TEACHING VOCABULARY IN SBI (SEKOLAH BERTARAF INTERNASIONAL) CLASS OF SMPN 6 SURABAYA

Thesis

Submitted in partial fulfillment of the requirement for the degree Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

By :

Lis Athia Farah Rahmani
NIM. D05206069

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
No. KLAS K T-2010 032 PBI
No. REG : T-2010 / PBI / 032
ASAL BUKU :
TANGGAL :

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE OF ISLAMIC STUDY
SUNAN AMPEL SURABAYA
JULY 2010

GADJAHBELANG
8439407-5953789

PERSETUJUAN PEMBIMBING SKRIPSI

Skripsi oleh :

Nama : LIS ATHIA FARAH RAHMANI

NIM : D05206069

Judul : TEACHING VOCABULARY IN THE SBI (SEKOLAH BERTARAF INTERNASIONAL) CLASS OF SMPN 6 SURABAYA

ini telah diperiksa dan disetujui untuk diujikan.

Surabaya, 12 Juli 2010

Pembimbing,

Prof. Dr. H. Arif Furqon

NIP. 150 094 096

APPROVAL SHEET OF EXAMINERS TEAM

Thesis by **Lis Athia Farah Rahmani** has been accepted and approved by the board of the examiners.

Surabaya, 23 July 2010

Approved by Tarbiyah Faculty
State Institute of Islamic Studies Sunan Ampel Surabaya

Dean,

Dr. H. Nur Hamim, M.Ag
NIP. 196203121991031002

Chairman,

Prof. Dr. H. Arif Furqon
NIP. 150 094 096

Secretary,

Mokh. Syaifudin, M.Ed
NIP. 197310131997031002

Examiner I,

Drs. A. Dzo'ul Milal, M.Pd
NIP. 196005152000031002

Examiner II,

Dr. Zuliati Rohmah, M.Pd
NIP. 150 303 044

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama	: LIS ATHIA FARAH RAHMANI
NIM	: D05206069
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah IAIN Sunan Ampel Surabaya

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 23 Juli 2010

Yang Membuat Peryataan,

METERAI TEMPEL

F1555AAF236154708

ENAM RIBU RUPIAH 6000 DJP

LIS ATHIA FARAH RAHMANI

ABSTRACT

Name : **Lis Athia Farah Rahmani**
NIM : **D05206069**
Title : **TEACHING VOCABULARY IN THE SBI (SEKOLAH BERTARAF INTERNASIONAL) CLASS OF SMPN 6 SURABAYA**

The teacher should motivate the students in learning activity, especially in vocabulary subject. Vocabulary is one of important factor in language skills. The learners of language face difficulty if they lack of vocabulary. There for the teacher has to create or use several techniques in teaching vocabulary that is able to raise the motivation of students' to learn and achieve it.

The statement of problems this thesis is: (1) How does the teacher teach vocabulary in the SBI class of SMPN 6 Surabaya? (2) How are the students' responses in learning vocabulary in the SBI class of SMPN 6 Surabaya? The purpose of this thesis is to describe how the teacher teaches vocabulary and the students' responses in the SBI class of SMPN 6 Surabaya. The research design is used by the writer was descriptive. And get the data the writer does observation in the classroom, interview with the English teacher and the questionnaire to know the students' response. The observation was done on March, 4th and 11th 2010. And the questionnaire was given to the students in the end of the observation.

After getting the data, the writer writes the result and discussion of data which at SBI class of SMPN 6 Surabaya had been taught English vocabulary. There is not special English teacher. The English teaching media that used in this school are brand aids, picture, CD, guide, magazine, and real thing around in class. In every meeting, teacher should introduce the new vocabularies. The curriculum that is used in this school is KTSP which are in reality make the students more attractive and enjoyable to follow English vocabulary teaching and learning process.

After the writer has observed, the writer find some suggestion, hopefully to improve class activity in the future. And the next researchers expected able to do research that better than the researcher does it.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENTS

COVER i
HALAMAN PERSETUJUAN PEMBIMBING ii
APPROVAL SHEET OF EXAMINER TEAM iii
MOTTO iv
DEDICATION v
ABSTRACT vi
ACKNOWLEDMENT vii
TABLE OF CONTENTS ix
LIST OF TABLE xi
LIST OF PICTURE xii
LIST OF APPENDIX xiii
CHAPTER I INTRODUCTION 1
A. Background of the Study 1
B. Statement of the Problems 5
C. Purpose of the Research 5
D. Significance of the Research 6
E. Scope and Limitation 6
F. Definition of Key term 7
CHAPTER II REVIEW OF RELATED LITERATURE 8
A. Definition of Vocabulary 8
B. Teaching Learning Process 12
C. Sekolah Bertaraf Internasional 17
D. Previous Research 26
CHAPTER III RESEARCH METHOD 29
A. Research Design 29
B. Subject of the Research 29

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

C. Research Instrument and Data Collection Technique 30
D. Data of the Research 31
E. Data Analysis 32
CHAPTER IV RESULT AND DISCUSSION 33
A. The Process of Teaching Vocabulary 33
1. The Result of the First Observation 35
2. The Result of the Second Observation 37
B. The Students' Responses in the Process of Teaching Learning Process 42
CHAPTER V CONCLUTION AND SUGGESTION 43
A. Conclution 43
B. Suggestion 44
REFERENCES 46
APPENDIX
PERNYATAAN KEASLIAN TULISAN
RIWAYAT HIDUP

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF TABLE

Table **Page**

2.1. Essential Characteristic of SBI 20

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA
PERPUSTAKAAN
SURABAYA
IAIN SUNAN AMPEL

LIST OF PICTURE

Picture **Page**

4.1. The Structure of Jigsaw Reading 40

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDIX

Appendix

1. Observation Checklist
2. Questionnaire
3. The Result of Observation Checklist
4. The Result of The Questionnaire
5. Interview

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER I

INTRODUCTION

A. Background of the Study

The most important role in the process of teaching learning language is vocabulary. It is essential things in terms of learning the first or second language is greatly influenced by how many words they could master. The students who have more number active vocabularies will be greater to express their ability. In lie with the discussion above, it is essentially worth noticing that to enable themselves to communicate accurately and fluently, students need to learn language practically, which means primarily learning to use the words of language, that is, vocabulary. It functions as the main devices to build up a language.

