

AN UNDERGRADUATE THESIS

**USING COMMUNITY LANGUAGE LEARNING METHOD TO
INCREASE VOCABULARY MASTERY AT THE SEVENTH
GRADE OF MTS GUPPI 02 UNTORO**

By :

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English Education Department



STATE ISLAMIC INSTITUTE OF METRO

1438 H / 2017 M

**USING COMMUNITY LANGUAGE LEARNING METHOD TO
INCREASE VOCABULARY MASTERY AT THE SEVENTH
GRADE OF MTS GUPPI 02 UNTORO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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ABSTRACT

USING COMMUNITY LANGUAGE LEARNING METHOD TO INCREASE VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS GUPPI 02 UNTORO

By:

SULASTRI

This research is aimed to know whether Community Language Learning Method can increase vocabulary mastery or not and to discuss how Community Language Learning Method increase vocabulary mastery at the seventh grade of MTs Guppi 02 Untoro. This research is based on the last observation result that the learning process and students' vocabulary score have been active through Community Language Learning Method.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in vocabulary mastery. The CAR design used in this research is KemmisMc Taggart's design. It consists of four phases: planning, acting, observing, and reflecting. This research was conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research is the students of class VII of MTs Guppi 02 Untoro. In collecting the data, this research used test, observation, and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of Community Language Learning Method to increase vocabulary mastery is success because the criteria of success was achieved. This research will be called success if there is 80 % or more of students who passed the minimum standard criteria 70 and there is increase in learning activity. The result show that there were 83, 33 % of students who passed the minimum standard criteria in the post-test 2. Before the action was conducted, there were just 10 % of students who passed the minimum standard criteria in the pre-test. Besides that, the significant increase can be seen from the students' learning activity. They seem more active during teaching learning process. Based on the result mentioned before, the researcher suggests that the English teacher should implement Community Language Learning Method to increase the students' vocabulary mastery.

ABSTRAK

MENGGUNAKAN METODE COMMUNITY LANGUAGE LEARNING UNTUK MENINGKATKAN PENGUASAAN VOCABULARY SISWA KELAS 7 MTS GUPPI 02 UNTORO

OLEH:

SULASTRI

Penelitian ini bertujuan untuk menunjukkan bahwasanya metode Community Language Learning dapat meningkatkan penguasaan vocabulary siswa atau tidak dan juga bertujuan untuk mendiskusikan bagaimana metode Community Language Learning dalam meningkatkan penguasaan vocabulary siswa kelas 7 MTs Guppi 02 Untoro. Penelitian ini berdasarkan pada hasil penelitian terahir yang menyatakan bahwa proses pembelajaran berjalan secara aktif dan nilai vocabulary siswa meningkat melalui metode Community Language Learning.

Penelitian ini masuk dalam kategori penelitian tindakan kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam vocabulary. Desain penelitian tindakan kelas yang digunakan dalam penelitian ini adalah desain dari Kemmis MC Taggart. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas 7 MTs Guppi 02 Untoro. Metode yang digunakan dalam mengumpulkan data adalah tes, observasi, dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan metode Community Language Learning Method dapat dikatakan berhasil dalam meningkatkan penguasaan vocabulary karena criteria keberhasilan telah tercapai. Penelitian ini dapat dikatakan berhasil jika 80 % atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa 83, 33 % siswa dapat mencapai KKM dalam post-test 2. Sebelum penelitian dilakukan, hanya ada 10 % siswa yang dapat mencapai KKM pada pre-test. Selain itu, peningkatan yang signifikan dapat dilihat dari aktifitas belajar siswa. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyarankan bahwa guru bahasa inggris seyogyanya dapat menerapkan metode Community Language Learning untuk meningkatkan penguasaan vocabulary siswa.



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Assalamua'alaikum Warahmatullahi Wabarakatuh

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be examined on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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The Undergraduate Thesis entitled: Using Community Language Learning to Increase Vocabulary Mastery at The Seventh Grade of MT's Guppi 02 Untoro. Written by Sulastri, Student Number 13108497 English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 5th, 2017 at 13.00- 15.00 p.m.

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

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As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that she could accomplish this undergraduate thesis. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in th21e world who has led us from the darkness to the lightness.

This undergraduate thesis entitles “Using Community Language Learning Method to Increase Vocabulary Mastery at the Seventh Grade of MTs Guppi 02 Untoro”. The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd.) in English Department.

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The researcher do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful

benefit especially for our campus and all of the readers generally in improving language learning.

Metro, June ,2017
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DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved father Wasimin and my beloved mother Supinah, who always pray me, give me support and guidance to be success in my study. I love you and you are my spirit in my life. My beloved brothers Suhardi, Supriadi, Sugianto and Suherman and my beloved sister Sri Subekti that do not ever leave me because I need your support and thanks for your care.

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My Alamamater IAIN Metro. The place where I got much knowledge and good experience.

MOTTO

“Read in the Name of your lord who created”

(Qs. Al-Alaq: 1)

“A Person who never made a mistake never tried anything new“

(Albert Einstein)

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a set of rules used by human as a tool of their communication. Language and human being cannot be separated. Human needs language to utterance their feeling and thought each other both spoken and written language. So, people can communicate and exchange their ideas to others.

As we know that English is an international language, where many countries use it as a formal language. In Indonesia, English is taught as a foreign language. So English becomes familiar as the international language and also used in formal education.

Nowadays, the ability to comprehend English is a necessary for millions of people. There are four skills of English should be mastered by the students. The four skills are reading , listening, speaking, and writing. Besides that vocabulary, grammar, spelling, and pronunciation are language components should be learned also by the students who want to master English. Furthermore, mastering vocabulary is very important because by mastering vocabulary people will know the meaning of word, the use of word, spelling and pronunciation. Without vocabulary, people cannot say anything in English. People with rich vocabulary are more proficient in language skills rather than people that have low vocabulary.

In fact, most English teachers found difficulties to teach their students. They must determine the appropriate strategies for teaching with suitable materials. A method of learning is a very essential role in supporting the success of teaching and learning process. The students will more difficult in learning English when the method that used by the teachers are not appropriate in English teaching. Especially in junior high school, most of the students find difficulties in memorizing the vocabulary. Beside that there are many students not paying attention to the teacher who is teaching in front of the class. It is a big problem that is faced by the English teacher.

Based on the data pre-survey, the researcher found that most of students at Mts Guppi 02 Untoro got problem in vocabulary mastery. There are some problems why the students feel difficult to learn English especially vocabulary. The data can be known as follow:

Table 1.
The Data Vocabulary Mastery of Pre-Survey on October 20th, 2016 at the Seventh Grade of MTs Guppi 02 Untoro.

No	Score	Category	Number of Students	Percentage
1	≥ 70	Passed	5	17 %
2	< 70	Failed	25	83 %
Total			30	100 %

Source: The English teacher's archives, taken on the pre-survey at October 20th, 2016.

Based on the data above , from the 30 students at the seventh grade of MTs Guppi 02 Untoro, it can be seen that the level of the students vocabulary mastery were low. The total subject of the research were 30 students, only 5 students with percentage 17 % were passed, and 25 students with percentage 83 % were failed. The researcher thinks it is important to try a new method as an effort in that school to increase the students' vocabulary mastery. That is why the researcher wants to create a good atmosphere in the classroom, selects the relevant materials and applies the suitable method in order to make the students can increase their vocabulary mastery.

A method of learning is an important aspect in teaching learning process. By a good method, the students are easy to understand English. One of the methods to teach vocabulary is Community Language Learning Method. Community Language Learning Method is a kind of methods in language learning where the learners become members of community. In Community Language Learning Method, the students are more motivated in learning English because they can be put in lines facing each other for pairwork discussion. The learners are easier to memorize the meaning of words because the other learners mentioned the words repeatedly. The researcher will apply Community Language Learning Method at the seventh grade of MTs Guppi 02 Untoro. The researcher assumes that Community Language Learning Method can be used to make the students interested and motivated to learn vocabulary. The researcher hopes that the students' vocabulary mastery will increase.

Based on the problems above, the researcher was conducted the classroom action research, which focused on “Using Community Language Learning Method to Increase The Students’ Vocabulary Mastery at The Seventh Grade of MTs Guppi 02 Untoro in The Academic Year 2016/2017”.

B. Problem Identification

Based on the background of the study above, the researcher can identify some problems as follows:

1. The students find difficulties in memorizing the vocabulary.
2. The students have low motivation.
3. The students have low ability in interpreting the sentence.
4. The students have poor vocabulary.
5. The students do not interest with the method used in teaching.

C. Problem Limitation

Based on the problem identification above, the researcher just focuses on the students find difficulties in memorizing the vocabulary. So the researcher limits the problem on using Community Language Learning Method to increase the students’ vocabulary mastery at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017.

D. Problem Formulation

Based on the background of the study and problem identification above, the researcher formulates the problems in this research as follows:

1. Can Community Language Learning Method increase the students' vocabulary mastery at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017?
2. Can Community Language Learning Method increase the students' learning activities at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017?

E. Objective and Benefit of The Study

1. Objective of The Study

Based on the problem formulation above, so the objective of the study as follows:

- a. To show that Community Language Learning Method can increase the students' vocabulary mastery at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017.
- b. To show that Community Language Learning Method can increase the students' learning activities at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017.

2. Benefit of The Study

After doing this research and finding the results, the researcher hopes that it will be useful:

a. For The English Teacher

As the information for the English teacher, that Community Language Learning Method can be affective to increase the students' vocabulary mastery.

b. For The Students

As the motivation for the students in learning English in order to increase the students' vocabulary mastery.

c. For The Headmaster

As the information for the headmaster to develop teachers' achievement, especially English teacher.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Concept of Vocabulary Mastery

1. The Definition of Vocabulary

According to Elfrieda, vocabulary is the knowledge of meanings of words.¹ It means that vocabulary is a branch of science which involves the process of learning in context to get the meaning of words.

Meanwhile Caroline states that language consist of word, vocabulary is the collection of words that an individual known.² It means that vocabulary is a list of words which have to learn by people to express their feeling and ideas. If we want to learn language especially English, we have to study vocabulary first because vocabulary is the first step or beginnings when we learn language.

Furthermore, According to John vocabulary is an inventory of individual words, with their associated meaning.³ In other word vocabulary is the basic element of language which will make the language meaningful.

Vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms.⁴ In other word vocabulary consist of oral vocabulary, print vocabulary, receptive

¹ Elfrieda h. Hiebert, michael I. Kamil, *Teaching and learning vocabulary*, (london: lawrence erlbaum associates publishers, 2005), p. 3.

² Caroline, T Linse, *Practical English Language Teaching, Young Learner*, (New York: McGraw-Hill Companies, 2005), p. 121

³ John Read, *Assesing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 16

⁴ PREL, *A Focus On Vocabulary*, (Hawai: Regional Educational Laboratory at Pacific Resources for Education and Learning, 2004), p. 5.

vocabulary, and productive vocabulary. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Receptive vocabulary includes words that we recognize when we hear or see them. While productive vocabulary includes words that we use when we speak or write.

Vocabulary mastery is always being an essential part of English. According to Thomas, mastery is a term that all educators use and believe they understand well.⁵ While Mosher in Thomas states that mastery is simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered.⁶

From the definition above the researcher concludes that vocabulary mastery is a skill to understand the list of words and their meanings of language. Mastering vocabulary is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English.

