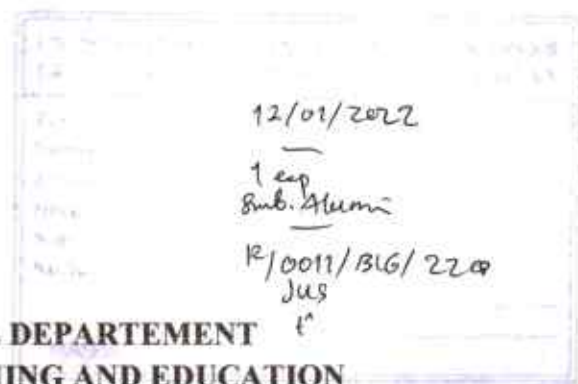**The use of Situational Language Teaching Method to Improve Students'**
Vocabulary at The Second Year SMPN 27 Bulukumba
(A Pre-Experimental Research at the Seventh Grade of SMP 27 Bulukumba)

A THESIS

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ENGLISH EDUCATIONAL DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2020

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AT THE SECOND YEAR SMPN 27 BULUKUMBA

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4/9/21		Provide Abstract	
		Elaborate more your discussions; add some expert idea to discuss your research findings	
10/9/21		Hilangkan gelar Pada Abstrak	
		See my correction on page 19 , some of sub-heading is misstype	
		OK ACC	

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 5 Oktober 2021

Yang membuat pernyataan

JUSRIANDI

MOTTO

Life is freedom

(Hidup adalah kebebasan)

DEDICATIONS

In the name of Allah, I dedicated my thesis for:

My beloved parents, Hamoddin and Megawati

My beloved sisters, Windah lestari and Ayudia latifah

All of my friends

You are my greatest rewards

Thanks for always praying me, supporting me every day and standing by my side.

ABSTRACT

Jusriandi,2021 *The use of situational language teaching method to improve students vocabulary at the second year SMPN 27 Bulukumba (A Pre-Experimental research at the seventh grade of SMPN 27 Bulukumba).*
Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Ummi khaerati syam and Eka Prabawati Rum.

This research aimed to know the use of situational language teaching method to improve students vocabulary at the seventh grade of SMPN 27 Bulukumba.

The researcher utilized a one-group pretest-posttest design in this study. There was no such thing as a control group. After giving the students a pre-test, the researcher offered them treatment on English verbs, nouns, and adjectives. After the treatment, the researcher administers a post-test to the student. The students of SMPN 27 BULUKUMBA were the subjects of this study. The researcher utilized total random sampling and chose seventh grade as the study's sample. There were a total of 23 students in this class.

The result of data analysis were collected from pretest and posttest design. The mean score of vocabulary in term of "English noun", pretest (5,1) posttest (7,0) the students improving (27,14). The mean score of vocabulary in term of "English verb", pretest (5,2) posttest (7,2) and the student improving (27,77). The mean score of "English adjective", Pretest (5,1) posttest (7,0) and improving (27,14). That is, utilizing the situational language teaching method, there were substantial variations in student noun, verb, and adjective vocabulary outcomes.

Keywords : Vocabulary, English noun, verb, adjective, Situational language teaching

ABSTRAK

Jusriandi,2021 *Penggunaan metode pengajaran bahasa situasional untuk meningkatkan kosakata siswa di kelas dua SMPN 27 Bulukumba (Penelitian Pra-Eksperimen di kelas tujuh SMPN 27 Bulukumba).*
Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi khaerati syam dan Eka Prabawati Rum.

Tujuan dari penelitian ini adalah untuk mempelajari lebih lanjut tentang penggunaan metode pengajaran bahasa situasional untuk meningkatkan kosakata siswa di kelas tujuh SMPN 27 Bulukumba.

Peneliti menggunakan one-group pretest-posttest design dalam penelitian ini. Tidak ada yang namanya kelompok kontrol. Setelah memberikan pre-test kepada siswa, peneliti menawarkan mereka perlakuan pada kata kerja, kata benda, dan kata sifat bahasa Inggris. Setelah perlakuan, peneliti memberikan post-test kepada siswa. Subjek penelitian ini adalah siswa SMPN 27 BULUKUMBA. Peneliti menggunakan total random sampling dan memilih kelas tujuh sebagai sampel penelitian. Ada total 23 siswa di kelas ini.

Hasil analisis data dikumpulkan dari pretest dan posttest design. Nilai rata-rata kosakata dalam hal "kata benda bahasa Inggris", pretest (5,1) posttest (7,0) siswa meningkat (27,14). Nilai rata-rata kosakata dalam hal "kata kerja bahasa Inggris", pretest (5,2) posttest (7,2) dan peningkatan siswa (27,77). Nilai rata-rata "kata sifat bahasa Inggris", Pretest (5,1) posttest (7,0) dan peningkatan (27,14). Artinya, dengan menggunakan metode pengajaran bahasa situasional, ada variasi substansial dalam hasil kosakata siswa baik dalam hal kata benda, kata kerja, dan kata sifat.

Kata kunci : Kosakata, kata benda bahasa Inggris, kata kerja, kata sifat, pengajaran bahasa situasional.

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In the name of Allah, Most Gracious, Most Merciful

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In writing this thesis the researher found many difficulties, so the researher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you so much for the people who gave spirit, advice, suggestion, and helping to write as follows:

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The words were not enough to say many appreciations for their help and contribution in finishing this thesis. May Allah SWT guides and give them the happiness throughout your life. Finally the researcher realizes that this "thesis" was far from being perfect. So, it was a pleasure for him to accept constructive critiques and suggestions for improving this thesis.

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Makassar,　Oktober 2021

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

In teaching English vocabulary as an element or language is considered as the most important factor in increasing the mastered if the students are still lacking of vocabulary. Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school until senior high Scholl. In language teaching preparation program in our country, more and attention being given to improve some technique for teaching vocabulary.

Vocabulary takes a significant component in four language aptitudes, to be specific: perusing, composing, talking, and tuning in. Vocabulary is gravely expected to pass on what one wishes to state or compose, that is coordinated by language structure. At the point when we become familiar with a language including English, it generally implies that we get familiar with the expressions of the language. Words are basic to correspondence that it is difficult to correspondence without utilizing them. Because the ability of understudies to read and comprehend the subject is somewhat influenced by their vocabulary, vocabulary is one of the most important aspects in mastering English. In learning English, many students get issue is communicating their ideas, psyches and feeling since they something lose their words to state or to compose. Thus, for this situation the educator needs

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to more innovative in picking a methodology which can make encouraging framework fascinating, leaving, and agreeable. So the learning cycle in homeroom can spur students to find out additional, and center consideration around the learning material particularly on the vocabulary upgrades since when they are propelled, consequently they can improve their vocabulary authority. Graves (2016) states that instructing vocabulary includes numerous people and segments the educating of vocabulary includes educator, understudies, course book essayist and analyzers. Instructors, understudies, course reading author and analyzer are the establishment of the learning may not be let frail.

Students will feel more at ease in the teaching and learning process if they are taught English terminology linked to scenarios. According to the researcher's experience during the second internship, students had the opportunity to use phrases relevant to the situation when speaking. As we all know, some students find English a challenging subject and not fun to learn. As a result, students will lose interest in learning English, and they will not be able to apply their language skills effectively. According to the researcher from the results of interviews with teachers, the situational language teaching method has never been used in the teaching and learning process, so teachers have to come up with creative techniques to help students feel comfortable with English.

Situational language teaching is one of the methods. However, few language teachers today are familiar with spoken technique phrases and

Situational Language Teaching. Despite the fact that no words are in common use today, the impact of oral techniques has endured, and has influenced the design of many widely used EFL/ESL reading materials and courses, including some that are still used today. Streamline English with one of the best ESL courses available (Richard and Rodgers 2014). This strategy is generally used during writing hours and countless course readings depend on it (Guntur as quoted by Widiyarto, 2017). Therefore, it is important to understand the standards and practices of oral methodology or situational language teaching.

In light of the foregoing, the researcher wishes to undertake a study titled "The use of Situational Language Teaching Method to Improve Students' Vocabulary at SMPN 27 Bulukumba.".

B. Problem Statement

1. Do the students' vocabulary improve through teaching situational language in term of noun?

2. Do the students' vocabulary improve through teaching situational language in term of verb?

3. Do the students' vocabulary improve through teaching situational language in term of adjective?

C. Research Objective

1. To find out whether or not the students' vocabulary improve through Situational Language Teaching Method in term of noun.

2. To find out whether or not the students' vocabulary improve through Situational Language Teaching Method in term of verb.

3. To find out whether or not the students' vocabulary improve through Situational Language Teaching Method in term of adjective.

D. Significance of the Research

The findings of this study are intended to provide valuable information for English instructors while teaching vocabulary, as well as to motivate researchers and readers to further research in vocabulary mastery using Situational Language Teaching techniques.

E. Scope of the Reseach

Based on the identification above, the researcher focused the use of situational language teaching method to improve students' vocabulary in terms of nouns, verbs and adjectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

Several studies already conduct about problems of students' ability in vocabulary. In this part of discussion, the researcher will briefly explain several of studies which is related to the previous study.

a. Juan (2017) in his diary "On the Application Of Situational language Teaching Method To Mongolian English Majors" infer that Situational language educating is a further improvement of the set up Oral Approach, and keeps on being broadly utilized in language instructing. In applying this technique to Mongolian English majors who have inadequate multifaceted foundation data and a low normal essential language expertise, there are issues that exist practically speaking as an unseemly content interpreting, setting preposterous circumstances and overlooking the cycle move between language, pictures and implications. Furthermore, the educator's capacity is some of the time thought little of. Accordingly, this outcomes in idle understudy interest and fragmented study hall systems. For Mongolian understudies, they may "have no influence over the substance of learning and are frequently viewed as slanted to abandon unwanted conduct except if it is controlled dexterously by the educator. Through true scene plan and solid circumstances, situational language strategies give numerous guides to language learning. This initiates language instructing and learning.

b. Al-Humaidi, M (2015) in his journal *"The Oral Approach and Situational Language Teaching"* conclude that Considering both the advantages and disadvantages of this language teaching approach, a competent teacher can utilize the previous one and avoid the later one. It must be understood that, in language teaching, there is no one perfect approach or method. What can be successful is an approach that combines different approaches to produce each other's strengths. As such, this approach can be adopted, for example, in teaching pronunciation or vocabulary with beginners and avoided when it comes to teaching languages for communication purposes.

c. Rhalmi (2014) in her journal with the title "Situational Language Teaching (Oral methodology)" presume that by imaginatively receiving Communicative Language Teaching (CLT) and Situational Language Teaching (SLT) standards and exercises, an oral English educator may have the option to tackle issues in an assortment of showing circumstances, for example, understudies' hesitance to talk in English. Nonetheless, there is nobody wonderful instructing approach that is sufficiently adequate to be utilized as the sole premise of educating, and we should diminish the quintessence of each showing approach and apply it inventively to our own instructing circumstance. Both SLT and CLT can be utilized to show communicated in English, yet we have to think about them, assess them and adjust the rules that best suit our own instructing circumstance. Like learning dialects, we can locate the best showing techniques for ourselves through experimentation. Constantly checking understudy progress and changing

instructing methodologies and techniques are required when we apply the educating approach. Every instructor will locate the best showing strategy for himself that will give the most advantages to understudies.

