

USING COOPERATIVE LEARNING METHOD TO IMPROVE THE
STUDENTS' VOCABULARY MASTERY

(Classroom action research)



Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of Education in English Education Department

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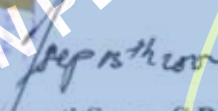

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MOTTO AND DEDICATION

"A great person is a person who has the ability to hide difficulties , so that others think that he is always happy."

-imam syafi'i

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DEDICATION

In the name of Allah I decideate this thesis to My parents and all my friends you are my greatest gift thank you for being my support system

UPT PERPUSTAKAAN DAN PENERBITAN

ABSTRACT

A.Putri Meylani Sugandi M. 2022. *Creating students study group using cooperative learning method to improve the students vocabulary learning* . English Education Department , Faculty of Teacher Training and Education , Muhammadiyah University of Makassar , Supervised by Hasnawati Latief and Ratu Yulianti Natsir

Learning is the process of acquiring knowledge and mastering skills. However, there are obstacles in learning English, namely vocabulary mastery. Therefore, several interesting teaching methods were made so that students are interested in learning English. One of them is a cooperative method that will be used by researchers. The purpose of this study is that researchers want to see whether the use of cooperative learning methods can improve students' vocabulary knowledge, especially nouns.

The research methodology used in this study was Classroom Action Research (CAR) which was carried out in two cycles with the aim of increasing students' vocabulary knowledge through the use of group cooperative learning methods. substantially improve students' vocabulary mastery at SMP Yapend Bungaya Makassar in the 2022 school year. Student learning achievement in cycle II is (75,3) much greater than in cycle I (65,3) and Diagnostic Tests (55,62). The cooperative learning method is able to substantially improve the vocabulary understanding of the second grade students of SMP Yapend Bungaya Makassar. Student achievement in the second cycle is greater than the first cycle as indicated by the Diagnostic Test..

Keywords : Cooperative learning method, vocabulary, English teaching , Noun

ABSTRACT

A.Putri Meylani Sugandi M. 2022. Membuat kelompok belajar siswa menggunakan metode pembelajaran kooperatif untuk meningkatkan pembelajaran kosakata siswa. Jurusan Pendidikan Bahasa Inggris , Fakultas Keguruan dan Ilmu Pendidikan , Universitas Muhammadiyah Makassar , Dibimbing oleh Hasnawati Latief dan Ratu Yulianti Natsir

Belajar adalah proses memperoleh pengetahuan dan menguasai keterampilan. Namun, ada kendala dalam belajar bahasa Inggris, yaitu penguasaan kosakata. Oleh karena itu, beberapa metode pengajaran yang menarik dibuat agar siswa tertarik untuk belajar bahasa Inggris. Salah satunya adalah metode kooperatif yang akan digunakan oleh peneliti. Tujuan dari penelitian ini adalah peneliti ingin melihat apakah penggunaan metode pembelajaran kooperatif dapat meningkatkan pengetahuan kosakata siswa khususnya kata benda.

Metodologi penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tujuan untuk meningkatkan pengetahuan kosakata siswa melalui penggunaan metode pembelajaran kooperatif kelompok secara substansial meningkatkan penguasaan kosakata siswa di SMP Yapend Bungaya Makassar pada tahun ajaran 2022. Prestasi belajar siswa pada siklus II (75,3) jauh lebih besar dibandingkan pada siklus I (65,3) dan Tes Diagnostik (55,62). Metode pembelajaran kooperatif secara substansial mampu meningkatkan pemahaman kosakata siswa kelas II SMP Yapend Bungaya Makassar. Prestasi belajar siswa pada siklus II lebih besar dari siklus I yang ditunjukkan dengan Tes Diagnostik.