Vocabulary is perhaps the difficult skill for some people to learn. However, it is very important skill because it can help the people in many areas. It creates ideas which can be produced by spoken way. It also allows the writers to give information to others about their intentions, and permit them to understand their meaning. Besides, it can help the students in learning process. As it is said by Persy that vocabulary is item to support creative learning as a wonderful tool for providing opportunities that have meaningful on the life of a student.

Furthermore, Deighton said that vocabulary is basic things in term in learning the first or second language, we can not comprehend the four language skills we do not know the meaning of word in the teaching of English at all of level of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

school, vocabulary is commonly taught in textbook's contents that are monotony and uninteresting. Therefore, it makes them bored and do not have spirit to learn English in class.

The teacher uses the teaching media in teaching in order to motivate the students in learning activity, especially in vocabulary subject. Vocabulary is one of important factor in language skills. The learner of language faces difficulty if they lack of vocabulary. There for the teacher has to creates or using such of technique in teaching vocabulary that is able to raise the motivation of students' to learn and achieve it.

Seeing these facts, it is the teacher's task to find something special for the students so that they can avoid boredom and difficulties in learning English. As we know, the teacher is facilitator in the teaching learning process, for example making things easy for students' assignments.

SMPN 6 Surabaya is one of international based school in Surabaya. It is located on Jalan Jawa 24 Surabaya. The curriculum that be used in this school is KTSP. The teachers in SMPN 6 Surabaya are compatible in their areas. The teachers should teach in English, especially in sciences, mathematic and IT. Teaching learning process of the all subjects has been a good example to the other schools in the developing either the achievement or good attitude in many aspects. Because of that, some schools from the other town often come to SMPN 6 Surabaya to study how the teacher teaches the students in SBI class.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In SMPN 6 Surabaya, students should use English to communicate with their friends or teachers. To realize it, students need to speak English fluently. And the teachers need to improve the students' vocabulary. In this school, the teachers, especially English teacher always try to introduce the new vocabularies to their students in every meeting in order to help student enrich their vocabulary.

There are 8 classes in every grade, they are A till H. For seventh, all of the classes are SBI. And for eighth and ninth grade, A till C class are SBI class, D and E are the 'imbas' class. It is the class that has mixing students who got the top rank when they were in seventh grade. And F till H is the regular class.

International based school (Sekolah Bertaraf Internasional/SBI) itself is a national school in Indonesia with the international quality. The teaching learning process in this school is developing the students' creativity, innovation and experimentation to increase the new ideas that nothing before. Based on UU Sisdiknas Pasal 50 Ayat 3:

> Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.[1]

---

[1] Anonim, 2006. *Undang-undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* WIPRESS

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The characteristics of teaching learning process in SBI are:

1. Pro-changing: teaching learning process that can develop the students' creativities, innovation, and experimentation to increase the new ideas, a joy of discovery.
2. Applying student centered; reflective learning, active learning; enjoyable and joyful learning, cooperative learning; quantum learning; learning revolution; and contextual learning, which have international standard.
3. Applying the teaching learning process with computer based in all of the subjects.
4. Using English in teaching learning process, especially in science, mathematic, and IT.
5. Using international management standard, get ISO 9001 2000 version or ISO 14000 and make a relationship with sister school with international based school from the other countries. [2]

Considering the explanation above, the researcher chooses the teaching English vocabulary in SBI class that hopefully can be a reference to the other schools to be better. SMPN 6 Surabaya can be a good example for the other schools to compete in globalization era and produce the best human resources in Indonesia. Beside that, the researcher wants to know how students' responses by questionnaire. It is an effective tool that helps facilitate pedagogical best practices and enhance

[2] Kir Haryana. 2007. *Konsep Sekolah*, p. 42

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students learning. After we know the students response in learning vocabulary, we can transform the classroom into more interactive and engaging learning environment, especially in vocabulary.

Furthermore, the researcher would like to study teaching vocabulary at the seventh grade students in SMPN 6 Surabaya There are eight classes in seventh grade in this school, VII A-VII H. But in this study, the researcher only focuses on one class. It was VII E because this class is one of SBI class in SMPN 6 Surabaya. All of the classes in seventh grade have the same level of the students' intelligent.

B. Statement of the Problems

Based on the background of the study above, the researcher formulated some problems:

1. How does the teacher teach vocabulary in the SBI class of SMPN 6 Surabaya?
2. How are the students' responses in learning vocabulary at SBI class students in SMPN 6 Surabaya?

C. Purpose of the Research

From the research questions above, the researcher can write the objective of the study, such as:

1. To describe how the teacher teaches vocabulary in SBI class of SMPN 6 Surabaya.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. To know the students' responses in learning vocabulary at SBI class students in SMPN 6 Surabaya.

D. Significance of the Research

1. For State Institute of Islamic Studies (IAIN) Sunan Ampel Surabaya, the result of the research can be an input to give new nuance in improving students' ability in using English through a class activity.
2. For the library good for a reference and comparison.
3. For SMPN 6 Surabaya good for giving some contribution to the success and progress of English teaching.
4. For the researcher good for an input to be able to design and improve more appropriate technique and method.

E. Scope and Limitation

The scope of limitation of the study as a follow:

1. This study will be implemented to the seventh grade of SMPN 6 Surabaya; however it focuses on only one class of seventh grade in this school.
2. This study emphasizes on the process of learning English. It focuses on describing how the teacher teaches vocabulary and the students' response in learning vocabulary in SBI class.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

F. Definition of Key Terms

To give the readers clear of what the writer is going to discuss and to avoid misunderstanding or misinterpretation, the researcher feels it necessary to define the following terms used in this study:

Teacher's activity : administering the lessons effectively. The teacher's activity includes opening activity, main activity, and closing activity.

Students' activity : what students should do in teaching learning process, like doing the task.

Teaching Learning Process : Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

Students' Responses : students' opinion about the material, assignment and teaching learning process in the class.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Vocabulary

1. The importance of vocabulary

Vocabulary is comprised of three things, and these are writing, reading and speaking. All three of elements are used to make up larger structure that is called literacy. While literacy has been important ever since humans first discovered writing, it has become much more important in the information age.