2. The Kinds of Words

According to David, words are traditionally allocated to one of the following range of word classes: noun, pronoun, article, verb, adjective,

⁵ Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery", *Educational Leadership*, Volume 71/ December 2013/January 2014, Number 4, p. 1

⁶ Ibid.

adverb, preposition, conjunction, interjection and determiner.⁷ It is important to remember that even though noun is important, vocabulary is more than just noun. As a teacher it is important to include verb, adjective, adverb, and preposition as apart vocabulary curriculum.⁸

There are some words in a sentence and those collections of words include to the vocabulary because the words are a list or collections of words arranged in alphabetical order. According to Miller, there are two kinds of words such as: Lexical or content word and grammatical or function word.⁹

a. Content word

There are some kinds of content words, such as:

1) Noun

According to Charles, noun is the name of person, place or thing.

a) Person

Person like man, woman, community, baby, people, police, soldier, nurse, the twin, etc are nouns.

b) Place

Place may refer to all kinds of places, including common name, such as city, Island, earth, month, river, office, house, sea, planet, etc, and proper name such as Bali, Japan, Sumatra, Australia, New

⁷ Morley, G. David, *Syntax in Functional Grammar, an introduction to lexicogrammar in systemic Linguistics*, (London: Biddies Ltd, 2000), p. 31

⁸ Caroline, T Linse, *Practical English.*, p. 121

⁹ Jim Miller, *An Introduction to English Syntax* , (Edinburgh : Edinburgh University Press Ltd, 2002), p. 35

York, England, Everest, Red Sea, Atlantic, Venus, Hilton Hotel, etc.

c) Thing

Thing includes something that substantively exist whether it is solid or liquid such as animal, sugar, oil, water, tree, car, food, etc. Many kinds of gases such as air, smoke, steam, etc. Furthermore something which substantively doesn't exist but it is conceptually understood and has a particular quality such as ideology, religion, dream, behavior, concept, feeling, expectation, sound, truth, appearance, news, profession, etc.

2) Verb

Verb is a word that show name of action by people. For example think, get, come, go, etc. There are some kinds of verbs as follows:

a) Action verb

Action verb tells what someone or something physically or mentally does or do. An action verb is transitive if it has an object.

b) Linking verb

A linking verb is a verb used to link a noun that functions as a subject with another noun or adjective which located in the predicate of the sentence. In some cases, linking verb helps to make a statement.

3) Adjective

Adjective is a word that modifies a noun or a pronoun. (To modify is to limit or point out or describe: *that* book; *another* chance; *the blue* ribbon).¹⁰

The examples:

- a) Ita has short hair.
- b) She is a beautiful student in this class.

4) Adverb

Adverb is a word that explain how the job is done, where is the place, when the events are happened. There are some kinds of adverb as follows:

- a) Adverb of Manner

Example: He runs quickly.

- b) Adverb of Place

Example: She writes a letter on a piece of paper.

- c) Adverb of Time

Examples: Today we are very busy.

b. Function Word

Function word or grammatical word is the word that have little lexical meaning or have ambiguous meaning, but it serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker. Each function word either gives

¹⁰ Philip Gucker, *Essential English Grammar*, (New York: Dover Publications, 1966), p.

some grammatical information on other word in a sentence or clause, and cannot be isolated from other word. There are some kinds of function words as follows:

1) Preposition

Preposition is a word that show relationship between noun, pronoun and other words at the sentence. The example: She go to the market before I come home.

2) Pronoun

A pronoun can replace a noun or another pronoun. The examples:

a) This is my bag.

b) He is my father.

3) Auxiliary verb

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions.

The kinds of auxiliary verbs as follows:

a) To be : (being, been, am, is, are, was, and were)

To do : (does and did)

Have : (has and had)

b) Modal auxiliary (can, shall, will, may, must, ought to, could, should, would, might, had to)

4) Conjunction

Conjunction is word that used to join word and word, expression and expression, sentence and sentence, etc. The example: I like my pillow but I prefer my doll.

5) Determiner

Determiner is a word that give detail to nouns. McCarthy states that determiner includes: the, a, an, some, any, that, this etc.¹¹

From the explanation above, the researcher concludes that there are many kinds of words such as: noun, verb, adverb, adjective, preposition etc. The words are important to be classified because the function in the sentence is different. The English learner must understand the classification of words in order they can make a good sentence.

3. The Importance of Vocabulary

Vocabulary is the element of language that should be learnt and taught. The ability to master vocabulary is very crucial. It will be hard to master language without mastering or understanding a certain number of vocabularies. Caroline states that vocabulary development is an importance aspect of language development and the research that has been conduct in recent years is very exciting.¹² It means that vocabulary is one key to increase the English achievement. Students who have many vocabularies are

¹¹ Andrew Carstairs-McCarthy, *An Introduction to English Morphology Words and Their Structure*, (Edinburgh: Edinburgh University Press Ltd, 2002), p. 37

¹² Caroline, T Linse, *Practical English* ., p. 122

easier in their study and learning process. Without good vocabulary mastery, students will face some difficulties in their study.

Furthermore, River in David Nunan states that acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.¹³ It makes vocabulary becomes the basic element to master the four language skills, such as: listening, reading, speaking and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

4. The Problems of Teaching and Learning Vocabulary

According to Thornbury, there are some factors that make words difficult to learn, such as: Pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity.¹⁴

Furthermore Berne and blachowicz state that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.¹⁵

¹³ David Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p. 117

¹⁴ Scott Thornbury, *How to Teach Vocabulary*, (Longman: Pearson Education Limited, 2002), p. 27-28

¹⁵ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught", *International Journal Of Teaching And Education*, (Saudi Arabia), Vol. Iii, No. 3 / 2015, p.21

Meanwhile according to Johnston in David Nunan, there are several difficulties in teaching and learning vocabulary such as:

- a. The learners have great difficulty learning at one time set of items that are closely related (such as pronoun).
- b. In the same way, lexical opposite such as narrow / broad introduced in the same lesson.
- c. The learners tend to equate a single form with a single function.¹⁶

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course.¹⁷ While James states that words can vary in all sorts of ways.¹⁸ It can vary in the sounds and letters that make it up. It also differ in its length, how the sounds and letters are allowed to combine and how similar it is to a learner's native language. It can differ in how they are allowed to change and make derived or inflected forms, such as plurals and past tenses. So, it makes vocabulary difficult to learn.

¹⁶ David Nunan, *Language Teaching.*, p 129

¹⁷ David Nunan, *Practical English Language Teaching, First Edition*, (New York: McGraw-Hill Companies, 2003), p. 135

¹⁸ James Milton, *Measuring Second Language Vocabulary Acquisition*, (Great Britain: Short Run Press Ltd, 2009), p. 22

5. The Assessment of Vocabulary Mastery

According to John vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested.¹⁹

Meanwhile Schmitt states that in the classroom, vocabulary achievement tests usually try to measure how many words students know from the subset of words they studied. After the words to be tested have been chosen, the next step is to decide which aspects of those words will be tested. Perhaps the first decision to be made is whether to measure the size of a student's vocabulary (breadth of knowledge) or test how well he knows individual words (depth of knowledge). Until recently, almost all vocabulary tests measured vocabulary size.²⁰ There are some types that are convenient to use for vocabulary testing includes multiple-choice, completion, translation, and matching. These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items particular have been commonly used in standardized tests.

However, Nation has pointed out that a person must know more than just a word's meaning in order to use it fluently. He lists eight kinds of native-speaker word knowledge: knowledge of a word's meaning, spoken form, written form, grammatical patterns (part-of-speech and derivative forms), collocations (other words which naturally occur together with the target word in text), frequency, associations (the meaning relationships of

¹⁹ John Read, *Assesing Vocabulary.*, p. 2

²⁰ Norbert Schmitt, *Vocabulary Testing: Questions for Test Development With Six Examples of Tests of Vocabulary Size and Depth* (Japan: Minatogawa Women's College,), p. 2-3

words. Example: *diamond - hard, jewelry, weddings*), and stylistic restrictions (such as levels of formality and regional variation).²¹

While Stahl states that the assessments of vocabulary may be emphasize the measurement of vocabulary breadth and vocabulary depth. Vocabulary breadth refers to the quantity of words for which students may have some level of knowledge. While vocabulary depth refers to how much students know about a word and dimensions of word learning addressed previously.²²

According to Butcher there are several levels of language proficiency of English language learners such as: beginners, intermediate, and advance. Beginner level students' will begin by amassing a receptive vocabulary, whereas their productive vocabulary class will be limited to non-verbal responses. The intermediate level students' language will begin with one, to word responses and progress to simple phrase and sentence replies. To maintain conversation they will need approximately 2,000 words. The students at the advanced level have navigated through and beyond interlanguage use, are clearly coordinate bilingual capable producing multiple sentence responses and engaging in connected discourse, but only on topics of concrete nature. Advanced level ELLs are considered fluent speakers of English but their productive English vocabulary consist of 2,000 to 7,000 words compared to fluent English speakers who posses

²¹ Nation, I.S.P, *Teaching and Learning Vocabulary*, (Rowley, MA: Newbury House, 1990)

²² Katherine A Dougherty Stahl, *Contemporary Classroom Vocabulary Assessment for Content Areas*, (International Reading Association, 2010), p. 568-569

10,000 to 100,000 words. Yosida in Butcher stated that after seven months of nursery school, the preschool child had productive English vocabulary of about 260 to 300 words and receptive vocabulary of about 1000 words.²³

B. Concept of Community Language Learning Method

1. The Definition of Community Language Learning Method

According to Freeman Community Language Learning Method takes principles from the more general counseling-learning approach developed by Charles A Curran. Curran studied adult learning from many years.²⁴

While according to Brown, Community Language Learning Method is a classic example of an affectively based method.²⁵ He states that in the learning process, it takes place group member order to any learning first needed to interact in the interpersonal relationship. The students and the teacher join together to facilitate learning in the context of valuing each individual in group.

From the statement above the researcher concludes that Community Language Learning Method is a classic method that first developed by Charles A Curran which in teaching learning process using counseling-learning activity. Community Language Learning Method draws on the counseling metaphor to redefine the roles of the teacher (the *counselor*) and the roles of the learners (the *clients*) in the language classroom.

²³ John S Butcher, *Vocabulary Development For English Language Learner*. (Las Vegas: University of Nevada), p. 3.

²⁴ Diane Larsen Freeman, *Techniques and Principles in Language Teaching, Second Edition*, (Oxford: Oxford University Press, 2000), p.89.

²⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco: Longman, 2000), p.25

2. The Principles of Community Language Learning Method

Richards and Rodgers state that since linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative competence is not defined in Community Language Learning Method.²⁶

The teacher can successfully transfer his or her knowledge and proficiency in the target language to the learners, which implies that attaining near-native like mastery of the target language is set of goal. The specific objectives are not addressed. The teacher's responsibility is to provide the appropriate meaning of words to the learners.

3. Learner Roles

In Community Language Learning Method, the learners become members of a community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the knower, to repeat target utterances without hesitation, to support the members of community, to report deep inner feelings as well as joy and pleasure, and become counselors to other learners. Community Language Learning Method learners are typically grouped in a circle of six to twelve learners.²⁷

²⁶ Jack C Richards and Theodore S. Rodgers, *Approaches and Methods In Language Learning*, (USA: Cambridge University Press,1986), p.119.

²⁷ Ibid., p. 120

4. Teacher Roles

The teacher's initial role is a counselor. It does not mean that the teacher is a therapist or that the teacher does not teaching. It means that the teacher recognizes how threatening new learning situation.²⁸ The teacher supports the learner to master the target language. The teacher's role is to respond calmly and non-judgmentally, in a supportive manner, and help the client try to understand his or her problems better by applying order and analysis to them." One of the functions of the counseling response is to relate affect and cognition. Understanding the language of 'feeling', the counselor replies in the language of "cognition".

In Community Language Learning Method, the teacher role is to provide the target language to the learners. The teacher guides the learners to remember the meaning of words that has translated by the teacher.

C. The Use of Community Language Learning Method to Increase Vocabulary Mastery

The purpose of teaching vocabulary is to make the students to understand the meaning of words. The students are not only try to memorize but also try to use words in the sentences and try to say with a good pronunciation. In teaching vocabulary, the teacher must convey the meaning of the words and the forms together. In teaching the form of the word, the teacher focuses on teaching spelling and pronunciation. Meanwhile in teaching the meaning, the teacher gives the synonyms in Indonesian Language, because the

²⁸ Diane Larsen Freeman, *Techniques and Principles.*, p. 98

students are difficult to understand the meaning of a word. It must be done to make the students would be easier to memorize the meaning about the word.