B. Some pertinent ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

According to Coleman (1959) words comprise of sounds, or blends of sounds, which have gotten regular in phonetic societies or networks, which are commonly utilized in specific reactions that have a place with a similar network. As indicated by the recearher the vocabulary is words from dialects that have importance and capacity. Of the few definitions, despite the fact that the two are not quite the same as each other, the significant purpose of the definition is that the vocabulary of words impacts individuals to make language.

One of the principal viewpoints to accepting consideration is the part of vocabulary. Some huge scope examinations of unknown dialects are that the vocabulary isn't processed. Vocabulary is one of the most significant in learning unknown dialects.

Hornby (1987) characterizes vocabulary as:

1.   Total number of words which make up a language

2.   (Range of) words known to, or utilized by an individual an exchange calling and so forth

Echols and Shadily (1986) characterize that vocabulary is the substance and capacity of language words that are concentrate completely so they become some portion of getting, talking, perusing, and composing jargon. Then again, Cartner in Aprilieah (2020) states that vocabulary is words having meaning when hear or see despite the fact that it isn't produce by the individual himself to speak with others. Words and vocabulary are synonyms, yet they are terminologically distinct. Words are any letter combinations that give meaning in a language. In other terms, vocabulary is a collection of words used by people or specific individuals, as well as a list or rectification of linguistic words.

Vocabulary is a significant expression of a language utilize in talking and composing, yet additionally in tuning in and perusing. Huddleston (1954) who manages lexiscon, said that (1) vocabulary is the substance and essential expressions of a language that is concentrated cautiously, so they become some portion of youngsters' agreement, talking, perusing, and composing; (2) vocabulary is words that have meaning when hearing or seeing even though people produce it when speaking with others.

Bonhomme (1985), says that vocabulary is (1) a rundown of words, and here and there phrases, normally masterminded in sequential request and characterized; A word reference, glossary, or

dictionary; (2) all words from a language; (3) all words are utilized by specific individuals, classes, callings, and so on

b. **Types of Vocabulary**

Furthermore, a few arrangements of vocabulary are given as follows. Legget (1982) shows that there are two kinds of vocabulary:

1. Passive of perceived vocabulary which is, made up words, one perceived

2. In the setting of understanding material yet he doesn"t really use himself.

Guntur (1989) separated four sorts of vocabulary:

1. Oral vocabulary comprise of words effectively utilized in discourse that come promptly to the tongue of one"s discussion.

2. Writing vocabulary is the supply of words that come promptly to one"s fingers vocbulary. It is commonly used in writing.

a) Vocabulary in intermediate class

To show the significance words, the educators clarify by utilizing straightforward sentences in English picture can likewise be utilized at halfway level in a few accommodating manners.

b) Vocabulary in cutting edge class

Accordingly, in clarifying obscure words, instructors don't only streamline the sentences they use however once in a while they are requested for more modern sentence development as

they are typically utilized by local speakers of English. At that point, students build up their vocabulary by utilizing different strategies.

Staff (1989) registers the meaning of vocabulary underneath:

a) The supply of words utilized by a specific people, class, individual, number of occupation or calling.

b) A rundown of words assortment or a language stage, part of science or the like generally masterminded in sequential request and characterizes.

c) The expressions of a language.

d) Any assortment of indication of image establishing a methods or an arrangement of non verbal correspondence.

e) Any pretty much explicit gathering from normal for a craftsman, a style of workmanship engineering, or something like that.dependent on their inclinations.

c. **Function of Vocabulary**

The vocabulary as expressed in the definition is a supply of words from the language. It has an incredible capacity in language. Individuals use vocabulary/words to construct sentences. Vocabulary resembles the bones of our body. Without bones, nothing can be as wonderful as could be expected under the circumstances.

d. Principle of Teaching and Learning Vocabulary

Guntur (1989) calls attention to that the issue of vocabulary educating is the means by which to pick the words to be instructed. One of the standards of encouraging vocabulary is to instruct words that are more concrete at the lower level and bit by bit become more theoretical at a more elevated level.

Wallace in Bean (1994) brings up the seven standards of educating and learning jargon as follows:

1. Aims

   In showing English vocabulary, the educator must realize the goals incorporate the determination and the quantity of target vocabularies that understudies should have the option to know in the endorsement time frame.

2. Quantity

   It is significant for educators to decide the quantity of new words so student can learn. The real number will rely upon the quantity of variables shifting from class and understudies. On the off chance that there are such a large number of words to state educated, understudies become confounded, debilitate and baffled.

3. Need

   For this situation, the educator in picking the vocabulary that will be trained will be identified with the students'

objectives. The choice of words to be instructed can likewise be founded on the requirements of Indonesians students in wording that they will utilize words in their every day carries on with, the words are identified with their current circumstance and groundwork for their future life.

4. Frequent introduction and redundancy

In vocabulary instructing and learning, there must be some reiteration until there is proof that understudies are learning the objective words.

5. Meaningful introduction

In introducing vocabulary, the instructor must give students clear clarifications and tell the best way to utilize words in genuine circumstances by placing words in their specific situation.

6. Situation

In showing English vocabulary, the educator must know about the students' circumstance and class air whether; students are prepared to get learning.

e. Technique of Teaching and Learning Vocabulary

Teaching and learning vocabulary is not a simple way. The teacher's ability to recognize students' competencies and characteristics is required.

Allen (1983) classifies the tecnique learning vocabulary as follows:

In the introductory lesson, the instructor uses visuals, tangible items, explanations, and definitions in plain English with terms that the students already know to communicate the meaning of vocabulary.

The definition of teaching is divided into five sections by Laurance et al. (1968).

1. Teaching is an action that increases the likelihood that potential learners will learn.

2. Teaching is an action that directs learning toward a desired outcome.

3. Teaching is the process of making information understandable.

2. Concept of Situational Language Teaching Method

a. Theory of Learning by Using Situational Language Teaching Method

Situational Language Teaching is a term not usually utilized today, yet it is a methodology created by British applied etymological during the 1930s to the 1960s, and which affected language courses which get by in some actually being utilized today.

The hypothesis of lerning hidden the Situational Language Teaching is behaviorism, tending to additional to handling, that the states of learning. It incorporates the accompanying standards:

1. Language learning is propensity arrangement

2. Mistakes are awful and should be evaded, as they make had propensities

3. Language aptitudes are found out more successfully on the off chance that they are introduced orally first, at that point in the composed structure

4. Analogy is a superior establishment for language learning than investigation

5. The implications of words can be learned uniquely in an etymological and social setting

b. **The Procedure of Situational Language Teaching Method**

(Davies et al. 1975) likewise give detailed information about teaching procedures to be used with Situational Language Teaching. The sequence of activities they propose consists of :

1. Listening practice in which the teacher obtains his student's attention and repeats an Example of the patterns or a word in isolation clearly, several times, probably saying it slowly at least once (where is the pen?), separating the words.

2. Choral imitation in which students all together or in large groups repeat what the teacher has said. This works best if the teacher gives a clear instruction like "Repeat," or "Everybody" and hand signals to mark time and stress.

3. Individual imitation in which the teacher asks several individual

Students' to repeat the model he has given in order to check their pronunciation.

4. Isolation, in which the teacher isolates sounds, words or groups of words which cause trouble and goes through techniques 1-3 with them before replacing them in context.

5. Building up to a new model, in which the teacher gets students to. ask and answer questions using patterns they already know III order to bring about the information necessary to introduce the new model.

6. Elicitation, in which the teacher, using mime, prompt words, gestures, etc., gets students to ask questions, make statements, or give new examples of the pattern.

7. Substitution drilling, in which the teacher uses cue words (words, pictures, numbers, names, etc.) to get individual students to mix the examples of the new patterns.

8. Question-answer drilling, in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.

9. Correction in which the teacher indicates by shaking his head, repeating the error, etc., that there is a mistake and invites the student or a different student to correct it. Where possible the teacher does not simply correct the mistake himself. He gets

students to correct themselves so they will be encouraged to listen to each other carefully.

c. **The Principle of Situational Language Teaching Method**

Alexander and other driving British course book journalists likewise mirrored the standards of Situational Language Teaching as they have advanced over a long term period. The fundamental attributes of the methodology were as per the following:

1. Language showing starts with communicated in language. Material is instructed orally before it is introduced in composed structure

2. The objective language is the language of the study hall

3. New language focuses are presented and drilled situational

4. Vocabulary determination strategies are followed to guarantee that a fundamental general assistance jargon is covered

5. Items of sentence structures are evaluated following the rule that structures should be educated before complex ones

6. Reading and composing are presented once an adequate lexical and syntactic premise is set up.

Richard and Rodgers (2001) expressed that it was the third rule that turned into a critical element of approach during the 1960s, and it was then that the term situational was utilized progressively in alluding to the oral methodology.

The hypothesis of picking up undelining Situational Language Teaching kind of behaviorist propensity learning hypothesis. It tends to essential the cycle rather that the states of learning.

Richard and Rodgers (2001) expressed that Like the immediate strategy, Situational Language Teanhing embraces in inductive way to deal with the instructing of sentence structure. The importance of words or structure isn't to be given through clarification in either the local language or the objective language however is to presented from the way the structure in utilized in a situational.

d. **Advantages and Disadvantages of Situational Language Teaching Method**

1. Advantages of Situational Language Teaching Method

As indicated by Rhalmi (2014) Situational Language Teaching is as yet alluring to numerous educators who actually trust in auxiliary act of language. Its reasonableness in the educating of sentence structure designs has added to the endurance of the methodology up to this point. Moreover, its accentuation on oral practice actually pulls in help among language instructors.

As per John and Lindsay (2005) situational language learning advances the utilization of oral sentence designs. This would then be able to be trailed via programmed language use in perusing, talking and composing.