More than ever, information has been allowed to flow freely. While much of this information is not very valuable, some of it can enhance your career, make us more productive, and even save your life. Our vocabulary is the element that will determine your cultural literacy.

When many people think of vocabulary, they think of it as a tedious learning process. However, it is no longer enough to just know what is happening in our neighborhood, city or country. It is equally important for us to understand what is happening on a global scale.

Improving our vocabulary from an early age will allow us to become informed. It will allow you to successfully convey your ideas to others, and it can also improve our career outlook. Having said that, it is important for parents to focus on improving the education of their children from an early age.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The other importance of vocabulary are:

a. An extensive vocabulary aids expressions and communication.

b. Vocabulary size has been directly linked to reading comprehension.[3]

c. Linguistic vocabulary is synonymous with thinking vocabulary.[4]

d. A person maybe judged by others based on his or her vocabulary.

2. Types of vocabulary

a) Reading vocabulary

Reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b) Listening vocabulary

Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c) Writing vocabulary

Writing vocabulary is all the words that can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is simulated by its user.

---

[3] Stahl, Steven A. *Vocabulary Development*. Cambridge: Brookline Books, 1999. p.3.
[4] Ibid

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a) Vocabulary for emerging communication

How to choose powerful vocabulary as we search for that first, reliable means of symbolic communication.

b) Vocabulary for context-dependent communication

Whether the individual communicates with only a few people in a few contexts or with many people in many contexts, vocabulary selection describes many vocabulary selection strategies that are effective for these individuals.

c) Vocabulary for independent communication

Vocabulary has an entirely different purpose for the independent communicator who can spell anything. Words and phrases are selected primarily to enhance rate and reduce fatigue.

4. The Vocabulary Assessment

In teaching learning process, assessment has done in order to measure weather the teaching learning process or not. The assessment can be formed test. By giving the test, teacher knows how effective a teaching sequence has been.

In testing vocabulary, there are some aspects of word knowledge that can be tested, such as:

1. The word's form-both spoken and written form
2. The word's meaning
3. Any connotation the word might have

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4. Whether the word is specific to a certain register or style
5. The word's grammatical characteristic
6. The word's common collocation
7. The word's derivation
8. The word's relative frequency

B. Teaching and Learning Process

Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

For many years, the teaching method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the teacher still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional teaching can be an effective way to achieve instructional goals. The advantages of the teaching approach are that it provides a way to communicate a large amount of information to many listeners maximizes instructor control and is non-threatening to

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d) Speaking vocabulary

Speaking vocabulary is all the words that can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse thought slight and unintentional may be compensated by facial expression, tone of voice or hand gesture.

e) Focal vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to certain group; those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names of things, events and ideas.

f) Passive and active vocabulary

Passive and active vocabulary is made up of the words that come to our mind immediately when we have to use them in a sentence, as we speak. In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.

3. Selection of vocabulary

Where we begin depends on what type of communicator you are working with: emerging, context dependent or independent.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students. The disadvantages are that teaching minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990):

1. Fit the lecture to the audience
2. Focus your topic - remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience - notice their feedback
9. Be enthusiastic - you don't have to be an entertainer but you should be excited by your topic. (from Cashin, 1990, pp. 60-61)

Case Method: Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculties have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion: There are a variety of ways to stimulate discussion. For example, some faculties begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty fined it helpful to have students' list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions. Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning: Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students to apply what they are learning" (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

Cooperative Learning: Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

Integrating Technology: Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculties have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculties who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Distance Learning: Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, list serves, and interactive software have also been useful additions to the educational setting.

C. Sekolah Bertaraf Internasional (SBI)

Nowadays people often talk about Sekolah Bertarsf Internasional (SBI) or international based school. SBI is a policy of Indonesian government to recovery the quality of education to competent with the other countries. SBI icon for people is bilingual as a medium of instruction, multimedia in teaching learning process, or as a prestigious school.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

A. Policy of Sekolah Bertaraf Internasional (SBI)

1. Fundamental Law

a. UU Sikdiknas Pasal 50 Ayat 3

Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.[5]

b. The Main Policy of National Education development in Strategic Planning of national Education Department 2005-2009

1) Distribution and Extension Access

2) Developing the quality, relevance, and competitiveness

3) Accountability and Public Image[6]

2. The Concept of sekolah Bertaraf Internasional (SBI)

a. Existentialism and Essentialism Philosophy

The basic philosophies of SBI are *existentialism* and *essentialism* (functionalism). Existentialism philosophy argues that in teaching learning process, teacher should give the best for the students to realize their potential, includes Intellectual Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ).

---

[5] Anonim, 2006. *Undang-undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* WIPRESS

[6] ibid

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Essentialism philosophy argues that the function of education should be relevant with the requirement. In globalization era, education should prepare the competitive human resources. To realize both of the philosophies, we need four of education pillar; *learning to know, learning to do, learning to live together, and learning to be* as the basic education in Indonesia, such as the curriculum, teacher, teaching learning process, infrastructure, and how to scoring.[7]

b. SNP + X (OECD)

SNP is Standar Nasional Pendidikan plus X. OECD is *Organization for Economic Co-operation and Development* or organization among some countries in economic cooperation and development. The members of this organization have a good achievement in education admissibility in the world, such as: Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States, Chile, Estonia, Israel, Russia, Slovenia and Singapore. [8]

[7] Ibid, p. 37-38
[8] Kir Haryana. 2007. *Konsep Sekolah*, hal. 41

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

So SNP+X above means that the school should be up to standard of education in Indonesia.[9] and plus X, means that it should be more enriched and developed with the standard from the members of OECD.

a. The characteristic of Sekolah Bertaraf Internasional

1) Perspective Characteristic

In an organization or institution, determining the perspective is very important as a purpose. The perspective of SBI is: **Terwujudnya Insan Indonesia yang cerdas dan kompetitif secara internasional.**[10]. This perspective signs indirectly as the purpose of education in Indonesia. it has be done by SBI that created the competitive human resources.

2) Essential Characteristic

Essential characteristic in SNP and X as a guaranty of the international based school's quality.

