A THESIS
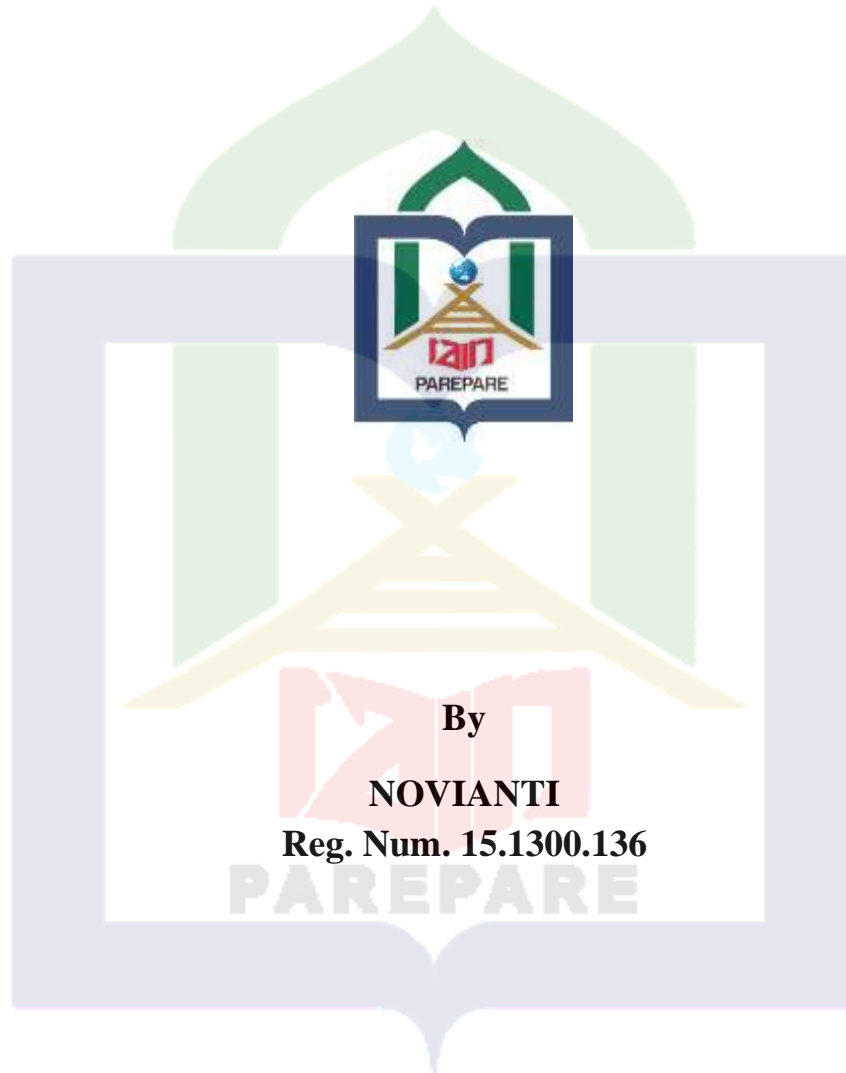

USING COLOR CODED CO-OP CARDS TO INCREASE VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 1 MATTIRO SOMPE KABUPATEN PINRANG

By

NOVIANTI
Reg. Num. 15.1300.136

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

2021

A THESIS

**USING COLOR CODED CO-OP CARDS TO INCREASE VOCABULARY
MASTERY AT THE SEVENTH GRADE OF SMPN 1
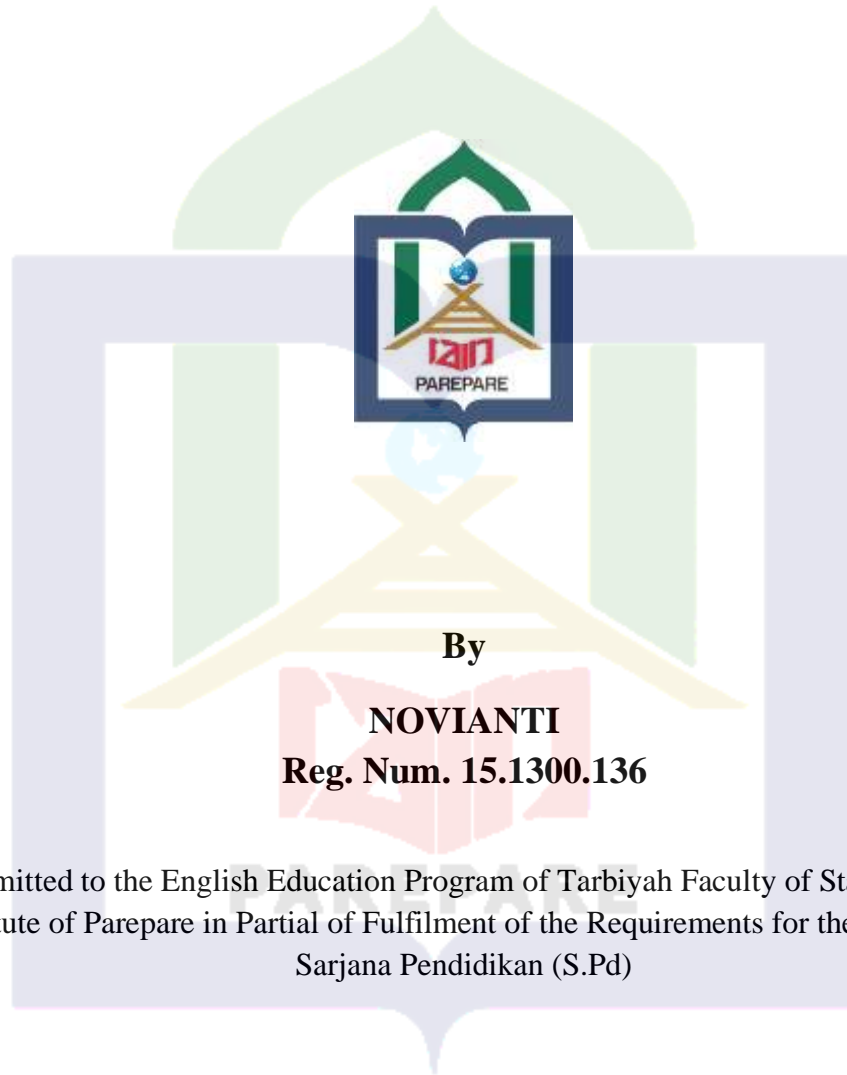MATTIRO SOMPE KABUPATEN PINRANG**

By

NOVIANTI
Reg. Num. 15.1300.136

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

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

2021

USING COLOR CODED CO-OP CARDS TO INCREASE VOCABULARY
MASTERY AT THE SEVENTH GRADE SMPN 1
MATTIRO SOMPE KABUPATEN PINRANG

Thesis

As Partial Fulfillment of the Requirement for the Attainment of the Degree

Of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by:

NOVIANTI
Reg.Num. 15.1300.136

to

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

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Skripsi	: Using Color Coded Co-op Car to Increase Vocabulary Mastery at The Seventh Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang
Name of the Student	: Novianti
Student's Reg. Number	: 15.1300.0136
Faculty	: Tarbiyah
Study Program	: English Education
By Virtue of Consultant Degree	: The Dean of Tarbiyah Faculty Certificate B.823/In.39/FT/4/2019

Has been legalized by

Consultant	: Drs. Ismail Latif, M.M.
NIP	: 19631207 198703 1 003
Co-Consultant	: Drs. Amzah Selle, M.Pd.
NIP	: 19700320 200501 2 006

Cognizant of:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

A THESIS

**USING COLOR CODED CO-OP CARDS TO INCREASE VOCABULARY
MASTERY AT THE SEVENTH GRADE OF SMPN 1 MATTIRO SOMPE
KABUPATEN PINRANG**

Submitted by

NOVIANTI
Reg. Num. 15.1300.136

Had been examined on August 6th, 2021 and had been declared
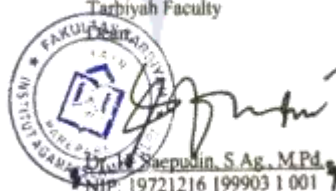that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant	: Drs. Ismail Latif, M.M.
NIP	: 19631207 198703 1 003
Co-Consultant	: Drs. Amzah Selle, M.Pd.
NIP	: 19700320 200501 2 006

Cognizant of:
Tarbiyah Faculty
Dean

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi	:	Using Color Coded Co-op Car to Increase Vocabulary Mastery at The Seventh Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang
Name of the Student	:	Novianti
Student's Reg. Number	:	15.1300.0136
Faculty	:	Tarbiyah
Study Program	:	English Education
By Virtue of Consultant Degree	:	The Dean of Tarbiyah Faculty Certificate B.823/In.39/FT/4/2019
Date of Graduation	:	August 06 2021

Approved by Examiner Commissions

Drs, Ismail Latif , M.M.	(Chairman)	(........................)
Drs. Amzah Selle, M.Pd.	(Secretary)	(........................)
Dr. H. Saepudin, S.Ag., M.Pd.	(Member)	(........................)
Dra. H. Nanning M.Pd.	(Member)	(........................)

Cognizant of:

Tarbiyah Faculty

Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

vi

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

Alhamdulillah rabbil 'Alamin, Praise is merely to the Almight Allah SWT.Give thanks for God's love and grace for us, the most gracious and the most merciful, the lord of the universe, and the master of the judgment day, the king of the kings, who has given his bless to the writer for finishing this skripsi entitled: U sing Color Coded Co-op Cards at the seventh grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang. Shalawat and salam always be given to our prophet Muhammad SAW (peace be upon him,) a person that becomes a great leader, the best example for us, who has been guided us from Jahiliah era to Islamiah, from the darkness to the lightness, and fromuneducational person to be educational person.

First of all, the writer wants to express her gratitude and loving to her family, her beloved parents Burhan Razak and Norma, for their love and sincerly pray for him.As well as other relatives because she realizes that without their support and help, she could not be able to finish this Skripsi.

Her high appreciation to the first consultant, Drs.Ismail Latif, M.M. and the second consultant Drs.Amzah, M.Pd. who have patiently given their time in reading, correcting, suggesting, and encouragingthe writer to finish this skripsi.