A method of learning is an important aspect in teaching learning process. Choosing a good method is important. The students will enjoy in studying if the method can make them interested in learning, especially for the students of Junior high school. One of the methods to teach vocabulary is Community Language Learning Method. Community Language Learning Method is a kind of methods in language learning where the learners become members of community.

1. The Steps of Community Language Learning Method

In this research, there are several steps that the researcher does in the teaching activity as follows:

- a. Greeting and self-introductions were made.
- b. The teacher prepares the materials and the topic.
- c. The teacher makes a statement of the goal and guidelines for the course.
- d. A conversation in the foreign language took place:
 - 1) a circle was formed so that everyone had visual contact with each other.
 - 2) One of the students initiated to give a message about the topic in the L1 (Indonesia) to another student.
 - 3) The teacher, standing behind the student, whispered a close equivalent of the message in the L2 (English).

- 4) The student then repeated the L2 message to other students until all of the students have repeated the message. Then the students record the message into the tape recorder as well.
 - 5) The tape recorder played at intervals.
 - 6) Each student repeated the L2 message and then mentioned the meaning in Indonesian Language.
- e. From the materials just recorded, the teacher chooses sentences to write on the blackboard.
 - f. Students were encouraged to ask questions about any of the items above.
 - g. Students were encouraged to copy sentences from the board with note on meaning and usage. This became their “textbook” for home study.

D. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis as follows:

1. By using Community Language Learning Method can increase the students' vocabulary mastery at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017.
2. By using Community Language Learning Method can increase the students' learning activities at the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017.

CHAPTER III

RESEARCH METHOD

A. Setting of The Study

This research is Classroom Action Research (CAR) and the research was conducted in the seventh grade of MTs Guppi 02 Untoro in the academic year 2016/2017. MTs Guppi 02 Untoro is located on Untoro, Trimurjo, Lampung Tengah.

B. Subject of The Study

The subject of the study were 30 students of class VII. The researcher chosen this class after getting information from the teacher that most of the students were low in vocabulary. So, the researcher wants to increase the students' vocabulary mastery.

C. Research Procedures

This research is Classroom Action Research (CAR). McNiff states that action research is about practitioners creating new ideas about how to increase practice, and putting those ideas forward as their personal theories of practice.²⁹ While according to James, action research is a form of applied research common in education when practitioners are involved in efforts to

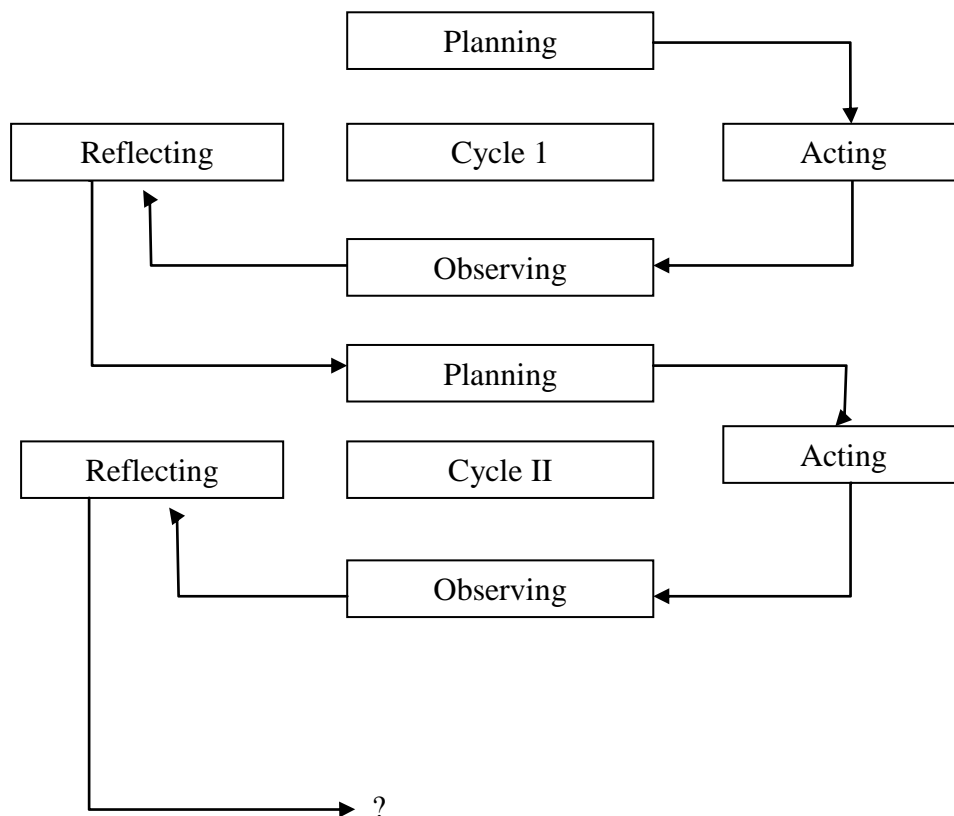
²⁹ Jean. McNiff, Jack Whitehead, *All you need to Know About Action Research*, (London: Sage Publications, 2006), p. 5

increase their work.³⁰ It means that action research is a practical way of the research on your practice in order to increase or to repair something.

Action research deals with social practice and it involves the direct interaction of teacher and group of students. It was portrayed as a cyclical spiral process involving step of planning, acting, observing and reflecting.

Here is the Classroom Action Research (CAR) design proposed by Kemmis and McTaggart cited in Arikunto³¹:

Figure 1. Spiral Classroom Action Research



³⁰ James Schreiber and Kimberly Asner-Self, *Educational Research*, (USA: Wiley, 2011), p.19.

³¹ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Paktik*, (Jakarta: PT Rineka Cipta, 2010), p.137

Classroom Action Research (CAR) cycle are:

1. Cycle 1

a. Planning

Planning was the first step in every activity. The researcher explained about what, why, when, where, who, and how the action was done. Without planning, the researcher's activity was not focus. The planning was used as a reference in doing action.

There were some steps that the researcher can made in planning:

- 1) The researcher identified the problem and finds the problem solving.
- 2) The researcher made a lesson plan.
- 3) The researcher prepared the material and method of teaching.
- 4) The researcher prepared the source of learning.
- 5) The researcher prepared the observation sheet.
- 6) The researcher prepared the evaluation form to evaluate the students' activities after teaching learning process.

b. Acting

Doing action was the second step in the activity. It was the realization from the planning that the researcher has made. Without the action, the planning was just imagination that never can be real. After finishing the planning, the learning process was done in the seventh grade of MTs Guppi 02 Untoro. Acting described about teaching prosedures of the research. There were some steps that the researcher does in the action:

- 1) The researcher applied the lesson plan.
- 2) The researcher taught by using Community Language Learning Method.
- 3) The researcher guided the students to memorize the vocabulary based on the lesson plan.

c. Observing

Observing was the activity of recording the event and action. The observation was doing in teaching learning process. In this step, the researcher observed the process of teaching learning by using observation sheet.

d. Reflecting

Reflecting was the fourth steps that the researcher has done. The researcher analyzed the observation result during teaching process, like the weakness and strength from the action that the researcher has done. The researcher decided that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a. Planning

- 1) The researcher identified the problems and found the problems from the first cycle.
- 2) The researcher made a lesson plan.
- 3) The researcher prepared the material and method and of teaching.
- 4) The researcher prepared the source of learning.

- 5) The researcher prepared the observation sheet.
- 6) The researcher prepared the evaluation format to evaluate the students' activities after teaching learning process.

b. Acting

There were many steps that the researcher does in the action as follows:

- 1) The researcher applied the lesson plan.
- 2) The researcher taught by using Community Language Learning Method.
- 3) The researcher guided the students to memorize the vocabulary based on the lesson plan.

c. Observing

In this step, the researcher observed the process of teaching learning by using observation sheet to collect the data in action plan II.

d. Reflecting

In this step, the researcher was compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activities whether it was positive or negative, the second cycle enough or need for the next step.

D. Data Collection Method

To collect the data, the researcher used the data collection method as follows:

1. Test

Test was a set of questions that was used to measure the knowledge of an individual or group. The test was used to obtain the score of the vocabulary mastery. The vocabulary test was taken from the exercise. In this test there were 20 item of multiple-choice type test with four options: A, B, C, and D each test that have to be answered. The test was divided into two parts as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know the ability of students before doing the action research.

b. Post-test

The post-test was given in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The increasement can be seen if the average score of post-test was higher than pre-test. This step was done after the treatment to know the influence of Community Language Learning Method whether it was able to increase the students' vocabulary mastery.

2. Observation

Observation was a kind of data collection method by observing directly to the object that examined. In the observation, the researcher made some notes and check-list to recheck the data. It means to know about the

location sketch of MTs Guppi 02 Untoro, the building of MTs Guppi 02 Untoro, and the process of students' learning activities in the classroom.

3. Documentation

During the process of the research, the researcher was collected documents. Anne Burns states that documents accumulated during the course of an enquiry can illuminate numerous aspects of practice.³² The researcher used this method to get the data and document about the condition of teachers, students, and official employees, the quantity, and the Organization Structure of MTs Guppi 02 Untoro in the academic year 2016/2017.

4. Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing teaching and learning process.

E. Data Analysis Technique

The data was analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II.

The formula to get the average of pre-test and post-test can be seen as follow:³³

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

³² Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p. 140

³³ Donald Ary, *et. al.*, *Introduction to research in Education: 8th Edition*, (Canada: Wadsworth, Cengage Learning, 2010), p. 108.

Where:

\bar{X} = Mean or average score

$\sum X$ = Total students score

N = Total number of students.

While the formula to get the percentage can be seen as follow³⁴:

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

Where:

P = the students' activities

F = frequency

N = number of the student

Furthermore, to know the result the researcher was compared between pre-test and post-test. The result was matched by minimum standard criteria at the school at least score 70. If from the cycle I, there were some students were not successful so we must conduct cycle II. The minimum cycle in classroom action research was two cycles. So if in cycle II all of the students were successful, it was not continued to other cycle.

F. Indicator of Success

This research was called success and finished if 80 % of students can achieved score 70 refer to the minimum standard criteria. The indicator of success of this study was emphasized on the vocabulary mastery process and result as follows:

³⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2004), p.43

1. The indicator of success of the process. It can be described as follows:
 - a. The learning process becomes interesting and fun.
 - b. The students follow the learning process actively.
2. The indicator of success of the result. It was determined as follows:
 - a. The students can increase their vocabulary mastery.
 - b. 80 % of students can achieve score 70 refer to the minimum standard criteria.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Brief History of MTs Guppi 02 Untoro

MTs Guppi 02 Untoro was located at Untoro, Trimurjo, Central Lampung. It was built on 2.500 m². This school established on June 20th, 1983.

Since MTs Guppi 02 Untoro was established, this school has been led by the following principals:

- | | |
|------------------------|---------------|
| a. Herman Bahdin, S.Pd | (1983 – 1986) |
| b. Arya Supena, S.Pd | (1986 – 1995) |
| c. Suaib, S.Pd | (1995 - 2003) |
| d. Drs. Sirman | (2003 – now) |

2. Vision, Mission and Goal of MTs Guppi 02 Untoro

a. Vision of MTs Guppi 02 Untoro

Making educational institutions GUPPI excellent in education based on faith, taqwa and noble character.

b. Mission of MTs Guppi 02 Untoro

- 1) Implementing effective teaching and learning activities.
- 2) Creating conducive learning conditions.
- 3) Improving teacher professionalism.
- 4) Complete supporting facilities for inadequate learning activities.
- 5) Organizing the Madrasah environment so as to create a comfortable and healthy atmosphere.
- 6) Conducting spiritual activities.
- 7) Encourage and increased the cyclical achievement.

c. Goal of MTs Guppi 02 Untoro

Make the students knowledgeable, skillful, and having quality in religion.

