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THE INFLUENCE OF THE APPLICATION OF COLLABORATIVE LEARNING ON THE SUDENTS' ACHIEVEMENT IN ENGLISH VOCABULARY AT THE EIGHTH YEAR STUDENTS OF *MTsN JALAKSANA KABUPATEN KUNINGAN*

THESIS

Submitted to the English Education Department of Tarbiyah Fakulty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (S. Pd. I)

Arranged by:

YULIA RACHMAWATY WITAMIMARTHA

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THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON

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ABSTRACT

YULIA RACHMAWATY WITAMIMARTHA: *The Influence of the Application of Collaborative Learning on the Students' Achievement in English Vocabulary at the Eighth Year Students of MTsN Jalaksana Kabupaten Kuningan*

Most of students feel difficult to learn English especially in vocabulary. Likewise with the eighth year students of *MTsN Jalaksana Kabupaten Kuningan*. Theyare difficult to increase their English vocabulary and the effect is they do not have motivated to study English. This is caused they feel bored with the learning process applied by the teacher. Therefore, the writer wants to apply an interesting and active learning method, it is the Collaborative Learning.

The aims of the research are to find out the students' achievement before applying collaborative learning, to find out the students' achievement after applying collaborative learning, and to find out the positive and significant influence of the application of collaborative learning on the students' achievement in English vocabulary at the eighth year students of *MTsN Jalaksana Kabupaten Kuningan.*

Learning method is one of supporting factor tothe students' achievement in mastering English skill. In learning English, the students must learn four language skills; listening, speaking, reading, and writing. There are also some language components, and one of them is vocabulary. Vocabulary development is very important for students to improve their language ability and skills. In order that the students can improve their English vocabulary, easier and also don't feel bored in learning process. The teacher can apply an interesting learning method. And one of an interesting learning technique is Collaborative Learning Method.

The approach of the research is using quantitative approach. It means that the data which is obtained from the field of the research is analyzed statistically by using the formula of correlation by Pearson and DC. And the population of the research is all of the eighth year students of *MTsN Jalaksana Kabupaten Kuningan*. The amount of them from 8 classes are 235 students. In this research, the writer took the studentsfrom grade VII D who become respondents as sample consist of 35 students.

The analysis of the test shows: the first is the mean of the students' achievement before applying collaborative learning (X) is 66. The second is the mean of the students' achievement after applying collaborative learning (Y) is 79. And the last is the correlation of the application of collaborative learning on the students' achievement in English vocabulary with the score of"r" Product Moment= (0.783>0.349 and 0.783>0.449).It can be concluded that the application of collaborative learning can increase the students' achievement in English vocabulary.

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PREFACE

In the name of Allah, Most Gracious. All Praises and thanks belong to Allah, The Lord of the Universe. And thanks to his permission, the writer has been capable of doing research and finishing this thesis. My invocation and safety always be given to the Prophet Muhammad SAW, to his family, his companions and up to us as his followers till the end of the world.

This thesis entitle in: *The Influence of the Application of Collaborative Learning on the Students' Achievement in English Vocabulary at the Eighth Year of Students* ***MTsN Jalaksana Kabupaten Kuningan*** is presented to fulfill one of the Requirements to achieve Islamic scholar in English Education Degree (**S.Pd.I**) at English Department of **Tarbiyah** Faculty of ***Syekh Nurjati*** State Institute for Islamic Studies **(IAIN) Cirebon.**

In composing this thesis, there are so many persons who have participated, helped, advised directly or indirectly. So, in this opportunity the writer would like to convey sincerely profound thankfulness and gratitude to:

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The writer realizes that this thesis is still far of being perfect and there are many mistakes either in arrangement or in the content. So the writer is widely opened to receive any criticism and suggestion to make this thesis better for the future.

Finally, the writer does hope this thesis will be a valuable thing to the readers, especially, for the writer herself and for English Education Department of **Tarbiyah** Faculty of ***SyekhNurjati*** state Institute for Islamic Studies **(IAIN) Cirebon.**

Cirebon, November 2012

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The Writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is one of the most important languages in the world. It is spoken by many people all over the world, either as first or second language. As international language English has been taught in almost every level of education in Indonesia. It becomes one of the main subjects for elementary up to college students.