As per Steven et al (2006) in nations where the unknown dialect instructing prospectus is intensely founded on punctuation, situational language instructing keeps on being well known. This is on the grounds that help for this technique is gotten from language educators who think about its accentuation on syntax, sentence examples and oral practice to be significant in learning.

2. Disadvantages of Situational Language Teaching Method

Numerous premises hidden the methodology have been condemned. For instance Chomsky in Rhalmi (2014) demonstrated that the basic and the behavioristic ways to deal with language are basically erroneous as they don't clarify the basic element of language learning: the capacity to make novel and special sentences. Kids don't secure their native language through reiteration and propensity development. There must be, notwithstanding, an inborn inclination that lead them to a particular sort of etymological fitness.

e. **Conceptual Framework**

The conceptual framework underlying in this research is given in the following diagram:
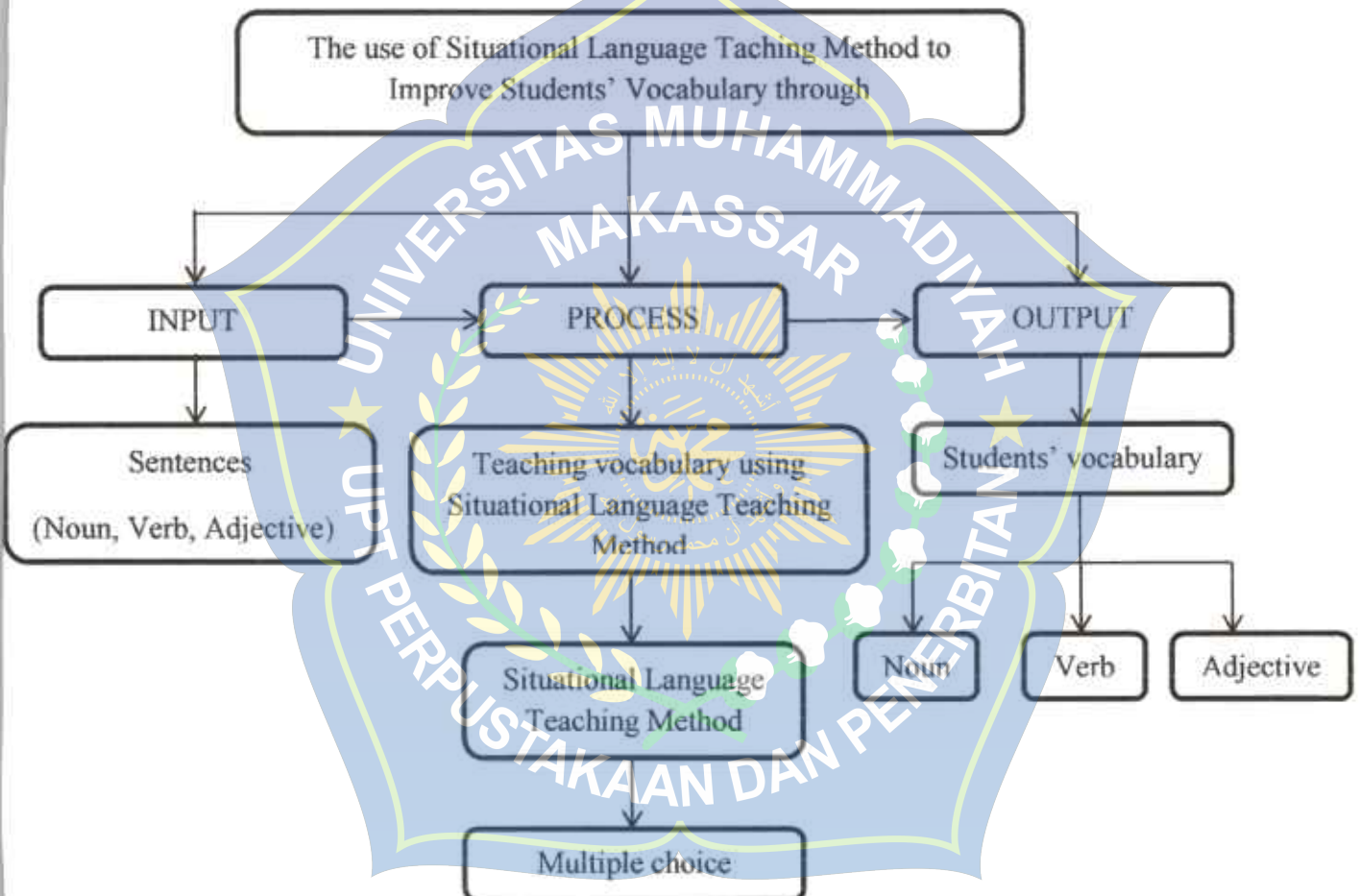
Figure 2.1 Conceptual Framework

In this research, the researcher would to improve students' vocabulary skills used Situational Teaching Methods. Accoding to Coleman (1959) vocabulary is words consist of sounds, or combinations of sounds, which have become conventional in linguistic cultures or communities, which are generally used in certain responses that belong to the same community. Situational Language Teaching is based on a structural view of language. Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. According to Rhalmi (2014) Situational Language Teaching is as yet alluring to numerous educators who actually have confidence in basic act of language. Its reasonableness in the instructing of language designs has added to the endurance of the methodology as of not long ago. In addition, its accentuation on oral practice actually draws in help among language instructors. The researcher started by administering a Pre-Test in the form of a multiple choice test. The researcher utilized Situational Language Teaching (SLT) as a strategy in the learning process to enhance vocabulary in terms of nouns, verbs, and adjectives after administering a pre-test. After providing treatment, the researcher provided a post-test to find data used Situational Language Teaching as a learning method to improve students' vocabulay skill in terms of nouns, verbs, and adjectives.

f. Hypothesis

The criteria for the hypothesis testing is as follows:

Table 2.1 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above indicates that if the t-test value is less than or equal to the t-table value, the null hypothesis is accepted and the alternative hypothesis is rejected, and if the t-test value is greater than or equal to the t-table value, the null hypothesis is rejected and the alternative hypothesis is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a pre-experimental method with the method of group pretest and posttest design. This illustrated their ability to improve vocabulary by students in Class VII SMPN 27 Bulukumba.

The research design used one group pre-test and post-test design. Treatment (X) is given between pretest (O1) and posttest (O2). The design is explained as follows:

Table 3.1 One-Group Pretest-Posttest Design

Pre-test	Tretment	Post-test
O1	X	O2

(Gay, 1981)

Notes: O1 = Pre-Test

X = Treatment

O2= Hasil Post-Test dari siswa

B. Population and Sample

1. Population

The population of the research is the first class SMPN 27 Bulukumba in academic year 2020-2021. The number of population is 23 students which consisting of one classes.

2. Sample

The researcher used total random sampling technique in which the second year will be choosen as a sample. The total sample is 23 students.

C. **Instrument of the Research**

In this study, the researcher utilized a vocabulary exam to determine if students' English vocabulary achievement improved as a result of the situational language teaching method employed in the pre-test English before treatment and a post-test English after treatment. It comprises of classroom teaching resources, such as the use of situational language teaching methods using English nouns, English verbs, and English adjectives.

D. **Procedure of Data Collection**

The procedures of collecting data of this research as follows:

1) Pre-test

The researcher gave a pre-test before the researcher used the Teaching Language Method. It aims to determine students 'knowledge in students' vocabulary skills.

2) Treatment

Then the researcher gave a treatment used the Situational Language Method to improve students' vocabulary skills in terms of nouns, verbs and adjectives. The researcher provided treatment to students during four meetings, where researcher provided topics to students in terms of nouns, verbs and adjectives.

a) The researcher started this in the classroom for 80 minutes at the first meeting. Students acquired information on the topic of English nouns using the situational language teaching technique at this meeting.

b) The researcher began this in the classroom for 80 minutes during the second meeting. Students acquired information on the topic of English verbs using the situational language teaching technique during this meeting..

c) The researcher began this in the classroom for 80 minutes during the third meeting. Students studied material on the topic of English adjectives using the situational language teaching technique at this meeting.

d) The researcher began this in the classroom for 80 minutes during the fourth meeting. Using the situational language teaching technique, the instructor clarified all of the content presented in the prior meeting in terms of nouns, verbs, and adjectives.

3) Post-Test

After the researcher gave the treatment, the researcher gave a post-test as the last test to determine the achievement of their vocabulary after being taught the use of situational language teaching methods through English Noun, English verb and English adjective in the teaching and learning process.

E. Technique of Data Analysis

To administering the vocabulary test, the researcher used analytic score in order to be more reliable in scoring students' vocabulary. In analyzing the data collected used the procedures as follows:

1. To classify the students score were classified based on the score standart based on the score standart of evaluation that were :

Table 3.2 Students Score Classifying

No.	Categorization	Score
1	Excellent	9,6-10
2	Very Good	8,6-9,5
3	Good	7,6-8,5
4	Fairly Good	6,6-7,5
5	Fair	5,6-6,5
6	Poor	4,1-5,5
7	Very Poor	0-4

(Inggriyani and Fazriah, 2018: 35)

2. Scoring the students test answer

$$S = \frac{R}{N} \times 100\%$$

Notes : S = Correct Percentage

R = Correct answers

N = Total Questions

(Arikunto, 1998)

3. Calculating the mean score of students' answer in both pre-test and post-test by this formula:

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

Notes: x = Mean Score

$\sum x$ = The row score

N = Number of subject

(Sudjiono, 2003: 78)

4. Calculating the percentage of students improvement based on pre-test and post test:

$$P = \frac{X2 - X1}{X2} \ x \ 100\%$$

Notes : P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Sudjiono, 2003: 76)

5. Computing the frequency and rate percentage of students' score:

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

Notes: P = Percentage

N = Total number of students

F = Frequency

(Sudjiono, 2003: 40)

6. To find out significant differences score of students' vocabulary through Situational Language Teaching method, researcher use t-test:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D2 - \frac{(\sum D)2}{N}}{N(N-1)}}}$$

Notes: t = Test of significant difference

$\bar{D}$ = The mean of the difference score

$\sum D$ = The sum of all score

$\sum D2$ = The square of the sum for difference

N = The total number of sample

(Sudjiono, 2003: 326)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings are based on the results of data analysis, and the researcher discovered the influence of the situational language teaching method in improving students' vocabulary skills in terms of English Noun, English Verb, and adjectives, as stated in the previous chapter, namely the objective test consisting of a pre-test and a post-test.

Through the Situational Language Teaching Method, the data findings were examined to characterize the students' vocabulary achievement. The findings cover the students' pre-test score, treatment, and post-test improvement, as well as the substantial difference in pre-test and post-test scores. The following is the outcome of the data analysis:

1. **The Students Mean Score in English Noun**

    The following table shows the students' mean pre-test and post-test scores in English noun of the students' vocabulary competence:

    Table 4.1 The improvement of the students' vocabulary achievement of English Noun.