Keywords : *Cooperative learning method, vocabulary, English teaching, Noun*

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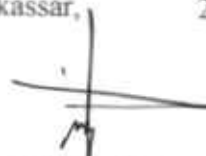
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Makassar,

2022



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TABLE OF CONTENTS

	Page
COVER.....	i
TABLE OF CONTENTS	x
APPROVAL SHEET	ii
COUNSELLING SHEET.....	iii
CHAPTER I : INTRODUCTION.....	1
A. Background.....	1
B. Problem Statement.....	5
C. Research Objective	5
D. Significance Of The Research.....	5
E. The Scope Of Research.....	6
CHAPTER II : REVIEW OF RELATE LITERATURE.....	7
A. Previous Research Related Findings.....	7
B. Some Partment Ideas.....	8
C. Conceptual Framework.....	23
CHAPTER III : RESEARCH METHOD.....	25
A. Research Design.....	25
B. Population and Sample	25
C. Research Instrument.....	25
D. Data Collection.....	26
E. Data Analysis.....	28
CHAPTER IV : FINDINGS AND DISSCUSION.....	30

A. Findings	31
B. Discussion	34
CHAPTER V: CONCLUSION AND SUGGESTION	37
A. Conclusion	38
B. Suggestion	38
BIBILIOGRAPHY	41
APPENDICES	43
A. Lesson plan	44
B. The role score of the students	77
C. The students improvement noun	80
D. The list of attendees	81
E. Instrument	82
F. Observation	91

LIST OF TABLES

	Page
Table 3.1 Increasing the use of cooperative learning in vocabulary	31
Table 3.2 Classification presentage score of noun in D test.....	33
Table 3.3 Classification presentage score of noun in cycle I	34
Table 3.4 Classifiactonpresentage score of noun in cycle II	35



LIST OF FIGURES

	Page
Figure 2.1 Conceptual Framework	23
Figure 2.2 Students Mean's score	32



CHAPTER I

INTRODUCTION

A. Background

Learning is a process of acquiring knowledge is may also be described as a process of mastering certain skills.. When learning the objectives are to gain knowledge, inculcate a concept or skill and possibly establish attitudes. Learning is a cerebral, cognitive, and emotional activity. When thoughts and feelings are active, it is claimed that someone learns. Others cannot see your activities, thoughts, or feelings, but the instructor can. What the teacher can see is how it manifests itself, namely student activities and feelings as a result of the exercise. According to Slameto (2010:2), learning is a business process by which a person obtains a new behaviour modifications as a result of his own experiences in connection with his environment. Learning, according to Hamalik (2003) and Susanto (2013), is the process of modifying an individual's or person's behavior through contact with the environment. This change in behavior is the result of experience, exercise, and a shift in habits, attitudes, and skills.

In the process of learning English, a student must have experienced a barrier to learning. Teaching and learning English still has many obstacles or problems at school especially to master vocabulary, students find it very difficult to understand English words and memorize them. And what we already know is that teaching English in Indonesia is where

students can master four skills (reading, writing, speaking and listening). But until Currently in various fields of work, especially at the Junior High School Yapend Bungaya , vocabulary is still an obstacle for them, especially second grade students. Most of them cannot translate what they read because of difficulty in understanding the material, they cannot express their ideas well when they discuss a topic with their friends, and they are also not accustomed to speaking because they are embarrassed. Or fear of making mistakes when speaking. The general reason is because it is limited to vocabulary knowledge.

Likewise, in studying a language will face a process skill problem. which is where we have to master vocabulary, this vocabulary is the key to skills in learning English, but unfortunately vocabulary is the main problem or obstacle for students who are learning English. Besides that, there are also several skills that need to be mastered, namely listening, speaking, writing and reading.

Vocabulary is a collection of words that is a part of language, mastery of this vocabulary plays an important role in learning, if our vocabulary knowledge is lacking , then we will know little or little things we want to express. Vocabulary learning plays an important role in foreign language learning, this important battle is the main race or basis of a student. The more vocabulary you know, the easier it will be in the future to compose sentences and start a conversation. Pikulski and Templeton (2004) argue that people who have a large vocabulary generally tend to

have a lot of listening, reading, and write vocabulary; also, limited people in one of these aspects the possibilities are limited in other aspects aspect too. In addition, Marzano (2004) also underlines that effective vocabulary teaching is important to improve student academic achievement. Educational researchers have shown to years that vocabulary knowledge plays an important role role in reading comprehension.

