# USING TEA PARTY STRATEGY TO IMPROVE STUDENTS' VOCABULARY MASTERY

**(Pre - Experimental Research at The Second Grade of SMPN 31 Makassar)**



## A THESIS

*Submit to the Faculty of Teacher Training and Education*
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*Requirement for the degree of Education in English Department*

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# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## UNIVERSITAS MUHAMMADIYAH MAKASSAR
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# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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v

## MOTTO

**Never say "No" if you don't ever try it**

**Don't put till tomorrow what can you do today**

**I dedicated this thesis to**

**My  beloved parents and my beloved brother and sisters**

# ABSTRACT

**JUMRIANA S**. 2017. *Using Tea Party Strategy to Improve Students' Vocabulary Mastery at The Second Grade of SMPN 31 Makassar*. Guided by Bahrun Amin and Muh. Arief Muhsin.

This research was about taught vocabulary using tea party strategy to improve the students' vocabulary mastery of the second grade of SMPN 31 Makassar.

This research aimed to know the improvement of using tea party strategy to the students' English Vocabulary in term of noun, verb and adjective at the second grade of SMPN 31 Makassar in the 2017/2018 Academic year.

The researcher used pre-experimental designs. The researcher conducted two tests was a pre-test and post-test. A number of subjects of the research were 30 students in the second grade. These consisted of 15 women and 15 men. The researcher took real data onto the school to know the students' vocabulary.

The research findings indicated that using tea party strategy to the students vocabulary could improve the students' vocabulary, (1) from table 3 indicated that there was improvement the students' vocabulary was 2605, but after evaluation in post-test the students' vocabulary become 2870 so the improvement was 10.34 %. (2) T-value was higher than t-table $5.29 > 2.045$. It proved the hypothesis that there was an improvement from the score of the students' pre-test and post-test where their achievement after using tea party strategy was higher than before using treatment.

Based on the research findings, it could be concluded that using  tea party strategy was effective to improve students' vocabulary mastery at the second grade of SMPN 31 Makassar.

Key words: tea party strategy, vocabulary mastery

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**The Researcher**

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# CHAPTER I

# INTRODUCTION

## A. Background

Vocabulary is one of English components that must be taught to the learners because vocabulary has the primary role in all languages. Vocabulary is the tool of illustrating thought, self-expression, translation, and communication. In any language, teaching vocabulary plays a tremendously important role. Cameron (2001:72) believes that vocabulary is central to the learning of language at the primary level to enrich the learners' language. Wilkins stated that people could describe a few things without grammar, but they could express nothing without vocabulary. Littlewoods has placed vocabulary of the first level of the pre-communicative procedure. This indicates the importance of presenting vocabulary to equip the learners before carrying out communicative activities (Bihar, 2013). Thus, there should be a strategy to help students learn vocabulary.

Vocabulary is a fundamental requirement in a language, but many students are still low to master vocabulary. Although the students have learned English for several years, they still lack mastery of vocabulary. The lack of students' vocabulary mastery may come from both the students and the teacher; the students are lazy to memorize a number of words. It is also influenced by the teacher competence in choosing and using the method of teaching vocabulary.

To master the speaking and writing, vocabulary presents as the gates productive skills. This is due vocabulary is an activity information acquisition has

an important role in understanding a foreign language. Therefore, teachers must teach vocabulary well to enable students to be able to transform the information properly and correctly in oral and written form

Based on researcher's observation conducted in SMPN 31 Makassar, researcher found that students at SMPN 31 Makassar have low achieved in vocabulary mastery. They difficult to understand quickly what their teacher said, they seldom practiced and they lack vocabulary material because many reasons or factors that influence.

Some of the reasons, including; first, teaching of vocabulary less effectiveness due to when the teacher teaches the students, they compared material of vocabulary with other skills such as; reading, writing, and speaking. The teachers only focus on strengthening the ability of other skills such as reading and writing. Second, the students had problems to distinguish the kind vocabularies such as the vocabulary of noun, verb, an adjective. Third, they feel bored of memorizing vocabulary because the teachers use monotones strategy in teaching vocabulary. Fourth, students had difficulties in understanding or comprehending the meanings of unfamiliar words. Fifth, students were bored and unmotivated to learn. The method and strategy of learning vocabulary use by teachers lack exact or not attract attention the students.

Those problems can be solved if the teacher can be more creative in teaching. In this case, the teacher needs to motivate the students. The teacher stimulates the students' enthusiasm to learn by creating a new atmosphere in the

classroom. The teacher should use a suitable strategy to conduct some activities; make the students feel interested in learning vocabulary.

There are many strategies and methods of language teaching that can be selected for teaching vocabulary, some of the teachers are using the kind of games such as: stick figure, puzzle, card game, wall cards, pictures and etc. Therefore, the researcher decided to look closely at one of the alternative ways. One alternative strategy that uses to help the students in vocabulary is Tea Party Strategy.

Tea party is one of technique in cooperative learning. This strategy will profit of faster learners and slower learners. Faster learners will integrate their understanding of materials when they explain what they know to their teammates. Slower learners will profit from their friends' tutoring in teams.

Tea party strategy which makes a lot of movements will enable  the students to be more active to learn. Furthermore, the students will work in heterogeneous groups because their partners will always replace. As a result, students can share their minds with each other and help each other to learn. In this situation, they will feel more relaxed, and they are expected to be able to receive the materials well.

Referring to some previous explanations above, the researcher carried out the research under the title **"Using Tea Party Strategy to Improve Students'** ***Vocabulary Mastery at The Second Grade of SMPN 31 Makassar"*.** By using this strategy, the students' vocabulary mastery is expected to improve.

## A. Problem Statement

Based on background, problem statement of this research "Is the use of tea party strategy effective in improving students' vocabulary mastery at The Second Grade of SMPN 31 Makassar?".

## B. Objective of the Study

Related to the research problems above, the research objective is to find out whether the use of tea party strategy is effective in improving students' vocabulary mastery at The Second Grade of SMPN 31 Makassar.

## C. Significance of the Study

The research is expected to give significant contributions, they are:

1. Theoretical Significance

This research is expected to be valuable information and contribute to the teaching and learning process. Tea party strategy is one good strategy in teaching and learning process. It is expected to be worthwhile information to improve teaching vocabulary.

2. Practical Significance

The research is expected to give a valuable contribution to the students, lecturer, and next researchers.

a. For Students

The researcher also expects the students will get more spirit and know how to increase their vocabulary in a vocabulary activity so that they will forget about

lazy, bore, or come late to the school. There are many ways to get the success of learning and to the teacher is the way use this strategy as essential in teaching and primarily to improve the student's vocabulary through tea party strategy.

b. For Teacher

This research, the researcher hopes that it can help the teacher to improve students' achievement; it is expected to give an alternative contribution and information about the strategy in teaching vocabulary.

c. For the next researcher

This research is expected to be able to give significance to the other researcher as a reference for further studies on the similar topic.

**D. Scope of the Study**

This research will be a focus on the use Tea Party Strategy to improve students' vocabulary in learning English, especially vocabulary in term of a noun, adjective and verb at SMPN 31 Makassar.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This section provides an overview of some previous related research findings to research findings on the use of clustering method of enriching vocabulary mastery, pertinent ideas, resume, conceptual framework, and hypothesis.

## A. Some Previous Related Research Findings

Many studies have been performed by the researcher related to the use of strategies, approaches, methods, techniques, or media, in improving the learner to learn English vocabulary. Some of them are mentioned as follows:

Pebriani conducted the first Journal, Sutedi and Haristiani (2016) in their journal entitled " *Penerapan Model Pembelajaran Kooperatif Tipe Tea Party Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Jepang.*" The result of their journal showed that the treatments given to the experimental group have a significant effect to increase the students" vocabulary mastery in Japan language. Thus, it can be said that using Tea Party Strategy is effective for teaching vocabulary.

The second journal was conducted by Sari and Kusumarasdyati (2014) in their Journal entitled " *The Implementation of Tea Party Strategy in Teaching Reading of Analytical Exposition to The Eleventh Graders"*. In their journal, it was descriptive qualitative at the eleventh-grade students of SMAN 1 Karangbinangun. The subjects of their journal where the students of XI IA 3. In

their journal, they found that Tea Party Strategy can be implemented in teaching analytical exposition.

The third journal was conducted by Pradikawati (2015) in her thesis entitled" The Effectiveness of Tea Party Technique to Teach Conditional Sentences". The finding of her research stated that the tea party technique gives good effect in a teaching conditional sentence.

A strategy to improve students' vocabulary mastery. A topic related to using tea party strategy to improve students' vocabulary mastery has not been worked out. Thus, it motivates me to conduct the research of this particular interest. In this research, I will use this strategy to improve students' vocabulary mastery of the second grade of SMP Negeri 31 Makassar.

In the teaching and learning vocabulary process teachers have to catch the students' attention and involve them in learning activities by creating a good atmosphere and a variety of methods and strategy in teaching English. To catch this atmosphere, each method and strategy can apply when and where as long as it is suitable for the student needs.

Tea party can create various fun learning activities, so it decreased students' bore during their learning process in the classroom. In addition, using Tea Party Strategy can make students become more interested in the learning process.

Based on the finding above, the research concluded that the method or strategy in teaching vocabulary is not only interesting and enjoyable, but it also can cover the students' attention through making them active in each activity.