Pre-Test	Post-Test	Improvement
5,1	7,0	27,14%

The table above illustrates the rise in student scores in learning English nouns using the situational language teaching technique from pre-test to post-test. Students' pre-test score is (5,1), which is considered poor classification, and their post-test score is (7.0), which is considered fairly good classification. This demonstrates that using a situational language teaching method can help students enhance their vocabulary in English nouns.

Based on the findings of the above analysis, it appears that using the situational language teaching approach can help students enhance their vocabulary in terms of English nouns.

2. **The Students Mean Score in English Verb**

The following table shows the students' mean pre-test and post-test scores in English verb of the students' vocabulary competence :

Table 4.2 The improvement of the students' vocabulary achievement of English Verb.

Pre-Test	Post-Test	Improvement
5,2	7,2	27,77%

The improvement in student scores from pre-test to post-test in learning English verbs utilizing the situational language teaching method is shown in table 4.2. Students' pre-test score is (5,2), which is considered poor classification, and their post-test score is (7.2), which is considered

fairly good classification. This demonstrates that using a situational language teaching method can help students enhance their vocabulary in English verbs.

Based on the findings of the above analysis, it appears that using the situational language teaching method can help students increase their vocabulary in English verbs.

3. **The Students Mean Score in English Adjective**

The following table shows the students' mean pre-test and post-test scores in English adjective of the students' vocabulary competence:

Table 4.3 The improvement of the students' vocabulary achievement of English Adjective.

Pre-Test	Post-Test	Improvement
5,1	7,0	27,14%

The table 4.3 above shows the increase in student scores from pre-test to post-test in learning English adjectives using the situational language teaching method. Where the pre-test score of students is (5,1) which is categorized as poor classification, and post-test (7.0) as fairly good classification. This proves that, the use of situational language teaching method can improve students' vocabulary in terms of English adjectives.

Based on the findings of the above analysis, it appears that using the situational language teaching method can help students increase their vocabulary in English adjectives.

4. **The improvement of the students' vocabulary achievement of English (Noun, Verb, Adjective).**

The following table shows the students' mean pre-test and post-test scores in English (noun, verb and adjective) of the students' vocabulary competence :

Table 4.4 The improvement of the students' vocabulary achievement of English noun, verb, and adjective.

	VOCABULARY		
	NOUN	VERB	ADJECTIVE
PRE-TEST	5,1	5,2	5,1
POST-TEST	7,0	7,2	7,0
IMPROVEMENT	27,14 %	27,77 %	27,14 %

The table 4.4 above shows the increase in student scores from pre-test to post-test in learning English noun, verb, and adjectives using the situational language teaching method. Where the pre-test score of students in terms of English noun is (5,1) which is categorized as poor

classification, and post-test (7.0) as fairly good classification. The pre-test score of students in terms of English verb is (5,2) which is categorized as poor classification, and post-test (7.2) as fairly good classification. And the pre-test score of students in terms of English adjective is (5,1) which is categorized as poor classification, and post-test (7.0) as fairly good classification. This proves that, the use of situational language teaching method can improve students' vocabulary.

5. **The Percentage of the improving Students' vocabulary in term of noun, verb and adjective.**

a. English noun

Based on data analysis, it shows that students achievement in terms of English noun before treatment was poor. This is evidenced by the giving of objective tests to students, where most of them get grades as expected. The result of the pre-test and post-test can be seen clearly in the following table:

Table 4.5 The students' achievement in English Noun

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1	Excellent	9-10	-		-	
2	Very good	8-9	-		-	
3	Good	7-8	-		9	39,13%
4	Fairly good	6-7	3	13,04%	8	34,78%
5	Fair	5-6	7	30,43%	4	17,39%
6	Poor	4-5	6	26,09%	2	8,69%

7	Very poor	0-4	7	30,43%	-	
	TOTAL		23	100%	23	100%

Based on table 4.5 above, it can be seen that the achievement of students' scores from the pre-test and post-test in terms of English nouns. for the pre-test, 3 students got a fairly good score (13.04%). 7 students got a fair score (30.43%). 6 students got a poor score (26.09%). 7 students got a very poor score (30.43%). and post-test, 9 students got a good score (39,13%). 8 students got a fairly good score (34.78%). 4 students got fair scores (17.39%). and 2 students got a poor score (8.69%).

As a result, the rise in the students' post-test scores was greater than the increase in their pre-test scores. This demonstrates that using the situational language teaching method can help students enhance their noun vocabulary.

Based on the data analysis, the students' answers in terms of English nouns before treatment was (5,1%) which was classified as poor achievement. And after being given treatment regarding English nouns, most of the students' scores showed the expected achievement. In the data analysis, the achievement of students' scores in terms of English nouns after treatment was (7.0%). It is classified as fairly good score.

b. English Verb

Based on data analysis, it shows that students achievement in terms of English verb before treatment was poor. This is evidenced by the giving of objective tests to students, where most of them get grades as expected. The result of the pre-test and post-test can be seen clearly in the following table.

Table 4.6 The students' achievement in English verb

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1	Excellent	9-10	-		-	
2	Very good	8-9	-		1	4,35%
3	Good	7-8	1	4,35%	10	43,48%
4	Fairly good	6-7	4	17,39%	6	26,09%
5	Fair	5-6	4	17,39%	5	21,74%
6	Poor	4-5	7	30,43%	1	4,35%
7	Very poor	0-4	7	30,43%	-	
	TOTAL		23	100%	23	100%

Based on table 4.6 above, it can be seen that the achievement of students' scores from the pre-test and post-test in terms of English verbs. for the pre-test, 1 students got a good score (4,35%). 4 students got a fairly good score (17,39%). 4 students got fair score (17,39%). 7 students got a poor score (30.43%). 7 students got a very poor score (30.43%). and post-test, 1 students got a very good score (4,35%). 10 students got a good score (43.48%). 6 students got fairly good scores

(26.09%). 5 students got fair score (21.74%). And 1 students got a poor score (4,35%).

As a result, the rise in the students' post-test scores was greater than the increase in their pre-test scores. This demonstrates that using the situational language teaching method may help students enhance their verb vocabulary.

Based on the data analysis, the students' answers in terms of English verbs before treatment was (5,2%) which was classified as poor achievement. And after being given treatment regarding English verbs, most of the students' scores showed the expected achievement. In the data analysis, the achievement of students' scores in terms of English verbs after treatment was (7.2%). It is classified as fairly good score.

c. English Adjective

Based on data analysis, it shows that students achievement in terms of English adjective before treatment was poor. This is evidenced by the giving of objective tests to students, where most of them get grades as expected. The result of the pre-test and post-test can be seen clearly in the following table:

Table 4.7 The students' achievement in English adjective

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1	Excellent	9-10	-		-	
2	Very good	8-9	-		-	
3	Good	7-8	-		10	43,48%
4	Fairly good	6-7	4	17,39%	6	26,09%
5	Fair	5-6	5	21,74%	5	21,74%
6	Poor	4-5	5	21,74%	2	8,69%
7	Very poor	0-4	9	39,13%	-	
	TOTAL		23	100%	23	100%

Based on table 4.7 above, it can be seen that the achievement of students' scores from the pre-test and post-test in terms of English adjectives. for the pre-test, 4 students got a fairly good score (17,39%). 5 students got fair score (21,74%). 5 students got a poor score (21,74%). 9 students got a very poor score (39.13%). and post-test, 10 students got a good score (43,48%). 6 students got fairly good score (26,09%). 5 students got fair score (21.74%). And 2 students got a poor score (8,69%).

As a result, the rise in the students' post-test scores was greater than the increase in their pre-test scores. This demonstrates that using the situational language teaching method can help students enhance their adjective vocabulary.

Based on the data analysis, the students' answers in terms of
English adjectives before treatment was (5,1%) which was classified
as poor achievement. And after being given treatment regarding
English adjectives, most of the students' scores showed the expected
achievement. In the data analysis, the achievement of students' scores
in terms of English adjectives after treatment was (7.0%). It is
classified as fairly good score.

B. Discussions

In this part, the researcher would like to discuss the result of findings. The discussion aimed at describing the students' vocabulary achievement in English Noun, Verb and adjective through situational language teaching method.

Students' vocabulary skills in terms of noun, verb and adjective are supported by the average score of students on the post-test which is higher than the pre-test. Before the treatment was applied, most students were still lacking in terms of nouns, verbs, and adjective. However, after the treatment was applied, it was easier for students to answer and know the learning in terms of vocabulary.

The increase in students' vocabulary skills in terms of nouns can be seen between the pre-test and post-test. The mean score of the students' pre-test was 5.1 (poor) to 7.0 (fairly good) on the post-test. Furthermore, the increase in students' vocabulary skills in terms of verbs can be seen between the pre-test and post-test. The mean score of the students' pre-test was 5.2 (poor) to 7.2 (good) on the post-test. Lastly, the increase in students' vocabulary skills in terms of adjectives can be seen between the pre-test and post-test. The mean score of the students' pre-test was 5.1 (poor) to 7.0 (fairly good) on the post-test. These results indicate an increase in students' vocabulary in terms of nouns, verbs and adjectives after using situational language teaching. Increased students' vocabulary skills in terms of nouns because the treatment

given to students is easy to understand, as well as direct interaction by researcher when giving treatment. There are still many students' texts in terms of nouns in the pre-test that do not match the answers from the test. But after being given treatment, they can answer in accordance with the function and the correct answer from the test given. This is in accordance with the theory of John and Lindsay (2005) situational language learning advances the use of spoken sentence design. This can then be traced through the use of programmed languages in reading, speaking, and composing. There have been previous studies conducted on the problem of Situational Language Teaching. Husniati (2010), for example, found that students can improve their vocabulary achievement through the use of Situational Language Teaching in English nouns, English verbs, and English adjectives. Riani (2013) asserts that learners must listen and repeat what the teacher says throughout the learning process and respond to questions or commands. All teachers agree that the SLT method is easy to apply when teaching directly in class by continuously repeating vocabulary.

In this study, the researcher assessed that the use of situational language learning methods was still very effective in improving students' English vocabulary skills in terms of nouns, verbs, and adjectives, this can be seen from the students' results from pre-test and post-test. According to Rhalmi (2014) Situational Language Teaching is still attractive to many educators who truly believe in the additional act of language. His reasonableness in educating sentence structure design has added to the durability of the

methodology to date. Moreover, his accentuation of spoken practice actually

attracts favor among language instructors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The researcher concluded that based on the results of data analysis of the findings in the previous chapter:

1. The teaching and learning process using the situational language teaching method in nouns in English subjects can increase student learning achievement by (27,14%).