In teaching English, there are various methods used by teachers to achieve learning objectives. As for the method to be used namely the cooperative learning method. Cooperative Learning is an instructional strategy based on the human instinct of cooperation. CL is described as a method where students work in small groups and are given rewards and recognition based on their groups' performance (Slavin, 1980). Mandal (2009) adds that the idea behind the CL methods are that when group rather than individuals are rewarded, students will be motivated to help one another to master academic materials. In cooperative group work, each member of a team is responsible not only for learning what is taught, but also to help other members of the group to learn and create atmosphere of achievement. It can be said that students learn effectively when they work cooperatively.

Cooperative learning is a type of learning that emphasizes group cooperation. This is based on the assumption that discussing a topic with other students makes it easier for them to identify and understand a concept of fact. Members of cooperative learning groups, which usually

consist of four to six people. Each member of the cooperative group is responsible not only for learning what is being taught, but also for assisting other group members in learning and creating an atmosphere of achievement. It can be said that when students collaborate, they learn more successfully. Cooperative learning differs from regular group work in several ways. When compared to ordinary classrooms, positive interdependence and individual accountability are the distinguishing features of cooperative learning classes. Students in cooperative learning work together to achieve common goals, and each group member is responsible for the group's success. That is, members must absorb the concept of "swimming together or sinking together." Individual performance is less significant than group achievement (Johnson, 1999).

From the researcher's point of view, one of the easiest strategies for teaching students. The vocabulary uses the cooperative learning method, where students are divided into several study groups and are given a material or task, and they work on it cooperatively with their group mates. So, according to the researcher, this method will help students improve their vocabulary and skills. can make it easier for students to implement their vocabulary mastery.

B. Problem statement

Based on the background above, the researcher as going to formulated the research question :

“How does the cooperative learning method improve students’ vocabulary mastery” ?

C. Research objectives

Based on the research problem above, the researcher deman wants to :

To find out how cooperative learning method improve students’ vocabulary learning

D. Significance of the research

This research is excepted to be useful information for many people in the learning process, such as :

1. For researchers, this research is expected to provide a contribution for researchers who want to do research.
2. For teachers, this research has many benefits, where the teacher creates a cooperative teams of students who depend on each other to learn English vocabulary .
3. For students, it would be an effort to improve their vocabulary.

E. The scope of research

In this study, the research wants to see wheter the use of this cooperative learning method have impact on students motivation, students learning activity to increase students’ vocabulary knowledge especially in noun. The reason the researcher use this method because the

researcher have experience teaching At SMP Yapend Bungaya and the research see that the students at the school were very lack of knowledge about vocabulary.



CHAPTER II

REVIEW OF RELATE LITERATURE

A. Previous Research Related Findings

(Fildzah , 2017) In their research "*The Use Of Cooperative Script Method In Teaching Vocabulary At The Second Grade Of MtsMadaniAlauddinPao-Pao*" this research is to see if the Cooperative script method may help students enhance their vocabulary mastery. In the academic year 2016/2017, this study was undertaken at MTs Madani Alauddin Pao-Pao. The participants in this study were second-grade students..

(Karman & Indriani, 2021) "*Improving Students' Vocabulary Mastery by Using Cooperative Learning Method Type Teams Game Tournament (TGT)*". This research was conducted to improve students' vocabulary mastery using cooperative learning method type teams game tournament (TGT) at the second grade of SMP Negeri 1 Pomalaa. This study used a classroom action research (CAR) design.