Besides, the writer would also deliver special thanks to :

1. Dr. Ahmad Sultra Rustam, M.Si. as the Rector of IAIN Parepare who always be a good leader for all students of the collage.

2. Dr. H. Saepuddin, M.Pd. as the Dean of Tarbiyah FacultyIAIN Parepare, who has arranged a great education for the students in the Faculty of Tarbiyah.

3. Mujahidah, M.Pd. as the chairman of English study Program for giving the goodguidance to the studentsin the English Program, and has given him the great motivation during the period of this skripsi.

4. All lecturers and staff of English Program who have already taught the writer during her study in IAIN Parepare.

5. Dalle, S.Pd., M.Si. As the Chairman of SMPN 1 Mattiro Sompe who has permitted the writer to observe the research at the school.
   their willingness to participate in this research.

6. Her special sister: Fathul Khaeri, Riskawati, Helpiani S.E and A.Aswad Dorojathun Dian Aisyah Abidin S.Pd, Andini Angelia Vitriani S.Pd, who treats her comfortably also beside her in happines and sadness. Thank you for being a safe place for her to turn to.

7. The writer's special friends Nita Amanada Aprilia S. Pd, ST.Rukmana, and Herni Tri Handayani S.Pd. who shared the meaning of life with the writer. Thank you fot the pure love that she always lends on.

8. All of the people who gave given their support in writing this "Skripsi" that the writer could not mention one by one.

Finally, the writer realized that this skripsi still had any weaknes and not perfect yet. Therefore, critiques and suggestion are highly appreciated for its perfection. Hopefully, this skripsi will be useful for all of us and the for the development of English Teaching and Leraning.

Allahumma Sholli' Alaa Muhammad, May Almigthy Allah swt is always showering us His Rahmeet, Aminn

Parepare, June 28th 2021
The writer

NOVIANTI
NIM. 15.1300.136
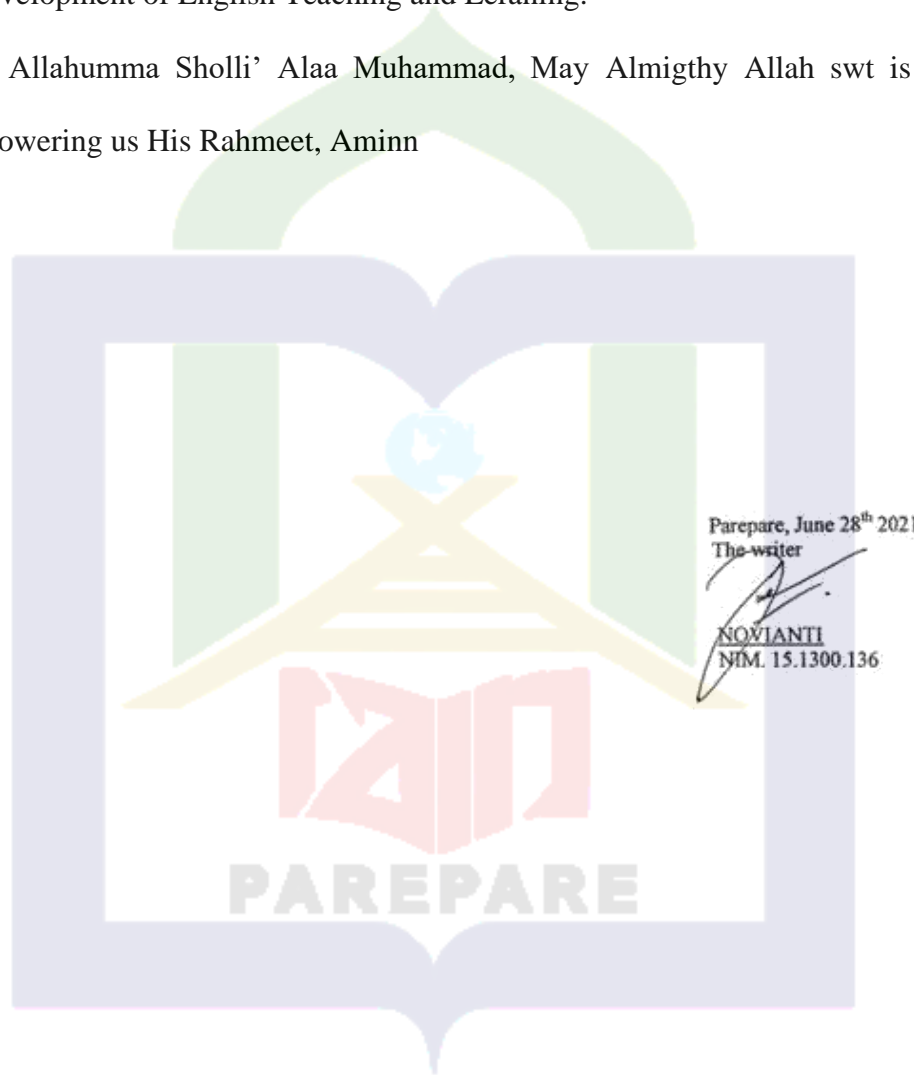
DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name   : NOVIANTI

NIM   : 15.1300.136

Place and Date of Birth   : Pinrang, 07 December 1996

Study Program   : English Education Program

Faculty   : Tarbiyah

Skripsi Title   : The Effectiveness of Neurological Impress Method to Encourage Reading Comprehension at the Eighth Grade Students of SMPN 1 Mattiro Sompe Kabupaten Pinrang

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

<div align="right">

Parepare, June 28th 2021

The writer

NOVIANTI

NIM. 15.1300.136

</div>

ABSTRACT

Novianti. *Using Color Coded Co-op cards to Increase Vocabulary Mastery at the Seventh Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang.* (Supervised by Ismail Latif and Amzah).

English as primary and foreign language has become the key to the word. However, it must be found the way how to mastered it. One of the skills which are very important is vocabulary ability because it will help people to communicate and interact each other. This research was carried out at SMPN 1 Mattiro Sompe Kabupaten Pinrang. In this case, the research found that some students of the seventh grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang are still a law in vocabulary especially in front of their friends or other people. To solve the problem, the research used color coded co-op card.

The population was the students of the seventh grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang and the sample of this research was 27 students. The researcher used pre-experimental design, as for the effect of treatment was judged by the difference between the pre-test and pre-tes. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and test. The data were analyzed as a percentage, mean score analyzed and the value of the test.

The first result of the data analyzed that the students' achievement on the pre-test was (49,7) and post-test (9,66) this showed that by using Color Coded Co-op Cards was a good method in English learning process at SMPN 1 Mattiro Sompe Kabupaten Pinrang. After analyzed the data by using the t- test formula, the result of the t-test value (3,67) is bigger than the t-table value (1.706). It means that there is different improvement before and after using Color Coded Co-op Cards as method of teaching.

Keywords: *Color Coded Co-op Cards, Vocabulary Mastery.*

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Number of Appendices	List of Appendices
1	Instrument of the Pre-test and Post-test
2	Lesson Plan
3	The Students' Result of The Pre-test
4	The Students' Result of The Post-test
5	The Documentation
6	Research Allowance
7	Curriculum Vitae

CHAPTER I
INTRODUCTION

A. Background

English as an international language used a tool for communication in daily life and in academic activities. In Indonesia, English as a foreign language was formally taught in school from junior high school until university. It had become an obligatory subject and as one of the subjects examined in the National Examination. Furthermore, there were so many elements in English such as vocabulary.

Vocabulary was a smallest elements English that had to be mastered by students because without vocabulary we could not understand each other's and we could not express our opinion, feeling and ideas. On the other hand, teaching vocabulary is very hard, because the teachers had to choose an appropriate way in order to make learning process effectively. So, the students enjoyed and relaxed learning vocabulary and they could master it. There were many factors that made the students difficult in materials vocabulary.[1]

Based on the pre-observing that was done in SMP 1 Mattiro Sompe in class VII, the research found 3 problems; 1) The students could not understand the meaning and did not know how to write the word, because the students were very lazy to memorize the meaning of words, the students just saw the words on dictionary without memorizing their meaning and without giving attention the written form. 2) The students could not pronounce the words well, because the students just read the

---

[1]Ika Ramadani Lubis, "Improving Students Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS PERSATUAN AMAL BAKTI (PAB) 1 Helvetia" (Unpublished SKRIPSI of State Islamic University of North Sumatera Medan, 2017) p.1

words based on its writing, they did not observe the way to pronounce the words. 3) the students don't have more vocabulary.

By those conditions, the researcher assumed that the teaching of English must be rally improved with some practical and easy ways. The teacher had to choose an appropriate method in teaching vocabulary, because it was not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary was like teaching other social science, which needed suitable technique or method color coded co-op cards. The method used by the teacher could influence the success of failure in language learning.

According to Logan at all *Color-Coded Co-op Cards* using one of model in Cooperative Learning that emphasizes a learning by using memory and based for "Spaced *Reptation"* theory. The model in the learning process uses by flash cards media to simulate the students memorable. In addition, Kagan stated the *Color-Coded Co-op Cards* is the one of the mastery designs in cooperative learning. In learning process students memorize fact by using flash cards game. The function academic and social are memorizing fact, helping and praising.[2]

Based on the reason above, the research would like to conduct a research entitled "The using of *Color-Coded Co-op Cards* to increase vocabulary mastery at the seventh grade of SMPN 1 Mattiro Sompe.

---

[2]Dr. Spencer kagan and Miguel Kagan ,*" Kagan Cooperative Learning*, (San Clemente: Kagan publishing 2009) p. 17

B. Research Question

Based on the background of the study stated above. The researcher formulates a research question as follow:

1. How is the student's vocabulary before and after using color coded co-op cards at the seventh grade of SMPN 1 Mattiro Sompe?

2. Is using color coded co-op cards able to increase the students' vocabulary mastery at the seventh grade of SMPN 1 Mattiro Sompe?

C. Objectives of the Research

Based on the problem statement that had been made out of by the researcher above, this research has purposes to find out:

1. The use of Color-Coded Co-op Cards before and after applying the method to increase vocabulary mastery at the seventh grade SMPN 1 Mattiro Sompe.

