

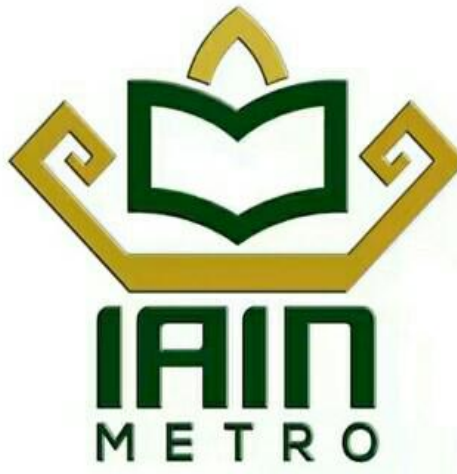
UNDERGRADUATE THESIS

**INCREASING VOCABULARY MASTERY
BY USING COMMUNITY BASED LEARNING TECHNIQUE
AT EIGHT JUNIOR HIGH SCHOOL MUHAMMADIYAH 4
METRO IN ACADEMIC YEAR OF 2020 / 2021**

By:

AJENG LARASATI

STUDENT. ID. 14120897



**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/ 2021 M

UNDERGRADUATE THESIS

**INCREASING VOCABULARY MASTERY BY USING
COMMUNITY BASED LEARNING TENICHQUE AT EIGHT
JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN
ACADEMIC YEAR OF 2020/2021**

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

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Co-Sponsor : Syahreni Siregar, M.Hum

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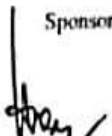
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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APPROVAL PAGE

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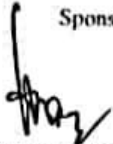
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RATIFICATION PAGE

No: B-1561/III-28.1/D/PP-00.9/06/2021

An Undergraduate thesis entitled: INCREASING VOCABULARY MASTERY BY USING COMMUNITY BASED LEARNING TECHNIQUE AT EIGHT GRADERS OF MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2020/2021, Written by: Ajeng Larasati, Student Number 14120897 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 26th, 2021, at 09.00-11.00. AM

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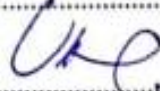

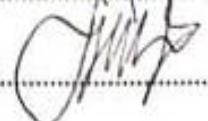
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RATIFICATION PAGE

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Research proposal entitled: INCREASING VOCABULARY MASTERY BY USING COMMUNITY BASED LEARNING TECHNIQUE AT THE EIGHT GRADERS OF MUHAMMADIYAH 4 METRO IN THE ACADEMIC YEAR OF 2019 / 2020, Written by Ajeng Larasati, student number 14120897, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on march 23th, 2020 at 09.00-10.30

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**INCREASING VOCABULARY MASTERY
BY USING COMMUNITY BASED LEARNING TECHNIQUE AT EIGHT
JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN
ACADEMIC YEAR OF 2020 / 2021**

ABSTRACT

By:
Ajeng Larasati

The aim of this research to find that community based learning technique can increase the students' vocabulary mastery and their learning activity. In this reseach the reseacher limits the Based on identification of problems at the first point such as students have vocabulary mastery that is lacking. Therefore, the researchers limited the problem to increasing vocabulary mastery by using community-based learning in eight students.to increase the vocabulary mastery. The action hypothesis of the research is is the use of realia media can increase the vocabulary mastery.

This research is classroom action research. This research was conducted on March 2020. This study was conducted on the second year student of SMP Muhammadiyah 4metro. There were 27 students. In this research, the reseacher taught vocabulary using realia media. This research is classroom action research was conducted in two cycles, cycle 1 and cycle 2. Cycle 1 consisted 3 meeting, the first meeting was used to pretest, the second and third meeting was used to the action and post-test 1. In the cycle 2 consisted of two meeting, the first meeting for the action, and the second meeting for the post test 2.

Based on the result data analysis since pre-test up post-test of cycle, the students' average score of pre-test is 40, the average score of post-test in cycle 1 is 65, and the average score of post-test in cycle 2 is 80. So, there is progress from 40 to 65 and finally be 80. It can be seen from the data, such as: there is increasing about 25 point of progress average score from the pre-test to the post-test in the cycle 1. Then the cycle 2 have progress average score from 65 to 80 there is increasing about 15 point. It means that the students could achieve the target. The target is 70% students gained score. It means that teaching vocabulary using community based learning technique can increase the students' vocabulary mastery.

Key Words: *Community Based Learning, Vocabulary Mastery, Classroom Action Research.*

**PENGUNAAN TEKNIK COMMUNITY BASED LEARNING
UNTUK MENINGKATKAN PENGUASAAN KOSAKATA
PADA SISWA KELAS VIII SMP MUHAMMADIYAH 4 METRO
TAHUN PELAJARAN 2020 / 2021**

ABSTRAK

Oleh :
Ajeng Larasati

Tujuan penelitian ini untuk mengetahui bahwa teknik pembelajaran berbasis komunitas dapat meningkatkan penguasaan kosakata siswa dan aktivitas belajarnya. Dalam penelitian ini peneliti membatasi pada identifikasi masalah pada poin pertama seperti siswa memiliki penguasaan kosakata yang kurang. Oleh karena itu, peneliti membatasi masalah pada peningkatan penguasaan kosakata dengan menggunakan pembelajaran berbasis komunitas pada delapan siswa untuk meningkatkan penguasaan kosakata. Hipotesis tindakan dalam penelitian ini adalah penggunaan media realia dapat meningkatkan penguasaan kosakata.

Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini dilakukan pada bulan Maret 2020. Penelitian ini dilakukan pada siswa tahun kedua SMP Muhammadiyah 4metro. Ada 27 siswa. Dalam penelitian ini peneliti mengajarkan kosakata dengan menggunakan media realia. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus, siklus 1 dan siklus 2. Siklus 1 terdiri dari 3 pertemuan, pertemuan pertama digunakan untuk pretest, pertemuan kedua dan ketiga digunakan untuk tindakan dan posttest 1. Dalam siklus 2 terdiri dari dua pertemuan, pertemuan pertama tindakan, dan pertemuan kedua untuk post test 2.

Berdasarkan analisis hasil data dari pre-test ke post-test, nilai rata-rata dari pre-test adalah 40, nilai rata-rata post-test dari siklus 1 adalah 65, dan nilai rata-rata dari post-test 2 adalah 80. Jadi, kemajuannya dari 40 ke 65 hingga menjadi 80. Ini bisa dilihat dari data 25 point meningkat dari nilai pre-test ke post-test di siklus 1. Kemudian, di siklus 2 meningkat dengan nilai rata-rata dari 65 ke 80 yaitu 15 point. Ini artinya siswa telah mencapai target, yaitu targetnya 70% siswa mendapatkan nilai 65. Berdasarkan data tersebut mengajar kosakata dengan menggunakan media realia dapat meningkatkan penguasaan kosakata pada siswa.

Kata Kunci: *Community Based Learning teknik, Penguasaan Kosakata, Penelitian Tindakan Kelas.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, April 2021
The writer



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Metro, April 2021
Penulis



Ajeng Larasati
AJENG LARASATI
NPM. 14120897

MOTTO

مَعَنَا اللَّهُ إِنَّ تَحْزَنَ لَا

Laa Tahzan Innallaha Ma'ana

Artinya :

"Do not be sad, actually Allah with us"

"Janganlah kamu bersedih, Sesungguhnya Allah bersama kita"

DEDICATION PAGE

this undergraduate thesis is specially dedicated to :

My beloved family, especially my parents (Mr. Didi Kurniadi and Mrs. Wiwin Jumawanti), my beloved sisters (Umi Saskia) my beloved cousins (Citra Adellouis, Sani Almira, Zahra Adinda, Dayu Firmansyah, Dwiki Amalia) who always pray and support in their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved friends Destri Maryana, Riswanto, Eka Herlina and Daeng Yordaniako big thanks for your support and always accompany me.

To my future husband who I care about (Taufik Rahman, M.Pd) thank you for your support and patience, who never give up. I can complete this thesis.
my beloved almamater of state institute for islamic studies of metro.

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In the name of Allah, the Most Gracious, the Most Merciful Praise be to Allah, the Lord of the world whom without His mercy and blessing, none of these be possible. The writer is very grateful for the chances He has given her to accomplish this a research proposal.

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The writer could not endure the obstacles which arose during the process without her family support. She is grateful to have her mother, father, and sisters and brother who have supported her with finance and prayers for her success. She is also grateful to her the best friends for their support during her study, and all persons who can not be mentioned individually here.

It is Allah who bestows success and guides to the Right Path.

Metro, April 2021
The Writer


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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, language is an important part of human life and it is one of the most advanced achievement of human civilization. It is a means of communication to convey their ideas, information, feeling, and so on. It is inseparable from human's daily.

English is the foreign language learned and employed by students around the world. In Indonesia is one of the countries that use English as a foreign language, in Indonesia even the English language has an important role because most of science is written in English. Ministry of education of Indonesia includes English as the main lesson in formal education in Indonesia, which must be studied since the elementary school to the university. English as foreign language is enable the student to use the language in communication in oral, in learning English.

Basically the language has four skill include listening, speaking, reading, and writing. The four language skill are the basic components to master a language that must be supported by a mastery of vocabulary. Therefore the quality of the language skill students depends on the quantity and quality of on their vocabulary.

Vocabulary mastery is the totals of words that can be understood clearly include the meaning, the form and the functional by the learner. According to (Berne & Blachowicz,2008) Vocabulary learning is an essential

part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research shows that teaching vocabulary may be problematic because many students find it difficult to remember and understand and accommodate the new vocabulary they get. Based on the statement above, it is understood how important vocabulary learning. Based on the statement above it is understood how the importance of vocabulary learning. By vocabulary we can express the idea that can be understood by the others in the form of communicates and also articles. So that teaching vocabulary is the first step that should be considered by the teachers. Teaching English is to facilitate the student's whitt the ability of communication with speakers of the language both in written and spoken forms through that language.

Community-based learning is a partnership that involves students, families, schools, and communities, with each partner sharing responsibility for the student learning. In other words community-based learning can be said as group-based learning to improve students' thinking ability. as a support to attract students in learning to improve the vocabulary that they demand to master the teacher to provide solutions by using the game as a means of improving the ability to remember the students.

A pre-survey was conducted on March 15, 2018, the researchers found a problem experienced by eighth grade students, namely the lack of mastery of vocabulary experienced by students and their lack of interest in learning about

vocabulary mastery. The teachers only gave them an explanation of the components they taught then asked students to open a bilingual dictionary and find the meaning of the word. After that, the teacher asks students to do the assignments on the worksheet and the activities are completed. The teacher does not try to stimulate students' interest, motivation and pleasure in learning. To overcome the problem above, there are several techniques, tools, and Technique that can be used in vocabulary teaching. Based on the data pra-survey in the SMP Muhammadiyah 4 metro. The students vocabulary must be increased. The data can be shown as follow :

Table 1. The Result of Students' Score in Pre-test at the second year students of SMP MUHAMMADIYAH 4 METRO

No.	Students' Initial Name	The Scores of Pre-test	Categories
1.	AHK	40	Incomplete
2.	AIYH	50	Incomplete
3.	AOK	50	Incomplete
4.	CCP	40	Incomplete
5.	DRS	60	Incomplete
6.	DSA	20	Incomplete
7.	FRN	50	Incomplete
8.	FLA	40	Incomplete
9.	IKA	60	Incomplete
10.	MGS	70	Complete
11.	NRI	60	Incomplete
12.	RSA	60	Incomplete
13.	RAS	0	Incomplete
14.	RSIA	40	Incomplete
15.	SKH	50	Incomplete
16.	SBO	10	Incomplete
17.	SFF	20	Incomplete
18.	SKLH	50	Incomplete

19.	AZH	30	Incomplete
20.	AYNH	40	Incomplete
21.	RPA	60	Incomplete
22.	AGL	20	Incomplete
23.	AFNH	70	Complete
24.	ATL	60	Incomplete
25.	ASA	70	Complete
26.	AGL	40	Incomplete
27.	RPA	30	Incomplete
	Total (Σx)	1190	
	Average	44	

Source: The result of pre-test on Tuesday, March 19th, 2020.

Tabel 2. The percentage of the result of English Test At the students of SMP Muhammadiyah 4 Metro

NO	Categories	Score	Frequencies	Percentages
1.	Complete	≥ 65	3	11%
2.	Incomplete	≤ 65	24	89%
Total			27	

The indicator of the success of English test at the second graders of SMP Muhammadiyah 4 Metro is 65. So, the students have score < 65 it means that the students incomplete in the English test. Unless the student has score 65 Or > 65 it means that student has complete in English test.

Therefore as a response to the fact that the students' vocabulary mastery needs to be increased and the importance of community based learning technique, the researcher would conduct the research entitled: " The Use Of community based learning technique To increase The vocabulary Mastery Among The Students At SMP Muhammadiyah 4 Metro

In community based learning (CBL) can increase vocabulary for students. Because in groups or communities students can exchange ideas and help each other in memorizing the vocabulary that has been given. In increasing the vocabulary of students in learning, the formation of study groups in the class is very influential to foster a sense of wanting to learn vocabulary. the group would be determined by the teacher, so that it is in accordance with the rules so that they get good results in working on vocabulary questions.

The last statement to know in detail through community based learning (CBL) the students can increase their vocabulary mastery. Beside that the students would be move interested in learning English, especially in learning vocabulary. The writer research about: “Increasing teaching vocabulary by using community based learning at eight junior high school MUHAMMADIYAH 4 METRO the Academic Year of 2020 / 2021.”

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students have lack vocabulary mastery
2. The students are not interested in studying English
3. The students had difficult to remember the vocabulary.

C. Problem Limitation

Based on identification of problems at the first point such as students have vocabulary mastery that is lacking. Therefore, the researchers limited the problem to increasing vocabulary mastery by using community-based learning in eight students of SMP MUHAMMADIYAH 4 METRO.

D. Problem Formulation

Based on the problem limitation above the researcher formulates the problem of the research as follows: can the use of community based learning increase the students vocabulary mastery of the eighth graders of SMP MUHAMMADIYAH 4 METRO.

E. Objective of the Research

- 1) In line with the problem above, the objective of the research is to know whether community based learning can increase the students' vocabulary mastery.
- 2) To know and improve learning strategies in vocabulary mastery.