Syamsia & Rusdy (2021) , "*The Effectiveness of Cooperative Learning Method Type Talking Stick in Improving Students' Vocabulary Memorization*". The goal of this study is to see how efficient a cooperative learning approach using a talking stick is at helping students memorize English vocabulary. Vocabulary is essential to master because one cannot communicate without it. Students in certain junior high

schools have a limited vocabulary. This study employs Classroom Action Research, and it was carried out at Mts Al-Khautsar Kao.

The similarity of the three previous studies above with this research is that the researcher uses the cooperative learning method as a medium to improve students' vocabulary learning, which is used in the classroom and applied by teachers in the teaching and learning process of English.

The difference from the three studies above is the use of teaching media to increase students' vocabulary which in the first study used cooperative script media, the second used team game tournament and the last used talking stick media in teaching vocabulary improvement.

B. Some Partinent Ideas

I. Cooperative learning method

a. Definition of Cooperative learning method

Cooperative learning method encourages students to work together and gives equal opportunity for every student to participate in learning activity (Johnson *et al.* 1993). As evidenced by the findings of Tinker-Sachs *et al.* (2003) students felt more relaxed and freer in the classroom and they were also interested in and happy with learning English with cooperative learning method

Rusman (2012:203) "Cooperative learning is an activity in which students work together to learn group". Furthermore, "cooperative learning," according to Isjoni (2012:113), is a teaching method in which

a large number of pupils are divided into small groups with various levels of ability. In order to complete the group task, Each student must collaborate and assist one another in understanding the content lesson.

Create strategies that are appropriate so that all students are highly motivated to. According to the deception (Firdaus, 2019:94), The cooperative learning paradigm, also known as mutual collaboration, is a teaching method that allows students to collaborate with one another to complete prescribed tasks. According to Asma and Ahmad, as well as Mahmood (in Wibisono, 2017:4), It is based on several principles, including a student-centered learning paradigm, group collaboration to build knowledge and skills, participatory learning processes, relative teaching (facilitators participate in the learning process), and the idea that learning is enjoyable and does not create a stressful environment for students.

Cooperative learning, according to Felder and Brent (1994), refers to students working in groups on an assignment or project under conditions in which certain criteria must be met and individual team members are totally responsible for the assignment or project's entire content. The fundamental strength of cooperative learning is student-centered autonomous learning, as it involves small groups of students working together on a given task. Rather than focusing on the entire class, it increases pupils' individual learning.

According to Johnson (2007),The cooperative learning method, which was defined as utilization of small groups for educational purposes. Many cooperative learning activities combine components in which the teacher demonstrates and students work alone (Sapon-Shevin et al 1991), and many cooperative learning activities require strategies for student collaboration and attention to how strictly the teacher should structure activities to help encourage effective cooperation . (Slavin 1995) Students will benefit more from cooperative learning if they realize that interacting and sharing with peers is a language learning approach that can be used outside of the classroom , and that learners must take active roles in the classroom to reinforce learning (Oxford 1990 and Littlewood 1992).

Positive interdependence, face-to-face engagement, and individual accountability are three characteristics of cooperative learning mentioned by (Wena, 2009). Positive Interdependence is the first. Positive interdependence develops in cooperative learning when groups believe they need each other's help. In other words, it's like a mutualistic symbiosis. Face to Face Interaction is the second.

Cooperative learning encourages group members to engage face to face in order to have group conversations about topics presented in the classroom (Tukiran et al., 2011). Individual accountability is the third. Individual accountability, according to (Richards & Rodgers, 2001) , is strengthened through learning activities that require students to focus on

their contribution to the group by delegating their work to a team mission, and members should try their best to achieve the group's goals.

Cooperative learning exists when students work together to accomplish shared learning goals (Johnson 1999) and the teachers can use it to help their students who are By using cooperative learning method, the whole class actively participates in a task at the same time and students can then compare their findings (Yang, Cheung 2003).

Working below their potential Cooperative learning is optimal for adopting in groups with heterogeneous students, according to (Lyman et al., 1993). It not only promotes students to enhance their academic performance, but also to improve interracial attitudes in the classroom, as well as to promote the value of respect for others.