2. The use of Color-Coded Co-op Cards in increasing students' vocabulary mastery at the seventh grade SMPN 1 Mattiro Sompe.

D. Significance of the Research

The result of this research is expected to:

1. To add more knowledge about discourse study especially about this research especially for the researcher.

2. To help students able to memorize the words and to enrich student's English vocabulary words.

3. To help the teacher to add more variation of model and give a new experience during the learning process.

4. To help an addition teaching media to encourage teaching and the learning process especially for the students of English Department.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

A. Some Pertinent Ideas

1. The Concept of English Vocabulary

a. Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speakers to express their opinion, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to be importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.[3] Generically, vocabulary is the knowledge of meaning. A learner, recognizing the communicative power of vocabulary is the knowledge of meaning of words. Generically, vocabulary is the knowledge of meanings of words.[4]

Vocabulary is powerful carrier of meaning. A learn, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.[5] Vocabulary is all the words that a person

---

[3]Marianne Celc e-Murcia,*Teaching English as Second or Foreign Language*, USA: Heinle&Heinle,(2001) p. 285.

[4]Elprieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*: *Bringing Research to Practice*, USA: Lawrance Erlbaum Associates, Inc.,(2005) p. 3

[5]Jim Scrivener, *Learning Teaching* English*: Heinemann Publishers Oxford,(1194), p. 74

knows or uses.[6] Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.[7]

The definition about of vocabulary is clear enough that is almost cases of human life, they use set of the word. The use of the words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important is learning language because vocabulary carries meaning which us in communication.

b. The types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.[8] While learning new words, people need a lot of practice and context connections to learn them well, store vocabulary in the memory and recall it when speaking or writing. Thus, two groups of person's vocabularies are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up or words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is hard or read.

---

[6] Oxford Dictionary, *Oxford Leaner's Pocket Dictionary*, New York: Oxford University Press, (2008) p .495.

[7]Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company , (2006) p. 1.

[8] John Read, *Assessing Vocabulary*, Cambridge UK: Cambridge University Press,(2000), p. 154.

The group of passive vocabulary is usually larger than the one of active vocabulary.[9] Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim and teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from John, Wiji divides vocabulary into four groups as follows:[10]

1) The first is function words. There words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, defend on where there are placed.

2) The second is substitute words. Those words do not represent as individual things or specific action, but function as substitutes for whole for classes of words. Its means that as link among words.

3) The third types of vocabulary items are those that are distributed in use according to such grammatical maters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentence does not how immediately that Anton can speak English well.

4) The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

---

[9]Elfrieda H. Hiebert and Michael L. Kamil, *Op.cit*., p. 3

[10]Wiji Lestari, *Improving Students' Vocabulary Mastery through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga,(2013), p. 41-42

c. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derives from the word "master", which means to become skilled or proficient in the use of, to gain complete to knowledge through understanding.[11] Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are.[12]

1) The meaning of the word
2) The written form the word
3) The spoken form the word
4) The grammatical behavior of the word
5) The collocations of the word
6) The register of the word
7) The associations of the word
8) The frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is on component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. They larger the students

---

[11] William Collins, Webster's New Twentieth Century Dictionary, America: The United States of America,(1970), P . 604.

[12] Notbert Schmitt,*Vocabulary in Language Teaching*, New York: Cambridge University Press,(2000), p. 5.

master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.[13]

d. The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course need to be carefully planned. Firstly, because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that a should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items is a lexical set together courses. Interference that results in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.[14]

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they can't understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they cannot apply their new vocabulary in their mind for communication.

Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in

---

[13]Anita Yuliana Suregar, *Improving Students' Vocabulary Mastery through Crosssword Puzzle*, North Sumatera: English Departement Of Education State Institute for Islamic Studies,(2013), p. 11.

[14]Paul Nation, *New Ways in Teaching Vocabulary*, Alexandria: TESOL,(1994), p.20.

sentences and serve special function. In English, the function categories include pronouns and interjections.[15]

Noun is member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.[16] Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.[17] Adjective is a word used to quality a noun pronoun.[18] Adverb is a word which modifies a verb, adjective another adverb.[19]

2. **The Concept of Color-Coded Co-op Cards**

a. Definition of Color-Coded Co-op Cards

Color Coded Co-op Cards is one media that used in teaching learning. Where the teaching use a cards to teach the student. Color Coded Co-op Cards is a week-long sequence of activities to help students memorize any content. Almost all curriculum areas have memorization components, see box (on the next page). Typically, memorization is relegated to homework, and some students do well white others, for lack of motivation or lack of knowledge how to memorize, perform poorly. The Color-Coded Co-op Cards sequence provides motivation to memorize while providing students an efficient memorization method.

For each item missed on a pretest, students' makeup a flashcard (using their own-colored pen or writing on cards that area a different in color than that of

---

[15]Hall, J. Eungene, *Grammar for Use*, Jakarta: Bina Rupa Aksara, (1993), p.8.

[16]Random House Webster's Collage Dictionary, America: United States of America,(2001), p. 842.

[17]Ibid, p. 1358.

[18]AJ. Thomson And AV. Martinet, A Practical English Grammar, Oxford: Oxford University Press,(1986), p 10

[19]Ibid. p. 17.

teammates). Students then quiz each other in a systematic way, playing the flashcard game.

Following this practice, they take a practice last, check in and how much improvement they have made (how many cards they answered correct), practice again using the flashcards Game, take a final test, and receive individual, team, and class recognition for improvement. The color-coded co-op cards allow students to pool and count their team improvement points. They are a tangible marker of success- a visible, countable, pool able yet retrievable token an achievement. The cards allow even very young students to calculate their team improvement points-all learned items are placed in the center of the table and counted.

The color coding allows easy retrieval by each student of this or her items for future work. At the heart of the method is how students drill each other-the Flashcard Game. The game is based on well-established principles of learning, including frequent positive feedback following repeated, distributed trials. The method maximizes the time-on-needed task for each individual, and includes multi-modal associative links.

b. The steps of Color-Coded Co-op Cards

1) Step 1. Pretest

   All students take a pretest on the week's memory items

2) Step 2 Students Create Color-Coded Co-op Cards

   Each student on the team, using different colored marker, makes a set of flashcards on the items missed on the pretest. If students missed no items or just a few items, they make up cards from a pool of a bonus or challenge ite0ms.

3) Step 3 Students Play the Flashcard Game.

Students win back cards the mater through the three rounds of the Flashcard game.

4)   Step 4 Practice Test

Following the Flashcards Game, students take a practice test on all of the items.

5)   Step 5 Initiation Color-Coded

Improvement Scoring. Teammates place a star on the Flashcards they answered correctly on the practice test, then pool and count the started cards for the team, celebrating their success.

6) Step 6 Repeated Practice on Missed Items

The flashcard game is played again on all items missed on the pretest. For a few students, following the practice test there will be a need increase their deck of flashcards-they will miss an item or two on the practice test that they did not miss on the pretest. These new items are included for the second round of practice, along with flashcards that have not yet earned a star.

7) Step 7 and 8 Final Test and Final Improvement Scoring

Students take the final test, star all cards they answered correctly on the final test, pool the starred card, count them to determine the final improvement score for the team.

8) Step 9 Individual, Team, and Class Recognition.

Recognition may be given at three levels:

a) **Individuals.** Individuals, may post their improvement scores on individual improvement scores on the graphs. Students with improvement greater than

the prior week, or get a certain level, may be asked to stand to be recognized by the class.

b) **Teams.** Teams may announce the sum of their improvement scores, and post them improvement graph. Teams that improved more than the prior week, or at a certain level, may be asked to stand, give a team cheer or handshake, and be recognized by the class.

c) **Class.** The sum of improvement points of teams may be posted on a class graph. Teams are recognized not for having" beaten" other teams, but rather for having advanced the class toward its next goal. Between team competition is minimized; teams see themselves as all on the same side, contributing toward common goal.

9) Step 10 Reflection

Students are allowed time to discuss how they can best help their partner while playing the Flashcards Game. Some students like fantastic visual images; others prefer mnemonic devices, and so on. If the students are given time to work on their process, they become more efficient helpers. Reflection is the time for students to work out how best to help each other learn.

c. Benefits of Color-Coded Co-op Cards

Color Coded Co-op Cards are useful addition to cooperative learning because the method:

1) Addresses a dimension of the curriculum not efficiently treated by other methods

2) Focuses the attention of each student on his or her own most needed learning tasks

3) Provides immediate and frequent tangible and social feedback to each student regarding improvement

4) Includes a simple improvement scoring system, which even very young students can manage: and, most importantly

5) Converts dull unsuccessful drill into a fun, efficient learning game[20]

B. Previous Related Research Findings

The researcher describes some previous researchers which relevant to this research.

Firstly, Thimothi, Rosita Ningrum, The effective learning of Color-Coded Co-op Cards cooperative learning toward kanji learning. In thesis the author will examine the methods of learning color coded co-op card to learn kanji. The kani used in this research is the kanji which has the same meaning but a different form called kanji Riggio. The main purpose of this study is to prove that learning using the color-coded co-op cards method is effectively used in learning. The authors conducted experiments that used the color-coded co-op cards method and the control class that used conventional learning. The conclusion is that in learning the color-coded co-op cards is quite effective in learning kanji.[21]

Secondly, Neaty Muttahidah, in her research entitled "Improving Students' Vocabulary Through Vocabulary Card (A classroom action research in the first grade of MTs. Nurul Falah School at Pondok Ranji Ciputat Tangerang). Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-tests were 49.6, the mean score of

---

[20]Dr.Spencer Kagan and Miguel Kagan,*Kagan Cooperative Learning*, (San Clemente : Kagan publisting) (2009), p. 457-461

[21]Timothi Rosita Ningrum, *The Effective Learning Color Coded Co-Op CardsCooperative Learning Toward Kanji Learning*

posttest cycle 1 was 58.0 and the mean score of post-test cycle 2 was 66.3. In addition, there were 5 students (16.6%) Who passed Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) In the pretest. Meanwhile, in the cycle 1, there were 18 students (60%) who passed Minimum Mastery Criterion (KKM) and it gained which was in the posttest cycle 2 there were 26 students (88.6%) who passed Minimum Mastery Criterion, so the criteria of success were achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through vocabulary card. The mean of pre questionnaire was 47%. Then, the mean of post questionnaire was 72.9 %. It improved 25.9%. Furthermore, the results of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of vocabulary car.[22]

In the first previous findings, the previous researcher used the same method called Color Coded Co-Op Cards Cooperative Learning but the researcher applied that method in teaching Kanji, the differences with this research is, the researcher tries to apply this method called Color Coded Co-Op Cards in teaching Vocabulary at Students of seventh grade SMP 1 Mattiro Sompe.