3. List of Teachers and Staff in MTs Guppi 02 Untoro

Total of teachers and staff in MTs Guppi 02 Untoro are 17 that can be identified as follows:

Table 3
List of Teachers and Staff at
MTs Guppi 02 Untoro

No.	Name	Last Eduaction	Position
1.	Drs. Sirman	S1	Headmaster
2.	Imam Rohani S. Ag	S1	English Teacher
3.	Sumari, S.Pd	S1	Sport Teacher
4.	Amin Asngari, S.Pd.I	S1	Indonesian Language Teacher
5.	Dra. Siti Kurniati	S1	IPS and KTK Teacher
6.	Erna Rosmaini, S.Pd	S1	English Teacher
7.	Drs. H. Muktamar	S1	PKN Teacher
8.	Mutha Zaim Munaf, S.Pd.I	S1	SKI Teacher
9.	Slamet Riyadi, S.Pd	S1	Indonesian Language Teacher
10.	Poni Widiанти, S.Pd.I	S1	Lampungese Language Teacher
11.	Angga Septiani, S.Pd	S1	Physics Teacher
12.	Puji Lestari, S.Pd	S1	Biology Teacher
13.	Musa	PGA	Aqidah Akhlaq Teacher
14.	Seno Prawoto	PGA	Mathematics Teacher

15.	Paimin	PGA	IPS Teacher
16.	Siti Jubaidah	PGA	Art Teacher
17.	Ariv Sutrisno	SMA	Administrator

Source: The Documentation of MTs Guppi 02 Untoro

4. Building Condition of MTs Guppi 02 Untoro

MTs Guppi 02 Untoro has many buildings such as classroom, library, canteen and many others. The explanation of these building as follow:

Table 4
Building Condition of MTs Guppi 02 Untoro

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Class Room	4
4.	Library	1
5.	School Healthy Unit Room	1
6.	Mosque	1
7.	Canteen	1
8.	Kitchen	1
9.	Teachers' Toilet	1
10.	Students' Toilet	2

Source: Documentation of MTs Guppi 02 Untoro

5. Total of The Students at MTs Guppi 02 Untoro

Table 5
Total of Students at MTs Guppi 02 Untoro

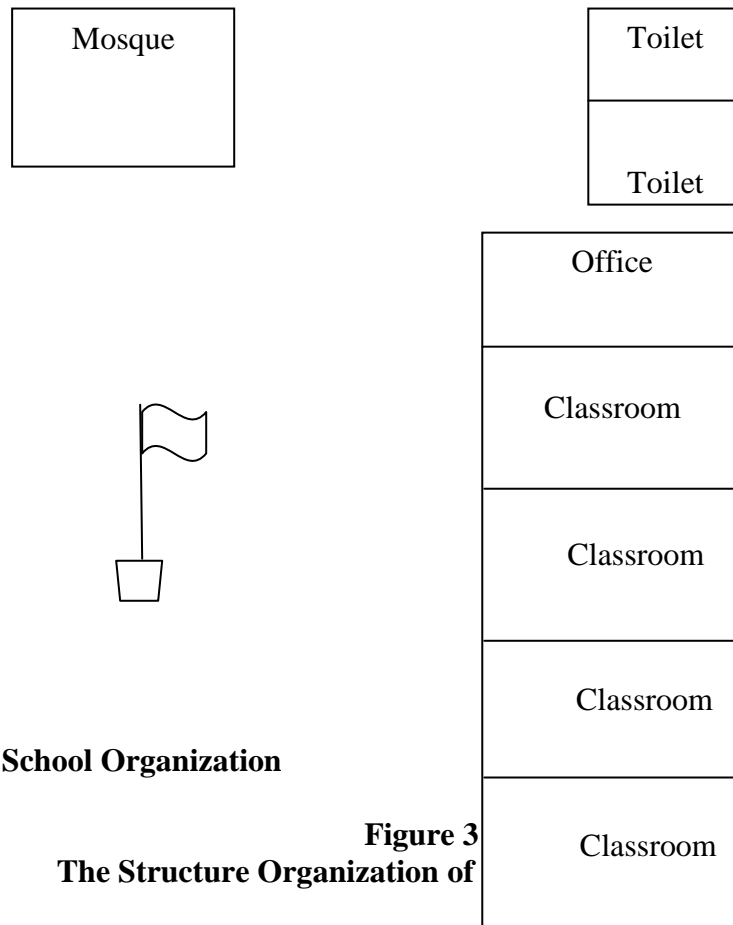
No.	Class	Gender		Total
		Male	Female	
1.	Class VII	16	14	30
2.	Class VIII	11	17	28

3.	Class IX	18	22	40
	Total	45	53	98

Source: Documentation of MTs Guppi 02 Untoro

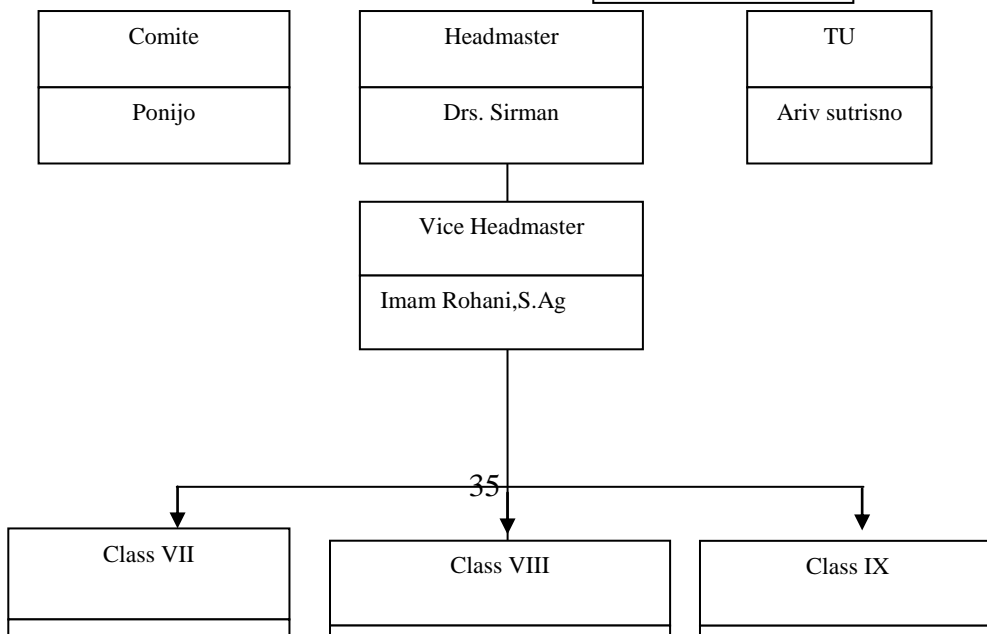
6. Location Sketch of MTs Guppi 02 Untoro

Figure 2
Location Sketch of MTs Guppi 02 Untoro



7. The School Organization

Figure 3
The Structure Organization of MTs Guppi 02 Untoro



B. Description of Result Finding

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aimed to know how far the students' vocabulary mastery before they were given the treatment. The students' result of vocabulary mastery was gained through test which consisted of pre test and post-test in the beginning research and in the end of each cycle while the students' activities were gained from observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Friday, May 5th 2017. The researcher gave a pre-test for the students to see how far the students' vocabulary mastery before the treatment was given. In pre-test activity, the researcher gave multiple choices test. Then, the result of pre-test can be seen on the table below:

Table 6

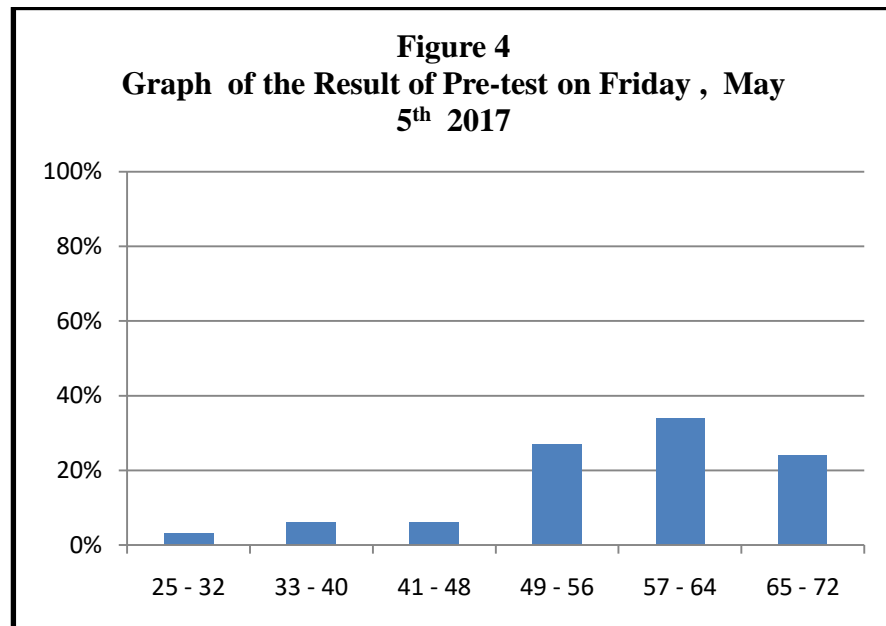
The Students' Score of Pre-test

No.	Students' Code	Score
1.	ADF	60
2.	AEN	45
3.	AF	40
4.	AFS	55
5.	AGY	60
6.	AKA	60
7.	AS	65
8.	AT	70
9.	BDFW	60
10.	BT	60
11.	CS	70
12.	DAF	55
13.	EP	65
14.	ETB	60
15.	ETD	40
16.	FI	25
17.	GPGP	55
18.	JAK	70
19.	LAH	65
20.	MIS	45
21.	OW	50
22.	OWS	65
23.	RAS	60
24.	RW	60
25.	SMP	60
26.	TVL	50

27.	VAD	50
28.	VD	60
29.	ZJ	55
30.	WP	50
Lowest Score		25
Highest Score		70
Average		56, 17

Table 7
Frequency of Students' Score at Pre-test

Students' Score	Frequency	Percentage (%)	Category
25 – 32	1	3 %	Low
33 – 40	2	6 %	Low
41 – 48	2	6 %	Low
49 – 56	8	27 %	Low
57 – 64	10	34 %	Average
65 – 72	7	24 %	Average
Total	30	100%	



Based on the result of the students' pre-test, just 3 (10 %) students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary and confused about the meaning of words. The problem could be seen by the students' score in pre-test. There were 27 students who got score less than 70. It showed that the result of students' vocabulary mastery was still low. That is the reason, why the researcher using Community Language Learning Method to increase vocabulary mastery at MTs Guppi 02 Untoro.

C. Description of The Research

1. Cycle I

a. Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was list of shopping. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

Acting was the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 8
The Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Saturday, May 6 th 2017	12.30 - 13.30 p.m
2 nd	Tuesday, May 9 th 2017	14.30 - 15.30 p.m

1) The First Meeting

The first meeting was done on Saturday, May 6th 2017 at 12.30 – 13.30 p.m. At the beginning of teaching learning process, the researcher greeted students by saying “good afternoon” and all of students answered by saying “good afternoon miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about vocabulary?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is vocabulary in English first before she explained about the material.

The researcher divided the students into several groups, each group consist 6 students. Each group was form in a circle so that everyone had visual contact with each other. The researcher guided the students to give a message about the topic in the L1 (Indonesia) to another student. Then the researcher standing behind the student, whispered a close equivalent of the message in the L2 (English). After that the students repeated the L2 message to other students untill all of the students have repeated the message. From the materials just taught, the researcher chooses sentences to write on the blackboard. After that the students were encouraged to copy sentences from the board with note on meaning and usage. This became their “textbook” for home study.