Based on the researcher concluded about cooperative learning method is learning activities that force students to focus on their contribution to the group by delegating their work to a team mission and members should strive their hardest to achieve the group's goals are strengthened. The cooperative learning method is virtually identical to the collaborative learning method in terms of application. What distinguishes this method is the assignment of duties to each member of the group so that they can share ideas, take responsibility and expand their knowledge and experience.

b. Elements of Cooperative Learning

In cooperative learning, there are several elements that are interrelated with one another, such as: the existence of cooperation, heterogeneous group members, collaborative skills, and interdependence. (Johnson, & Lie, 1993) states that there are five basic elements found in the structure of cooperative learning, which are as follows.

- a) Positive interdependence, group failure and success are the responsibility of each group member, therefore fellow group members must feel bound and dependent on each other positively.
- b) Individual responsibility, each group member is responsible for mastering subject matter, because the success of group learning is determined by how much individual learning outcomes contribute.
- c) Face-to-face, interactions that occur through discussion will benefit all group members, because they take advantage of the strengths and fill the weaknesses of each group member.
- d) Communication between members, because in every face-to-face discussion occurs, the communication skills between group members is very important.
- e) Evaluation of group processes, the success of learning in groups is found by the process of group work. To find out the success of

group work processes is done through evaluation of group processes.

C. Procedure of cooperative learning method

According to Ibrahim, et al (2000) there are six main steps or stages in cooperative learning. The steps of cooperative learning are as follows :

- a) Convey goals and motivate students
the teacher conveys all the learning objectives to be achieved in the learning and motivates students to learn
- b) Submit information
Presenting information to students by way of demonstrations or through reading materials.
- c) Organizing students into study groups
The teacher explains to students how to form study groups and helps each group to make the transition efficiently.
- d) Guide group work and study
guide study groups as they work on assignments.
- e) Evaluation
The teacher evaluates the learning outcomes about the material being studied or each group presents the learning outcomes
- f) Reward
Teachers look for ways to reward both individual and group effort and learning outcomes

d. Advantages of Cooperative learning method

Here are some of the advantages of cooperative learning :

a. Achieving Excellence

Working with others is when you truly realize your strengths and weaknesses.

b. Building teamwork

The most important advantage of cooperative learning is ,of course , building teamwork and collaboration.

c. Effective communication

The more you work with one another, the better your communication skills will be.

d. Time management

Cooperative learning is conducted within a timeframe where everyone has tasks assigned to them. This way you learn more about positive interdependence and how your task depends on someone else's

In this study, researchers used cooperative learning methods to increase students' vocabulary where students were formed in several groups in which students were asked to work cooperatively with their colleagues, in order to complete the tasks that had been given and be responsible for what was the result. Study them and their group mates. This method is very helpful for students in learning English because

students help each other if there are teammates they do not understand the task given, therefore they are asked to work cooperatively.

II. Vocabulary

A. Definition Of Vocabulary

One of the most crucial abilities that learners must develop in order to become proficient in the language they are studying is vocabulary. Similarly, Richards and Renandya (2002) argue that vocabulary is an important component of dialect competence and contributes significantly to how effectively children speak, listen, read, and produce. Students who learn this talent will be able to do things more readily because they will be able to comprehend what they are reading and listening to.

Acquiring vocabulary is one of the most important aspects of being a successful English speaker. Several vocabulary development specialists presented various models (Graves, 2000; Cunningham & Stanovich, 1998; Kamil & Hiebert, 2005) to assist language educators in developing their own program to improve students' vocabulary skills. The levels of vocabulary are examined in Beck, McKeown, and Kucan's (2013) paradigm, which suggests that words can be utilized in different ways so students can form sentences and concepts connected to their meaning. Beck, McKeown, and Kucan's tests were used to determine the pupils' vocabulary levels (2013).