**B. Some Pertinent Ideas**

**1. Concept of Vocabulary**

a. Definition of Vocabulary

Before the researchers explain further about vocabulary, it is better to explain the meaning of vocabulary itself. According to Kathleen in Suryaningsih (2005) stated that vocabulary is the ability to recognize individual letters that form a word. There are some definitions of vocabulary proposed by linguist experts, Hornby (2000: 1447) defines vocabulary as: (1) all the words that a person knows Or use; (2) all the words in a particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words with their meaning. It means that a language that people used to talk a certain topic consists of some words.

Moreover, Ready (2002: 255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners could achieve less than their potential without an extensive vocabulary and strategies for acquiring new words. Furthermore, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In line with Thornbury, Stahl (2005) Defines vocabulary as knowledge; the knowledge of a word not only implies a Definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a lifetime.

Vocabulary is part of a language that underlies the understanding of the Vocabulary is fundamental that influence students' achievement in studying English. Without vocabulary there is no communication, read and write can be conveyed. So that, it is important to know what the vocabulary is. According to Oxford Dictionary (2008) vocabulary is all the words that a person knows or uses.

Vocabulary is the content and function words of the language, which are learned through by that they become a part of the child's understanding, speaking, reading, and writing. Vocabulary is words having meaning when heard or seen even though the individual produces it when communicating with others (Brown, 2004).

From the description above, it can be concluded that vocabulary understanding is fundamental as one means to understand the language of relationship with its context, both the Indonesian and English context. The students can communicate both verbally or in writing.

Based on some definitions above, the writer concludes that vocabulary is a list of the word with their meaning, which makes up a language to be used by the people to communicate with each other. Vocabulary is knowing how the words fit into the world and vocabulary mastery is very important as one means to understand the language of relationship with its context, both the Indonesian and English context. The students can communicate both verbally or in writing.

b. Types of Vocabulary

Word in language is a small element, which could make up a language and function to express an idea. Some experts have classified vocabulary in some ways:

1. Passive or recognition, vocabulary, which is made up the words, one recognizes in the context or reading the material, but he does not actually use himself.

2. Active vocabulary which consists of working words is used daily in writing and speaking.

Nation (2001:24) also divided vocabulary into two types:

a) Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.

b) Passive vocabulary refers to words, which students will recognize when they met them, but they will probably not be able to produce.

Good in Suryaningsih (2005) divided vocabulary into four parts, namely:

1. Oral vocabulary consists of word actively used in a speech that comes readily to the tongue of the one's conservation.

2. Writing vocabulary is the stock of words that come readily to one's finger vocabulary. It's commonly used in writing.

3. Listening vocabulary is the stock of words, which a person can understand when hearing it.

4. Reading vocabulary is the words where the people can recognize when they find it in written material.

Schall in Amiruddin (2004) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.

2. Reserve vocabulary, the words we know, but we have rarely used them in ordinary speech. We use them in writing a letter and searching for synonyms.

3. Passive vocabulary, the words are recognizing vaguely, but we are sure of the meaning never using them are either speech or writing, we just know them because we see them before.

c.  Vocabulary Mastery

Cameron (2001: 74) says that learning the word is not something that is done and finished yet. Limited vocabulary mastery can give bad influences to the teaching-learning process of a language. Furthermore, mastering vocabulary well is essential for the language learners. Vocabulary mastery is a gradual process. To reach out the excellent vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. Their ability indicates the learners' vocabulary mastery in producing and understanding the words in their daily life.

Vocabulary mastery, of course, relates to what kinds of words, learners have to master. According to the Nation (2008: 7), the most important group of words is the high-frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed for formal and informal uses of the language.

For junior high school students, they are expected to master at least the First 1,000 of high-frequency words. Also, according to the Nation (2001: 13) the high-frequency words is very important because these words cover a substantial proportion of the running words in both spoken and written texts. Furthermore, by mastering at least the high-frequency words can help the students in understanding the target language.

d.  Kinds of Vocabulary

Many kinds "part of speech" that all English words commonly classifies into seven parts of speech, those are a noun, verb, adjective, adverb, preposition, conjunction, and interjection. But in this part the researcher is going to discuss only four parts of speech, they are noun, verb, and adjective.

1.  Noun

    According to Oxford dictionary (2008:298), a noun is a word (other than a pronoun) used to identify any of the class of people, places or things, or to name a particular one of these (proper noun), a quality or an activity.

2.  Verb

    Oxford dictionary (2008:492) explained that verb is a word phrase that expressed an action, an event (*e.g. Happens*) or a state.

2.  Adjective

    Oxford dictionary (2008:5) explained that an adjective is a word that describes a noun, giving extra information about it. For example, a blue pen, a beautiful girl,  and so on.

e.   The Importance of Vocabulary

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, ideas, and so on. Whether is orally or in writing to other people, talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. His/her vocabulary influences the proficiency of someone's speaking. To clarify that, let us look at the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech or what someone says. It is tough for us to catch what someone says if we just know the construction of sentence without knowing the words.

In speaking, vocabulary is used to express our ideas or feelings to the others orally. The words that we have influence how effective the communication runs.

In reading, it is used to understand the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand the passage unless he/she knows the meaning of words used in the passage.

In writing, the researcher uses vocabulary (words) to develop the idea. A researcher should choose the words clearly and accurately to express an idea. Without knowing much vocabulary, we cannot develop our writing because we are limited to vocabulary mastering.

In conclusion, learners have to pay a greater attention to the vocabulary Teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method to make the goal of the teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well. And by learning vocabulary the learners can recognize and comprehend the context of reading and listening material, and later as productively as the learners can recall and use them appropriately in speech and writing

f. Vocabulary in High School

Based on the 2013 curriculum, in the first grade of even semesters in a KD 3.3, 4.3 students study the vocabulary in the materials giving and receiving information related to the names of days and months. In KD 2.2, 4.2 students study the associated vocabulary family. And in a KD 3.4, 4.4 students studied vocabulary in materials, giving and receiving information regarding the number of animals, objects and public buildings in the neighborhood.

After learning some of the above materials, students are expected to achieve the indicator that students can know or memorize the name of the day, month, family, animals, objects and public buildings.

In the second grade of uneven semester, the students will study the vocabulary in the material of the expression calling for attention and asking for expressing an opinion, state and ask if one can do something, state and ask if one

will do something, give and respond to instructions, to give and respond invitation.

## 2. Concept of Tea Party Strategy

a. Definition of Tea Party Strategy

Tea Party Strategy is one of some strategy in cooperative learning. According to Colarado (2007) in Pradikawati (2015), students form two lines facing each other. The teacher asks a question and the students discuss the answer with their partners. After that, the students move to the right, so that students have new partners. Then the teacher gives a second question for them to discuss, and it is continued with more questions. For a little variation, cards can be used in this strategy.

According to Barber (2007), the tea party technique put into intensive interaction. With intensive interaction, from time to time students migrate away from the direct imitation and start to suggest related variations and contributions, while staying till the shape of the exchange.

According to Ngalimun (2013) in Pebriani, Sutedi and Haristiani (2016) Tea party strategy is a strategy to improve students' thinking ability through teacher's questions, create dynamic cooperation among students, create a fun to learn atmosphere, improve student activeness, and improve student learning.

According to Sanchez (2010:87), the objectives of tea party technique are too Build inclusion, structure brainstorming or review, and use language in meaningful communication activity.

Based on the above explanation, it can be concluded that the tea party is one of some strategy in cooperative learning in which students work and learn together in heterogeneous groups to answer questions with their partners facing them.

b. Procedure of Tea Party Strategy

Shoob (2008:34) in Pradikawati (2015)several steps in implementing the Tea Party Strategy, The are:

a. Select eight to ten statements from the text.

b. Write this statement on index cards, repeating statements to match of number students in the class.

c. Distribute one card to each student, he or she is then given a chance to read the statement silently.

d. Students move about the classroom and read the statement on their index cards to as many other classmates as possible.

e. Students meet in small groups of their own choosing to discuss what they surmise about the text of the statement.

f. In their groups, they make prediction sand list questions.

g. The student then reads in the text to check the accuracy of their prediction and answer their questions.

c. Advantages of Tea Party Strategy

Tea Party strategy is a good strategy that teachers can apply in learning to read process. This strategy will give advantages to students and help understand

more about their lesson. According to Jensen (2000:100), the advantages of Tea Party Strategy are to allow students to predict what they think will happen in the text text as they make an inference, see causal relationships, compare and contrast, practice sequence and draw on prior knowledge.

d.  Disadvantages of Tea Party Strategy

The disadvantages of the use of tea party strategy in learning at school, it can be a place to chat, and this can happen if the students do not have the discipline. The occurrence of student debate and there can be errors between students and in the use of cards can waste time if students are not directed.