After 2 x 30 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

2) The Second Meeting

The second meeting was done on Tuesday, May 6th 2017 at 13.30 – 14.30 p.m. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about list of shopping. Then, at the end of this meeting the researcher gave post-test cycle I with the similar task on pre-test before. The kinds of the test were multiple choices. The students did it seriously. It seemed that the students' score will be increased. In the post-test 1 only 12 students who got good score, but the result of the students' test was better than the students' test before giving treatment. The score of post-test cycle I can be seen on the table below:

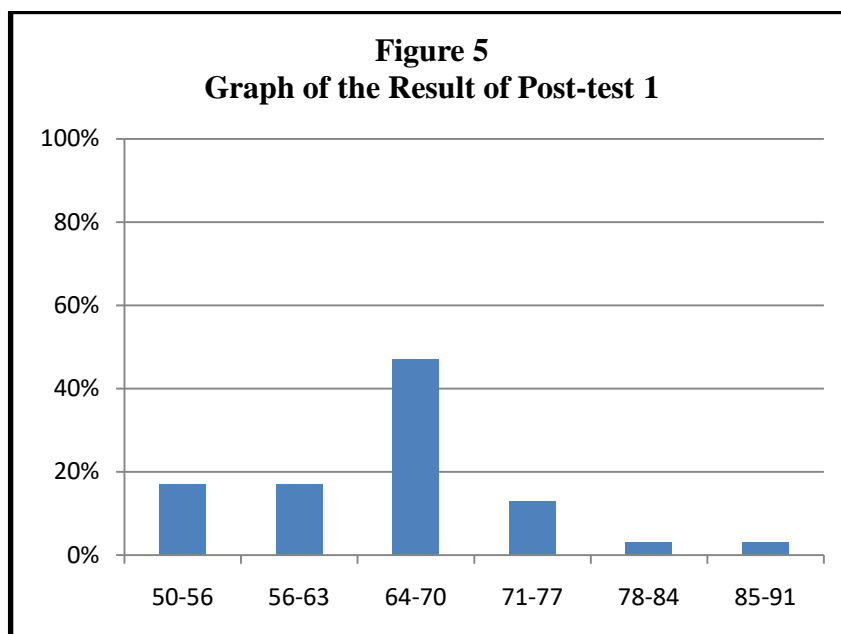
Table 9
The Students' Score of Post-test Cycle I

No.	Students' Code	Score
1.	ADF	60
2.	AEN	55
3.	AF	55
4.	AFS	65
5.	AGY	75
6.	AKA	60
7.	AS	70
8.	AT	70
9.	BDFW	65
10.	BT	65
11.	CS	80
12.	DAF	55
13.	EP	70
14.	ETB	65
15.	ETD	60
16.	FI	50
17.	GPGP	65
18.	JAK	85

19.	LAH	70
20.	MIS	60
21.	OW	55
22.	OWS	75
23.	RAS	65
24.	RW	65
25.	SMP	65
26.	TVL	70
27.	VAD	70
28.	VD	75
29.	ZJ	75
30.	WP	60
Lowest Score		50
Highest Score		85
Average		65,83

Table 10
Frequency of Students' Score at Post-test Cycle I

Students' Score	Frequency	Percentage (%)	Category
50– 56	5	17%	Low
57 – 63	5	17 %	Low
64 – 70	14	47 %	Average
71 – 77	4	13 %	Average
78 – 84	1	3 %	High
85 – 91	1	3 %	High
Total	30	100%	



Based on the data above, it can be seen that just 12 students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 56,17 and the average score at post-test in cycle I was 65,83. It was not fulfill the minimum standard criteria at least 80% students must got ≥ 70 . Therefore, the researcher had to do Cycle II.

c. Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 11
The Result of Students' Activities in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1.	ADF	1	20%	1	20%	Constant
2.	AEN	2	40%	2	40%	Constant
3.	AF	2	40%	3	60%	Increased

4.	AFS	2	40%	4	80%	Increased
5.	AGY	1	20%	3	60%	Increased
6.	AKA	1	20%	1	20%	Constant
7.	AS	1	20%	3	60%	Increased
8.	AT	1	20%	1	20%	Constant
9.	BDF	3	60%	3	60%	Constant
10.	BT	2	40%	3	60%	Increased
11.	CS	3	60%	4	80%	Increased
12.	DAF	1	20%	3	60%	Increased
13.	EP	2	40%	2	40%	Constant
14.	ETB	1	20%	1	20%	Constant
15.	ETD	2	40%	2	40%	Constant
16.	FI	2	40%	3	60%	Increased
17.	GBGB	3	60%	3	60%	Constant
18.	JAK	2	40%	2	40%	Constant
19.	LAH	2	40%	2	40%	Constant
20.	MIS	3	60%	3	60%	Constant
21.	OW	2	40%	3	60%	Increased
22.	OWS	1	20%	2	40%	Increased
23.	RAS	2	40%	3	60%	Increased
24.	RW	2	40%	2	40%	Constant
25.	SMP	1	20%	1	20%	Increased
26.	TVL	2	40%	3	60%	Increased
27.	VAD	2	40%	3	60%	Increased
28.	VD	1	20%	1	20%	Constant
29.	ZJ	4	80%	4	80%	Constant
30.	WP	3	60%	3	60%	Constant

Note:

≤50% = Not Active

≥50% = Active

The students Score Criteria:

- 1) To pay attention to the teacher's explanation.
- 2) Active to practice new vocabulary.
- 3) To answer the question.
- 4) To ask the teacher.
- 5) To do the group task and active in the group.

Scoring:

Score 1, with percentages 20% = low

Score 2, with percentages 40% = enough

Score 3, with percentages 60% = good

Score 4, with percentages 80% = very good

Score 5, with percentages 100% = excellent

Table 12
Frequency of Students' Activities in Cycle I

No	Score	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	5	-	-	-	-	Excellent
2	4	1	3 %	3	10 %	Very Good
3	3	5	17 %	14	47 %	Good
4	2	14	47 %	7	23 %	Enough
5	1	10	33%	6	20 %	Low
Total		31	100%	31	100%	

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 3 % of

positive activity in learning process, 17 %,the students interested, 47 % enough active and then 33 % not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty to memorize vocabulary. The reflection in cycle I was still found in the deficiencies that occurred in cycle I. As for the deficiencies in this first cycle, there are: when explaining the material the researcher less attention to students so that still there students who are noisy, students are less active in the group, some students got failure in test of cycle I. The reflection result can be inferred that:

- 1) The researcher should be more assertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.
- 2) The researcher should in around to monitor one by one in the group.
- 3) The researcher should give more attention to students who are less responsive

2. Cycle II

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of the cycle II as follow:

a. Planning

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, and material that would be used in teaching learning process. The material was list of shopping. Moreover, the researcher made an observation sheet that

consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 13
The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Saturday, May 13 rd 2017	12.30 - 13.30 p.m
2 nd	Tuesday, May 16 th 2017	13. 30 - 14.30 p.m

1) The First Meeting

The first meeting was done on Saturday, May 13rd 2017 at 12.30 – 13.30 p.m. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher found that the students not pay attention when the researcher explaining the material. The researcher guided the students to memorize vocabulary. The students had to repeated the L2 message to other students untill all of the students have repeated the message. Then the students record the message into the tape recorder as well. After that each student repeated the L2 message and then mentioned the meaning in Indonesian Language. The students looked very enthusiastic. In the second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 30 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about vocabulary in list of shopping.

2) The Second Meeting

The second meeting was done on Tuesday, May 16th 2017 at 13.30 – 14.30 p.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle II with the similar task on post-test cycle I before. The score of post-test cycle II can be seen on the table below:

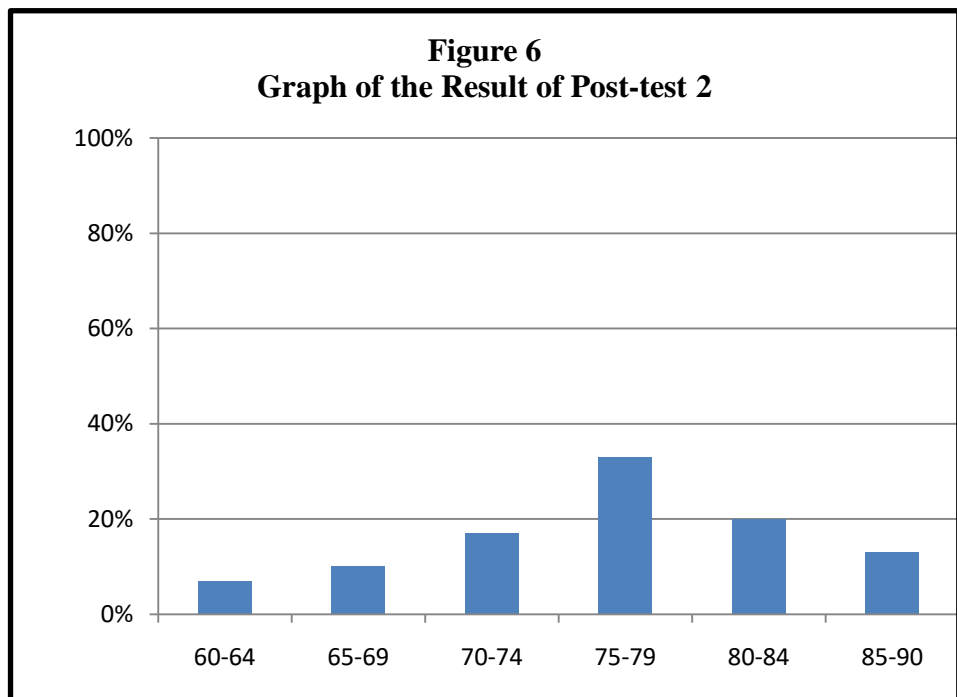
Table 14
The Students' Score at Post-test Cycle II

No.	Students' Code	Score
1.	ADF	75
2.	AEN	70
3.	AF	65
4.	AFS	75
5.	AGY	80
6.	AKA	80
7.	AS	70
8.	AT	85
9.	BDFW	70
10.	BT	80
11.	CS	85
12.	DAF	60
13.	EP	80
14.	ETB	75
15.	ETD	75
16.	FI	65
17.	GPGP	75
18.	JAK	85
19.	LAH	75
20.	MIS	60
21.	OW	65
22.	OWS	75
23.	RAS	80
24.	RW	80
25.	SMP	75
26.	TVL	75

27.	VAD	90
28.	VD	70
29.	ZJ	75
30.	WP	70
Lowest Score		60
Highest Score		90
Average		74, 67

Table 15
Frequency of Students' Score at Post-test Cycle II

Students' Score	Frequency	Percentage (%)	Category
60 – 64	2	7 %	Low
65 – 69	3	10 %	Low
70 – 74	5	17 %	Average
75 – 79	10	33 %	Average
80 – 84	6	20 %	High
85 – 90	4	13 %	High
Total	30	100%	



Referring to the data above, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 25 students got score ≥ 70 and only 5 students who was success yet. The average score of post-test cycle II was 74, 67. It means that they were successful.

c. Observing

An observation was conducted with the same in cycle I. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 16
The Result of Students' Activities in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1.	ADF	3	60%	3	60%	Constant
2.	AEN	3	60%	3	60%	Constant
3.	AF	3	60%	4	80%	Increased
4.	AFS	5	100%	5	100%	Constant
5.	AGY	4	80%	4	80%	Constant

6.	AKA	3	60%	4	80%	Constant
7.	AS	3	60%	4	80%	Increased
8.	AT	3	60%	3	60%	Constant
9.	BDF	3	60%	4	80%	Increased
10.	BT	4	80%	4	80%	Constant
11.	CS	4	80%	5	100%	Increased
12.	DAF	5	100%	5	100%	Constant
13.	EP	5	100%	5	100%	Constant
14.	ETB	3	60%	4	80%	Increased
15.	ETD	3	60%	3	60%	Constant
16.	FI	3	60%	4	80%	Increased
17.	GBGB	3	60%	3	60%	Constant
18.	JAK	3	60%	3	60%	Constant
19.	LAH	4	80%	5	100%	Increased
20.	MIS	4	80%	4	80%	Constant
21.	OW	3	60%	4	80%	Increased
22.	OWS	3	60%	4	80%	Increased
23.	RAS	3	60%	4	80%	Increased
24.	RW	3	60%	4	80%	Constant
25.	SMP	3	60%	4	80%	Increased
26.	TVL	4	80%	4	80%	Constant
27.	VAD	5	100%	5	100%	Constant
28.	VD	3	60%	3	60%	Constant
29.	ZJ	5	100%	5	100%	Constant
30.	WP	4	80%	4	80%	Constant

Note:

$\leq 50\%$ = Not Active

$\geq 50\%$ = Active

The students Score Criteria:

- 1) To pay attention to the teacher's explanation.
- 2) Active to practice new vocabulary.
- 3) To answer the question.
- 4) To ask the teacher.