2. The teaching and learning process using the situational language teaching method in verbs in English subjects can improve student learning achievement by (27,77%).

3. The teaching and learning process using the situational language teaching method in adjectives in English subjects can increase student learning achievement by (27,14%).

4. The teaching and learning process using the situational language teaching method in vocabulary can increase student learning achievement in terms of English verb is (27,14%), English noun is (27,77%) and English adjective is (27,14%).

5. The use of the situational language teaching method is able to improve students' vocabulary achievement in English.

B. Suggestions

Based on the above result, the researcher makes the following recommendations to English teachers, future researchers, and anybody who reads this thesis:

1. For education

   Using the situational language teaching method, it is still effective as a teaching tool in improving students' vocabulary skills.

2. For the English teacher at the seven grade in SMPN 27 Bulukumba.

   For seventh grade teachers at SMPN 27 Bulukumba, the situational language teaching method can help improve students' enthusiasm and ability in learning vocabulary.

3. For the further researcher

   The use of the Situational Language Teaching approach has been shown to improve students' vocabulary achievement, it is proposed that more research be conducted to determine the students' pronunciation, attitudes toward the use of this method, which was not measured in this study.

4. For the students

   Students should get used to doing reminders or getting used to memorizing or studying vocabulary according to the situational language teaching method that understands behaviorism.

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APPENDIX A

The Students' Worksheet of Pre-Test

Picture I

Picture II

Picture III

Picture IV

The Students' Worksheet of Post-Test

Picture I

Picture II
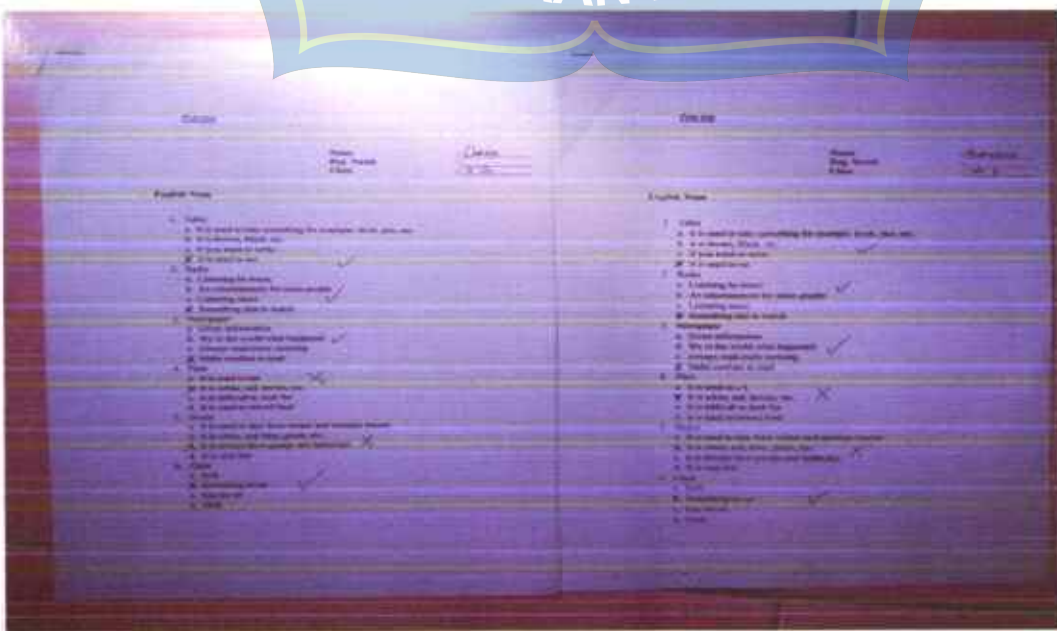
Picture III

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 27 Bulukumba

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII

Semester   : Genap (2)

Pokok Bahasan   : Vocabulary (Noun, Verb, and Adjective)

Alokasi Waktu   : 4 x Pertemuan

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.3 Memahami kalimat dan pesan tertulis sangat sederhana	3.3.1 Mengidentifikasi berbagai informasi dalam kalimat – kalimat sangat sederhana 3.3.2 Mengidentifikasi berbagai informasi dalam dialog

B. Tujuan Pembelajaran

Setelah melalui pengamatan, menanya, mengumpulkan informasi, mengolah informasi, dan mengkomunikasikan hasilnya diharapkan peserta didik dapat :

- mengidentifikasi berbagai informasi dalam kalimat sangat sederhana
- mengidentifikasi sebuah nama benda sesuai dengan gambar
- mendiskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan

C. Materi Pembelajaran

- **Noun**

No	Words	Sentences
1.	Radio	a. My brother is listening music on radio FM.
2.	Table	b. Write a letter on the table.
3.	Pen	c. This is pen.
4.	Television	d. I like watching TV.
5.	Newspaper	e. My uncle always read newspaper every morning.
6.	Plate	f. I am eating by plate.
7.	Glass	g. I like a drink of one glass milk.
8.	House	h. Mr. Anwar has a beautiful house.
9.	School	i. My young sister always goes to school everyday.
10.	Bag	j. Andi go to school with his bag school.

- **Verb**

No	Words	Sentences
1.	Listen	a. I always listen the music
2.	Read	b. Uncle Dhani reads a newspaper
3.	Cooking	c. My mother is cooking in the kitchen
4.	Get up	d. I get up at. 05.00 am. Everyday
5.	Eat	e. Andi eats meal balls
6.	Playing	f. They are playing football
7.	Drink	g. She is drinking a glass of coca cola
8.	Work	h. Mr. John works in Garuda Indonesia
9.	Write	i. She writes a letter for her parents
10.	Speak	j. They are speaking about English verb

- **Adjective**

No	Words	Sentences
1.	Clever	a. She is very clever in her class
2.	Beautiful	b. Yuni is beautiful girl
3.	Careful	c. You must be careful
4.	Big	d. She has a big house
5.	Stupid	e. Andi is one of stupid student in the classroom.
6.	Lazy	f. Nina is a lazy student
7.	Bad	g. He has a bad habit
8.	Naughty	h. He is a naughty boy
9.	Good	i. They are a good students
10.	Fluent	j. Mr. Amir is very fluent when he speak English.

D. SUMBER/MEDIA PEMBELAJARAN

- Power Point
- Buku bahasa inggris When English Rings a Bell SMP/MTS kelas VII

E. Langkah-langkah Kegiatan Pembelajaran

a. Pertemuan I

Kegiatan	Deskripsi Kegiatan Guru	Waktu
Pendahuluan	1. Guru memulai pembelajaran dengan mengucapkan salam dan menyapa siswa 2. Peserta didik bersiap, dan membaca doa sebelum belajar 3. Guru mengabsen 4. Guru menjelaskan materi yang akan dipelajari serta tujuan pembelajaran. 5. Guru bertanya tentang vocabulary siswa 6. Guru membagi peserta didik kedalam 6 kelompok	10 menit
Inti	1. Pada pertemuan ini guru menjelaskan noun	60 menit

	menggunakan situational language teaching	
	2. Guru meminta peserta didik untuk mengulangi/repeat tentang English noun.	
	3. Guru meminta setiap kelompok mengulang apa yang telah dijelaskan.	
	4. Guru memberikan pertanyaan kepada tiap kelompok dengan kata-kata atau gerakan dalam hal noun.	
	5. Guru meminta setiap kelompok mempraktekkan kata-kata yang diberikan dengan bertanya dan menjawab.	
	6. Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata dalam hal noun.	
Penutup	1. Guru memberikan kesimpulan tentang pengajaran kosakata dalam hal noun.	**10 menit**
	2. Guru meberitahukan kepada peserta didik mengenai pembelajaran pada pertemuan selangjutnya	
	3. Guru berpesan kepada peserta didik untuk mempelajari kembali materi yang telah dipelajari pada hari ini di rumah.	
	4. Guru mengucapkan salam penutup.	

b. Pertemuan II

Kegiatan	Deskripsi Kegiatan Guru	Waktu
Pendahuluan	1. Guru memulai pembelajaran dengan mengucapkan salam dan menyapa siswa 2. Peserta didik bersiap, dan membaca doa sebelum belajar 3. Guru mengabsen 4. Guru menjelaskan materi yang akan dipelajari serta tujuan pembelajaran. 5. Guru bertanya tentang vocabulary siswa 6. Guru membagi peserta didik kedalam 6 kelompok	10 menit
Inti	1. Pada pertemuan ini guru menjelaskan English verb menggunakan Situatinal Language Teaching. 2. Guru meminta peserta didik untuk mengulangi/repeat tentang English verb. 3. Peserta didik duduk pada masing-masing kelompok yang telah ditentukan. 4. Guru meminta setiap kelompok mengulang apa yang telah dijelaskan. 5. Guru memberikan pertanyaan kepada tiap kelompok dengan kata-kata atau gerakan dalam hal verb. 6. Guru meminta setiap kelompok mempraktekkan kata-kata yang diberikan dengan bertanya dan menjawab. 7. Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata dalam hal verb.	60 menit

Penutup	1. Guru memberikan kesimpulan tentang pengajaran kosakata dalam hal verb. 2. Guru meberitahukan kepada peserta didik mengenai pembelajaran pada pertemuan selanjutnya. 3. Guru memberikan tugas kepada peserta didik untuk dikerjakan dirumah 4. Guru berpesan kepada peserta didik untuk mempelajari kembali materi yang telah dipelajari pada hari ini di rumah. 5. Guru mengucapkan salam penutup.	10 menit

c. Pertemuan III

Kegiatan	Deskripsi Kegiatan Guru	Waktu
Pendahuluan	1. Guru memulai pembelajaran dengan mengucapkan salam dan menyapa siswa 2. Peserta didik bersiap, dan membaca doa sebelum belajar 3. Guru mengabsen 4. Guru menjelaskan materi yang akan dipelajari serta tujuan pembelajaran. 5. Guru memberitahukan ke peserta didik untuk duduk ke masing-masing kelompok yang telah dibagikan pada pertemuan sebelumnya.	10 menit
Inti	1. Pada pertemuan ini guru menjelaskan mengenai materi english adjective menggunakan situational language teaching. 2. Guru meminta peserta didik untuk	60 menit

		mengulangi/repeat tentang English adjective	
	3.	Peserta didik duduk pada masing-masing kelompok yang telah ditentukan.	
	4.	Guru meminta setiap kelompok mengulang apa yang telah dijelaskan.	
	5.	Guru memberikan pertanyaan kepada tiap kelompok dengan kata-kata atau gerakan dalam hal adjective.	
	6.	Guru meminta setiap kelompok mempraktekkan kata-kata yang diberikan dengan bertanya dan menjawab.	
	7.	Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata dalam hal adjective.	
Penutup	1.	Guru menunjuk salah satu peserta didik untuk memberi kesimpulan pada pembelajaran yang telah diberikan.	10 menit
	2.	Guru memberikan kesimpulan tentang pengajaran kosakata dalam hal adjective.	
	3.	Guru meberitahukan kepada peserta didik mengenai pembelajaran pada pertemuan selangjutnya	
	4.	Guru berpesan kepada peserta didik untuk mempelajari kembali materi yang telah dipelajari pada hari ini di rumah.	
	5.	Guru mengucapkan salam penutup.	