C.  **Conceptual Framework**

The conceptual framework underlying this research is given in the following diagram:

INPUT

Vocabulary Materials

PROCESS

Tea Party Strategy

OUTPUT

Improve Students
Vocabulary Mastery
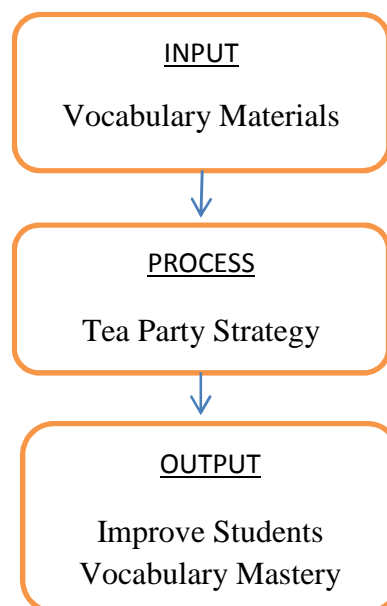
**Figure 1** Conceptual Framework

The three processes above, namely input, process, and output are briefly classified as follows Input refers to the strategy used in experimental class which consists of vocabulary materials, Process refers to the tea party strategy and Output refers to improve students vocabulary mastery.

## 1. Hypothesis

$H_1$ meant that the application of the tea party strategy was effective in enriching students' vocabulary Mastery to the second-grade students' of SMPN 31 Makassar.

$H_0$ meant that the application of tea party strategy is not effective in enriching students' vocabulary mastery to the second-grade students' of SMPN 31 Makassar.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

The method chose to be applied in this research was pre-experimental design as one group pre-test – post-test, it consisted of a single class. The one group pre-test – post-test was represented in the following diagram:

$$T1 \longrightarrow X \longrightarrow T2$$

Where:

T1: Pre – Test

X: Treatment

T2: Post – Test

(Sanjaya, 2013: 103)

## B. Variable and Indicator of the Research

1. Variable

   a. Independent Variable

   The independent variable was a variable that was stated to cause some outcome. In this research, the independent variable was the use of tea party strategy.

   b. Dependent Variable

   The dependent variable was the outcome of the independent variable; it was the effect. The dependent variable observed in this research was students' Vocabulary Mastery.

2. Indicators

The indicators of this research were the improve students vocabulary (Noun, verb, and adjective).

## C. Population and Sample

a. Population

The population of the research was the second-grade students at SMPN 31 Makassar, register in the 2017/2018 academic years. The population consists of seven classes; A, B, C, D, E, F, G which consists of 210 students.

b. Sample

In this research, methods of taking sample were purposive sampling technique. The researcher took one class of the second year's students in the academic year of 2017/2018 namely VIII A which consists of 30 students. The researcher chose the sample by looking the characteristic of the class which still need to improve their vocabulary mastery.

## D. Research Instrument

The instrument of the research which was tested had a purpose to figure out some students' vocabulary mastery. The test gave through pre-test and post-test. The test was the vocabulary test which consists of 20 numbers, ten numbers for classified the word, five numbers for writing the meaning of words, five numbers for matching word and meaning and to both pre-test and post-test.

The pre-test intended to find out the students' prior knowledge of English vocabulary while the post-test intended to find out the students' vocabulary improvement after the treatment given. The content of pre-test was not the same as the content of the post-test.

## E. Procedure for Collecting Data

In collecting data, the researcher follows the procedure as follows;

a. Pre-Test

Before giving a treatment, the researcher gave a pre-test for each student in the experimental class. The pre-test intended to know the students' vocabulary mastery before giving a treatment. In this case, the student gave some questions. This test spent 80 (2 x 40) minutes. The test was the vocabulary test which classified the word, writing the meaning of words and matching word and meaning. Every correct choice got 5 points while false didn't have any point.

b. Treatment

After the pre-test, the researcher taught the students for four meetings. Teaching and learning processes were as follows:

The teacher told the pre-test, the researcher taught the students for four meetings. Teaching and learning about the objective of the material and teacher gave the information about the procedure of using tea party strategy.

The first meeting

Instruction:

a. The teacher explained the strategy was applied in the research about vocabulary mastery using greeting cards.

b. The teacher got and engaged their interesting by giving an instruction and takes a note.

c. The teacher instructed to open the book "**When English Rings The Bell"** pages 60.

d. The teacher explained the topic about "**You Are Invited"** by introducing the new words in the greeting cards.

e. The teacher gave an example of the greeting cards to the students.

f. The teacher applied the process of tea party strategy.

g. After that, now the teacher gave an example additional information about the words about a noun, verb, and adjective and it was used in context, example: dear, from, congratulation, etc.

h. The teacher gave the task.

The second materials

Instruction:

a. The teacher asked or flashback to memorizing about before materials.

b. The teacher explained the strategy was applied in the research about vocabulary mastery using greeting cards.

c. The teacher got and engaged their interesting by giving an instruction and take a note.

d. The teacher instructed to open the book "**When English Rings The Bell"** pages 62

e. The teacher explained the topic about "**You Are Invited"** by introducing the new words in the greeting cards.

f. The teacher applied the process of tea party strategy.

g. After that, the teacher gave example additional information about the words about the noun, verb an adjective and it was used in context, example: happy birthday, happy mother's day, etc.

h. The teacher guided the students and gave an assessment related to the media that showed by the teacher to see the feedback from the students.

The third meeting

Instruction:

a. The teacher explained the strategy was applied in the research about vocabulary mastery using personal invitation.

b. The teacher got and engaged their interesting by giving an instruction and takes a note.

c. The teacher instructed to open the book "**When English Rings The Bell"** page 66

d. The teacher explained the topic about "**You Are Invited"** by introducing the new words in the personal invitation.

e. The teacher gave an example of the personal invitation to the students.

f. The teacher applied the process of tea party strategy.

g. After that, the teacher gave an example additional information about the words about the noun, verb, an adjective and it was used in context, example: invited party, celebrate, etc.

h. The teacher gave the task.

The fourth materials

Instruction:

a. The teacher asked or flashback to memorizing about before materials.

b. The teacher explained the strategy was applied in the research about vocabulary mastery using personal invitation.

c. The teacher got and engaged their interesting by giving an instruction and takes a note.

d. The teacher instructed to open the book "**When English Rings The Bell**" pages 115

e. The teacher explained the topic about "**You Are Invited**" by introducing the new words in the personal invitation.

f. The teacher applied the process of tea party strategy.

g. After that, the teacher gave an example additional information about the words about the noun, verb, an adjective and it used in context, example: surprise, please, reunion, wedding, costume party, etc.

h. The teacher guided the students and gave an assessment related to the media that showed by the teacher to see the feedback for the students.

c. Post-Test

Post-test gave to the class after the last treatment. The procedure of post-test was the same with the pre-test. The researcher gave the post-test to the students. The test was similar to the pre-test. Post-test functions to know the student's knowledge and ability in vocabulary mastery after teaching vocabulary using tea party strategy. The test was the vocabulary test which classified the word, writing the meaning of words, and matching word and meaning. Every correct choice got 5 points while false didn't have any point.

## F. Technique of Analysis Data

The steps to collect data was undertaken by quantitative analysis as follow:

a. Scoring the student's correct answer of pre-test and post-test.

$$Students' \ Score = \frac{The \ number \ of \ students'S \ correct \ answer}{The \ total \ score} \times 100$$

b. Classifying the students' scores using the following scale:

| | |
|---|---|
| Score 91 – 100 | : Very Good |
| Score 76 – 90 | : Good |
| Score 61 – 75 | : Fair |
| Score 51 – 60 | : Poor |
| Score less than 50 | : Very Poor |

*(Depdikbud, 2006)*

c. Computing the frequency and the rule percentage of the students' score

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

Where: P = percentage

F = frequency

N = the total number of students

(Gay, 2012)

d. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

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

Where:

$X$ = Mean score

X = The sum of all scores

$N$ = The total number of samples

(Gay, 2012)

e. Find out the standard deviation of the students' vocabulary mastery

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N-1}$$

Where :

SD: The total square of the students' score

x: The total score of the students

N: The number of students

(Gay, 2012)

f. To find the students' improvement the formula as follows:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

%: the students' improving

$X_1$: the mean score of the pre-test

$X_2$: the mean score of the post-test

(Gay, 2012)

g. Finding out the significant difference between the score of the pre-test and

post-test by using the formula:

$$T = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N \, N-1}}$$

Where: _

D: mean score

  D: the sum of all the scores

N: the total number of students

T: test of significance

                                          (Gay,2012)

# CHAPTER IV

## FINDINGS AND DISCUSSION

This chapter particularly covered the findings and discussion. The findings of the research consist of the description of the result of the data collected through noun, verb, adjective (pre-test and post-test). Then, the discussion described further explanation and interpretation of the findings given.

## A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The vocabulary test consists of pre-test and post-test. The pre-test gave to find out the first students' vocabulary before presenting tea party strategy, and the post-test gave to find out the improvement of the students' vocabulary after giving the treatment. They were the student's score classification, the mean scores and standard deviation of the pre-test and post-test, the t-test value, and hypothesis test. These findings described as follows.

1. The students' vocabulary in term noun, verb, and adjective

   The students' score of pre-test and post-test were observed based on vocabulary. The data can be seen in the following table:

**Table 4.1**

Frequency and rate percentage of the students' vocabulary

| N o | Score | Category | Pre-test | | Post-test | |
|---|---|---|---|---|---|---|
| | | | Frequency | Percentage | Frequency | Percentage |
| 1 | 91-100 | Very good | 17 | 57 | 24 | 80 |
| 2 | 76-90 | Good | 7 | 24 | 5 | 17 |
| 3 | 61-75 | Fair | 3 | 10 | 1 | 3 |
| 4 | 51-60 | Poor | 1 | 3 | | |
| 5 | Score less than 50 | Very poor | 2 | 6 | | |
| | TOTAL | | 30 | 100 | 30 | 100 |

The table above showed that in the pre-test, there were 17 students or 57 % classified into *very good*, seven students or 24 % classified into *good*, three students or 10% classified into *fair*, one student or 3 % classified into *poor* and two students or 6 % classified into *very poor*.