Vocabulary mastery is a holistic approach to learning that includes word recognition, comprehension, production, and

interpretation. Nothing can be communicated without words (hornby 1995, setiawan 2010), Thonbory says (2002). The importance of vocabulary in learning a language, especially English, cannot be overstated. Anyone learning English should not overlook vocabulary (Anisa,2016).

The Oxford dictionary (2007) defines vocabulary as "the entire quantity of words that make up a language." Furthermore, Hutch and Brown (1995) defined vocabulary as a collection of set of terms from a specific language that individual speakers may employ. Heibert and Kamil (2005) believe that vocabulary is the understanding of words and their meanings. They offer a concise definition of vocabulary, stating that "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also suggests how that word fits into the world."

The Oxford Advanced Learner's Dictionary defines vocabulary as "the quantity of words a person uses or knows." Knowing a term in a foreign language, on the other hand, entails more than merely remembering it (Ledbury 2006). Vocabulary is divided into numerous categories. They are the following: pronunciation, meaning, synonym, antonym, and application. The first is a matter of pronunciation. According to Hewings (2004), the basic ingredient of speech is pronunciation, which is combined to generate meaningful sounds. The noises' high and low pitches are employed to convey meaning.

According to Manser (in Loi, 2020:75), vocabulary refers to a language's entire quantity of words. In terms of vocabulary, Lado (in Zalmansyah, 3013:264) distinguishes between three levels of difficulty: easy vocabulary, normal vocabulary, and special (difficult) language. Hearing the words, pronouncing the words, reading the words, practicing interpreting, and finally expressing them are all factors that affect pupils who are having problems understanding a foreign language. (Write the words and practice from meaning to expression) (Write the words). It's worth noting that kids are taught language on a regular basis and put it into practice on a daily basis. If a student just learns and practices a foreign language in the classroom, this does not imply that the student is adept at mastering the language.

A. Aspect of Vocabulary

There are some elements of vocabulary, according to Your (1996: 60-62), which students can master as follows:

- a. Pronoun and spelling The students' must understand what a word sounds like (its pronunciation).
- b. Grammar the grammatical Rules should be understood by students' after they learn a group of latest words.

B. Classification of Vocabulary

Several categories or shapes can be grouped into vocabulary. According to Shepherd (1980:1) divides vocabulary into type: receptive, and expressive vocabulary (productive vocabulary). As a word known

when the learner listen, or reads, it describes responsive vocabulary. Because learners only accept thoughts from others, receptive vocabulary is often seen as a passive mechanism. In the application of language, receptive vocabulary is called basic vocabulary. Then, expressive vocabulary is defined as the words used when student speak, and write. Therefore, active processes are often handled by expressive vocabulary as student generate or express thoughts to others.

Because some words are recognized when a student listens or reads, but are not utilized when the student speaks or writes, the receptive vocabulary is frequently significantly greater than the expressive vocabulary. Advanced vocabulary and common vocabulary are two types of vocabulary. Words that are used in a variety of daily tasks are referred to as general vocabulary. Special ten vocabulary, on the other hand, consists of terms that emerge in specific settings, conditions, and occupations, such as doctor, pilot, and engineer.

The basic vocabulary widely used in seven forms is categorized by Tarigan (1988) as follows:

- a. Kinship, for example: child, son, father, uncle, nephew, etc.
- b. Part of body, for example: hand, eye, head, leg, nose, etc.
- c. Pronoun, for example: I, she, he, it, they, we, etc.
- d. Numerical, for example: one, two, three, sixteen, forty, one hundred.
- e. Verbs, for example: eat, play, go, sit, walk, etc.

f. Adjectives, for example: beautiful, good, clever, bad, clean, etc.

g. Universal, for example: table, chair, bed, picture, door, etc.

We know that the role of vocabulary in language learning, especially English is very important, where vocabulary has an important role. Because if we do not have knowledge of vocabulary, we will find it difficult to speak, write and you will be overwhelmed or left far behind with your friends who have extensive knowledge of vocabulary.