d. **Pertemuan IV**

Kegiatan	Deskripsi Kegiatan Guru	Waktu
Pendahuluan	1. Guru memulai pembelajaran dengan mengucapkan salam dan menyapa siswa 2. Peserta didik bersiap, dan membaca doa sebelum belajar 3. Guru mengabsen 4. Guru menjelaskan materi yang akan dipelajari serta tujuan pembelajaran.	10 menit
Inti	1. Guru menjelaskan semua materi yang telah dipelajari (Noun, verb, and adjective) menggunakan situational language teaching method. 2. Guru memberikan kesempatan ke peserta didik untuk bertanya mengenai pembelajaran yang belum dimengerti.	60 menit
Penutup	1. Guru meberitahukan kepada peserta didik untuk belajar mengenai materi (noun, verb, and adjective) karena pertemuan selanjutnya akan diberikan tesk. 2. Guru berpesan kepada peserta didik untuk mempelajari kembali materi yang telah dipelajari pada hari ini di rumah. 3. Guru mengucapkan salam penutup.	10 menit

F. Penilaian Hasil Belajar

Classification	Score	Indicators
Excellent	5	Use vocabulary and idiom is virtually that of a native speaker
Very Good	4	Sometimes use approach terms and mast rephrase ideas because of inadequate
Good	3	Frequently uses the wrong word conversation somewhat limited vocabulary
Poor	2	Vocabulary make comprehension quite difficult
Very poor	1	Vocabulary limited so extreme as to make reading virtually impossible

Bulukumba,   2020
Mengetahui

Guru Mata Pelajaran   Mahasiswa

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APPENDIX C

Instrument

Pre test

Name	: _____
Reg. Numb	: _____
Class	: _____

English Noun

1. Television
   a. Given information
   b. Give money
   c. To watch sinetron
   d. To watch news
2. Glass
   a. It is used to write
   b. It is used to drink
   c. It is blue, white, red, etc.
   d. It is easy to broken
3. School
   a. Make someone stupid
   b. It is always on Monday to Saturday
   c. Make someone clever
   d. There are students, teacher and classes
4. Bag
   a. It is very weight
   b. It is used to school
   c. **To bring our book**
   d. It is blue, brown, red, etc.
5. T-shirt
   a. Kinds of clothes
   b. Kind of entertainment
   c. One of my favorite clothes
   d. Many people it
6. Paper
   a. For write something
   b. White
   c. It is not good for our body
   d. Easy to brin
7. Kitchen
   a. Mother always make delicious food there
   b. For cooking
   c. Waste place
   d. Fried rice

8. Car
   a. Kinds of transportat*ion*
   b. Use water
   c. Use gasoline
   d. There is a driver
9. Book
   a. Something have many adventage
   b. To make confused
   c. To write something
   d. Drawing book
10. Shoes
    a. Always used when go to school, office, etc.
    b. It is black, white, blue, etc.
    c. Delicious to eat
    d. Kinds of footwear

English Verb

1. Get up
   a. Early to bed, early to get up
   b. It is to do in the morning
   c. Something delicious
   d. Always do at 05.00. am
2. Playing
   a. It is very fun
   b. It is always doing at home
   c. Football, volley ball, etc
   d. Always in group or personal
3. Write
   a. It is used a letter
   b. On the paper
   c. Love letter, urgent letter, etc.
   d. Like something to eat
4. Speak
   a. Something too bad
   b. Talk with someone
   c. Always give information
   d. Make understand about something
5. Singing
   a. Always do by a singer
   b. Voice
   c. Songs
   d. Poetry

6. Buy
   a. Always do in supermarket, market, etc.
   b. It is lazy any seller
   c. It is any buyer
   d. Stolen
7. Go
   a. Went
   b. Out from house
   c. Go to office, school, etc.
   d. Stay at home
8. Win
   a. Someone to be a chanpionship
   b. Any competition
   c. Lose
   d. Success in the competition
9. Sleep
   a. Take a rest
   b. Dream
   c. Sleepy
   d. Wake up
10. Drive
    a. A drive
    b. By car, bus, etc.
    c. Drive
    d. Easy

English Adjective

1. Careful
   a. It is not careless
   b. Good habit
   c. Proper act
   d. Always careless
2. Stupid
   a. Dull
   b. Clever
   c. Dumb
   d. Stupidity

3. Lazy
   a. Not to work their home work
   b. Indolent
   c. Diligent
   d. Not feel like to work
4. Good
   a. Find
   b. Kind
   c. Bad
   d. Well
5. Bad
   a. Not good
   b. It is something worse
   c. Worst
   d. Good
6. Easy
   a. Difficult
   b. Simple
   c. Able
   d. Ease
7. Crazy
   a. Insane
   b. A good manner
   c. It is normally
   d. Always smile and talk alone
8. Fine
   a. Good
   b. Best
   c. Worst
   d. Better
9. Fat
   a. Obese
   b. Shim
   c. Fertilize
   d. Corpulen
10. Foolish
   a. Stupid
   b. Dull
   c. Dumb
   d. Cleve

Post test

Name	: _____
Reg. Numb	: _____
Class	: _____

English Noun

1. Table
   a. It is used to take something for example: book, pen, etc.
   b. It is brown, black, etc.
   c. If you want to write
   d. It is used to eat
2. Radio
   a. Listening he music
   b. An entertainment for some people
   c. Listening news
   d. Something that to watch
3. Newspaper
   a. Given information
   b. We in the world what happened
   c. Always read every morning
   d. Make confuse to read
4. Plate
   a. It is used to eat
   b. It is white, red, brown, etc.
   c. It is difficult to look for
   d. It is used to served food
5. House
   a. It is used to stay from winter and summer season
   b. It is white, red, blue, green, etc.
   c. It is always have garage and landscape
   d. It is very hot
6. Chair
   a. Sofa
   b. Something to eat
   c. Use for sit
   d. Desk

7. Cigarette
    a. It is for our health
    b. Very dangerous
    c. Not good for our body
    d. Easy to bring
8. Pillow
    a. Used to bed
    b. Always in the bedroom
    c. Sot
    d. Weight
9. Pillow
    a. Used to bed
    b. Always in the bedroom
    c. Sot
    d. Weight
10. Pen
    a. It is used to write
    b. It is black, blue, red, etc.
    c. It is used to drink
    d. It is used in the school

English Verb

1. Sit
    a. Always do in the class when we study
    b. Desk or in the chair
    c. Enjoy to do by read something
2. Run
    a. Escape
    b. Kinds of sport
    c. Walk
    d. Need speed
3. Work
    a. It is always in the office
    b. It is do in the Monday until Saturday
    c. It is bad
    d. You must diligent

4. Drink
   a. It is prison
   b. It is water
   c. Juice lemon, tea, coffee, etc.
   d. Ice tea
5. Eat
   a. It is make someone plenty
   b. It is always delicious
   c. Pangsit, fried chicken, etc.
   d. Something is not good for our body
6. Cooking
   a. Always do in the kitchen
   b. After do we can eat
   c. Something difficult
   d. It is very delicius
7. Read
   a. Understand about the story
   b. Answer questions
   c. Read a book
   d. Know about history
8. Listen
   a. Say something
   b. Hear something
   c. Listen the music
   d. Can hear news
9. Smile
   a. Look happy
   b. Always do when we meet something
   c. Angry
   d. A good man
10. Understand
    a. Able to understand
    b. Know about something
    c. Know what people say
    d. It is not understand

English Adjective

1. Correct
   a. Incorrect
   b. True
   c. Right
   d. Honest
2. Crowded
   a. Busy
   b. Lively
   c. Lonely
   d. Noisy
3. Kind
   a. Friedly
   b. Always angry
   c. Easy to walk with someone
   d. Hospitable
4. Rich
   a. Wealth
   b. Poor
   c. Well do
   d. Well of
5. Sure
   a. Believe
   b. Convinced
   c. Absolutely
   d. Unrelieved
6. Fluent
   a. It is good speak
   b. Fast
   c. Runaway
   d. Slowly
7. Naughty
   a. Good boy
   b. Delinquency
   c. Wanton
   d. Do bad things

8. Big
   a. Small
   b. Large
   c. Huge
   d. Great
9. Clever
   a. A diligent student
   b. A good child
   c. Always answer question
   d. Stupid students
10. Beautifull
   a. Bad girl
   b. Nice girl
   c. Good looking
   d. It is bored to see the girl

APPENDIX D

D.1 THE LIST NAME OF THE STUDENTS OF CLASS VII

SMPN 27 BULUKUMBA

NO. URUT	NAMA MURID	JENIS KELAMIN	CODE
1	ALITHEA CESARIO SAFRITAMA	L	A1
2	ANDI ASFI WARRAYHAM	L	A2
3	ANDI INTANG	P	A3
4	ARIL	L	A4
5	DAHLIA	P	A5
6	DARMIATI	P	A6
7	DIKA	L	A7
8	FANY	P	A8
9	MUH. ASRUL	L	A9
10	MUPLIHUN	L	A10
11	NADA ALVIANI	P	A11
12	NELSI	P	A12
13	NUR AEPI	P	A13
14	NUR FADILLAH	P	A14
15	OBI ARIANTO	L	A15
16	RAMA NUR ADHA	L	A16
17	RASTI	P	A17
18	RATU INDRA	P	A18
19	RIFWAN AL QADRI	L	A19
20	SYAM DWI PUTRA	L	A20
21	TANAYA NUR HAPSARI	P	A21
22	WIWI	P	A22
23	ADINDA MAYSA FATIHA	P	A23