In learning English, the students must learn four language skill; listening, speaking, reading, and writing. There are also some language components, and one of them is vocabulary. Vocabulary development is very important for students to improve their language ability and skills. A variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners. According to Jack C. Richard and Willy (2002: 255) “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learner often achieves less than their potential and may be discouraged from making use of language learning opportunities around them”.

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The writer know that English have been learned when we are still early age, because memory and comprehension of a child is still good. According to Alec Templeton in *http://www.englishidea.net/teenagers.html* "12-13 year-olds have a deep desire to develop their capacity to make logical judgments sharpening what they might already have".

Base on the statement above, vocabulary is very suitable to be studied by the children. It is the first step to study English, because in learning language the students must learn from the easy level. Easy level for the students is learning vocabulary, because vocabulary is an English component that learns about kinds of words.

Meanwhile, the teaching vocabulary process is not still perfectly learned and to teach English in children is not easy because a child has different character with an adult. According to Stella Vosniadou in her book *How Children Learn* (2001: 230)

> The psychologist Lev Vygotsky said the way childrenlearn is byinternalizing the activities, habits, vocabularyand ideas of the members of thecommunity in whichthey grow up.The establishment of a fruitful collaborative and co-operativeatmosphere is an essential part of school learning.Research has shown that social collaboration can boost studentachievement, provided that the kinds of interactions that areencouraged contribute to learning. Finally, social activities areinteresting in their own right and help to keep studentsinvolved in their academic work. Students work harder toimprove the quality of their products (essays, projects, artwork,etc.) when they know that they will be shared with otherstudents.

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In case of enriching students' vocabulary, the researcher takes the research about the use of collaborative learning to increase the students' achievement in English vocabulary.

In the website of *http://edtech.kennesaw.edu/intech/cooperativelearning htm*state that:

> Collaborative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Base on the statement above the writer know that the application of collaborative learning can describe the students' ability to think critically, creatively, and reflective. Because this method is using the student centered, so the students are given the opportunity to participate in group discussion.

Today, the eighth year students of *MTsN Jalaksana Kabupaten Kuningan* are difficult to increase their English vocabulary. The effect is they do not have motivated to study English. The writer will take research that the application of collaborative will be useful to increase the students' achievement in English vocabulary.

B. The Identification of the Problem

The problem in this research is classified into following section:

1. The Field of the Research

The field of the research of this thesis is method of teaching.

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2. The kinds of the problem

The kinds of problem of this thesis are the student difficult to increase their English vocabulary and the method of teaching that used is not effective to increase the students' English vocabulary.

3. The main problem

The main problem of this thesis is the students' weakness in English vocabulary. Therefore, the writer tries to apply a method by using collaborative learning to increase the students' English vocabulary.

C. The Limitation of the Problem

To limit the problem, the writer has divided it into three kinds of problem; they are the application of collaborative learning, the students' achievement in English vocabulary, and analyzing the data.

D. The Questions of the Research

1. How is the students' achievement in English vocabulary before applying collaborative learning?
2. How is the students' achievement in English vocabulary after applying collaborative learning?
3. Is there any significant influence of the application of collaborative learning on the students' achievement in English vocabulary?

E. The Aims of the Research

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1. To find out the students' achievement in English vocabulary before applying collaborative learning.
2. To find out the students' achievement in English vocabulary after applying collaborative learning.
3. To find out the influence of the application of collaborative learning on the students' achievement in English vocabulary.

F. The Usage of the Research

The writer expects that this final project has some significance:

1. For the writer

   It gives the writer a motivation that teaching English vocabulary is not difficult and knows about the Collaborative Learning Method, so the knowledge to be use in the future.

2. For the English teachers

   It will give the teachers better insight into theCollaborative Learning Method and make them realize that theCollaborative Learning Method is also worth in learning English Vocabulary especially in junior high school and it is one of techniques in learning English.

3. For the students

   The use of Collaborative Learning Method helps students to increase English vocabulary in learning process and to get knowledge how to make classroom more interesting.

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