The table above also showed that the result of the students' vocabulary in post-test. There were 24 students or 80 % classified into *very good,* five students or 17 % classified into *good,* one student or 3% classified into *fair,* and none of them classified into a *poor and very poor* score.

It means that the score and the percentages of the students' vocabulary of the post-test were better than in pre-test because in the rate percentage of the post-test was higher than the percentage of a pre-test.

2. The mean score and standard deviation

The following table showed the distribution of mean score and standard deviation in pre-test and post-test.

**Table 4.2**

The mean score and standard deviation of the students' pre-test and post-test

| Components | Pre-test | | Post-test | |
|---|---|---|---|---|
| | Mean Score | Standard Deviation | Mean Score | Standard Deviation |
| Noun, Verb, and adjective | 87 | 16.32 | 96 | 8.06 |

The result of data analysis from pre-test and post-test of the students' vocabulary in the table above. The mean score in pre-test was 87 (categorized as good), and the standard deviation was 16.32, and the mean score of post-test was 96 (classified as very good) with the standard deviation were 8.06.

In conclusion, from the discussed table above, the students tested achieved a higher score after giving the treatment.

3. The improvement in pre-test and post-test

The following table showed the improvement in pre-test and post-test

**Table 4.3**

The improvement of the students' vocabulary in pre-test and post-test

| Component | Pre-test | Post-test | Improvement (%) |
|---|---|---|---|
| Noun, Verb, and Adjective | 87 | 96 | 10.34 % |

The table 3 showed that pre-test was 87 and post-test was 96, the score of post-test > pre-test. From pre-test to post-test can improve on 10.34 %.

4. Test of significance

To know the level of significance of the pre-test and post-test, the researched used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (DF) = N-1, where the N = number of subjects (29 students) then the value of t-table is 2.045. The t-test statistics, analysis of the independent sample was applied. The following table showed the result of t-test calculation:

**Table 4.4**

The t-test of the students' improvement

| Components | T-test value | T-table value |
|---|---|---|
| Noun, verb,an adjective | 5.29 | 2.045 |

The table 4 above showed that t-test value was higher than the t-table value (5.29>2.045). It means that there was an improvement in the students' vocabulary mastery before and after use tea party strategy to the students' vocabulary mastery of the second grade of SMPN 31 Makassar.

Based on the elaboration above, it could be concluded that the null hypothesis was rejected. Otherwise, the alternative hypothesis ($H_1$) were accepted. In other words, there was a significant difference in students' vocabulary mastery of the second grade of SMPN 31 Makassar by using Tea Party Strategy.

**B. Discussion**

The primary purpose of this research was to find out whether the use of the tea party strategy was effective in improving students' vocabulary mastery of the second grade of SMPN 31 Makassar. To find out the purpose, the researcher used the test as an instrument. The test gave through pre-test and post-test.

The population, second year at SMPN 31 Makassar, consisted 210 students and the sample was VIII- A, and the sample of the researched were 30 students.

The description of the data collected through reading test was explained in the previous section showed that the mean score of students on pre-test was 87 and the mean score of the students on the post-test was 96 and From pre-test to post-test can improve with 10.34 %. The score of standard deviation from pre-test was 16.32 and the score of standard deviation from post-test was 8.06 and t-test value was 5.29.

Therefore, it indicated the students tested achieved a higher score by using tea party strategy.

This finding expanded the superiority in tea party strategy. Previously, Pebriani, Sutedi and Haristiani (2016), Sari and Kusumarasdyati (2014) and Pradikawati (2015) found out the same result however they studied with different focus with the researcher. Pebriani, Sutedi, and Haristiani (2016) focused on vocabulary mastery in Japan language. Their research was conducted in Bandung. The result of their research showed that the treatment given to the experimental group has a significant effect of increasing the students' vocabulary mastery of Japan language. Besides, the research being conducted by Sari and Kusumarasdyati (2014) focused on the reading of analytical exposition. Their research was conducted in Karangbinangun. They found that tea party strategy can be implemented in teaching analytical exposition. Besides, the research being conducted Pradikawati (2015) focused

on conditional sentences. She found that tea party technique gave a good effect of the teaching conditional sentence. Therefore, the differences between those three studies with the study being conducted by the researcher were in focus and research location which this study focused on vocabulary mastery in Makassar.

By the explanation of, the researcher that information tea party strategy was effective to improve students' vocabulary mastery.

This study is expected to be continued further to support the finding. It is to address the limitation in this research, such as having control toward the participants' action during the treatment and the test. Here, the researcher worries about the student who does not confidence, explore their vocabulary and the students who help their friends in the test. Therefore, for further study, it will be better if the researcher has control and motivation of the students when answering the test so that the collected data is reliable.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on discussion provost in the previous chapter, the following conclusions were presented:

Using tea party strategy was one of a kind approach to teaching vocabulary mastery. The findings indicated that this strategy effective in improving students' vocabulary mastery and had succeeded to improve the students' vocabulary mastery in term noun, verb, and adjective at the second grade of SMPN 31 Makassar. It was because the result indicated that showed t-test values were higher than t-table value (5.29 > 2.045) in which to reject the null hypothesis ($H_0$), t-test value certainly should be higher than t-table value. Therefore, the null hypothesis ($H_0$) was rejected otherwise the alternative hypothesis ($H_1$) was accepted.

Moreover, another finding in this research was the mean score of students in pre-test was 87 which were classified as good classification and after post-test was 96 which was classified as very good classification.

In conclusion, from the discussed table above, the students tested achieved a higher score after giving the treatment.

**B. Suggestion**

      As the result of the study reveals that the using tea party strategy had been an effective way to improve the students' vocabulary mastery of term Noun, Verb, and Adjective, the researcher suggests the following things:

1. It is suggested to the English teacher to use tea party strategy as one of strategy in the teaching and learning process especially in term Noun, Verb and Adjective. The teacher should optimize and improve the students' vocabulary mastery, so that the students like and very enthusiastic to learn English.

2. The teacher should give motivation to the students to learn English, especially through the using tea party strategy.

3. As a facilitator, the teacher should manage the students to improve students' vocabulary mastery that material. In other words, the materials should be based on the students' programs of study.

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# Appendices

## APPENDIX A

## Scoring the Students Correct Answer of Pre-Test and Post-Test

$$Students'\ Score = \frac{\text{The Number of student's correct answer}}{T\ e\ total\ score} \times 100$$

1. Muh. Sulaiman
   a. Pre-Test
      Student's score $= \frac{19}{20}$ x 100 = 95
   b. Post-Test
      Student's Score $= \frac{19}{20}$ x 100 = 95

2. Muh. Ikhsan
   a. Pre-Test
      Student's score $= \frac{20}{20}$ x 100 = 100
   b. Post-Test
      Student's score $= \frac{20}{20}$ x 100 = 100

3. Wiliyam limanto
   a. Pre-Test
      Student's score $= \frac{19}{20}$ x 100 = 95
   b. Post-Test
      Student's score $= \frac{20}{20}$ x 100 = 100

4. Muh. Hanafi
   a. Pre-Test
      Student's score $= \frac{13}{20}$ x 100 = 65
   b. Post-Test
      Student's score $= \frac{16}{20}$ x 100 = 80

5. Paisal
   a. Pre-Test
      Student's score $= \frac{19}{20}$ x 100 = 95
   b. Post-Test
      Student's score $= \frac{20}{20}$ x 100 = 100

6. Ardiansyah BS
   a. Pre-Test
      Student's score $= \frac{13}{20}$ x 100 = 65
   b. Post-Test
      Student's score $= \frac{17}{20}$ x 100 = 85

7. Muh. Syaifullah
   a. Pre-Test
      Student's score $= \frac{19}{20}$ x 100 = 95
   b. Post-Test
      Student's score $= \frac{20}{20}$ x 100 = 100

8. Muh. Farhan
   a. Pre-Test
      Student's score $= \frac{20}{20}$ x 100 = 100
   b. Post-Test
      Student's score $= \frac{20}{20}$ x 100 = 100

9. Andi Ardiansyah
   a. Pre-Test
      Student's score $= \frac{19}{20}$ x 100 = 95
   b. Post -Test
      Student's score $= \frac{20}{20}$ x 100 = 100