Table 2.1.
Essential Characteristics of SBI [11]

No	Obyek Penjaminan Mutu (unsur Pendidikan dalam SNP)	Indikator Kinerja Kunci Minimal (dalam SNP)	Indikator Kinerja Kunci Tambahan sebagai (x-nya)

[9] Standar Nasional Pendidikan meliputi; standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian.(Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan).
[10] Kir Haryana. 2007. *Konsep Sekolah*, hal. 43
[11] Ibid, p. 45

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

I	Akreditasi	Berakreditasi A dari BAN-Sekolah dan Madrasah	Berakreditasi tambahan dari badan akreditasi sekolah pada salah satu lembaga akreditasi pada salah satu negara anggota OECD dan/atau negara maju lainnya yang mempunyai keung-gulan tertentu dalam bidang pendidikan
II	Kurikulum (Standar Isi) dan Standar Kompe-tensi lulusan	Menerapkan KTSP	Sekolah telah menerapkan system administrasi akademik berbasis teknologi Informasi dan Komu-nikasi (TIK) dimana setiap siswa dapat meng-akses transkipnya masing-masing.
		Memenuhi Standar Isi	Muatan pelajaran (isis) dalam kurikulum telah setara atau lebih tinggi dari muatan pelajaran yang sama pada sekolah unggul dari salah satu negara diantara 30 negara anggota OECD dan/atau dari negara maju lainnya.
		Memenuhi SKL	Penerapan standar kelulusan yang setara atau lebih tinggi dari SNP
			Meraih mendali tingkat internasional pada berbagai kompetensi sains,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

			matematika, tekno-logi, seni, dan olah raga.
III	Proses Pembelajaran	Memenuhi Standar Proses	• Proses pembelajaran pada semua mata pelajaran telah menjadi teladan atau rujukan bagi sekolah lainnya dalam pengembangan akhlak mulia, budi pekerti luhur, kepribadian unggul, kepemimpinan, jiwa kewirausahaan, jiwa patriot, dan jiwa inovator • Proses pembelajaran telah diperkaya dengan model-model proses pembelajaran sekolah unggul dari salah satu negara diantara 30 negara anggota OECD dan/atau negara maju lainnya. • Penerapan proses pembelajaran berbasis TIK pada semua mapel • Pembelajaran pada mapel IPA, Matematika, dan lainnya dengan bahasa Inggris, kecuali mapel bahasa Indonesia.
IV	Penilaian	Memenuhi Standar	Sistem/model penilaian telah diperkaya

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

		Penilai-an	dengan system/model penilaian dari sekolah unggul di salah satu negara diantara 30 negara anggota OECD dan/atau negara maju lainnnya.
V	Pendidik	Memenuhi Standar Pen-didik	• Guru sains, matematika, dan teknologi mampu mengajar dengan bahasa Inggris • Semua guru mampu memfasilitasi pem-belajaran berbasis TIK • Minimal 20% guru berpendidikan S2/S3 dari perguruan tinggi yang program studinya terakreditasi A
VI	Tenaga Kependidikan	Memenuhi Standar Tenaga Kependidikan	• Kepala sekolah berpendidikan minimal S2 dari perguruan tinggi yang program studinya terakreditasi A • Kepala sekolah telah menempuh pelatihan kepala sekolah yang diakui oleh Pemerintah • Kepala sekolah mampu berbahasa Inggris secara aktif • Kepala sekolah memiliki visi internasional, mampu membangun

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

			jejaring internasional, memiliki kompetensi manajerial, serta jiwa kepemimpinan dan enterprenual yang kuat
VII	Sarana Prasarana	Memenuhi Standar Sarana Prasarana	• Setiap ruang kelas dilengkapi sarana pembelajaran berbasis TIK • Sarana perpustakaan TELAH dilengkapi dengan sarana digital yang memberikan akses ke sumber pembelajaran berbasis TIK di seluruh dunia • Dilengkapi dengan ruang multi media, ruang unjuk seni budaya, fasilitas olah raga, klinik, dan lain-lain.
VIII	Pengelolaan	Memenuhi Standar Penge-lolaan	• Sekolah meraih sertifikat ISO 9001 versi 2000 atau sesudahnya (2001, dst) dan ISO 14000 • Merupakan sekolah multi kultural • Sekolah telah menjalin hubungan "sister school" dengan sekolah bertaraf/berstandar internasional diluar negeri

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

			• Sekolah terbebas dari rokok, narkoba, kekerasan, kriminal, pelecehan seksual, dan lain-lain • Sekolah menerapkan prinsip kesetaraan gender dalam semua aspek pengelolaan sekolah
IX	Pembiayaan	Memenuhi Standar Pem-biayaan	• Menerapkan model pembiayaan yang efisien untuk mencapai berbagai target indikator kunci tambahan

3) Quality Assurance

a) Output of SBI

The *output/outcomes* of SBI such as; (1) outcomes of SBI can continue their study in a higher international based school either domestic or foreign school. (2) Outcomes of SBI can work in international institutions or abroad. (3) Getting a medal in various competencies, such as science, mathematic, technology, art and sport.[12]

[12] *Ibid,* p. 42

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b) The characteristics of teaching learning process in SBI are:

1. Pro-changing: teaching learning process that can develop the students' creativities, innovation, and experimentation to increase the new ideas, a joy of discovery.
2. Applying student centered; reflective learning, active learning; enjoyable and joyful learning, cooperative learning; quantum learning; learning revolution; and contextual learning, which have international standard.
3. Applying the teaching learning process with computer based in all of the subjects.
4. Using English in teaching learning process, especially in science, mathematic, and IT.
5. Using international management standard, get ISO 9001 2000 version or ISO 14000 and make a relationship with sister school with international based school from the other countries. [13]

D. Previous Research

The previous researches have done by:

1. Dyah Erlina Indriyani (2007) from Muhammadiyah University of Surakarta. The title of the research is "A Descriptive Study on Teaching English Vocabulary through Audio Visual at Bustanul Athfal 'Aisyiyah

[13] Kir Haryana. 2007. *Konsep Sekolah*, p. 42

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN UIN SUNAN AMPEL SURABAYA

Nologaten Ponorogo". The result of the research was English vocabulary teaching and learning by using audio visual CD yet maximal, refers to the schedule of teaching and learning English vocabulary by using CD only once week, which are in reality the students more attractive and enjoyable to follow English vocabulary teaching and learning process. The similarity of the previous research is the research design. It used descriptive research design. While the deference is this research focuses on the implementation teaching vocabulary through audio visual at Bustanul Athfal 'Aisyiyah Nologaten Ponorogo. In my research, I just focus on the teaching vocabulary in SBI class of SMPN 6 Surabaya.

