Noun	Pemadam kebakaran
6.	Fishmonger	[fɪʃməŋgə]	Noun	Nelayan
7.	Garbageman	['gɑ:bɪdʒmæn]	Noun	Tukang sampah
8.	Mechanic	[mə'kænɪk]	Noun	Tukang mesin
9.	Nurse	[nɜ:s]	Noun	Perawat
10.	Photographer	[fə'tɒgrəfə]	Noun	Tukang potret
11.	Principal	['prɪnsəpl]	Noun	Kepala sekolah

12.	Secondhand dealer	[sekənd'hænd di:lə]	Noun	Penjual barang bekas
13.	Servant	['sɜ:vənt]	Noun	Pembantu
14.	Specialist	['speʃlɪst]	Noun	Dokter ahli
15.	Spy	[spai]	Noun	Mata-mata
16.	Stewardess	['styʊədɪs]	Noun	Pramugari
17.	Student	['styu:dənt]	Noun	Mahasiswa, Pelajar
18.	Teacher	[ti:tʃə]	Noun	Guru
19.	Thief	[θi:tʃə]	Noun	Pencuri
20.	Writer	['raɪtə]	Noun	Penulis, Pengarang

The researcher explained all the vocabularies starting from the pronunciation, meaning and word class. The researcher also gave a chance to students to ask about the material.

After all the member of groups discussed and understood about the material. The teacher gave a question and the teacher calls one number, each groups had a delegation and only students with the number to respond the question or deliver the result of their discussion. To make the students interest, the researcher gave one point for the group who got excellent and last meeting the researcher announced the high value. The end of this meeting, the researcher concluded the correct answer of the question after that the researcher inform to the students about the plan of learning. Honestly, in this meeting the students were difficult to pronounce and memorize the word correctly because the words were strange in their mind. It was make them bored to study.

The second meeting was conducted on Tuesday, January 14th, 2020. The lesson was started by praying together and checking attendance list. Then, the

researcher informed the activities that would be conducted in the meeting. The researcher motivated the students before teaching material. After that the researcher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups. The teacher gave the material about vocabulary (Pronoun).

Table 4.10 The List of Vocabulary

	Subject	Object	Adjective	Possesive	Reflexive	
Saya	I Ai	Me mi:	My Mai	Mine Main	Myself mai'self	Saya sendiri
Anda	You yu:	You yu:	Your yuə	Yours yɔ:z	Yourself y ɔ:self	Anda sendiri
Mereka	They ðei	Them ðəm	Their ðeə	Theirs ðeəz	Themselves ðəm'selvz	Mereka sendiri
Kami	We wi:	Us ʌs	Our auə	Ours auə	Ourselves auə'selvz	Kita sendiri
Dia (lk)	He hi:	Him him	His hɪz	His hɪz	Himself him'self	Dia(lk) sendiri
Dia (pr)	She ʃi	Her hɜ:	Her hɜ:	Hers hɜ:z	Herself hɜ:'self	Dia(pr) sendiri
Itu (benda)	It it	It it	Its its	Its its	Itself it'self	Itu sendiri

The researcher explained all the vocabularies starting from the pronunciation, meaning and word class. The researcher explain how the pronoun use in a sentence. The researcher also gave a chance to students to ask about the material.

After all the member of groups discussed and understood about the material. The teacher gave a question and the teacher calls one number, each groups had a delegation and only students with the number to respond the question or deliver the result of their discussion. The end of this meeting, the researcher concluded the

correct answer of the question after that the researcher inform to the students about the plan of learning. In this meeting the students had improvement even just a little.

The third meeting was on Monday 20th, 2020. The lesson was started by praying together. Before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the teacher gave the material about vocabulary (Adjective).

Table 4.11 The List of Vocabulary

No.	Item	Pronounciation	Word Class	Meaning
1.	Absent	[æbsnt]	Adjective	Tidak hadir
2.	Brave	[breiv]	Adjective	Berani
3.	Careful	[ˈkeəful]	Adjective	Berhati-hati
4.	Childish	[tʃaɪldɪʃ]	Adjective	Kekanak-kanakan
5.	Cruel	[ˈkruəl]	Adjective	Kejam
6.	Friendly	[frendli]	Adjective	Ramah tamah
7.	Glad	[glæd]	Adjective	Gembira
8.	Grateful	[greɪtful]	Adjective	Bersyukur
9.	Honest	[ɒnɪst]	Adjective	Jujur
10.	Hungry	[ˈhʌŋɡri]	Adjective	Lapar
11.	Kind	[Kaɪnd]	Adjective	Baik hati
12.	Late	[leɪt]	Adjective	Terlamabat
13.	Lazy	[leɪzi]	Adjective	Malas
14.	Naughty	[nɔːti]	Adjective	Nakal

15.	Nervous	[ˈnɜːvəs]	Adjective	Gugup
16.	Patient	[ˈpeɪʃənt]	Adjective	Sabar
17.	Responsible	[rɪˈspɒnsəpl]	Adjective	Bertanggung jawab
18.	Sick	[sɪk]	Adjective	Sakit
19.	Sleepy	[ˈsliːpi]	Adjective	Mengantuk
20.	Talkative	[ˈtɔːkətɪv]	Adjective	Banyak bicara

As usually, the researcher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups.