10. Rafiq
    a. Pre-Test
       Student's score = $\frac{10}{20}$ x 100 = 50

    b. Post-Test
       Student's score = $\frac{16}{20}$ x 100 = 80

11. Yaser Arafat
    a. Pre-Test
       Student's score = $\frac{19}{20}$ x 100 = 95

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

12. Rivaldi
    a. Pre-Test
       Student's score = $\frac{17}{20}$ x 100 = 85

    b. Post-Test
       Student's score = $\frac{19}{20}$ x 100 = 95

13. M. Yusuf Rusdin
    a. Pre-Test
       Studen's Score = $\frac{8}{20}$ x 100 = 40

    b. Post-Test
       Studen's score = $\frac{14}{20}$ x 100 = 70

14. Deni Dwianto
    a. Pre-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

15. Muhammad As'ad
    a. Pre-Test
       Student's score = $\frac{17}{20}$ x 100 = 85

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

16. Besse Sri Aisyah
    a. Pre – Test
       Student's score = $\frac{20}{20}$ x 100 = 100

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

17. Jesenia Jenne Dian
    a. Pre-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

18. Riski Utami Risal
    a. Pre-Test
       Student's score = $\frac{17}{20}$ x 100 = 85

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

19. Riska Utami Risal
    a. Pre-Test
       Student's score = $\frac{17}{20}$ x 100 = 85

    b. Post-Test
       Student's score = $\frac{20}{20}$ x 100 = 100

20. Cindy Fatika Sari
    a. Pre-Test
    Student's score = $\frac{19}{20}$ x 100 = 95

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

21. Nur Mujahida
    a. Pre-Test
    Student's score = $\frac{19}{20}$ x 100 = 95

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

22. Nia Ramadhani R
    a. Pre-Test
    Student's score = $\frac{19}{20}$ x 100 = 95

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

23. Vira Putri Aprilia
    a. Pre-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

24. Arfanita Indriani
    a. Pre-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

25. Miranti Junaid
    a. Pre-Test
    Student's score = $\frac{18}{20}$ x 100 = 90

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

26. Isra Kasmira
    a. Pre-Test
    Student's score = $\frac{17}{20}$ x 100 = 85

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

27. Sinta Eka Putri
    a. Pre-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

    b. Post-Test
    Student's score = $\frac{20}{20}$ x 100 = 100

28. Siti Masturiah
    a. Pre-Test
    Studen's score = $\frac{12}{20}$ x 100 = 60

    b. Post-Test
    Student's score = $\frac{17}{20}$ x 100 = 85

29. Hardianti
    a. Pre-Test
    Student's score = $\frac{13}{20}$ x 100 = 65

    b. Post-Test
    Student's score = $\frac{17}{20}$ x 100 = 85

30. Nadya Inayah
    a.  Pre-Test
    Student's score = $\frac{18}{20}$ x 100 = 90

    b. Post-Test
    Student's score = $\frac{19}{20}$ x 100 = 95

# APPENDIX B

## The Row Score of the Students' Pre-test and Post-test

| No | Respondents | Pre-test | | Post-test | | D | D² |
|---|---|---|---|---|---|---|---|
| | | Score (X₁) | X₁² | Score (X₂) | X₂² | (X2-X1) | (X2-X1)² |
| 1 | MUH. SULAEMAN AH | 95 | 9025 | 95 | 9025 | 0 | 0 |
| 2 | MUH. IKHSAN | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 3 | WILIYAM LIMANTO | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 4 | MUH. HANAFI | 65 | 4225 | 80 | 6400 | 15 | 225 |
| 5 | PAISAL | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 6 | ARDIANSYAH BS | 65 | 4225 | 85 | 7225 | 20 | 400 |
| 7 | MUH.SYAIFULLAH | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 8 | MUH.FARHAN | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 9 | ANDI ARDIANSYAH | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 10 | RAFIQ | 50 | 2500 | 80 | 6400 | 30 | 900 |
| 11 | YASER ARAFAT | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 12 | RIVALDI | 85 | 7225 | 95 | 9025 | 10 | 100 |
| 13 | M. YUSUF RUSDIN | 40 | 1600 | 70 | 4900 | 30 | 900 |
| 14 | DENI DWIANTO | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 15 | MUHAMMAD AS'AD | 85 | 7225 | 100 | 10000 | 15 | 225 |
| 16 | BESSE SRI AISYAH | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 17 | JESENIA JENNE DIAN | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 18 | RISKI UTAMI RISAL | 85 | 7225 | 100 | 10000 | 15 | 225 |
| 19 | RISKA UTAMI RISAL | 85 | 7225 | 100 | 10000 | 15 | 225 |
| 20 | CINDY FATIKASARI | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 21 | NUR MUJAHIDA | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 22 | NIA RAMADHANI R | 95 | 9025 | 100 | 10000 | 5 | 25 |
| 23 | VIRA PUTRI APRILIA | 100 | 10000 | 100 | 10000 | 0 | 0 |

| 24 | ARFANITA INDRIANI | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 25 | MIRANTI JUNAID | 90 | 8100 | 100 | 10000 | 10 | 100 |
| 26 | ISRA KASMIRA H.R | 85 | 7225 | 100 | 10000 | 15 | 225 |
| 27 | SINTA EKA PUTRI | 100 | 10000 | 100 | 10000 | 0 | 0 |
| 28 | SITI MASTURIAH | 60 | 3600 | 85 | 7225 | 25 | 625 |
| 29 | HARDIANTI | 65 | 4225 | 85 | 7225 | 20 | 400 |
| 30 | NADYA INAYAH | 90 | 8100 | 95 | 9025 | 5 | 25 |
| | TOTAL | 2605 | 233.925 | 2870 | 276450 | 265 | 4775 |

## APPENDIX C

## The Mean Score of Pre-Test and Post-Test

1. Pre-test

$$\overline{X1} = \frac{\Sigma X}{N}$$

$$\overline{X}_{1} = \frac{2605}{30}$$

$$\overline{X}_1 = 87$$

2. Post-test

$$\overline{X}_2 = \frac{\Sigma X}{N}$$

$$\overline{X}_2 = \frac{2870}{30}$$

$$\overline{X}_2 = 96$$

# APPENDIX D

## Standard Deviation of Pre-Test and Post-Test

1. Pre-Test

$$SD = \frac{\sqrt{\sum x^2 - \frac{\left(\sum x\right)^2}{N}}}{N-1}$$

Where:

$$SD = \frac{\sqrt{233{,}925 - \frac{(2{,}605)^2}{30}}}{29}$$

$$SD = \frac{\sqrt{233{,}925 - \frac{6{,}786{,}025}{30}}}{29}$$

$$SD = \frac{\sqrt{233{,}925 - 226{,}200}}{29}$$

$$SD = \frac{\sqrt{7{,}725}}{29}$$

$$SD = 16.32$$

2. Post Test

$$SD = \frac{\sqrt{\sum x^2 - \frac{\left(\sum x\right)^2}{N}}}{N-1}$$

Where:

$$SD = \frac{\sqrt{276{,}450 - \frac{(2{,}870)^2}{30}}}{29}$$

$$SD = \frac{\sqrt{276{,}450 - \frac{8{,}236{,}900}{30}}}{29}$$

$$SD = \frac{\sqrt{276{,}450 - 274{,}563}}{29}$$

$$SD = \frac{\sqrt{1{,}887}}{29}$$

$$SD = 8.06$$

# APPENDIX E

## The Significance Different

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

where:

$$t = \frac{8.83}{\sqrt{\dfrac{4775 - \dfrac{(265)^2}{30}}{30(29)}}}$$

$$t = \frac{8.83}{\sqrt{\dfrac{4775 - \dfrac{70225}{30}}{870}}}$$

$$t = \frac{8.83}{\sqrt{\dfrac{4775 - 2341}{870}}}$$

$$t = \frac{8.83}{\sqrt{\dfrac{2434}{870}}}$$

$$t = \frac{8.83}{1.67}$$

$$t = 5.29$$

# APPENDIX F

## Distribution of t –Table

| Df | Level of Significance for Two-tailed Test | | | | | |
|---|---|---|---|---|---|---|
| | 0,5 | 0,2 | 0,1 | 0,05 | 0,02 | 0,01 |
| | Level of Significance for One-tailed Test | | | | | |
| | 0,25 | 0,1 | 0 | 0,025 | 0,01 | 0.005 |
| 1 | 1,000 | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 |
| 2 | 0,816 | 1,886 | 2,920 | 4,303 | 6,965 | 9,926 |
| 3 | 0,765 | 1,638 | 2,353 | 3,183 | 4,541 | 5,841 |
| 4 | 0,741 | 1,533 | 2,132 | 2,776 | 3,747 | 4,604 |
| 5 | 0,727 | 1,476 | 2,015 | 2,571 | 3,365 | 4,032 |
| 6 | 0,718 | 1,440 | 1,943 | 2,447 | 2,143 | 3,707 |
| 7 | 0,711 | 1,451 | 1,895 | 2,365 | 2,998 | 3,499 |
| 8 | 0,706 | 1,397 | 1,860 | 2,306 | 2,896 | 3,355 |
| 9 | 0,703 | 1,383 | 1,833 | 2,262 | 2,821 | 3,250 |
| 10 | 0,700 | 1,372 | 1,812 | 2,226 | 2,764 | 3,169 |
| 11 | 0,697 | 1,363 | 1,769 | 2,201 | 2,718 | 3,106 |
| 12 | 0,695 | 1,356 | 1,782 | 2,179 | 2,681 | 3,055 |
| 13 | 0,694 | 1,350 | 1,771 | 2,160 | 2,650 | 3,120 |
| 14 | 0,692 | 1,345 | 1,761 | 2,143 | 2,624 | 2,977 |
| 15 | 0,691 | 1,341 | 1,753 | 2,331 | 2,604 | 2,947 |
| 16 | 0,690 | 1,337 | 1,746 | 2,120 | 2,583 | 2,921 |
| 17 | 0,689 | 1,333 | 1,740 | 2,110 | 2,567 | 2,898 |
| 18 | 0,688 | 1,330 | 1,734 | 2,101 | 2,552 | 2,878 |
| 19 | 0,688 | 1,328 | 1,729 | 2,093 | 2,539 | 2,861 |
| 20 | 0,687 | 1,325 | 1,725 | 2,086 | 2,528 | 2,845 |
| 21 | 0,686 | 1,323 | 1,721 | 2,080 | 2,518 | 2,831 |
| 22 | 0,686 | 1,321 | 1,717 | 2,074 | 2,505 | 2,819 |
| 23 | 0,685 | 1,319 | 1,714 | 2,690 | 2,500 | 2,807 |