APPENDIX D.2

The Students' Row of Pre-test

NO	NOUN	VERB	ADJECTIVE
A1	6	5	6
A2	4	5	4
A3	5	5	4
A4	6	7	5
A5	3	4	5
A6	6	4	6
A7	7	3	4
A8	6	3	3
A9	7	8	7
A10	6	6	6
A11	5	6	4
A12	6	6	5
A13	3	4	7
A14	3	4	6
A15	5	6	3
A16	5	7	4
A17	7	5	4
A18	5	7	4
A19	5	4	4
A20	6	5	6
A21	4	5	5
A22	4	7	5
A23	3	5	7
$\sum$	117	121	117
$x = \dfrac{\sum x}{N}$	$\dfrac{117}{23} = 5{,}1$	$\dfrac{121}{23} = 5{,}2$	$\dfrac{117}{23} = 5{,}1$

APENDIX D.3

The Students' Row of Post-test

NO	NOUN	VERB	ADJECTIVE
A1	8	7	8
A2	7	8	6
A3	8	8	6
A4	7	8	8
A5	7	8	7
A6	8	7	8
A7	8	8	6
A8	7	6	8
A9	8	9	8
A10	8	7	8
A11	8	8	7
A12	7	8	6
A13	7	6	8
A14	5	7	8
A15	6	8	7
A16	6	8	5
A17	8	5	5
A18	6	8	8
A19	6	7	7
A20	7	6	8
A21	8	6	6
A22	5	8	7
A23	7	6	8
$\sum$	162	166	162
$x = \dfrac{\sum x}{N}$	$\dfrac{162}{23} = 7{,}0$	$\dfrac{166}{23} = 7{,}2$	$\dfrac{162}{23} = 7{,}0$

APPENDIX D.4

The students' Scores of Pre-test (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. NOUN

NO	PRETEST	POSTTEST	D (X2-X1)	D2
A1	6	8	2	4
A2	4	7	3	9
A3	5	8	3	9
A4	6	7	1	1
A5	3	7	4	16
A6	6	8	2	4
A7	7	8	1	1
A8	6	7	1	1
A9	7	8	1	1
A10	6	8	2	4
A11	5	8	3	9
A12	6	7	1	1
A13	3	7	4	16
A14	3	5	2	4
A15	5	6	1	1
A16	5	6	1	1
A17	7	8	1	1
A18	5	6	1	1
A19	5	6	1	1
A20	6	7	1	1
A21	4	8	4	16
A22	4	5	1	1
A23	3	7	4	16
Σ	117	162	45	14.161

2.. VERB

NO	PRETEST	POSTEST	D (X2-X1)	D2
A1	5	7	2	4
A2	5	8	3	9
A3	5	8	3	9
A4	7	8	1	1
A5	4	8	4	16
A6	4	7	3	9
A7	3	7	4	16
A8	3	6	3	9
A9	8	9	1	1
A10	6	7	1	1
A11	6	8	2	4
A12	6	8	2	4
A13	4	6	2	4
A14	4	7	3	9
A15	6	8	2	4
A16	7	8	1	1
A17	5	5	0	0
A18	7	8	1	1
A19	4	7	3	9
A20	5	6	1	1
A21	5	6	1	1
A22	7	8	1	1
A23	5	6	1	1
Σ	121	166	45	13.225

3. ADJECTIVE

NO	PRE-TEST	POST-TEST	D (X2-X1)	D2
A1	6	8	2	4
A2	4	6	2	4
A3	4	6	2	4
A4	5	8	3	9
A5	5	7	2	4
A6	6	8	2	4
A7	4	6	2	4
A8	3	7	4	16
A9	7	8	1	1
A10	6	8	2	4
A11	4	7	3	9
A12	5	6	1	1
A13	7	8	1	1
A14	6	8	2	4
A15	3	7	4	16
A16	4	5	1	1
A17	4	5	1	1
A18	7	8	1	1
A19	4	7	3	9
A20	6	8	2	4
A21	5	6	1	1
A22	5	7	2	4
A23	7	8	1	1
Σ	117	162	45	11.449

APPENDIX D.5 Classification of students' Pre-test and Post-test

1. **NOUN**

CODE	PRE-TEST	CLASSIFICATION	POST-TEST	CLASSIFICATION
A1	6	Fair	8	Good
A2	4	Very Poor	7	Fairly Good
A3	5	Poor	8	Good
A4	6	Fair	7	Fairly Good
A5	3	Very Poor	7	Fairly Good
A6	6	Fair	8	Good
A7	7	Fairly Good	8	Good
A8	6	Fair	7	Fairly Good
A9	7	Fairly Good	8	Good
A10	6	Fair	8	Good
A11	5	Poor	8	Good
A12	6	Fair	7	Fairly Good
A13	3	Very Poor	7	Fairly Good
A14	3	Very Poor	5	Poor
A15	5	Poor	6	Fair
A16	5	Poor	6	Fair
A17	7	Fairly Good	8	Good
A18	5	Poor	6	Fair
A19	5	Poor	6	Fair
A20	6	Fair	7	Fairly Good
A21	4	Very Poor	8	Good
A22	4	Very Poor	5	Poor
A23	3	Very Poor	7	Fairly Good

2. VERB

CODE	PRE-TEST	CLASSIFICATION	POST-TEST	CLASSIFICATION
A1	5	Poor	7	Fairly Good
A2	5	Poor	8	Good
A3	5	Poor	8	Good
A4	7	Fairly Good	8	Good
A5	4	Very Poor	8	Good
A6	4	Very Poor	7	Fairly Good
A7	3	Very Poor	7	Fairly Good
A8	3	Very Poor	6	Fair
A9	8	Good	9	Very Good
A10	6	Fair	7	Fairly Good
A11	6	Fair	8	Good
A12	6	Fair	8	Good
A13	4	Very Poor	6	Fair
A14	4	Very Poor	7	Fairly Good
A15	6	Fair	8	Good
A16	7	Fairly Good	8	Good
A17	5	Poor	5	Poor
A18	7	Fairly Good	8	Good
A19	4	Very Poor	7	Fairly Good
A20	5	Poor	6	Fair
A21	5	Poor	6	Fair
A22	7	Fairly Good	8	Good
A23	5	Poor	6	Fair

3. ADJECTIVE

CODE	PRE-TEST	CLASSIFICATION	POST-TEST	CLASSIFICATION
A1	6	Fair	7	Fairly Good
A2	4	Very Poor	8	Good
A3	4	Very Poor	8	Good
A4	5	Poor	8	Good
A5	5	Poor	8	Good
A6	6	Fair	7	Fairly Good
A7	4	Very Poor	7	Fairly Good
A8	3	Very Poor	6	Fair
A9	7	Fairly Good	9	Very Good
A10	6	Fair	7	Fairly Good
A11	4	Very Poor	8	Good
A12	5	Poor	8	Good
A13	7	Fairly Good	6	Fair
A14	6	Fair	7	Fairly Good
A15	3	Very Poor	8	Good
A16	4	Very Poor	8	Good
A17	4	Very Poor	5	Poor
A18	7	Fairly Good	8	Good
A19	4	Very Poor	7	Fairly Good
A20	6	Fairly Good	6	Fair
A21	5	Poor	6	Fair
A22	5	Poor	8	Good
A23	7	Fairly Good	6	Fair

APPENDIX D.6. Mean Score of the Pre-test, Post-test, and Gain (D)

1. **Data Analysis of Noun**

   a. Score of students' pre-test in Noun

   $$\bar{X}_1 = \frac{\sum X_1}{N}$$

   $$\bar{X}_1 = \frac{117}{23}$$

   $$\bar{X}_1 = 5,1 \text{ (Poor)}$$

   b. Score of students' post-test in Noun

   $$\bar{X}_1 = \frac{\sum X_1}{N}$$

   $$\bar{X}_1 = \frac{162}{23}$$

   $$\bar{X}_1 = 7,0 \text{ (Fairly Good)}$$

2. **Data Analysis of Verb**

   a. Score of students' pre-test in Verb

   $$\bar{X}_1 = \frac{\sum X_1}{N}$$

   $$\bar{X}_1 = \frac{121}{23}$$

   $$\bar{X}_1 = 5,2 \text{ (Poor)}$$

   b. Score of students' post-test in Verb

   $$\bar{X}_1 = \frac{\sum X_1}{N}$$

   $$\bar{X}_1 = \frac{166}{23}$$

   $$\bar{X}_1 = 7,2 \text{ (Fairly Good)}$$

3. **Data Analysis of Adjective**

   a. **Score of students' pre-test in Adjective**

   $$\bar{X}_1 = \frac{\sum X_1}{N}$$

   $$\bar{X}_1 = \frac{117}{23}$$

   $$\bar{X}_1 = 5,1 \ (\text{Poor})$$

   b. **Score of students' post-test in Adjective**

   $$\bar{X}_1 = \frac{\sum X_1}{N}$$

   $$\bar{X}_1 = \frac{162}{23}$$

   $$\bar{X}_1 = 7,0 \ (\text{Fairly Good})$$

4. **The Students' Mean Score of Gain (D) Noun**

   $$Md = \frac{\sum d}{N}$$

   $$Md = \frac{45}{23}$$

   $$Md = 2.$$

5. **The Students' Mean Score of Gain (D) Verb**

   $$Md = \frac{\sum d}{N}$$

   $$Md = \frac{45}{23}$$

   $$Md = 2.$$

6. **The Students' Mean Score of Gain (D) Adjective**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{45}{23}$$

$$Md = 2.$$

APPENDIX D.7.