After giving the material, the researcher gave a question and the teacher calls one number, each groups had a delegation and only students with the number to respond the question or deliver the result of their discussion. In this meeting, the students already felt comfortable and were not shy when the researcher point them to pronounce the word.

The fourth meeting was on Tuesday January 21th, 2020. The lesson was started by praying together and checking attendance list. Then the students continued the material about Verb.

Table 4.12 The List of Vocabulary

NO.	I (Present)	II (Past)	III (Ps.pcp)	Word Class	Meaning
1.	Buy baɪ	Bought bɔ:t	Bought bɔ:t	Verb	Membeli
2.	Come kʌm	Came keɪm	Come kʌm	Verb	Datang
3.	Drink drɪŋk	Drank dræŋk	Drunk drʌŋk	Verb	Minum

4.	Eat i:t	Ate Eit	Eaten 'i:tn	Verb	Makan
5.	Forget fə'get	Forgot fə'gɒt	Forgotten fə'gɒtn	Verb	Lupa, melupakan
6.	Give giv	Gave Gave	Given 'given	Verb	Memberi
7.	Go Gou	Went Went	Gone gɒn	Verb	Pergi
8.	Make Meik	Made Meid	Made meid	Verb	Membuat
9.	Teach ti:tʃ	Taught tɔ:t	Taught tɔ:t	Verb	Mengajar
10.	Understand ʌndə'stænd	Understood ʌndə'stud	Understood ʌndə'stud	Verb	Mengerti

Table 4.13 The List of Vocabulary

No.	Item	Pronunciation	Word Class	Meaning
1.	Add	Æd	Verb	Menambah, tambah
2.	Answer	'a:nsə	Verb	Menjawab
3.	Ask	a:sk	Verb	Bertanya
4.	Apologize	'əpɒlədʒaɪz	Verb	Mohon maaf
5.	Cheat	tʃi:t	Verb	Menyontek, menipu
6.	Divide	di'vaɪd	Verb	Membagi
7.	Explain	ɪks'pleɪn	Verb	Menjelaskan
8.	Finish	fɪnɪʃ	Verb	Menyelesaikan
9.	Improve	ɪm'pru:v	Verb	Memperbaiki, mengembangkan
10.	Memorize	'meməraɪz	Verb	Menghafal

The researcher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. In every meeting, the researcher always change the member of the group to make the

students knew each other. After all the member of groups discussed and understood about the material. The teacher gave a question and the teacher calls one number, each groups had a delegation and only students with the number to respond the question or deliver the result of their discussion. The end of this meeting, the researcher concluded the correct answer of the question after that the researcher inform to the students about the plan of the next learning. In this meeting, the students often asked question about the material and more active in the class, they also can memorize and write the word correctly.

The fifth meeting was on Monday, 27th January 2020. The lesson was started by praying together and checking attendance list. Then, the researcher informed the activities that would be conducted in the meeting. The researcher motivated the students before teaching material. After that the researcher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups. The teacher gave the material about vocabulary (Adverb and Conjunction).

Table 4.14 The List of Vocabulary

No.	Item	Pronunciation	Word Class	Meaning
1.	Actually	'æktʃuəli	Conjunction	Sebenarnya
2.	Also	'ɔ:lsou	Conjunction	Juga
3.	And	Ænd	Conjunction	Dan
4.	But	bʌt	Conjunction	Tetapi
5.	Especially	is'peʃəli	Conjunction	Khususnya

6.	Finally	'faɪnəli	Conjunction	Akhirnya
7.	For example	fɔ: ɪg'zɑmpl	Conjunction	Contohnya, misalnya
8.	If	ɪf	Conjunction	Jika, seandainya
9.	So that	sou ðæt	Conjunction	Agar supaya
10.	Therefore	'ðeəfɔ:	Conjunction	Oleh karena itu

Table 4.15 The List of Vocabulary

No	Item	Pronunciation	Word Class	Meaning	
1.	Always	'ɔ:lwəs	Adverb	Selalu	Frequency
2.	Sometimes	'sʌmtaɪmz	Adverb	Kadang-kadang	
3.	Everyday	'evrɪdeɪ	Adverb	Setiap hari	Present
4.	In the morning	ɪn ðə 'mɔ:nɪŋ	Adverb	Pada waktu pagi	
5.	Yesterday	'jestədi	Adverb	Kemarin	Past
6.	Last week	la:st wɪ:k	Adverb	Pekan lalu	
7.	Tomorrow	tə'mɔrou	Adverb	Besok	Future
8.	Next week	nekst wɪ:k	Adverb	Pekan depan	
9.	Here	hɪə	Adverb	Disini	Place
10.	At school	æt sku:l	Adverb	Di sekolah	

After giving the material, the researcher gave a question and the teacher calls one number, each groups had a delegation and only students with the number to respond the question or deliver the result of their discussion. In this meeting, the students already felt comfortable and were not shy when the researcher point them to pronounce the word. The improvement of the students' vocabulary had been seen because they could practice the vocabulary that they had learned. Moreover, some of

them protested because they did not get a chance to go up answering the questions because the time was over.