In the second previous findings, the previous researcher used similar method called Vocabulary Card in teaching vocabulary at students of seventh grade SMP 1 Mattiro Sompe, the differences with this research are, the researcher uses a Color-Coded Co-Op Cards which they both are using cards but difference in display of their cards.

---

[22]Neaty Muttadhidah, *Improving Students' Vocabulary through Vocabulary Card (A Classroom Action Research in the First Grade of Mts. Nurul Falah School at Pondok Ranji Ciputat Tangerang)"*

C. Conceptual Framework

The conceptual framework of this research is presented as following diagram:

```
┌──────────┐      ┌──────────┐      ┌──────────┐
│  INPUT   │──────│ PROCESS  │──────│  OUTPUT  │
└──────────┘      └──────────┘      └──────────┘
      │                 │                 │
┌──────────┐   ┌────────────────┐   ┌──────────┐
│ English  │   │ Teaching       │   │ Students │
│ Material │───│ Vocabulary     │───│ Vocabulary│
│          │   │ Mastery by     │   │ Mastery  │
│          │   │ Using Color    │   │          │
│          │   │ Coded Co-Op Card│  │          │
└──────────┘   └────────────────┘   └──────────┘
```
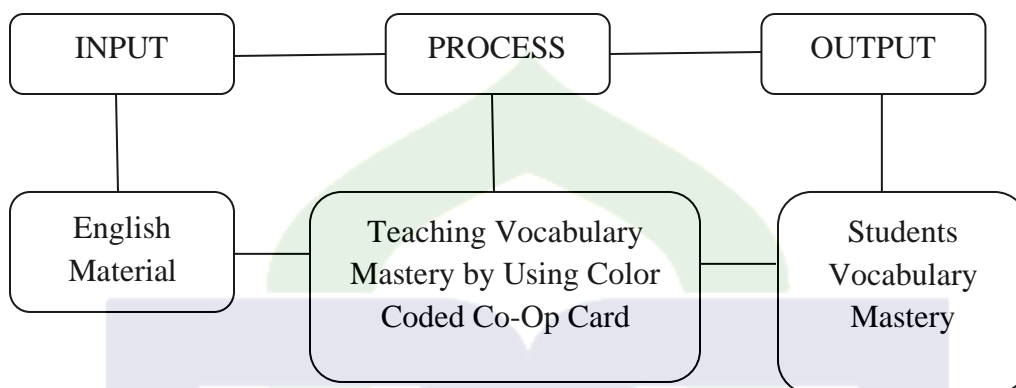
Based on the diagram above, there are three elements, namely:

1. Input refers to English material that the researcher will use on the classroom

2. Process refers to teaching and learning vocabulary mastery by using Color Coded Co-Op Card which included by giving the pretest first then continue to give the treatment and lastly give post-test.

3. Output refers to the student's vocabulary mastery achievement.

D. Hypothesis

Based on theoretical framework, the researcher formulates the hypothesis, namely:

1. Null Hypothesis (H0) = There is no significant improvement of the student's vocabulary mastery by using Color Coded Co-Op Card at the Seventh Grade SMPN 1 Mattirosompe

2. Alternative Hypothesis (H1) = There is significant improvement of the student's vocabulary mastery by using Color Coded Co-Op Card at the Seventh Grade SMPN 1 Mattiro Sompe

E. Operational Definition of Variable and Variable of the Research

1. There are two variables involved in this research namely dependent and independent variable. Dependent variable is vocabulary mastery and dependent variable is color coded co-op cards media.

2. Operational definition variable

   a. Vocabulary mastery is an object to be improved in this research. Where is vocabulary is the smallest element that support us to express our opinion, ideas and felling in communication. In this case the researcher will focus in noun word.

   b. Color Coded Co-op Cards is a media that use to improve students vocabulary mastery where the researcher use cards in teaching learning.

CHAPTER III
RESEARCH METHOD

A. The Research Design

In this research, the researcher is used a pre-experimental design by applying one group pre-test, treatment and post-test design, this presented as follow:

$$E= O1 \ X \ O2$$

Where:

E : Experimental

O1 : pre-test

X : treatment

O2 : post-test

In this experimental design, the differences were be seen in pre-test and post-test result of the students' achievement when the treatment is applying in classroom.

B. Location and Duration of the Research

The location of this research was conducted in SMPN 1 Mattiro Sompe means while the duration of the researcher was be taken about one month.

C. Population and Sample

According to Encyclopedia of Educational Evaluation as cited by Ari Kunto, population is "a set (or collection) of all elements possessing one or more attributes of interest".

1. Population

The population of this research is the students seventh grade of the students SMPN 1 Mattiro Sompe in academic year of 2021.

CLASS	NUMBER OF STUDENTS
VII. 1	28
VII. 2	28
VII. 3	27
VII. 4	30
VII. 5	30
VII. 6	27
Total	**170**

2. Sample

The researcher used random sampling technique which involve one class for use as class experimental is VII. 1 Class, which consist of 27 students.

D. The Instrument of the Research

The instrument of the research was vocabulary test. The test was given before and after doing treatment. The pre-test was used to find out the students' prior knowledge before using color coded co-op cards, in this case vocabulary test, and post-test to find out improvement of the students. The instrument that used in this research is 10 numbers of multiple choice and 10 numbers of essay in pre-test and 20 numbers in post-test.

E. The procedure of Collecting Data

In collecting data, the researcher gave the students some steps as follows:

1. Pre test

   Before the researcher gave a treatment, the researcher gave a student's Pre-test for the first activity in the first meeting. Its purpose to know how far the students' vocabulary

   mastery up to know.

2. Post test

After doing the treatment, the research gave the post-test to the student. It is purposed to identify the influence of Color-Coded Co-Op Card achievement vocabulary of students of the seventh grade at SMPN Mattiro Sompe.

F. Treatment

The treatment conducted after pre-test given in the classroom. The materials gave based on the syllabus. The researcher applied the procedure of each activity. The treatment is based on procedures for each activity in each meeting as follows:

1. First meeting

   a. The researcher opened the class and said greeting to the students.

   b. The researcher absence the students in the classroom.

   c. The researcher gave pre-test 10 numbers essay and 10 numbers multiple choices.

   d. The researcher introduced and applies how the procedure of method that applied on the classroom called "Color Coded Co-Op Card" to the students

   e. The researcher asked the students to work in pair.

f. The researcher gave the theme of the vocabulary which are the things in the classroom vocabulary.

g. The researcher called two students to come forward in the class.

h. The researcher gave an example how to use the method with those two students.

i. The researcher asked to the students to work same as the procedure that has been explained.

j. The researcher told the students to work with their couples in their own chairs

k. The researcher reviewed every couples about the vocabulary that they have been practiced.

l. The researcher concluded the given material.

m. The researcher gave the students motivation to practice.

n. The researcher closed the class.

2. Second meeting

a. The researcher opened the class and says greeting to the students.

b. The researcher absence the students in the classroom.

c. The researcher asked the students to work in pair.

d. The researcher gave a different theme of the vocabulary which are the parts of body.

e. The researcher told the students to work with their couples the given material.

f. The researcher reviewed every couples about the vocabulary that they have been practiced.

g. The researcher concluded the given material.

h. The researcher gave the students motivation to practice.

       i.   The researcher closed the class.

3. Third meeting

    a.   The researcher opened the class and says greeting to the students.

    b.   The researcher absence the students in the classroom.

    c.   The researcher divides the students into some groups.

    d.   The researcher gave a different theme of the vocabulary which are professions.

    e.   The researcher asked them to play a game.

    f.   The researcher explains the procedure of the game.

    g.   The researcher already provides ten difference pictures with two difference colors.

    h.   The researcher asked every group to work as team well which every group should guess the picture and choose the right color position in every pictures.

    i.   The researcher gave them some minutes to look for the answers.

    j.   The researcher asked the representing of every group to write their answers on the whiteboard.

    k.   The researcher announces the winner.

    l.   The researcher concluded the given material.

    m.   The researcher gave the students motivation to practice.

    n.   The researcher closed the class.

4. Fourth meeting

    1.   The researcher opened the class and says greeting to the students.

    2.   The researcher absence the students in the classroom.

    3.   The researcher asked the students to work in pair.

4. The researcher gave a different theme of the vocabulary which are family members.

5. The researcher told the students to work with their couples in their own chairs.

6. The researcher reviewed every couples about the vocabulary that they have been practiced.

7. The researcher concluded the gave material.

8. The researcher gave the students motivation to practice.

9. The researcher closed the class.

b. The Technique of Data Analysis

The data were collected through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

Table 3.2 Classification the students' communicating score

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

1) Finding out the mean score of pre-test and post-test by using the following formula:

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

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

2) Calculating the mean score of difference between pre-test and post-test by using the following formula:

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

In which:

D   = the mean score of difference

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

    $(X^1 - X^2)$

N   = Total sample

3) Finding out the difference by calculating the T-test value by using the following formula;

Notation:

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

T   : the test of significance

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

∑D : the sum of the total score

∑D2 : the square of the sum score of difference

N   : the total sample.[23]

---

[23]L.R. Gay, *Educational Research*, p. 331.