| | | | | | | |
|-----|-------|-------|-------|-------|-------|-------|
| 24  | 0,685 | 1,318 | 1,711 | 2,640 | 2,492 | 2,797 |
| 25  | 0,684 | 1,316 | 1,708 | 2,060 | 2,485 | 2,787 |
| 26  | 0,684 | 1,315 | 1,706 | 2,056 | 2,479 | 2,779 |
| 27  | 0,684 | 1,314 | 1,703 | 2,052 | 2,473 | 2,771 |
| 28  | 0,683 | 1,313 | 1,701 | 2,048 | 2,467 | 2,763 |
| **29**  | 0,683 | 1,311 | 1,699 | **2,045** | 2,462 | 2,756 |
| 30  | 0,683 | 1,310 | 1,697 | 2,042 | 2,457 | 2,750 |
| 40  | 0,681 | 1,303 | 1,684 | 2,021 | 2,423 | 2,704 |
| 60  | 0,679 | 1,296 | 1,671 | 2,000 | 2,390 | 2,660 |
| 120 | 0,677 | 1,289 | 1,658 | 2,890 | 2,358 | 2,617 |
|     | 0,674 | 1,282 | 1,645 | 1,960 | 2,326 | 2,576 |

**APPENDIX G**

**Attendance List of Students**

| NO | NAMA | NISN | JENIS KELAMIN | PERTEMUAN | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | MUH. SULAEMAN | 45867116 | L | | | | | | |
| 2 | MUH. IKHSAN | 45216550 | L | | | | | | |
| 3 | WILIYAM | 45524679 | L | | | | | | |
| 4 | MUH. HANAFI | 42202219 | L | | | | | | |
| 5 | PAISAL | 39025285 | L | | | | | | |
| 6 | ARDIANSYAH BS | 38575102 | L | | | | | | |
| 7 | MUH. SYAIFULLAH | 46968716 | L | | | | | | |
| 8 | MUH. FARHAN | 42304785 | L | | | | | | |
| 9 | ANDI ARDIANSYAH | 39536282 | L | | | | | | |
| 10 | RAFIQ | 47911963 | L | | | | | | |
| 11 | YASER ARAFAT | 34388764 | L | | | | | | |
| 12 | RIVALDI | 23432404 | L | | | | | | |
| 13 | M. YUSUF RUSDIN | 38902388 | L | | | | | | |
| 14 | DENI DWIANTO | 45203771 | L | | | | | | |
| 15 | MUH AS'AD | 40659388 | L | | | | | | |
| 16 | BESSE SRI AISYAH | 44399920 | P | | | | | | |
| 17 | JESENIA JENNE | 44431987 | P | | | | | | |
| 18 | RISKI UTAMI | 48925405 | P | | | | | | |
| 19 | RISKA UTAMI | | P | | | | | | |
| 20 | CINDY FATIKASARI | 47432209 | P | | | | | | |
| 21 | NUR MUJAHIDA | 44954155 | P | | | | | | |

| 22 | NIA RAMADHANI | 45608957 | P | | | | | | |
|----|---------------|----------|---|---|---|---|---|---|---|
| 23 | VIRA PUTRI | 46650249 | P | | | | | | |
| 24 | ARFANITA I | 44536639 | P | | | | | | |
| 25 | MIRANTI JUNAID | 49356726 | P | | | | | | |
| 26 | ISRA KASMIRA H.R | 38158309 | P | | | | | | |
| 27 | SINTA EKA PUTRI | 57549069 | P | | | | | | |
| 28 | SITI MASTURIAH | 34548833 | P | | | | | | |
| 29 | HARDIANTI | 31307967 | P | | | | | | |
| 30 | NADYA INAYAH | | P | | | | | | |

RENCANA PELAKSANAAN PEMBELAJARAN
Satuan Pendidikan : SMPN 31 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Kartu ucapan selamat (Greeting Cards)
Alokasi Waktu : 4 x 40 menit

## A. KOMPETENSI INTI

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

## B. KOMPETENSI DAS AR DAN INDIKATOR
## 1. KOMPETENSI DASAR

| | |
|---|---|
| 3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks Kartu ucapan selamat (Greeting Cards) dan ucapan selamat (*greeting card*), sesuai dengan konteks penggunaannya | 3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari teks Kartu ucapan selamat (Greeting Cards) <br> 3.4.2 Menyebutkan teks Kartu ucapan selamat (Greeting Cards) <br> 3.4.3 Merespon teks Kartu ucapan selamat (Greeting Cards) |
| 4.4 Menangkap makna Kartu ucapan selamat (Greeting Cards) dan ucapan selamat (*greeting card*), sangat pendek dan sederhana. | 4.4.1 Mengidentifikasi tujuan dari teks Kartu ucapan selamat (Greeting Cards) <br> 4.4.2 Menentukan informasi rinci dari teks undangan pribadi |
| 4.5 Menyusun teks tulis Kartu ucapan selamat (Greeting Cards) dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, | 4.2.1 Menulis teks tulis sederhana berbentuk |

| | |
|---|---|
| dengan memperhatikan fungsi sosial, | |
| 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. | 2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman |
| 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman | 2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman |

C. TUJUAN PEMBELAJARAN
1. Disajikan teks lisan sederhana teks Kartu ucapan selamat (Greeting Cards) siswa dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
2. Disajikan teks lisan sederhana teks Kartu ucapan selamat (Greeting Cards) siswa dapat menyebutkan ungkapan tersebut dengan benar
3. Disajikan teks lisan sederhana Kartu ucapan selamat (Greeting Cards) siswa dapat merespon ungkapan tersebut dengan benar.
4. Disajikan teks tulis sederhana Kartu ucapan selamat (Greeting Cards) siswa dapat menentukan gambaran umum teks tersebut
5. Disajikan teks tulis sederhana Kartu ucapan selamat (Greeting Cards) siswa dapat menentukan informasi rinci teks tersebut
4. siswa dapat menulis teks tulis sederhana Kartu ucapan selamat (Greeting Cards) dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana teks Kartu ucapan selamat (Greeting Cards) siswa dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6. Disajikan teks lisan sederhanateks Kartu ucapan selamat (Greeting Cards) siswa dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

D. MATERI PEMBELAJARAN
**Teks tulis ( ucapan selamat (*greeting card*) sangat pendek dan sederhana**

*Fungsi sosial*

Menjaga hubungan interpersonal dengan guru dan teman

*Struktur text*

a. Menyebutkan tujuan dari (ucapan selamat (*greeting card*).
b. Menyebutkan informasi rinci dari (ucapan selamat)

*Unsur kebahasaan*

(1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.
(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
(3) Ucapan, tekanan kata, intonasi
(4) Ejaan dan tanda baca
(5) Tulisan tangan

*Topik*

Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.

*Multimedia*:

Layout dan dekorasi yang membuat tampilan teks lebih menarik.

E. METODE PEMBELAJARAN
Cooperative Learning dengan strategy Tea Party

F. MEDIA DAN ALAT PEMBELAJARAN
    Media              : Gambar, card
    Alat               : white board, marker, Laptop,projector,flashcard
    Sumber belajar    : Buku Bahasa Inggris, When English Rings a bell Kelas 8 ,
                           hal: 115

G. LANGKAH-LANGKAH PEMBELAJARAN
    Pertemuan 1 dan 2

| Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|---|---|---|
| Pendahuluan | • Menyapa Siswa<br>• Sosial chat, menayakan kabar, keadaan, aktivitas sehari-hari yang berkaitan pada topik hari ini.<br>• Memberi motivasi pada siswa (question and answer)<br>• Menjelaskan topik pembelajaran<br>• Menjelaskan tujuan pembelajaran | 10 menit |
| Inti | • Guru memilih 10 teks tulis kartu ucapan selamat (greeting cards)<br>• Guru menulis teks tulis kartu ucapan | 60 menit |

| | selamat (greeting cards) di kertas sesuai dengan jumlah siswa | |
|---|---|---|
| | • Guru membagikan kartu kepada setiap siswa dan meminta siswa membacanya secara perlahan | |
| | • Siswa berpindah pindah tempat untuk membacakan teks tulis ucapan selamat pada kartu tersebut kepada setiap teman kelasnya | |
| | • Siswa membuat kelompok dan mendiskusiakan makna dari teks tulis ucapan selamat yang ada pada kartu | |
| | • Setiap siswa membuat prediksi dan pertanyaan | |
| | • Siswa membaca teks tulis ucapan selamat tersebut dan mengecek ketepatan prediksi mereka dan menjawab pertanyaan siswa yang lain | |
| Penutup | • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa di pandu guru melakukan refleksi | 10 menit |
| | • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah bisa menggunakan ungkapan meminta perhatian beserta responnya | |
| | • Guru memberikan solusi tentang kesulitan siswa selama proses pembelajaran | |
| | • Bersama siswa, guru menyimpulkan materi yang telah diajarkan | |
| | • Siswa diberi tugas untuk mempelajari materi yang sudah diajarkan dan menggunakannya di dalam dan di luar kelas | |