2. Adib Abdul Qodir (2007) from Muhammadiyah University of Surakarta. The title of the research is "A Study on the Students Vocabulary Mastery after Following the Reading Comprehension Class at Students Second Year of Nursing Academy Muhammadiyah University of Ponorogo". The result of the research was the highest percentage is the students got excellent score is 76.68 it is categorized into good score. Therefore, the degree of the second semester students in the Nursing students' mastery is good. The similarity with my research is the research design. It used descriptive research design. While the difference is this research focuses on the students vocabulary mastery after following the reading comprehension class at students second year of Nursing Academy Muhammadiyah University of Ponorogo. In my research, I just focus on

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the teaching vocabulary in SBI class of SMPN 6 Surabaya.

3. Ristinawatik (2008) from Muhammadiyah University of Surakarta. The title of the research is "A Descriptive Study on Teaching Vocabulary Using Group Work at the 7th Year of SMP Negeri 7 Sukoharjo". The result of the research was the teaching English vocabulary process by using group work is to improve the vocabulary, and prepare the students to face the National Examination or Ujian Akhir National (UAN). The similarity with my research is the research design. It used descriptive research design. It used descriptive research design. While the difference is this research focuses on teaching vocabulary using group work at the 7th year of SMP Negeri 7 Sukoharjo. In my research, I just focus on the teaching vocabulary in SBI class of SMPN 6 Surabaya.
4. Leni Mariani Rochman (2004) from State University of Surabaya. The title of the research is "A Descriptive Study of Teaching Reading to the SMU Negeri I Taman. The result of the research was the students were interested in reading activity. By reading, they could develop their knowledge. The similarity with my research is the research design. It used descriptive research design. While the difference is this research focused on describing the teaching reading to the SMU Negeri I Taman. In my research, I focus on describing the teaching vocabulary in SBI class of SMPN 6 Surabaya.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHOD

A. Research Design

Related of the study, the researcher used the descriptive research design. Strauss in Ahmad Rusdi (2009:30) defined that descriptive research design is a design which presents finding that can not be obtained by means of statistical procedure. This concept emphasizes the use of non-statistical procedure especially in analyzing the data to obtain the result of observation naturally.

The researcher tried to obtain and explain the result of observation by examining the phenomena in the real condition of the class. And related to the research problems, this study was intended to answer the questions by observing teaching vocabulary in SBI class of SMPN 6 Surabaya.

B. Subject of The Research

To answer the research questions, data are needed. As the subject of the study, the researcher took VII E in the school year 2009-2010. It consisted of 30 students. The researcher chooses this class randomly. Because each class in SBI has the same level of students' rate of intelligent.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

C. Research Instrument and Data Collection Technique

Research instrument is a mean to collect the data. In this study, the researcher used three forms of instruments, such as:

1. Interview

   Interview is the process to get information for the purpose research by question-answer among interviewer with person who is interviewed.

   In this research, the researcher did interview with the English teacher of SMPN 6 Surabaya, Mrs. Juwariyah, S.Pd, M.Si. The questions of interview were about what activities that always she does before she teaches in the class. The interview held on 3rd March 2010, before the observation.

2. Observation checklist

   There are two kinds of observation; those are participant and non participant. Participant observation means that the observer becomes a part of the situation being observed. In the other hand, non participant observation means the observer is not become a part of the situation being observed.

   In this study, the researcher used non participant observation. She took part in the class being observed. While participating as an observer, she only observed the classroom activity in learning vocabulary. The observer took the data two times, on March, 4 2010 and March, 11 2010. She elaborated the result of the observation in a form of word. The researcher did the observation only twice because the school just permitted her to do the observation twice and on the third week of March, students faced Ulangan Harian I.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From this observation, the researcher would know how the teacher taught and motivated her students in teaching vocabulary.

3. Questionnaire

The other technique in the data is questionnaire. One of the ways to know someone response to something is by use of questionnaire, because it contains question what should be answered by respondent (person that wants to be investigated) to know facts or opinion. In this research, the researcher used questionnaire to know the students' response in teaching learning vocabulary with the several aspects, such as:

1. Enthusiasm to the component (like/dislike)
2. Is the component new or not new for students?
3. Opinion about the assignments.

D. Data of the Research

There are three kinds of data of the research. The first data was gained from the interview. The data showed the teacher's explanation about the activity that always she does before teach in the class.

The second data was gained from observation. The data was written in the form of field note. The data was showed the activities of the teaching learning vocabulary in the class.

The last data is from the questionnaire that was given to the students. It was also showed their responses toward in learning vocabulary.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

E. Data Analysis

The data from the observation checklist and interview was analyzed by using descriptive analysis based on the obvious phenomenon and the interpretation of the researcher. All of the data were used to answer the first research question.

Next, based on the students' answers to the questionnaire, the researcher analyzed the data by using percentage technique. This questionnaire was used to measure the students' responses to the teaching method in learning vocabulary and to facilitate some components, like: materials, assignment, classroom atmosphere, and teaching method. The calculation was as follow:

$$\text{Precentage of students' response} = \frac{A}{B} \times 100\%$$

Note : A = number of comments of each item

B = number of students (respondances)

This analyzis was used to describe the students' response to the teaching vocabulary in the class. The percentage of every response was accounted by: total emerging aspect divided by all total student are multiplied 100%. This questionnaire was given to the students in the end of the lesson. Student response said by positive if 70% or more student respond in positive category (like, new, interesting)[14]

[14] Fadholi 2004 in Ihsan Wakhid Sumaryono. 2010. *Pengembangan Perangkat Pembelajaran Matematika Realistik Untuk Melatih Kemampuan Berpikir Kritis.* Unpublished thesis. Surabaya: State Institute of Islamic Studies Sunan Ampel.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

RESULT AND DISCUSSION

This chapter describes obtained by observation in the classroom and the discussion of the phenomenon. This chapter was also supported by the results of the questionnaire with the subject of the research.