III. Noun

a. Definition of Noun

Noun are a very important part of speech , because nouns are used to name all objects and concepts that exist in this world. So it includes both physical and abstract things. Nouns are words used to name or refer to people, things, places and ideas. According to (Erich and Murphy 1988:17) Noun can be defined grammatical that noun "is the name of person ,thing, quality, activity, concept of foundation.

b. Type of noun

a. Conceret and abstract Noun

1. Concrete Noun

Concrete nouns are nouns that can be observed by five senses. So that it is concrete or refers to an object directly as mentioned above.

Ex: *Book, eraser, bottle, bag, flower, chair, moon, fire, wind.*

2. Abstract Noun

Abstract noun are noun that are not observed by the five senses. In other words, this noun is abstract or has a material concept. Nouns of this type are usually marked with the suffix: *ace, age, ance, ancy, ion, sion, tion, dom, hood, ice, ism, ment, ness, ship, ity, ty.*

Example: Happiness, emergency, falsehood, freedom, communism, motivation, idea, love, spirit, life, time

c. Countable and uncountable Nouns

1. Countable Noun

Countable nouns are nouns that can be counted, the characteristics of this noun are:

- Can be followed by a count of 1,2,3,4,5 and so on
- Can be followed by articles a and an in the singular
- Can be added to the suffix -s and -es in the plural.

Ex: House = *a house, one house, three houses*

Dictionary = *a dictionary, one dictionary*

Note : In this regard, singular nouns are called singular nouns

(a,an,one...) and plural nouns are called plural nouns (...-s and -es). In

addition it should forms when they are plural. They do not add -s or -es

but have their own form. This noun is then included in the list of irregular

plural nouns. Ex: Man= *a man, two men, many men,...*, Child= *a child*

, *two children,several children.*

2. Uncountable Noun

Uncountable nouns are nouns that cannot be counted. The characteristics are the opposite of a countable noun, namely:

- Cannot be followed by a count of 1,2,3,4,5 and so on
- Cannot be followed by articles *a* and *an* (no singular form)
- Cannot be added *-s* and *-es* (no plural form)

3. Mixed Noun

Mixed nouns are nouns that can be countable and uncountable, depending on the conditions or context in which they are used.

Ex: I saw a hair on the floor (in this sentence, hair can be counted, indicated by the article *a* in front of it.)

d. Common and proper Nouns

The division of nouns into common and proper nouns refers to whether a noun is a name (specific) or not (general).

1.) Common Noun

Common nouns are nouns that refer to things that are still common. So that the writing does not use capital letters, unless

it starts a sentence or title ex: *person, city, country, month, restaurant, park, hall.*

2.) Proper Noun

Proper nouns are hyponyms of common nouns, so the references is more specific than common nouns. This type of

noun is usually recognized in the form of the name of a thing (person, thing, place, etc.). And generally writing requires capital letters, unless lowercase has been specified as part of the name. ex *john* , *semarang*, *Indonesia*, *july*, *bernad steak house*, *Greenwich park*.

e. Collective Nouns

Collective nouns are nouns that indicate the existence of a combination , be it people ,places, or things. Example:

Army ,Audience,Glass, Congress ,Crowd, Family government ,Group, July Organization pair ,Public,Staff, Team .

f. Function of Noun

Noun is a word used to name an object such as people,things,places, and

concepts/ideas. Noun can be singular or plural

Nouns have the following functions:

- *Subject*
- *Object*
- *Object of preposition*
- *Subjective complement*
- *Objective complement*
- *Modifier of noun phrase*
- *Head of noun phrase*

A. Conceptual Framework

figure 2.1 Conceptual framework



- a. The researcher conducts classroom action research at school or in a sensible class. In this learning, students are divided into several groups, each group have 3 to 4 members.

- b. After diving the students into several groups, the researcher explained the material to be taught and used a cooperative learning method, where students work together to complete the given task.
- c. This cooperative learning method is used to see if using this method can improve students' vocabulary knowledge.