## H. PENILAIAN HASIL BELAJAR
1. Teknik Penilaian　　　　　: Unjuk kerja
2. Bentuk　　　　　　　　　: Tes tulis Membuat  teks Kartu ucapan selamat (Greeting Cards)
3. Instrumen　　　　　　　　:  Make an greeting card based to the theme below
(terlampir)

**Rubrik Penilaian Aspek Keterampilan Menulis:**

| No | Aspek yang Dinilai | Kriteria | Score |
|---|---|---|---|
| 1 | Tujuan Komunikasi | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 2 | Keruntutan teks | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 3 | Pilihan Kata | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 4 | Pilihan Tata Bahasa | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 5 | Kreatifitas | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| | | Total | 20 |
| | | Total Score | 20x5=100 |

**Rubrik Penilaian Aspek Sikap**

| No | Aspek yang Dinilai | Kriteria | Score |
|---|---|---|---|
| 1 | Santun (Respect) | Sangat sering menunjukan sikap santun<br>Sering menunjukan sikap santun<br>Beberapa kali menunjukan sikap santun<br>Pernah menunjukan sikap santun<br>Tidak pernah menunjukan sikap santun | 5<br>4<br>3<br>2<br>1 |
| 2 | Bertanggung jawab (responsible) | Sangat sering menunjukan sikap bertangungjawab<br>Sering menunjukan sikap bertanggungjawab<br>Beberapa kali menunjukan sikap bertanggungjawab<br>Pernah menunjukan sikap bertanggungjawab<br>Tidak pernah menunjukan sikap bertanggung | 5<br>4<br>3<br>2<br>1 |
| 3 | Jujur (honest) | Sangat sering menunjukan sikap kerjasama<br>Sering menunjukan sikap kerjasama<br>Beberapa kali menunjukan sikap kerjasama<br>Pernah menunjukan sikap kerjasama<br>Tidak pernah menunjukan sikap kerjasama | 5<br>4<br>3<br>2<br>1 |
| 4 | Disiplin (discipline) | Sangat sering menunjukan sikap disiplin<br>Sering menunjukan sikap disiplin<br>Beberapa kali menunjukan sikap disiplin<br>Pernah menunjukan sikap disiplin<br>Tidak pernah menunjukan sikap disiplin | 5<br>4<br>3<br>2<br>1 |
| 5 | Percaya diri (confidence) | Sangat sering menunjukan sikap percaya diri<br>Sering menunjukan sikap percaya diri<br>Beberapa kali menunjukan sikap percaya diri<br>Pernah menunjukan sikap percaya diri | 5<br>4<br>3<br>2<br>1 |

| | | Tidak pernah menunjukan sikap percaya diri | |
|---|---|---|---|
| | | | |

<div align="right">Makassar,   Juli 2017</div>

<div align="center">Mengetahui,</div>

Guru Mata Pelajaran                                    Mahasiswi Peniliti


ROSIANA  K                                                  JUMRIANA  S
NIP: 19620807 1987032                           NIM : 105355 476 13

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 31 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Tulis Undangan Pribadi
Alokasi Waktu : 4 x 40 menit

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

B. KOMPETENSI DAS AR DAN INDIKATOR
1. KOMPETENSI DASAR

| 3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks Undangan pribadi dan ucapan selamat (*greeting card*), sesuai dengan konteks penggunaannya | 3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari teks Undangan pribadi<br>3.4.2 Menyebutkan teks Undangan pribadi<br>3.4.3 Merespon teks Undangan pribadi |
|---|---|
| 4.4 Menangkap makna Undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana. | 4.4.1 Mengidentifikasi tujuan dari teks Undangan pribadi<br>4.4.2 Menentukan informasi rinci dari teks undangan pribadi |
| 4.5 Menyusun teks tulis Undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, | 4.2.2 Menulis teks tulis sederhana berbentuk undangan |
| 2.1 Menunjukkan perilaku santun dan | 2.1.2 Menunjukkan sikap santun dan |

| peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. | peduli dalam melaksanakan komunikasi dengan guru dan teman |
|---|---|
| 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman | 2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman |

F.  TUJUAN PEMBELAJARAN
6. Disajikan teks lisan sederhana teks Undangan pribadi siswa dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
7. Disajikan teks lisan sederhana teks Undangan pribadi  siswa dapat menyebutkan ungkapan tersebut dengan benar
8. Disajikan teks lisan sederhana  Undangan pribadi siswa dapat merespon ungkapan tersebut dengan benar.
9. Disajikan teks tulis sederhana Undangan pribadi siswa dapat  menentukan gambaran umum teks tersebut
10. Disajikan teks tulis sederhana Undangan pribadi siswa dapat menentukan informasi rinci teks tersebut
4.  siswa dapat menulis teks tulis sederhana  Undangan pribadi dengan unsur kebahasaan dan struktur teks yang   benar.
5.  Disajikan  teks lisan sederhana teks Undangan pribadi siswa dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6.  Disajikan teks lisan sederhana teks Undangan pribadi siswa dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

G.  MATERI PEMBELAJARAN

**Teks tulis (a) undangan pribadi sangat pendek dan sederhana**

*Fungsi sosial*

Menjaga hubungan interpersonal dengan guru dan teman

*Struktur text*

c. Menyebutkan tujuan dari (a) undangan pribadi
d. Menyebutkan informasi rinci dari (a) undangan pribadi

*Unsur kebahasaan*

(6) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.
(7) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
(8) Ucapan, tekanan kata, intonasi
(9) Ejaan dan tanda baca
(10)  Tulisan tangan

*Topik*

Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.

*Multimedia*:

Layout dan dekorasi yang membuat tampilan teks lebih menarik.

H. METODE PEMBELAJARAN
Cooperative Learning dengan strategy Tea Party

F. MEDIA DAN ALAT PEMBELAJARAN
    Media              : Gambar, card
    Alat                : white board, marker, Laptop,projector,flashcard
    Sumber belajar   : Buku Bahasa Inggris, When English Rings a bell Kelas 8 ,
                            hal: 115
F. LANGKAH-LANGKAH PEMBELAJARAN
    Pertemuan 3 dan 4

| Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|---|---|---|
| Pendahuluan | • Menyapa Siswa<br>• Sosial chat, menayakan kabar, keadaan, aktivitas sehari-hari yang berkaitan pada topik hari ini.<br>• Memberi motivasi pada siswa (question and answer)<br>• Menjelaskan topik pembelajaran<br>• Menjelaskan tujuan pembelajaran | 10 menit |
| Inti | • Guru memilih 10 teks tulis undangan pribadi<br>• Guru menulis teks tulis undangan pribadi di kertas sesuai dengan jumlah siswa<br>• Guru membagikan kartu kepada setiap | 60 menit |

| | | siswa dan meminta siswa membacanya secara perlahan | |
|---|---|---|---|
| | | • Siswa berpindah pindah tempat untuk membacakan teks tulis pada kartu tersebut kepada setiap teman kelasnya | |
| | | • Siswa membuat kelompok dan mendiskusiakan makna dari teks tulis undangan pribadi yang ada pada kartu | |
| | | • Setiap siswa membuat prediksi dan pertanyaan | |
| | | • Siswa membaca teks tulis undangan pribadi tersebut dan mengecek ketepatan prediksi mereka dan menjawab pertanyaan siswa yang lain | |
| Penutup | | • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa di pandu guru melakukan refleksi | 10 menit |
| | | • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah bisa menggunakan ungkapan meminta perhatian beserta responnya | |
| | | • Guru memberikan solusi tentang kesulitan siswa selama proses pembelajaran | |
| | | • Bersama siswa, guru menyimpulkan materi yang telah diajarkan | |
| | | • Siswa diberi tugas untuk mempelajari materi yang sudah diajarkan dan menggunakannya di dalam dan di luar kelas | |

## H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes tulis Membuat teks Undangan pribadi

3. Instrumen : Make an invitation based to the theme below (terlampir)

Now, create your own personal invitation card!

| No | Aspek yang Dinilai | Kriteria | Score |
|---|---|---|---|
| 1 | Tujuan Komunikasi | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 2 | Keruntutan teks | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 3 | Pilihan Kata | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 4 | Pilihan Tata Bahasa | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| 5 | Kreatifitas | Excellent | 4 |
| | | Good | 3 |
| | | Fair | 2 |
| | | Poor | 1 |
| | | Total | 20 |
| | | Total Score | 20x5=100 |