CHAPTER IV
FINDINGS AND DISCUSSION

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

A. Findings

a. The Result of Pre-test

The data collected from the students' vocabulary mastery through Color coded co-op cards at VII.1 class in SMPN 1 Mattiro Sompe Kabupaten Pinrang. The result of the pre-test can be described as the following:

After the writer gave pre-test before treatment, the writer found out the result of Students' Vocabulary mastery in pre-test. To know the last score of students' pre-test, the writer used this formula as below. The resulted in the information as shown in following table:

Table 4.1. The Student's Score in Pre-test

No	Students	Pre-test Score		(X_2^2)
		Correct Answer	Score (X_2)	
1	A Qur'ataayyun	10	50	2500
2	Anita Lutfia	9	45	2025
3	Alfaraby	9	45	2025
4	Abd. Dzaky	8	40	1600
5	Arfandi	8	40	1600
6	Hikmaliani	9	45	2025
7	Hilma nurhidayah	10	50	2500

No	Students	Pre-test Score		(X_2^2)
		Correct Answer	Score (X_2)	
8	Karmila	8	40	1600
9	Khaerunnisa	9	45	2025
10	Resky Aulia	16	80	6400
11	St. Hufairah aleza	10	50	2500
12	Sindi maulani	10	50	2500
13	Taskia Jamal	8	40	1600
14	Nur maulidah	13	65	4225
15	Nur maudyah	9	45	2050
16	Nur Masyita	8	40	1600
17	Nur Aisyah Amir	10	50	2500
18	Nur Azizah	11	55	3025
19	Najwa	14	70	4900
20	Muh. Nabil	9	45	2025
21	Muh. Nur Rizal	12	60	3600
22	Muh. Rayhan	10	50	2500
23	Malikul Mulki	8	40	1600
24	Minarni puspita	10	50	2500
25	Wahyuni	8	40	1600
26	Wildana	10	50	2500
27	Wahid Al Malik	9	45	2025
$\sum X$	265	1325	67450	

(Data' source: the students' score of the pre-test)

After knowing the students' score in pre-test, the writer classified the students' score on the following table:

Table 4.2. The Students' Classification Score in Pre-Test

(No.	Classification	Score	Frequency	Percentage
1.	Very good	80-100	1	4%
2.	Good	66-79	1	4%
3.	Fair	56-65	2	7%
4.	Poor	40-55	23	85%
5.	Very poor	≤ 39	0	0%

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

The data in the table above showed that in pre-test one student got very good score, one student got good score, two students got fair score, twenty-three got poor score and no one students got very poor score.

Firstly, the researcher calculated the mean score of there-test

$$X = \frac{\sum X}{N} = \frac{1325}{27} = 49,07$$

So, the mean score (X_1) of the pre-test is 49,07.

Based on the result of the pre-test, it showed that the result is 49,07 and from that analyzing, it could be seen that almost of the student's vocabulary was still low or lack because of the low score.

Secondly, the researcher calculated the standard score deviation of the pre-test.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{67450 - \frac{(1325)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{67450 - \frac{1755625}{27}}{26}}$$

$$SD = \sqrt{\frac{67450 - 65023.14}{26}}$$

$$SD = \sqrt{\frac{67450 - 2426.86}{26}}$$

$$SD = \sqrt{93,34}$$

$$SD = \mathbf{9,66}$$

Thus, the standard deviation of pre-test is 9,66

After determining the mean score (X_1) of pre test was 49,7 and standard deviation of the pre-test was 9,66 It had shown that the students' vocabulary was in lack category.

b. The Result of Post-test

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

Table 4.3. The Students' Classification Score in Post-Test

No	Students	Post-test Score		(X_2^2)
		Correct Answer	Score (X_2)	
1	A Qur'ataayyun	18	90	8100
2	Anita Lutfia	17	85	7225
3	Alfaraby	17	85	7225
4	Abd. Dzaky	15	75	5625
5	Arfandi	16	80	6400
6	Hikmaliani	16	80	6400
7	Hilma nurhidayah	17	85	7225
8	Karmila	16	80	6400
9	Khaerunnisa	18	90	8100
10	Resky Aulia	20	100	10000
11	St. Hufairah aleza	17	85	7225
12	Sindi maulani	17	85	7225
13	Taskia Jamal	16	80	6400
14	Nur maulidah	20	100	10000
15	Nur maudyah	17	85	7225
16	Nur Masyita	17	85	7225
17	Nur Aisyah Amir	18	90	8100
18	Nur Azizah	20	100	10000

No	Students	Post-test Score		(X_2^2)
		Correct Answer	Score (X_2)	
19	Najwa	20	100	10000
20	Mu h. Nabil	16	80	6400
21	Muh . Nur Rizal	19	95	9025
22	Muh. Rayhan	18	90	8100
23	Mal kul mulki	17	85	7225
24	Minarni puspita	18	90	8100
25	Wahyuni	15	75	5625
26	Wildana	18	90	8100
27	Wahid Al Malik	18	90	8100
Total	471	2334	206775	

After knowing the students' score in pre-test, the writer classified the students' score on the following table:

Table 4.4 The Students' Classification Score in Post-test

No.	Classification	Score	Frequency	Percentage
1.	Very good	80-100	25	93%
2.	Good	66-79	2	7%
3.	Fair	56-65	0	0%
4.	Poor	40-55	0	0%
5.	Very poor	≤ 39	0	0%

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

The table above shows that students' classification score and the rate percentage of frequency in post-test. Based on the data, is showed that Using color coded co-op cards is able to enhance vocabulary students because most of them got very good and good score.

a. Determining Mean Score of Post-Test

The following are the process of calculation to find out the mean score based on the calculation of students 'score in post-test table 4.4.

The first, to get the mean score of post-test, used formula:

$$X = \frac{\sum X}{N} = \frac{2335}{27} = 86,48$$

So, the mean score (X_2) of the post-test is 86,48.

Based on the result of the post-test, it showed that the result is 86,48 and from that analyzing, it could be seen that almost the students got very good score. It showed that color coded co-op cards is able to enhance students vocabulary.

The second, to get the standard deviation of post-test used, formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{216200 - \frac{(2334)^2}{27}}{27-1}}$$

$$SD = \sqrt{\frac{216200 - \frac{5447556}{27}}{26}}$$

$$SD = \sqrt{\frac{206775 - 201761,33}{26}}$$

$$SD = \sqrt{\frac{5013,67}{26}}$$

$$SD = \sqrt{192,83}$$

$$SD = \mathbf{13,88}$$

So, the standard deviation of post-test is **13,88.**

Table 4.5 The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	46,07	9,66
Post-test	86,48	13,88

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 46,07 (X_1) while the mean score of the post-test increased 86,48 (X_2). The standard deviation of pre-test was 9,66 while the standard deviation of post-test was 13,88.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that vocabulary mastery students have improvement after doing the learning process that used Color coded co-op cards in class room.

Table 4.6 The Rate Percentage of the Frequency Pre-test and Post-test.

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	80-100	1	25	4%	93%
2.	Good	69-79	1	2	4%	7%
3.	Fair	56-65	2	0	7%	0%
4.	Poor	40-55	23	0	85%	0%
5.	Very Poor	≤ 39	0	0	0%	0%
Total			27	27	100%	100%

The data of the table above indicates that the rate percentage of the pre-test. One student got very good (4%) and one student good score (4%), two students got fair score (7%), twenty-three students got poor score (85%), and no one got very poor score. The percentage in post-test that students got very good score was higher than the percentage in pre-test. It showed that students were able to enhance vocabulary after treatment by using Color coded co-op cards.

b. Determining the Significance by Calculating the T-Test Value

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

Table 4.7 The Worksheet of Calculation Score of Pre-test and Post-test

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	50	90	2500	8100	40	1600
2	45	85	2025	7225	40	1600
3	45	85	2025	7225	40	1600
4	40	75	1600	5625	35	1225
5	40	80	1600	6400	40	1600
6	45	80	1600	6400	35	1225
7	50	85	2500	7225	35	1225
8	40	80	1600	6400	40	1600
9	45	90	2025	8100	45	2025
10	80	100	5625	10000	20	400
11	50	85	2500	7225	35	1225
12	50	85	2500	7225	35	1225
13	40	80	1600	6400	40	1600
14	65	100	4225	10000	35	1225
15	45	85	2025	7225	40	1600
16	40	85	1600	7225	45	2025
17	50	90	2500	8100	40	1600
18	55	100	3025	10000	45	2025
19	70	100	4900	10000	30	900
20	45	80	2025	6400	35	1225
21	60	95	3600	9026	35	1225
22	50	90	2500	8100	40	1600

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
23	40	85	1600	7225	45	2025
24	50	90	2500	8100	40	1600
25	40	75	1600	5625	35	1225
26	50	90	2500	8100	40	1600
27	45	90	2025	8100	45	2025
Total	1325	2334	67450	206775	1030	40050

(Data' source: Calculate Score of Pre-test and Post-test

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{1030}{27} = 38.14$$

The calculation the t-test value:

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

$$t = \frac{38.14}{\sqrt{\frac{40050 - \frac{1030^2}{27}}{27(27-1)}}}$$

$$t = \frac{38.14}{\sqrt{\frac{40050 - \frac{1060900}{27}}{27(26)}}}$$

$$t = \frac{38}{\sqrt{\frac{40050 - 39292.59}{702}}}$$

$$t = \frac{38.14}{\sqrt{\dfrac{757.75}{702}}}$$

$$t = \frac{38.14}{\sqrt{107.94}}$$

$$t = \frac{38.14}{10.38}$$

$$t = \mathbf{3,67}$$

Thus, the t-test value is 3.67.

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

Df = N -1

Df = 27 – 1

Df = 26

<div align="center">Table 4.8 The Test of Significant</div>

Variable	T-test	T-table value
Pre-test and post-test	3,67	1.706

After obtaining the degree of freedom, the t-table at the degree of freedom 26 in significant degrees of 0.05 (5%), the table is 1.706. The following table showed that the t-test value was higher than t-table value ($3.76 \geq 1.706$). So, it indicated that there was significant difference between the students' pre-test and post-test result.

c. Hypothesis Testing

For the level significant (p) 5% and value of the table is 1.706, while the value of the t-test is 3.76. It means that t-test value is greater than t-table ($3.76 \geq 1.706$). Thus, it can be concluded that the students' vocabulary is significant better after

getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It has been found that Using Color Coded Co-op Cards is effective to Enhance vocabulary students at the seventh grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang.