The last meeting, The third meeting was on Tuesday, January 28th, 2020. The lesson was started by praying together. Before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the teacher gave the material about vocabulary (Preposition and Interjection).

Table 4.16 The List of Vocabulary

No.	Item	Pronunciation	Word Class	Meaning
1.	After	'a:ftər	Preposition	Setelah
2.	At	Æt	Preposition	Di/pada (jam/waktu)
3.	Before	bɪ'fɔ:	Preposition	Sebelum
4.	Behind	bɪ'haind	Preposition	Di belakang
5.	In	ɪn	Preposition	Di dalam/ pada (bulan/tahun)
6.	On	ɒn	Preposition	Di atas, pada (hari/tanggal)
7.	Through	θru:	Preposition	Melalui
8.	To	Tu	Preposition	Ke
9.	With	wɪð, wɪθ	Preposition	Dengan
10.	Without	wɪð'aut	Preposition	Tanpa

Table 4.17 The List of Vocabulary

No.	KATA SERU	KETERANGAN
1.	Aha !	Digunakan ketika memahami sesuatu.
2.	Argh !	Ungkapan frustrasi.

3.	Bravo !	Digunakan untuk mengekspresikan rasa senang ketika seseorang menampilkan atau melakukan sesuatu yang hebat.
4.	Cool !	Keren, bagus.
5.	Damn it !	Ekspresi marah.
6.	Great !	Digunakan untuk menyemangati atau memuji seseorang.
7.	Oh my god !	Digunakan ketika seseorang terkejut atau gembira dengan sesuatu.
8.	Please !	Digunakan meminta sesuatu dengan lebih sopan dan antusias.
9.	Wow !	Digunakan untuk menunjukkan keterkejutan atau kesenangan.
10.	Yum !	Menunjukkan sesuatu yang enak.

As usually, the researcher divided the students into some groups consist of three up to five people and each member of group had given a number from one up to five. The teacher also gave a name in each groups so it can differentiate between other groups. The researcher explained all the vocabularies starting from the pronunciation, meaning and word class. The researcher also gave a chance to students to ask about the material.

After all the member of groups discussed and understood about the material. The researcher gave a question and the researcher calls one number, each groups had a delegation and only students with the number to respond the question or deliver the result of their discussion. The end of this meeting, the researcher concluded the correct answer of the question after that the researcher inform to the students that this was the last meeting and asked them to prepare themselves for the test in the next week. Before closing the class, the researcher announced the students who got highest point and the researcher gave reward to them.

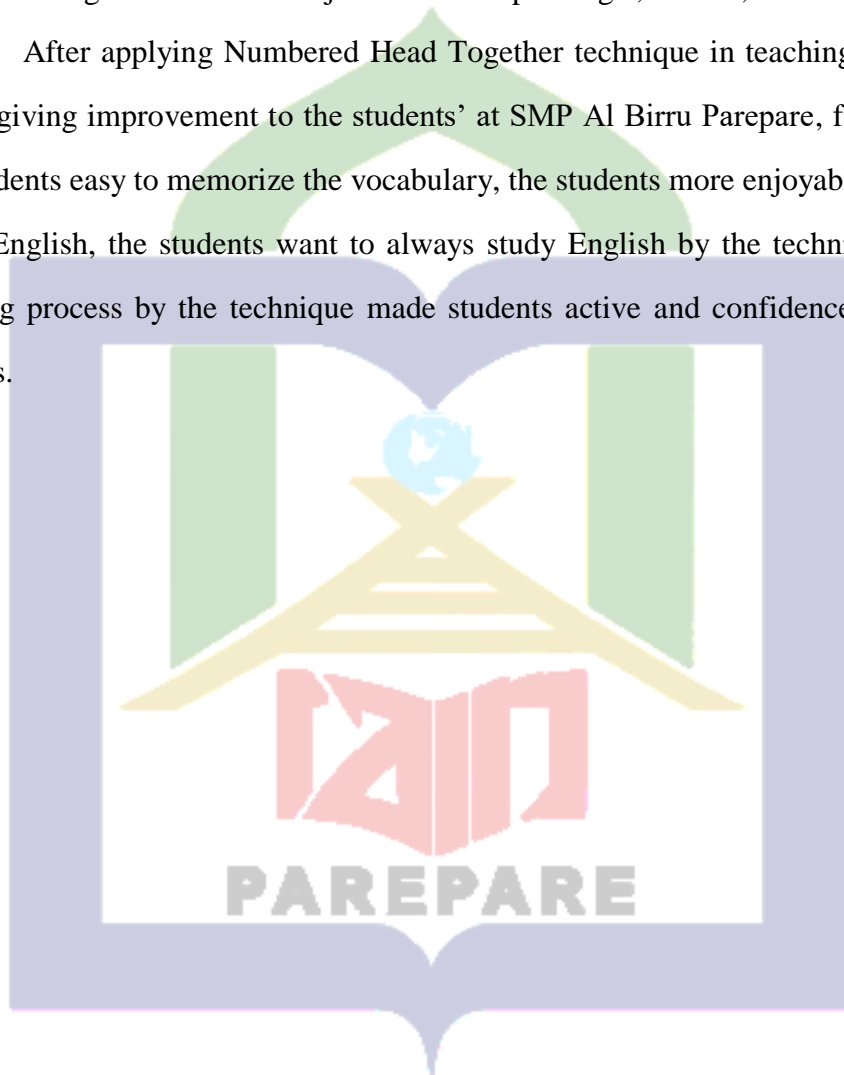
While during the treatment, some students had trouble with the pronounce of the word such as garbageman, secondhand dealer, drink-drunk-drunk, apologize, honest, naughty, etc. Fortunetly, most of the students memorize and write the word correctly. Even the word was rather long but they could pronounce it well.

After doing treatment for six meetings, on February 3rd, 2020 the researcher conducted a post-test. During 6 meetings, researchers proved that learning vocabulary using Number Head Together technique can improve students' vocabulary mastery. It can be proved through the score of the pre-test and post-test results and data analysis. This significant increase can be seen from the results of the mean pre-test and post-test scores. At the beginning of learning, students did a pre-test and got a mean score of 34.4 . At the end of learning students did a post test and got a mean score of 74.43. The mean results of post test scores was much higher than pre-test. So it can be concluded that the treatment have been effective. It can be concluded that learning vocabularies through Numbe Head Together technique was able to improve the students' vocabulary mastery.

Before giving the treatment, students at second grade of SMP Al Birru Parepare had some problems in learning English such as they were lazy to memorize a lot vocabulary because they were easy to forget the word and they did not pay full attention to the lesson. Most of students' did not like English subject, they believed that English is difficult to be learnt. It is considered as serious problem for students, of course the students will be frustrating to memorize them and need a long time to remember a lot of vocabularies and it is something normal for them because english was not their mother tongue. The using of Number Head Together technique could make students were easy and able to memorize a huge vocabulary in short time. It is supported by Maharani, Saladi, and Dian Rini Agustina. They have done a research

through Numbered Head Together technique . It proved that Numbered Head Together technique was effective to be used for teaching language, especially in memorize vocabulary. Not only in learning english vocabulary but also in other element of english and other subject. Such as Speaking²⁷, Math²⁸, Science²⁹, etc.

After applying Numbered Head Together technique in teaching vocabulary it was giving improvement to the students' at SMP Al Birru Parepare, for example : the students easy to memorize the vocabulary, the students more enjoyable and fun to study English, the students want to always study English by the technique and the learning process by the technique made students active and confidence in learning process.



²⁷Eti Sunarsih, *Peningkatan Keterampilan Haul Berbicara Melalui Pembelajaran Kooperatif Tipe Number Head Together* (Vol 4. No 1, 2015), p.1.

²⁸Dian Rini Agustina, *Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Head Together Terhadap Hasil Belajar Matematika Siswa kls VIII SMPN 1 Rambah Samo* (Universitas Pasir Pengairan, Vol 2, No. 2, 2016), p. 1.

²⁹Ardiyanti, *Peningkatan Hasil Belajar Siswa Kelas V Mata Pelajaran IPA Menggunakan Model Pembelajaran Kooperatif Tipe NHT Numbered Head Togethers* (Vol 8, No 2, Juni 2018), p. 1.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the improvement vocabulary mastery through Numbered Head Together (NHT) technique at the second grade students of SMP Al Birru Parepare.

5.1 Conclusions

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

5.1.1 From the findings and the discussion in the chapter IV, the researcher concluded that using Numbered Head Together technique significantly improved the students' vocabulary mastery at second grade of SMP Al Birru Parepare. The evidence was the increasing mean score of pre-test from 34.5 (Vey Poor) to 74.43 (Good) in the post-test. T-test result in which the value of the t-test was 15.5 than t-table was 1. 721 at the level significance and degree of freedom (df) was 21. Therefore, it can be concluded that learning vocabularies through Number Head Together technique was able to improve students' vocabulary mastery.

5.2 After applying Numbered Head Together technique in teaching vocabulary it was giving improvement to the students' at SMP Al Birru Parepare, for example: the students easy to memorize the vocabulary, the students more enjoyable and fun to study English, the students want to always study English by the technique and the learning process by the technique made students active and confidence in learning process. At beginning of learning, students did a pre-test and got a mean score of 34.4 . At the end of learning students did

a post test and got a mean score of 74.43. The mean results of post test scores was much higher than pre-test.

5.3 Suggestion

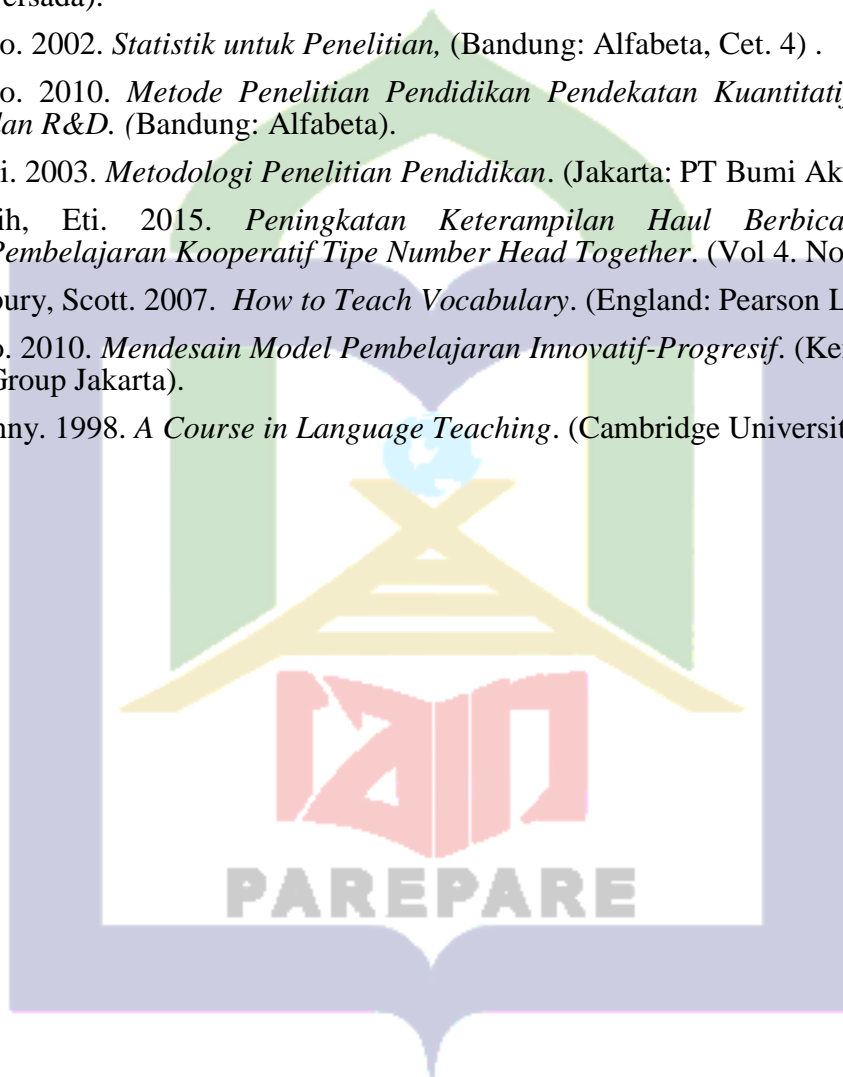
Based on the research, the researcher gives some suggestions as follow:

- 5.3.1 For the English Teacher: (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. (2) The teacher should be active in giving the feedback to involve the students in teaching learning process. (3) Numbered Head Together could be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.
- 5.3.2 For the Students: (1) The students should be more active and not afraid of making mistakes during teaching learning process. (2) The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.
- 5.3.3 For the Next Researcher: The researcher suggested to other researcher to conduct a further research about the importance of Numbered Head Together technique that influence the students in learning English in order there will be more information about Numbered Head Together technique. Last, the researcher hopes the result of this research can be used as an additional reference.


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Appendix 1. Research Instrument

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA</p> <p>INSTITUTE AGAMA ISLAM NEGERI (IAIN)</p> <p>PAREPARE</p> <p>JURUSAN TARBIYAH</p> <p>Jl. Amal Bakti NO. 8 Soreang 911331</p> <p>Telepon (0421)21307, PakIsmail(0421)2404</p> <hr/> <p>VALIDASI INSTRUMEN PENELITIAN</p> <p>PENULISAN SKRIPSI</p>
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NAMA MAHASISWA : RASTINA

NIM/ PRODI : 15.1300.046/ PENDIDIKAN BAHASA INGGRIS

FAKULTAS : TARBIYAH

JUDUL : IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH NUMBERED HEAD TOGETHER(NHT) TECHNIQUE AT THE SECOND GRADE OF SMP AL BIRRU

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre- experiment dengan satu kelas dan memberikan pre-tes post-test pada kelas tersebut serta dilengkapi dengan instruksi pada instrumen. Instrumen ini bertujuan untuk mengetahui penguasaan dan peningkatan vocabulary siswa SMP Al Birru Parepare setelah pengaplikasian teknik Numbered Head Together.

PRE-TEST

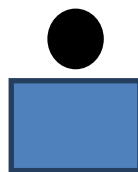
NAME :

NIS :

A. Choose the correct a, b, c, or d to answer the question by giving mark(X)!

1. The students are ... the vocabulary.
 - a. Answer
 - b. Cheating
 - c. Memorizing
 - d. Improve
2. I ... to Jakarta last week.
 - a. Go
 - b. Went
 - c. Come
 - d. Gone
3. My father ... me a new bicycle.
 - a. Make
 - b. Give
 - c. Bought
 - d. Forget
4. The students ... the question from the teacher easily.
 - a. Finish
 - b. Add
 - c. Divide
 - d. Answer
5. My sister is a ... in Sumantri Hospital.
 - a. Writer
 - b. Nurse
 - c. Businessman
 - d. Principle
6. I really understand the material because the ... explain the material well.

