THE CORRELATION BETWEEN THE APPLICATION OF WORD CATEGORY METHOD AND THE STUDENTS' VOCABULARY ACHIEVEMENT AT THE 8TH GRADE STUDENTS OF SMP NU SYEKH BRATAKELANA

A THESIS

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

EVA MAULIDAH SOFIANA
Reg. Number 58430521

ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON 2013

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APPROVAL

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EVA MAULIDAH SOFIANA
Reg. Number 58430521

Approved by:

First supervisor   Second Supervisor

H.Udin Kamiludin M.Sc   **Nur Antoni, M.hum**
 NIP.196309151996031001   **NIP.197207172009121001**

OFFICIAL NOTE

The Dean of Tarbiyah Faculty

Of *IAIN Syekh Nurjati*

In Cirebon.

Assalamu'alaikumWr.Wb

After guiding, analyzing, briefing and correcting the writing of Eva Maulidah Sofiana's thesis, registered number 58430521 entitled in **"THE CORRELATION BETWEEN THE APPLICATION OF WORD CATEGORY METHOD AND THE STUDENTS' VOCABULARY ACHIEVEMENT AT THE 8$^{\text{TH}}$ GRADE STUDENTS OF *SMP NU SYEKH BRATAKELANA"*,** we have the opinion that this thesis can be presented on the Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.

Wassalamu'alaikumWr.Wb

Cirebon, February 2013

The first Supervisor,   **The Second Supervisor**

H.Udin Kamiludin, M.Sc   **Nur Antoni, M.hum**
NIP. 196309151996031001   NIP.197108012003121001

LETTER OF AUTHENTICITY

In the name of Allah, Most gracious, Most Merciful.

I acknowledge that this thesis is entitled in **"The Correlation Between The Application Of Word Category Method The Students' Vocabulary Achievement At The 8th Grade Students Of *SMP NU Syekh Bratakelana*",** is really my own writing with some quotations from some resources by using the acceptable method of writing.

Honestly speaking, I have written this letter of authenticity in accordance with the truth. I will be sincerely responsible for any risk that will happen in the future if it is proved to offend the ethic of scientific writing.

Cirebon, February 2013

The writer

Eva Maulidah Sofiana
58430521

AUTOBIOGRAPHY

The writer's name is Eva Maulidah Sofiana. She was born on October 13rd, 1989 in Cirebon. She has one sister and three brothers. She is the third child in her family. Her father's name is Ciptarto and her mother's name is Ruqoyyah. The Educational backgrounds that have been finished are as follows:

1. The writer passed from the elementary School at *SDN 2 Buntet* graduated in 2001.

2. Junior High School at *MTS NU Putri Buntet Pesantren* graduated in 2004.

3. Senior High School at *MAN Buntet Pesantren* graduated 2007.

4. Continue studying at the State Institute For Islamic studies (IAIN) Syekh Nurjati Cirebon at Tarbiyah Department of English study program in the academic 2008 up to 2013.

PREFACE

Alhamdulillahirobbil'alamin in the name of ALLAH SWT, the most merciful and gracious who is always giving me the mercy, blessing and also spirit to me as the writer so that succeed finishing this research thesis.

This thesis, with entitled **"The Correlation Between The Application Of Word Category Method And The Students' Vocabulary Achievement At The 8th Grade Students of *SMP NU Syekh Bratakelana"*** is being intended to fulfill one of the requirements for taking a Sarjana Degree of the English Department Faculty of Teaching and Educational Sciences of *IAIN Syekh Nurjati* Cirebon.

The purpose of this research is to get a valid fact whether the relationship between the application of word category method and the sudents' vocabulary achievement at 8th grader of SMP NU Syekh Bratakelana. With this opportunity, the writer intends to express his grateful thanks to any kinds help and supports particularly to:

1. Prof.Dr. H. Maksum Mukhtar, MA. The Rector of IAIN *Syekh Nurjati* Cirebon.

2. Dr. Hj. Huriyah Saleh M.Pd the Chairwoman of English Education Department of Syekh Nurjati State Institute for Islamic Studies.

3. H. Udin Kamiludin M.Sc as the first supervisor.

4. Nur Antoni M.Hum as the second supervisor.

5. Mashobih ZA, S.Pd.I, as the Headmaster of SMP NU Syekh Bratakelana.

6. All teachers of SMP NU Syekh Bratakelana.

7. The writer's beloved mother, her father, her brothers, her sister.

8. All the lecturers of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon, from them the writer has gained knowledge and experience in English.

9. My beloved husband who always help and give spirit.

The writer absolutely realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. Therefore, she would be pleased to accept comments and suggestions from the reader.

Finally, the writer hopes that thesis will be valuable to the readers, especially for the writer herself and for English Education Department of IAIN Syekh Nurjati Cirebon.

Cirebon, February 2013

The writer

ABSTRACT

EVA MAULIDAH SOFIANA   **THE CORRELATION BETWEEN THE APPLICATION OF WORD CATEGORY METHOD AND THE STUDENTS' VOCABULARY ACHIEVEMENT AT THE 8th GRADE STUDENTS OF** *SMP NU Syekh Bratakelana*

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The students in *SMP NU Syekh Bratakelana* often face some difficulties in memorizing and understand the words especially at the eight grade. Automatically they could not speak English well because they do not know some vocabularies that are need to construct, teacher is not variety in teach student so the students' English scores is not good enough. In this research the writer want to know is there correlation between the applications of word category method and the students' vocabulary achievement.

According to Jeremy Harmer (2000: 9-10) Method : A method is the practical realization of an approach. The originators of a method have arrived at decision about types of activities, roles of teachers and learners, the kinds of material, which will be helpful, and some models of syllabus organization. Methods unlocked various procedures and techniques as parts of their standard fare. Before teachers can design principled vocabulary programs for their students, they first need to understand the vocabulary challenge facing learners of English. There are many games that can be used in teaching; one of them is word category method.

The type of this research is quantitative research. The population is 233 and the sample is 40 students. In collecting data are observation, test and interview. Test instrument are validity, reliability, the capacity of distinctive feature, and difficult index. In technique analysis is product moment.

In observation, the result is good, because the average score that get by students is 21. Writer make criteria for each statement in observation; the score are from 5 until 1. In test, the result is good, because the average score that get by students is 71. In interview, the result is that there is some problems English teacher in teaching process and headmaster can't give the good facilities for learning and teaching process. And for questionnaire in general, students like study with using games.

From the result of this research in this thesis, the writer concludes that the application of word category method at 8th grade students of *SMP NU Syekh Bratakelana* is effective. The average of the students' vocabulary achievement in teaching vocabulary by application of word category method is 2840:40 = 71. The result of the correlation between variable X and variable Y is 0.77. It is in category high or strong correlation. The implication from this research is that in learning and teaching need high modality.

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Motto

"Tiada doa yg lebih indah selain doa agar skripsi ini cepat selesai"

(TGKH. Muhammad Zainuddin Abdul Madjid)

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

English is one of thousands of living languages which is used and spoken by people in many countries. It is also used in many scientific books, such as in the books of politics, economics, laws and so on. That is why everyone especially those who want to go abroad or continue their studies at Colleges and Universities should understand and know English, besides they should also know and master their own native language.

Most people all over the world, especially when they had an international meeting use English because English has been used as a means of international communication. According to Ali Alkhuli (1976 : 10) that English is an international language. It is used in many countries in different parts of the world as first, second and foreign language. In many countries as in the United States of America, Canada, Britain, Australia, and New Zealand,

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where English is their mother tongue, English is the first language. And the second language, where English is the language of commercial, administrative, and educational institutions, like in Malaysia, Singapore, India, Pakistan and Nigeria.

In Indonesia, English is studied as a foreign language. Teaching English as a foreign language refers to teaching English to students whose first language is not English and is taught in a region where English is not the dominant language. And it has been one of the compulsory subjects which is taught formally at school. The *KTSP* curriculum of Junior High School states that one of the objective of English teaching: *"Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris sebagai salah satu bahasa asing untuk meningkatkan daya saing bangsa dalam masyarakat global"*.

English as a formal subject is given to junior high school (SMP) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students" (Balitbang Depdiknas, 2002:42). According to the statement above in learning language, especially English, there are four basic language skills that should be mastered by the students. They are listening, speaking, reading and writing. Therefore

the English materials which are taught to them are focused more on vocabulary than structure.

The students must enrich their vocabulary to cover all of the basic language skills above. It's almost impossible to say exactly how many words there are in English. Because there are so much vocabulary words in English. Unless there is some challenges, the learners may not be interested enough in learning new vocabulary to give their full attention and enthusiasm to the task. Without motivation, they will not pay attention to the teaching. And many people build their English vocabulary through a blend of methods -- by taking English classes, reading books, watching movies in English, and any other ways.

At this time, most of high school, especially Junior High School (SMP) students face the problems in the English learning situation. They regard that English is difficult lesson. One of the problems is they lack of vocabulary and they also have less of motivation from their parents. On the other hand, the students have the difficulties to find the meaning of the words. This can be seen from the result after the writer does some interviews with the headmaster, teachers, stuff, and also the students from *SMP NU SYEKH BRATAKELANA*. And the main problem that I found in there is the lack of students' achievement in learning English vocabulary. They need an attractive way to memorize a lot of English vocabulary so that the learning process will be easier and joyful.

To know the real process of teaching and learning of English in the eight year students at *SMP NU SYEKH BRATAKELANA,* the writer has done observation on July 25th, 2012 by visiting the school and observing directly the process of teaching and learning in the classroom. The writer found out the students' competence in English vocabulary still poor. This can be known from the result of the daily test and some assignments both of individual and group assignments. The average score from the students still around in 6, even in 5. The writer also found out the books which are used by the students, the teacher, and the method of teaching which was used by the teacher in the process of teaching and learning.

While in the activity of research, the writer found the problem in the process of teaching and learning of English. The English teacher has some difficulties to make easy in understanding or knowing the meaning of English vocabulary for students. Sometimes the teacher tries to use different media or method to make it easy. The teacher uses speech, exercise, reading or singing. Although, the students still difficult to know and memorize the meaning of vocabulary.

On the other hand, the teacher sometimes also uses picture and games, but it is very rarely. Actually it is very effective because the students can catch the meaning of the words easily. They enjoy the process of teaching and learning. This is because the students like something fun like picture or games. Picture is something fun for them because there is color or imagination which can explore for the students' mind. Other side, game is very close with

their world. The students in Junior High School are teenager. They still like to do some game, they like playing. But sometimes the teacher did not aware about that. She thinks that speech or reading more effective in the process of teaching and learning.

Since students need to be motivated to learn vocabulary constantly, it is important that vocabulary review is as interesting as possible. Teachers can vary the types of method, technique, strategies and activities. Method is procedural, and technique is implementation - that which actually takes place in a class room. It is a particular trick, stratagem, or contrivance (way) used to accomplish an immediate objective. (Jack C. Richards 7 Theodore S. Rodgers. 1986 : 13).

In this case, the writer gives another way to teach English vocabulary. The visual element is equally important. Using word and vocabulary category method is a valuable part of learning English vocabulary. Classification also helps the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The writer hopes through using word and vocabulary category method the students will be easy to study English vocabulary. And as we know the children like interesting something. According to Peter Kline in Gordon Dryden & Jeannette Vos's book (2001 : 22) that "*Belajar akan efektif jika dilakukan dalam suasana menyenangkan*" (Study will be effective if done by fun).

Beside the reason why the writer takes the title of this thesis, because the writer wants to know if there is correlation between the application of word category method and the students' vocabulary achievement.

Based on the explanation above, the writer takes the title of this thesis is "is "THE CORRELATION BETWEEN THE APPLICATION OF WORD CATEGORY METHOD AND THE STUDENTS' VOCABULARY ACHIEVEMENT AT THE 8th GRADE STUDENTS OF SMP NU SYEKH BRATAKELANA.

B. The Identification of The Problem

The identification of the problem consists of some questions that correlate each other and those aimed to the specific problem that will be done in the research. To identify the problems that will be observed in this research are stated as follows:

1. The field of the research

   The field of the research in this thesis is the method of teaching. In particular word category method

2. The Kinds of the research

   The kind of the research of this thesis is quantitative approach.

3. The main problem of the research

   The main problem in this thesis is the lack of students' vocabulary achievement.