F. Benefits of the Study

Hopefully this research can be used:

1. For the students
 - 1) The students would enjoy and be interested in English learning process and improve the students' vocabulary mastery.
 - 2) To motivate the students' in learning English, especially in vocabulary mastery.

2. For the teacher

- 1) This research can be used as information, especially about increasing vocabulary for students through community-based learning.

3. For other researchers

The result of the research is expected to be reference to give some knowledge about research in vocabulary learning process.

G. Prior Research

After studying journals, the writer found out research from Fathul Munir in *The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery EFL Students*. Thesis: English Letter Department, At IAIN Tulungagung, East Java, Indonesia.¹

Second other similar research is *improving students vocabulary mastery using experiential learning At the sixth grade of SDN Banaran 01 in the academic year of 2009/2010*, written by ike anisa.²

From prior research focused on skills. This study has similarities with research from Fathul Minir and Ike Anisa, the purpose of the first study was to find out whether mastery of vocabulary can improve many English language skills such as: reading, speaking, writing, and listening. Vocabulary mastery is a skill to understand the list of words and their language meanings. The author

¹ Fathul Munir, *The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery EFL Student*, Thesis, English Letter Department, At IAIN Tulungagung, East Java, Indonesia.

² Ike Anisa, *improving students vocabulary mastery using experiential learning At the sixth grade of SDN Banaran 01 in the academic year of 2009/2010*, Thesis, Sebelas Maret Surakarta, 2011.

hopes that what the author has done would inspire English teachers to improve vocabulary mastery in their classrooms.

Then, to collect research data, researchers can use classroom action research (CAR) to convey from their collection of diary errors made by students when doing homework or final assignments in class.

After analyzing the data, he concluded the students had low vocabulary. Because the students are very difficult to remember vocabulary that is difficult for them. Therefore the writer tries to improve vocabulary in students with various methods so that students can easily remember the vocabulary given by the teacher.

Since of the previous studies focused on discussions of students, attitudes about increasing vocabulary mastery, the present study aim to offer a practical solution to the Increasing Vocabulary Mastery by Using Community Based Learning Technique at The Eight Junior High School Muhammadiyah 4 Metro in Academic Year Of 2020/2021.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Vocabulary Mastery

1. Definition of Vocabulary

We learn vocabulary to know the meaning of words. To understand the meaning of word. We do not just memorized or write the word but we also need to know the function of the words life. So in learning vocabulary, we should be able to use vocabulary whether in learning speaking or writing.

Vocabulary is one of importance component of language and that language exist without word. Word are sign or symbol for ideas they are means by which people exchange their though vocabulary is the use of word it make the sentence on a language. It is used as the means communicating learning of language would automatically involve the vocabulary lexicon.

Vocabulary is important aspect of language. To understand language, the learner should know the complexity of the word. Then the teacher should be deciding how to teach vocabulary in their classes. According to Cameron, vocabulary is central to the learning of a foreign language at primary level³. In addition Cameron, vocabulary development is about learning words, but it is about much more than that. language at primary

³ Cameron, L, *Teaching Language to Young Learners*, (United Kingdom: Cambridge University press,2001), p.72

level. In addition Cameron, vocabulary development is about learning words, but it is about much more than that.

Cameron states that learning words is a cyclical process of meeting those words again, each time extending knowledge of what words mean and how they are used in the foreign language. In addition Nation (1990) in Cameron (2001:84) suggest that a new word needs to be meting least five or six times in a text book unit before it has any chance of being learn.

According to Richard, J.C. et al, vocabulary is as a set of lexemes which includes single word, compound words and idioms. Homby , A. S. et al as quoted by Mayuree Siriwan stated that vocabulary is as the total number of words which make up a language; and a range of words known to or used by a person. Moreover, Lotfi Ghazal said that vocabulary is central to language and is of great significance to language learners.

It can be concluded that vocabulary is seen as the study of vocabulary items which includes single words, compound words and idioms. Vocabulary concerns not only simple words in all their aspects, but also complex and compound words.

According to Elfrieda H. Hiebert and Michael L. Kamil, generically, vocabulary is the knowledge of meaning of words.⁴

⁴ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Lawrence Erlbaurn Associates, 2005), p.3

Moreover Michael McCarthy, *et al* stated that vocabulary is all about words.

When we use language we use words all the time, thousands of them. If we know a language well, we know to write its words and how to say its words.⁵ It can be seen that vocabulary is about word and also its meaning and function in language context: when learning English, students not only learn about word but they also have to understand about its meaning.

Based on the explanation above, writer can conclude that vocabulary is a group of words that has meaning which is used in English teaching and learning.

2. Definition of Vocabulary Mastery

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.⁶ 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.⁷

One of the components to master English as a foreign language vocabulary mastery. It means that the students have ability in understanding and using the words and meaning. It also plays an

⁵ Michael McCarthy, *et al*, *Vocabulary Matrix*, (Canada: Nelson Education, Ltd., 2010), p.1

⁶ Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery", (Education Leadership, January 2014) Number 4, p. 1, Vol.71.

⁷ Ibid.

important role in English language skills.⁸ Vocabulary plays an exceedingly importance important role in learning second or foreign language.⁹ Vocabulary is regarded as an essential part of mastering a second language. As quoted by Virginia F. Allen that to master the language by learning, learners also should know and understand the word meaning and how the words work together in sentence.¹⁰

Furthermore, Ying He that vocabulary is knowledge of words including explanation of word meanings. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form and frequency.¹¹

Based on the explanation above, the written can be conclude that vocabulary mastery is a skill to understand the list of words and their meanings of language. It would be impossible to learn a language without vocabularies. Learning a language means learning its vocabularies. In other words vocabulary is a key indicator of both one's language learning and one's ability to learn language.

3. Types of Vocabulary

Based on type of vocabulary in general, there are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading

⁸ Yagoub zahedi And mortaza Abid, *The Impact of Imagery on Efl Learners Vocabulary Learning, international conference on education and psychology*,(Elseiver,2012),p.2264

⁹ Soheil Rahimi, "The Effect Of Vocabulary Learning Strategy Instruction On The Depth Of Vocabulary Knowledge" *In international journal of language learning and applied linguistics world* (Jjllalw), (Islamic Azad University : April 2014,), no.4,p.91

¹⁰ Virginia French Allen, *Techniques In Teaching Vocabulary*,(New York: Oxford University press, 1983), p.2

¹¹ Ying He, *A Study Of L2 Vocabulary Learning Strategies*,(kristianstad University,2016), p. 11

vocabulary, and writing vocabulary. Listening vocabulary refers to words that learners use to understand what they hear. Speaking vocabulary is known as words they use when they speak. Reading vocabulary concerns words in prints that they recognize and use to understand what they read, and writing vocabulary involves words they use in their own writing.

Figure 1.

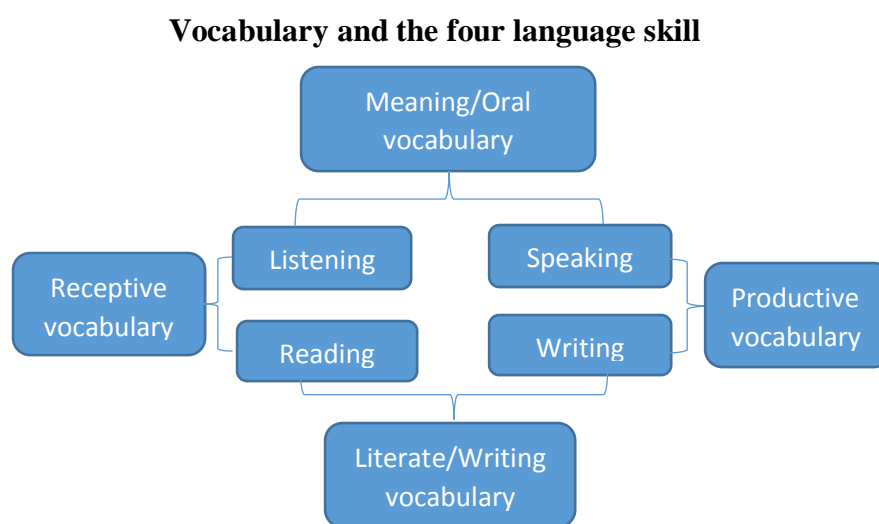


Figure 1: vocabulary and the four language skill

4. Importance of Vocabulary

Vocabulary is an important aspect in our life. It is because the people need vocabulary in expressing their ideas both of in mother tongue or foreign language. Even though vocabulary is the skill of a language.¹² It plays a very important role in language learning and teaching. Of all the language skill, it is widely acknowledge that vocabulary is a very important part in English language learning, that so

¹² Risqi Ekanti Ayuningtyas Palupi, *Enriching vocabulary mastery using short texts*, (Surakarta: Sebelas Maret University, 2010),p.10

one can communicate in any meaningful way without vocabulary.¹³ As Judy Willis stated that with enhanced vocabulary, students grow in skill of verbal fluency, writing, and comprehension. When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.¹⁴

It can be concluded that words are the tools learners use to think, to express ideas and feelings, as well as to explore and analyze the world around them. A limited vocabulary keeps them from expressing their thoughts and feelings. On the other hand, rich vocabulary gives them the right words to use at the right time.

The importance of vocabulary¹⁵:

- a) An extensive vocabulary aids expressions and communication
- b) Vocabulary size has been directly linked as reading
- c) Linguistic vocabulary is synonymous with thinking vocabulary.

Vocabulary is something adhered to someone. Each vocabulary development learners have, it decides their future. It means the vocabulary is one important that be viewed by the society.

5. Vocabulary Learning

According to H. Brown Douglas, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

Learning is retention of information or skill. Retention implies storage

¹³ Ibid.20

¹⁴ Judi Willis, *Teaching the Brain to read*, (Alexandria: ASDC Publications,2008), p. 80.

¹⁵ Stahl, Steven A. *Vocabulary Development. "The Cognitive Foundations Of Learning To Read: A Framework"*, (Cambridge: Brookline Books, 1999), p. 14.

systems, memory, and cognitive organization. Learning involves some from or practice, perhaps reinforced practice.¹⁶

Robert Michael Esterbrook stated that learning is viewed as a complex process that uses many cognitive resource, not least of all a cognitive 'tool' to 'acquire' generally both skill and knowledge and experience.¹⁷ In other word, learning can be defined as acquisition. Learning is a process getting information or subject.

Lotfi Ghazal explained that vocabulary learning is one of the major challenge foreign language learners face during the process of learning a language. One way to alley the burden is to assist students in becoming independent learners during the process of target language vocabulary learning. This could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible.¹⁸

Vocabulary learning is an essential part in foreign language learning as the meanings of new word are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.¹⁹ Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Given the difficulties of vocabulary learning in a

¹⁶ H. Brown Douglas, *Principle Of Language And Teaching*, (Longman: San Fransisco State University, 2000), p.7.

¹⁷ Robert Michael Easterbrook, *The Process Of Vocabulary Learning: Vocabulary Learning Strategies And Beliefs About Language And Language Learning*. (The University Of Canberra: 2013), p.6.

¹⁸. Lotfi Ghazal, *Learning Vocabulary In Efl Contexts Through Vocabulary Learning Strategies Research On Youth And Language*, p. 84.

¹⁹ Mofareh Alqahtani, " *The Importance Of Vocabulary In Language Learning And How To Be Taught*", (International Journal Of In Language Learning And How Academy), 2015, p.21.

second or foreign language, along with the obvious necessity of trying to overcome them, one would expect that vocabulary instruction would be at the top of the agenda for language teacher.²⁰

According to Mayuree Siriwan, vocabulary learning is of great importance since vocabulary is a key unit in building up skill and knowledge. However, learning vocabulary items is not simply a matter of committing them to memory, but how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial.²¹

Moreover, learning is generally defined as being connected with thinking or conscious mental process. Some of the factors involved in learning the vocabulary of another language that is learning the vocabulary relatively easy or relatively difficult.²² The learner must establish relationships between form, meaning and function, both in utterance and in texts: they must establish the elaborate knowledge about individual words so they can be used communicatively and they must establish an associational network of word. The learner must know the meanings associated with sand-alone vocabulary items, bound items or multiword items, in the case of English.

²⁰ Samira Hayati Samian And Mansoor Tavakoli , " *The Relationship Between Iranian Efl Learners Rote Learning Strategy Use And Their Level Of Proficiency*", *Journal Of Language Teaching And Research*, (Academy Publisher), NO.3/Maret 2015, P.21.

²¹ Ibid, p.70

²² Robert Michael Easterbrook, *The Process Of Vocabulary Learning Vocabulary Learning Strategies And Beliefs About Language And Language Learning*, p.19.

The writer conclude that vocabulary learning is as student activity to improve their words and its meaning. Vocabulary learning involves activating students apprehension of and use of words that the students is not likely to learn through an oral medium, with the goal of increasing students expressive vocabulary.

The main goals of vocabulary learning should be focused on why language learners particularly learn vocabulary both in isolation and in context. For example, students need to hear a new word in isolation as well as context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. They would need to hear the word spoken in isolation several times to catch all this information.

There are several stages on vocabulary learning, those are:²³

- a) Finding new words
- b) Understanding words meaning
- c) Recording new words
- d) Remembering new words
- e) Self-testing
- f) Using new words in natural language

²³ Marilyn Lewis, *How To Study Foreign Language*,(London: Micmillan press 1999),p.123.

B. Concept of Teaching and Learning Vocabulary

1. Teaching vocabulary

Teaching is defined as giving instruction to somebody's knowledge, skill, etc.²⁴ based on explanation, teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teachers have responsibility to make the students successful in their teaching. The teacher should teach the material that suitable with the students need by the appropriate strategy, Technique, technique, etc, and them to achieve the goal.

Cameron says that "teaching vocabulary focuses on helping students to build up knowledge of words also it would be able to the students to use the language efficiently and successfully."²⁵ It means that teaching vocabulary must be carefully in choosing the material to make students enjoy the learning and attract with the English subject with the right way to achieve the goal.

Teaching English vocabulary words community-based learning can be said as group-based learning to improve students' thinking ability. as a support to attract students in learning to improve the vocabulary that they demand to master the teacher to provide solutions by using the game as a

²⁴ A.S Homby, *Oxford Advance Learner's Dictionary of Current English*, (New York: Oxford University Press), 1988, p. 125.

²⁵ Cameron, Lynee. *Teaching Languages to Young Learners*, (New York: Cambridge University Press), 2001. P.75.

means of improving the ability to remember the students. And by using games, the teacher can create a good atmosphere in the classroom, so that the students do not tense to learn sometimes, students do not realize that they are learning. This enjoyable situation unconsciously also makes students want to speak. If they talk more it means that they can increase their vocabulary.

Thombury states that without vocabulary nothing can be conveyed.²⁶ It means that in teaching vocabulary the teacher have to know how to teach students in order to makes the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the technique that should be suitable with their lesson.

2. Concept of Community-Based Learning

According to Nova Scotia Department of Education 2013 teaching English vocabulary Community-based learning is a partnership that involves students, families, schools, and communities, with each partner sharing responsibility for the student learning.²⁷ In other words community-based learning can be said as group-based learning to improve students' thinking ability. as a support to attract students in learning to improve the vocabulary that they demand to master the teacher to provide solutions by using the game as a means of improving the ability to remember the students.

²⁶ Scoot Thombury, *How to Teach Vocabulary*, (Longman, England, 200), p.13.

²⁷ Nova Scotia, *Atlantic Canada Social Studies Curriculum: Community Economic Development*. (Halifax Department of Education. 2000),p. 1.

Games thought to be at the heart of teaching foreign language. The main aim of game should be to develop communication skill. In this community-based learning teachers divide their students into groups to streamline the teaching of vocabulary. And if the group has been established then the teacher would play the game method to combine the CBL strategy. The game itself, does not have to be monotonous in the sense the game is used continuously for some time, but the teacher can change the game in every meeting to prevent boredom on the students.²⁸

By using community-based learning in games, the students do not feel that learn something through that activity. Through games the students become active learners. That is many teacher of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. Chosen game are invaluable as they give students to practice language skill.

However, teaching English vocabulary by using community-based learning in game has an important role for teacher and students. The first, as students, they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown developed in Indonesia. The third, teaching English vocabulary by using community-based learning in game can help teacher in teaching learning process. Finally, they can teach and learn English vocabulary using games.

²⁸ Wallace M, *Teaching Vocabulary*, (British Library, London 1982).

Based on the statement above, it can be concluded that games is fun, it is can create relaxes atmosphere if it use in teaching learning process. So, it can be make the students easier to receive the material.

3. Procedure of community based learning

There are some steps in community-based learning to increase teaching vocabulary:²⁹

1. Community-based learning is a partnership that involves students, families, schools, and communities, with each partner sharing responsibility for the student learning.
2. Community-based learning focuses on students so they can find friends when they are learning.
3. Reciprocal partnerships take time to develop but can have an impact on truly meaningful ways that broaden people's understanding.
4. Community-based learning improves discipline in students.
5. Community-based learning can and should be devised around all art forms, including music, visual art, writing Technique art.

4. Characteristics of Community based learning

- 1) knowledge and skills that are relevant to the academic discipline are applied;
- 2) active engagement with the community takes place in response to a need identified by them;
- 3) experiential learning techniques and opportunities are promoted;

²⁹ LisaA. Kramer and Judy Freedman Fask, *Creative Collaborations Through Inclusive Theatre and Community-Based Learning*, (Worcester State University, New York 2017), p. 17.

- 4) reflection strategies underpin the learning and assessment process.³⁰

5. Advantage community based learning

Every learning to use community based learning in game advantage and disadvantage, CBL gives the advantage in learning vocabulary based on the analyze of the researcher.

- The advantage are :
 - 1) Fun and enjoyment
 - 2) Increase the student vocabulary mastery
 - 3) Students can explore their ability to learn vocabulary and action with the spoken word.
- Disadvantage of community-based learning:
 - 1) The class would be rather noisy when this game applied, because the student are shouting in the class.
 - 2) It takes a long time during the process.

C. Hypotheses

Based on the frame of theories and assumption the writer formulates the hypotheses as follow: by using community-based learning in teaching, the students would be able to increase their vocabulary mastery.

³⁰ Watson, D., Hollister, R., and Stroud, S. and Babcock, E. *The Engaged University: International perspectives on civic engagement*. (New York: Taylor and Francis 2011).

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition operational variable

This Research is classroom action research. This research contains two variable (X) and (Y). Variable (Y) is the dependent variable (vocabulary mastery). Operational variable is the definition which based on characteristic of the things that would be defined. Meanwhile, variable can be defined as an attribute.

There are two operational definitions of variables, which are:

1. Vocabulary mastery (variable Y) is the ability of the students comprehend and get main idea from the text. The indicators or vocabulary mastery ability are the students would be able to: 1). The meaning of word, 2). To know the main idea, and 3). Answer questions that are specially answer in a message.
 1. The community based learning (X) is one of the learning materials learn can be produced using pupils' subject language, and contain vocabulary materials printed in bigger book format for children's use. The indicator of variable X is :1). The Student can explore their ability to learn vocabulary and action with the spoken word,2). They fun and enjoyment in english learning process,3). by using community based learning , they have strong and good motivation to deepen English Language, 4) The students easier to receive the material and their vocabulary increase it.

B. Setting of the Research

This research is Classroom Action Research (CAR). The writer conducted this research at the second year student at the SMP Muhammadiyah 4 Metro. The writer focused on the second student. The writer choose this class because most of students in the class was low score in vocabulary mastery.

C. Subject of the Study

The subject of this research is the students' of the eight junior high school MUHAMMADIYAH 4 Metro. In this research, the writer collaborated with an English teacher, he is Mr. Abidin, S.Pd. The writer selected the second year student, because most of students did not get the grade minimum requirement of English mainly in vocabulary mastery. It contains 20 students with the explanation as follow:

Table 3

FHNo.	Class	Sex		Total
		Male	Female	
1.	VII	9	5	14
2.	VIII	9	8	17
3.	IX	11	14	25

Data resource of Muhammadiyah 4 Metro

D. Research Procedure

Classroom Action Research is a method to find out what works best in your own classroom so that students learning would be improved. The goal of CAR is to improve the teacher's teaching the classroom (or your department or school).

As articulated former, the purpose of action research is to learn through action leading to personal or skilled development. Kemmis and Mc Taggart maintain that action research involves a spiral of self-reflective spirals of: Planning, acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting.

The Action Research Spiral

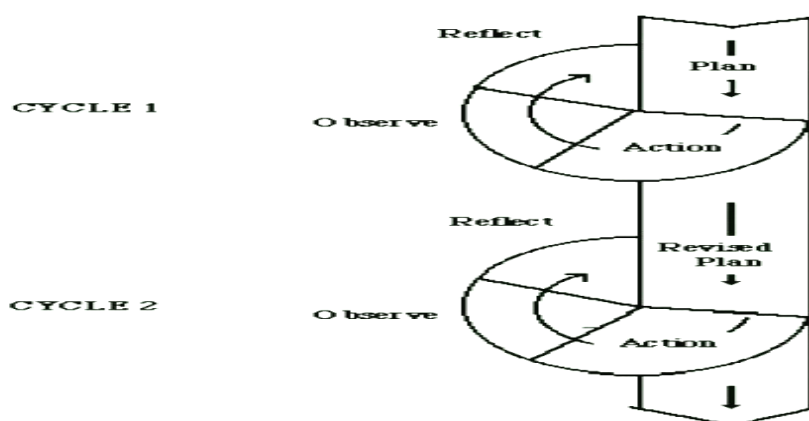


Figure 1.1 illustrates the spiral model by Kemmis and McTaggart.³¹

From the design above, here is the explanation about procedures that was conducted by the writer in classroom action research:

³¹ Valsa Koshy, *Action Research for Improving Practice*, (Cromwell Press), 2005, p.4

1. Cycle 1

a. Planning

The importance of planning cannot be over emphasized. It is to make the aims clear and list your objectives unambiguously. Planning is activities which relate to the achievement of your objectives.³² Planning is the first steps in each activity. Without planning the activity, the writer would not focus. Here are steps the writer prepared in planning:

- 1). The writer prepared the lesson plan.
- 2). The writer prepared the material.
- 3). The writer prepared observation sheet.

b. Acting

The second step is acting. The writer at first conducted pretest, to know the student's reading comprehension score. Secondly, the writer taught vocabulary mastery to the students by using big book. While the learning processes the writer observed at the same time of the learning activity. At the end of this step, the writer conducted post-test, to know the result of the treatment.

c. Observing

The writer observed during teaching learning process. After the activities ended, the writer was evaluated all the activities to found

³ *Ibid.*, p.40

out the improvement of the student's vocabulary by using big book Technique.

d. Reflecting.

Based on data on observation, the writer reflected the activities in the first cycle. The result used as the evaluation for the next treatment.

2. Cycle 2

a. Planning

Planning is the first steps in each activity. Without planning the activity, the writer would not focus. Here are steps that the writer prepared in planning:

- 1). The writer prepared the lesson plan
- 2). The writer prepared the material
- 3). The writer prepared observation sheet.

b. Acting

The second step is acting. It is the implementation about the planning. In this step the writer was acted as follow:

- 1). Pre Teaching Activities
 - a). Praying and greeting the students.
 - b). Checking the attendant list.
 - c). Asking the students condition.
 - d). The writer chose the appropriate material.
- 2). While Teaching Process

- a). The writer used the lesson plan
- b). The writer gave explanation to the students how to link ideas, to express ideas about the material by using big book.
- c). The writer taught by using the community based learning
- d). The writer asked the students to answer of question on number by using the community based learning.
- e). The writer gave evaluation.

3). Post Teaching Activities.

- a). The writer asked to the students to answer some questions relate to the topic.
- b). The writer greeted the students.

c. Observing

In this step, the writer observed the process of teaching and learning activity by using observation sheet. The writer observed such as, responding to teacher's question, giving question to the teacher, answering teacher's question, answering others' question, giving explanation.

d. Reflecting

Through reflecting, the writer corrected and analyze the result of the action. Therefore, the writer was find out the strengths and weaknesses of the action. In this step, writer contrasted the score distribution of pre test and post test, the writer was review and reflect on the students' approach whether it is significant increasement in

students reading comprehension ability or not enough in the second cycle or need the next cycle.

E. Data Collection Methods

In collecting the data, the writer used the following methods:

1. Observation

The writer uses observation to get data at the second year student at the SMP Muhammadiyah 4 Metro. The writer took the result of the students test.

2. Test

The writer gives the students two test that are pre test and post test.

- a. Pre test : the writer gave test about number, with form multiple choice.
- b. Post Test: after the treatment, the writer gives test with same theme/topic and form multiple choice. By this result, the writer made the decision for the next cycle.

3. Documentation

The writer used documentation method to get detail information about reading comprehension ability.

- a. The writer took the picture at learning process in the class.
- b. The writer took answer sheet students.

4. Interview

Interview is a dialogue or questions done by interviewer to get information from interviewee, both of directly with data source.³³ The writer interviews the headmaster to know the school history and first headmaster. And the writer interviews the officer to know the situation of the school and students.

5. Field Note

To collect the data more accurately, the writer uses the field notes. It would make the data analyzed simpler. In many profession, it is a manner of good practice to make “field notes” while actually engaged in professional.³⁴

Generally, the field note is divided in two kinds they are descriptive field note and reflective field note.³⁵ The descriptive field note get by doing observation, interview or document. The reflective field note is perfecting form of descriptive field data. This note has been prepared systematically and given interpretation by the research. Based on the statement the writer would use observation and interview.

F. Research Instrument

To know about the students' vocabulary mastery, the writer used the test.

³³ Virginia, *Selection Interviewing Developing and Administering Structured Behavioral Interviews*, 2004, p 8

³⁴ Michael J. Wallace, *Action Research For Language Teacher* (Cambridge : University press, 1997), p.5

³⁵ Bambang Setiaji, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta : Graha Ilmu, 2006), p.20

- a. The instruments used to test are papers, that consist of 10 (ten) number multiple choice of question
- b. The criteria of scoring is around 0-100. Therefore, suppose the students are able to answer the question correctly, their mark would be 100. The highest score of vocabulary mastery test is 100.

G. Data Analysis Method

Data analysis are conducted by taking the average score of the pre-test and post-test. Furthermore, to know gain, the writer compared between pre-test and post-test. If, from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis.

The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow³⁶ :

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

Notes:

\bar{X} = Mean X = Raw Score

³⁶ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p.108-109

Σ = sum of N = Number of cases

ΣX = The total number of students' score and the formula from the percentages score:

$$P = \frac{\Sigma X}{N} \times 100$$

Notes:

P = Percentages N = Number of Cases

ΣX = The total number of students' score

To get total score and increased the students' progress from the implemented treatments, the researcher compare the average and percentages of pre-test and post-test.

H. Indicators of Success

Indicator of success into three aspects, they are:

1. 70% of students would pass Minimum Standard Criteria (MSC) of English that is 65 score.
2. The students' vocabulary scores increase significantly.
3. The students are able to use the Community-Based Learning (CBL) Technique in vocabulary mastery test well.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at SMP Muhammadiyah 4 Metro particularly at the eight grade students of SMP Muhammadiyah 4 Metro in academic year 2020/2021.

1. Description of Research Location

a. History of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro is located on Metro City, Lampung. It was established on 1996. Teaching and Learning activities in SMP Muhammadiyah 4 Metro begins from 07.15 am until 14.00 pm.

SMP Muhammadiyah 4 Metro is one of the State Junior High School in Metro which is found under the Department Education Decision. It is located on the Dr. Sutomo Street, Purwosari District, Sub-district. North Metro, Metro City.

For the sake of the reaching of the building of SMP so the village headman and society figure of Purwosari purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP Muhammadiyah 4 Metro was agreed.

SMP Muhammadiyah 4 Metro was founded in 1984 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Muhammadiyah 4 Metro began the new year of education in 2003-2004.in 2003-2004 SMP Muhammadiyah 4 Metro is led by Drs Junaidi. Now the headmaster SMP Muhammadiyah 4 Metro is Agus Pujianto, S.Pd.M.Pd.

Besides that, SMP Muhammadiyah 4 Metro for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh graders, eighth graders, and ninth graders.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

b. Total Students in the Academic year of 2020/2021

SMP Muhammadiyah 4 Metro has 87 Students. It is divided into some classes that could be identified as follows:

Table 4
Total of Students at SMP Muhammadiyah 4 Metro in the Academic Year of 2020/2021.

NO	Class	Sex		Amount
		Male	Female	
1	VII	13	22	35
2	VIII	5	20	25
3	IX	10	15	25
Total		30	57	86

Source: Documentation of SMP Muhammadiyah 4 Metro in academic Year of 2020/2021.

c. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP Muhammadiyah 4 Metro is stated below:

Table 5
Condition of Teachers and Employers

N O	N A M A	NIP	Mengajar Mata Pelajaran
1	Agus Pujianto, S.Pd.M.Pd	1042089	IPS Terpadu
2	Hadi Pranotos, S.Pd	198102172008012003	IPS Terpadu
3	Mislan	197305171999031003	IPS Terpadu
4	Ovita Vera		IPS Terpadu
5	Abidin, M.Pd	196604122008011001 4	Bhs Indonesia
6	FauziRahman, S.Pd		Bhs Indonesia
7	A. Ghofurrurrahim		Bhs Indonesia
9	Muhkani	197610071999031004	Bhs Inggris
10	Y. DaniBayunAnggara, S.Pd	198107182006041005	Bhs Inggris
11	Liliapriana		Bhs Inggris
12	ArisMulyanto, S.Pd	197910102003121006	IPA Terpadu
13	SyamsulArifin,S.Pd	197902242003121002	IPA Terpadu
14	MuhtarChaniago, S.Pd		IPA Terpadu
15	EkaRatnasari, S.Pd		IPA Terpadu
16	EkaIndrayani.S.H, S.Pd	198606252009022000 1	Matematika
17	EllyRiati, S.Pd		Matematika
19	Eva Melia, S.Pd		Bhs Inggris

20	MuhtarChaniago, S.Pd		Matematika
21	Ngaliman, S.Pd.I	196906241993081000	Pend. Agama
22	AgusSetiawan, S.Pd.		Pend. Agama
23	Martini, S.HI		PKn
24	AgusSetiawan, S.Pd.		PKn
25	AdiSusilo		TIK
27	Novita Sari, S.Pd		Bhs Indonesia
28	DwiSartika, S.PdI		Bhs Lampung
30	AndriSetiawan		Penjasorkes
31	SaifulAnam,		Penjasorkes
32	EkaPujiAstuti, S.Pd		SeniBudaya
33	Linda Pusparani, S.PdI		IPS Terpadu
34	DwiEfianti, S.Pd		IPS Terpadu
Jumlah Jam			

Source: documentation of SMP Muhammadiyah 4 Metro.

d. The Administration Staff of SMP Muhammadiyah 4 Metro

List of administration staff of SMP Muhammadiyah 4 Metro in academic year 2020/2021 can be seen as follow:

Table 6
The Data of Administration Staff of SMP Muhammadiyah 4 Metro

No	Name	Class	Occupation	Ladder
1	Amelia, S.Pd.I	III/d	Leader	S1
2	Sumirah, S.Pd	III/b	Staf. TU	S1
3	Supami, S.Pd	-	Staf. TU	S1
4	A. Manurung, A.Md	-	Staf. TU	D3
5	Suparni	-	Staf. TU	SMA
6	Agus, S.Pd	-	Staf. TU	S1
7	Mulyoto, S.Pd	-	Staf. TU	S1

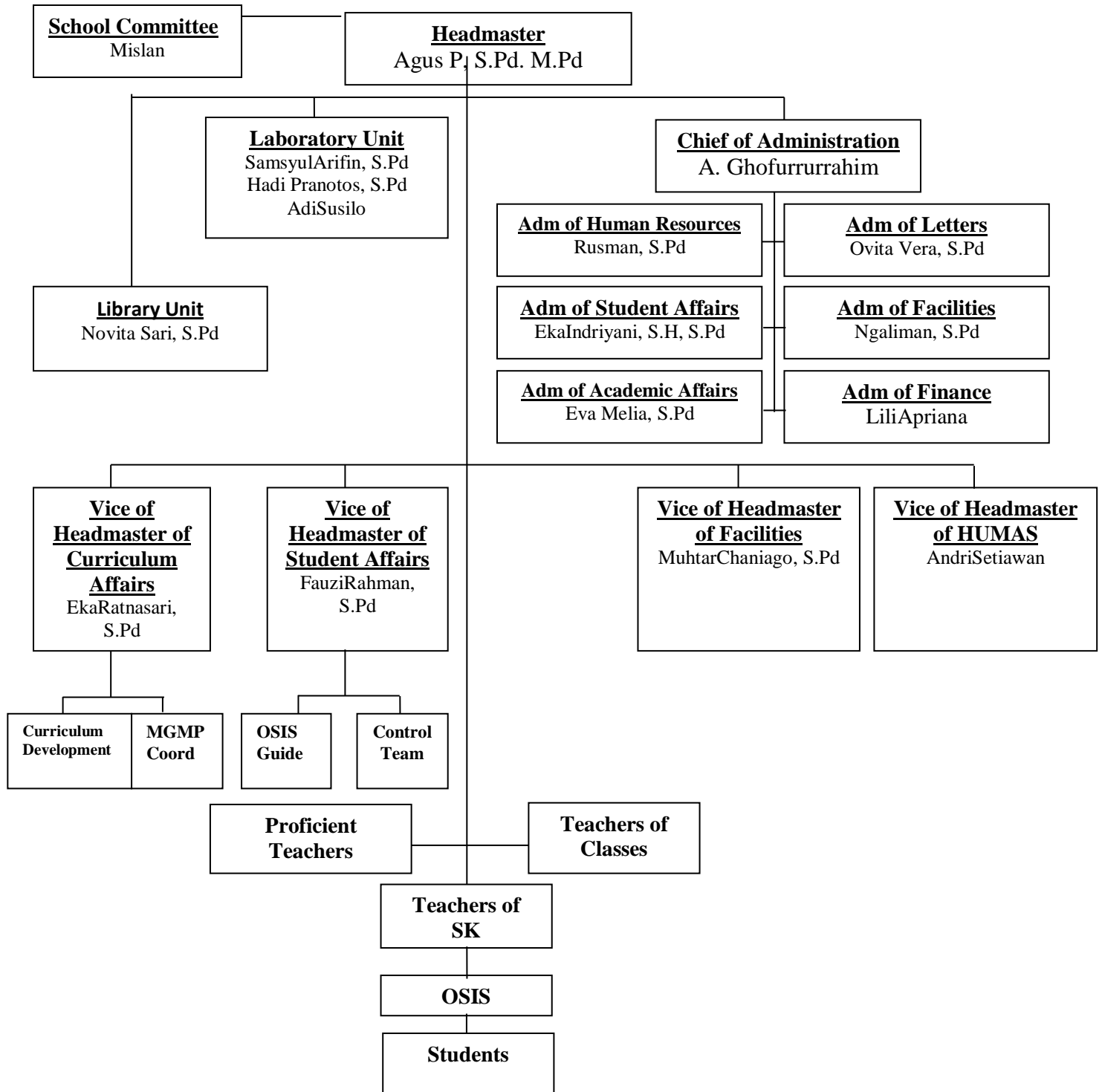
Source: Documentation of SMP Muhammadiyah 4 Metro.

e. Structure of Organization

The structure of organization of SMP Muhammadiyah 4 Metro is stated below:

figure ORGANIZATION STRUCTURES OF SMP

Muhammadiyah 4 Metro



f. The Infrastructure Situation of SMP Muhammadiyah 4 Metro

The infrastructure condition of SMP Muhammadiyah 4 Metro have a good condition all of item, but some building is god enough or broken piece. These building and facilities can be seen on the following table:

Table 7
List of Infrastructure of SMP Muhammadiyah 4 Metro

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good
25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Muhammadiyah 4 Metro.

2. Description of Data

This research used classroom action research; the purpose is to increase the students' activity and the result of the study at SMP MUHAMMADIYAH 4 METRO. It is conducted in two cycles. The researcher used the Community Based Learning Technique to increase the vocabulary mastery. The researcher collaborated this research with English teacher of the second year of students at SMP MUHAMMADIYAH 4 METRO, he is Mr. Abidin, M.Pd

This research concerned four steps in the every cycle; they were planning, action, observation, and reflection. These were research finding of cycle 1 and cycle 2 by every step inside.

Each cycle which consists of four elements is described as follows:

a. Pre-test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on Tuesday, March 24th, 2020 at 13.00-14.00 P.M and it took about 60 minutes. Before gave the pre-test, the collaborator gave the explanation to the students about kinds of clothes vocabulary 20 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used multiple choice test which consist a question contains of vocabulary mastery and then the students read the

question and answer the question. The result of pre-test can be seen on table below:

Table 8. The Result of Students' Score in Pre-test at the students of SMP MUHAMMADIYAH 4 METRO

No.	Students' Initial Name	The Scores of Pre-test	Categories
1.	AHK	40	Incomplete
2.	AIYH	50	Incomplete
3.	AOK	50	Incomplete
4.	AFNH	70	Complete
5.	AGL	40	Incomplete
6.	AGL	20	Incomplete
7.	ASA	70	Complete
8.	ATL	60	Incomplete
9.	AYNH	40	Incomplete
10.	AZH	30	Incomplete
11.	CCP	40	Incomplete
12.	DRS	60	Incomplete
13.	DSA	20	Incomplete
14.	FRN	50	Incomplete
15.	FLA	40	Incomplete
16.	IKA	60	Incomplete
17.	MGS	70	Complete
18.	NRI	60	Incomplete
19.	RSA	60	Incomplete
20.	RAS	0	Incomplete
21.	RPA	60	Incomplete
22.	RSIA	40	Incomplete
23.	RPA	30	Incomplete
24.	SKH	50	Incomplete
25.	SBO	10	Incomplete
26.	SFF	20	Incomplete
27.	SKLH	50	Incomplete
	Total (Σx)	1190	
	Average	44	

Source: The result of pre-test on Tuesday, March 19th, 2020.

To get Average score, the writer used following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \begin{array}{l} \text{Class average score} \\ \text{= Number of cases} \end{array}$$

$\sum X$ = The total number of students' scores

$$\bar{X} = \frac{1190}{27} = 44$$

From the calculation above, it says that class average score is 44.

Percentage of MSC Pre-test

$$P = \frac{\sum X}{N} \times 100\%$$

P = Percentages of pre-test MSC

N = Number of cases

$\sum X$ = The students who get 65 or >65

$$P = \frac{3}{27} \times 100\% \\ = 11\%$$

From calculation above, it says that percentages of pre-test KKM is 11%.

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 65 and the lowest score is 0. The average score of pre-test is 44. From the table 4, we know that there are 24 students who got the score under the

target and 3 students got the target score. So, based on the result of pre-test, it can be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

b. Cycle 1

Cycle 1 was divided into planning, acting, observing and reflecting.

1) Planning

In this phase the researcher planned to give material about vocabulary. The researcher prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared that Technique that used in teaching vocabulary, made observation sheet of the students' activity, identified the problem and found the case of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that gave been taught can be accepted by the students.

2) Acting

The action is 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 9. The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Tuesday, March 24 th , 2020.	07.00 - 08.00 a.m 08.00 - 08.30 a.m
2 nd	Thursday, March 26 th 2020	07.00 - 07.50 a.m

In this cycle, the researcher stated the class usual. Here, the researcher used teaching Technique to teaching the new materials namely Community Based Learning Technique. The steps of using Community Based Learning Technique are : Firstly, Collecting Community Based Learning; The researcher is gathering a collection of Community Based Learning which are used to illustrate topic and material. Secondly, getting organized ; The researcher get organized the object which are used in learning in order the object find quickly. Thirdly, Prior Knowledge; Before the beggining the learning the researcher checking the students prior knowledge by showing the object and ask the students to mention what the the researcher showing to them. Fourthly, Using Community Based Learning; The researcher holds up the object, say the word, then gets student to repeat. Fifthly, Assesing Progress; The researcher assess student's progress by setting out the object which are used to assess their prior knowledge and ask them to tell about the object.

a) The First Meeting

The first meeting was conducted on Tuesday, March 24th, 2020, at 07.00 - 08.00 a.m. continued at 08.00 - 08.30 a.m., and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Abidin, M.Pd was the collaborator as well as an observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Before starting the lesson, the researcher is gathering a collection of Community Based Learning which are used to illustrate topics and materials because of the topic was "translate of word" therefore the researcher gathered kinds of clothes for Community Based Learning Technique for example ; what is your name ? and etc.

After that the researcher got organized the objects which are used in learning in order the objects found quickly so that she found the objects easily when she wants to explain the topic, Before the beginning of the learning the researcher checked the students' prior knowledge by showing the objects and asked the students to mention what the researcher showed to them. The researcher asked one of the students to come in front of the class. Then the researcher also asked the other students to mention what the researcher pointed to

them. The students answered question together “*siapa namamu ?*”. Consequently, the class become noisy. Although they made noise, it indicated that they paid attention to the lesson. After that, the reseacher show the real object one by one till end, and then the reseacher holds up the object, say the word, then gets student to repeat. The researcher explained that

they would learn about translate a sentence in daily activity. The researcher showed the Community Based Learning Technique one by one the Community Based Learning Technique of translate a sentence in daily activity. The researcher did it until the last of object. Then the researcher gives them one sentence a day for them to translate and the students understanding the meaning of the sentence quickly.

In the last practice, the researcher asked the students how to make a good sentence. For closing the researcher gave assignments to the students. The assignment was answering the questions in the students hand book.

b) The Second Meeting

The Second meeting was conducted on Thursday, March, 26th 2020 at 07.00 - 08.00 a.m, and it took about 1x50 minutes or 50 minutes. This meeting used post-test

after the students given action. The meetings start by praying, greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students.

The kind test is multiplechoices, the researcher gave a question contains vocabulary mastery, and then the students practice answer the question the kind of the question is multiple choices. In the post-test 1 only 18 students who got good score, but the result of the students test was better than the students' test before giving treatment. The result of pre-test can be seen on table below:

Table 10. The Result of Students' Score Post-test 1 at the second year students of SMP MUHAMMADIYAH 4 METRO.

No.	Students' initial name	Incorrect Answer	Correct Answer	Score	MSC	Categories
1.	AHK	8	12	60	65	Incomplete
2.	AIYH	6	14	70		Complete
3.	AOK	4	16	80		Complete
4.	AFNH	4	16	80		Complete
5.	AGS	10	10	50		Incomplete
6.	AGL	10	10	50		Incomplete
7.	ASA	6	14	70		Complete
8.	ATL	10	10	50		Incomplete
9.	AYNH	10	10	50		Incomplete
10.	AZH	8	12	60		Incomplete
11.	CCP	6	14	70		Complete
12.	DRS	6	14	70		Complete
13.	DSA	8	12	60		Incomplete
14.	FRN	6	14	70		Complete
15.	FLA	10	10	50		Incomplete
16.	IKA	6	14	70		Complete

17.	MGS	4	16	80	Complete
18.	NRI	4	16	80	Complete
19.	RSA	6	14	70	Complete
20.	RAS	10	10	50	Incomplete
21.	RSN	8	12	60	Incomplete
22.	RSIA	8	12	60	Incomplete
23.	RPA	4	16	80	Complete
24.	SKH	6	14	70	Complete
25.	SBO	10	10	50	Incomplete
26.	SFF	10	10	50	Incomplete
27.	SKLH	8	12	60	Incomplete
Total (Σx)				1720	
Average \bar{x}				64	52%

Class Average score, the researcher used following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \bar{X} = \text{Mean/Class average score}$$

N = Number of cases

$\sum X$ = The total number of students' scores

$$\bar{X} = \frac{1720}{27} = 64$$

From the calculation above, it says that class average score is

64.

Percentage of Post-test 1 MSC

$$P = \frac{\sum X}{N} \times 100\%$$

P = Percentages of Post-test 1 KKM
 N = Number of cases

$$\sum X = \text{The students who get 65 or } > 65$$

$$P = \frac{14}{27} \times 100\%$$

$$= 52\%$$

From calculation above, it says that percentages of Post-test 1 KKM is 52%.

3) Observing

In this phase, the researcher observed the students' activities, response, participant, achievement and everything happened which was found during the teaching and learning process. Sometimes, the researcher also asked some students' opinion about the process of teaching and learning vocabulary by using the Community Based Learning Technique. There some students' have fourth indicator: The first, the students' can explore their ability to learn vocabulary and action with the spoken word, The second they fun and enjoyment in english learning process, Third by using community based learning, they have strong and good motivation to deepen English Language, and the last indicator the students easier to receive the material and their vocabulary increase it. Also, there was a student asked about the Community Based Learning Technique its self.

4) Reflecting

In this phase, the researcher analyzed students' achievement and progress based on their test score got. In this phase, the researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the data and observation, it could be seen that some students still got difficulties of vocabulary

mastery. Therefore, based on the result of Post-test 1, the researcher decided that it was necessary to continue to the second cycle because the researcher found only few students who got significant progress.

Based on the result of previous cycle, the researcher must be continued to the next cycle (Cycle 2) with doing some improvements, not only about the student activities but also everything that supported the teaching learning process.

c. Cycle 2

Because the action was not success, in order that in the phase need to be held the cycle 2 again to repair the weakness in the cycle 1. The step of cycle 2 as follow:

1) Planning

In this cycle it was begun from making new lesson plan. It was aimed to increase their vocabulary mastery. This cycle was hold in the end of March 26th, 2020. As in the planning season in cycle 1, here the teacher also made preparation of teaching materials and Technique. Evaluation and post-test 2 also were prepared to get students' achievements in the end of this second cycle.

2) Acting

The action is 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 11. The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1 st	Tuesday, March 24 th 2020	13.00 - 14.00 p.m 14.00 - 14.30 a.m
2 nd	Thursday, March 26 th 2020	11.00 - 11.45 a.m

In this cycle, the researcher stated the class usual. Here, the researcher used teaching Technique to teaching the new materials namely Community Based Learning Technique. The steps of using Community Based Learning Technique are :

Firstly, Collecting Community Based Learning; The researcher is gathering a collection of Community Based Learning which are used to illustrate topic and material. Secondly, getting organized ; The researcher get organized the object which are used in learning in `order the object find quickly. Thirdly, Prior Knowledge; Before the beggining the learning the researcher checking the students prior knowledge by showing the object and ask the students to mention what the the researcher showing to them. Fourthly, Using Community Based Learning; The researcher holds up the object, say the word, then gets student to repeat. Fifthly, Assesing Progress; The researcher assess student's progress by setting out the object which are used to

assess their prior knowledge and ask them to tell about the object.

a) The first Meeting

The first meeting was done on Tuesday, March 24th2020, in 2x45 minutes at 13.00 - 14.00 a.m continue at 14.00-14.30 a.m, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Abidin, M.Pd was the collaborator as well as an observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this phase, it was implemented the new lesson plan for the last section. The section are giving examination for the students. Before starting the lesson, The reseacher is prepared material which are used to increase students ability. Then the reseacher brought the dictionary to support the material lesson.

After that the researcher gets the material used in learning so that words are found quickly so that he can find them.

The material would be easily when you want to explain the topic. Before starting learning, the researcher checks students' initial knowledge by showing the limits of the student's ability and asking students to mention what the researcher shows them. The researcher asked one of the

students to be present and make your group to working together. After that the researcher showed one by one the words in English and interpreted them slowly, then the researcher led the students to interpret the words, said the words, then asked the students to repeat. Researchers explain that they would learn about "Doing Things / Activities at School" for example. Researchers look for difficult words to understand about everyday questions that they often hear at school and around them. Researchers also prepare sentences that they often hear to hone students' memory and To support the learning process, researchers use Community-Based Learning Techniques, researchers point and practice their pronunciation to train their pronunciation of words correctly or not. the sentence consists of what is your name?, and many other sentences such as interpreting a story etc. Researchers help them interpret until the end and ask students to translate, say and pronounce what he said. After that the researcher tried to test the students' understanding by asking the students to pronounce the words the writer showed them to the students.

In the last practice, the researcher gave assignments to students. His job is to answer the questions in the student handbook.

b) The Second Meeting

The second meeting was conducted on Tuesday, March 24th 2021 at 11.00 - 11. 45a.m, and it took about 1x45 minutes or 45 minutes. This meeting used post-test 2 in the end of cycle. The researcher gave post-test to the students. In this meeting, most of the students could practice how to increase their vocabulary mastery. It can be seen from the result of post-test 2. There are of students got score the MSC (Minimum Standard Criteria). The result of the students' score in post-test 2 can be seen in the following table:

Table 12. The Result of Students' Post-test 2 at the second year student of SMP MUHAMMADIYAH 4 METRO

No.	Students' initial name	Incorrect Answer	Correct Answer	Score	KKM	Categories
1.	AHK	4	16	80	65	Complete
2.	AIYH	2	18	90		Complete
3.	AOK	10	20	100		Complete
4.	AFNH	6	14	70		Complete
5.	AGS	2	18	90		Incomplete
6.	AGL	8	12	60		Complete
7.	ASA	4	16	80		Complete
8.	ATL	4	16	80		Incomplete
9.	AYNH	6	14	70		Complete
10.	AZH	4	16	80		Incomplete
11.	CCP	2	18	90		Complete

12.	DRS	2	18	90	Complete
13.	DSA	2	18	90	Incomplete
14.	FRN	2	18	90	Complete
15.	FLA	2	18	90	Complete
16.	IKA	2	18	90	Complete
17.	MGS	2	18	90	Complete
18.	NRI	2	18	80	Complete
19.	RSA	2	18	80	Complete
20.	RAS	7	13	60	Incomplete
21.	RSN	2	18	90	Complete
22.	RSIA	6	14	70	Incomplete
23.	RPA	6	14	70	Incomplete
24.	SKH	6	14	70	Complete
25.	SBO	12	8	40	Incomplete
26.	SFF	6	14	70	Incomplete
27.	SKLH	4	16	80	Incomplete
Total (Σx)				2120	
Average \bar{x}				79	85%

Source: The result of post-test II on Wednesday, March 27 21th 2020

Class Average score, the writer used following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \bar{X} = \text{Mean/Class average score}$$

N = Number of cases

$\sum X$ = The total number of students' scores

$$\bar{X} = \frac{2120}{27}$$

$$= 79$$

From the calculation above, it says that class average score is

79.

Percentage of Post-test 2MSC

$$P = \frac{\sum X}{N} \times 100\%$$

P = Percentages of Post-test 2 MSC

N = Number of cases

$\sum X$ = The students who get 65 or > 65

$$P = \frac{23}{27} \times 100\%$$

$$= 85\%$$

From calculation above, it says that percentages of Post-test 2 MSC is 85%.

c) Observing

In this phase, the students were observed to know whether students increase their understanding or not, then the writer measured their achievements between cycle 1 and cycle 2. The researcher found that in this second cycle, students had a significant progress. They increase their mastery of vocabulary significantly. Also they could do the task easier faster than before. The students' participation also was observed to know the students' enthusiastic.

d) Reflecting

The result of cycle 2, shows that 85% of students got score the MSC (Minimum Standard Criteria). It means that learning the process of the students is significant. The researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done in teaching vocabulary by using the Community Based Learning Technique. The students got easier to

understand and using the vocabulary. Therefore, the researcher decided that the implementation the Community Based Learning Technique in teaching vocabulary was successful and the writer could be ended.

B. Discussion

1. The Result of Students Vocabulary by Community Based Learning Cycle I and Cycle II

a. The Result of The Students Pre-Test

The researcher conducted the pre-test to know the students' vocabulary mastery before implementing the treatment. It was done on Tuesday, March 24, 2020. From the result of pre-test shown that most of the students' difficult for doing test. Based on table 4 the students' average were 40. It shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 65. In this phase, only 3 students out of 27 students passed of the minimum standard criteria.

b. The Result of The Students Post-test 1

In this research, to know the students' vocabulary mastery after implementing the treatment the researcher conducted the post-test 1. It was done Thursday, March 26th 2020. Based on table 5 the students average was 65. It shown that most the students have not passed yet in achieving the minimum standard criteria 65. In this stage there are 14 students out of 27 students passed of the minimum standard criteria.

c. The Result of The Students Post-test 2

The researcher conducted the post-test 2 to know the students' vocabulary mastery after implementing the treatment. It was done on Wednesday 21th 2020. Based on table 6 it can be seen that the students' average was 80. It shown that most of the students have passed in achieving the minimum standard criteria (65). In this stage, 23 students of 27 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

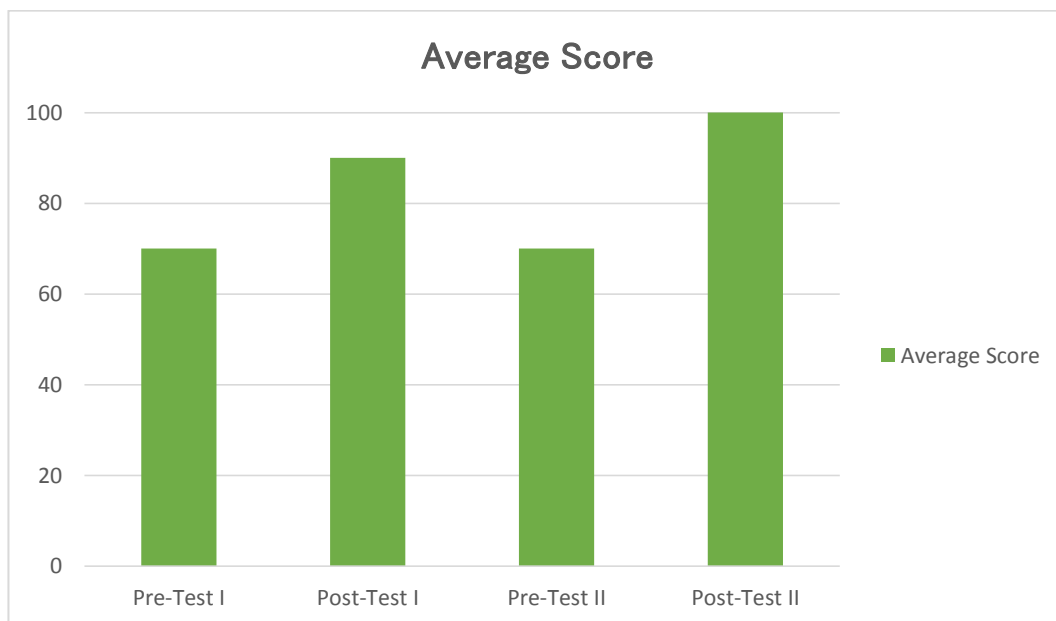
d. The Result of Cycle 1 & Cycle II

The first using the Community Based Learning Technique, the researcher found that score of post-test 1 and post-test 2 was better than the pre-test. The score can be seen in the following table:

**Table 13. The Result of The Students' Vocabulary Mastery Score
in Cycle 1 , Cycle II and Cycle Pre-test.**

NO	Students' initial name	Cycle				Equivalent
		Pre-test 1	Post test 1	Pre-test 2	Post test 2	
1	AHK	40	60	40	80	Increase
2	AIYH	50	70	50	90	Increase
3	AOK	50	90	50	100	Increase
4	AFNH	70	80	70	70	Increase
5	AGS	20	50	20	90	Increase
6	AGL	40	50	40	60	Increase
7	ASA	70	70	70	80	Increase
8	ATL	60	70	60	80	Increase
9	AYNH	40	50	40	60	Increase
10	AZH	30	60	30	80	Increase
11	CCP	40	70	40	90	Increase
12	DRS	60	70	60	90	Increase
13	DSA	20	60	20	90	Increase
14	FRN	50	70	50	90	Increase
15	FLA	40	50	40	80	Increase
16	IKA	60	70	60	90	Increase
17	MGS	70	80	70	90	Increase
18	NRI	60	70	60	80	Increase
19	RSA	60	70	60	80	Increase
20	RAS	0	50	0	60	Increase
21	RSN	60	70	60	70	Decrease
22	RSIA	40	60	40	70	Increase
23	RPA	30	60	30	90	Increase
24	SKH	50	70	50	70	Increase
25	SBO	10	50	10	40	Decrease
26	SFF	20	50	20	40	Decrease
27	SKLH	50	60	50	80	Increase
28	Total (Σx)	1190	1730	1190	2120	
29	Average \bar{x}	44	64	44	79	

Chart 1. The Students' Result In Cycle 1 , Cycle II and Cycle Post-test.



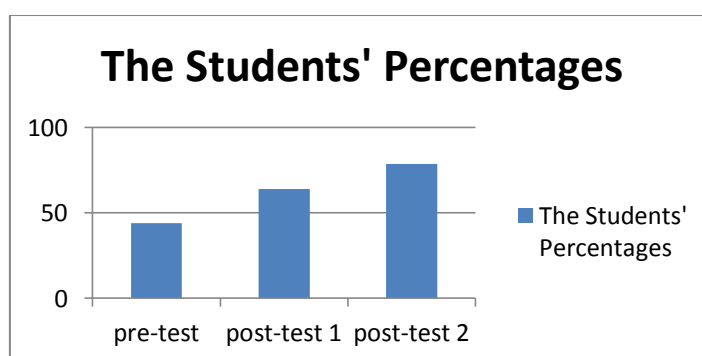
From the result of pre-test and post-test, we know that there was an increasing from the result score, and there was students get same score or constant but commonly their vocabulary mastery increased. It can be seen from average score in pre-test 40 became 65 in post-test at cycle 1. Significant increasement from post-test 1 up to post-test 2 occurred in the second meeting of using of the Community Based Learning Technique. Actually, the result of post test 1 is good enough. But, the students' score not achieve the target (MSC). After the second treatment, most of them increased. It means that the using of The Community Based Learning Technique can increase the vocabulary mastery. It can be seen from average score 65 in post test 1 became 80 in post test 2.

From the explanation above, pre-test have done individually. It is aimed to know to vocabulary mastery of the students before and having a treatment. From the result of pre-test and post-test we know that there was an improving from the students' result score.

It can be seen from the average 40 become 65. It's mean the increase of pre-test and post test was 25.

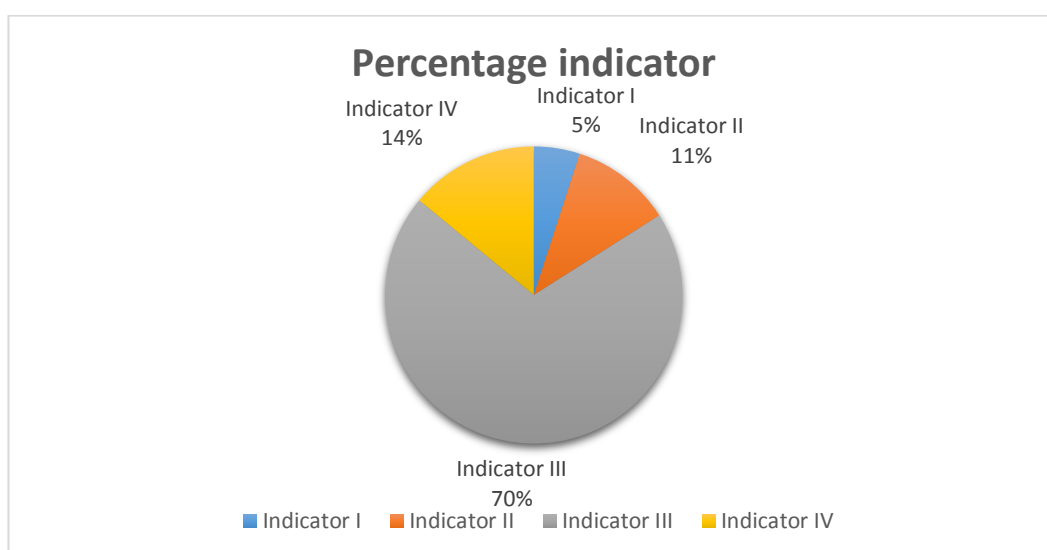
The result of post-test in cycle 1 and post-test in cycle II shows the using of the Community Based Learning Technique has increased the student's vocabulary mastery. Their average scores increases from 65 up to 80. From the table we know that in post-test 1 there were 14 students who got the score below the target or under minimum standard criteria (MSC), and 13 students got score above the minimum standard criteria. It means that the students could achieve the target. The target is 70% students gained scores 65. It means that the students' score could achieve the target. The increasement can be seen in the chart below:

Chart 2. The Students' Result in Pre-test, Post-test 1, and Post-test 2



Based on the chart and the table above, in the cycle 1 from the pre-test to the post-test has progress average score from 40 to 65. There is increasing about 25 point. Then the cycle 2 has progress average score from 65 to 80 there is the increasing about 15 point.

2. The Result Of The Student's Observation by Community Based Learning to increase their vocabulary in SMP Muhammadiyah 4 Metro



NO	Indicator	Cycle		Frequency
		I	II	
1	The Student can explore their ability to learn vocabulary and action with the spoken word	5	10	5%
2	They fun and enjoyment in english learning process	4	12	11%
3	by using community based learning, they have strong and good motivation to deepen English Language	15	22	70%
4	The students easier to receive the material and their vocabulary increase it.	10	15	14%

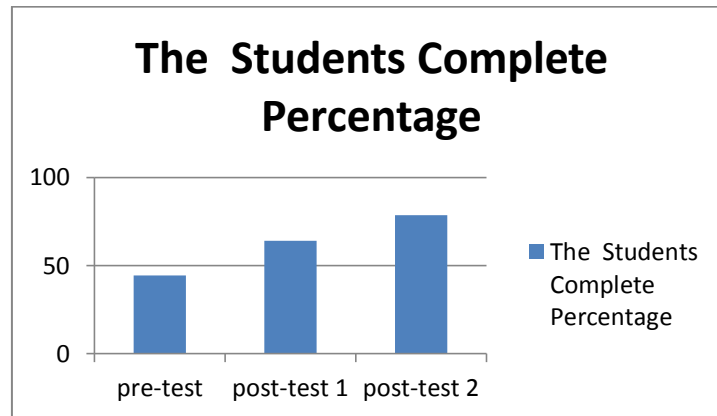
Based on the data above, the student's complete percentage in indicator observation to increase vocabulary mastery skill. From Cycle 1 and Cycle II especially indicator 1 there 10 student's who got the complete indicator, in indikator 2 there were 12 student's who got the complete indicator, Indikator 3 there were 22 student's who got the complete indicator, and indikator 4 there were 15 student's who got the complete indicator. The increasement can be seen in the chart below.

Table 16. The Recapitulation of Students 'Complete Percentages In Minimum Standard Criteria

The Students' Complete of MSC						Equivalent
Pre-test		Post-test 1		Post-test 2		
Frequency	%	Frequen cy	%	Frequency	%	
3	11%	14	52%	23	85%	Increase

Based on the data above, the students' complete percentages in Minimum Standard Criteria is increase from pre-test to post-test, in pre-test there were 3 students who got the complete score, in post-test 1 there were 14 students who got the complete score, and post-test 2 there were 23 students who got the complete score. The increasement can be seen in the chart below:

Chart 3 .Chart The Students Complete Percentages of Minimum Standard Criteria In Pre-test, Post-test 1 and Post-test 2



Based on the chart and the table above, in the cycle 1 from pre-test to post-test 1 has progress percentages score from 11% to 52%. There is improve about 25 point. Then cycle 2 has progress percentages from 52% to 85%, there is increase about 15 point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing of Classroom Action Research at the second year student of SMP MUHAMMADIYAH 4 METRO, the writer draws the following conclusion:

1. The use of Community Based Learning Techniques can improve vocabulary mastery learning activities for second grade students of SMP MUHAMMADIYAH 4 METRO. The way to increase their vocabulary using Community Based Learning is by giving everyday sentences as a technique in learning vocabulary and giving stratified sentences. The advantages of using Community Based Learning in vocabulary learning for students are: it increases students' memory about the given vocabulary, increases student understanding and reduces the monotonous teaching and learning process, especially in learning vocabulary.
2. The result of pre-test up post-test of cycle , The students' average score of pre-test was 40. It means there were only 11% of the whole students could pass the KKM. The average score of post-test 1 was 65. It proved that 52% students passed KKM. The average score of post-test 2 was 70. Then, it was obtained that the percentages of students who in could get the score pass KKM in post-test 2 was 85%. It can be concluded that the use of Community Based Learning Technique can increase the vocabulary

mastery among the second year students of the SMP MUHAMMADIYAH 4 METRO.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For The English Teacher

- a. The teacher should prepare and select appropriate Technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting new Technique.
- b. It is better for the teacher to use the Community Based Learning Technique in English learning especially in teaching vocabulary, because it can increase students' vocabulary mastery.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For The Students

It is suggested to the students to be more active in learning process in the class and increase their vocabulary so they can success in English learning.

3. For The Headmaster

To support the English teacher to use the Community Based Learning Technique in learning process, because the Community Based Learning Technique is so helpful.

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APENDIX

SILABUS PEMBELAJARAN

Satuan Pendidikan :

Mata Pelajaran : **Bahasa Inggris**

Kelas : **VIII (Delapan)**

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat Mempelajari bahasa		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran	Penilaian KI 1 dan KI 2 dilakukan melalui		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		KI 3 dan KI 4	pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
3.1 Menerapkan struktur teks dan unsur kebahasaan	Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek	<p><i>Masing-masing menggunakan prosedur yang sama</i></p> <p>Mengamati</p>	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladana

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan</p>	<p>pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman • <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <p>a. <i>Excuse me.</i> <i>Attention, please.</i></p>	<ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). • Mencontoh keteladanan dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, 	<p>meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) 		<p>n ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Yes, please. Alright., dan sebagainya</i></p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan sebagainya.</i></p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan sebagainya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan sebagainya.</i></p>	<p>dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak</p>	<p>menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri 		<p>CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> (1) Kosakata: kata sifat sederhana (2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i> (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan 	<p>melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan 	<p>yang menyertai</p> <p>(a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di 		<p>ae/resouce_files</p> <p>- http://learn.english.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, 	<p>setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan (a) 	<p>perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tertulis mengisi balon teks dengan ungkapan • Ungkapan yang telah dipelajari 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber- sumber lain, atau dengan yang</p> <ul style="list-style-type: none"> • Memperoleh balikan <i>(feedback)</i> dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) 	<p>sebelumnya</p> <ul style="list-style-type: none"> • Membuat percakapan berdasarkan kriteria yang diberikan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungk 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menghargai kinerja yang baik, dan (d)</p> <p>meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) 	<p>apkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungk</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menghargai kinerja yang baik, dan (d)</p> <p>meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>apkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</p>		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan :
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I (satu)
Tema : Teks lisan dan tulis yang menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan
Alokasi Waktu : 2 x 40 menit

A. KOMPOTENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

- 3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya
- 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat;

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan *memberi instruksi, mengajak, melarang, minta ijin, serta cara responsnya*, sesuai dengan konteks penggunaannya
2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan *memberi instruksi, mengajak, melarang, dan minta ijin*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. MATERI AJAR:

Teks lisan dan tulis yang menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan,

Fungsi sosial

- Memberitahukan alasan dan akibat dari suatu keadaan dalam menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

a. *Why didn't you go to school yesterday? I couldn't go to school yesterday because I was ill.*

b. *Why are you late?*

I got up late, so I am late.

c. *I tried to do the test well although it was difficult for me.*

d. *I was overslept but I went to school*

Unsur kebahasaan

Ucapan, tekanan kata, intonasi, kosakata dan tata bahasa.

Topik

Berbagai hal terkait dengan hubungan sebab/akibat tindakan/ kejadian yang terjadi selama proses pembelajaran, di dalam kelas, di luar kelas, maupun di lingkungan sekitar.

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik

Metode : Diskusi

Model : Discovery Learning

F. SUMBER BELAJAR

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G. MEDIA PEMBELAJARAN

1. Media : CD Pembelajaran
2. Alat dan bahan : Laptop dan viewer

H. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Memeriksa kehadiran peserta didik c. Apersepsi	10 menit

	<p>d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran.</p> <p>e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)</p>	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton beberapa contoh kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan sesuai konteksnya. • Siswa membaca kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan • Siswa menirukan model pengucapan dan intonasi dari kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dari berbagai sumber lain. • Siswa menyusun kalimat acak menjadi kalimat sebab akibat. • Siswa menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur 	90 menit

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, struktur teks, dan unsur kebahasaan, serta format penulisannya. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari kalimat/ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalika <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<ol style="list-style-type: none"> a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secara lisan c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan : <i>Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini?</i> d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious) 	10 menit

I. PENILAIAN HASIL BELAJAR

1. Sikap Spiritual
 - a. Teknik Penilaian : Observasi
 - b. Bentuk Instrumen : Lembar observasi
2. Sikap Sosial
 - a. Teknik Penilaian : Observasi
 - b. Bentuk Instrumen : Lembar observasi
3. Pengetahuan
 - a. Teknik Penilaian
 - 1) Tes : lisan
 - 2) Non Tes : Penugasan kelompok
 - b. Bentuk Instrumen
 - 1) Soal tes lisan
 - 2) Proyek
4. Keterampilan
 - a. Teknik : Observasi
 - b. Bentuk Instrumen : Check list

Mengetahui,

Kepala Sekolah

.....

Guru Mata Pelajaran,

.....

.....

Petunjuk Penyelesaian :**Skor 1** = tidak pernah**Skor 2** = kadang-kadang**Skor 3** = sering**Skor 4** = selalu**Lampiran 3****1. Model diskusi**

Siswa dikelompokkan dengan anggota 4 orang dengan kemampuan Heterogen

- Anggota tim menggunakan lembar kegiatan atau perangkat tugas yang lain
- Setiap anggota saling membantu memahami bahan pelajaran

Rubrik Penilaian Diskusi

No.	Nama Siswa	Aspek Penilaian					Jumlah Skor	Nilai	Ket.
		Gagasan	Kerjasama	Inisiatif	Keaktifan	Bahasa			
1									
2									
3									
4									

Keterangan Skor :

Baik sekali = 4

Baik = 3

Cukup = 2

Kurang = 1

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

Skor perolehan

Nilai = _____ X 100

Skor Maksimal

Rubrik Penilaian Presentasi

NO	NAMA SISWA	ASPEK					JUMLAH SKOR	NILAI	KETERANGAN
		GAGASAN	INISITIASIF	KERJASAMA	KREATIF	KEDISIPLINAN			

Keterangan Skor :

Baik sekali = 4

Baik = 3

Cukup = 2

Kurang = 1

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

Skor perolehan

Nilai =----- X 100

Skor maksimal

Instrumen Tes Lisan

No IPK	No soal	Butir instrumen penilaian	Kunci jawaban	Bobot nilai
1	1	2.		

Pedoman Penilaian

1. Setiap pertanyaan yang dijawab dengan benar diberi skor 5
2. Skor Maksimal = 20

Skor perolehan

Nilai = _____ **X 100**

Skor Maksimal

Penilaian akhir = Nilai Hasil lembar observasi diskusi + Nilai Hasil tes tertulis

Observation Sheet I

No	Nama	Indikator			
		1	2	3	4
1	Ahmad Husain K.				
2	Aidil Ifansyah				
3	Anggun Oktavia			√	
4	Ainun Azizah			√	
5	Alfiyah Nurhidayah			√	
6	Amirotun Nisfah		√		
7	Anggun Tri Lestari	√			√
8	Asa Salsabila Ali	√			√
9	Ayu Nurohma	√			√
10	Alfiyah Nurhidayah				
11	Amirotun Nisfah			√	
12	Cantika Chairunnisa		√	√	√
13	Desi Retno Sari				√
14	Dina Sabela	√		√	√
15	Fathur Rahman	√			
16	Fika Luviana			√	
17	Ilham Kurnia				
18	Iqbal Firmansyah		√		

19	M. Galih Saputra			√	√
20	Neri Ristanti			√	√
21	Raihan Saputra		√	√	
22	Reza Andi Saputra			√	
23	Riska Septia			√	√
24	Safana Khoiriah				√
25	Sandi Budiarto			√	
26	Satria Fernando F			√	
27	Siti Komariah			√	

Note :

- 1. The Student can explore their ability to learn vocabulary and action with the spoken word**
- 2. They fun and enjoyment in english learning process**
- 3. by using community based learning , they have strong and good motivation to deepen English Language**
- 4. The students easier to receive the material and their vocabulary increase it.**

Observation Sheet II

No	Nama	Indikator			
		1	2	3	4
1	Ahmad Husain K.	√	√	√	
2	Aidil Ifansyah	√	√	√	
3	Anggun Oktavia	√	√	√	
4	Ainun Azizah	√		√	
5	Alfiyah Nurhidayah	√		√	
6	Amirotun Nisfah		√	√	
7	Anggun Tri Lestari		√	√	√
8	Asa Salsabila Ali			√	√
9	Ayu Nurohma		√	√	√
10	Alfiyah Nurhidayah			√	
11	Amirotun Nisfah			√	
12	Cantika Chairunnisa	√	√	√	√
13	Desi Retno Sari	√			√
14	Dina Sabela	√	√	√	√
15	Fathur Rahman				
16	Fika Luviana			√	
17	Ilham Kurnia				
18	Iqbal Firmansyah		√		

19	M. Galih Saputra	√		√	√
20	Neri Ristanti			√	√
21	Raihan Saputra		√	√	√
22	Reza Andi Saputra		√	√	√
23	Riska Septia			√	√
24	Safana Khoiriah		√		√
25	Sandi Budiarto			√	√
26	Satria Fernando F			√	√
27	Siti Komariah	√		√	√

Note :

- 1. The Student can explore their ability to learn vocabulary and action with the spoken word**
- 2. They fun and enjoyment in english learning process**
- 3. by using community based learning , they have strong and good motivation to deepen English Language**
- 4. The students easier to receive the material and their vocabulary increase it.**

Pre-test

Choose the correct answer by crossing (x) a, b, c, or d!

1. Mother : " It's raining now. Don't forget to wear your if you go out."
winda : " Yes, Mom."
a. umbrella
b. jacket
c. sweater
d. raincoat

2. The following animals are usually kept as pets, except
a. elephant
b. dogs
c. horses
d. cats

3. X : " Look! The waiter is very to serve the customers."
Y : " That's right, She is tired too."
a. sick
b. busy
c. strong
d. pale

4. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice
a. breakfast
b. lunch
c. dinner
d. supper

5. To get on the bus, you do not have to fight. You sould
a. call
b. order
c. queue
d. cancel

6. You live on a farm. You work on the farm. You are a farmer. You do not have to go to the farm
a. slowly
b. fast
c. empty
d. crowded

7. Angga : " Where would you go,
Hafidz?" Hafidz : " I would go
to the
I want to read some books and magazines." Angga : " Oh, I
see."
a. laboratory
b. library
c. hospital
d. bookstore

8. Mother : " Don't forget to the right number before making call."
Liza : " OK, Mom."
a. take
b. say
c. choose
d. dial
9. If a lion can't see a giraffe, he certainly can't eat it. The underlined word "he" refers to
a. an animal
b. a giraffe
c. a lion
d. someone
10. It was designed to be the largest, fastest, and the most luxurious ship in the world. The antonym of the word "largest" is
a. biggest
b. smallest
c. highest
d. longest
11. The farmers used to use buffaloes to plough the fields. But now they use tractors instead. It means they need more to own the tools because they're expensive."
a. money
b. knowledge
c. experience
d. preparation
12. Mr. John is my uncle. He has a daughter. Her name is Celine. Celine is my
a. aunt
b. sister
c. niece
d. cousin



Good luck !!!!

KUNCI JAWABAN

1. *d. raincoat*
2. *a. elephant*
3. *b. busy*
4. *a. breakfast*
5. *c. queue*
6. *b. fast*
7. *b. library*
8. *a. Scrabble*
9. *c. afraid*
10. *d. Computer operators, programmers, and mechanics*
11. *a. first*
12. *c. the readers and the writer*
13. *a. gets*
14. *c. all of the time*
15. *d. imaginary*
16. *d. dial*
17. *c. a lion*
18. *b. smallest*
19. *a. money*
20. *d. cousin*

Lembar jawaban pre-test**Nama :****Kelas :**

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

**Go a head my dear 😊**

Post test 1**Choose the correct answer by crossing (x) a, b, c, or d!**

1) A school is the place where students ... with their teachers.

- A. teach
- B. work
- C. play
- D. study

2) Bunga is celebrating her birthday.

Now Bunga feels

- A. happy
- B. easy
- C. angry
- D. hungry

3) Intan : Amir, your new shoes are good and really fit in your You look charming and cool.

Amir: Thank you Nita.

- A. body
- B. feet
- C. finger
- D. hand

4) There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.

- A. angry
- B. noisy

C. funny

D. quiet

5) My little sister and brother are very hungry, so I lunch for them.

A. prepare

B. wear

C. throw

D. kick

6) Thomas the competition in a National Olimpiade. He looks very happy.

A. jumped

B. lost

C. celebrated

D. won

7) My younger brother went to dentist two days ago because his were in pain.

A. teeth

B. ears

C. hands

D. fingers

8) Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you?

Fena: Please, these textbooks to my office.

Rissa : Yes sure, Sir.

A. put

B. give

C. bring

D. read

9) The exam was too for her. She got an A!

A. easy

B. expensive

C. difficult

D. high

10) Tina's bicycle is broken. Tina is really now.

A. charm

B. happy

C. sad

D. confused

11) My sister is a nurse. She works in Anak Bunda Hospital. She every patient there.

A. sees

B. thinks

C. ignores

D. helps

12) John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very

A. salty

B. sour

C. delicious

D. bitter

13) You can find in your kitchen.

- A. pillow
- B. stove
- C. television
- D. sofa

14) My mother is a tailor. She sews and makes

- A. books
- B. foods
- C. chairs
- D. clothes

15) My father always reads every morning in living room.

- A. newspaper
- B. radio
- C. computer
- D. television

16) The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

- A. throws
- B. plants
- C. cuts
- D. goes

17) My friend's are sick, so he cannot hear anything well.

- A. cheeks
- B. nose

C. eyes

D. ears

18) Candy is ... , but honey is sweeter than candy.

A. sweet

B. salty

C. sour

D. smooth

19) Danu is a He teaches Biology in our class. Every student loves him.

A. selfish teacher

B. kind teacher

C. emotional teacher

D. arrogant teacher

20) Ahmad : Do you have a ?

Shopkeeper : Of course, we do. You can find it in the book section over here.

A. football shoes

B. black pen

C. red apples

D. drawing book

KUNCI JAWABAN

1. *D study*
2. *A happy*
3. *B feet*
4. *C funny*
5. *A prepare*
6. *D won*
7. *A teeth*
8. *C bring*
9. *A easy*
10. *C sad*
11. *D helps*
12. *C delicious*
13. *B stove*
14. *D clothes*
15. *A newspaper*
16. *C cuts*
17. *D ears*
18. *A sweet*
19. *B kind teacher*
20. *D drawing book*

Lembar jawaban post test 1**Nama :****Kelas :**

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

Post test 2

Choose the correct answer by crossing (x) a, b, c, or d!

1. When I say that I get there at ten o'clock. I mean that at ten o'clock I

- a. left there
- b. arrived there
- c. stayed there
- d. waited there

2. When one makes good time, he

- a. travels at a good speed
- b. has lot of time
- c. is contented
- d. enjoys his time

3. If I say Hilda is making out well in his work, I mean that she

- a. likes his work
- b. is succeeding
- c. is leaving
- d. is about to begin

4. The Borobudur temple is the world's largest temple. The of this temple begin in 1973.

- a. addition
- b. restoration
- c. information
- d. regulation

5. A library contains a list of all the books in the library.

- a. article

b.catalogue

c.edition

d.reference

6.Talita likes telling the truth.

From the information above we know that Talita is a very girl.

a.dishonest

b.honest

c.naughty

d.disobedient

7.Dika always studies well, so he is a boy.

a.diligent

b.careful

c.friendly

d.polite

8.We often see thie animal in the zoo. It is a big animal but has small eyes, two tucks and a long trunk. It is a/an

a.elephant

b.bear

c.rhinoceros

d.crocodile

9.If we have a toothache, we go to the

a.surgeon

b.pediatrician

- c.dentist
- d.internist

10.We can find pearl in the

- a.sea
- b.forest
- c.ground
- d.air

11.Most of the Balinese people are Hindus. They make to the Hyang Widhi Wasa in the temple there.

- a.offerings
- b.sculptures
- c.handicrafts
- d.carvings

12.Ratna: " What is Rona?" Juwita: " She is a ?"

She serves food and drink to the guests in the restaurant.

- a.stewardest
- b.cook
- c.servant
- d.waitress

13.Indonesia has a climate, because it lies in the equator line.

- a.hot
- b.tropical
- c.winter

d.summer

14.Budi : "Do you know the cheapest sport?" Agung : "Of course."

Budi : "What is it?" Agung : ". "

a.running

b.cycling

c.swimming

d.boxing

15.Sandra : " What's that?" Dewi : " Oh, it's cotton." Sandra : "Do we need it?"

Dewi : "Yes, we need it to make "

a.houses

b.roads

c.food

d.clothes

16.These are parts of the body we use to see something.

a.lungs

b.heart

c.eyes

d.ears

17.Andre : " How did you go to Paris, Le?" Sule : " By plane."

Andre : "Was the kind?"

Sule : "Yes, he was. He helped what we needed aboard the plane."

a.steward

b.passenger

c.pilot

d.porter

18.X : " I want to make a for my daughter. It is for her uniform."

Y : " What is the colour?" X: "Blue."

a.blouse

b.shorts

c.shirt

d.skirt

19.Dion : " What do we call a very large and dry land covered with hot sand?" Yeni: " We call it a "

a.valley

b.forest

c.desert

d.plain

20.To play "Snake and ladder" game, every player must throw the to get the number.

a.box

b.marble

c.rope

d.dice

KUNCI JAWABAN

1. *b. arrived there*
2. *d. enjoys his time*
3. *b. is succeeding*
4. *b. restoration*
5. *b. catalogue*
6. *b. honest*
7. *a. diligent*
8. *a. elephant*
9. *c. dentist*
10. *a. sea*
11. *a. offerings*
12. *d. waitress*
13. *b. tropical*
14. *a. running*
15. *d. clothes*
16. *c. eyes*
17. *a. steward*
18. *d. skirt*
19. *c. desert*
20. *d. Dice*

Lembar jawaban post test 2**Nama :****Kelas :**

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |



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

Jalan Ki Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296 Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah@iaimetro.univ.ac.id

Nomor : B-0975/In.28.1/J/TL.00/03/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMP MUHAMMADIYAH 4 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **AJENG LARASATI**
 NPM : 14120897
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : INCREASING TEACHING VOCABULARY BY USING COMMUNITY
 BASED LEARNING AT EIGHT JUNIOR HIGH SCHOOL
 MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 4 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Maret 2018
 Ketua Jurusan
 Tadris Bahasa Inggris

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



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
 MUHAMMADIYAH
 CABANG MUHAMMADIYAH METRO UTARA
 SMP MUHAMMADIYAH 4 METRO
 TERAKREDITASI B

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kode Pos 34117 Kota Metro Lampung

No : 107/058/D.3/SMP M.4/2018
 Lampiran : -
 Hal : **PERSETUJUAN PRA-SURVEY**

Kepada Yth.
 KETUA JURUSAN TADRIS BAHASA INGGRIS
 IAIN Metro Lampung
 Di -
 Tempat

Assalamu'alaikum Wr.Wb

Sehubungan dengan datangnya surat permohonan izin pra survey Nomor :B-0975/In.
 28.1/J/TL.00/03/2018, tanggal 3 April 2018 atas :

Nama : **AJENG LARASATI**
 NPM : 14120897
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : INCREASING TEACHING VOCABULARY BY USING
 COMMUNITY BASED LEARNING AT EIGHT JUNIOR HIGH
 SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR
 2017/2018

Maka dengan ini kami menyatakan menerima dan memperkenankan saudara atas
 nama tersebut untuk melaksanakan Pra-Survey di satuan pendidikan kami.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya dihaturkan
 terimakasih.

Wassalamu'alaikum Wr.Wb

Metro, 04 april 2018
 Kepala Sekolah

MISLAN
 NBM. 837 333



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah.iaim@metro.univ.ac.id

SURAT TUGAS

Nomor B-0319/In.28/D.1/TL.01/02/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro menugaskan kepada saudara

Nama : AJENG LARASATI
NPM : 14120897
Semester : 14 (Empat Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING VOCABULARY MASTERY BY USING COMMUNITY BASED LEARNING TECHNIQUE AT EIGHT JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2020/2021"
 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
Tanggal : 08 Februari 2021

Dekan I,

Fatonah MA
19670531 199303 2 003



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

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.iainmetro.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0174/In 28.1/J/TL 00/01/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa

Nama	: AJENG LARASATI
NPM	: 14120897
Semester	: 14 (Empat Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: INCREASING VOCABULARY MASTERY BY USING COMMUNITY BASED LEARNING TECHNIQUE AT THE EIGHT GRADERS OF MUHAMMADIYAH 4 METRO IN THE ACADEMIC YEAR OF 2020/2021

Dengan ketentuan sebagai berikut

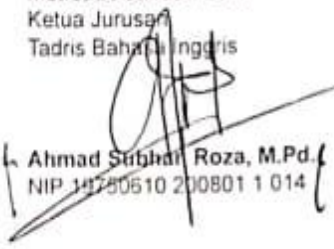
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2,
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas.

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Januari 2021

Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP. 141205102008011014



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 : B-0320/In.28/D.1/TL.00/02/2021
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SEKOLAH SMP
 MUHAMMADIYAH 4 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0319/In.28/D.1/TL.01/02/2021, tanggal 08 Februari 2021 atas nama saudara:

Nama : **AJENG LARASATI**
 NPM : 14120897
 Semester : 14 (Empat Belas)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING VOCABULARY MASTERY BY USING COMMUNITY BASED LEARNING TECHNIQUE AT EIGHT JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2020/2021".

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

Wassalamu'alaikum Wr. Wb.



08 Februari 2021

Waktu Pukul 10.00

Tempat Kantor I,

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MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

Alamat : Jln. Dr. Soetomo No.35/28 Purwasari Kert. Metro Utara Kota Metro Lampung Kode Pos 34117



No : 120/D3/SMP.M4/II/2021 Metro, 18 Februari 2021
Hal : *Surat Balasan izin Research*
Lamp. : -

Kepada Yth,
Wakil Dekan I
Institut Agama Islam Negeri Metro
Di -
Tempat

السلام عليكم ورحمة الله وبركاته

Segala puji bagi Allah SWT atas segala limpahan rahmat dan hidayahnya kepada kita semua, shalawat dan salam semoga tercurah kepada nabi Muhammad SAW.

Menindaklanjuti Surat dari Institut Agama Islam Negeri Metro Jurusan Pendidikan Bahasa Inggris Nomor : B-0320/In.28/D.1/TL.00/02/2021, tanggal 08 Februari 2021 perihal : Permohonan Mengadakan *Research*, atas nama:

Nama : AJENG LARASATI
NPM : 14120897
Semester : 14 (Empat Belas)
Jurusan : Pendidikan Bahasa Inggris
Judul : INCREASING VOCABULARY MASTERY BY USING COMMUNITY BASED LEARNING TECHNIQUE MASTERY AT EIGHT JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2020/2021

Sehubungan dengan perihal tersebut, kami menerima mahasiswa IAIN Metro tersebut untuk melaksanakan kegiatan *Research* di SMP Muhammadiyah 4 Metro, dengan ketentuan selama kegiatan tersebut mengikuti peraturan yang berlaku.

Demikian perihal ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Metro, 18 Februari 2021
Kepala SMP Muhammadiyah 4 Metro

AGUS PUJIANTO, M.Pd
NBM: 1042089





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Ajeng Larasati
NPM : 14120897

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : X / 2019

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1.	Kamis, 15 Nov	1. Revisi Background of the study 2. -"- data collection Method	
2.	Rabu	1. -"- Problem identification 2. -"- Indicator	
3.	Rabu, 16 Jan	1. -"- cover dan Pengaturan 2. -"- Research procedure	
4.	12 Jan '19	1. -"- Background of the study	
5.	17 Maret '19	1. Revisi grammer 2. Revisi Referensi	
6.	15 Mei '19	1. -"- Acknowledgment 2. -"- Background of the study 3. Revisi cycle 1 & cycle 2.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Ajeng Larasati
 NPM : 14120897

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : X / 2019

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan
7.	20 Mei '19	1. Revisi table of content 2. -1- tanggal acknowledgment	
8.	26 Jun 19	Acc ADD to seminar	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
 TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Ajeng Larasati Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 NPM : 14120897 Semester/TA : XIII/ 2020

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1.	15 Jun 2021	ACC AFD	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507, Faksimili (0725) 47296,
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
 TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Ajeng Larasati Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 NPM : 14120897 Semester/TA : XIII/ 2020

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1.	20 desember 2020	Acc Apd	

Mengetahui,
 Ketua Jurusan TBI

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

Pembimbing II

Svahreni Siregar, M.Hum
 NIP. 19760814200912 2 004

ANNUN AZIZATI

Pre-test

Choose the correct answer by crossing (x) a/b/c/d

30

1. Mother : " It's raining now. Don't forget to wear yourif you go out."
Winda : " Yes, Mom."
 a. umbrella
 b. jacket
 c. sweater
 d. raincoat
2. The following animals are usually kept as pets, except
 a. elephant
 b. dogs
 c. horses
 d. cats
3. X : " Look! The waiter is very..... to serve the customers."
Y : " That's right, She is tired too."
 a. sick
 b. busy
 c. strong
 d. pale
4. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice
 a. breakfast
 b. lunch
 c. dinner
 d. supper
5. To get on the bus, you do not have to fight. You should
 a. call
 b. order
 c. queue
 d. cancel
6. You live on a farm. You work on the farm. You are a farmer. You do not have to go to the farm
 a. slowly
 b. fast
 c. empty
 d. crowded
7. Angga : " Where will you go, Hafidz?" Hafidz : " I will go to the
I want to read some books and magazines." Angga : "
Oh, I see."
 a. laboratory
 b. library
 c. hospital
 d. bookstore

8. tests a player's knowledge.
 a. Scrabble
 b. Slide
 c. Jig-saw
 d. Playing marble
9. I went to Vina's birthday party last night. It lasted until late at night. My mother must be angry with me. I was ... to go home.
 a. ready
 b. glad
 c. afraid
 d. happy
10. Computer work trainings will produce computer operators, programmers, and mechanics. They in turn, will create new jobs. The underlined word "they" refers to
 a. Computer work trainings
 b. Computer courses
 c. Many private institutions
 d. Computer operators., programmers, and mechanics
11. She made her maiden voyage from Great Britain to New York in May 1936. The underlined word "maiden" has the same meaning as
 a. first
 b. second
 c. third
 d. fourth
12. In general we know that the parts of plants are root, stem, leaf, flower, seed, etc. The word "we" refers to
 a. the writer
 b. the readers
 c. the readers and the writer
 d. the publisher and the readers
13. "My father's office receives letters from other towns, and from other countries". The underlined word means
 a. gets
 b. takes
 c. buys
 d. brings
14. Ayu always gets up at 05.00 every morning. The word *always* means
 a. many of time
 b. almost never
 c. all of the time
 d. some of the time
15. Equator is not a real line. We can't see in reality. It's just a/an..... line.
 a. imitate
 b. original
 c. true
 d. imaginary

16. Mother : " Don't forget to the right number before making call."

Liza : " OK, Mom."

- a. take
- b. say
- c. choose
- d. dial

17. If a lion can't see a giraffe, he certainly can't eat it. The underlined word "he" refers to

- a. an animal
- b. a giraffe
- c. a lion
- d. someone

18. It was designed to be the largest, fastest, and the most luxurious ship in the world. The antonym of the word "largest" is

- a. biggest
- b. smallest
- c. highest
- d. longest

19. The farmers used to use buffaloes to plough the fields. But now they use tractors instead. It means they need more to own the tools because they're expensive."

- a. money
- b. knowledge
- c. experience
- d. preparation

20. Mr. John is my uncle. He has a daughter. Her name is Celine. Celine is my

- a. aunt
- b. sister
- c. niece
- d. cousin



Good luck !!!!

Chuska Chenturifa

Pre-test

Choose the correct answer by crossing (x) a, b, c, or d!

40

1. Mother : " It's raining now. Don't forget to wear yourif you go out."
Winda : " Yes, Mom."
 a. umbrella
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 d. raincoat
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 c. horses
 d. cats
3. X : " Look! The waiter is very to serve the customers."
Y : " That's right, She is tired too."
 a. sick
 b. busy
 c. strong
 d. pale
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 a. breakfast
 b. lunch
 c. dinner
 d. supper
5. To get on the bus, you do not have to fight. You should
 a. call
 b. order
 c. queue
 d. cancel
6. You live on a farm. You work on the farm. You are a farmer. You do not have to go to the farm
 a. slowly
 b. fast
 c. empty
 d. crowded
7. Angga : " Where will you go, Hafidz?" Hafidz : " I will go to the
 a. laboratory
 b. library
 c. hospital
 d. bookstore

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 b. Slide
 c. Jig-saw
 d. Playing marble
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 b. Computer courses
 c. Many private institutions
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 b. second
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 a. the writer
 b. the readers
 c. the readers and the writer
 d. the publisher and the readers
13. "My father's office receives letters from other towns, and from other countries". The underlined word means
 a. gets
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 c. buys
 d. brings
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 d. imaginary

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- d. dial

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- b. a giraffe
- c. a lion
- d. someone

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- a. biggest
- b. smallest
- c. highest
- d. longest

19. The farmers used to use buffaloes to plough the fields. But now they use tractors instead. It means they need more to own the tools because they're expensive."

- a. money
- b. knowledge
- c. experience
- d. preparation

20. Mr. John is my uncle. He has a daughter. Her name is Celine. Celine is my

- a. aunt
- b. sister
- c. niece
- d. cousin



Good luck !!!!

Ami Fansyah

Pre-test

Choose the correct answer by crossing (x) a, b, c, or d!

50

1. Mother : " It's raining now. Don't forget to wear yourif you go out."
Winda : " Yes, Mom."
a. umbrella
b. jacket
c. sweater
d. raincoat
2. The following animals are usually kept as pets, except
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b. dogs
c. horses
d. cats
3. X : " Look! The waiter is very..... to serve the customers."
Y : " That's right, She is tired too."
a. sick
b. busy
c. strong
d. pale
4. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice
a. breakfast
b. lunch
c. dinner
d. supper
5. To get on the bus, you do not have to fight. You should
a. call
b. order
c. queue
d. cancel
6. You live on a farm. You work on the farm. You are a farmer. You do not have to go to the farm
a. slowly
b. fast
c. empty
d. crowded
7. Angga : " Where will you go, Hafidz?" Hafidz : " I will go to the
I want to read some books and magazines." Angga : "
Oh, I see."
a. laboratory
b. library
c. hospital
d. bookstore

8. tests a player's knowledge.
- a. Scrabble
 - b. Slide
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9. I went to Vina's birthday party last night. It lasted until late at night. My mother must be angry with me. I was ... to go home.
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11. She made her maiden voyage from Great Britain to New York in May 1936. The underlined word "maiden" has the same meaning as
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12. In general we know that the parts of plants are root, stem, leaf, flower, seed, etc. The word "we" refers to
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13. "My father's office receives letters from other towns, and from other countries". The underlined word means
- a. gets
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14. Ayu always gets up at 05.00 every morning. The word *always* means
- a. many of time
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15. Equator is not a real line. We can't see in reality. It's just a/an..... line.
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16. Mother : " Don't forget to the right number before making call."

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17. If a lion can't see a giraffe, he certainly can't eat it. The underlined word "he" refers to

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18. It was designed to be the largest, fastest, and the most luxurious ship in the world. The antonym of the word "largest" is

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19. The farmers used to use buffaloes to plough the fields. But now they use tractors instead. It means they need more to own the tools because they're expensive."

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20. Mr. John is my uncle. He has a daughter. Her name is Celine. Celine is my

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Good luck !!!!

NAME: ANGGUN OKTAVIA

WTS

Pre-test

Choose the correct answer by crossing (x) a, b, c, or d!

50

1. Mother : " It's raining now. Don't forget to wear yourif you go out."
 Winda : " Yes, Mom."
 a. umbrella
 b. jacket
 c. sweater
 d. raincoat

2. The following animals are usually kept as pets, except
 a. elephant
 b. dogs
 c. horses
 d. cats

3. X : " Look! The waiter is very to serve the customers."
 Y : " That's right, She is tired too."
 a. sick
 b. busy
 c. strong
 d. pale

4. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice
 a. breakfast
 b. lunch
 c. dinner
 d. supper

5. To get on the bus, you do not have to fight. You could
 a. call
 b. order
 c. queue
 d. cancel

6. You live on a farm. You work on the farm. You are a farmer. You do not have to go to the farm
 a. slowly
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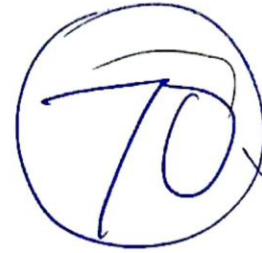


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NAMA = CANTIKA CHAIRUNNISA):

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B. wear

C. throw

D. kick

6) Thomas the competition in a National Olimpiade. He looks very happy.

A. jumped

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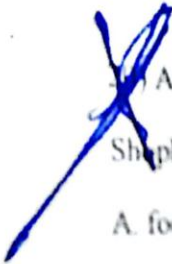
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Nama : *Anggun Oktavia*

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Almad Hugen k.

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Anggun to lecture

POST TEST 2

Choose the correct answer by crossing (x) a, b, c, or d!

1. When I say that I get there at ten o'clock. I mean that at ten o'clock I

- a. left there
- b. arrived there
- c. stayed there
- d. waited there

2. When one makes good time, he

- a. travels at a good speed
- b. has lot of time
- c. is contented
- d. enjoys his time

3. If I say Hilda is making out well in his work, I mean that she

- a. likes his work
- b. is succeeding
- c. is leaving
- d. is about to begin

4. The Borobudur temple is the world's largest temple. The _____ of this temple begin in 1973.

- a. addition
- b. restoration
- c. information
- d. regulation

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5. A library contains a list of all the books in the library.

a. article

b. catalogue

c. edition

d. reference

6. Talita likes telling the truth.

From the information above we know that Talita is a very girl.

a. dishonest

b. honest

c. naughty

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Nama: Al Fiyah Nur Hidayah.

(212)

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70

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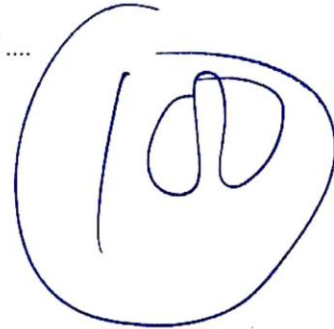
ANGELUM OKTAVIA

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DOKUMENTATION



CURRICULUM



My name is Ajeng Larasati she was born in Pancur, Rejo Agung on december 04 ¹⁹⁹⁴ and she live in Pancur, Rejo Agung, Sub-District Tegineneng. She is the first of to siblings of happy couple Didi Kurniadi and Wiwin Jumawanti.

She took her elementary school at SDN 5 Tegineneng.

and then she took her junior high school at SMP 17.2 Purworejo, Tegineneng.

Having graduate from junior high school she continued her study on vocation high school level at SMAN 1 Natar and was finished in 2013.

After graduating from vocation high school she continued to have lecture in S-1 English Education at IAIN METRO.