To do the group task and active in the group.

Scoring:

Score 1, with percentages 20% = low

Score 2, with percentages 40% = enough

Score 3, with percentages 60% = good

Score 4, with percentages 80% = very good

Score 5, with percentages 100% = excellent

Table 17
Frequency of Students' Activities in Cycle II

No	Score	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	5	5	17%	7	23%	Excellent
2	4	7	23%	16	54%	Very Good
3	3	18	60%	7	23%	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		30	100%	30	100%	

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty to memorize vocabulary. It

happened because they learnt together in community to motivate and evaluate each other. Beside that the students record the message into the tape recorder as well. Then each student repeated the L2 (English) message and then mentioned the meaning in Indonesian Language. It makes the students easy to memorize vocabulary. In this meeting, the students have serious in doing the assignment, so most of the students got good score.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confident to answer the question. It means that learning in community was an effective method to increased students' vocabulary mastery. The students who got score more than 70 were 25 (83, 33%) out of 30 students. The research did not continue to the next cycle because the students' average was 74, 67.

D. Discussion

1. The Result of Pre-Test

To see the students' vocabulary mastery before implementing the treatment, the researcher conducted the pre-test. It carried out on, Friday, May 5th, 2017.

Based on the result of the students' pre-test, just 3 (10%) students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary. The problem could be seen by the students' score in pre-test. There were 27 students who got score less than 70. It showed that the result of students' vocabulary mastery was still low. So, it needs increasement by using an effective method of teaching.

2. The Result of Post-Test Cycle I

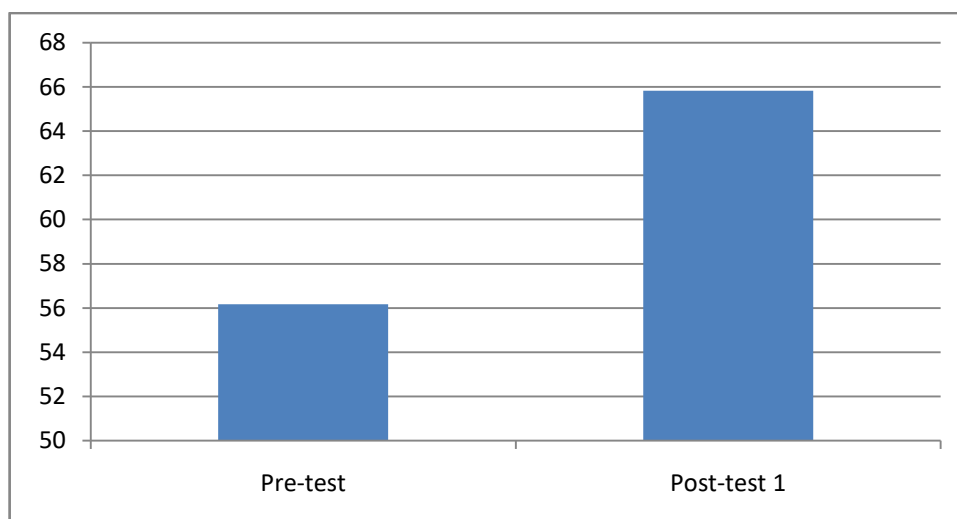
Based on the result of post-test cycle I, it can be seen that just 12 students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 56, 17 and the average score at post-test in cycle I was 65, 83. It was not fulfill the minimum standard criteria at least 80% students must got ≥ 70 . It can be seen that most of the student failed in achieving material. So, it needs increasing by using an effective method.

Table 18
The Result of Students' Score at Pre-test and Post-test Cycle I

No	Students' Code	Score of Pre-test	Score of Post-test Cycle I	Explanation
1.	ADF	60	60	Constant
2.	AEN	45	55	Increased
3.	AF	40	55	Increased
4.	AFS	55	65	Increased
5.	AGY	60	75	Increased
6.	AKA	60	60	Constant
7.	AS	65	70	Increased
8.	AT	70	70	Constant
9.	BDFW	60	65	Increased
10.	BT	60	65	Increased
11.	CS	70	80	Increased
12.	DAF	55	55	Constant
13.	EP	65	70	Increased
14.	ETB	60	65	Increased
15.	ETD	40	60	Increased
16.	FI	25	50	Increased
17.	GPGP	55	65	Increased
18.	JAK	70	85	Increased
19.	LAH	65	70	Increased
20.	MIS	45	60	Increased
21.	OW	50	55	Increased
22.	OWS	65	75	Increased
23.	RAS	60	65	Increased
24.	RW	60	65	Increased
25.	SMP	60	65	Increased
26.	TVL	50	70	Increased
27.	VAD	50	70	Increased

28.	VD	60	75	Increased
29.	ZJ	55	75	Increased
30.	WP	50	60	Increased
Total Score		1685	1975	Increased
Average		56, 17	65, 83	Increased

Figure 7
Graph of the Average of the Students' Score on Pre-test and Post-test I



Source: the result of pre-test and post-test

3. The Result of Post-Test Cycle II

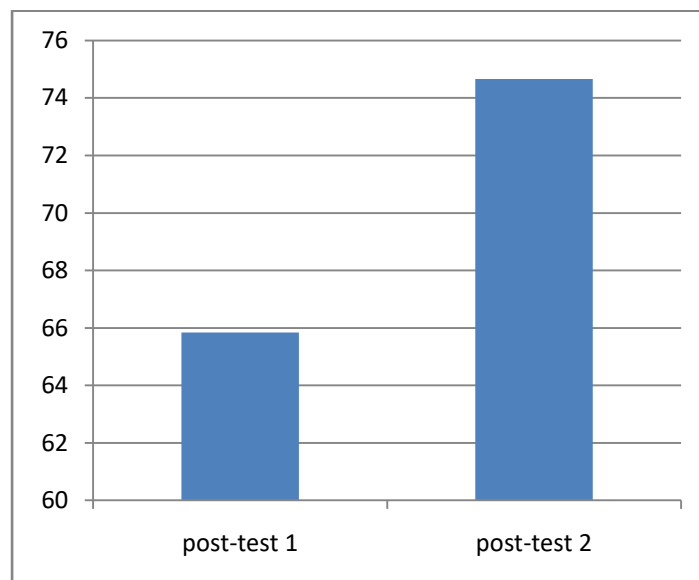
The result of post-test cycle II, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 25 students got score ≥ 70 and only 5 students who was success yet. The average score of post-test cycle II was 74, 67. It means that they were successful.

Table 19
The Result of Students' Score at Post-test 1 and Post-test 2

No	Students' Code	Score of Post-test Cycle I	Score of Post-test Cycle II	Explanation
1.	ADF	60	75	Increased
2.	AEN	55	70	Increased
3.	AF	55	65	Increased
4.	AFS	65	75	Increased
5.	AGY	75	80	Increased
6.	AKA	60	80	Constant
7.	AS	70	70	Constant
8.	AT	70	85	Increased
9.	BDFW	65	70	Increased
10.	BT	65	80	Increased
11.	CS	80	85	Increased
12.	DAF	55	60	Constant
13.	EP	70	80	Increased
14.	ETB	65	75	Increased
15.	ETD	60	75	Increased
16.	FI	50	65	Increased
17.	GPGP	65	75	Increased
18.	JAK	85	85	Constant
19.	LAH	70	75	Increased
20.	MIS	60	60	Constant
21.	OW	55	65	Increased
22.	OWS	75	75	Constant

23.	RAS	65	80	Increased
24.	RW	65	80	Increased
25.	SMP	65	75	Increased
26.	TVL	70	75	Increased
27.	VAD	70	90	Increased
28.	VD	75	70	Decreased
29.	ZJ	75	75	Constant
30.	WP	60	70	Increased
Total Score		1.822	2.042	Increased
Average		65, 83	74,67	Increased

Figure 8
Graph of the Average of the Students' Score on Post-test 1 and Post-test 2



Source: the result of post-test 1 and post-test 2.

4. The Comparison of Pre test, Post-test 1, Post-test 2

Based on the observation and reflection in this cycle the researcher and collaborator surely assumed that by using Community Language Learning Method gave many useful for the students to increased their vocabulary mastery. It was supported by the result of students' score at pre-test, post-test 1 and post-test 2. The comparison of students' score was shown on the table as follows:

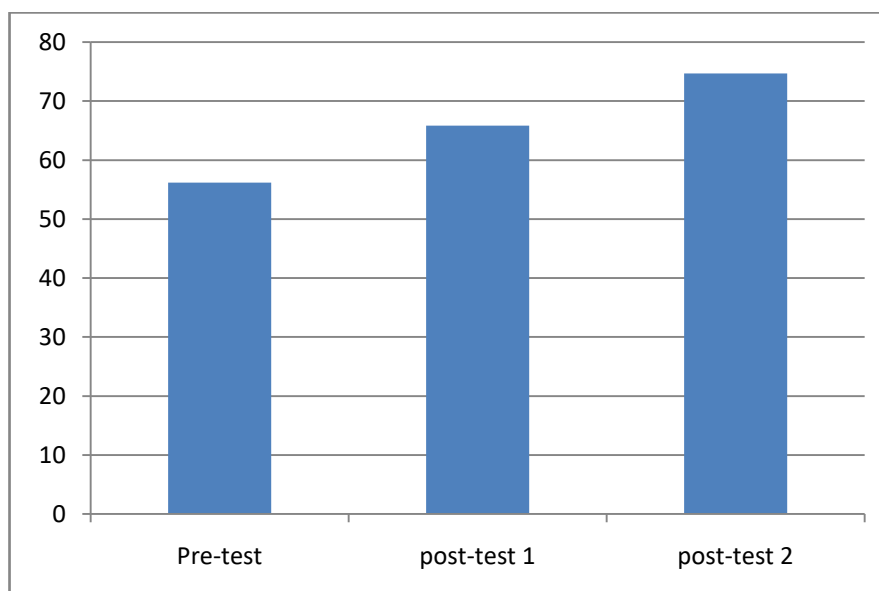
Table 20
Comparison of Students' Score at Pre-test,
Post-test 1 and Post-test 2

No	Students' Code	Score of Pre-test	Score of Post-test 1	Score of Post-test 2	Explanation
1.	ADF	60	60	75	Increased
2.	AEN	45	55	70	Increased
3.	AF	40	55	65	Increased
4.	AFS	55	65	75	Increased
5.	AGY	60	75	80	Increased
6.	AKA	60	60	80	Increased
7.	AS	65	70	70	Increased
8.	AT	70	70	85	Increased
9.	BDFW	60	65	70	Increased
10.	BT	60	65	80	Increased
11.	CS	70	80	85	Increased
12.	DAF	55	55	60	Increased
13.	EP	65	70	80	Increased
14.	ETB	60	65	75	Increased
15.	ETD	40	60	75	Increased
16.	FI	25	50	65	Increased
17.	GPGP	55	65	75	Increased
18.	JAK	70	85	85	Increased
19.	LAH	65	70	75	Increased
20.	MIS	45	60	60	Increased
21.	OW	50	55	65	Increased

22.	OWS	65	75	75	Increased
23.	RAS	60	65	80	Increased
24.	RW	60	65	80	Increased
25.	SMP	60	65	75	Increased
26.	TVL	50	70	75	Increased
27.	VAD	50	70	90	Increased
28.	VD	60	75	70	Decreased
29.	ZJ	55	75	75	Increased
30.	WP	50	60	70	Increased
Total Score		1685	1972	2.240	
Average		56, 17	65, 83	74, 63	

Moreover, the comparison of students' score can be seen on the graph below:

Figure 9
Graph of Comparison of Average Score at Pre-test, Post-test 1 and Post-test 2



E. Interpretation

After the researcher analyzed of the result of post-test cycle I and post-test cycle II there was comparison between of them. There was increasing score of the students' vocabulary mastery. There was increasing score from post-test cycle I to post-test cycle II. It can be seen from the graph of average score. The students' average score in post-test cycle I was 65, 83 and average score in post-test cycle II was 74, 63. It means that the students could achieve the target of this research that was 70.