**Rubrik Penilaian Aspek Sikap**

| No | Aspek yang Dinilai | Kriteria | Score |
|---|---|---|---|
| 1 | Santun (Respect) | Sangat sering menunjukan sikap santun<br>Sering menunjukan sikap santun<br>Beberapa kali menunjukan sikap santun<br>Pernah menunjukan sikap santun<br>Tidak pernah menunjukan sikap santun | 5<br>4<br>3<br>2<br>1 |
| 2 | bertanggungjawab (responsible) | Sangat sering menunjukan sikap bertangungjawab<br>Sering menunjukan sikap bertanggungjawab<br>Beberapa kali menunjukan sikap bertanggungjawab<br>Pernah menunjukan sikap bertanggungjawab<br>Tidak pernah menunjukan sikap bertanggung | 5<br>4<br>3<br>2<br>1 |
| 3 | Jujur (honest) | Sangat sering menunjukan sikap kerjasama<br>Sering menunjukan sikap kerjasama<br>Beberapa kali menunjukan sikap kerjasama<br>Pernah menunjukan sikap kerjasama<br>Tidak pernah menunjukan sikap kerjasama | 5<br>4<br>3<br>2<br>1 |
| 4 | Disiplin (discipline) | Sangat sering menunjukan sikap disiplin<br>Sering menunjukan sikap disiplin<br>Beberapa kali menunjukan sikap disiplin<br>Pernah menunjukan sikap disiplin<br>Tidak pernah menunjukan sikap disiplin | 5<br>4<br>3<br>2<br>1 |

| 5 | Percaya diri (confidence) | Sangat sering menunjukan sikap percaya diri | 5 |
| | | Sering menunjukan sikap percaya diri | 4 |
| | | Beberapa kali menunjukan sikap percaya diri | 3 |
| | | Pernah menunjukan sikap percaya diri | 2 |
| | | Tidak pernah menunjukan sikap percaya diri | 1 |

Makassar,  Juli 2017

Mengetahui,

Guru Mata Pelajaran                                    Mahasiswi Peneliti

ROSIANA K                                                  JUMRIANA S
NIP :19620807 1987032                              NIM : 105355 476 13

## APPENDIX I

## TEACHING MATERIALS

The first meeting

Instruction:

a. The teacher explains the strategy is applied in the research about vocabulary mastery using greeting cards.
b. The teacher will be getting and engaging their interesting by giving an instruction and take a note.
c. The teacher will give instruction to open the book "**When English Rings The Bell"** pages 115
d. The teacher will explain the topic about "**You Are Invited"** by introducing of the new words in the greeting cards.
e. The teacher gives an example of the greeting cards to the students.
f. The teacher applying process of tea party strategy.
g. After that, now the teacher will give an example additional information about the words and it is used in context, example: dear, from, congratulation, etc.
h. The teacher gives the task.

TASK 1



Now, would you like to create your own greeting card? Don't forget to decorate it!

The second materia

Instruction:

a. The teacher will ask or flashback to memorizing about before materials.
b. The teacher explains the strategy is applied in the research about vocabulary mastery using greeting cards.
c. The teacher will be getting and engaging their interesting by giving an instruction and take a note.
d. The teacher will give instruction to open the book "**When English Rings The Bell"** pages 115

e.  The teacher will explain the topic about "**You Are Invited"** by introducing of the new words in the greeting cards.
f.  The teacher applying process of tea party strategy.
g.  After that, now the teacher will give an example additional information about the words and it is used in context., example: happy birthday, happy mother's day, etc.
h.  The teacher will guide the students and give assessment related to the media that will show by the teacher to see the feedback of the students.

TASK 2



Dear Lina,

Happy birthday. I wish you all the best,

From: Siti

Answer the question based on the greeting card above!
1.  Who is sent a greeting card?
2.  Who is receives a greeting card?
3.  What the content of the greeting card?

# TEACHING MATERIALS

The third meeting

Instruction:

a. The teacher explains the strategy is applied in the research about vocabulary mastery using personal invitation.
b. The teacher will be getting and engaging their interesting by giving an instruction and take a note.
c. The teacher will give instruction to open the book "**When English Rings The Bell"** pages 115
d. The teacher will explain the topic about "**You Are Invited"** by introducing of the new words in the personal invitation.
e. The teacher gives an example of the personal invitation to the students.
f. The teacher applying process of tea party strategy.
g. After that, now the teacher will give an example additional information about the words and it is used in context, example: invited, party , celebrate, etc.
h. The teacher gives the task.

TASK 3

Now, create your own personal invitation card!

The fourth materials

Instruction:

a. The teacher will ask or flashback to memorizing about before materials.
b. The teacher explains the strategy is applied in the research about vocabulary mastery using personal invitation.
c. The teacher will be getting and engaging their interesting by giving an instruction and take a note.

d.  The teacher will give instruction to open the book "**When English Rings The Bell**" pages 115
e.  The teacher will explain the topic about "**You Are Invited**" by introducing of the new words in the personal invitation.
f.  The teacher applying process of tea party strategy.
g.  After that, now the teacher will give example additional information about the words and it is used in context, example: surprise, please, reunion, wedding, costume party, etc.
h.  The teacher will guide the students and give assessment related to the media that will show by the teacher to see the feedback of the students.



TASK 4

1.  Give the information about invitation cards above!
2.  Classified the words into the suitable class words!
3.  Write the meaning of the words in invitation cards above!

**APPENDIX J**

**The Instrument**

PRE-TEST

NAME:                                                    CLASS:

Kerjakan soal – soal di bawah ini dengan benar dan tepat!

a. Write the meaning of the words below
　　1. Bag
　　2. Book
　　3. Two rulers
　　4. Bed
　　5. Three spoons

b. Match the meaning of the words below
　　6. Class　　　　　a. Not dirty
　　7. Shoes　　　　　b. Not difficult
　　8. Clean　　　　　c. A thing use in feet for to go another place or go to
　　　　school
　　9. Ask　　　　　　d. A group of students who are taught together at
　　　　school
　　10. Easy　　　　　e. To put a question to someone, or to answer from
　　　　someone

c. Classified the following words into the suitable class words
　　11. Class　　　　　16. Think
　　12. Learn　　　　　17. Shoes
　　13. Clean　　　　　18. Good
　　14. Picture　　　　19. Beautiful
　　15. Delicious　　　20. Smart

| NOUN | ADJECTIVE | VERB |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

KEY ANSWER OF PRE-TEST

Kerjakan soal – soal di bawah ini dengan benar dan tepat!

a. Write the meaning of the words below
   1. Bag              = tas
   2. Book             = buku
   3. Two rulers       = dua penggaris
   4. Bed              = tempat tidur
   5. Three spoons     = tiga sendok

b. Match the meaning of the words below
   6. Class          a. Not dirty
   7. Shoes          b. Not difficult
   8. Clean          c. A thing use in feet for to go another place or go to
      school
   9. Ask            d. A group of students who are taught together at
      school
   10. Easy          e. To put a question to someone, or to answer from
      someone

c. Classified the following words into the suitable class words
   11. Class          16. Think
   12. Learn          17. Shoes
   13. Clean          18. Good
   14. Picture        19. Beautiful
   15. Delicious      20. Smart

| NOUN | ADJECTIVE | VERB |
|---|---|---|
| Class | Clean | Learn |
| Picture | Delicious | Think |
| Shoes | Good | |
| | Smart | |
| | Beautiful | |

KEY ANSWER OF POST – TEST

Kerjakan soal – soal di bawah ini dengan benar dan tepat!

a. Write the meaning of the words below
1. Congratulation = Ucapan selamat
2. Party = Pesta
3. Happy = Bahagia / Senang
4. From = Dari
5. Date = Buat / Tanggal

b. Match the meaning of the words below
6. Class            a. Not dirty
7. Shoes            b. Not difficult
8. Clean            c. A thing use in feet for to go another place or go to
   school
9. Ask              d. A group of students who are taught together at
   school
10. Easy            e. To put a question to someone, or to answer from
    someone

c. Classified the following words into the suitable class words

| | |
|---|---|
| 11. Greeting | 16. Happy |
| 12. Card | 17. Good |
| 13. Invited | 18. Pretty |
| 14. Celebrate | 19. Birthday |
| 15. Party | 20. Come |

| NOUN | ADJECTIVE | VERB |
|---|---|---|
| Greeting | Happy | Invited |
| Card | Good | Come |
| Party | Pretty | Celebrate |
| Birthday | | |

POST – TEST

NAME:                                          CLASS:

Kerjakan soal – soal di bawah ini dengan benar dan tepat!

a. Write the meaning of the words below
   1. Congratulation
   2. Party
   3. Happy
   4. From
   5. Date

b. Match the meaning of the words below

   6. Class                a. Not dirty
   7. Shoes                b. Not difficult
   8. Clean                c. A thing use in feet for to go another place or go to
      school
   9. Ask                  d. A group of students who are taught together at
      school
   10. Easy                e. To put a question to someone, or to answer from
       someone

c. Classified the following words into the suitable class words

   11. Greeting        16. Happy
   12. Card            17. Good
   13. Invited         18. Pretty
   14. Celebrate       19. Birthday
   15. Party           20. Come

| NOUN | ADJECTIVE | VERB |
|------|-----------|------|
|      |           |      |
|      |           |      |
|      |           |      |
|      |           |      |

# APPENDIX K

# DOCUMENTATION

**PRE-TEST**



**TREATMENT**

**POST-TEST**

# CURRICULUM VITAE

The researcher, **Jumriana S**, was born on November 11th, 1994 in Ujung Pandang, South Sulawesi. She is the last child from five siblings of the couple Sihe and Rumi. In 2000, she started her education in SDN Bontojai Makassar and graduated in 2006. She continued her study in SMPN 30 Makassar and graduated in 2009. Then she continued her study in SMK Mastar Makassar and graduated in 2012. She continued her study at the University of Muhammadiyah Makassar in English Departemen 2013-2018.