B. Discussion

This part explained the discussion about the result findings that showed in the previous chapter. This section of this research will provide insight about English Vocabulary before and after treatment through Color Coded Co-op Cards and the improvement of students' Vocabulary Mastery after applying Color Coded Co-op Cards. It is based in the problem statement that exist in chapter I.

1. The improvement of the Students' Vocabulary Mastery through Color Coded Co-op Cards.

The Vocabulary through Color Coded Co-op Cards in improving the students' vocabulary mastery was success. The writer got the result from this research that through Color Coded Co-op Cards gave influence for the students in learning. From the finding shows that the mean score of post-test was higher than the mean score of pre-test. It concluded that using Vocabulary mastery through Color Coded Co-op Cards improved students' vocabulary mastery. To find out the statistical alternative hypothesis received between null hypothesis (Ho) and alternative hypothesis (H1), the writer applied t-test formula at the level of significant with the level significant (α) 5% and df = 26, and the value of the t-table is 1,706 while the value of t-test is 3,67, it can be concluded that the t-test is higher than t-table (3,67 >1,706). Thus, it means that the students' vocabulary mastery was significanly better after getting the

treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted.

Based on the findings above and the theory is the second chapter, the writer concluded that using Vocabulary through Color Coded Co-op Cards able to improve students' vocabulary mastery at SMPN 1 Mattiro Sompe Kabupaten Pinrang.

2. **Before and After using Color Coded Co-op Cards**

Before using Color coded Co-op cards based on the result finding, it found the students' vocabulary mastery was still low. The classification of students in vocabulary mastery a lot of students got fair and poor. It proved that students' vocabulary mastery is not good enough, the students were still lack of vocabulary.

By the result of it, the way to solve the problems was used one of several strategies to improve students' vocabulary mastery. Getting the treatment. The steps of this learning were the researcher started to find out how the implementation of Color Coded Co-op Cards improving the student's vocabulary, the researcher got some pieces of information from the student's activities in learning process.

There were Four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know student's ability in vocabulary introduced herself and gave information about her aim with the students made and the students' interest to do the next instruction of the researcher. Then, the researcher explains little about the material. After the researcher gave work pre test with consist 20 questions. It purposed to know the student's improvement in vocabulary before getting the treatment. In this case, the researcher checked at the students work at home. The researcher gave some correction on the students' paper that was not connecting with the main idea of the material.

On Monday, March 07th, 2021, In the first meeting the researcher will open the class and said greeting to the students. will absence the students in the classroom, and gave ta pre-test that 10 numbers essay and 10 numbers multiple choices. The researcher was welcome by the students. Next, the researcher continued to inform them that the researcher gave motivation to the students about the important of English as an International language before teaching process then researcher also gave information about her aim to do research at SMPN 1 Mattiro Sompe Kabupaten Pinrang.

On ThursdayMarch11th, 2021, In the second meeting researcher opened the class and said greeting to the students then absence the students in the classroom, the researcher introduced and applies how the procedure of method that applied on the classroom called "Color Coded Co-Op Card" to the students .The researcher asked the students to work in pair The researcher gave the theme of the vocabulary which are the things in the classroom vocabulary, after that The researcher called two students to come forward in the class. The researcher gave an example how to use the method with those two students. The researcher asked to the students to work same as the procedure that has been explained the researcher tell the students to work with their couples in their own chairs. The researcher reviewed every couples about the vocabulary that they have been practiced the researcher concluded.

On Monday March 15th 2021, In the third meeting the researcher opened the class and said greeting to the students. The researcher absence the students in the classroom the researcher asked the students to work in pair. The researcher gave a different theme of the vocabulary which are the parts of body. The researcher tell the

students to work with their couples the given material the researcher reviewed every couples about the vocabulary that they had been practiced. The researcher concluded.

On Thursday March 18th 2021, in the fourth meeting, the researcher opened the class and said greeting to the students. The researcher continued to absence the students in the classroom. After that, the researcher divided the students into some groups. The researcher gave different theme of the vocabulary which are profession. The researcher asked them to play a game. The researcher explained the procedure of the game. The researcher already provided ten difference pictures with two difference colors. The researcher asked every group to work as team well which every group should guess the picture and choose the right color position in every pictures. The researcher gave them some minutes to looked for the answers. The researcher asked the representing of every group to wrote their answers on the whiteboard. The researcher announced the winner. The researcher concluded the material.

On Monday March22th 2021, in the five meeting, the researcher opened the class and said greeting to the students. The researcher absence the students in the classroom. The researcher asked the students to work in pair. The researcher gave a different theme of the vocabulary which are family members. The researcher tells the students to work with their couples in their own chairs. The researcher reviewed every couples about the vocabulary that they had been practiced. The researcher will conclude the material.

On Thursday March 25th 2019, In the last meeting after the researcher gave treatment to the students, she gave a post-test at class VII.1 of SMPN 1 Mattiro Sompe Kabuaten Pinrang. The students were given the post-test to measure they're in vocabularies ability after the treatment. The post-test was 20 essays. The researcher

gave one point for each right answer and zero point for wrong answer. When the test was completed, the researcher collected the test and all the students was focused doing the test After the test finished, the researcher collected the paper and closing the class.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 46,07 After that, the researcher gave the treatment by using Color Coded Co-op Cards. The researcher looks the increasing students' in understanding the material. In the fourth meeting they can improve their vocabulary. The data in the table above shows that in post-test 1 student (4%) got very good score, 1 student (4%) got good score, 2 students (7%) got fair score, and 23 students (85%) got poor score, and none student got very poor score. It means that the students' vocabulary ability had improved through Color Coded Coded Co-op Cards.

The result after giving treatment through Color Coded Co-op Cards. There were data 25 students got very good score, 2 students got good score, no one students got fair score, and no one students got poor score. It means that the students' vocabulary has improved that using Color Coded Co-op Cards.

After doing four times of treatment on Saturday October, 19th, 2019 the researcher conducted a post-test. The post-test score showed that their significance different before giving treatment and after treatment. The mean score of the post-test was 86'48. The data analysis result is the Test value (3,67) was greater than the T-table value (1,706). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by Color Coded

Co-op Cards .it shows that the alternative hypothesis (Ha) is accept in the null hypothesis (Ho) is rejected.

After applying Color Coded Co-op Cards in teaching vocabulary game improvement to students' at SMPN 1 Mattiro Sompe Kabupaten Pinrang ,expecially at class VII.1, for example:

1. The students were easy memorize the vocabulary
2. The students were more enjoyable and fun to study English, because the material taught uses strategies that are appropriate to the conditions of students. Thus, making students' active in the learning process.
3. The students were able to improve their vocabulary and also the researcher gave some instruction that would help the students' when they answer the question.

The procedure of treatment, before the researcher gave the material, firstly the researcher explains how to enjoy in learning English process and also the researcher give time to the students to ask the researcher when they still not understand it.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The students were lazy to memorize because they think that English was difficult.
2. The students feel bored in the learning process.
3. The students were lack of motivation and awareness in learning English.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research Using color coded co-op cards to increase vocabulary mastery at the seventh grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang.

A. Conclusion

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

1. The using of Color Coded Co-op Cards to increase students' vocabulary mastery at the seventh grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang. T-test result in which the value of the t-test was 3.67 than t-table was 1.706 at the level significance and degree of freedom (DF) was 27.

2. From the result of pre-test, the researcher concluded that students' vocabulary was still low. The mean score of the pre-test was 49.07. After that, the researcher gave the treatment by using Color Coded co-op cards and the mean score of the post-test was 86.48. The data analysis result is the T-test value (3.67) was greater than T-table value (1.706). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by using Color Coded Co-op Cards. It shows that the alternative hypothesis (Ha) is accept in the null hypothesis (Ho) is rejected.

B. Suggestion

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

1. In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching in 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. The students should be more active and not afraid of making mistakes during teaching learning process.

4. The students should practice and measure their vocabulary in English, discussing with their friend if they have difficult in vocabulary and enjoy the vocabulary class.

5. Color Coded Co-op Cards could be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.

6. The teacher could use the result of student's response when finished teaching.

BIBLIOGRAPHY

AV, Martine and AJ.Thomson. A Practical English Grammar, Oxford: Oxford University Press, 1986.

Celce, Murcia Marianne. *Teaching English as Second or Foreign Language*, USA: Heinle & Heinle, 2000.

Collins, William.Webster's New Twentieth Century Dictionary, America: The United States of America, 1990.
.
Coxhead, Averil. *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, 2006.

Eungene, J Hall. *Grammar for Use*, Jakarta: Bina Rupa Aksara.
    Gay L.R, *Educational Research*, p. 331,1993.
Hiebert, Elfrieda H, and Michael L. Kamil, *Op.cit*.

Hiebert, Elprieda H. and Michael L. Kamil, *Teaching an Learning Vocabulary*: *Bringing Research to Practice*, USA: Lawrance Erlbaum Associates, Inc, 2005.

Lubis Ika Rahmadani."Improving Students Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of MTS Persatuan Amal Bakti (PAB) 1 Helvetia" (Unpublished Skripsi of State Islamic University Of North Sumatera Medan, 2017.

Lestari, Wiji. *Improving students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, 2013.

Miguel, kagan dan Dr. Spencer kagan.*" Kagan Cooperative Learning*, (San Clemente: Kagan publishing), 2009.

Muttadhidah, Neaty*,Improving Students' Vocabulary Through Vocabulary Card (A classroom action research in the first grade of MTs. Nurul Falah School at Pondok Ranji Ciputat Tangerang)".*

Nation, Paul. *New Ways in Teaching Vocabulary*, Alexandria: TESOL, 1994.

Ningrum, Timothi Rosita *The effective learning Color Coded Co-op Cardscooperative learning toward kanji learning.*
Oxford Dictionary. *Oxford Leaner's Pocket Dictionary*, New York: Oxford University Press, 2008.

Random House Webster's Collage Dictionary, America: United States of America, 2001.

Read, John *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, 2000.

Schmitt, Notbert. *Vocabulary in Language Teaching*, New York: Cambridge University Press, 2000.

Scrivener, Jim. *Learning Teaching* English*:* Heinemann Publishers Oxford, 1194.

Yuliana, Suregar Anita. *Improving Students' Vocabulary Mastery Through Crosswords Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, 2013.