Moreover, referring to the data of students' activities result in cycle I and cycle II, there was increasing in students' activities during teaching learning process. By applying Community Language Learning Method the students feel more enjoy in learning process. Therefore the students' activities were also increased because the target of this research was 80 % of students have got score at least 70 in vocabulary and 80 % of students became more active in the class. So it can be concluded that the research was successful.

Community Language Learning Method can apply in the classroom in order to make the students more active in learning process. This method can increase the students' vocabulary mastery. So the teacher can use this method in teaching vocabulary.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of Using Community Language Learning Method in teaching vocabulary, the researcher would like to give the conclusion as follows:

1. Community Language Learning Method as an alternative method can increase the students' vocabulary mastery at the seventh grade of MTs Guppi 02 Untoro. It can be seen from the result of the pre-test, post-test 1 and post-test 2. In the pre-test, the average score of the students' vocabulary mastery was 56, 17 while in the post-test 1 was 65, 83 and in the post-test 2 was 74, 67.
2. The students activity in learning process is also increased. The students were interested, active, enthusiastic and enjoy during teaching learning activity. Through Community Language Learning Method, the students were easier to memorize new vocabulary. It can be seen from the observation data of students' activities of each cycle. Based on the data, the researcher concluded that by using Community Language Learning Method the students' vocabulary mastery and the students' learning activity at the seventh grades of MTs Guppi 02 Untoro was increased.

B. Suggestion

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. For The Students

The students must be more active in learning process in order to they can understand the material and increase their result especially in vocabulary mastery.

2. For The English Teacher

The English teacher can apply Community Language Learning Method as a method that effective to increase and to motivate the students in learning vocabulary.

3. For The Headmaster

The headmaster should take a positive side of this method when the method is applied in the class because of learning in community can make the students more attractive in the class.

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**YAYASAN PENDIDIKAN ISLAM (YPI) GUPPI
MADRASAH TSANAWIYAH GUPPI 02 UNTORO
KECAMATAN TRIMURJO KABUPATEN LAMPUNG TENGAH**

Alamat : Jalan Kramat Jati 18 A Untoro Trimujo Lampung Tengah

Nomor : MTs-h/07/GUPPI/PP.005/045/2016
Lamp : -
Perihal : Pemberian Izin Pra Survey

Kepada Yth,
Ketua Jurusan STAIN Jurai Siwo Metro
di-
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini kepala Madrasah GUPPI 02 Untoro dengan ini telah memberi izin Pra Survey kepada :

Nama : Sulastri
NPM : 13108497
Jurusan : Tarbiyah
Prodi : PBI
Judul : " Using Community Language Learning to Improve Speaking Performance at The Seventh Grade of MTs GUPPI 02 Untoro"

Untuk melaksanakan pra survei di MTs GUPPI 02 Untoro Kecamatan Trimurjo Kab. Lampung Tengah.

Demikian surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



Untoro, 24 Oktober 2016

Kepala Madrasah,

DR. SIRMAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.0858 /In.28/FTIK/PP.00.9/04/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
 2. Sdri. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Sulastri
NPM : 13108497
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 April 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan


Dra. Isti Fatonah, MA
NIP. 196705311993032003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

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Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 2535/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS GUPPI 02 UNTORO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2534/In.28/R/TL.01/05/2017, tanggal 12 Mei 2017 atas nama saudara:

Nama : **SULASTRI**
NPM : 13108497
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS GUPPI 02 UNTORO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING COMMUNITY LANGUAGE LEARNING TO IMPROVE VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS GUPPI 02 UNTORO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,



Dr. Sukaini, S.Ag, MH
NIP. 197210011999031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2534/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **SULASTRI**
NPM : 13108497
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Untuk: 1. Mengadakan observasi/survey di MTS GUPPI 02 UNTORO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING COMMUNITY LANGUAGE LEARNING TO IMPROVE VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS GUPPI 02 UNTORO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 12 Mei 2017

an. Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003





YAYASAN PENDIDIKAN ISLAM GUPPI
MADRASAH TSANA WIYAH GUPPI 02 UNTORO
KECAMATAN TRIMURJO KABUPATEN LAMPUNG TENGAH

Alamat : Jalan Kramat Jati 18 A Untoro Trimurjo Lampung Tengah Kode Pos 34172

SURAT KETERANGAN

Nomor : MTs-h/07/GUPPI/PP.005/031/2017

Yang bertanda tangan di bawah ini Kepala Sekolah MTs GUPPI 02 Untoro menerangkan dengan sesungguhnya bahwa :

Nama : SULASTRI
NPM : 13108497
Jurusan : Pendidikan Bahasa Inggris (PBI)
Semester : VIII (Delapan)

Berdasarkan Surat Wakil Rektor Bidang Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro Lampung Nomor : 2535/In.28/R.1/TL.00/05/2017 perihal izin Research dengan judul skripsi “ **Using Community Language Learning to Improve Vocabulary Mastery at The Seventh Grade of MTs Guppi 02 Untoro**”, Nama tersebut diatas telah melaksanakan Research pada tanggal 5 Mei 2017 s.d 23 Mei 2017 di MTs GUPPI 02 Untoro dalam rangka menyelesaikan tugas akhir skripsi.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya

Untoro, 23 Mei 2017

Kepala Sekolah



Drs. SIRMAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama Mahasiswa : SULASTRI

Jurusan : TBI

NPM : 13108497

Semester : VIII

No	Hari/ tanggal	Pembimbing		Hal yang Dibicarakan	Tanda Tangan
		I	II		
1.	Rabu 24/5-17	✓		- Add The strategies to teach vocabulary.	
2.	Senin 29/5-17	✓		- Revise The Assessment of Vocabulary and The procedure of CII.	
3.	Rabu 31/5-17	✓		- Revise The Importance of Vocabulary .	
4.	Jum'at 09/6-17	✓		- Add The Limitation of Vocabulary Mastery	
5.	Senin 12/6-17	✓		- Acc untuk dimunagsyahkan	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag.
NIP.19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama Mahasiswa : SULASTRI

Jurusan : TBI

NPM : 13108497

Semester : VIII

No	Hari/ tanggal	Pembimbing		Hal yang Dibicarakan	Tanda Tangan
		I	II		
1.	Jumat 19/5 - 17		✓	- Revise Grammar	
2.	Senin 22/5 - 17		✓	- Explain More each Cycle	
3.	Selasa 30/5 - 17		✓	- Revise ch. <u>IV</u>	
4.	Jumat 09/6 - 17		✓	Acc ch <u>IV</u> , <u>V</u>	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya M.Pd
NIP. 19830511 200912 2 004

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Nama sekolah : MTs Guppi 02 Untoro

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: VII (Tujuh) / 2

Topik : Daftar barang

Alokasi Waktu : 4 x 30 menit (2 x pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar

1. Merespon makna yang terdapat dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
2. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Merespon makna yang terdapat dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
- Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan

secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

D. Materi Pembelajaran

Daftar barang

Lina goes to Supermarket and she will buy her daily needs. Here is Lina's

Shopping list:

1 kg sugar
2 Veils
2 kg rice
1 kg fresh fish
10 bottles of milk
An apple
An orange
A pack wet tissue

E. Metode Pembelajaran: Community Language Learning

F. Media dan Sumber Pembelajaran

1. Media : Papan tulis, Spidol, recorder
2. Sumber Pembelajaran : Buku yang relevan

G. Langkah-Langkah Kegiatan

No	Kegiatan	Waktu
1	Pendahuluan a. Orientasi <ul style="list-style-type: none">➤ Guru mengucapkan salam dan berdo'a bersama.➤ Guru mengabsen kehadiran siswa.➤ Guru menanyakan kabar siswa. b. Apersepsi <ul style="list-style-type: none">➤ Tanya jawab mengenai percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan	10 menit

	<p>lingkungan terdekat</p> <p>c. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa. 	
2	<p>Kegiatan Inti</p> <p>a. Eksplorasi</p> <p>Dalam kegiatan eksplorasi, guru:</p> <ul style="list-style-type: none"> ➤ Guru mengelompokkan siswa menjadi beberapa kelompok, setiap kelompok terdiri dari 6 orang. ➤ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber; ➤ Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb ➤ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan <p>b. Elaborasi</p> <p>Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> ➤ Memfasilitasi peserta didik melalui target bahasa yang setara. ➤ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; ➤ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau 	45 menit

	<p>lapangan.</p> <ul style="list-style-type: none"> ➤ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ➤ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; ➤ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; ➤ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. <p>c. Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> ➤ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. ➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
3	<p>Penutup</p> <p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> ➤ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ➤ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 	5 menit

	<ul style="list-style-type: none"> ➤ memberikan umpan balik terhadap proses dan hasil pembelajaran; ➤ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ➤ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
--	---	--

H. Penilaian

Read the text below to answer the questions!

Here is Abi's shopping list for Umi's birthday:

20 balloons

A beautiful tart

Bottle syrup

9 pack of biscuits

5 m ribbon

40 trumpets

44 papers hats

1. How many paper hats does the writer want to buy?

- A. Fourteen
- B. Four
- C. Forty
- D. Forty four

2. What kind of hats does he want to buy?

- E. Bamboo hats
- F. Plastic hats
- G. Fabric hats
- H. Paper hats

3. What do you think the writer will have?
- A. A formal meeting
 - B. A friendship meeting
 - C. Conference
 - D. A party
4. Who is going to birthday?
- A. Umi
 - B. Abi
 - C. Umi's friend
 - D. The reader
5. A beautiful tart. What is the antonym of the underlined word?
- A. Nice
 - B. Bad
 - C. Pretty
 - D. Cute

Cara Penilaian :

$\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 =$

Guru Bahasa Inggris,

Imam Rohani, S.Ag

Untoro, Mei 2017

Guru Praktikan,

Sulastri

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Nama sekolah : MTs Guppi 02 Untoro

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: VII (Tujuh) / 2

Topik : Daftar barang

Alokasi Waktu : 4 x 30 menit (2 x pertemuan)

I. Standar Kompetensi

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

J. Kompetensi Dasar

3. Merespon makna yang terdapat dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
4. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

K. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Merespon makna yang terdapat dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
- Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan

secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

L. Materi Pembelajaran

Daftar barang

Hana goes to Supermarket and she will buy her daily needs. Here is Hana's

Shopping list:

- 1 kg meat
- 2 t-shirts
- 1 kg Onion
- 1 kg fresh fish
- 5 books
- 2 kg Grapes

M. Metode Pembelajaran: Community Language Learning

N. Media dan Sumber Pembelajaran

- 3. Media : Papan tulis, Spidol, recorder
- 4. Sumber Pembelajaran : Buku yang relevan

O. Langkah-Langkah Kegiatan

No	Kegiatan	Waktu
1	<p>Pendahuluan</p> <p>d. Orientasi</p> <ul style="list-style-type: none">➤ Guru mengucapkan salam dan berdo'a bersama.➤ Guru mengabsen kehadiran siswa.➤ Guru menanyakan kabar siswa. <p>e. Apersepsi</p> <ul style="list-style-type: none">➤ Tanya jawab mengenai percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	10 menit

	<p>f. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa. 	
2	<p>Kegiatan Inti</p> <p>d. Eksplorasi</p> <p>Dalam kegiatan eksplorasi, guru:</p> <ul style="list-style-type: none"> ➤ Guru mengelompokkan siswa menjadi beberapa kelompok, setiap kelompok terdiri dari 6 orang. ➤ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber; ➤ Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb ➤ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan <p>e. Elaborasi</p> <p>Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> ➤ Memfasilitasi peserta didik melalui target bahasa yang setara. ➤ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; ➤ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan. 	45 menit

	<ul style="list-style-type: none"> ➤ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ➤ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; ➤ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; ➤ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. <p>f. Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> ➤ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. ➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
3	<p>Penutup</p> <p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> ➤ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ➤ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ➤ memberikan umpan balik terhadap proses dan 	5 menit

	<p>hasil pembelajaran;</p> <ul style="list-style-type: none"> ➤ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ➤ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
--	--	--

P. Penilaian

Read the text below to answer the questions!