C. The Limitation of The Problem

There are many problems in the language learning but the writer will limit the study. This study is limited in order to avoid unfocussed discussion. So, the writer focuses her study and research on "The Correlation between the Application of Word Category Method and The Students' Vocabulary Achievement at the 8th Grade Students of *SMP NU SYEKH BRATAKELANA*."

D. The Questions of The Research

The writer formulates the problem into three questions, namely:

1. Do the students' have good response of learning English vocabulary using word category method?

2. Do the students' have good vocabulary achievement?

3. Is there any significant correlation between the application of word category method and the students' vocabulary achievement?

E. The Aims of The Research

In accordance with those real problems above, the aims of this research in this thesis as follows:

1. To Know the students' response of learning English vocabulary using word category method.

2. To know the students' vocabulary achievement.

3. To know the significant correlation between the application of word category method and the students' vocabulary achievement.

F. The Use of The Research

  The research is about "The Correlation between the Application of Word Category Method and The Students' Vocabulary Achievement at the 8th Grade Students of *SMP NU SYEKH BRATAKELANA*". The writer also expects this research give some advantages:

1. For the writer

 a. To fulfill the requirements of S-1degree at English Department of Tarbiyah of The State Institute for Islamic Studies *(IAIN) Syekh Nurjati* Cirebon.

 b. To broaden up her knowledge in the field of education.

2. For the teacher

 a. Provide the teacher the new knowledge using word category method in teaching vocabulary.

 b. The teacher can apply more interesting technique in teaching vocabulary

 c. To reduce the difficulties in teaching vocabulary.

3. For the students

 a. The students' English vocabulary can be more developed through word category method.

b. The students are more interested in learning English vocabulary through word category method.

c. The students get new information by the application of word category method.

CHAPTER II

THEORETICAL FOUNDATION

A. The Main Theory

The writer teaches vocabulary with game, it is word category method. Play word category method, students using their eyes, power, brains, and mouth to speak/pronounce.

This thesis is arranged from the basic theory by Holden (1999) describes a variety of ways to help learners remember new words and to choose strategies that suit their own learning style. Its mean that the teacher should variety when teach her/his students. In other words variety also can use games.

According to Wierus (1989: 48)

States that besides enhancing great interest to the students, they are so much fun for the students as well as for the teacher. They help develop students' skill in asking question, enlarge their vocabulary, and improve their listening comprehension. All the games create a pleasant and relaxed but disciplined atmosphere.

According to Cameron, Lyme (2003) Vygotsky state that language provides the child with a new tool opens up new opportunities for doing things and for organizing information through the use of words as symbols. Vygotsky's theories (e.g. Lantolf 2000). However, I believe that words do have a special significance for children learning a new language. The word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. Often too we teach children words in the new language by

showing them objects that they can see and touch, and that have single word labels in the first language.

From the statement above that with application games in teaching and learning vocabulary have correlation. Where the students' characteristic is fun and like something which interest. So the writer will teach vocabulary through game. That game help students to develop their vocabulary and the writer use cooperative approach.

B. The Description of Method

1. The Definition of Approach, Method and Technique

There are many definitions of Approach, Method, and Technique. According to Jeremy Harmer (2000: 9-10) explain:

Approach: This refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching (Richards and Rodgers, 1986; 16) an approach describe how language is used and how it constituent parts interlock – in other words it offers a model of language competence.

An approach describes how people acquire their knowledge of the language and makes statement about the condition, which will promote successful language learning.

Method: A method is the practical realization of an approach. The originators of a method have arrived at decision about types of activities, roles of teachers and learners, the kinds of material, which will be helpful, and some models of syllabus organization. Methods unlocked various procedures and techniques as parts of their standard fare.

Before teachers can design principled vocabulary programs for their students, they first need to understand the vocabulary challenge facing learners of English. English probably contains the greatest number of words of any major language, which makes learning a sufficient amount of its vocabulary a formidable task. Many other languages routinely create new words by either combining two or more simpler words together into one longer compound word (like German) or by adding regular affixes to a word in order to make a new one (like Spanish). In these languages, learners can create and understand a large number of new words simply by knowing the systems underlying lexical construction. English utilizes similar systems to some degree, but to a large extent learners have to acquire considerable numbers of words that are not systematically transparent. For example, Germans might say herzlich (herz = heart and lich = like) to express the concept warm-hearted, while in English, learners would have to know and choose between a number of near-synonyms like 1cordial, convivial, enthusiastic, and others. Learning this vocabulary will likely As I know, there is a close relation between word game and communicative

approach. That word game is the practical realization of communicative approach. So, when talking about the history of word game, will not be far from talking about the history of communicative approach it self. Because one of the purposes of communicative approach is to set an active, communicative and joyful English learning.

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas.

Scott Thornbury, (2002: 96) states that games are used to plug holes in lessons which could more usefully be filled with language – rich talk. Nevertheless, the fun factor may help make words more memorable, and like it or not, a competitive element often serves to animate even the most lethargic students.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. (Gordon Lewis, 1999: 21).

Vocabulary games are separated into dozens of categories of vocabulary lists. By making connections between words and ideas, and between words and pictures, we build vocabulary skills. Connections between words make the learning process faster and more efficient.

C. The Basic Principles of the Application of Word Category Method

1. The Explanation of Word Category Method

According to Karl Hagen, that one of the first things that people noticed when they starting thinking about language as language was that words tend to fall into categories and the mambers of these categories behave in similar ways. The tradisional name for those categories is the " part of speach."

Word Category Method is a part of the language game. Language game will help to create dynamic and motivating classes. A category method is an effective technique for students to get the practice they need while they are learning the new vocabulary words. In this research the writer using letter and picture, the writer wish with using letter and picture the students can be easy to understand.

Seeing or doing a word category method suggest that you are being face with mental challenge. They will be curios to find the right words through the arrange letters. They will learn more; however the actual construction of missing word of varying difficulties.

Word category method can be used to help with spelling difficulties. Here there is a game about word category method "Word into Categories": put some word cards or objects where the children can see them. The children divide a piece of paper or a page their notebooks into columns, and

put a category heading at the top of each column (e.g. animal, vegetables, fruit, plants). They then try and write each word inthe correct column. We may need to help them spell the column headings, or they can use pictures as heading. (e.g. a picture of an animal, vegetable or fruit).

D. The Basic Principles of The Students' Achievement in English Vocabulary

1. Definition of Vocabulary

In The American Heritage Dictionary of English Language defines that vo·cab·u·lar·**y** *n. pl.* vo·cab·u·lar·ies. *Abbr.* vocab;

a. All the words of a language.

b. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.

c. A supply of expressive means; a repertoire of communication.

Vocabulary according to Horn By in Oxford Advance Learner Dictionary of Current English stated as follow:

a. Total number of words which (with rules or combining them) make up a language;

b. (range of) word known to, or used by, a person, in a trade profession, etc;

    c. Book containing a list of words, list of words used in a book, etc, use with definition or translation;

According to Oxford Learner Pocket Dictionary Vocabulary are:

    a. Total number of words in a language

    b. Words known to a person

    c. List of words with their meanings, esp. at the back of a book used for teaching a foreign language.

Hornby, A.S., (1994: 1425) defines vocabulary as a total number of words that make up language; list of words with their meanings, especially one which accompanies a text book in foreign language. Vocabulary is also called lexicon, glossary or vocal.

According to definition above, vocabulary consist of words that make up language and have meaning. So, we must know about word first. Alkhuli says, "a word may be defined as the minimal free unit." Of course, it is different from a morpheme, which is the smallest meaningful unit (Alkhuli, 1976: 58). Sometimes words are referred to as lexical units, lexemes or vocabulary items. The total vocabulary of a certain language is sometimes called the lexicon of that language.

In the American Heritage Dictionary of English language defines that vo-cab-u-lar-y n. pl. vo-cab-u-lar-ies. Abbr. vocab;

    a.   All the words of a language.

b. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.

c. A supply of expressive means; a repertoire of communication

According to Oxford Learner Pocket Dictionary, vocabulary are:

a. Total number of words in a language.

b. Words known to a person.

c. List of words with their meaning, especially at the back of a book used for a teaching a foreign language.

From the explanation above, the writer can state that talking about vocabulary means talking about words.

2. The Elements of Vocabulary

There are some explanations about types of vocabulary which we can see in any sources, but the writer takes the explanation about types of vocabulary which consists of lexemes, including single words, compound words and idioms as have been explained in Longman Dictionary of Language Teaching and Applied Linguistic. It is mentioned that vocabulary is a set of lexemes, including single words, compound words and idioms.

a. Lexemes

Lexeme is the smallest unit in the meaning system of a language that can be distinguished from other similar units. A lexeme is an abstract unit. It can

occur in many different forms in actual spoken or written sentences, and is regarded as the same lexeme even when inflected. For example, in English, all inflected forms such as give, gives, given, giving, gave would belong to the one lexeme give.

Inflection/inflexion (noun) or inflects (verb) (in morphology) is the process of adding an affix to a word or changing it in some other ways according to the rules of the grammar of a language. For example, in English, verb is inflected for third person singular: I work, he/she works and for past tense: I worked. Most nouns may be inflected for plural: horse – horses, flower – flower, man – men.

b. Compound Words

Compound word is a combination of two or more words which functions as a single word. For example self-made (a compound adjective) as in 'He was a self-made man' and flower shop (a compound noun) as in 'They went to the flower shop'. Compound words are written either as a single word (e.g. headache), as hyphenated words (e.g. self-government), or as two words (e.g. police station).

c. Idioms

Idiom and idiomatic is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For example:

She washed her hands of the matter. It means "She refused to have anything more to do with the matter."

Loreto Todd (2000: 86) defines that idiom is a group of words whose meaning cannot be explained in terms of the habitual meanings of the words that make up the piece of language. For example, "fly off the handle" which means "lose one's temper."

On the other hand, vocabulary can be classified bases on part of speech. JD Murthy (2003 : 7) states that there are eight parts of speech, they are:

1. Noun

   Noun is often defined as a word which names a person, place or thing. Here are some examples of nouns: boy, river, friend, Los Angeles, triangle, day, school, truth, university, idea, Abraham Lincoln, movie, aunt, vacation, eye, dream, flag, teacher, class, grammar. Abraham Lincoln is a noun because it is the name of a person; Los Angeles is a noun because it is the name of a place; and boy is a noun because it is the name of a thing.

   Many nouns have a special plural form if there is more than one. For example, we say one book but two books. Plural are usually formed by adding an –s (books) or –es (boxes) but some plurals are formed in

different ways (child – children, person – people, mouse – mice, and sheep – sheep).

According to Hartanto, that Noun is one of important part of speech its arrangement with the verb help to from sentences there are two types of noun in English as follows ;

- *Concrete noun*. A concrete noun is a word for physical object can be perceived by the sense. We can see, and touch e.g; Andrew (name of man), Jakarta, gold, table, iron etc.

- *Abstract noun*. An abstract noun is a word for concept it is an idea that exist in our mind only, e.g.; justice, wisdom, happiness, wealth, life, faith etc.

- *Proper noun*. Proper noun is naming of a particular person, place etc. written with capital letter.

- *Countable noun*. Countable noun is the name objects, people, ideas etc. which can be counted. (Swan, 1996: 136).

- *Uncountable noun*. Uncountable noun is the name of materials, liquids, abstract qualities, collections and other things which we see as masses without clear boundaries, and not as separate objects. (Swan, 1996: 136).

- *Collective noun*. Collective noun is a word for group people, animal or object considered as a single unit.

- *Noun compound*. Noun compound is as a part of speech used refer to a group of words, usually two but sometimes more joined together into vocabulary unit friction as a single part of speech. (Hartanto, 1996: 9)

2. Verb

Verb is often defined as a word which shows action or state of being. The verb is the heart of a sentence – every sentence must have a verb. According to al Khuli (1976: 59) says that in teaching vocabulary has to distinguish to types of vocabulary, there are; F*irst,* passive vocabulary. Passive vocabulary is taught to be merely recognized and understand by the student upon hearing or reading that kind of vocabulary and the other definition of passive vocabulary is learned for recognition. *Second,* active vocabulary. Active vocabulary is taught to be produced by the student whenever. It is needed during speaking or reading that kind of vocabulary active vocabulary is learned for production.