APPENDICES

Appendix 1. Instrument of Test (Pre-test And Post-test)

	KEMENTRIAN AGAMA REPUBLIK INDONESIA
	INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE
	JURUSAN TARBIYAH

	Jl. AmalBakti No. 8 Soreang 911331	NAMA MAHASISWA : NOVIANTI
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI	NIM/ PRODI

: 15.1300.136/ PBI

JURUSAN   : TARBIYAH

JUDUL   : USING COLOR CODED CO-OP CARDS TO INCREASE   VOCABULARY

MASTERY AT THE SEVENTH GRADE SRUDENTS SMPN 1 MATTIRO SOMPE

KAB.PINRANG

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-tes dan post- test yang sama pada kelas VII yang dilengkapi dengan instruksi pada instrumen sebagai berikut:

Instrument of the pre-test

Nama :......................
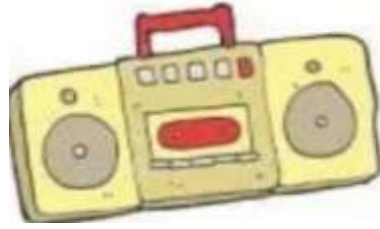
Class :......................

Direction :

1. After eating of dringking in the resturant, you give the bill to the....
   a. Waiter
   b. Waitress
   c. Cashier
   d. Manager

2. We often watch in....the evening
   a. Newspaper
   b. Radio
   c. Magazine
   d. Television

3. I often listen some news from the....
   a. Newspaper
   b. Radio
   c. Magazine
   d. Television

4. My mother ususally slices some meat with a....
   a. Stick
   b. Fork
   c. Knife
   d. Spoon

5. To protect your head you need....
   a. Sandals
   b. Clothes
   c. Hat
   d. Shoes

6. A man whoplays guitar is called....
   a. Vocalis
   b. Guitarist
   c. Pianist
   d. Drummer

7. What is your father's job....
   a. Doctor
   b. Farmer
   c. Postman
   d. Pilot

8. A makes some food...
   a. Teacher
   b. Doctor
   c. Chef
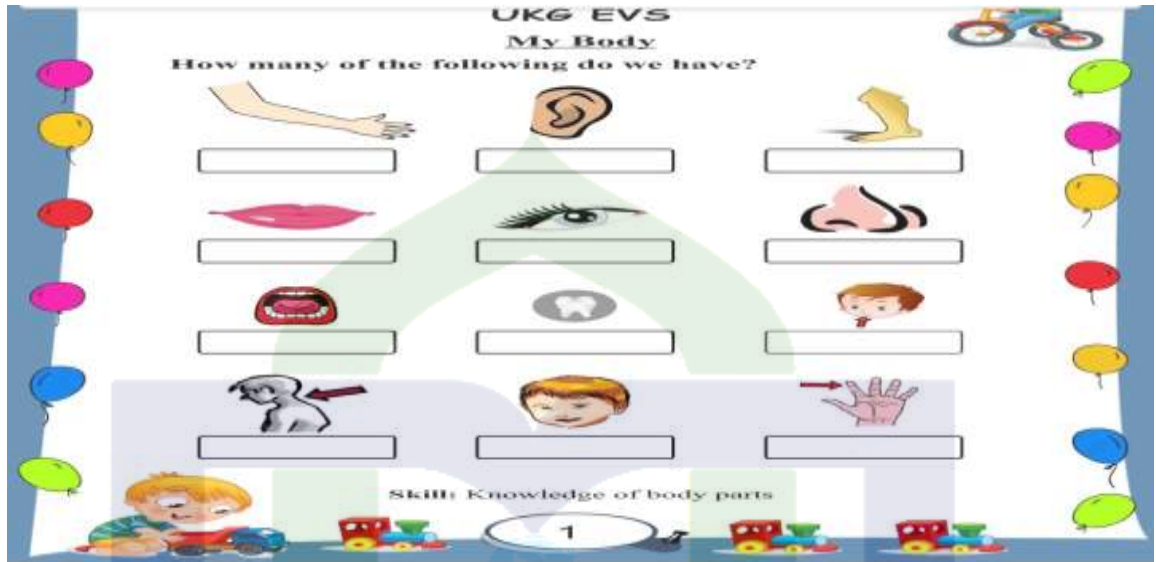   d. Lawyer

9. Cocacola,tea and milk they are called....
   a. Vagetables
   b. Food
   c. Fruits
   d. Dringks

10. Pizza, noodle and burger they are called....
    a. Vagetables
    b. Food

c. Fruits

d. dringks

UKG EVS
My Body
How many of the following do we have?

Skill: Knowledge of body parts

1

SOAL POST-TEST

1. What is the english of Jam ?

   Answer : _____

2. What is the english of papan tulis ?

   Answer : _____

3. What is the english of meja ?

   Answer : _____

4. What is the english of penghapus ?

   Answer : _____

5. What is the english of kursi ?

   Answer : _____

6. What is the english of bahu ?

   Answer : _____

7. What is the english of perut ?

   Answer : _____

8. What is the english of gigi ?

   Answer : _____

9. What is the english of alis?

   Answer : _____

10. What is the english of kulit ?

    Answer : _____

11. What is the meaning of Chashier?

    Answer : _____

12. What is the meaning of Farmer ?

    Answer : _____

13. What is the english of Police ?

    Answer : _____

14. What is the meaning Teacher ?

    Answer : _____

15. What is the meaning of Pilot ?

    Answer : _____

16. What is the meaning of Family ?

    Answer : _____

17. What is the meaning of Parents ?

    Answer : _____

18. What is the meaning of Grandfather ?

    Answer : _____

19. What is the meaning of Uncle ?

    Answer : _____

20. What is the meaning of Cousin?

    Answer : _____

Sekolah	:	SMPN 1 MATTIROSOMPE KAB.PINRANG
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	VII.1
Materi Pokok	:	Teks in teraksi terkait nama benda, pekerjaan, dan tempat di sekitar pendidik
Alokasi Waktu	:	8 x 40 menit (6pertemuan)

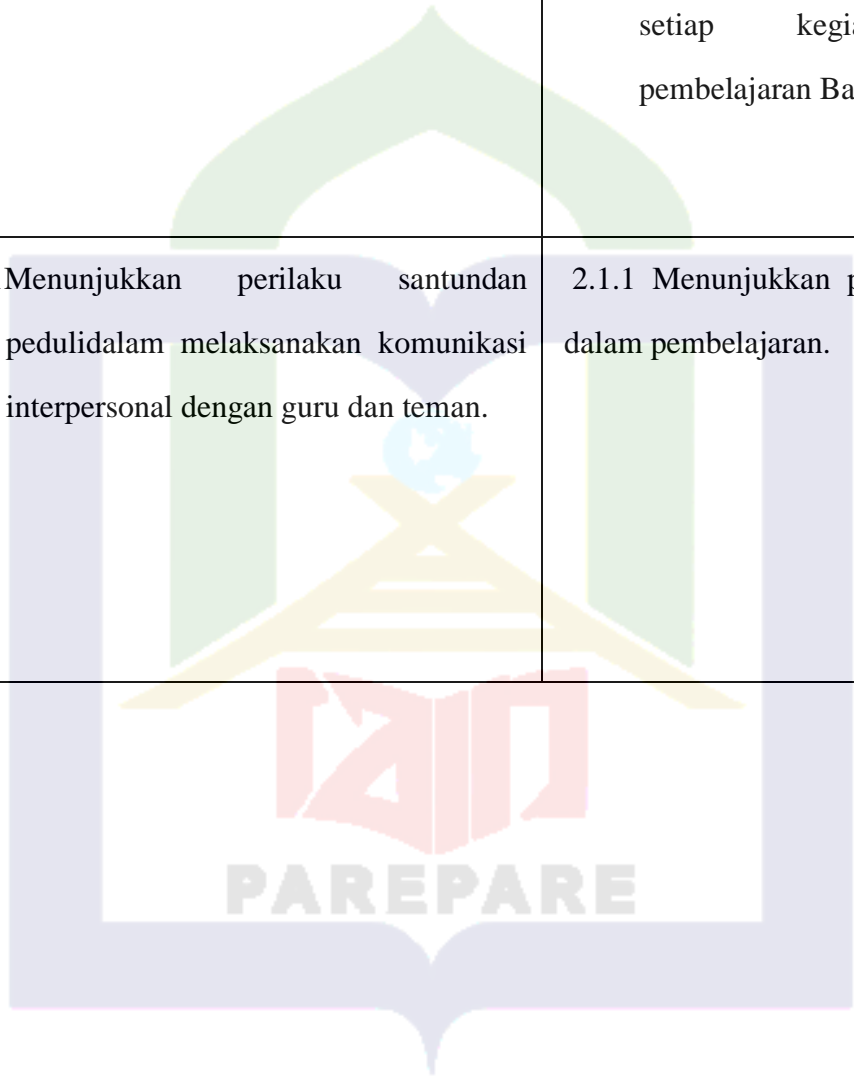## A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator

	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santundan pedulidalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan perilaku peduli dalam pembelajaran.

	3.1Mengidentifikasi fungsisosial , strukturteks, dan unsur kebahasaan teks interaksi transaksi onallisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari , sesuaidengankontekspenggunaanya (perhatikanunsurkebahasaandankosakatat erkait article a dan the, plural dan singular.)	3.1.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda jumlah dan letaknya dengan kehidupan sehari-hari. 3.1.2 Mengidentifikas iungkapan yang di gunakan untuk menyebutkan nama benda.
	4.1Menyusun teks interaksi transaksi onallisan dan tulis denga tsangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkai tnama dan jumlah binatang, benda, danbangunan public yang dekatdengankehidupansiswasehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur teks kebahasaan terkait article a dan the, plural dan singular)	4.1.1Mengidentifikasinamabenda, jumlah, danletakdengankehidupansiswa sehari- hari 4.1.2Menirukan ungkapan untuk menyebutkan nama benda 4.1.3 Membuat kalimat sederhana dengan menggunakan nama benda.
`		

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswadapat:

1 Mengamati ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

2. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

3. Mengidentifikasinamabenda, jumlahdanletaknya yang dekatdengankehidupansiswasehari-hari.

4. Menirukanungkapanuntukmenyebutkannamabenda,   jumlah,   danletaknya   yang dekatdengankehidupansiswasehari-hari.

5. Membuat kalimat pendek

Dalam menggunakan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

D. Materi Pembelajaran

Mengenalkan, mengidentifikasi benda, jumlah, dan letaknya yang dekat dengan kehidupan sehari-hari peserta didik.