A. The Process of Teaching Vocabulary

In the teaching learning vocabulary to the seventh grade students of SMPN 6 Surabaya should based on the objective of teaching vocabulary. This school uses KTSP curriculum. The curriculum was focus on the competency achievement that helps the students to face their life independently, critically, creatively, and brilliantly. In this case, the students should try to develop their knowledge to communicate using English orally or written. The teacher used technique in teaching vocabulary. She chose this technique because it can help to divide the material. What should he done before entered this passage or what activities he done before teaching vocabulary. In this case, the teacher developed their technique to make her students were not boring in learning vocabulary. To achieve these objectives, there were some activities was done by the teacher and students, especially in the process of teaching learning vocabulary.

In this study, the researcher showed the activities did by the teacher of VII C in SMPN 6 Surabaya in teaching vocabulary. The name of the teacher was Juwariyah, S.Pd, M.Si. Based on observation, the activities that always she did were:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Selecting Material

The teacher always selected the material from the textbook before teaching vocabulary in the class. She chose which vocabulary was difficult and easy one. In teaching her students, she arranged the materials from the easiest to the most difficult vocabulary. She used this way because she wanted the students learn English easily. Doughlas said:

> In preparation for teaching a content area chapter, divided the chapter into smaller, teachable segments that represent a body of connected discourse on a topic in an amount that can be introduce in one lesson.

It means that the preparation before the teacher taught her students, the teacher was divided the material became several parts which can helped the teacher taught the material easily.

b. Giving Motivations

She gave motivation to her students usually in opening the lesson and closing the lesson, she hoped by doing this, her students had strong intention to know and need the materials and had positive thinking in teaching vocabulary. As a result, they tried to understand the material. Then before closing the lesson she gave motivation in order the students had spirit to find information besides the book and the other resources in which there was relationship with the content of the material.

For example when the students the students got difficulties in doing some exercise, the teacher gave support using the words:

- This easy
- Try first

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

- Excellent
- Don't worry about the mistakes

c. Giving Task

Task was an activity given by the teacher to the students in achieving a goal stated. It could examine the students' improvement in teaching learning process.

1. The Result of the First Observation

The first meeting was held on March 4th 2010. The teacher greeted students and then checked the students' attendance list. Then the teacher gave brainstorming and eliciting the lesson of the last meeting, like:

T: *Have you ever read the story?*
S: *Yes, I have.*
T: *What kind of story did you read?*
S: *I read a novel, short story, folktale, etc*

After that, the teacher gave them a text. The title of the text was "The Legend of Karimunjava Island" and asked them to read it. When the teacher instructed the students to read the text, she did not always instruct the students to read silently, but sometimes she asked them to read loudly to check their pronunciation and understanding about the text because when the students finished reading, the teacher asked them some questions related to the text, like the generic structure and the characters of the text.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

As the main activity, teacher chose the students to work in group. In order to avoid the students got difficulties, she asked them to make a group of four. It helped them to understand the materials easily. After that, teacher gave them the first work sheet. It was about the vocabulary mastery. The students were provided 10 words and the teacher asked them to find the meaning of the words in their dictionary. In this section, the students were very enthusiast to do the task. They find out the meaning of the words in their dictionary with their group and discussed it. While the teacher controlled the students and sometimes helped students during they were doing the task.

The next activity was giving the second task. The teacher gave her students a blank space text. The numbers of the blank spaces were 10. The students have to fill the blank with 10 words that has given before. The title of the text was "Panji Laras". During the section, the students did the task silently and sometimes discussed with their friends to make sure with their answer. Here was the first and the second exercise:

Exercise 1: Find the following difficult words, into your dictionary

Poor :
Held :
Fighting :
Great :
Cock :
Wherever :
Participated :
Accident :
Worried :
Fortunately :

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Exercise 2: Fill the blank with the correct word

Panji Laras

Once upon a time, there was a ..... (1) woman lived in the forest. Her house was very small, and it was made of dry banana leaves.

She had a son. His name was Panji Laras. He had a pet. It was a strong and big ..... (2) The name of his cock was Cinderalas. He loved his cock. He took Cinderalas ..... (3) he went. Cinderalas always won in every cock ..... (4) competition.

One day he took Cinderalas to the city. He ..... (5) cock fighting that was ..... (6) by the king 'son. Fortunately Cinderalas was the winner.
The king 'son was angry to Panji Laras, because his cock died. Panji Laras was accused and he must be responsible for the ..... (7) in front of the king.

Panji's mother .....(8) that her son hasn't come home yet. She went to found him, and she was his son was in dangerous. ..... (9) when king was angry to Panji, his mother came. It was a ..... (10) surprise, the king meet his own wife. She leaved him along time ago, because of slander. The king was happy to meet his wife and his brave son. Finally they lived together in happy life ever after.

The activities were end in approximately 45 minutes. The teacher finished the class by asking their responses toward the teaching learning process of vocabulary.

2. The Result of the Second Observation

The second observation was done on March 11th 2010. As usual, before starting the lesson, the teacher greeted the students. The next she asked them the lesson in the previous meeting. She reminded them the generic structure and language features of narrative text. They seemed still good in memorizing the elements of generic structure and language features of narrative text. After discussing the material, the teacher continued to the lesson. First time, the students were divided into a group of ten. The group was according the line seat. After the class has been silent,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teacher wrote a missing word on the whiteboard. Students should be guessed the missing words by mention the spelling the words one by one. The following transcription describes that:

T: *ok class, I have missing words for you. Let's guess! Each group can just guess one of the spelling of the words.*
(Teacher wrote on the whiteboard: ___ ____ ___ ___ ___)
Now first group, please guess one alphabet.

The class was to be noisy. Each group tried to guess the words by mentioning alphabet. When the spelling almost full, the students answer the missing word together,

S: *The King and the Baby!!!*
T: *Excellent! The answer is The King and the Baby. What is the meaning of this word?*
S: *Raja dan Bayi.*
T: *Good. Now please try to mention the information as many as you can from this word.*

From the transcription above, it was clear that the teacher tried to motivate the students when the activity starting. In this case, she offered some questions which can make the students expressed their idea freely without afraid to make mistakes. The teacher here as the facilitator that listened their comment and idea.

Then the teacher asked the students to write down the information about the word "The King and The Baby" as many as they can

Here some vocabularies that can be gotten by the students:

Kingdom	*Child*	*Murder*
Palace	*Lord*	*Son*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Baby	*Boy*	*Daughter*
Mother	*Wise*	*etc*

After that, teacher divided them into six groups. Each group consists of six students. Then from those six groups, teacher merged the first till the third group to be A group, and the fourth till the sixth group to be B group. Each group chose one student as a delegation. Then the teacher gave a paragraph for each group. Group A and B got the same story. The title of the story was "The King and the Baby" like the words that has been guessed in the previous section. The teacher gave a text to the students and asked them to read it by jigsaw reading. She also asked them to try to decode the important things from the text and memorize some new words that they found in the text. Here was the text:

The King and the Baby

Once upon time, there is a king named Solomon. He lived in the big Kingdom. Solomon is a smart and kind king. He always solves the problems well. He was a wise judge who uses a stratagem to determine the truth, tricking the parties into revealing their true feelings. Specifically, the judge *pretends* that he will destroy the subject matter of a dispute, rather than allowing either disputing party to win at the expense of the other.

One day, there are two mothers approach Solomon, bringing with them one dead baby boy. Each mother presents the same story and accusation. She and the other woman live together and have both recently given birth to baby boys. One night, soon after the birth of their respective boys, the woman woke to find that she had smothered her own baby in her sleep. In anguish and jealously, she took her dead son and exchanged it with the other's child. The following morning, the woman discovered the dead baby, and soon realized that it was not her own son, but the other woman's.

After some deliberation, King Solomon calls for a sword to be brought before him. He declared that there is only one fair solution: the live son must be split in two, each woman receiving half of the child. Upon hearing this terrible verdict, the boy's true mother cried out, "please, My Lord, give her the live child. Do not kill him!" However, the liar, in her bitter jealously, exclaims, "It shall be neither mine nor

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

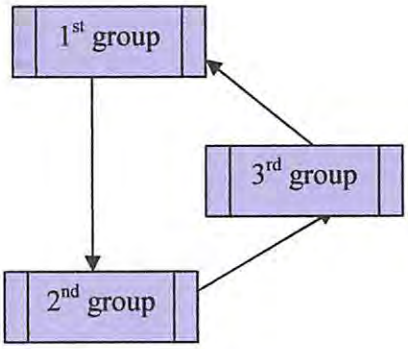
yours, divide it!" Solomon instantly gives the live baby to the real mother, realizing that the true mother's instincts were to protect her child, while the liar revealed that she did not truly love the child.

For A group, the delegation of the first group moved to the second one, while the delegation of second group moved to third one and the third group moved to the first one and so on till the delegation back to the their group. So did the B group. The first and the fourth group got the first paragraph, the second and the fifth group got the second paragraph and the third and the sixth paragraph got the third paragraph. The delegation student has a duty to retell to the other group what is the paragraph talked about. The structure was follow:

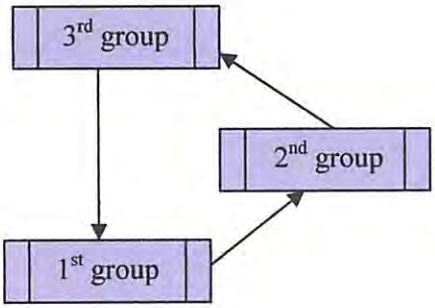
Picture 4.1.
The Structure of Jigsaw Reading

A Group:

1.

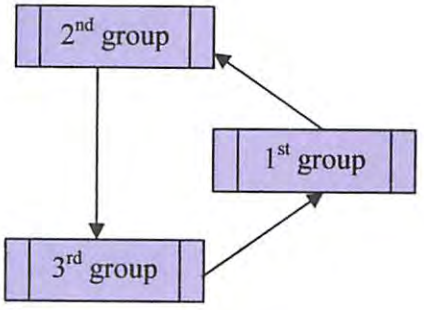


2.

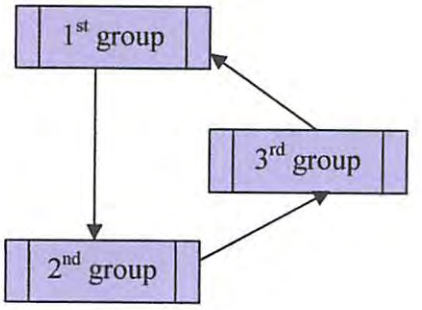


digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3.

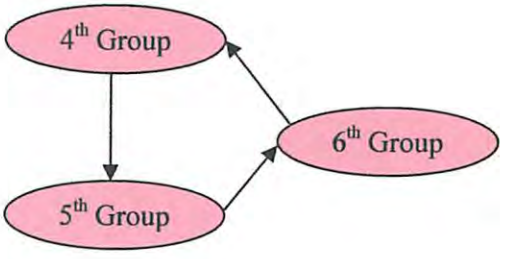


4.

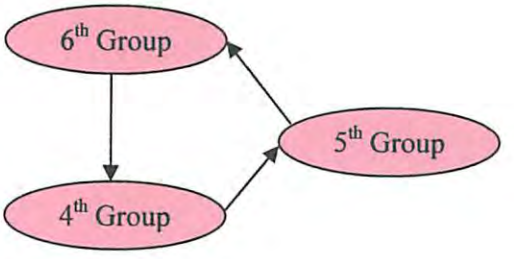


B Group:

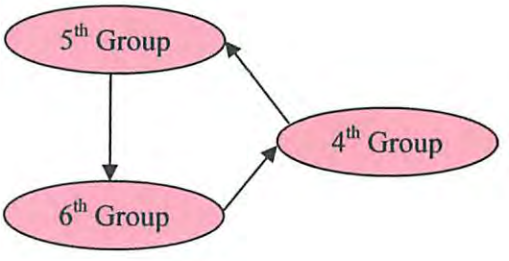
1.