3. Adjective

Adjective is often defined as a word which describes or gives more information about a noun or pronoun. Adjectives describe nouns in terms of such qualities as size, color, number, and kind. In the sentence the lazy dog sat on the rug. The word lazy is an adjective which gives more information about the noun dog. We can add more adjective to

describe the dog as well as in the sentence the lazy, old, brown dog on the rug. We can also add adjectives to describe the rug as in the sentence the lazy, old, brown dog sat on the beautiful, expensive, the rug as in the lazy, old, brown dog sat on the beautiful, expensive, new rug. The adjective does not change the basic meaning or structure of the sentence, but it does give a lot of information about the dog and the rug. As you can see in the example above, when more than one adjective is used, a comma (,) is used between the adjectives.

According to Neufeldt that adjective is word used to qualify a noun. There are nine kinds of adjectives, namely:

- *Proper Adjective*. Proper adjective restrict the application of a noun to such persons or things as are included within the scope of some proper name.
- *Descriptive adjective*. A descriptive adjective in a word used to show quality of a person or thing.
- *Numeral Adjective*. Numeral adjective restrict the application of a noun to such person or things as are of the number or in the serial order denoted by the adjective. There are two main classes in the numeral adjectives; first, Definite numeral adjectives, such as ; one, two three etc. second, indefinite numeral adjectives, such as: all, some, few, several etc.

- *Adjective of quality* or description adjectives

- Adjective of quality which tells how many or how much.

- Possessive adjective which shows possession

- Distributive adjectives which shows that the persons or things shown by the noun are taken singly.

- Interrogative adjectives which is used in question.

- Demonstrative adjectives (Neufeldt, 1986;72)

4. Adverb

Adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, clause or degree and answer questions such as "how", "when", "where", "how much".

While some adverbs can be identified by their characteristic "ly" suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence.

5. Pronoun

Pronoun can replace a noun or another pronoun. You use pronouns as like "he", "which", "none", and "you" to make your sentence less cumbersome and less repetitive.

Some grammar books classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the reflexive pronoun, and the intensive pronoun.

Table 2.1

Personal Pronoun in Standard Modern English:

		Singular				Plural			
		Subject	Object	Possessive Adjective	Possessive Pronoun	Subject	Object	Possessive Adjective	Possessive Pronoun
First		I	Me	My + noun	Mine	We	Us	Our + noun	Ours
Second		You	You	Your + noun	Yours	You	You	Your + noun	Yours
Third	Feminine	She	Her	Her + noun	Hers	They	Them	Their + noun	Theirs
	Masculine	He	His	His + noun	His				
	Impersonal	It	It	Its + noun					

6.   Preposition

Proposition is a word placed before noun or a noun equivalent to show in that relation the person or thing denoted thereby stands to something stand to something.

7. Conjunction

Conjunction is a word which links together sentence parts (clause) phrase or words. The kinds of conjunction are two kinds, namely; coordinate conjunction and subordinate conjunction.

8. Interjection

Interjection is not a part of speech, since it has not grammatical connection with any other word or words I the sentence. It is merely an exclamatory sound thrown into sentence to denote some strong feelings or emotion.

The above are totality of word kinds used in a sentence or a paragraph which are observed from the words form, main classify of the words or from their function in sentence.

3. Teaching and Learning English Vocabulary

English language becomes an international language, in its function to communicate has placed on first position. Some people studies English is to fulfill an importance in communication context. Said, someone would be able to

respond a speech if he or she knows meaning of the words totality. To be able respond conversation, that needs to understand or know the vocabularies meaning more.

Building up a useful vocabulary for English language is a basic main. While opinions differ as to how much grammar of the language taught is the next, students are clearly capable of learning English language words through participating in the discourse of classroom activities.

Learning is an activity to memorize certain vocabulary which is done by conscious and measured or efforts are done by someone to get the something which is done by continuously. Or which that can be said study if who has two steps, namely; first, intelligence. The learning is activity or work intentionally and consciously which is ordered by the will. That is organized by intelligence which outputs mental activity. Second. Learning is a process to assimilate field of mental activity through images new or images similarly.

Learning is an activity to memorize many facts. Parallel by this opinion, then a people said who has studied if which will be marked by how much facts which can be memorize. Teacher's opinion likes this that the teacher will be satisfied if they have been able to memorize much fact perfectly. Other opinion says which learning is similar by practicing of skill, until the achievement will appear on certain capabilities as a practicing achievement. (Slameto, 1995;1)

Opinion above is in the sense generally and that is only a part of indication to learning English. Memorizing vocabulary more is first step or   a main of English leaning, According to Wikipedia quotes "A vocabulary is a set of words known to a person or order entity, or are part of specific language."

While Hornby (2000: 131) say that vocabulary is the total number of words in a language. And Harmer (1983: 16) "Vocabulary is as a result in part of the computerized analysis of language data". Interpretation of that definitio n their meaning is almost similar. While, Cameron interprets the term more, he says; "Vocabulary is about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words. (Cameron, 2001: 73)

The above can be concluded which term of learning vocabulary is an effort which is done by someone to memorize certain vocabulary of English is done by conscious and planned which is based on desire own self and has positive effect to activity next. Vocabulary learning is effective when it entails active engagement in learning tasks. (Michael L. Kamil, 2007: 87)

David Nunan (2000 : 116) states that the status of vocabulary has been considerable enhanced. This has come about partly as a result of the development of communicative approaches to language teaching. If you spend most of your time studying grammar, your English will not improve

very much. You will see most improvement if you learn more words and expressions. You can say very little thing with gr ammar, but you can say almost anything with words. (Scott Thornbury:2004)

There are many terms of vocabulary in English. They are vocabulary in the term of the things, plants, animals, part of body, profession, fruit, etc. In this case the writer just limits the vocabulary in the names of animal and the names of animals. This is because the writer matches with the research. The writer chooses do the research in junior high school and the vocabulary that the writer uses include in the material of the students level, especially for the eight year students.

4. The Definition of Achievement

Muhammad Ali Al – Khulli (1989: 98) has also supported in this case, he said that an achievement test may be used to measure the students' achievement. The student usually desire to know how much he has achieved and where he stands among his classmates. That score may argue that students to complete with other or whit him self, a low score may motivate a student to double his effort to improve his own achievement. A high score gives him a feeling of satisfaction and his success will lead him to further success.

Ernest R. Hilgard (1962: 420) says in psychology, the word achievement' is often followed by the word 'test'; that is achievement test. The achievement

test is also widely used. Most educational examinations, whether in elementary school, high school or college are also most civil service examinations.

The word " achievement" according to Hornby AS (1994:10) is derived from the verb "achieve" which means gain or reach something usually by effort, skill, courage, etc. The word achievement is often followed by the word "test", which is achievement test. The achievement test is widely used.

5. The Aspects of Achievement

According to Mulyasa' book (2002: 39) explains some aspects o r domain that included in the concepts of achievement, they are:

a. Knowledge

Knowledge is realizing in cognitive domain, such as the teacher knows the way to identify studying and how to do the construction to the students according the necessity.

b. Comprehend

Comprehend is cognitive and affective that owned the individual, such as the teacher who will do the construction must have good comprehension about the characteristic and condition of the students in order to do the construction effectively and efficient.

c. Skill

Skill is something that owned the individual to do the assignment which burdens him, such as the teacher' skill in choosing and making a simple visual aid to give the students ease in studying.

d. Value

Value is the standard of behavior that convinced and psychologically it was united in one self, such as the standard of teacher's behavior in instructional (honesty, fire ness, democracy).

e. Attitude

Attitude is feeling (like or dislike) or reaction to the stimulation that come from out side, such as the reaction of the economic crisis, the feeling in improving the salary.

f. Interest

Interest is someone inclination to do something, such as interest to study or doing something.

E. **The Frame of Thinking**

Vocabulary is an important element in language. So, in the first step to learn English is learning vocabulary because it is very prominent in language and it is always taught in language classes. Therefore it is very important to learn

vocabulary from the very first time, introduction vocabulary to the student facilities the learners to achieve their skills in English.

When you learn a language, you have to memorize its words and learn its rules. That is why learning language can be difficult and it sometimes makes us frustrated. Realizing the fact, many people try to use many ways in learning Engslish as a foreign language to make learning of it become easier and more joyful.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Most of us recognize that play is an important way to learn all types of skills and knowledge. Play works as a way to learn for a couple of reasons. First, we are more motivated to do an activity if we are having fun doing it. Second, pleasurable activities get repeated and, therefore, give us more chances to practice the skill or recall a piece of knowledge. And as the cliché says – practice makes perfect.

Word categories are a great way to pick up new vocabulary and play with vocabulary that is already familiar. Each category focuses on a different set of skills related to learning words, so if enthusiasm wanes for one category, switching to another category can re-energize the learning process.

CHAPTER III

THE METODOLOGY OF THE RESEARCH

A. The Objective Of The Research

Menurut Suharsimi Arikunto (1996: 91) "*Survey merupakan bagian dari studi deskriptif yang bertujuan untuk mencari kedudukan (status) dan menentukan kesamaan status dengan cara membandingkannya dengan standar yang sudah ditentukan, norma – norma atau kriteria".*

("The objective of research of the following the scientific procedure is their objective (of survey) may not merely be to a certain status, but also determine the adequacy of status by correlating it with selected or established standards, norm, or criteria)".

The writer has tried to arrange the objective of the research as follow: to get the data about the application of word category method in learning vocabulary at the 8th grader students of *SMP NU SYEKH BRATAKELANA,* to find out the data about the students' achievement in English Vocabulary, to get the data if there is positive and significant the correlation between the application of word category method with the students' English vocabulary achievevment.

B. The Place and Time of the Research

The place of the research is *SMP NU SYEKH BRATAKELANA* It is located at *Jl. Raya Mundu Pesisir No. 19 Cirebon*. The writer chooses English for

the first grade of junior high school. The writer visits and interviews the Head master, the teacher, the staffs and the students. The writer begins to do the research on July 25th until September 25th 2012.

C. The Method of the Research

The research in this thesis is quantitative research, it means that in the research is done by using number of data, It means that the data which is obtained from the field of research then analyzed statistically by means of numbers by using product moment. formula of statistic, structure and experimental are controlled. There are many methods of the research, which are in the quantitative research that has characteristic non-experimental such as: descriptive, survey, comparative, correlation, and action of observation etc.

Quantitative methods are research techniques that are used to gather quantitative data-information dealing with numbers and anything that is measurable. Statistics, tables and graphs, are often used to present the results of these methods. They are therefore to be distinguished from qualitative methods (Denzim, Norman K and Lincoln, 2005 : 1).

D. The Variables of The Research

a. X Variable

According to Dean Brown (1991:10) an independent variable is variable selected by the researcher to determine their effect on or relationship with

the dependent variable. The X Variable of the research is the application of word category method.

b. Y Variable

According to Dean (1991:10) the dependent variable is observed to determine what effect, if any, the other types of variables may have on it. The Y variable of the research is the students' vocabulary achievement.

E. The Population and Sample of The Research

1. The Population of The Research

"Populasi adalah keseluruhan subjek penelitian" (Arikunto, 2006: 130).

Population is the whole subjects of research. Based on the definition above, it means that the whole subjects existing in the place where the writer does research.

Populations in this research are all the students of the first grade in *SMP Nu Syekh Bratakelana*. The amount of students who become the population is 233 students. It consists of 6 classes.

The populations in this research are all the students of the first grade in *SMP NU SYEKH BRATAKELANA*. The students who become the population consist of 100 students.

2. **The Sample of The Research**

Arikunto (2006: 131) described that sample "*adalah sebagian atau wakil populasi yang diteliti*". Sample is a part or representative of population which is researched. In addition, Arikunto (2006: 134) states that:

> "*di dalam buku statistic kadang-kadang terdapat rumus untuk menentukan perkiraan besarnya sample. Untuk sekedar ancer-ancer, maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Tetapi, jika jumlah subjeknya besar, dapat diambil antara 10-15 % atau 20 – 25 % atau lebih, tergantung setidak-tidaknya dari:*
> a) *Kemampuan peneliti dilihat dari waktu, tenaga, dan dana.*
> b) *Sempit luasnya wilyah pengamatan dari setiap subjek, karena hal ini menyangkut banyak sedikitnya data.*
> c) *Besar kecilnya risiko yang ditanggung oleh peneliti. Untuk penelitian yang risikonya besar, tentu saja jika sampel besar, hasilnya akan lebih baik*".

The students who become respondent as sample consist of 40 students. In statistic book, sometimes there is formulation to determine the estimation for a number of samples. Just for estimation, so if the subject is less than 100, it would better to take all of them, so that the research is supposed to be population research. But if the subject is bigger, it can be taken between 10 - 15 % and 20 - 25 % or more, it depends on t least:

1. The researcher's ability seen from the point of time, energy, and finance.

2. The narrow or wide of the area of observation from each subject, because this case relates to more or less data.

3. The big or small risk which is guaranteed by the researcher. For the big risk

of research, it is of course if the sample is big, the result of it will be better.

The students who become respondent as sample of this research consists of 40 students. I take this sampling by using Purposive random sampling.

F. The Techniques of Collecting The Data

The techniques of collecting the data are as follows:

a. Observation

Observation According to Oxford Advanced Learner's Dictionary (2000:874) observation first, the act of watching somebody/something carefully for a period of time, especially to learn something. Second, (about/on something) a comment, especially based on something you have seen, heard or read atmosphere of the learning instruction. In this case the researcher observed the everyday activities of the learning instruction, the availability of the instructional facilities, and equipment and also the observation of the environmental atmosphere of the learning instruction.

b. Test

According to Pabundu (2006:59) Test is sequence of questions which are used to measure ability and achievement. The instrument used in this research is a structure test in collecting the data; the writer uses the multiple choices items "a, b, c, and d "with choose one correct answer, the total nu mber of questions are 30. The objective test is used because the objective test is more objective and representative. This test was carried out in order to find the effectiveness of the products to introduce English vocabulary to the sixth year students of *SMP Nu Syekh Bratakelana*. The objective test is used because the objective test is more objective and representative. According to Nitko, (1983: 212) stated that :

> The advantages of multiple choices items include:
> a. Versatility in assessing a variety of instructional objectives.
> b. Reduction of opportunities for the examinee to "bluff" or "dress-up" an answer.
> c. Focus on reading and thinking and thereby not on writing under examination conditions.
> d. Reduced chances for an examinee to obtain the correct answer by blind guessing.
> e. Usefulness in obtaining "diagnostic insight" when distractors are based on common pupil errors or misconceptions.

c. Interview

According to Nasution (2006:62) Interview is a form of verbal communication. Thus, a kind of conversation aimed at obtaining information. The writer would like to use this technique to interview

the teachers, and headmaster about everything she needs as a source of information for this research.

d. Questionnaire

According to Soehartono (2002:65) Questionnaire is technique of collecting data with give the respondent some questions to answer by respondents. The researcher will spread out sheets of paper as questionnaire to get the data about the students' response to the application of word category method, which have been taken as the sample of the research. The questions in the questionnaire are written in Indonesian in order to be answered and understood clearly by the students.

G. The Technique Analyzing of The Data

In analyzing the writer used the quantitative approach. To find out the quantitative data, the write analysis the data based on the result of test on vocabulary achieved by the students who are taught with the word category method . These data are analyzed by using the formula as follows:

$$r_{tx} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\left[N\sum x^2 - (\sum y)^2 N\sum y^2 - (\sum y)^2\right]}}$$

Note:

R xy = Coefficient correlation between x and y

$\sum x$ = The number of X score

$\sum y$ = The number of Y score

$\sum xy$ = The result of the number of X and Y

$\sum x^2$ = The number of X

$\sum y^2$ = The number of Y

N = The number of respondents (Suharsimi Arikunto, 1992: 69)

For interpreting the coefficient of correlation, the writer takes the standard of correlation from Anas Sudjino (1996: 80) as follows: the interpretation of result.

Table 3.1
The Interpretation of "r" Value

Value	Interpretation
Less than-0.20	There is a very low correlation between X and Y Variable, so it is often neglectful.
0.20-0.40	There is a low or weak correlation between X and Y variable.
0.40-0.70	There is enough or sufficient correlation between X and Y variable.
0.70-0.90	There is a strong or high correlation between X and Y variable.
0.90-1.00	There is strong and very high correlation between X and Y variable.

Sources : Evelyn Hatch (2003)

And to estimate the parentage above, the writer uses the standard measurements which are put forward by Nasrun Harahap (1982: 27) as follows:

A   = 81 – 100   very good

B   = 61 – 80   good

C   = 41 – 60   enough

D   = 21 – 40   less

E   = 0 – 20   failed

H. Test Instrument

The instrument which is used in collecting the data has to be valid and reliable in order to get a trusted and valid result of the research. It is important to test the instrument before using it. There are two kinds of test instrument that are often used by Pabundu (2006:65) namely, validity and reliable. So the result of the research is acceptable or true if the instrument is valid and reliable.

1. Validity

Pabundu (2006:65) *Validitas adalah kebenaran dan keabsahan instrument penelitian yang digunakan*. (Validity is truth and legitimation of the research instrument which is used). According to Lodico (2006:230) Validity refers to whether the measure accurately and appropriately measures whatever it is supposed to measure.

To find out the validity of the test, the writer measures the coefficient of the validity by using the formula of product moment correlation by Pearson as follows:

$$rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

Note :

rxy   : Correlation coefficient
x   : The number of X score
y   : The number of Y score
xy   : The result of the number of X and Y
x^2 : The number of x^2
y^2 : The number of y^2
N   : The number of respondent (Evelyn Hatch, 2003)

Then the result of the coefficient of validity interpreted by using the classification correlation as follows:

0,800-1,000 = very high
0,600-0,799 = high
0,400-0,599 = high enough
0,200-0,399 = low
0,000-0,199 = very low

2. Reliability

According to Lodico (2006:230) Reliability refers to the consistency of measurement. According Riduwan (2009:102) *Metode pengujian instrumen ini dapat dilakukan berbagai cara antara lain: Belah Dua (Split half) dan Spearman Brown, Kuder Richardson-20 (KR-20), KR-21, Anova Hoyt dan Alpha.*

(The method of examination in this instrument can do in many ways, there are: Split half dan Spearman Brown, Kuder Richardson-20 (KR-20), KR-21, Anova Hoyt dan Alpha.). to find out the reliability of the test the writer uses the formula of product moment by using "belah ganjil genap" (separation odd even) as follows:

$$rb = \frac{n\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{n\sum X^2 - (\sum X)^2\right\}\left\{n\sum Y^2 - (\sum Y)^2\right\}}}$$

(Riduwan, 2009:103)

Notes:
r_b = Reliability of a half test
n = The number of the respondents
x = The number of odd item (1,3,5….)
y = The number of even item (2,4,6….)
x.y = The total of multiplication odd item and even item

Then:

$$r_{11} = \frac{2\,r_b}{1 + r_b}$$

Where:
r_{11} = Reliability of the whole test
r_b = Reliability of a half test

3. The Capacity of Distinctive Feature

Uji daya pembeda adalah kemampuan sesuatu soal dapat membedakan antara warga belajar/peserta pendidik yang telah menguasai materi yang ditanyakan dan warga belajar/peserta pendidik yang tidak/kurang/belum menguasai materi yang ditanyakan.(Wahidmurni 2010:134) (Test for the

capacity of distinctive feature is supposed to be an ability of a question to distinguish between smart students (high competence) and the less smart students (low competence)

The capacity of distinctive feature for each question can be measured by the following formula:

$$D_P = \frac{BA - BB}{\frac{1}{2}N}$$

(Wahidmurni 2010:135)
Where:
BA   = the number of students from upper group who answer the question correctly
BB   = the number of students from lower group who answer the question correctly.
DP   = the capacity of distinctive feature (*daya pembeda)*
According to Wahidmurni (2010:135) the classification for the capacity of distinctive feature is as follows:

D : 0,00-0,19   the question is not used
D : 0,20-0,29   the question is repaired
D : 0,30-0,39   the question is received but should repaired
D : 0,40-1,00   the question is received good

4. The Difficult Index

    Difficult index of a question is testing which is done to identify whether the question is difficult, middle, or easy. The difficult index is measured by using the following formula:

$$Ik = \frac{JBa - JBb}{JSa - JSb}$$

Ik = Difficult index

According to Subana (2001:134) the classification of difficult index that is most often to use is as follows:

IK   = 00 (too difficult)
0,00<IK<0,30 (difficult)
0,30<IK<0,70 (middle)
0,70<IK<1,00 (easy)
IK = 1,00 (too easy)

According to result of the test, it can be conclude that from 10 questions of questionnaire test, there are 9 questions categorize into middle and 1 question is easy. While from 30 questions of vocabulary test is same that is 29 questions are middle and 1 question is easy. (For complete data see appendix).

HAPTER IV

THE RESEARCH FINDING

A. **The Objective Condition of** *SMP NU Syekh Bratakelana*

1. The Historical Background of *SMP NU Syekh Bratakelana*

   The successive headmasters of *SMP NU Syekh Bratakelana* who have ever led this school from year to year are as follow:

   a. Dra. Hj. Sa'adah (2002-2003)

   b. R. Moh. Al Bana S.Pd.I (2004– 2010)

   c. Mashobih ZA, S.Pd.I (2011-2013)

2. The *Geographical* Location of *SMP NU Syekh Bratakelana*

   SMP NU Syekh Bratakelana located on *Raya Mundu Pesisir* street No. 19, West *Mundu*, Sub District *Mundu, Cirebon* Regency, Province of West Java. It is about 15 kilo meters from *Cirebon* city. It faces in front of *market*

   To be familiar with the border, it can be seen below:

   a. In the northern area, it borders with *yard*

   b. In the eastern area, it borders with *market*

   c. In the southern area, it borders with *field*

Table 4.1

The Location Map of *SMP NU Syekh Bratakelana Cirebon*

1st floor Administration room	1st floor library

ENTRANCE

1st floor

1st floor	1st floor office

2nd floor	2nd floor

1st floor Parking area	1st floor
	2nd floor

2nd floor Toilet	2nd floor Computer laboratory
2nd floor Toilet	

1st floor	2nd floor

1st floor class	2nd floor
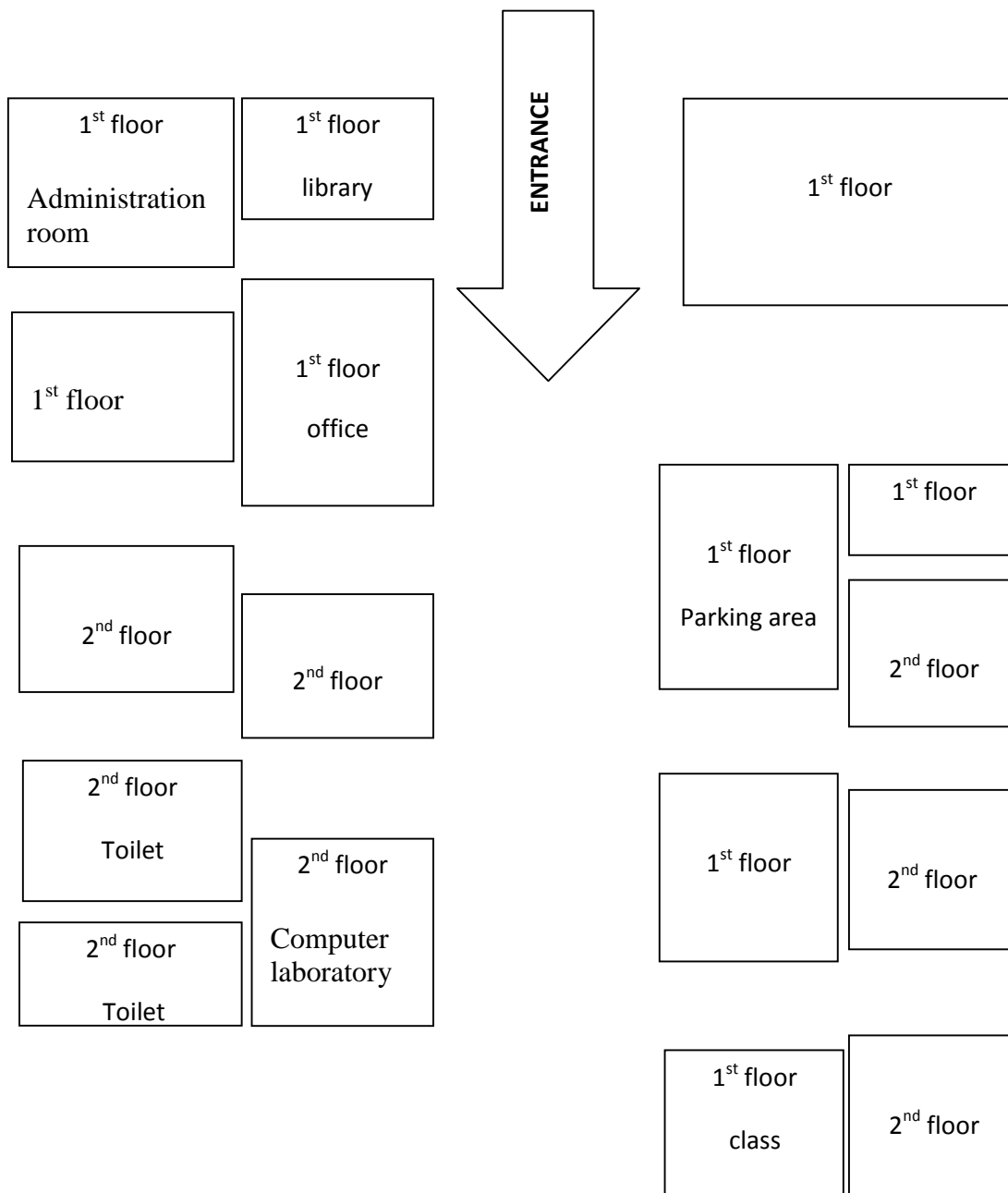
3. The School Facilities of *SMP NU Syekh Bratakelana*

   To support the implementation of educational process, the school facilities are needed by teachers and the students. The learning instruction will be more effective and efficient when it is supported by complete school facilities. Beside that, the objective of the objection will be easier to be reached. The school facilities of *SMP NU Syekh Bratakelana* are good enough. In order to know clearly about the school facilities of *SMP NU Syekh Bratakelana*, it can be seen from the table 4.2 below:

Table 4.2

The Condition of The School Facilities in *SMP NU Syekh Bratakelana*

No	Room	Quantity	Condition	
			Good	Broken
1	The Head master's room	1		
2	The Teacher's room	1		
3	The Administration room	1		
4	The Class room	6		
5	The Library	1		
6	The Laboratory	-		
7	Toilet	3		
8	Canteen	1		
9	Sport field	1		
10	Computer's room	1		
11	Multimedia's room	-		
12	Parking Area	1		

As an educational institution, *SMP NU Syekh Bratakelana* has many organizations, they are, the organization of school committee, the organization of school, the organization of school administration. All of them have the functions to manage the process of education.

Table 4.3

The Staff of Administration of *SMP NU Syekh Bratakelana*

No	Name	Graduation	Position
1	Mustofa	Senior High School	The Head of Administration
2	Dini	Senior High School	Staf
3	Ahmad	Senior High School	Staf

4. The Teachers' Condition of *SMP NU Syekh Bratakelana*

There are some important elements in learning instruction, such as the teachers, the students, learning materials and facilities. The teachers play an important role in learning instruction. The presence or existence of the teachers can influence the students' development in learning.

After observing, the writer got the data about the teachers' condition of *SMP NU Syekh Bratakelana*. There are 21 teachers in *SMP NU Syekh Bratakelana*. The data about the teachers' condition of *SMP NU Syekh Bratakelana* can be seen in the table 4.4 below;

Table 4.4
The Teacher's names, graduates, and Subject at *SMP NU Syekh Bratakelana*

No	Name	Graduates	Subject
1	Mashobih Za., S.Pd.I	IAIN	Headmaster
2	R. Moh. Al Bana, S.Pd.I	STIE AL-AQIDAH	Teacher
3	Drs. Abdul Fatah	UNSWAGATI	Teacher
4	R. Somawarga, S.Pd.I	IAIN	Teacher
5	Edi Sunaryo, S.Pd.I	IAIN	Teacher
6	Jaenudin, A. Ma	UT	Teacher
7	Eva Mariyah, S.Pd	UNSWAGATI	Teacher
8	Nurkholis, S.Pd	UNSWAGATI	Teacher
9	Dra. Ummy Salamah	IKIP	Teacher
10	Isma'il, S.Pd.I	IAIN	Teacher
11	Rohimah, S.Ag.	STAIN	Teacher
12	Drs. Iksan Abdullah	STAIN	Teacher
13	Mustofa	MAN+PP*}	Teacher
14	Ani Puani, S.Pd.I	AL-AQIDAH	Teacher
15	Awalina Zulfah,S.Pd.I	IAIN	Teacher
16	Diana Setiawaty, S.Pd	UNSWAGATI	Teacher
17	Hikmatul Mamlu'ah, S.Pd.I	AMI	Teacher
18	Ade, S.Pd.	UPI	Teacher
19	Sri Utami,SE	UT	Teacher
20	Farid S.Pd.I	IAIN	Teacher
21	Nur Fikri S. Pd.I	IAIN	Teacher
22	Suparman,BA	UPI/IKIP	Teacher

5. Students' Condition of *SMP NU Syekh Bratakelana*

The other element of learning instruction is the students. A student is a person who learns and receives the knowledge that is transferred and delivered by the teacher. So if there are not students, there will be no process of teaching and learning at school.

Today the total number of the students of *SMP NU Syekh Bratakelana* is 233 students. They are divided into three classes; they are the first, the second and the third year. For its year consists of two locals. To know about the students' condition of *SMP NU Syekh Bratakelana*, it can be seen in the table 4.5 below;

Table 4.5

The Students' Condition of *SMP NU Syekh Bratakelana*

No	Class	Total
1	7	40
2	7	39
3	8	40
4	8	38
5	9	39
6	9	37
Total		233

B. The Result of Testing Instrument

Before giving test to the 8th grade students of *SMP NU Syekh Nurjati,* the writer was doing instrument test on the students who has received the material of Narrative text, they are the 8th grade. The test was followed by 15 students. The form of test is multiple choices which consist of 40 items. The result of testing instrument then analyzed by using anates program for windows to know the validity, reliability, discriminatory power, difficulty index, and distract or quality. The results of testing instrument by using anates program can be seen clearly in the table 4.6 bellow :

Table 4.6
The Result of Testing Instrument by Using Anates Program

a. Validitas test

To find out validity of test, the writer measures the coefficient of validity by using anates program as follows:

No	Correlation (r_{xy})	The level of significance	Validity	Note
1	0.451	Very significance	Valid	Used
2	0.639	Very significance	Valid	Used
3	0.189	-	Invalid	Unused
4	0.295	-	Invalid	Unused
5	0.127	-	Invalid	Unused
6	0.525	Very Significance	Valid	Used
7	0.409	Very significance	Valid	Used
8	0.386	Significance	Valid	Used
9	0.287	-	Invalid	Unused
10	0.331	Significance	Valid	Used
11	0.543	Very significance	Valid	Used
12	0.397	Very significance	Valid	Used
13	0.589	Very Significance	Valid	Used
14	0.345	Significance	Valid	Used
15	0.658	Very Significance	Valid	Used

16	0.466	Very Significance	Valid	Used
17	0.656	Very Significance	Valid	Used
18	0.431	Very significance	Valid	Used
19	0.479	Very Significance	Valid	Used
20	0.366	Significance	Valid	Used
21	0.518	Very Significance	Valid	Used
22	0.103	-	Invalid	Unused
23	0.191	-	Invalid	Unused
24	0.595	Very Significance	Valid	Used
25	0.589	Very Significance	Valid	Used
26	0.382	Significance	Valid	Used
27	0.385	Significance	Valid	Used
28	0.416	Very Significance	Valid	Used
29	0.572	Very Significance	Valid	Used
30	0.532	Very Significance	Valid	Used
31	0.366	Significance	Valid	Used
32	0.358	Significance	Valid	Used
33	0.518	Very Significance	Valid	Used
34	0.303	-	Invalid	Unused
35	0.090	-	Invalid	Unused
36	0.356	Significance	Valid	Used
37	0.341	Significance	Valid	Used
38	0.543	Very significance	Valid	Used
39	0.347	Significance	Valid	Used
40	0.354	Significance	Valid	Used

From the data above can be known that there are 6 items number are invalid, they are 28, 29, 33, 37, 39 and 40.

b. Reliability test

To find out of the reliability of testing instrument, the writer uses anates program as follows:

Table

The Result of Reliability Test

Average	Correlation (r_{xy})	The Reliability
20.07	0.71	High Reliable

From the table above can be known that the test has high reliable.

c. Discriminatory power

To find out of discriminatory power of testing instrument, the writer uses anates program as follows:

Table

The Result of Discriminatory Power of Testing Instrument

No	Upper	Lower	Discriminatory	Index of DP (%)	Criteria
1	3	1	2	50.00	Good
2	3	1	2	50.00	Good
3	2	1	1	0.00	Satisfactory
4	3	2	1	0.00	Satisfactory
5	1	2	1	0.00	
6	4	1	3	75.00	Very Good
7	4	3	1	25.00	Satisfactory
8	3	1	2	50.00	Good
9	3	0	3	0.00	Very Good
10	4	2	2	50.00	Good
11	4	1	3	75.00	Very Good
12	3	1	2	50.00	Good
13	3	1	2	50.00	Good
14	2	1	1	25.00	Satisfactory
15	4	0	4	100.00	Very Good
16	3	1	2	50.00	Good
17	3	3	0	50.00	
18	3	1	2	50.00	Good
19	3	1	2	50.00	Good
20	3	2	1	25.00	Satisfactory
21	4	1	3	75.00	Very Good
22	4	1	3	0.00	Very Good
23	4	2	2	0.00	Good
24	4	1	3	75.00	Very Good
25	3	0	3	75.00	Very Good
26	3	2	1	25.00	Satisfactory
27	3	3	0	75.00	
28	4	2	2	50.00	Good
29	4	1	3	75.00	Very Good
30	3	1	2	50.00	Good
31	2	2	0	75.00	
32	2	1	1	25.00	Satisfactory
33	3	0	3	75.00	Very Good

34	2	1	1	0.00	Satisfactory
35	4	1	3	0.00	Very Good
36	3	2	1	25.00	Satisfactory
37	2	0	2	50.00	Good
38	4	1	3	75.00	Very Good
39	3	1	2	50.00	Good
40	2	0	2	50.00	Good

d. Difficulty index

To find out of difficulty index of testing instrument, the writer uses anates program as follows:

Table

The Result of Difficulty Index of Testing Instrument

No	The Total Correct	The Level of Difficulty (%)	Interpretation
1	7	46.67	Medium
2	8	53.33	Medium
3	8	53.33	Medium
4	9	60.00	Medium
5	9	60.00	Medium
6	9	60.00	Medium
7	10	66.67	Medium
8	7	46.67	Medium
9	6	40.00	Medium
10	9	60.00	Medium
11	10	66.67	Medium
12	8	53.33	Medium
13	7	46.67	Medium
14	8	53.33	Medium
15	7	46.67	Medium
16	8	53.33	Medium
17	8	53.33	Medium
18	8	53.33	Medium
19	7	46.67	Medium
20	9	60.00	Medium
21	8	53.33	Medium
22	11	73.33	Easy
23	8	53.23	Medium
24	9	60.00	Medium
25	7	46.67	Medium

26	7	46.67	Medium
27	8	53.33	Medium
28	7	46.67	Medium
29	7	46.67	Medium
30	6	40.00	Medium
31	5	40.00	Medium
32	6	40.00	Medium
33	7	46.67	Medium
34	6	26.67	Medium
35	8	53.33	Medium
36	7	46.67	Medium
37	4	33.33	Difficult
38	6	40.00	Medium
39	7	46.67	Medium
40	5	23.33	Medium

Source: Anates Program

The Result of Reliability Test

Average	Correlation (r_{xy})	The Reliability
0.52	0.71	High Reliable

From the table above can be known that the test has high reliable, From the result of analyzing testing instrument, the writer gets criteria of discriminatory power. There are : 14 items are very good criteria, 20 items are good criteria, and 6 items are satisfactory. The result of difficult index is 3 item is difficult, 36 items are medium and 1 item is easy. The result of validity is 34 items are valid with has level very significance or significance and 6 items are invalid. So from the result of analyzing item number there are 6 items invalid. They are 28, 29, 33, 37, 39 and 40. Based on the result of testing instrument above, so the writer decides to give 30 items of multiple choice for test the students' ability in understanding word category.

1. **The Application of Word Category Method (X Variable)**

There are two variables on this research, namely the application of word category method as X variable and students' achievement in English vocabulary as Y variable. To know how is the process of teaching and learning English by using word category method, the writer uses the observation and to know how far the students' vocabulary achievement the writer uses vocabulary test, and then those variables will be analyzed by using correlation approach.

In order to get the original data, the writer does the research by using observation for X variable and test for Y variable.

In collecting the data about the application of word category method, the researcher uses the observation in teaching and learning English process. The researcher observes at 8th grade students in *SMP NU Syekh Bratakelana*. The researcher teaches about animal and plants.

In pre activity, teacher gives apperception. Before going to the material teacher ask students about what their pet and what their plants at home. Then students give response about their pet and plants. After that, teacher show the picture about animal and plants give questions:

Teacher: Is there your pet or plant here?

Where is it?

What kind is it?

In the whilst activity, teacher gives explanation about animal and plants. For example: This is teacher, she teaches the students, she teaches in the school; This is an orange, its color is orange, its shape is round. Then Students are listening to the teacher pronouncing the words on the board. Students are pronouncing the word together. Teacher divided students into 4 groups. Teacher give explanation how to play word category method. Students do a game of word category method by using picture and flash card letter. Teacher asks students to rearrange the letters based on their categories on the and ask them to put the letters below the picture on the board.When they are playing that game, the condition is noisy, because they disputed object to be a winner.

In the end, discuss in the class lead by teacher. after that the teacher gives student test.

Table 4.7
The Observation of the 8th Grade Students in Process Teaching and Learning

No	Name	Observation statements					Total
		1	2	3	4	5	
1	Abdullah	5	3	3	4	3	18
2	Abdul Mubarok	5	3	3	4	4	19
3	A.Baedowi	4	4	4	4	4	20
4	A. Devi Aryana	4	3	4	4	4	19
5	Affah	5	4	4	5	4	22
6	A.fifah Sodikin	3	3	3	4	5	18
7	A. Ja'far Sidiq	4	4	4	4	4	20
8	A. Jalaludin	5	4	4	5	5	23
9	A. Royan S.	5	4	4	5	4	22
10	A. Rofik Zakaria	5	5	5	5	5	25

11	Ali Muhidin	5	5	5	5	5	25
12	Bahrul Ulum	5	4	5	5	5	24
13	Dian Ratnasari	5	5	5	5	5	25
14	Devi Fitriana	5	5	5	4	4	23
15	Dwi Payana	5	4	5	5	5	24
16	Eka Mubarokah	5	4	4	3	3	19
17	Endang Sri W.	4	5	4	5	5	23
18	Fany Rianti	3	3	3	4	5	18
19	Haniatul Maula	5	5	5	5	5	25
20	Hamzah N.	5	4	4	3	3	19
21	Hesti Aprilia	5	5	4	5	5	24
22	Iin Inayah	3	3	3	4	5	18
23	Ina Mubarokah	4	5	4	4	5	22
24	Iis Islahul Umah	5	5	4	4	5	23
25	Khanifah	4	4	5	4	5	22
26	Khulasoh	4	3	3	4	5	19
27	Lulu Atinnisa	3	3	3	4	5	18
28	Munayah	4	4	5	5	5	23
29	M. Nurkholis	4	5	4	5	5	23
30	M. Oman F	4	3	3	4	5	19
31	M. Syafarudin	4	5	4	4	4	21
32	M.Syamsul Ma'arif	5	5	4	5	5	24
33	Muzdalifah	3	4	3	3	5	18
34	Nur Atikah	4	3	4	4	3	18
35	Rizal Umam	3	4	3	3	3	16
36	Rohman	4	3	4	4	4	19
37	Soleh Solehudin	4	4	3	3	3	17
38	Syarofah Laelia	3	3	3	3	3	15
39	Tuti Alawiyah	4	4	4	4	4	20
40	Turmudzi	5	5	5	5	5	25
Total		171	161	158	169	176	835

From the data above the use of word category method, the writer will put average score by using formula of mean as follows:

The mean of the data like this:

$$MX = \frac{X}{N}$$

Note:
M = Mean of variables X
X = X variable (the application of word category method).
X = Total (amount of X)
N = Total of Respondents

$$= \frac{835}{40}$$
$$= 20.87$$
$$= 21$$

So, the mean of the application of word category method is 21.

2. **The Students' Vocabulary Achievement in Learning English Vocabulary (Y Variable)**

The writer gave vocabulary test for measure students' vocabulary achievement consist of 30 questions. For the entire item that answered true, the writer gives 1 (one) score, but if the answer false gives 0 score. So, if the entire items answer correctly the writer will get the points 30/3=10.

To know the students' English vocabulary achievement the writer has done some tests. In this case, the researcher had given an occasional test of vocabulary to the students, and the results were not satisfied enough. And after all, the students have given test about students' vocabulary achievement. Then the writer checks the students' work. The writer analyses it by counting the total scores that found from the test. It can be seen in the table 4.8 below:

Table 4.8

The Result of Students' Vocabulary Achievement

No	Name	Score
1	Abdullah	70
2	Abdul Mubarok	65
3	A.Baedowi	68
4	A. Devi Aryana	65
5	Affah	60
6	A.fifah Sodikin	65
7	A. Ja'far Sidiq	67
8	A. Jalaludin	70
9	A. Royan S.	75
10	A. Rofik Zakaria	70
11	Ali Muhidin	80
12	Bahrul Ulum	76
13	Dian Ratnasari	85
14	Devi Fitriana	70
15	Dwi Payana	75
16	Eka Mubarokah	60
17	Endang Sri W.	70
18	Fany Rianti	65
19	Haniatul Maula	90
20	Hamzah N.	60
21	Hesti Aprilia	85
22	Iin Inayah	63

23	Ina Mubarokah	70
24	Iis Islahul Umah	78
25	Khanifah	70
26	Khulasoh	65
27	Lulu Atinnisa	60
28	Munayah	85
29	M. Nurkholis	75
30	M. Oman Fathurrohman	65
31	M. Syafarudin	79
32	M. Syamsul Maarif	85
33	Muzdalifah	62
34	Nur Atikah	62
35	Rizal Umam	60
36	Rohman	75
37	Soleh Solehudin	68
38	Syarofah Laelia	61
39	Tu0ti Alawiyah	78
40	Turmudzi	88
	Total	2840

The total score of English vocabulary test from 40 students is. The mean of the data is as follows:

$$My = \frac{\sum y}{N}$$

My   : Mean of variable

y   : Variable y (students' response)

$\sum y$: Total (amount of y)

N   : Total respondent

$$My = \frac{2840}{40} = 71$$

So the students' English vocabulary test is 71

3. **The Correlation between the Application of Word Category Method and The Students' Vocabulary Achievement in Learning English Vocabulary.**

     After knowing the data of students' response of word category method and the students' achievement in learning English vocabulary as variable y, the writer will continue to the correlation between them. The data is connected by means of questionnaire and test. The formulation is as follows:

$$r_{tx} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left[N\sum x^2 - \left(\sum y\right)^2 N\sum y^2 - \left(\sum y\right)^2\right]}}$$

     The data of research variables include variable x, variable y, x^2, y^2, and xy. The writer has made a table to put them in the table of research variables as follows:

Table 4.9

The Analysis Correlation of *X* Variable and *Y* Variable

No	Name	X	Y	X^2	Y^2	XY
1	Abdullah	18	70	324	4900	1260
2	Abdul Mubarok	19	65	361	4225	1235
3	A.Baedowi	20	68	400	4624	1360
4	A. Devi Aryana	19	65	361	4225	1235
5	Affah	22	60	484	3600	1320
6	A.fifah Sodikin	18	65	324	4225	1170
7	A. Ja'far Sidiq	20	67	400	4489	1340
8	A. Jalaludin	23	70	529	4900	1610
9	A. Royan S.	22	75	484	5625	1650
10	A. Rofik Zakaria	25	70	625	4900	1750
11	Ali Muhidin	25	80	625	6400	2000
12	Bahrul Ulum	24	76	576	5776	1824
13	Dian Ratnasari	25	85	625	7225	2125
14	Devi Fitriana	23	70	529	4900	1610
15	Dwi Payana	24	75	576	5625	1800
16	Eka Mubarokah	19	60	361	3600	1140
17	Endang Sri W.	23	70	529	4900	1610
18	Fany Rianti	18	65	324	4225	1170
19	Haniatul Maula	25	90	625	8100	2250
20	Hamzah N.	19	60	361	3600	1140
21	Hesti Aprilia	24	85	576	7225	2048
22	Iin Inayah	18	63	324	3969	1134

23	Ina Mubarokah	22	70	484	4900	1540
24	Iis Islahul Umah	23	78	529	6084	1794
25	Khanifah	22	70	484	4900	1540
26	Khulasoh	19	65	361	4225	1235
27	Lulu Atinnisa	18	60	324	3600	1080
28	Munayah	23	85	529	7225	1955
29	M. Nurkholis	23	75	529	5625	1725
30	M. Oman F	19	65	361	4225	1235
31	M. Syafarudin	21	79	441	6241	1659
32	M.Syamsul Ma'arif	24	85	576	7225	2040
33	Muzdalifah	18	62	324	3844	1116
34	Nur Atikah	18	62	324	3844	1116
35	Rizal Umam	16	60	256	3600	960
36	Rohman	19	75	361	5625	1425
37	Soleh Solehudin	17	68	289	4624	1156
38	Syarofah Laelia	15	61	225	3721	915
39	Tuti Alawiyah	20	78	400	6084	1560
40	Turmudzi	25	88	625	7744	2200
	Total	835	2840	17745	204594	60032

The correlation of the calculation product moment from the table above is as follows:

$$rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

$$= \frac{40(60032)-(835).(2840)}{\sqrt{[40.(17745)- (835)^2][40.(204594)-(2840)^2]}}$$

$$= \frac{2401280-2371400}{\sqrt{[709800-697225][8183760-8065600]}}$$

$$= \frac{29880}{\sqrt{[12575][118160]}} = \frac{29880}{\sqrt{1485862000}}$$

$$= \frac{29880}{38546,88} = \frac{29880}{38546,88}$$

$$= 0.77$$

From the computation above, it has been found that the correlation between variable and variable Y shows score. To know the research has significant correlation or no significant correlation the researcher uses product moment by Pearson interpretation as follows:

Table 4.10
The Interpretation of "r" Value

Value of	Interpretation
Less than-0.20	There is a very low correlation between X and Y Variable, so it is often neglectful.
0.20-0.40	There is a low or weak correlation between X and Y variable.
0.40-0.70	There is enough or sufficient correlation between X and Y variable.
0.70-0.90	There is a strong or high correlation between X and Y variable.
0.90-1.00	There is strong and very high correlation between X and Y variable.

Sources: Evelyn Hatch (2003)

According to the standard of correlation product moment, the score of 0.77 is included as high correlation. After knowing the correlation between variable X and variable Y, to completely the research better knows there is no correlation between variable X and variable Y. And to determine the value use of the formulation belo w:

$$K = \sqrt{1 - 5^2}$$

$$3 = 100\% \ (1 - K)$$

$$K = \sqrt{1 - (0.77)^2}$$

$$= \sqrt{1 - 0.6}$$

$$= \sqrt{0.4}$$

$$= 0.63 \ x \ 100\% \ = 63\%$$

According to Magnesen, Venon in Munif Chatib (2011:136) Humans' brains faster to get information which come from visual modality which to move : Reading 20%, Listening 30%, Watching 40%, Speaking 50%, Doing 60%, Watching Speaking and Doing 90%).

To look how far the influence of variable X and variable Y the formulation is:

$$E = 100\% \ (1 - K)$$

$$= 100\% \ (1 - 0.63)$$

$$= 100\% \ (0.37) = 37\%$$

Based on the calculation above, the writer knows that 37% is the level of influence in application of word category method and 63% is another factor that influence of students' vocabulary achievement such as teacher, students' motivation, environment.

Having analyzed the data of the result of the application of word category method and students' achievement in learning English vocabulary by using correlation product moment, the writer would like to get a calculation that there is positive and significant correlation between the application of word category method and students' achievement in learning English vocabulary. This is because the computation of correlation product moment is 0.77, which is categorized as high or strong correlation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finishing doing research and analyzing the achieved data from the field, the writer is finally able to draw conclusions as follows:

The application of word category method and the students' vocabulary achievement at the eighth grade students of *SMP NU Syekh Bratakelana* is effective. Based on the analysis of the research the writer draws the data about the conclusion as follows:

1. The students' vocabulary achievement in English vocabulary at the 8th grader students of *SMP NU Syekh Bratakelana* is sufficient. The average of the students' vocabulary achievement by the application of word category method is 835:40 = 20,87 = 21 It means can be category strong or high.

2. The data about the students' vocabulary achievement in learning English vocabulary after being tested to the eighth grader of *SMP NU Syekh Bratakelana* shows the average score of 2840:40 = 71, this score can be termed as the mean score of the students' vocabulary achievement by using word category method. This score can be categorized as "strong" or high..

3. Based on the result of analysis data and from the calculation of product moment correlation, the result of the correlation between the application of word category method and the students' vocabulary achievement at the 8th grade students of *SMP NU Syekh*

Bratakelana is 0.77. It is in category high correlation between variable X and variable Y.

B. Suggestion

After observing the objective condition of *SMP NU Syekh Bratakelana* and getting the result about the application of word category method and the students' vocabulary achievement, the real process of teaching and learning, and the school facilities, the writer would give some suggestions as follows:

1. The Headmaster

    a. Should observe and control the learning facilities in order to process of teaching and learning well.

    b. Should improve the teacher's competency to be more professional.

    c. Should have a meeting to monitor the students' progress.

2. The English Teacher

    a. Should have important role in the learning process by using other method with maximal to improve their skill especially in speaking, listening, Reading, and Writing.

    b. Should always observe the students' progress either individually or classically.

    c. Should help the students' difficulties in the learning process by using the other method and find out the solution.

    d. Should be a model and facilitator for the students.

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APENDICES

1

SILABUS

Sekolah   : SMP
Kelas   : VIII (Delapan)
Mata Pelajaran   : BAHASA INGGRIS
Semester   : 1 (Satu)

Standar Kompetensi : **Menulis**

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
2.1 Mengungkapkan makna yang terdapat dalam teks tulis sederh ana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	Percakapan singkatan memuat ungkapan – ungkapan. A; *Let me help you.* B: *Thank you so much.* A: *Can I have a bit.* B: *Sure. Here you are.* A: *Did you break the glass?* B: *Yes, I did /* *No, it wasn't me.* A: *What do you think of this?* B: *Not bad.*	1. Brain storming tentang berbagai hal terkait teks fungsional pendek *Review* kosakata dan ungkapanungkapan terkait materi dan tema 2. Tanya jawab Menggunakan ungkapan ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru dengan percaya diri 4. Bermain peran Melakukan percakapan Berdasarkan situasi /gambar yang disediakan percaya diri 5. Menggunakan ungkapan yang telah dipelajari dalam *real life situation* dengan *mandiri*	Bertanya dan menjawab tentang meminta , memberi, menolak jasa Bertanya dan menjawab tentang meminta,memberi, menolak barag Bertanya dan menjawab tentang mengakui, mengingkari fakta Bertanya dan memberi pendapat	Tes tulis	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	2 x 40menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar	Kreatif, toleransi, bersahabat, komunikatif Percaya diri
3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi)	*A: Would you come to party?* *B: I'd love to / I wan't to, but ....* *A: I do agree.* *B: Thanks for the*	1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenalkan kosakata baru / ungkapanungkapan yang	Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*			Kreatif, toleransi, bersahabat, komunikatif

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sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta,memberi,me nolak jasa meminta, memberi, menolak barang, mengakui,mengingkari fakta, dan meminta dan memberi pendapat	*Support.* *A: No, way, ...* *B: It's O.K. I understand.* *A: You have beautiful hair.* *B: Thank you.* *A: Happy birthday.* *B; Thank you.*	akan dibahas 3. Tanya jawab menggunakan ungkapanungkapan terkait materi dengan bersahabat 4. Menirukan percakapan yang diucapkan guru 5. Melakukan percakapan yang diberikan 6. Melakukan tanya Jawab menggunakan Ungkapan tersebut	Bertanya dan menjawab tentang menyetujui.tidak menyetujui Bertanya dan menjawab tentangmemuji Bertanya danmenjawab tentang memberi selamat					

RPP

(Rencana Pelaksanaan Pembelajaran)

Sekolah   : SMP NU Syekh Bratakelana

Mata Pelajaran   : English

Tema   : My Favourite Animal and Plants

Class/Semester   : VIII/1

Aspek/skill   : Membaca, Menulis dan Berbicara

Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis sederhana berbentuk narrative untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dalam bentuk teks tulis sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

Indikator   : 1. Membaca teks sederhana

2. Menyebutkan kata-kata dalam teks

3. Menyebutkan macam-macam animal dan plants

4. Menunjuk anggota tubuh yang dimaksud

Tujuan Pembelajaran
    Pada akhir pembelajaran siswa dapat :

1. Memahami isi teks
2. Menyebutkan nama-nama animal dan plants
3. Memahami arti dari macam-macam animal dan plants
4. Mengkategorikan kata-kata

Materi Pembelajaran :
The Sea Eagle

There is an eagle nesting on the tree top near my grand parent's house in Pangandaran. It was a sea eagle.

The color of its feather is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, colors, but the sea eagle is easy to recognise because it has as trong a streamlined, sharp beak and stream-line body.

Its forelimbs (or arms) save as wings. This means that they are of little use for anything except flying. It walkson two legs and has a veryflexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non –flying animals do with paws, claws, or hands on their forelimbs.

Metode Pembelajaran / Teknik : Three- phase technique

Langkah – langkah kegiatan :

1. **Kegiatan awal (5')**

   a. Mengucapkan salam
   b. Mengecek kehadiran siswa
   c. Mengulas pelajaran yang telah lalu
   d. Memberitahu tujuan pembelajaran

2. **Kegiatan Inti (80') :**

   a. **Building Knowledge of Field (BKOF) (5') :**

      1. Siswa mendengarkan dan merespon beberapa pertanyaan yang diberikan guru.
         For example :
         T   : Do you have a pet/ plant?
         S A   : yes, mis....
         S B   : No...
         T   : Is this your pet? (sambil menunjukkan picture)
         S   : yes/no
         T   : what is it?
         Ss   : cat, dog, cock....
         T   : Good..

b. Modelling of Text (MOT) (10') :

1. Siswa membaca text dan menerjemahkan isi text bersama guru
2. Siswa mendengarkan penjelasan guru tentang kegiatan yang telah dilakukan dan mengartikan kata-kata yg sulit bagi siswa.
3. Siswa diminta untuk menyebutkan dan mengkategorikan kata-kata contoh: macam-macam binatang dan tanaman

c. Joint Construction of Text (JCOT) (65') :

1. Siswa mendengarkan instruksi guru utuk membuat group dan mengikuti games mengkategorikan kata
2. Siswa mendengarkan aturan yang diperdengarkan oleh guru kegiatan yang akan dilakukan. seperti :
   a. Membuat group
   b. Guru telah menyiapkan kata-kata untuk dikategorikan
   c. Salah satu siswa dari setiap group maju ke depan untuk menempelkan kata ke papan menurut kategori dari masing – masing kata yang sudah disiapkan oleh guru secara bergantian.
   d. Dan group yang paling cepat   menghabiskan kata dan menempelkan ke papan sesuai kategorinya dengan benar dialah pemenengnya

3. Kegiatan akhir (5')

a. Siswa mendengarkan feedback yang diberikan oleh guru.
b. Siswa menyimpulkan kembali materi yang telah dipelajari.
c. Siswa diberi test individu tentang mengkategorikan kat

Sumber/ Bahan/ Alat :

1. 1 buah karton

2. Flashcards of alphabet.

3. Animal and plants Picture.

4. English in Focus for Grade VIII

Penilaian :

Test individu 30 questions (Test tulis)

$$: \quad \frac{30 \text{ pertanyaan X 1}}{3}$$

Cirebon, Juli 2012
Mengetahui,

English teacher,   Writer,

Nurkholis S. Pd   **Eva Maulidah Sofiana**

APENDICES 2

THE RUBRIC OBSERVASI SISWA KELAS 8 SELAMA PEMBELAJARAN di

SMP NU SYEKH BRATAKELANA

1. **Memainkan Word Category Method**

Skala Nilai	Kriteria
1	Tidak bekerja sama, tidak menjawab soal, salah semua.
2	Bekerja sama, menjawab soal dengan menyusun huruf, salah semua.
3	Bekerja sama, menjawab soal dengan menyusun huruf, tetapi banyak yang salah.
4	Bekerja sama, menjawab soal dengan menyusun huruf, sedikit menjawab salah.
5	Bekerja sama, menjawab soal dengan menyusun huruf, semua dijawab dengan benar.

2. **Peran serta siswa memainkan Word Category Method.**

Skala Nilai	Kriteria
1	Tidak ikut berperan aktif/pasif, hanya membuat keributan.
2	Tidak ikut berperan aktif, hanya diam.
3	Ikut berperan aktif, tetapi keluar dari peraturan permainan/ tidak beraturan, siswa menyukai permainan Word Category Method.
4	Ikut berperan aktif, sedikit keluar dari peraturan permainan, siswa menyukai permainan Word Category Method.
5	Ikut berperan aktif,mengikuti sistematika permainan, siswa menyukai permainan Word Category Method

3. Tanya jawab

Skala Nilai	Kriteria
1	Tidak ada Tanya jawab.
2	Guru memberikan pertanyaan, siswa tidak memahami pertanyaan dan siswa tidak merespon.
3	Guru memberikan pertanyaan, siswa memahami tetapi siswa tidak merespon.
4	Guru memberikan pertanyaan, siswa memahami dan menjawab tetapi kurang lengkap.
5	Guru memberikan pertanyaan, siswa memahami dan menjawab dengan lengkap dan benar.

4. Suasana kelas selama belajar kosakata bahasa inggris dengan menggunakan permainan Word Category Method.

Skala Nilai	Kriteria
1	Pasif dan bingung dengan permainan Word Category Method
2	Pasif dan siswa sedikit bisa menjawab pertanyaan.
3	Ricuh, siswa aktif tetapi tidak terorganisir.
4	Ramai, siswa aktif ada beberapa pertanyaan yang belum terjawab.
5	Aktif, terorganisir, menarik dan benar menjawab pertanyaan dalam permainan Word Category Method.

5. Hasil pencapaian kosakata siswa setelah memainkan Word Category Method

Skala Nilai	Kriteria
1	Tidak ada satupun kosakata yang dicapai oleh siswa.
2	Ada sedikit kosakata yang dicapai dan kurang tepat dalam penulisan serta pengucapan.
3	Beberapa kosakata yang dicapai dengan pengucapan yang benar tetapi dalam penulisan masih kurang tepat.
4	Banyak kosakata yang dicapai dengan pengucapan yang benar tetapi dalam penulisan masih kurang tepat.
5	Banyak kosakata yang dicapai dengan pengucapan dan penulisan yang benar dan tepat.

<u>Choose the correct answer by crossing a, b, c, or d!</u>

Which One Doesn't Belong To its Category! No 1-15

Name :

Class :

1. a. niece   b. dentist   c. cousin   d. brother
2. a. driver   b. library   c. yard   d. field
3. a. carpenter   b. brother   c. driver   d. engineer
4. a. car   b. plane   c. submarine   d. sheep
5. a. cow   b. ship   c. owl   d. dog
6. a. ant   b. cucumber   c. cabbage   d. onion
7. a. hand   b. eyes   c. ears   d. noise
8. a. warm   b. cool   c. hot   d. world
9. a. may   b. july   c. june   d. Friday
10. a. west   b. east   c. earth   d. south
11. a. apple   b. orange   c. pear   d. peace
12. a. sunday   b. monday   c. friday   d. may
13. a. daughter   b. son   c. ant   d. aunt
14. a. uncle   b. aunt   c.son   d. sun
15. a. singer   b. dancer   c. nurse   d. winter
16. a. winter   b. spring   c. warm   d. summer
17. a. five   b. fife   c. four   d. threee
18. a. ruler   b. big   c. bag   d. eraser
19. rectangle   b. ruler   c. triangle   d. square
20. pacific   b. artic   c. atlantic   d. australia
21. Find the category for each words: *Dancer, carpenter, dentist*
    a. Building   b. occupation   c. winter   d. ocean

22. Find the category for each words. Nose, eyes, ears, hand, arm

    a. Part of hand   b. part of body   c. part of leg   d. part of head

23. Find the words for the category of Food

    a. Pizza, burger, fried chicken
    b. Car, plane, pedicab
    c. Cabbage, carrot, corn
    d. Hand, eyes, ears

24. Which one is group of family

 a. sun   b. ant   c. aunt   d. bird

25. Find the category for each words Cherry, apple, strawberry

 a. Vegetablesss
 b. Food
 c. Fruit
 d. drink

26. Which one is group of vegetables?

 a. Cabbage   b. plane   c. sun   d. pizza

27. Find the words for category of months

 a. January, March, October
 b. Friday, Tuesday Sunday
 c. Yard, library, school
 d. Cabbage, potato, garlic

28. Find the words for category of days

 a. January, March, October
 b. Friday, Tuesday sunday
 c. Yard, library, school
 d. Cabbage, potato, garlic

29. Find the words for category of animal

 a. Carrrot, corn, cabbage
 b. Garlic, onion, corn
 c. Bird, ship, rabbit
 d. Rabbit, elephant, ant

30. Find the category for each words Red, green, grey

 a. card   b. shape   c. rainbow   d. color

The Key Answer of Instrument Test "The Students' Vocabulary Achievement"

(Y Variable)

1) B	11) D	21) B
2) A	12) D	22) B
3) B	13) C	23) A
4) D	14) D	24) C
5) B	15) D	25) C
6) A	16) C	26) A
7) D	17) B	27) A
8) D	18) B	28) B
9) D	19) B	29) D
10) C	20) B	30) D

APENDICES 3

The Names of Students at 8th Year in S*MP NU Syekh Bratakelana Cirebon*

Nomor		Nama	Keterangan
Urut	Induk		
1	070801001	Abdullah	
2	070801002	Abdul Mubarok	
3	070801003	A.Baedowi	
4	070801004	A. Devi Aryana	
5	070801005	Affah	
6	070801006	A.fifah Sodikin	
7	070801007	A. Ja'far Sidiq	
8	070801008	A. Jalaludin	
9	070801009	A. Royan S.	
10	070801010	A. Rofik Zakaria	
11	070801011	Ali Muhidin	
12	070801012	Bahrul Ulum	
13	070801013	Dian Ratnasari	
14	070801014	Devi Fitriana	
15	070801015	Dwi Payana	
16	070801016	Eka Mubarokah	
17	070801017	Endang Sri W.	
18	070801018	Fany Rianti	
19	070801019	Haniatul Maula	
20	070801020	Hamzah N.	
21	070801021	Hesti Aprilia	
22	070801022	Iin Inayah	
23	070801023	Ina Mubarokah	
24	070801024	Iis Islahul Umah	
25	070801025	Khanifah	
26	070801026	Khulasoh	
27	070801027	Lulu Atinnisa	
28	070801028	Munayah	
29	070801029	M. Nurkholis	
30	070801030	M. Oman F	
31	070801031	M. Syafarudin	
32	070801032	M.Syamsul Ma'arif	
33	070801033	Muzdalifah	
34	070801034	Nur Atikah	
35	070801035	Rizal Umam	
36	070801036	Rohman	
37	070801037	Soleh Solehudin	

38	070801038	Syarofah Laelia	
39	070801039	Tuti Alawiyah	
40	070801040	Turmudzi	

The Result of Testing Instrument by Using Anates Program

a. Validitas test

To find out validity of test, the writer measures the coefficient of validity by using anates program as follows:

No	Correlation (r_{xy})	The level of significance	Validity	Note
1	0.451	Very significance	Valid	Used
2	0.639	Very significance	Valid	Used
3	0.189	-	Invalid	Unused
4	0.295	-	Invalid	Unused
5	0.127	-	Invalid	Unused
6	0.525	Very Significance	Valid	Used
7	0.409	Very significance	Valid	Used
8	0.386	Significance	Valid	Used
9	0.287	-	Invalid	Unused
10	0.331	Significance	Valid	Used
11	0.543	Very significance	Valid	Used
12	0.397	Very significance	Valid	Used
13	0.589	Very Significance	Valid	Used
14	0.345	Significance	Valid	Used
15	0.658	Very Significance	Valid	Used
16	0.466	Very Significance	Valid	Used
17	0.656	Very Significance	Valid	Used
18	0.431	Very significance	Valid	Used
19	0.479	Very Significance	Valid	Used
20	0.366	Significance	Valid	Used
21	0.518	Very Significance	Valid	Used
22	0.103	-	Invalid	Unused
23	0.191	-	Invalid	Unused
24	0.595	Very Significance	Valid	Used
25	0.589	Very Significance	Valid	Used
26	0.382	Significance	Valid	Used
27	0.385	Significance	Valid	Used
28	0.416	Very Significance	Valid	Used
29	0.572	Very Significance	Valid	Used
30	0.532	Very Significance	Valid	Used
31	0.366	Significance	Valid	Used
32	0.358	Significance	Valid	Used
33	0.518	Very Significance	Valid	Used
34	0.303	-	Invalid	Unused

35	0.090	-	Invalid	Unused
36	0.356	Significance	Valid	Used
37	0.341	Significance	Valid	Used
38	0.543	Very significance	Valid	Used
39	0.347	Significance	Valid	Used
40	0.354	Significance	Valid	Used

From the data above can be known that there are 6 items number are invalid, they are 28, 29, 33, 37, 39 and 40.

b. Reliability test

To find out of the reliability of testing instrument, the writer uses anates program as follows:

Table

The Result of Reliability Test

Average	Correlation (r_{xy})	The Reliability
20.07	0.71	High Reliable

From the table above can be known that the test has high reliable.

c. Discriminatory power

To find out of discriminatory power of testing instrument, the writer uses anates program as follows:

Table

The Result of Discriminatory Power of Testing Instrument

No	Upper	Lower	Discriminatory	Index of DP (%)	Criteria
1	3	1	2	50.00	Good
2	3	1	2	50.00	Good
3	2	1	1	0.00	Satisfactory
4	3	2	1	0.00	Satisfactory
5	1	2	1	0.00	
6	4	1	3	75.00	Very Good
7	4	3	1	25.00	Satisfactory
8	3	1	2	50.00	Good
9	3	0	3	0.00	Very Good
10	4	2	2	50.00	Good
11	4	1	3	75.00	Very Good
12	3	1	2	50.00	Good

13	3	1	2	50.00	Good
14	2	1	1	25.00	Satisfactory
15	4	0	4	100.00	Very Good
16	3	1	2	50.00	Good
17	3	3	0	50.00	
18	3	1	2	50.00	Good
19	3	1	2	50.00	Good
20	3	2	1	25.00	Satisfactory
21	4	1	3	75.00	Very Good
22	4	1	3	0.00	Very Good
23	4	2	2	0.00	Good
24	4	1	3	75.00	Very Good
25	3	0	3	75.00	Very Good
26	3	2	1	25.00	Satisfactory
27	3	3	0	75.00	
28	4	2	2	50.00	Good
29	4	1	3	75.00	Very Good
30	3	1	2	50.00	Good
31	2	2	0	75.00	
32	2	1	1	25.00	Satisfactory
33	3	0	3	75.00	Very Good
34	2	1	1	0.00	Satisfactory
35	4	1	3	0.00	Very Good
36	3	2	1	25.00	Satisfactory
37	2	0	2	50.00	Good
38	4	1	3	75.00	Very Good
39	3	1	2	50.00	Good
40	2	0	2	50.00	Good

d. Difficulty index

To find out of difficulty index of testing instrument, the writer uses anates program as follows:

Table

The Result of Difficulty Index of Testing Instrument

No	The Total Correct	The Level of Difficulty (%)	Interpretation
1	7	46.67	Medium
2	8	53.33	Medium
3	8	53.33	Medium
4	9	60.00	Medium

5	9	60.00	Medium
6	9	60.00	Medium
7	10	66.67	Medium
8	7	46.67	Medium
9	6	40.00	Medium
10	9	60.00	Medium
11	10	66.67	Medium
12	8	53.33	Medium
13	7	46.67	Medium
14	8	53.33	Medium
15	7	46.67	Medium
16	8	53.33	Medium
17	8	53.33	Medium
18	8	53.33	Medium
19	7	46.67	Medium
20	9	60.00	Medium
21	8	53.33	Medium
22	11	73.33	Easy
23	8	53.23	Medium
24	9	60.00	Medium
25	7	46.67	Medium
26	7	46.67	Medium
27	8	53.33	Medium
28	7	46.67	Medium
29	7	46.67	Medium
30	6	40.00	Medium
31	5	40.00	Medium
32	6	40.00	Medium
33	7	46.67	Medium
34	6	26.67	Medium
35	8	53.33	Medium
36	7	46.67	Medium
37	4	33.33	Difficult
38	6	40.00	Medium
39	7	46.67	Medium
40	5	23.33	Medium

Source: Anates Program

The Result of Reliability Test

Average	Correlation (r_{xy})	The Reliability
0.52	0.71	High Reliable

<u>**INTERVIEW**</u>

Headmaster

Researcher : ada berapa banyak guru bahasa inggris di sekolah ini pak?

Headmaster : ada 2 guru

Researcher :   Apakah sarana dan prasarana di sini cukup tersedia untuk menunjang pembelajaran pak?

Headmaster : Dari sarana prasarna di sini menurut saya sudah cukup menunjang. Seperti buku-buku pelajaran yang ada di perpustakaan, laboratorium komputer, lapangan olahraga, dll.

Researcher : program apakah yang bapak gunakan untuk meningkatkan prestasi belajar siswa?

Headmaster : untuk meningkatkan prestasi belajar siswa, bapak sudah memberikan program Peningkatan mutu kerja Guru, seperti memberikan variasi dalam mengajar. Dengan Menambah Jam Pelajaran, pengayaan untuk siswa kelas 3 yang akan menghadapi ujian. Dan mengadakan kegiatan Ekstrakuler seperti Olahraga, Pramuka, osis dan PMR.

Researcher : Menurut bapak hal apa saja yang menjadi kendala dalam meningkatkan prestasi belajar siswa?

Headmaster : ya mungkin karena kurangnya motivasi belajar terhadap siswa itu sendiri, kemudian tingkat kecerdasan siswa yang tidak sama dan tingkat kemalasan mereka untuk belajar semakin tinggi.

English Teacher

Researcher : Sebelum mengajar apakah bapak guru membuat persiapan belajar?

Teacher : tentu, sebelum pembelajaran dimulai saya selalu menyiapkan lesson plan, menyiapkan materi, kemudian menyiapkan media apa saja yang mau digunakan untuk pembelajaran.

Researcher : Metode apa saja yang bapak gunakan dalam mengajar bahasa inggris?

Teacher :ya biasanya saya menggunakan metode Tanya jawab, ceramah, dan demonstrasi.

Researcher : Apabila bapak berhalangan hadir, apakah yang bapak guru lakukan?

Teacher : biasanya kalau saya berhalangan hadir, saya memberi tugas kepada siswa, melalui guru lain.

Researcher : Apakah siswa di kelas bapak sering menggunakan kamus untuk belajar bahasa inggris?

Teacher : sebagian ada yang menggunakan, tapi kebanyakan mereka tidak mempunyai kamus. Dengan alasan tidak ada biaya untuk membeli kamus.

Researcher : Apakah bapak selalu berbicara bahasa inggris ketika proses pembelajaran?

Teacher : sebenarnya saya ingin menerapkan ke siswa agar terbiasa berbicara bahasa inggris ketika proses pembelajaran, tapi mereka masih bingung dalam pengucapannya dan tidak mengerti apa yang saya ucapkan. Jadi saya tidak selalu berbicara bahasa inggris.