Umi goes to Supermarket and she will buy her daily needs. Here is Umi's

Shopping list:

1 kg sugar

2 Veils

2 kg rice

1 kg fresh fish

10 bottles of milk

An apple

An orange

1 pack wet tissue

1. How many kinds of fruits are there in the text?

- A. Two C. Four
 B. Three D. Five

2. Based on the shopping list above, if a bottle of milk is Rp.5.000, 00 so Umi should pay Rp...

- A. Rp. 5.000,00 C. Rp. 500.000,00
 B. Rp. 50.000,00 D. Rp. 5000.000,00

3. 1 pack wet Tissue. The underlined word has opposite meaning with...

- A. Rain C. Dry

B. Cold

D. Hot

4. Where does Umi buy her daily needs?

A. Barbershop

C. Hospital

B. Supermarket

D. Book store

Cara Penilaian :

$\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 =$

Skor maksimal

Guru Bahasa Inggris,

Imam Rohani, S.Ag

Untoro, Mei 2017

Guru Praktikan,

Sulastri

Pre-test

Nama :.....

Kelas :.....

A. Choose the correct answer by crossing (x) A, B, C, or D.

1. Apple, orange, melon, and mango. They are called ...

- A. Vegetables
- B. Fruitables
- C. Food
- D. Drinks



2. Jenifer buys... to make a cake.

- A. chicken
- B. rice
- C. flour
- D. meat



3. After eating or drinking in the restaurant, you give the bill to the ...

- A. Waiter
- B. Waitress
- C. Cashier
- D. Manager



4. The taste of apple is very....

- A. Sweet
- B. Hot
- C. Cold
- D. Bitter



5. My mother usually slices some meat with a ...

- A. Stick
- B. Knife
- C. Fork
- D. Spoon



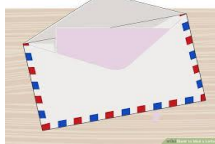
6. A.....eats grass

- A. Cock
- B. Parrot
- C. Dog
- D. Horse



7. Where do people go to send the letter ...

- A. Beach
- B. Zoo
- C. Station
- D. Post office



8. Mr. Jack : Can you help me?

Lala : Yes, of course. What can I do for you?

Mr. Jack : Please, this bag to my room.

Lala: Yes, Sir.

- A. Bring
- B. Help
- C. Give
- D. Has



9. The teacher's duty is to the students in the school.

- A. Work
- B. Teach
- C. Make
- D. Play

10. The gardener the grass every Monday and Thursday.

- A. Plans
- B. Trains
- C. Cuts
- D. Comes



11. Sugar is , but honey is sweeter than sugar.

- A. Salty
- B. Sweet
- C. Small

D. Smooth

12. The carpet is I want to clean it.

- A. Large
- B. Shiny
- C. Soft
- D. Dirty



13. Doni has a very cheap car. What is the synonym of the underlined word?

- A. Inexpensive
- B. Expensive
- C. Costly
- D. Overpriced



14. The student requires a pen. What is the synonym of the underlined word?

- A. Needs
- B. Has
- C. Takes
- D. Prepares

15. This is a big room. What is the antonym of the underlined word?

- A. Small
- B. Tall
- C. Large
- D. Thin

16. Jack : This fried chicken is my favourite.

Elsa : I like it too. This fried chicken is very tasty.

The underline word has the similar meaning with...

- A. Bitter
- B. Delicious
- C. Salty
- D. Dangerous



17. We are ... at MTs Guppi 02 Untoro.

- A. Students
- B. Doctors

- C. Artists
 - D. Farmers
18. She has ... fried rice for breakfast.
- A. A plate of
 - B. A glass of
 - C. A bottle of
 - D. A cup of
19. I have ... apple in my bag.
- A. A
 - B. An
 - C. Some
 - D. Any
20. This test was too hard for him. He got score 20. The underline word has opposite meaning with....
- A. Small
 - B. Easy
 - C. Much
 - D. Long

Post-test 1

Nama :.....

Kelas :.....

A. Choose the correct answer by crossing (x) A, B, C, or D.

1. My aunt going to the fruit seller.

She bought....

A. Fruits

B. Vegetables

C. Biscuit

D. Meat



2. Lili : Do you have a ... ?

Shopkeeper: Yes, we do. The fruit rack is right there.

A. Persian cat

B. Green apple

C. Running shoes

D. Drawing book

3. Mr. Jack : Can you help me?

Lala : Yes, of course. What can I do for you?

Mr. Jack : Please, this bag to my room.

Lala : Yes, Sir.

A. Bring

B. Help

C. Give

D. Has

4. Rizka went to the butcher just now. She bought....

A. Fruits

B. Vegetables

C. Biscuit

D. Meat

5. Jack: This fried chicken is my favourite.

Elsa: I like it too. This fried chicken is very tasty.

The underline word has the similar meaning with...

E. Bitter

F. Delicious

G. Salty

H. Dangerous

6. She ... (carry) her bag with a straight-down arm.

A. Carried

B. Carryed

C. Carry

D. Carrying

7. To protect your head, you need ...

A. Sandals

B. Hat

C. Clothes

D. Shoes



8. A ... makes some food.

A. Teacher

- B. Chef
C. Doctor
D. Lawyer
9. The clown in my friend's birthday is so funny. He makes all children laugh and happy. The synonym of the underline word is
- A. Angry
B. Noisy
C. Cute
D. Quiet
10. I have a lot of...
- A. Moneys
B. Monies
C. A money
D. Money
11. There are tomato and chili trees in the
- A. Kitchen
B. Bathroom
C. Dining room
D. Garden
12. Indah the match in National Olimpiade. She is very happy.
- A. jumped
B. lost
C. celebrated
D. Won
13. Nita : Edi, your new shoes are so fit in your feet. You look



handsome.

Edi: Thank you Nita.

What is the antonym of the underline word?

- A. Cool
B. Cold
C. Ugly
D. Strange
14. My sister went to dentist two days ago because her teeth were in pain.

What is the synonym of the underline word?

- A. Good
B. Healthy
C. Sick
D. Fine



15. There are five students in the classroom.

.....Dania, Vida, Rani, Jihan and Firya.

- A. She is
B. He is
C. I am
D. They are

16. Lisa : I will wear my white and pink dress to Natalia's party.

What do you think?

Nita: In my opinion, the blue one is better.

Lisa: Really? Okay I will the blue dress.

- A. go
B. lose

C. hang

D. Wear

Umi goes to Supermarket and she will buy her daily needs. Here is

Umi's Shopping list:

1 kg sugar

2 Veils

2 kg rice

1 kg fresh fish

10 bottles of milk

An apple

An orange

1 pack wet tissue

17. How many kinds of fruits are there in the text?

A. Two

B. Three

C. Four

D. Five

18. Based on the shopping list above, if a bottle of milk is Rp.5.000, 00 so Umi should pay Rp...

A. Rp. 5.000,00

B. Rp. 50.000,00

C. Rp. 500.000,00

D. Rp. 5000.000,00

19. 1 pack wet Tissue. The underlined word has opposite meaning with...

A. Rain

B. Dry

C. Cold

D. Hot

20. Where does Umi buy her daily needs?

A. Barbershop

B. Hospital

C. Supermarket

D. Book store

Post-test 2

Nama :.....

Kelas :.....

B. Choose the correct answer by crossing (x) A, B, C, or D.

1. My mother needs meat, carrot, cabbage and potatoes. She will make ...
- A. Burger
 - B. Noodle
 - C. Soup
 - D. Fried rice

2. I am going to buy an.....fish.
- A. Extra large
 - B. Large
 - C. Medium
 - D. Largest



3. Onion, spinach, potato and tomato. They are called ...
- A. Vegetables
 - B. Fruits
 - C. Food
 - D. Drinks



4. Sugar is , but honey is sweeter than sugar.
- A. Salty
 - B. Small
 - C. Sweet
 - D. Smooth

5. Mia : Can you give me a hand?

Janitor : Sure, how can I help?

Mia : Please, this box to my cubicle.

Janitor : Yes, Miss.

- A. Buy
- B. Hand
- C. Bring
- D. Give

6. This test was too easy for him. He got score 100. The underline word has opposite meaning with....
- E. Small
 - F. Hard
 - G. Much
 - H. Long

7. Ali : What is your father's job?

Boy : He is a ... He flies the plane.

- A. Doctor
- B. Postman
- C. Farmer
- D. Pilot

8. Brahma :What do you think about my new motorcycle?

Duta :Iit's wonderful.

- A. Believe

- B. Think
C. Know
D. Say
9. I have ... orange in my bag.
A. A
B. An
C. Some
D. Any
10. Coca cola, coffee, tea and milk.
They are called ...
A. Vegetables
B. Fruits
C. Drinks
D. Food
11. Opal : Can I help you?
Ditia : Yes. Can I have a hamburger, please?
Opal : Here you are.
Ditia : Thank you.
What did Ditia ordered?
A. Pizza
B. Hamburger
C. Meat
D. Pudding
12. My classroom is very big “. The underlined word has similar meaning with....
A. Large
B. Small
C. Tall
D. Long
13. I'm very thirsty. I need ... of water.
A. a plate
B. a bowl
C. a glass
D. a piece
14. Mr. Dedi is a doctor. He works in ...
A. Hotel
B. Hospital
C. School
D. Office
15. This is a It comes from Africa. It has black and white stripes. It has four legs and long tail. It eats grass.
A. Lion
B. Tiger
C. Zebra
D. Cow
16. Tonny : Pizza and spicy fried chicken are my favourites.
Hani : Yes, I like them too. These pizza and spicy fried chicken are very delicious. What is the synonym of the underline word?
A. Salty
B. Sour
C. Tasty
D. Bitter



Read the text below to answer the questions!

Here is Abi's shopping list for Umi's

birthday:

20 balloons

A beautiful tart

Bottle syrup

9 pack of biscuits

40 m ribbon

40 papers trumpets

44 paper hats

17. How many paper hats does the writer want to buy?

I. Fourteen

J. Four

K. Forty

L. Forty four

18. What kind of hats does he want to buy?

A. Bamboo hats

B. Plastic hats

C. Fabric hats

D. Paper hats

19. A beautiful tart. What is the antonym of the underlined word?

A. Nice

B. Bad

C. Pretty

D. Cute

20. It's rained continuously for two whole days. The underline word has similar meaning with...

A. Without

stopping

B. Heavily

C. Regularly

D. at odd moments

CURRICULUM VITAE



Sulastri was born in Tri Rejomulyo, Tulang Bawang, Lampung on January 5th 1995. She is the second daughter in her family. She has four brothers and a sister. Her father is Wasimin and her mother is Supinah. Ethnically speaking, she comes from Javanese family descent. She lives in Metro to finish her study and to get a job.

She entered the elementary school of SDN 1 Tri Rejomulyo in 2001 and graduated in 2007. Then she entered the junior high school at SMPN 1 Penawartama in 2007 and graduated in 2010. At the same year she entered the senior high school at SMAN 1 Penawartama and graduated in 2013. After that, she entered IAIN Metro and took English education study program in 2013.