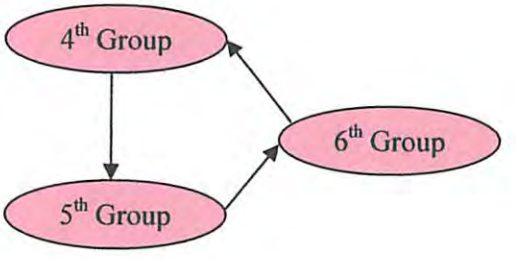
2.



3.



4.



But in this section, there were some students who got confusing to the teacher's instruction. The class was very noisy. But when the teacher gave them the instruction once more, they can understand. After they finished the jigsaw activity and all students can get a full story, the teacher asked them to make a new resolution

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

from the story. Here, students can express their idea freely. They thought what the unique resolution was. The group who can get the best resolution, teacher gave them the reward and declared that they are the best group in the class.

B. The Students' Response in the Process of the Teaching Learning Process

The students' responses to the teaching learning vocabulary were gotten by questionnaire. It was given in the end of the observation.

From the result of the questionnaire, 89% students like with the components, like material, assessment, classroom atmosphere and teaching method. 85% students claimed that the approaching to the teaching vocabulary was new for them. Beside that, 83% students interested the content of the assignment. But there were 10 (30%) students feel that the assignment was difficult. The data showed that more than 70% students response in positive category, so the conclusion of the students' responses was positive.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the analysis and finding, this section presents some conclusions. Fortunately, the result of the data analysis could be concluded as the following representation.

A. Conclusion

1. In the first observation, the teacher gave the students ten words and asked them to find out the meaning of the words in their dictionary. After that students should fill the blank with the words that be given before. In the second observation, the teacher gave a missing word and asked them to guess it. After that, she wanted them to write the information about the word as many as they can.

   The teacher can create nice atmosphere in the class during the teaching learning process. Besides, by using the technique, the teacher can advance the students' interest in learning English.

2. Based on the result of questionnaire, it showed that the students' responses in teaching vocabulary were most of students gave the positive response. The details of the responses were:

   a) Enthusiasm to the component (like/dislike) 89%

   b) Student thought that the component (new/not new) 85%

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c) Opinion to the assignment, 30% percent students feel that the assignments were difficult for them and 83% students interested with the content (font/picture) of the assignment.

From the data above, that most of students said like and new to the component of teaching vocabulary. But about the opinion to the assignment, 30% percent students feel that the assignments were difficult for them and 83% students interested with the content (font/picture) of the assignment.

B. Suggestion

After observing and analyzing the data, the researcher would like to give the suggestion for teacher and students. It is expected that it will give benefits for the teaching learning method in the future.

1. For the teacher:
   a. Teacher should develop themselves to be more creative in creating enjoyable class condition in teaching vocabulary.
   b. For helping students' assignment, the teacher's comment on their work will give a good improvement on their vocabulary mastery.
   c. Teacher should manage the time well in order to reach the instructional objective.
   d. Teacher should give instructions clearly especially for grouping to avoid misunderstanding and subtract the time.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. For the students:
   a. When teaching learning process or grouping, it is suggested that students should be quite.
   b. Keep focusing on the teacher explanation.
   c. In learning vocabulary, students should bring the dictionary to make them easy for finding the meaning of new words.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

REFERENCES

Anonim, 2006. *Rencana Startegis Departemen Pendidikan Nasional Tahun 2005-2009.* Jakarta: Departemen Pendidikan Nasional.

_____. 2006. *Undang-undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* Jakarta: WIPRESS

Arikunto, Suharsimi. 2008. *Penelitian Tindakan Kelas.* Jakarta: PT. Bumi Aksara.

Brown, H. Douglas. 1980. *Principle of Language Learning and Teaching.* New Jersey: Prentice Hall.

Bush, Tony and Merianne Coleman. 2006. *Manajemen Strategis Kepemimpinan Pendidikan.*(terj.) by Fahrurozi. Yogyakarta: IRCiSoD.

Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* University of Nebraska-Licoln: Person Prentice Hall.

Djohar. 2006. *Pengembangan Pendidikan Nasional Menyongsong Masa Depan.* Yogyakarta: CV. Grafika Indah.

Dulay, Heidi C and Stephen Krashen. 1982. *Language Two.* New York: Oxford University Press.

Gebhard, J. G. 1996. *Teaching as a Foreign or Second Language.* Ann Arbor: The University of Michigan Press.

Harmer, Jeremy. 2003. *The Practice of English Language Teaching.* Australia: Cambridge

Haryana, Kir. 2007. *Konsep Sekolah.* Jakarta: WIPRESS

Indriyani, Dyah Erlina. 2007. *A Descriptive Study on Teaching English Vocabulary Through Audio Visual At Bustanul Athfal 'Aisyiyah Nologaten Ponorogo.* Unpublished Thesis. Surakarta: Muhammadiyah University.

Nunan, David. 1991. *Language Teaching Methodology.* Sidney: Prentice Hall.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

_____. 2007. *Task Based Language Teaching*. Australia: Cambridge University Press.

Qodir, Adib Abdul. 2007. *A Study on the Students Vocabulary Mastery After Following The Reading Comprehension Class At Students Second Year Of Nursing Academy Muhammadiyah University Of Ponorogo.* Unpublished Thesis. Surakarta: Muhammadiyah University.

Ristinawatik. 2008. *A Descriptive Study on Teaching Vocabulary Using Group Work At The 7th Year of SMP Negeri 7 Sukoharjo.* Unpublished Thesis. Surakarta: Muhammadiyah University.

Stahl, Steven A. 1999 *Vocabulary Development*. Cambridge: Brookline Books.

Sumaryono, Ihsan Wakhid. 2010. *Pengembangan Perangkat Pembelajaran Matematika Realistik Untuk Melatih Kemampuan Berpikir Kritis.* Unpublished thesis. Surabaya: State Institute of Islamic Studies Sunan Ampel.

http/www.satriadharma.wordpress.com

http/www.wikipedia.org/vocabulary development.

Walkins, D. A. 1980 *Linguistic in Language Teaching.* London: Edward Arnold Publisher Ltd.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id