- a. Teacher
b. Chairman
c. Student
d. Specialist
7. The monkeys always ... bananas in the tree.
a. Drink
b. Eat
c. Buy
d. Cheat
8. Today, Mr. Daniel is ... in English class because her wife is sick.
a. Absent
b. Hungry
c. Sick
d. Sleepy
9. Michelle : Hi Sherly. is this ¹... pen?
Sherly : Hi Michelle. Yes, it is ²...
a. ¹Your, ²Mine
b. ¹My, ²Hers
c. ¹They, ²Them
d. ¹You, ²Your
10. She has a new doll, ... doll is very big and beautiful.
a. She
b. Her
c. Hers
d. Herself
11. The ball is ... the box



d. Behind

12. I go to school ... 07.00 o'clock

a. With

b. And

c. To

d. At

13. My mother ... my sister goes to the market

a. Without

b. Also

c. And

d. With

14. Mom, Explain to me about the task, ... !

a. Please !

b. Oh my god !

c. Wow !

d. Yum !

15. The ball is ... the box

a. And

b. In

c. After

d. Before

B. Complete the following column with the correct answer below!

	Subject	Object	Adjective	Possesive	Reflexive	
Saya	I	...	My	...	Myself	Saya sendiri
Anda	You	You	Your	Yours	Yourself	Anda sendiri
...	They	...	Their	Theirs	Themselves	Mereka sendiri
Kami	...	Us	...	Ours	Ourselves	Kita sendiri
...	He	...	His	His	Himself	Dia(lk)

						sendiri
Dia (pr)	She	Her	...	...	Herself	Dia(pr) sendiri
Itu (benda)	It	It	Its	Its	Itself	Itu sendiri

No.	Bare Infinitive (Verb I)	Past Form (Verb II)	Past Participle (Verb III)	Meaning (Arti)
1.	...	Drank	...	Minum
2.	Eat	...	...	Makan
3.	...	Made	Made	...
4.	Teach	...	Taught	...
5.	Understand	Understood	...	...

C. Match the picture with the correct word !



Farmer



Students



Photographer



Thief



Stewardess



Sick



Garbagement



Fishmonger



Sleepy



Principal

D. Complete the following paragraph below !

Me and the Poor Boy

On Sunday morning I go to the market. I want to ¹ _u_ vegetables. When I arrive in the market, I see there is a ² n_ _gh_y boy. He steals a food. I ³ c_m_ and I ask him. “Why do you steal this food?”. “I am ⁴ h_ng_ _ “. Says the boy while crying.

After the boy ⁵ e_pl_ _n his reason, I go to buy some food for him after that I tell him to apologize with the seller. The boy promises to me that he will not do anymore.

POST-TEST

NAME :

NIS :

A. Complete the following coloumn with the correct answer below!

	Subject	Object	Adjective	Possessive	Reflexive	
Saya	I	...	...	...	Myself	Saya sendiri
Anda	You	You	Your	Yours	Yourself	Anda sendiri
...	They	...	Their	Theirs	...	Mereka sendiri
Kami	...	Us	...	Ours	...	Kita sendiri
...	He	...	His	...	Himself	Dia(lk) sendiri
Dia (pr)	...	Her	...	...	Herself	Dia(pr) sendiri
Itu (benda)	It	It	Its	Its	Itself	Itu sendiri

No.	Bare Infinitive (Verb I)	Past Form (Verb II)	Past Participle (Verb III)	Meaning (Arti)
1.	...	Drank	...	Minum

2.	Eat	...	...	Makan
3.	...	Made	Made	...
4.	Teach	...	Taught	...
5.	Understand	Understood	...	...

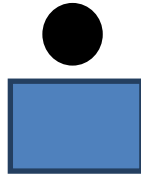
B. Choose the correct a, b, c, or d to answer the question by giving mark(X)!

1. The students are ... the vocabulary.
 - a. Answer
 - b. Cheating
 - c. Memorizing
 - d. Ask
2. I ... to Jakarta last week.
 - a. Go
 - b. Went
 - c. Come
 - d. Gone
3. My father ... me a new bicycle.
 - a. Make
 - b. Give
 - c. Bought
 - d. Forget
4. The students ... the question from the teacher easily.
 - a. Finish
 - b. Add
 - c. Divide
 - d. Answer
5. My sister is a ... in Sumantri Hospital.
 - a. Writer
 - b. Nurse
 - c. Businessman
 - d. Principle

6. I really understand the material because the ... explain the material well.
- Teacher
 - Chairman
 - Student
 - Specialist
7. The monkeys always ... bananas in the tree.
- Drink
 - Eat
 - Buy
 - Cheat
8. Today, Mr. Daniel is ... in English class because her wife is sick.
- Absent
 - Hungry
 - Sick
 - Sleepy
9. Michelle : Hi Sherly. is this ¹... pen?
- Sherly : Hi Michelle. Yes, it is ²...
- ¹Your, ²Mine
 - ¹My, ²Hers ¹They, ²Them
 - ¹You, ²Your
 - ¹Our, ²Mine
10. She has a new doll, ... doll is very big and beautiful.
- She
 - Her
 - Hers
 - Herself

11. The ball is ... the box

- a. On
- b. After
- c. In
- d. Behind



12. I go to school ... 07.00 o'clock

- a. With
- b. And
- c. To
- d. At

13. My mother ... my sister goes to the market

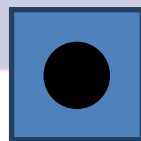
- a. Without
- b. Also
- c. And
- d. With

14. Mom, Explain to me about the task, ... !

- a. Please !
- b. Oh my god !
- c. Wow !
- d. Yum !

15. The ball is ... the box

- a. And
- b. In
- c. After
- d. Before



C. Complete the following paragraph below !

Me and the Poor Boy

On Sunday morning I go to the market. I want to ¹ _u_ vegetables. When I arrive in the market, I see there is a ² n_ _gh_y boy. He steals a food. I ³ c_m_ and I ask him. "Why do you steal this food?". "I am ⁴ h_ng_ _ ". Says the boy while crying.

After the boy ⁵ e_pl_ _n his reason, I go to buy some food for him after that I tell him to apologize with the seller. The boy promises to me that he will not do anymore.

D. Match the picture with the correct word !



Thief



Garbageman



Students



Stewardess



Sleepy



Sick



Farmer



Photographer



Principal



Fishmonger

Parepare, 07 Januari 2020

Telah divalidasi oleh:

Dosen Pembimbing

Utama

Pendamping

Dra. Hj. Nanning, M.Pd.
NIP: 19680523 200003 2 005

Drs. Amzah Selle, M.Pd.
NIP: 19671231 200312 1 011

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al Birru Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Materi Ajar : Vocabulary (Noun, Pronoun, Verb, Adjective, Adverb, Conjunction, Preposition, Interjection).

Alokasi Waktu : 2 x 40 menit.

A. Standar Kompetensi: Memahami kosakata dalam bahasa Inggris dan maknanya terkait dengan materi yang dipelajari.

B. Kompetensi Dasar: Memahami fungsi sosial, dan unsur kebahasaan materi. Mengetahui dan menyebutkan kosakata yang ada dalam materi beserta maknanya dengan baik dan benar.

C. Indikator:

1. Menghafal kosakata bahasa Inggris dan maknanya yang terdapat pada tabel terkait dengan materi yang dipelajari.
2. Menyebutkan dan mengucapkan kosakata bahasa Inggris dan maknanya yang terdapat pada tabel terkait dengan materi yang dipelajari.
3. Mengetahui jenis kosakata bahasa Inggris yang terdapat pada tabel terkait dengan materi yang dipelajari.

D. Tujuan Pembelajaran :

1. Siswa mampu menghafal kosakata dalam bahasa Inggris dan maknanya yang terdapat pada tabel terkait dengan materi yang dipelajari dengan baik dan benar.

2. Siswa mampu menyebutkan dan mengucapkan kosakata dalam bahasa inggris dan maknanya yang terdapat pada tabel terkait dengan materi yang dipelajari dengan baik dan benar.
3. Siswa mampu mengetahui jenis kosakata dalam bahasa inggris dan maknanya yang terdapat pada tabel terkait dengan materi yang dipelajari dengan benar.
4. Siswa mampu menulis kosakata bahasa inggris dengan baik dan benar.

E. Materi Pembelajaran :

Pertemuan pertama: Noun, People.

Pertemuan kedua: Pronoun.

Pertemuan ketiga: Regular Verb dan Irregular Verb.

Pertemuan keempat: Adjective.

Pertemuan kelima: Adverb dan Conjunction.

Pertemuan keenam: Preposition dan Interjection.

Fungsi Sosial: Menyadari betapa pentingnya kosakata dipelajari dalam kehidupan karena digunakan dalam berkomunikasi.

Unsur Kebahasaan: Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

F. Metode Pembelajaran:

Cooperative learning dengan Numbered Head Together teknik.

G. Alat dan sumber pembelajaran:

1. Alat: papan tulis dan spidol
2. Sumber belajar: buku Dasar-Dasar Pengusaan Bahasa Inggris(Prof. Dr. Azhar Arsyad, M.A)

H. Kegiatan Pembelajaran :

Pendahuluan(10 menit)

1. Guru memberi salam.
2. Guru memberi arahan agar siswa menyiapkan kelas.
3. Guru memeriksa kehadiran.
4. Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.
5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

Kegiatan inti (60 menit)

1. Guru membagi siswa dalam beberapa kelompok dan masing-masing siswa diberi nomor.
2. Guru membagikan materi yang akan dipelajari terkait mengenai kosakata yang dipelajari.
3. Guru menjelaskan dan mengucapkan kosakata bahasa inggris dan siswa mengikutinya.
4. Siswa mendiskusikan materi yang telah dibagikan agar siswa mudah menjawab pertanyaan.
5. Guru memberikan pertanyaan dan guru memanggil satu nomor, dari setiap grup memiliki perwakilan. Bagi siswa yang nomornya disebut akan menjawab pertanyaan.

Penutup (10 menit)

1. Guru memberi kesempatan kepada siswa yang ingin mengajukan pertanyaan.
2. Guru dan siswa bersama-sama menyimpulkan materi yang telah dibahas.
3. Guru menyampaikan rencana pembelajaran yang akan datang sekaligus menutup pertemuan.

- I. Penilaian:** penilaian akan diatur berdasarkan rumus kuantitatif yang digunakan oleh peneliti.

Parepare, 07 Januari 2020

Peneliti,

Rastina

Nim: 15.1300.046



Appendix 3. Data Analysis

1. Pre-test

1.1 Calculating the mean score of pre-test as follow:

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

In which:

\overline{X} = Mean

$\sum x$ = Total Score

N = The Total Number of Student

$$\overline{X} = \frac{752.5}{22}$$

$$\overline{X} = 34.2$$

So, the mean score of pre-test is 34.2

After determining the mean score of pre-test was 34.2. It could be seen that students' vocabulary mastery was in very poor category. Based on Suharsimi arikunto "*Dasar-dasar pendidikan*".

$$\begin{aligned} \text{Where SS} &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 27.018.75 - \frac{(752.5^2)}{22} \\ &= 27.018.75 - \frac{566.250.25}{22} \\ &= 27.018.75 - 25.738.92 \\ &= 1.279.83 \end{aligned}$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$= \sqrt{\frac{1.279.83}{22-1}} = \sqrt{\frac{1.279.83}{21}}$$

$$= \sqrt{60.94}$$

$$= 7.80$$

Thus, the standard deviation of the pre-test is 7.80

2. Post-test

2.1 Calculating the mean score of post-test as follow:

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

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$$X = \frac{1.637.5}{22}$$

$$X = 74.43$$

So, the mean score of pre-test is 74.43

After determining the mean score of post-test was 74.43 it could be seen that students' vocabulary mastery was in a good category. Based on Suarsimi Asrikunto "*Dassar-dasar pendidikan*".

2.2 Calculating the standard deviation of the post-test, where:

$$\begin{aligned} \text{Where } SS &= \sum X^2 - \frac{(\sum X)^2}{N} = 124.006.25 - \frac{(1.637.5^2)}{22} \\ &= 124.006.25 - \frac{2.681.406.25}{22} \\ &= 124.006.25 - 121.882.102 \end{aligned}$$

$$SD = \sqrt{\frac{SS}{N - 1}}$$

$$= \sqrt{\frac{2.184.15}{22-1}} = \sqrt{\frac{2.184.15}{21}}$$

$$= \sqrt{104.007}$$

$$= 10.20$$

So, the standard deviation of post-test is 10.20

3. Calculating the mean score of the difference between pre-test and post-test scores, it is used following formula:

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

In which:

D = the mean score of difference

$\sum D$ = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{884.7}{22}$$

$$D = 40.21$$

So, the mean score of difference is 40.21

4. Finding out the difference by calculating the T-test value by using the following formula:

Notation:

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

T : the test of significance

D : the mean score of difference (X1-X2)

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

$\sum D^2$: the square of the sum score of difference

N : the total sample.

The calculation the t-test value

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

$$t = \frac{40.21}{\sqrt{\frac{38.675 - \frac{(884.7)^2}{30}}{22(22-1)}}$$

$$t = \frac{40.21}{\sqrt{\frac{38.675 - \frac{782.694,09}{22}}{22(21)}}$$

$$t = \frac{40.21}{\sqrt{\frac{38.675 - 35.577,004}{462}}$$

$$t = \frac{40.21}{\sqrt{\frac{3.097,996}{462}}$$

$$t = \frac{40.21}{\sqrt{6.71}}$$

$$t = \frac{40.21}{2.6}$$

$$t = 15.5$$

So, the t-test value is 15.5

CURRICULUM VITAE



RASTINA, the writer was born on December 9th 1996 in Makuring, Pinrang. She is from the couple Paturusi and Nuraeni. She has two sisters and two brothers. They are Heriani A.Md.Kep, Sukarni, Syamsuldaris, and M.Rais. She began her study in Elementary School at SDN Inpres Makuring and graduated on 2009.

In the same year, she continued her study in Junior High School at SMPN 1 Mattirosompe and finished her study there on 2012. After that she enrolled in SMAN 1 Mattirosompe which has been changed into SMAN 3 Pinrang and graduated on 2015. In the same year, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare. She completed her skripsi with the tittle *Improving Students' Vocabulary Mastery through Numbered Head Together (NHT) Technique at the Second Grade of SMP Al Birru Parepare.*