1. **Fungsi Sosial dari ungkapan**:

Membanggakan, mengenalkan, mengidentifikasi, mengkritik, dsb nya.

2. **Struktur Teks (gagasan utama dan informasi rinci)**
    - ☐   (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)
    - ☐   *It's my cricket.*
    - ☐   *They are my books.*
    - ☐   *Are they your toys? Which one is your book?*
    - ☐   *How many cows do you have?*
    - ☐   *The hospital is near the post office.*
    - ☐   *The police station is in the corner.* dan semacamnya.

3. **Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:**
    - (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: *hen*, *chicks*, *house lizard*, *dragon fly*, *cockroaches*, *mosquitoes*.
    - (2) Nama bangunan umum: the post office, the bank, the hospital.
        a *What? Which one? How many?*
    - (4) Penyebutan kata benda singular dengan *a* dan *the*, dan plural *(-s).*
    - (5) Kata ganti it, *they*, *this*, *that*, *those*, *these*.

(6) Ungkapan *There is/are..., Are there ...?*

(7) Kata kerja yang menunjuktindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play,get, take,* dan sebagainya.

(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

E. Metode Pembelajaran

1. MetodeIlmiah

2. CLT

3. Color Coded Co-op Cards

F. Media, Alat, dan Sumber Pembelajaran

1. Media

   a. daftar kosa kata

   b. kartu-kartu

   c. spidol warna

2. SumberBelajar

   a.Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
   b.Lingkungan sekitar: Benda yang ada dilingkungan sekitar sekolah.

G. Langkah-langkah Kegiatan Pembelajaran
1. Pertemuan Pertama

a. Pendahuluan (10 menit)

1) Guru memberisalam (*greeting*);

2) Guru memeriksakehadiransiswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru mengajukantentangkaitanantarapengetahuansebelumnyadenganmateri yang akandipelajari;

5) Guru menjelaskantentangtujuan pembelajaran atau kompetensi dasar yang akandicapai;

6) Guru menyampaikancakupanmateridanuraiankegiatansesuaisilabus.

b. Inti (40 menit)

   1) Mengamati

   a.   Guru memberikan soal pre-test kepada siswa-siswa.

   b.   Guru menutup kelas.

a. Pendahuluan (10 menit)

   1) Guru membuka kelas dan mengucapkan salam kepada siswa.

   2) Guru memeriksakehadiransiswa

   3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti
       proses   pembelajaran

   4) Guru meminta siswa untuk bekerja secara berpasangan.

b. Kegiatan inti (40 menit)

   1) Mengamati

       a)   Guru memberikan materi yang berbeda tentang kosa kata yang ada d dalam kelas.

       b)   Guru membagi siswa secara berpasangan.

       c)   Siswa diberikan waktu 10 menit untuk menghafalkan kosa kata dan artinya..

2) Mengkomunikasikan

       a) Setiap siswa mempresentasikan hasil kerjanya.

c. Penutup (10 Menit)

   1) Guru membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

   2) Guru memberikan motivasi kepada siswa untuk selalu berlatih.
   3) Guru menutup kelas.

Pertemuanke 3

a. Pendahuluan (10 menit)

   1)   Guru member salam (*greeting*);

2) Guru memeriksakehadiransiswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru

memberi motivasi belajar siswa secara kontekstual sesuai manfaatdan aplikasi materi ajar dalam kehidupan sehari-hari, denganmemberikan contoh dan perbandingan lokal, nasional daninternasional;

5) Guru memberikan review tentang materi sebelumnya.

b. Inti (40 menit)

1) Mengamati

a   Guru membagi siawa dalam beberapa kelompok.

b. Guru memberikan tema kosa kata tentang bagian-bagian tubuh.

c. Guru menyebutkan kosa kata tersebut sebelum memainkannya.

d. Peserta didik meniru apa yang di ucapkan oleh guru.

e. Guru membenarkan setiap pengucapan yang salah.

2) Mencoba

a) Setiap perwakilan kelompok secara bergantian memasangkan setiap kosakata beserta artinya.

c. Penutup (10 Menit)

1) Guru membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru memberikan motivasi kepada siswa untuk selalu berlatih.

3) Guru menutup kelas.

Pertemuanke 4

a. Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksakehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

b. Inti (40menit)

1) Mengamati

a Guru membagi siswa menjadi dalam beberapa kelompok.

b. Guru memberikan tema kosa kata yang berbeda tentang Propesi.

c. guru meminta siswa bekerja dengan pasangannya di mejanya masing-masing

d. guru mengulangngi setiap pasangan tentang kosa kata yang telah di pelajari.

c. Penutup (10 Menit)

1) Guru membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru memberikan motivasi kepada siswa untuk selalu berlatih.

3) Guru menutup kelas.

.

Pertemuanke 5

a. Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksakehadiransiswa

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru

memberi motivasi belajar siswa secara kontekstual sesuai manfaatdan aplikasi mat

eri ajar dalam kehidupan sehari-hari, denganmemberikan contoh dan perbandingan lokal, nasional daninternasional;

5) Guru memberikan review tentang materi sebelumnya.

b. Inti (40 menit)

1) Mengamati

a Guru memberikan beberapa kosakata tentang anggota keluarga.

c. Peserta didik mengamati.

3) Mengumpulkan informasi

a) Peserta didik mengidentifikasi setiap arti.

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan motivasi untuk memperaktikkan kemampuan bahasa inggris peserta didik.

Pertemuanke 6

a. Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksakehadiransiswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru

memberi motivasi belajar siswa secara kontekstual sesuai manfaatdan aplikasi mat

eri   ajar   dalam   kehidupan   sehari-hari, denganmemberikan contoh dan perbandingan lokal, nasional daninternasional;

5) Guru memberikan review tentang materi sebelumnya.

b. Inti (40 menit)

1) Mengamati

a Guru memberikan soal pre-test berdasarkan apa yang telah dipelajari pada pertemuan-pertemuan yang lalu.
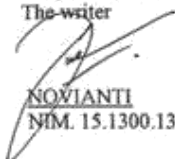
c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan motivasi untuk memperaktikkan kemampuan bahasa inggris peserta didik

H. Penilaian

1. TeknikPenilaian: Testertulis

2.InstrumenPenilaian: Testertulisdalambentuksoal.

  Penilain di lakukandengancaramenghitungjumlahjawaban yang benar.

Parepare, June 28th 2021
The writer

NOVIANTI
NIM. 15.1300.136

Appendix 3, Documentation

The students introduce self

The teacher give example to students how tou use color coded co-op cards

The Researcher formed Groups

Appendix $, Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.711/In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
    Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Novianti
Tempat/Tgl. Lahir	: Sarempo, 07 Desember 1996
NIM	: 15.1300.136
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: XII (Dua Belas)
Alamat	: Desa Mattombong, Kec. Mattiro Sompe, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"Using Color Coded Co-Op Cards To Increase Vocabulary Mastery At The Seventh Grade Of SMPN 1 Mattiro Sompe Kab. Pinrang "

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.
Demikian permohonan ini disampaikan atas perkenan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 04 Maret 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0106/PENELITIAN/DPMPTSP/03/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 09-03-2021 atas nama NOVIANTI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0198/R/T.Teknis/DPMPTSP/03/2021, Tanggal : 12-03-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0106/BAP/PENELITIAN/DPMPTSP/03/2021, Tanggal : 12-03-2021

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
3. Nama Peneliti : NOVIANTI
4. Judul Penelitian : USING COLOR CODED CO-OP CARDS TO INCREASE VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 1 MATTIRO SOMPE KAB. PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : KELAS VII.1 SMPN 1 MATTIRO SOMPE KAB. PINRANG
7. Lokasi Penelitian : Kecamatan Mattiro Sompe

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 12-09-2021.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 12 Maret 2021

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 MATTIROSOMPE
Alamat : Jln. Pancasila No. 3 Langnga Kode Pos 91261 Tdp. 5914327 e-mail : SMPnegeri1mattirosompe@gmail.com

SURAT KETERANGAN
Nomor : 412/ 056/ UPT.SMP.1/ 2021

Yang bertanda tangan dibawah ini :

Nama	: **DALLE,S.Pd.M.Si**
NIP	: 19671231 199412 1 012
Pangkat / Gol.Ruang	: Pembina Tk.I / IVb
Jabatan	: Kepala UPT.SMP Negeri 1 Mattiro Sompe

Menerangkan bahwa ;

Nama	: **NOVIANTI**
NIM	: 15.1300.136

Benar bahwa telah mengadakan Penelitian di UPT.SMP Negeri 1 Mattiro Sompe dengan judul
" *USING COLOR CODED CO-UP CARDS TO INCREASE VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 1 MATTIROSOMPE*" yang pelaksanaannya pada tanggal 17 Maret 2021

Demikian surat keterangan ini berikan untuk dipergunakan sebagaimana mestinya.

Langnga,16 April 2021
Kepala UPT.SMPN 1 Mattiro sompe

DALLE,S.Pd.M.Si
NIP. 19671231 199412 1 012

CURRICULUM VITAE

NOVIANTI. The writer was born in Pinrang, December 7th 1996. She is the first child from two children in the family, she has one brother. From the couple, Burhan Razak and Norma.

She began her study in Elementary School at SDN 205 Cengkong and graduated on 2009. In the same year, she continued her studying in junior high school, she studied at SMP Negeri 1 Mattiro Sompe Kabupaten Pinrang and finished her Junior High School on 2012. After that, she continued her studying in high school, she studied at SMA Negeri 3 Pinrang and graduated on 2015. In the same year she continues her study

at State Islamic College (IAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On 2021, she completed her skripsi under the title "Using Color Coded Co-op Cards to IncreaseVocabulary Mastery at the Seventh Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang.