A COMPARATIVE STUDY OF STUDENTS' VOCABULARY ACHIEVEMENT USING SILENT WAY METHOD AND DIRECT METHOD

(*A Quasi Experimental Research at the First Grade of SMP Negeri 3 Pallangga, Gowa*)

A THESIS

Submitted to the Faculty of Teachers Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the requirement for the degree of Education of English department

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTO

"START WHERE YOU ARE. USE WHAT YOU HAVE. DO WHAT YOU CAN".

"I dedicated this thesis

to my beloved parents, family, and all my friends.

Thank you for your supporting"

ABSTRACT

Muh. Akbar Ikramullah. 2017. *A Comparative Study of Students' Vocabulary Achievement Using Silent Way and Direct Method (A Quasi Experimental Research at the First Grade of SMP Negeri 3 Pallangga, Gowa)*. A thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Nur Qalbi and Hj. Ilmiah.

The objective of this research was to know the significant difference between the students taught through silent way and the students taught through direct method.

This research employed quasi-experimental design. This type of research involves two classes with Experimental class and Control class. There were two variables, namely independent variable (The independent variable was use of silent way method) and dependent variable (The dependent variable was use direct method). The population of this research was the first grade of SMP Negeri 3 Pallangga Gowa in academic year 2017/2018. The sample were taken by using purposive sampling technique. The sample of this research were VII.4 that consist of 31 students as experimental group and VII. 5 that consist of 33 students as control group.

The instrument of this research was multiple choice and find the meaning. The findings of the research showed the students' achievement obtained from the test. The research found that the result of the students' mean score of post-test (8.6) in experimental group was greater than the mean score of post test (7.8) in control group. The standard deviation of post-test in experimental group was 0.88 and the standard deviation of post-test in control group was 0.95. The value of t-test (3.636) was greater than t-table (2.000) at the level of significance 0.05 with degree of freedom (df) = 62. Therefore, hypothesis H0 was rejected and H1 was accepted. Based on the finding and discussion of this research, the researcher concluded that there was a significant difference between silent way method and direct method of the students at class VII.4 and VII.5 of SMP Negeri 3 Pallangga, Gowa and silent way method was better than direct method of students' vocabulary achievement.

Keywords : Silent Way, Direct Method, and Vocabulary.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

As we know, one of the most important elements in learning English is vocabulary. The ability to communicate and convey our social need cannot be delivered without having enough vocabulary. Vocabulary is one of the most important aspects in English mastery because the ability of the students to read and comprehend the subject is relatively determined by their vocabularies. Learning vocabulary for young learners is fundamental because the ability of students to learn English especially to read as well to comprehend the subject is determined by vocabularies and if the learners have unlimited vocabularies, the ability to communicate and to convey their need cannot be delivered. Beside that, vocabulary is one of the important elements in building up English prophecy of the learners. It is impossible to express our ideas, emotion, feeling and desire without enough vocabularies.

Vocabulary is one of English components or sub skill that must be teach to the learners because vocabulary has the primary role for all languages. In other words is the first that to be master for language learner in learning language especially English is vocabulary. In teaching vocabulary is not only to give the meaning of the word but teach how the word work in sentences, because there are many words that have multiple meaning, in this case will be focus on noun and verb in teaching vocabulary.

Vocabulary as one among other language elements needs more emphasis in teaching English. With sufficient vocabulary, people can communicate more easily with other people, especially in oral communications. In learning vocabulary, students are usually given certain amount of words. Some students try to do every effort to memorize the words but most of them are too lazy to memorize the given words. In order to solve such problem, the teacher of English should find a good way to make the students master the given vocabulary.

The teachers' role in applying interesting teaching methods is one of the important factors in creating a good atmosphere in the classroom activities. They should know how to build the learners interest during the class and how to design material which one easy to be understood by students. Teacher should be able to develop any kind of material so that learning vocabulary will not become such a boring and monotones things. In teaching vocabulary, the teacher provided single word stimuli once or twice, and then the students refined their understanding and pronunciation among themselves with minimal corrective feedback from the teacher (Brown, 2004:29).

The Characteristics that the proposed method should have are: The method should give enough chance for the students to use the target vocabulary in contextual situation and the method should have sufficient theoretical and logical bases to ensure their applicability in the teaching and learning process.

In this case, the writer will choose two methods, namely: Silent Way and Direct Method. In Silent Way, teaching learning is facilitated if the students learn

based on the self-correction. In this method, the role of language teachers is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible (Setiyadi, 2006:76). While in Direct Method, correct pronunciation and grammar are emphasized by the teacher. It makes the students not independent and responsible by themselves. So, this way makes students independent, autonomous, and responsible. It means that the teachers have to make the students rely on themselves. The students can produce any sound and the teacher will never ask anybody else to do it for them. So, the students are hope to be responsible for the vocabulary that they select or produce based on acceptable forms. Furthermore, in Silent Way the teacher functions as a guide, an organizer, a resource, and as an evaluator.

Based on the explanation above, the researcher wants to do a research to see which of the two methods is more effective for teaching vocabulary at SMPN 3 Pallangga, Gowa.

B. Problem Statement

Based on the background above, the researcher formulated the problem of the research as follows: "Is there any significant difference of vocabulary achievement between the students who are taught through silent way and the students who are taught through direct method"?

C. Objectives of the Research

In relation to problem statement above, the objective of this research is to know whether there is significant difference between the students taught through silent way and the students taught through direct method.

D. Significance of the Research

The result of the research is expected to be usefull and could be bring the students to improve their mastery on vocabulary easily, and for the teacher is gave additional information about the method in teaching English and become an alternative teaching, especially for teaching vocabulary.

E. Scope of the Research

This research is restrict in learning English vocabulary to improve the student's achievement, especially in teaching nouns and verbs at the first Grade students of SMP Negeri 3 Pallangga, Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, the researcher takes review of related literature from the other thesis:

Fandi Ahmad (2014) in a thesis *The Effect of Direct Method on Student's Vocabulary Mastering*. This research used quantitative method, the result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method. Direct Method has served a positive influence. So, it can be concluded that direct method has positive effect to the first grade students of SMA in teaching vocabulary.

Akhmad Amri (2012) in his thesis about *Improving The Students' Speaking Ability Through Silent Way Method at the Second Year Students of SMAN 10 Bandar Lampung* found that teaching speaking skill through silent way method has positive effect in improving the students' speaking ability. Because this method encourages the students to be more active in producing as much language as possible. It means that students will have a great chance to practice their English language orally as much as possible in order to improve their speaking ability.

Siti Naimatus, Shoiruroh, (2012) in her thesis about *The Effectiveness of Using Silent Way Method on Vocabulary Achievement of the Seventh Grade Students of MTs Assyafi'iyah Gondang Tulungagung*. Teaching vocabulary

using Silent Way Method makes students feel enjoy and more enthusiasm when they are studying English. Meanwhile, they can enlarge their vocabulary mastery and they can remember the meaning of the words.

Based on the previous findings above, this research have the similarity with them because this research using silent way and direct method to improve students' vocabulary achievement. While the difference this research just focus on one method.

B. Some Concepts

    1. Vocabulary

        a. Definition of Vocabulary

Some scholars give some definition of vocabulary as shown below:

Good (1973:624) defines vocabulary as content and function words of language which are learned so throughly so that become part of child's understanding, speaking, and later reading and writing vocabulary. It also means words having been heard or seen even though not produced by individual himself to communicate with others.

Another definition of vocabulary is from Webster's (1983:304). He states that vocabulary is a list of word and sometimes phrase usually arranged in alphabetical other and defined: advection, glossers, or lexicon. All the words used by particular person, although not necessary used by them.

There are many definition of vocabulary. Hornby (1989:1447) states that vocabulary are:

1) All the word that a person knows or uses

2) All the word in a particular language

3) The word that people use when they are talking ab out a particular subject and list of words with their meaning especially in book for learning a foreign language.

Vocabulary is the fundamental requirement that influence the students achievement in studying English, without vocabulary there is no communicate, read, and write can conveyed (Nuraeni 2011:4).

Vocabulary refers to words we use to communicate in oral and print language Hanson & Jennifer (2011:5). While Cluston (2013:2) define vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

Brown (1994:366) views vocabulary on two ideas, they are:

a) Vocabulary is the content and function words of language, which are learned through by that they become a part of child's understanding speaking, reading, and writing.

b) Vocabulary is word having meaning when hear of seen event thought the individual produced when the communicating with others.

Based on the definition above, the concludes that vocabulary is a list of words which have meaning and it arrange alphabetically, recognized and understood by a particular person in speaking, listening, reading, and

writing. The writer can also say that vocabulary is simply of the words of a language which have meaning and function.

b. Types of Vocabulary

Vocabulary is the stock of lexical item in a language. For the purpose of learning and teaching activities, vocabulary classified into two kinds, namely:

1) *Receptive vocabulary* refers to the words for lexical items which can be recoqnized and comprehend in the context of reading and listening.

2) *Productive vocabulary* refers to the words which can be recalled and used appropriately in writing and speech, (Legget, 1982:149).

However, sometimes both reseptive and productive vocabulary are difficult to be distinguished because a word that a students has in his reseptive store may suddenly become productive if the situation or context provokes to be a permanent state of affairs.

Similarly with Good in Jumiati, Harmer (1991:159) classifies vocabulary into type also, namely active and passive vocabulary. To Harmer, active vocabulary refers to words that students have learned and are expected to able to use in communication, while passive vocabulary refers to words that students will recognize when they meet them, although they will be probably not able to use them.

According to Neufelds and Guralnik (1995:1494), Mentioned types of vocabulary, namely active and passive vocabulary. Where, active vocabulary is all the words recognized and understood by a particular

person, although not necessarily used. While passive vocabulary is an interrelated group of nonverbal symbols, sings gestures and so on. It is used for communication or expession in particular art skill, ect. While, Gaims and Redman (1986:64), states that there are two kinds of vocabularies; they are receptive vocabulary and productive vocabulary. Reseptive vocabulary refers to language items which are merely known and recognized in the context of reading and listening material. The productive vocabulary is the language items which learner can recall and use in speech and writing appropriately. Them, either reseptive or productive vocabulary is often called 'passive' and 'active' vocabulary.

A person's knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. According Good in Anti (2009:6) says that there are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word's meaning, forms and how to use it.

a) Vocabulary is a passive one. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

b) Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation, and if there is visual contact with the speaker, by gestures and facial expressions. Listening is like reading an interpretational form of vocabulary.

c) Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

d) Speaking is one of the types of vocabulary that demonstrates a person's knowledge of word's. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

c. Teaching of Vocabulary

Wallace (1982:27) indicates nine principles of teaching and learning vocabulary as follows:

1) Aims

In teaching vocabulary, we have to be cleared about aims. How many vocabulary listed we expected the students or learners to be able to do. If this first stage is not clear, the learning process will be difficult.

2) Quantity

        Quantity or number of words to be teach should be the second concern. Five to seven words would be chosen if the teacher wants them to be students' active vocabulary. After gaining this target, the teacher should add one word to prevent the students confused discharged, and frustrated.

3) Need

        Teacher should consider various meaning words, students' background and language need. Teacher should create the situation that encourages the students to communicate and get the words they need.

4) Frequent exposure and repetition

        Certain amount of repetition is necessary and there must be evidence as indicator to see the students' achievement in learning. Teacher should measure recognition and production skills.

5) Meaningful presentation

        Teacher introduces new words with clear explanation and decides what denotation or word reference, they intend to teach. The presentation should be perfect, meaningful and unambiguous.

6) Situation

        Teacher should have a feeling to the students' situation and condition. This can be a tool for them to know when students are ready to accept the material.

7) Learning vocabulary in context

       Words are very seldom in isolation. It is important for students to see the words in useful collection what the words occur in it. In other words, the words should appear in natural environment, amount the words they naturally collate with them.

8) Learning vocabulary in the mother language and in the target language

       Teacher should use words of students' mother tongue to compare with those in the target language to see the similarity and difference of the words.

9) Guessing procedures in vocabulary

       Guessing in one way to learn vocabulary. Students guess the words' meaning by hearing, sometimes read them in certain context, guess the meaning, and then use them in certain situation. So, it is smart chosen to get this technique in teaching vocabulary situation.

d. Kinds of Vocabulary (Part of Speech)

       Many kinds "part of speech" that all english word commonly classifies into seven parts of speech, these are noun, verb, adjective, adverb, preposition, conjunction, and interjection, but in this part the researcher will be going to discuss only two part of speech, they are noun and verb.

1) **Noun**

According to Ba'dulu (2008:16), a noun is the word or word group that names a person, a place, an idea or a things (object, activity, quality, and condition), while Basri D (2008:1) says that a noun is a word used for naming a thing, a person, a place, and an idea.

2) **Verb**

According to Collin & Herman (1961:128), explain that a verb is word express action of states of being. Verb are action word, the more actions can notes, the more powerful they are the verb "to be", while Swan (1995:27) explain that a verb is a word which can be used with a subject to form basic of close sentence. A verb is one of the open word-classes. This is an important word class in English because it is used to make a statement. In other word that expresses an action or helps to make a statement is called a verb Basri (2008:15).

e. **The Important of vocabulary**

Vocabulary is an important factor in the language teaching and learning, especially in English because word as essential for communication, someone who has limited vocabularies will difficult to communicate with other. For the learners who learn English vocabulary helps them in learning four basic skills; speaking, reading, writing, and listening.

Knowing vocabulary is a basic matter in learning a foreign language. A good knowledge of vocabulary help students to express their ideas precisely.

According to Harmer (1991:448) "Vocabulary is the main basic to construc the ability in speaking and listening in oral communication. Without mastering vocabulary, students cannot communicate their ideas, emotion, and desires because vocabulary is important for understanding of knowing names of things, action and concepts, acquiring and adequate. According to Wilkins (1972) in Clouston (2013:2), say that "without grammar very little can be conveyed without vocabulary nothing be conveyed" having a wide range of knowledge of structure of vocabulary is supposed and requirement in studying english.

2. **Method**

   a. **Concept of Method**

   Hornby (1984:533) said that method is a way of doing something. Based on the definition above it means that method ia a way of teacher's efforts to make the teaching learning process to be effective.

   While Anthony (1986:16) said that a method is an overall plan for the orderly presentation of a language material, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic while a method is procedural.

The definition above are supported by Rogers (1986:16) who said that a method is theoretically related to approach which is organizationally determined by a design and is practically realized in procedures.

The two definition above mean that the approach and method are treated at the level of design, that level contain objectives, syllabus and content are determine on the role of teacher, learners and instructional material are specified, so design itself consist of steps and procedures of the teacher who should carry out in teaching in order to achieve the goal.

b. Silent Way Method

Silent way is the name of the method of language teaching devised by Caleb Gattecno in the 1960s. Gattegno's name is well known for his revival of interest in the use of colored wooden sticks called Cuisenaire rods and for his series Words in Colour, an approach to the teaching of initial reading in which sounds are coded by specific colors.

In this method, the role of language teachers is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage language learners to take a role in learning activities (Setiyadi, 2006:76). In other words, the time of learning teaching interaction should be given to language learners, not to the teacher.

According to Nikki (2007) the Silent Way is based on the theory that individuals should be at the center of their own learning, and that the teacher should largely be silent and subtly provide feedback while the students explore their own abilities. The method somewhat tries to mimic how we learn our native language, through independent exploration.

Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. (Cuisenaire rods were first developed by Georges Cuisenaire, a European educator who used them for the teaching of math. Gattegno had observed Cuisenaire and this gave him the idea for their use in language teaching).

c. **The Objective of Silent Way Method**

Students should able to use the language for self-expression to express their thougths, perceptions, and feelings. In order to help them achieve this, teachers emphasize self-reliance.Students are encouraged to actively explore the language, and to develop their own inner criteria as to what is linguistically acceptable.

Students become independent by relying on themselves. The teacher, therefore, should give them only what the absolutely need to promote their learning.

d. The General Principles and Characteristics of The Silent Way

1) A general principle of the Silent Way is respect for the students' capacity to work out language problems and recall information on their own with no verbalization and minimal help from the teacher.

2) Errors are indispensable and natural part of the learning process. Self-correction and peer-correction are emphasized. The teacher corrects the language only as a last resort.

3) Teachers can help more frequently and more effectively if they stop interfering.

4) Repetition consumes time and encourages the scattered mind to remain scattered. If the teacher avoids repetition strictly, this will force alertness and concentration on the part of the learner. By this way the efficiency in learning will be increased and the time will be saved for further learning.

5) Type of interaction: students' verbal interaction is desired and encouraged. The teacher's silence is one way to achieve this.

6) Students' native language: native language can be used to give instructions when it is necessary. Also native language can be used during the feedback sessions (at least for beginner levels). If the native language is not very essential then it is avoided.

7) Evaluation: although the teacher does not have to give a formal test, she/he assesses student learning all the time. One criterion of

whether or not students have learned is their ability to transfer what they have been studying to new contexts.

e. The Advantages of Silent Way Method

There are three advantages of silent way method:

1) This method fosters cooperative learning between individuals.

2) It embodies a new approach to education in general, a respect for the individual and an awareness of the individual's extraordinary cognitive powers.

3) If it is succeeded to teach the language the by using the rods without repeating too much, it will really save time and energy for both teachers students. The advocates of the Silent Way claim that the short-term memory is used artificially but well. The self-esteem of the students will be increased and this will enhance learning. By this way students will say 'I learned instead of I was taught well.

f. Direct Method

There are some methods in teaching. Anthony in Richards and Rogers (2001 : 14) described that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. One of the method called Direct Method. The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the

avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology.

g. **Principles of the Direct Method**

In the Direct Method, language is learned for communication, as Larsen-Freeman (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, Stern (1991) points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. These principles are seen in the following guidelines for teaching oral language, which are concluded as follows:

1) Never translate: demonstrate

2) Never explain: act

3) Never make a speech: ask questions

4) Never imitate mistakes: correct

5) Never speak with single words: use sentences

6) Never speak too much: make students speak much

7) Never use the book: use your lesson plan

8) Never jump around: follow your plan

9) Never go too fast: keep the pace of the student

10) Never speak too slowly: speak normally

h. The Advantages of Direct Method

1) Students always give attention

2) Students know much of words

3) Students can have pronunciation like native speaker

4) Learners often try on the conversation, especially topics which have teaching in the classroom

5) This method has principles which can be used by private schools which have few lessons and students

C. Conceptual Framework

Vocabulary is an element that support English language component skills. If the students have more vocabulary, it can make them to easily in express their ideas, feeling, emotion, etc. Vocabulary is very important in process of teaching and learning English.

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

Input	Process	Output
Students' Previous Knowledge	Teaching and Learning Vocabulary by Using Silent Way and Direct Method	The Students' Vocabulary Achievement
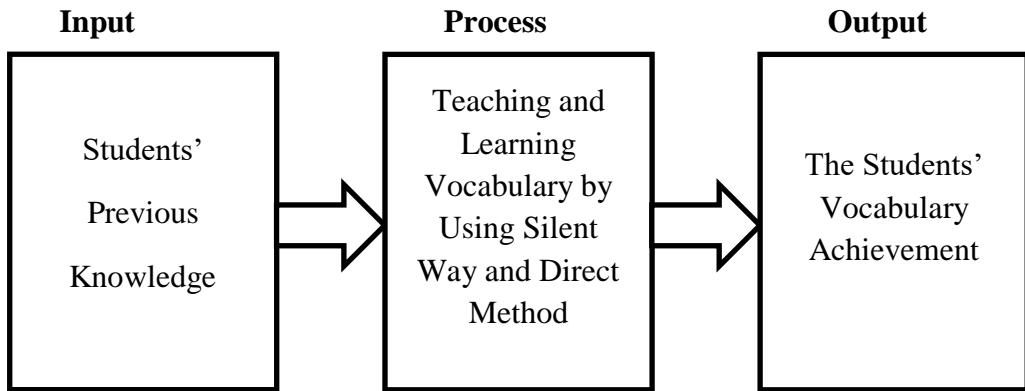
The three variable in the diagram will be described as follows:

Input : Refers to vocabulary materials, which will be practiced in the classroom

Process : The Implementation of the input variable in the classroom activities both teaching and learning vocabulary by using silent way and direct method.

Output : Students improvement in learning vocabulary by using silent way and direct method.

D. Hypothesis

According to Subana (2000: 177) the hypotesis test is used to prove whether the hypotesis proposed by the writer is accepted or not.

H_0 = There is no significant difference achievement between the students who are taught through silent way and who are taught through direct method.

H_1 = There is significant difference achievement between the students who are taught through silent way and who are taught through direct method.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quasi-experimental design. This type of the research involved two classes. The experimental group was taught used silent way, while the control group was taught used direct method. The two classes were compared to find out the difference on the students' score of vocabulary. The research design is describe as follows:

Class	Pre-test	Treatment	Post-test
E	O_1	X_1	O_2
C	O_1	X_0	O_2

Where :

E   : Experimental Group

C   : Control Group

O_1 : Pre-test

X_1 : Unusual Treatment by using Silent Way

X_0 : Control Treatment by usual treatment

O_2 : Post-test

(Gay, 1998: 255)

1. Experimental Group

   a. Pre-test

   Before giving treatment, the students were given pre-test. The pre-test was used to identify students' prior knowledge about vocabularies. It knew the students previous vocabulary before treatment.

   b. Treatment

   The treatment was conducted in the class for four meetings to the experimental group. The students were given the same activities for the first, second, third, and fourth meetings, but the material and its vocabularies were different. The steps of silent way method as follows:

   1) The researcher introduced the material to the class..

   2) The researcher gave explanation about parts of speech especially noun and verb.

   3) The researcher gave more examples of vocabularies about noun and verb and then translates it.

   4) The researcher asked the students to identify of noun and verb.

   5) The researcher wrote down the vocabulary on the whiteboard, and asked the students to translate.

   c. Post-test

   After giving treatments, the researcher gave the post-test to the students, which had the same item given in the pre-test. It aimed to find out the result of treatment, whether it was different from the pre-test or not.

2. Control Group

  a. Pre-test

      Before giving treatment, the students were given pre-test. The pre-test was used to identify students' prior knowledge about vocabularies. It knew the students previous vocabulary before treatment.

  b. Treatment

      The treatment was conducted in the class for four meetings to the control group. The students were given the same activities for the first, second, third, and fourth meetings, but the material and its vocabularies were different. The steps of direct method as follows:

      1) The researcher introduced the material to the class.

      2) The researcher gave explanation about vocabulary.

      3) The researcher gave more examples of kinds vocabularies and then translated it.

      4) The researcher asked the students to wrote the vocabulary and then asked them to translate it.

      5) The teacher gave examination.

  c. Post-test

      After giving treatments, the researcher gave the post-test to the students, which had the same item given in the pre-test. It aimed to find out the result of treatment, whether it was different from the pre-test or not.

B. Population and Sample

1. Population

   The population of the research is all the first grade (VII.1, VII.2, VII.3, VII.4, VII.5, VII.6, VII.7, VII.8, VII.9) of SMP Negeri 3 Pallangga, Gowa.

2. Sample

   The researcher used purposive sampling technique. And the researcher took only two classes that were VII.4 as the experimental group and VII.5 as the control group that consisted of 31-33 students.

C. Variable and Indicators

1. Variable

   In this research consisted of two variables, dependent variable and independent variable.

   a. Dependent Variable

   The dependent variable of this research is students' vocabulary achievement.

   b. Independent Variable

   Independent variable of this research is the use of Silent Way and Direct Method.

2. Indicators

   The indicators of this study are:

   a. The indicator of nouns is concrete noun.

   b. The indicator of verb is irregular verb.

D. Instrument of the Research

The research instrument was vocabulary test in the form of objective test. The test consisted of two kinds, there were the multiple choice and find the meaning. The test is divided into two parst, namely noun and verb. There were 10 items of multiple choice and 5 items of find the meaning. Therefore, there were 15 items of the test.

E. Technique of Data Collection

The data of this research used the students' vocabulary achievement related to noun and verb before and after the treatment. The researcher used tests as the instrument. There were pre-test and post-test.

1. Pre-test

The pre-test was gave in the beginning of attending class (pre-test was gave the writer doing the experiment) to know the students knowledge of the material that will be thought. The instrument consisted of 15 items test consisting of two types:

a. Multiple choice, there were 10 items and each item was scored 1, so the total score of this type was 10.

b. Find the meaning, there were 5 items and each item was scored 1, so the total score of this type was 5.

2. Treatment

After doing the pre-test, the researcher gave the treatment to the students as practice to know their vocabulary achievement. The treatment was conducted in two meetings and spend 90 minutes in each meeting.

3. Post-test

The research administered the post-test at the end of the research. It aimed to measure the students' vocabulary after the treatment. The post-test has the same procedures as the pre-test.

F. Technique of Data Analysis

To analyzed the data the researcher employed the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 1$$

(Depdikbud, 1985:8)

2. Classifying the score of the students' pre-test and post-test:

Score 9.6 – 10	: Excellent
Score 8.6 – 9.5	: Very Good
Score 7.6 – 8.5	: Good
Score 6.6 – 7.5	: Fairly Good
Score 5.6 – 6.5	: Fairly
Score 3.6 – 5.5	: Poor
Score 0 – 3.5	: Very Poor

(Depdikbud, 1985:6)

3. Computing the frequency and the rate percentage of the students' scores:

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

Where:

P = Percentage

F = Frequency

N = The total number of students

(Sudjana in Fatmawati, 2011:20)

4. Calculating the mean score of the students

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

Where: $\overline{X}$ = Mean score

Σx = The sum of all the scores

N = The total number of students

(Gay, 1981:361)

5. Finding out significant differences between silent way and direct method's score by calculating the value of the t-test. The following formula will be applied:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\dfrac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

Notation :   t   = test of significance difference

$\overline{X}_1$ = mean score of $\overline{X}_1$

$\overline{X}_2$ = mean score of $\overline{X}_2$

SS_1 = sum of score of X_1

SS_2 = sum of score of X_2

n_1 = number of case in X_1

n_2 = number of case in X_2

1   = consistant number

2   = number of class

(Gay, 1981: 127)

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, those are findings and discussions. The finding deals with the result of data analysis. The discussion deals with the explanation of the research result.

A. Findings

1. Score Classification Using Silent Way Method

Table 4. 1 Rate Percentage of Students' Vocabulary Achievement Using Silent Way Method

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	9.6 – 10	-	4	0%	13%
2.	Very Good	8.6 – 9.5	3	16	10%	52%
3.	Good	7.6 – 8.5	2	6	6%	19%
4.	Fairly Good	6.6 – 7.5	14	5	45%	16%
5.	Fairly	5.6 – 6.5	5	-	16%	0%
6.	Poor	3.6 – 5.5	7	-	23%	0%
7.	Very Poor	0 – 3.5	-	-	0%	0%
Total			**31**		**100%**	

The data in table 4. 1 above shows the frequency and percentage of students' vocabulary achievement using silent way method. From these table 4.1, it can be seen pre-test result that none of the students got 'Excellent' and 'Very Poor', there were 3 students (10%) classified into 'Very Good', 2 students (6%) classified into 'Good', 14 students (45%) classified into 'Fairly Good', 5 students (16%) classified into 'Fairly', and 7 students (23%) classified into 'Poor'. While, for post-test result, there were 4 students (13%) classified into 'Excellent', 16 students (52%) classified into 'Very Good', 6 students (19%) classified into 'Good', 5 students (16%) classified into 'Fairly Good', and none of the students got 'Fairly' 'Poor' and ' Very Poor'. So, based on the table above that the score classification of students' vocabulary achievement is "Very Good" classification in using silent way method because most of them (16 students) got very good classification score after treatment.

2. Score Classification Using Direct Method

Table 4. 2 Rate Percentage of Students' Vocabulary Achievement Using Direct Method

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	9.6 – 10	-	2	0%	6%
2.	Very Good	8.6 – 9.5	1	5	3%	15%
3.	Good	7.6 – 8.5	2	15	6%	46%
4.	Fairly Good	6.6 – 7.5	12	9	36%	27%
5.	Fairly	5.6 – 6.5	7	2	21%	6%
6.	Poor	3.6 – 5.5	8	-	24%	0%

7.	Very Poor	0 – 3.5	3	-	10%	0%
Total			**33**		**100%**	

The data in table 4. 2 above shows the frequency and percentage of students' vocabulary achievement using direct method. From these table 4.2, it can be seen pre-test result that none of the students got 'Excellent', there were 1 student (3%) classified into 'Very Good', 2 students (6%) classified into 'Good', 12 students (36%) classified into 'Fairly Good', 7 students (21%) classified into 'Fairly', 8 students (24%) classified into 'Poor', and 3 studenst (10%) classified into 'Very Poor'. While, for post-test result, there were 2 students (6%) classified into 'Excellent', 5 students (15%) classified into 'Very Good', 15 students (46%) classified into 'Good', 9 students (27%) classified into 'Fairly Good', 2 students (6%) classified into 'Fairly' and none of the students got 'Poor' and 'Very Poor'. So, based on the table above that the score classification of students' vocabulary achievement is "Good" classification in using direct method because most of them (15 students) got good classification score after treatment.

If table 4.1 and table 4.2 compared, it shows that the classification score of using silent way method is higher than the classification score of using direct method. These can be seen in 'Excellent' classification after treatment (post-test) where silent way method has 4 students whereas direct method has 2 students.

3. Mean Score and Standard Deviation of Using Silent Way and Direct Method

To know whether or not there is significant difference between silent way method and direct method, it is shown in the following table:

Table 4. 3 Mean Score and Standard Deviation of Using Silent Way and Direct Method

Group	Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Silent Way (Experimental)	6.6	8.6	1.23	0.88
Direct Method (Control)	5.9	7.8	1.36	0.95

Table 4. 3 shows that the students' mean score of pre-test in Silent Way (Experimental Group) was 6.6, while the students' mean score of post-test in silent way was 8.6, and the standard deviation of pre-test in silent way was 1.23, while the standard deviation of post-test in silent way was 0.88. In Direct Method (Control Group), the students' mean score of pre-test was 5.9, while the students' mean score of post-test in direct method was 7.8, and the standard deviation of pre-test in direct method was 1.36 while the standard deviation of post-test in direct method was 0.95.

4. **Test of Significance**

T-test value is used to know whether there is or not significant difference between using silent way and direct method in students' vocabulary achievement at the level significance 0.05 with degree of freedom (df) = N + N – 2 where N = number of students (64); df = 31 + 33 – 2 = 62, t-test statistical analysis for independent sample is employed. The following table shows the result of the t-test classification:

Table 4. 4 t-Test of the Students' Vocabulary Achievement

Variable	t-test value	t-table value	Remark
$X_1 - X_2$	3.636	2.000	Significantly different

The table above shows that t-test value was great than t-table. The result of the test shows there was significant difference between t-table and t-test (2.000 < 3.636), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis shows that there was significant difference between the silent way and direct method in vocabulary achievement.

B. Discussion

In this part, the discussion covers the interpretation of the research findings derived from the result of statistical analysis to depict the students' vocabulary achievement using silent way and direct method.

1. **The Students' Vocabulary Achievement through Silent Way Method**

   a. The students' for excellent score in pre-test was 0 student, it was 0%. And the students' for excellent score in post-test was 4 students, it was 13%.

   b. The students' for very good score in pre-test was 3 students, it was 10%. And the students' for very good score in post-test was 16 students, it was 52%.

   c. The students' for good score in pre-test was 2 students, it was 6%. And the students' for good score in post-test was 6 students, it was 19%.

d. The students' for fairly good score in pre-test was 14 students, it was 45%. And the students' for fairly good score in post-test was 5 students, it was 16%.

e. The students' for fairly score in pre-test was 5 students, it was 16%. And the students' for fairly score in post-test was 0 student, it was 0%.

f. The students' for poor score in pre-test was 7 students, it was 23%. And the students' for poor score in post-test was 0 student, it was 0%.

g. The students' for very poor score in pre-test was 0 student, it was 0%. And the students' for very poor score in post-test was 0 student, it was 0%.

The students' in pre-test's mean score was fairly good, it was 6.6. And the students' in post-test's mean score was very good, it was 8.6. It means that the students' vocabulary achievement had improved.

The students' in pre-test's standard deviation was 1.23 and the standard deviation of students in post-test had improved become 0.88.

2. The Students' Vocabulary Achievement through Direct Method

a. The students' for excellent score in pre-test was 0 student, it was 0%. And the students' for excellent score in post-test was 2 students, it was 6%.

b. The students' for very good score in pre-test was 1 student, it was 3%. And the students' for very good score in post-test was 5 students, it was 15%.

c. The students' for good score in pre-test was 2 students, it was 6%. And the students' for good score in post-test was 15 students, it was 46%.

d. The students' for fairly good score in pre-test was 12 students, it was 36%. And the students' for fairly good score in post-test was 9 students, it was 27%.

e. The students' for fairly score in pre-test was 7 students, it was 21%. And the students' for fairly score in post-test was 2 students, it was 6%.

f. The students' for poor score in pre-test was 8 students, it was 24%. And the students' for poor score in post-test was 0 student, it was 0%.

g. The students' for very poor score in pre-test was 3 students, it was 10%. And the students' for very poor score in post-test was 0 student, it was 0%.

The students' in pre-test's mean score was fairly, it was 5.9. And the students' in post-test's mean score was good, it was 7.8. It means that the students' vocabulary achievement had improved.

The students' in pre-test's standard deviation was 1.36 and the standard deviation of students in post-test had improved become 0.95.

After analyzing the data, it was founded that the mean score of silent way (experimental group) was 8.6 and the mean score of direct method (control group) was 7.8 after treatment of both.

The result of the t-test statistical analysis showed that there was significant difference between the experimental group who got treatment by using silent way and control group who got treatment by direct method. The statement was proved by the t-test value (3.636) which higher than t-table value (2.000), at the level of significance 0.05 and degree of freedom $(N_1 + N_2) - 2 = (31 + 33) - 2 = 62$. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Based on the result, it can be concluded that the silent way method was effective than direct method in teaching vocabulary at junior high school especially at the

seventh grade of SMP Negeri 3 Pallangga, Gowa. It also could be seen in the treatment process, the students more attractived when the researcher applied this method and they felt enthusiast and also answered the researcher's question actively. The students become independent, autonomous, and responsible in language. They paid enough attention to the researcher's explanation because there was not repetition in his explanation. They could response with what the researcher's command. For example, when the teacher as the researcher ask to show the object, the students could show it. Beside that, the students could make the sentences in different context from the text. If there was an error in answer the questions, they could give response to their friends' answer.

Based on the result of t-test the research and the experience from some previous findings can be concluded that silent way and direct method different. In other words, in this method the teacher should not always be silent however the teacher should be active not to dominate the class to give any instructions so that the students could respond those instructions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, they are conclusion and suggestion. Conclusion present the finding of this research based on data analysis and discussion in previous chapter, while suggestion deal with the researcher recommends to do.

A. Conclusion

Based on the research findings and discussion in the previous chapter and looking at the result of this research, the researcher can make a conclusion as follows:

Using silent way method is better than using direct method. It is proved by the mean score based on pre-test and post-test in experimental group and control group. The mean score in experimental group before and after treatment (6.6 becomes 8.6) and in control group before and after treatment (6.1 becomes 7.8) with the t-test value is greater than t-table (3.636 > 2.000), it means that there is a significance difference between silent way method and direct method in vocabulary achievement.

B. Suggestion

Based on the conclusion above, the researcher proposes suggestion as follows:

1. For the Students

After getting materials with the silent way method, the students improve their vocabulary achievement. The students are suggested to follow up the vocabulary by using it in their study. As the principle of silent way method, the students become independent,

autonomous, and responsible in language. The students should not only know the definition of words, but also learned about how to make a sentence using those words,

2. For the Teacher

In order to succeed in teaching English, the silent way method should be used for teaching learning English especially vocabulary as the English component. The teacher can be more creative in applaying that method to the students and use it in teaching vocabulary so that the students are motivated, interested, and not bored in learning English.

3. For the Writer

As this research is not perfect yet, it is suggested for the future researcher to conduct further researchers in the same field, especially on using the silent way as method on teaching vocabulary. This study is very important because it will give some knowledge to the researcher and to know the benefits of using silent way method in teaching vocabulary.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	**: SMP NEGERI 3 PALLANGGA**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VII/Ganjil**
Tahun Pelajaran	**: 2017-2018**
Alokasi Waktu	**: 8 JP (4 Pertemuan)**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat:

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.
2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal
3. Menganlisis secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal
4. Membuat deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru. 3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal. 4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal. 4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal

yang benar dan sesuai	4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal

C. Materi Pembelajaran
1. Materi pembelajaran regular

- Fungsi sosial

  Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.

- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan
  - Ungkapan-ungkapan yang lazim digunakan
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

  Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.

2. Materi pembelajaran remedial

- Teks deskriptif lisan dan tulis untuk memberi dan meminta informasi terkait dengan teks interaksi interpersonal hubungan dengan sesama teman dan guru.

3. Materi pembelajaran pengayaan

- Fungsi sosial, struktur teks dan unsur kebahasaan, teks descriptif lisan dan tulis

D. Media, Alat, Bahan dan Sumber Pembelajaran

- ➢ **Metode Pembelajaran**
  - ⌃ Silent Way and Direct Method
- ➢ **Media Pembelajaran**
  - ⌃ Media LCD projector,
  - ⌃ Laptop,
  - ⌃ Bahan Tayang
- ➢ **Sumber Belajar**:
  - ⌃ Teks Siswa,
  - ⌃ Buku Pegangan Guru,
  - ⌃ Modul/bahan ajar,
  - ⌃ Sumber internet,
  - ⌃ Sumber lain yang relevan

E. **Langkah-langkah Pembelajaran**

1. Pertemuan Ke-1 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan	**10 menit**
Guru : **Orientasi** - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran - Memeriksa kehadiran peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** - Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya, pada kelas VI - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. - Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➢ *How to greet* - Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung - Mengajukan pertanyaan. **Pemberian Acuan** - Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. - Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung - Pembagian kelompok belajar - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti	**60 menit**

Sintak Model Pembelajaran	Kegiatan Pembelajaran

Stimulation (stimullasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
	    ➢ *Sing a song*
	  dengan cara :
	❖ **Melihat** (tanpa atau dengan alat)/
	  Menayangkan gambar/foto tentang
	    ➢ *Peserta didik diminta untuk mengamati teks lagu "Good*

	Morning" dan "How are you" ❖ **Mengamati** ❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), ➢ *Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan* • *Cara menyapa dan berhubungan dengan guru, teman dan orang lain* ❖ **Mendengar** ➢ *Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan* • *Cara merubah teks lagu "How are you" pada halaman 3 buku siswa pada bagian Note.* ❖ **Menyimak**, ➢ *Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :* • *Cara merubah teks lagu " How are you"*	
Problem statemen (pertanyaan/ identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ❖ **Mengajukan pertanyaan** tentang : ➢ *What is good morning* ➢ *Apa informasi yang di dapat dari lirik lagu " Good morning" dan "How are you"* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➢ *Good morning itu apa?*	
Data collection (pengumpulan data)	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: ❖ **Mengamati obyek/kejadian,** ❖ **Wawancara dengan nara sumber** ❖ **Mengumpulkan informasi** ❖ **Membaca sumber lain selain buku teks,** ➢ *Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang* ❖ *How to greet baik melalui teks deskriptif atau melalui teks lagu* ❖ **Mempresentasikan ulang**	

|		

	❖ **Aktivitas :**
	   ➢ *Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini:*
	     - *Menyanyikan lagu "Good morning"*
	     - *Menyalin lagu "How are you" dan menggantinya sesuai dengan perintah pada bagian Note pada halaman 3 buku siswa*
	     - *Menerjemahkan lirik lagu "Good Morning"*
	❖ **Mendiskusikan**
	❖ **Mengulang**
	❖ **Saling tukar informasi tentang** :
	   ➢ *How to greet*
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	

Data processing (pengolahan Data)	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	❖ **Berdiskusi** tentang data :
	   ➢ *Bagaimana cara mengambil informasi pada lirik lagu*
	   ➢ *Bagaimana cara mengganti kata-kata yang tersedia pada halaman 3 buku siswa dengan arahan bagian note pada halaman 3 pada buku siswa*
	yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya.
	❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	❖ **Peserta didik** mengerjakan beberapa soal mengenai
	   ➢ *Lagu "good Morning"*	

Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan	

	kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *Menyanyikan lagu "good Morning di depan kelas* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalizatio (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ *Lagu "good morning" dan terjemahnya* ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ➢ *Lagu "Good Morning" dan terjemahnya* ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran

Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**	
Kegiatan Penutup	**10 menit**
Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. Guru : • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan	

kerjasama yang baik		
2. Pertemuan Ke-2 (2 x 40 menit)		**Waktu**
Kegiatan Pendahuluan		**10 menit**
Guru : **Orientasi** • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** • Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya, pada kelas VI • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➢ *Cara menyapa dalam bahasa inggris* • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. **Pemberian Acuan** • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		

Kegiatan Inti		**60 menit**
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation (stimullasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik ➢ *Cara menyapa dalam bahasa inggris* dengan cara : ❖ **Melihat** (tanpa atau dengan alat)/ Menayangkan gambar/foto tentang ➢ *Peserta didik diminta untuk mengamati penayangan gambar*	

yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa tentang how to greet

❖ **Mengamati**

➢ *Peserta didik diminta mengamati gambar /foto yang yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini*
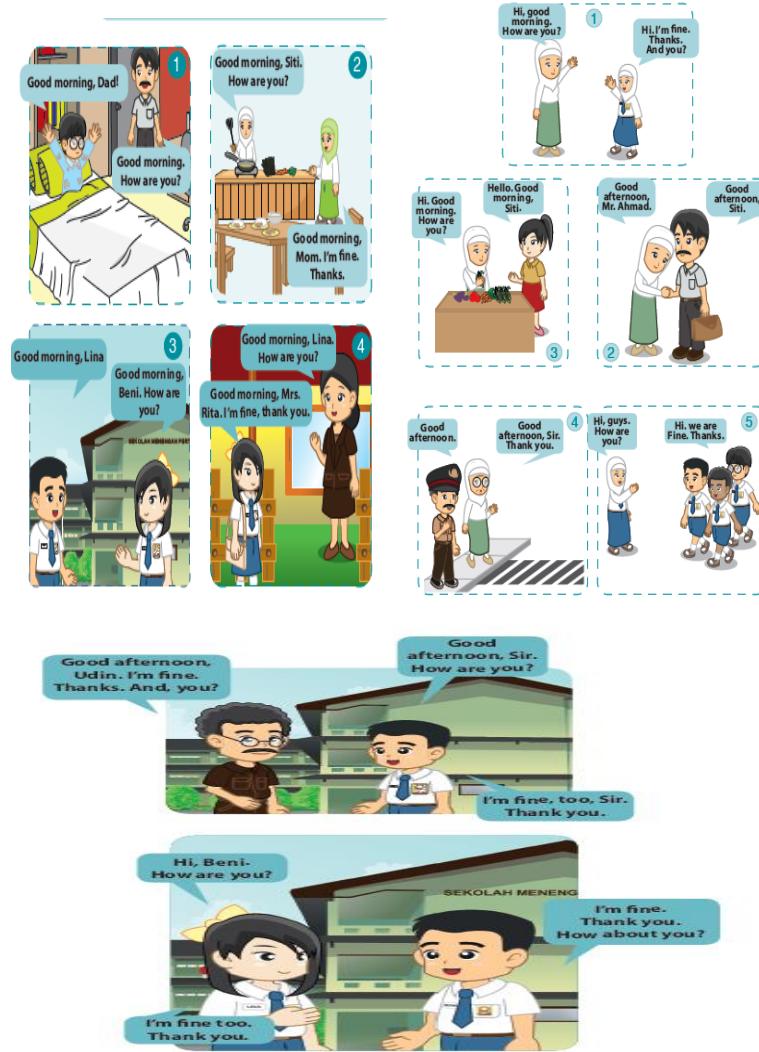
❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),

➢ *Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan*

• *Bagaimana cara menyapa dan menanggapinya*

❖ **Mendengar**

➢ *Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan*

• *Cara menyapa dan menanggapinya*

❖ **Menyimak**,

	➢ *Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :* • *Cara menyapa dan menanggapinya*
Problem statemen (pertanyaan/ identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ❖ **Mengajukan pertanyaan** tentang : ➢ *Bagaimana cara menyapa dan menanggapinya* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➢ *Bagaimana cara melafalkan good morning dengan baik dan benar*

Data collection (pengumpulan data)	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	❖ **Mengamati obyek/kejadian,**
	❖ **Wawancara dengan nara sumber**
	❖ **Mengumpulkan informasi**
	 ➢ *Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang*
	  ❖ *Bagaimana cara menyapa teman dan guru*
	❖ **Membaca sumber lain selain buku teks,**
	 ➢ *Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang*
	  ❖ *Cara menyapa dan menanggapinya*
	❖ **Mempresentasikan ulang**
	❖ **Aktivitas :**
	 ➢ *Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini:*
	 Mempraktekkan gambar pada halaman 4, 5 dan 6 pada buku siswa di depan kelas
	❖ **Mendiskusikan**
	❖ **Mengulang**
	❖ **Saling tukar informasi tentang** :
	 ➢ *Menyapa dalam berbahasa inggris dan menanggapinya*
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan

	cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : ❖ **Berdiskusi** tentang data : ➢ *menyapa dan menanggapinya* yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. ❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ **Peserta didik** mengerjakan beberapa soal mengenai ➢ *menyapa dan menanggapinya*
Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *menyapa dan menanggapinya* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalizatio (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ *menyapa dan menanggapinya* ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan

	hasil pengamatan secara tertulis tentang ➢ *menyapa dan menanggapinya* ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	

Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**		
Kegiatan Penutup Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. Guru : • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik	**10 menit**	

3. Pertemuan Ke-3 (2 x 40 menit)	**Waktu**
Kegiatan Pendahuluan	**10 menit**
Guru : **Orientasi** • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** • Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya, pada kelas VI • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan	

dipelajari.
- Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - ➢ *Cara menyapa dan menanggapinya*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

Pemberian Acuan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti		**60 menit**
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation (stimullasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik ➢ *Cara menyapa dan menanggapinya* dengan cara : ❖ **Melihat** (tanpa atau dengan alat)/ Menayangkan gambar/foto tentang ➢ *Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa tentang cara menyapa dan menanggapinya* ❖ **Mengamati** ➢ *Peserta didik diminta mengamati gambar /foto yang yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini*	

❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),
  ➢ *Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan*
    • *Menyapa dan menanggapinya*
❖ **Mendengar**
  ➢ *Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan*
    • *Menyapa dan menanggapinya*
❖ **Menyimak**,
  ➢ *Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :*
    • *Menyapa dan menanggapinya*

| Problem statemen (pertanyaan/ | Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan |

identifikasi masalah)	belajar, contohnya :
	 ❖ **Mengajukan pertanyaan** tentang :
	     ➢ *Bagaimana cara menyapa dan menanggapinya*
	 yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :
	     ➢ *Bagaimana cara melafalkan good morning dengan baik dan benar*

Data collection (pengumpulan data)	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	 ❖ **Mengamati obyek/kejadian,**
	 ❖ **Wawancara dengan nara sumber**
	 ❖ **Mengumpulkan informasi**
	     ➢ *Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang*
	       ❖ *Bagaimana cara menyapa teman dan guru*
	 ❖ **Membaca sumber lain selain buku teks,**
	     ➢ *Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang*
	       ❖ *Cara menyapa dan menanggapinya*
	 ❖ **Mempresentasikan ulang**
	 ❖ **Aktivitas :**
	     ➢ *Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini:*
	       - *Mempraktekkan gambar pada halaman 7 dan 8 pada buku siswa di depan kelas*
	       - *Melakukan kegiatan halaman 9dan 10 pada buku siswa*
	 ❖ **Mendiskusikan**
	 ❖ **Mengulang**
	 ❖ **Saling tukar informasi tentang** :
	     ➢ *Menyapa dalam berbahasa inggris dan menanggapinya*
	 dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil

processing (pengolahan Data)	pengamatan dengan cara :
	❖ **Berdiskusi** tentang data :
	    ➢ *menyapa dan menanggapinya*
	    yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya.
	❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	❖ **Peserta didik** mengerjakan beberapa soal mengenai
	    ➢ *menyapa dan menanggapinya*

Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :
	❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :
	    ➢ *menyapa dan menanggapinya*
	    antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Generalizatio (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan
	❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan
	❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang :
	    ➢ *menyapa dan menanggapinya*
	❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan
	❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang
	    ➢ *menyapa dan menanggapinya*
	❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.

	❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	

Catatan :
Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)

Kegiatan Penutup	**10 menit**

Peserta didik :
- Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Mengagendakan pekerjaan rumah.
- Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik

4. Pertemuan Ke-4 (2 x 40 menit)	**Waktu**
Kegiatan Pendahuluan	**10 menit**

Guru :
Orientasi
- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi
- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya, pada kelas VI
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  ➢ *How to say goodbye*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

- Mengajukan pertanyaan.

Pemberian Acuan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti		**60 menit**
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation (stimullasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik ➢ *How to say goodbye* dengan cara : ❖ **Melihat** (tanpa atau dengan alat)/ Menayangkan gambar/foto tentang ➢ *Peserta didik diminta untuk mengamati gambar-gambar percakapan yang tersedia pada buku paket* ❖ **Mengamati** 	

❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),
  ➢ *Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan*
    • *Cara berpamitan*
❖ **Mendengar**
  ➢ *Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan*
    • *Cara berpamitan.*
❖ **Menyimak**,
  ➢ *Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :*
    • *Cara berpamitan*

| Problem statemen (pertanyaan/ identifikasi masalah) | Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

❖ **Mengajukan pertanyaan** tentang :
 ➢ *Apa saja kata untuk berpamitan*
yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :
 ➢ *How to say goodbye* | |
| Data | Peserta didik mengumpulkan informasi yang relevan untuk | |

collection (pengumpulan data)	menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	❖ **Mengamati obyek/kejadian,**
	❖ **Wawancara dengan nara sumber**
	❖ **Mengumpulkan informasi**
	❖ **Membaca sumber lain selain buku teks,**
	  ➢ *Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang*
	    ❖ *Cara berpamitan*
	❖ **Mempresentasikan ulang**
	❖ **Aktivitas :**
	  ➢ *Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini:*
	    - *Siswa mempraktekkan yang sesuai pada gambar di halaman 11 dan 12 pada buku siswa di depan kelas*
	    - *Melakukan kegiatan yang ada pada halaman 11*
	    - *Melakukan kegiatan pada halaman 13*
	    - *Mengisi table di halaman 13*
	❖ **Mendiskusikan**
	❖ **Mengulang**
	❖ **Saling tukar informasi tentang** :
	  ➢ *Cara berpamitan*
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	

Data processing (pengolahan Data)	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	❖ **Berdiskusi** tentang data :
	  ➢ *Cara berpamitan yang baik dan sesuai*
	yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya.
	❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	❖ **Peserta didik** mengerjakan beberapa soal mengenai
	  ➢ *Cara berpamitan*	

Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori	

	pada buku sumber melalui kegiatan :
	❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *Cara berpamitan* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalizatio (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ *Cara berpamitan* ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ➢ *Cara berpamitan* ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran

Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**	
Kegiatan Penutup	**10 menit**
Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di	

luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik

F. Penilaian, Pembelajaran Remedial dan Pengayaan
1. Teknik Penilaian
a. Penilaian Kompetensi Pengetahuan
1) Tes Tertulis
- Uraian/esai
2) Tes Lisan
  - *Tes lisan pemaparan materi dari pemahaman siswa.*
b. Penilaian Kompetensi Keterampilan
1) Proyek, pengamatan, wawancara'
  - *Mempelajari buku teks dan sumber lain tentang materi pokok*
  - *Menyimak tayangan/demo tentang materi pokok*
2) Portofolio / unjuk kerja
3) Produk,
2. Instrumen Penilaian
a. *Pertemuan Pertama (Terlampir)*
b. *Pertemuan Kedua (Terlampir)*
c. *Pertemuan Ketiga (Terlampir)*
d. *Pertemuan Keempat (Terlampir)*
3. Pembelajaran Remedial dan Pengayaan
a. Remedial
- ❖ Remidial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.
  - *Membuat kalimat atau percakapan berisi tentang how to greet, how to leave, how to say goodbye, how to say sorry and thank.*

b. Pengayaan
- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
  ⤷ *Perbedaan cara menyapa, berpamitan, meminta maaf dan berterima kasih*

Researcher   Guru Mata Pelajaran

MUH. AKBAR IKRAMULLAH   **ST. NUR AISYAH, S.Pd., M.Pd**
NIM. 10535569413

Mengetahui,
Kepala Sekolah SMP Negeri 3 Pallangga

DRS. H. JAMALUDDIN, M.I.Kom
NIP. 19620817 198301 1 004

First Meeting

GREETINGS
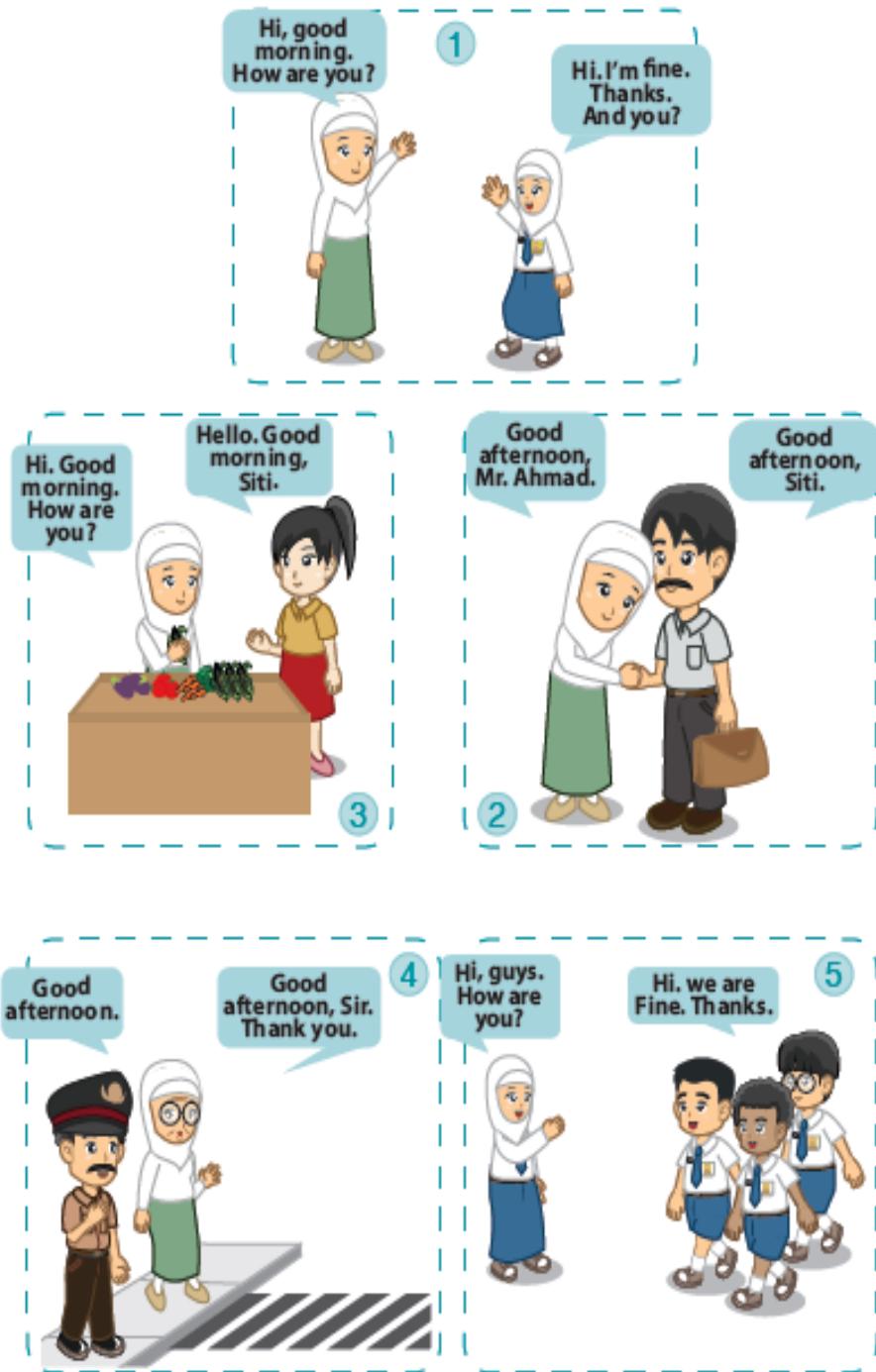
LEAVE TAKING

EXPRESSING OF APOLOGIZING
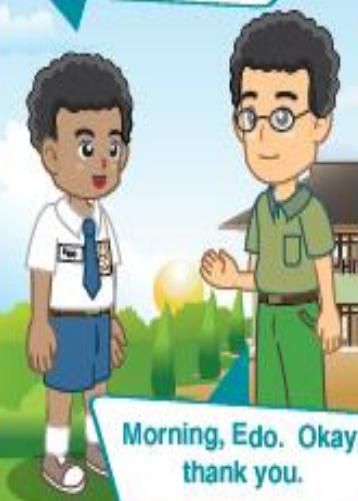
Fourth Meeting

HOW ARE YOU?
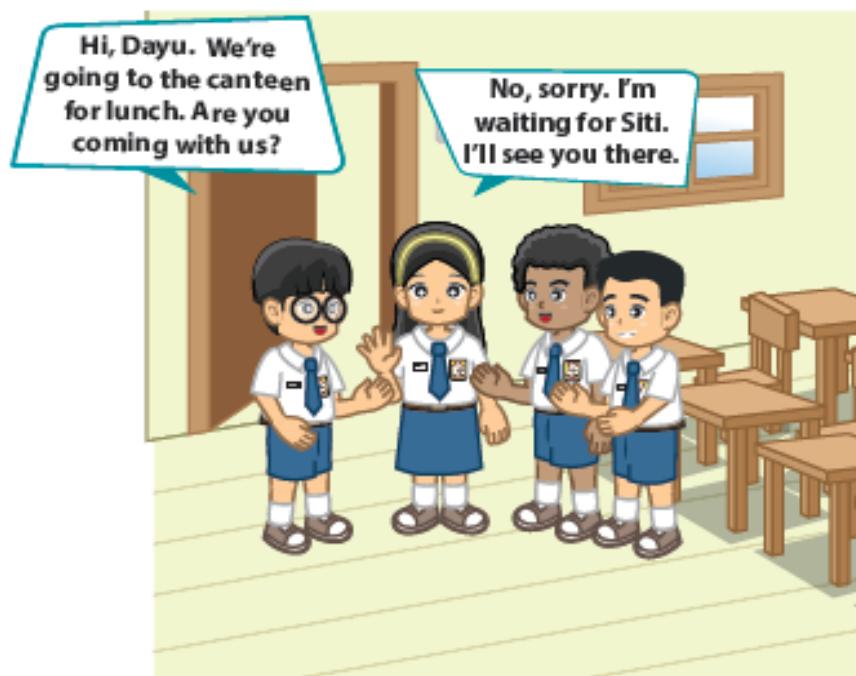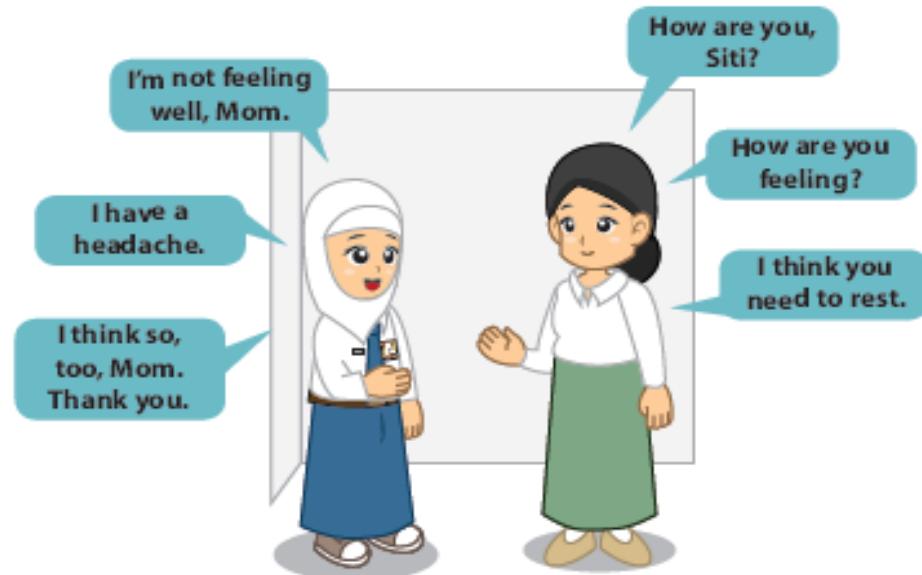
Pre Test

Name   :

Class   :

List Number   :

A. Multiple Choice

Choose the correct answer below.

1. I …… to SMPN 3 Pallangga, Gowa.
   a. Eat   c. Go
   b. Fly   d. Drink

2. My father likes …… newspaper.
   a. Cut   c. See
   b. Read   d. Listen

3. He …… his car to the hospital.
   a. Drives   c. Runs
   b. Walks   d. Washes

4. Andi watching …… in the living room.
   a. Radio   c. Handphone
   b. Television   d. Pillow

5. I want to write, I need ……
   a. Eraser   c. Bag
   b. Ruler   d. Pen

6. The teacher …… the material in front of us.
   a. Takes   c. Explains
   b. Sits   d. Smile

7. My mother …… rice in the kitchen.
   a. Cooks   c. Cut
   b. Buy   d. Hear

8. There are nine …… in VII grade.
   a. Classrooms   c. Bedrooms
   b. Kitchens   d. Canteens

9. We borrow some books in the ……
   a. Laboratory   c. Toilet
   b. Library   d. House

10. My friend brings …… and ringing when the teacher is explaining.
    a. Lamp   c. Motorcycle
    b. Shoes   d. Handphone

B. Find the Meaning

Translate the underline word into Indonesian.

1. He is a <u>doctor.</u>
2. Andi always <u>helps</u> other people.
3. <u>My uncle</u> is drinking a cup of coffee.
4. I <u>study</u> English now.
5. There is one <u>dictionary</u> on the table.

Post Test

Name   :

Class   :

List Number   :

A. Multiple Choice

Choose the correct answer below.

1. I buy four …… in the bookstore.
   a. Ruler   c. Shoes
   b. Bags   d. Books

2. Tatang wants to see his face, He needs ……
   a. Mirror   c. Wall
   b. Water   d. Wood

3. The teacher's duty is to …… the students in the school.
   a. Play   c. Work
   b. Teach   d. Make

4. Aulia …… a letter to her friend in Jakarta.
   a. Listen   c. Writes
   b. Runs   d. See

5. The gardener …… the grass every sunday in the garden.
   a. Cuts   c. Trains
   b. Comes   d. Plans

6. I can't hear anything since my …… are sick.
   a. Ears   c. Eyes
   b. Nose   d. Mouth

7. My mother is a nurse. She works in Kallong Tala Hospital. She …… the patient.
   a. Finds   c. Thinks
   b. Helps   d. Ignores

8. Something that you can find in your bedroom is a ……
   a. Gas stove   c. Bed
   b. Hat   d. Glass

9. My father always reads …… every morning.
   a. Newspaper   c. Radio
   b. TV   d. Letter

10. Ismi always …… a song in the classroom.
    a. Read   c. Eat
    b. Beat   d. Sing

B. Find the Meaning

Translate the underline word into Indonesian.

1. His father is a <u>headmaster</u>.
2. Akbar <u>buys</u> tela-tela in the canteen.
3. He wants to <u>move</u> to Amerika with her parents.
4. There are five <u>pillows</u> in the bedroom.
5. Every morning I <u>take a bath</u> before to school.

Key answer

Pre Test

A. Multiple Choice
1. Go
2. Read
3. Drives
4. Television
5. Pen
6. Explains
7. Cooks
8. Classrooms
9. Library
10. Handphone

B. Find the Meaning
1. Dokter
2. Menolong
3. Pamanku
4. Belajar
5. Kamus

Key answer

Post Test

   A.   Multiple Choice
1. Books
2. Mirror
3. Teach
4. Writes
5. Cuts
6. Ears
7. Helps
8. Bed
9. Newspaper
10. Sing

   B.   Find the Meaning
1. Kepala Sekolah
2. Membeli
3. Pindah
4. Bantal
5. Mandi

APPENDIX

Raw Data of the Students' Test Score (Post-test)

No.	Respondents	Score of Student's using Silent Way	
		Score (X)	X_2^2
1.	Akbar	7,3	53,29
2.	Anjas	8,0	64,00
3.	Araswandika	10	100
4.	Danda Nur Aslan RD	8,7	75,69
5.	Farhat Septian Ilmayanto	7,3	53,29
6.	Muh. Arya	8,0	64,00
7.	Muh. Fadli Nur	9,3	86,49
8.	Muh. Fikri	8,0	64,00
9.	Muh. Ilham Arpan	8,7	75,69
10.	Muh. Jamil	7,3	53,29
11.	Muh. Rivai Rahman	10	100
12.	Randi	8,0	64,00
13.	Resa Saputra	8,7	75,69
14.	Suwandi	8,7	75,69
15.	Zulkifli. S	7,3	53,29
16.	Alya Putrianti Cahyani	8,7	75,69
17.	Aulia Basri	9,3	86,49
18.	Citra Indah Permatasari	8,7	75,69
19.	Hesti Ramadhani	9,3	86,49
20.	Indah Islamiyah RD	9,3	86,49
21.	Madinah	6,7	44,89
22.	Marsalinda	8,0	64,00
23.	Nandani	8,7	75,69
24.	Nur Hichmah	8,7	75,69
25.	Nurhalizah	8,0	64,00
26.	Nurul Fadilah R	9,3	86,49
27.	Rahmawati	9,3	86,49
28.	Sri Putri	8,7	75,69
29.	ST. Fatimah H.T	10	100
30.	Waode Indri Suciani	10	100
31.	Wulandari Musriadi	8,7	75,69
	Total	**266,7**	**2317,89**

No.	Respondents	Score of Student's using Direct Method	
		Score (X)	X_2^2
1.	Arfiansyah	10	100
2.	Basman	6,7	44,89
3.	Elgiova Finanda Syaputra	9,3	86,49
4.	Haikal	7,3	53,29
5.	Herlangga	8,0	64,00
6.	Idhar Hamzah	5,3	28,09
7.	Ismail Syamsuddin	6,0	36,00
8.	Muh. Ridwan M Basir	8,0	64,00
9.	Muh. Fadel Laksamana Putra S	7,3	53,29
10.	Muhammad Akbar	6,7	44,89
11.	Muhammad Rahmat Hamdani	8,0	64,00
12.	Nur Fausan	8,0	64,00
13.	Raihan Achmad Rany	10	100
14.	Rizal	8,0	64,00
15.	Supriyanto	7,3	53,29
16.	Yusran	7,3	53,29
17.	Anisa	8,0	64,00
18.	Cahya Ramadhani	8,0	64,00
19.	Desi Wijaya	8,0	64,00
20.	Hajrah	7,3	53,29
21.	Irma	8,0	64,00
22.	Nirmawati	8,0	64,00
23.	Nurafni Tasya Putri Azis	8,7	75,69
24.	Nursalsabila Hamka	8,7	75,69
25.	Raihana Wara Mulia	8,0	64,00
26.	Riska	7,3	53,29
27.	Siti Salwa Zarkasi Kasim	8,0	64,00
28.	Sri Ramayanti	8,0	64,00
29.	ST Nur Halisa	8,0	64,00
30.	Syafira Nurul Rahmadani	8,7	75,69
31.	Syahriani Jamal	8,0	64,00
32.	Saslutfia	8,7	75,69
33.	Resky Ashari	7,3	53,29
	Total	**259,9**	**2076,12**

APPENDIX

The Mean Score of Comparative Class (Post-test)

1. The Students using Silent Way

$$\overline{X}_1 = \frac{\Sigma X}{N}$$

$$\overline{X}_1 = \frac{266{,}7}{31}$$

$$\overline{X}_1 = 8{,}6$$

2. The Students using Direct Method

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

$$\overline{X}_2 = \frac{259{,}9}{33}$$

$$\overline{X}_2 = 7{,}8$$

APPENDIX

Standard Deviation of Silent Way and Direct Method (Post-test)

1. Using Silent Way

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where: $SS_1 = \sum X_1{}^2 - \frac{(\sum X_1)^2}{n}$

$$SS_1 = 2317,89 - \frac{(266,7)^2}{31}$$

$$SS_1 = 2317,89 - \frac{71128,89}{31}$$

$$SS_1 = 2317,89 - 2294,48$$

$$SS_1 = 23,41$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{23,41}{31-1}}$$

$$SD = \sqrt{\frac{23,41}{30}}$$

$$SD = \sqrt{0,78}$$

$$SD = 0,88$$

2. Using Direct Method

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

Where: $SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n}$

$$SS_2 = 2076,12 - \frac{(259,9)^2}{33}$$

$$SS_2 = 2076,12 - \frac{67548,01}{33}$$

$$SS_2 = 2076,12 - 2046,90$$

$$SS_2 = 29,22$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{29,22}{33-1}}$$

$$SD = \sqrt{\frac{29,22}{32}}$$

$$SD = \sqrt{0,91}$$

$$SD = 0,95$$

<div align="center">

APPENDIX

The Significance Different (Post-test)

</div>

$\overline{X}_1 = 8,6$ $\qquad\qquad$ $SS_1 = 23,41$

$\overline{X}_2 = 7,8$ $\qquad\qquad$ $SS_2 = 29,22$

1. t-Test Value on Post-test

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{8,6 - 7,8}{\sqrt{\left(\frac{23,41 + 29,22}{31 + 33 - 2}\right)\left(\frac{1}{31} + \frac{1}{33}\right)}}$$

$$t = \frac{0,8}{\sqrt{\left(\frac{52,63}{62}\right)(0,062)}}$$

$$t = \frac{0,8}{\sqrt{(0,848)(0,062)}}$$

$$t = \frac{0,8}{\sqrt{0,052576}}$$

$$t = \frac{0,8}{0,22}$$

$$t_{Hitung} = 3,636$$

2. t-Table

For level of significance $(\alpha) = 0{,}05$

Degree of freedom $(df) = (N_1 + N_2) - 2$

$$= (31 + 33) - 2$$
$$= 64 - 2$$
$$= 62$$

t-Table $= 2.000$

APPENDIX B

Raw Data of the Students' Test Score (Pre-test)

No.	Respondents	Score of Student's using Silent Way	
		Score (X)	X_2^2
1.	Akbar	4,7	22,09
2.	Anjas	6,0	36,00
3.	Araswandika	7,3	53,29
4.	Danda Nur Aslan RD	6,7	44,89
5.	Farhat Septian Ilmayanto	5,3	28,09
6.	Muh. Arya	6,0	36,00
7.	Muh. Fadli Nur	8,0	64,00
8.	Muh. Fikri	5,3	28,09
9.	Muh. Ilham Arpan	6,7	44,89
10.	Muh. Jamil	5,3	28,09
11.	Muh. Rivai Rahman	9,3	86,49
12.	Randi	6,0	36,00
13.	Resa Saputra	6,7	44,89
14.	Suwandi	5,3	28,09
15.	Zulkifli. S	5,3	28,09
16.	Alya Putrianti Cahyani	6,7	44,89
17.	Aulia Basri	7,3	53,29
18.	Citra Indah Permatasari	6,7	44,89
19.	Hesti Ramadhani	7,3	53,29
20.	Indah Islamiyah RD	6,7	44,89
21.	Madinah	4,0	16,00
22.	Marsalinda	6,0	36,00
23.	Nandani	6,7	44,89
24.	Nur Hichmah	6,0	36,00
25.	Nurhalizah	6,7	44,89
26.	Nurul Fadilah R	9,3	86,49
27.	Rahmawati	7,3	53,29
28.	Sri Putri	7,3	53,29
29.	ST. Fatimah H.T	8,0	64,00
30.	Waode Indri Suciani	8,7	75,69
31.	Wulandari Musriadi	6,7	44,89
	Total	**205,3**	**1405,67**

No.	Respondents	Score of Student's using Direct Method	
		Score (X)	X_2^2
1.	Arfiansyah	8,0	64,00
2.	Basman	3,3	10,89
3.	Elgiova Finanda Syaputra	8,0	64,00
4.	Haikal	4,0	16,00
5.	Herlangga	6,7	44,89
6.	Idhar Hamzah	3,3	10,89
7.	Ismail Syamsuddin	4,0	16,00
8.	Muh. Ridwan M Basir	6,0	36,00
9.	Muh. Fadel Laksamana Putra S	5,3	28,09
10.	Muhammad Akbar	4,7	22,09
11.	Muhammad Rahmat Hamdani	6,7	44,89
12.	Nur Fausan	6,7	44,89
13.	Raihan Achmad Rany	8,7	75,69
14.	Rizal	6,7	44,89
15.	Supriyanto	5,3	28,09
16.	Yusran	6,0	36,00
17.	Anisa	6,0	36,00
18.	Cahya Ramadhani	6,0	36,00
19.	Desi Wijaya	4,7	22,09
20.	Hajrah	5,3	28,09
21.	Irma	6,0	36,00
22.	Nirmawati	6,7	44,89
23.	Nurafni Tasya Putri Azis	7,3	53,29
24.	Nursalsabila Hamka	6,7	44,89
25.	Raihana Wara Mulia	6,0	36,00
26.	Riska	3,3	10,89
27.	Siti Salwa Zarkasi Kasim	5,3	28,09
28.	Sri Ramayanti	6,7	44,89
29.	ST Nur Halisa	6,0	36,00
30.	Syafira Nurul Rahmadani	7,3	53,29
31.	Syahriani Jamal	6,7	44,89
32.	Saslutfia	7,3	53,29
33.	Resky Ashari	6,7	44,89
	Total	**197,4**	**1240,78**

APPENDIX C

The Mean Score of Comparative Class (Pre-test)

1. The Students using Silent Way

$$\overline{X}_1 = \frac{\sum X}{N}$$

$$\overline{X}_1 = \frac{205,3}{31}$$

$$\overline{X}_1 = 6,6$$

2. The Students using Direct Method

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

$$\overline{X}_2 = \frac{197,4}{33}$$

$$\overline{X}_2 = 5,9$$

APPENDIX D

Standard Deviation of Silent Way and Direct Method (Pre-test)

1. Using Silent Way

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where: $SS_1 = \sum X_1{}^2 - \frac{(\sum X_1)^2}{n}$

$$SS_1 = 1405{,}67 - \frac{(205{,}3)^2}{31}$$

$$SS_1 = 1405{,}67 - \frac{42148{,}09}{31}$$

$$SS_1 = 1405{,}67 - 1359{,}61$$

$$SS_1 = 46{,}06$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{46{,}06}{31-1}}$$

$$SD = \sqrt{\frac{46{,}06}{30}}$$

$$SD = \sqrt{1{,}535}$$

$$SD = 1{,}23$$

2. Using Direct Method

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

Where: $SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n}$

$$SS_2 = 1240{,}78 - \frac{(197{,}4)^2}{33}$$

$$SS_2 = 1240{,}78 - \frac{38966{,}76}{33}$$

$$SS_2 = 1240{,}78 - 1180{,}81$$

$$SS_2 = 59{,}97$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{59{,}97}{33-1}}$$

$$SD = \sqrt{\frac{59{,}97}{32}}$$

$$SD = \sqrt{1{,}874}$$

$$SD = 1{,}36$$

The Significance Different (Pre-test)

$\overline{X}_1 = 6,6$ $\qquad\qquad$ $SS_1 = 46,06$

$\overline{X}_2 = 5,9$ $\qquad\qquad$ $SS_2 = 59,97$

t-Test

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{6,6 - 5,9}{\sqrt{\left(\frac{46,06 + 59,97}{31 + 33 - 2}\right)\left(\frac{1}{31} + \frac{1}{33}\right)}}$$

$$t = \frac{0,7}{\sqrt{\left(\frac{106,03}{62}\right)(0,062)}}$$

$$t = \frac{0,7}{\sqrt{(1,710)(0,062)}}$$

$$t = \frac{0,7}{\sqrt{0,10602}}$$

$$t = \frac{0,7}{0,32}$$

$$t_{Hitung} = 2,187$$

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	1.431	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	2.133	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	1.980	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

Documentation

CURRICULUM VITAE

MUH. AKBAR IKRAMULLAH was born n Gowa on January, 30th, 1995. He is the second child in his family. He has three sisters. His father is (Alm) Najamuddin and his mother is (Almh) Nurjannah. He graduated his Elementary School in 2006 at SD Negeri Katangka. He continued his Junior High school at SMP Negeri 4 Sungguminasa and graduated in 2009. Then his Senior High School at MAN 1 Makassar and graduated 2012. Next he was accepted at Makassar Muhammadiyah University as a student of English Education Department at 2013.

At the end of his study, he could finish with his thesis under the title "A Comparative Study of Students' Vocabulary Achievement Using Silent Way and Direct Method (A Quasy Experimental Research at the First Grade of SMP Negeri 3 Pallangga, Gowa).