The Percentage of the Students' Improvement in Vocabulary Skill

1. **The Students' Improvement in Noun**

   Pre-Test score: 5, 1

   Post-Test score: 7, 0

   The improvement of students' score in content from pre-test to post-test:

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

   $$= \frac{7,0 - 5,1}{7,0} \times 100\%$$

   $$= \frac{1,9}{7,0} \times 100\%$$

   $$\frac{190}{7,0}$$

   $$= 27,14\%$$

   The students' improvement from pre test to post test is 27,14%

2. **The Students' Improvement in Verb**

   Pre-Test score: 5, 2

   Post-Test score: 7, 2

   The improvement of students' score in content from pre-test to post-test:

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

   $$= \frac{7,2 - 5,2}{7,2} \times 100\%$$

   $$= \frac{2}{7,2} \times 100\%$$

   $$= \frac{200}{7,2} = 27,77\%$$

The students' improvement from pre test to post test is 27,77%

3. The Students' Improvement in Adjective

Pre-Test score: 5, 1

Post-Test score: 7, 0

The improvement of students' score in content from pre-test to post-test:

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

$$= \frac{7,0 - 5,1}{7,0} \times 100\%$$

$$= \frac{1,9}{7,0} \times 100\%$$

$$= \frac{190}{7,0}$$

$$= 27,14\%$$

The students' improvement from pre test to post test is 27,14%

APPENDIX D.8. Calculating Test Significance of Vocabulary Skill

a. **Test of Significance of Noun**

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{2}{\sqrt{\dfrac{14.161 - \dfrac{(95)^2}{23}}{23(23-1)}}}$$

$$= \frac{2}{\sqrt{\dfrac{14.161 - \dfrac{2025}{23}}{23(22)}}}$$

$$= \frac{2}{\sqrt{\dfrac{14.161 - 88,04}{506}}}$$

$$= \frac{2}{\sqrt{\dfrac{14.073}{506}}}$$

$$= \frac{2}{\sqrt{27,81}}$$

$$= \frac{2}{5,27}$$

$$= 0.38$$

b. Test of Significance of Verb

$$T = \cfrac{Md}{\sqrt{\cfrac{\sum d^2 - \cfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \cfrac{2}{\sqrt{\cfrac{13.225 - \cfrac{(45)^2}{23}}{23(23-1)}}}$$

$$= \cfrac{2}{\sqrt{\cfrac{13.225 - \cfrac{2025}{23}}{23(22)}}}$$

$$= \cfrac{2}{\sqrt{\cfrac{13.225 - 88,04}{506}}}$$

$$= \cfrac{2}{\sqrt{\cfrac{13.137}{506}}}$$

$$= \cfrac{2}{\sqrt{25,96}}$$

$$= \cfrac{2}{5,09}$$

$$= 0,39$$

c. **Test of Significance of Noun**

$$T = \sqrt{\frac{Md}{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{2}{\sqrt{\frac{11.449 - \frac{(45)^2}{23}}{23(23-1)}}}$$

$$= \frac{2}{\sqrt{\frac{11.449 - \frac{2025}{23}}{23(22)}}}$$

$$= \frac{2}{\sqrt{\frac{11.449 - 88,04}{506}}}$$

$$= \frac{2}{\sqrt{\frac{11.360}{506}}}$$

$$= \frac{2}{\sqrt{22,45}}$$

$$= \frac{2}{4,73}$$

$$= 0,42$$

D.9. Table Distribution of T-Value

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=23 – 1= 22, T- table= 2.07587

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
D	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913		2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

(Subana, et al, 2005: 206)

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THE USE OF SITUATIONAL LANGUAGE TEACHING METHOD TO IMPROVE STUDENTS' VOCABULARY AT THE SECOND YEAR SMPN 27 BULUKUMBA

From author/researcher

NUSRIANDI

ID: 105351122816

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NBM. 977 807

PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)
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Bulukumba, 03 Mei 2021

Nomor   : 025A/DPMPTSP/V/2021
Lampiran :
Perihal   : *Izin Penelitian*

Kepada
Yth. 1. Kepala Dinas Pendidikan dan Kebudayaan
     2. Kepala SMP Negeri 27 Bulukumba
        Masing – Masing

Berdasarkan Surat Kantor Kesatuan Bangsa dan Politik Nomor : 070/306/Kesbangpol/V/2021 tanggal 03 Mei 2021 Perihal Rekomendasi Izin Penelitian maka yang tersebut dibawah ini :

Nama   : JUSRIANDI
Nomor Pokok   : 10535 1122817
Program Studi : PEND. BAHASA INGGRIS
Alamat   : UNISMUH MAKASSAR
                 JL. POROS MALINO GOWA

Bermaksud mengadakan Penelitian di Dinas Pendidikan dan Kebudayaan dan SMP Negeri 27 Kabupaten Bulukumba dalam rangka Penyusunan **SKRIPSI** dengan Judul **"THE USE OF SITUATIONAL LANGUAGE TEACHING METHOD TO IMPROVE STUDENTS' VOCABULARY AT SMPN 27 BULUKUMBA"** yang akan berlangsung pada tanggal 03 Mei s/d 03 Juli 2021

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami mengizinkan yang bersangkutan untuk melaksanakan kegiatan tersebut dengan ketentuan sebagai berikut :
1. Mentaati semua Peraturan Perundang – Undangan yang berlaku dan mengindahkan adat - istiadat yang berlaku di masyarakat setempat.
2. Tidak mengganggu keamanan/ketertiban masyarakat setempat.
3. Penelitian/pengumpulan data menyimpang dari izin yang diberikan.
4. Melaporkan hasil penelitian/pengumpulan data serta menyerahkan 1(satu) eksamplar hasilnya kepada Bupati Bulukumba Cq Kepala Kantor Kesatuan Bangsa dan Politik Kab. Bulukumba;
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktu yang telah ditentukan kegiatan penelitian/pengumpulan data dimaksud belum selesai.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

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2. Kepala Kesbangpol Kab. Bulukumba di Bulukumba;
3. Arsip

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PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : JUSRIANDI

NIM : 105351122816

Judul Penelitian : THE USE OF SITUATIONAL LANGUAGE TEACHING METHOD TO IMPROVE STUDENTS' VOCABULARY AT THE SECOND YEAR SMPN 27 BULUKUMBA

Tanggal Ujian Proposal : 04 FEBRUARI 2021

Tempat/Lokasi Penelitian : SMPN 27 BULUKUMBA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin/24/05/2021	Give a pre-test	Nur Shadik Ahsan, S.Pd	
2	Selasa/25/05/2021	Learn material with the theme of English nouns through the Situational Language Teaching Method	Nur Shadik Ahsan, S.Pd	
3	Rabu/26/05/2021	Learn material with the theme of English verbs through the Situational Language Teaching Method	Nur Shadik Ahsan, S.Pd	
4	Kamis/27/05/2021	Learn material with the theme of English adjective through the Situational Language Teaching Method	Nur Shadik Ahsan, S.Pd	
5	Senin/31/05/2021	The teacher will explain all the material that has been given in the previous meeting in terms of nouns, verbs, and adjectives using the situational language teaching method	Nur Shadik Ahsan, S.Pd	
6	Selasa/1/06/2021	Give a post-test	Nur Shadik Ahsan, S.Pd	

26, MEI 2021

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala SMPN 27 Bulukmba

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SMP NEGERI 27 BULUKUMBA
Alamat : Jl Kr. Mallabangang Kel. Bontokamase Kec. Herlang Kab. Bulukumba

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini PLT Kepala UPT SPF SMP Negeri 27 Bulukumba

Nama	:	**BAHARUDDIN S.Pd**
Nip	:	19671231
Jabatan	:	PLT Kepala UPT SPF SMP N 27 Bulukumba
Alamat	:	Kelurahan Tanuntung Kecamatan Herlang Kabupaten Bulukumba

Menyatakan bahwa :

Nama	:	**JUSRIANDI**
Nim	:	105351122316
Pekerjaan	:	Mahasiswa Universitas Muhammadiyah Makassar
Alamat	:	Balangpesoang Kecamatan Herlang, Kabupaten Bulukumba

Telah selesai mengadakan penelitian selama 6 hari di UPT SPF SMP N 27 Bulukumba dari Tgl 24 Mei sampai Tgl 1 Juni 2021

Demikian surat pernyataan ini kami buat untuk digunakan seperlunya.

Bulukumba, 1 Mei 2021
PLT Kepala UPT SPF SMPN 27 Bulukumba

BAHARUDDIN S.Pd
Nip. 19671231 198

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بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
0338/BG-FKIP/LOA/B/XI/1443/2021

Dear JUSRIANDI

It is our pleasure to inform you that, after review your paper
THE USE OF SITUATIONAL LANGUAGE TEACHING METHOD TO
IMPROVE STUDENTS' VOCABULARY AT THE SECOND YEAR SMPN 27
BULUKUMBA

The manuscript ID: ...
Detail checklist:

Checkpoint	Yes	No
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The manuscript has followed the existing templates	√	
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Makassar, 16 November, 2021 M
18 Rabiul Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

APPENDIX E
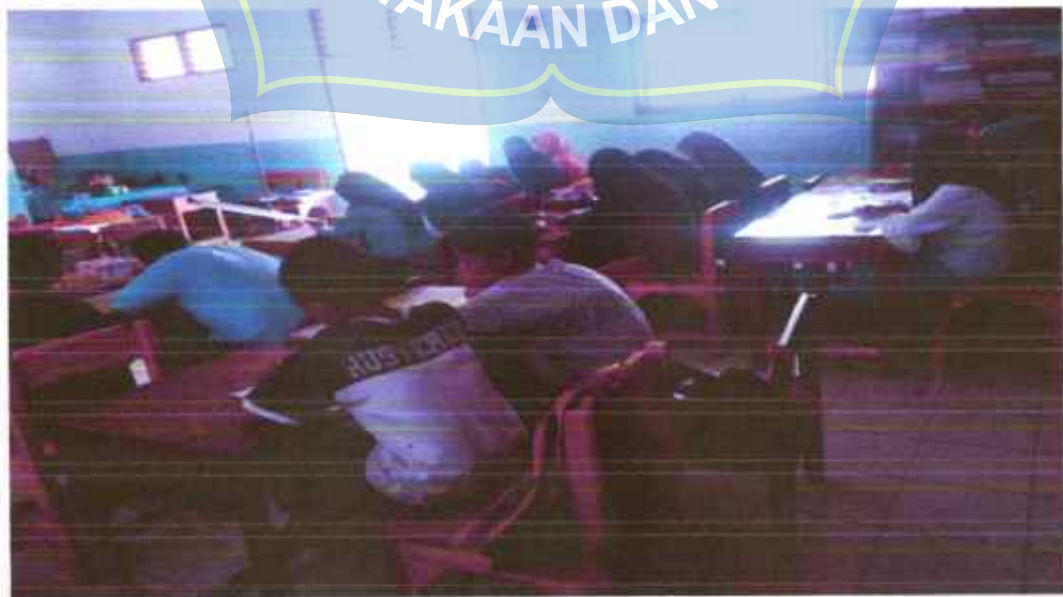
DOCUMENTATION

Picture I

Picture II

Picture III

Picture IV

CURRICULUM VITAE

Jusriandi was born on october 14, 1997 in Bulukumba. He is the first child and only has two sisters from the marriage partner Hamoddin and Megawati, his beloved parents. He started his education as an elementary school student at SDN 128 Turungan beru in 2003 and graduated in 2009. In the same year he registered as a student at SMPN 2 Herlang and graduated in 2012. Then, he continued his education at SMA Negeri 6 Bulukumba and graduated in 2015. Furthermore, the researcher decided to continue his study in 2016 at English Department of Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis entitled **The Use of Situational Language Teaching Method to Improve Students' Vocabulary at The Second Year SMPN 27 Bulukumba** : *A Pre-Experimental Research at the Seventh Grade of SMP 27 Bulukumba.*