Based on the explanation above, the researcher want to see how the students' English learning process is by diving them into several cooperative learning groups, as a teaching approach that will be used in classroom action research which is devided into two cycles. Which consists of four stages namely : planning, action, observation, and reflection. Currently this research is to improve students' vocabulary learning which focuses on the use of cooperative learning methods to improve students' vocabulary learning.

B. Action Hypothesis

Based on the theories and conceptual framework, the researcher forward an action hypothesis as follows: using cooperative learning methods can improve students' vocabulary learning in eight grade At SMP Yapend Bungaya Makassar.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher used classroom action research (CAR) classroom action research has systematic inquiry with the goal of informing practice in a particular situation. Classroom action research is a way for teacher to discover what works best in a classroom situation, thus following inform decision about teaching, which contained of four stages, they were: planning, implementation of action, observation and reflection.

B. Population and Sample

1. Population

The population in this study was the eight grade students of SMP Yapend Bungaya Makassar. And in this eight grade has a total of 16 students.

2. Sample

This research uses a scientific approach. The researcher took class eight which consisted of 16 students consisting of 8 male students and 8 female students.

C. Instrument of The Research

Vocabulary test was individually administered, norm-references instrument that assesses expressive vocabulary and word retrieval for children and adults (jisel 2012).vocabulary test aims to get information about students' improvement after teaching and learning process by using cooperative learning mehod.

D. Procedure of Collecting Data

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research was divided into two cycles with each cycle consisting of four phases. The cycle was described through the scheme of action research phases as follows: planning, action, observation, reflection.

Cycle I & Cycle II



Cycle I

A. Planning

- Prepared appropriate material and topic
- Designed lesson plan after getting the problem in the class
- Prepared format observation paper to observe the students' activity

B. Action

- a) The researcher opens with greetings and prayers according to their respective religions and beliefs
- b) The researcher introduces themselves first to students
- c) The researcher prepares a lesson plan that will be carried out
- d) The researcher explained the learning material to be studied
- e) The students answered the question relate the topic
- f) The researcher made conclusion

C. Observation

In this situation, the researcher looked at the students' progress. The researcher will be able to determine what needs to be improved as soon as possible. In this step the researcher observes the teaching and learning process using observational methods.

D. Reflection

- a) Analyzed the data form the observation
- b) The researcher and the teacher discussed about the result of the observation.
- c) Making the conclusion of cycle 1

Cycle II

This cycle was follow up the result of the first cycle after reflecting to decide for the next cycle.

a. Re-Planning

- a) Identify the problem from the cycle 1

- b) Designed lesson plan of cycle II
- c) Design form of observation of cycle II

b. Action

- a) The researcher applied the lesson plan of the cycle II
- b) The researcher guided the students in teaching learning process based on the lesson plan.
- c) The researcher briefly explained the material to be studied.

c. Observation

In this case the researcher was observer the process of teaching and learning by using form of observation to collect the data in cycle II .

d. Reflection

- a) Analyzed the data form the observation of cycle II.
- b) The researcher and the teacher discuss about the result of the observation of cycle II.
- c) Making a conclusion from cycle II.

E. Data Analysis

The data from cycle I and cycle II was analyzed the following steps:

- 1. To analyzed the achievement, the researcher was apply the following the formula by Heaton (1991):

Range of score to determine the extent of students' vocabulary.

Number	Range of Score	Category	The Quality
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4	85-100	Very High	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very Low	E

$$\text{Score} = \frac{\text{Student's answer}}{\text{total number of item}} \times 100$$

2. Calculating the mean score of the students' vocabulary mastery test by using following formula :

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

Where:

$\bar{X}$ = mean scores

$\sum X$ = The sum of all score

N = The number of students

(Gay, 2006:320)

3. To know the percentage of the students improvement by applying the following formula;

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

Note

P = Percentage of the students' improvement

X_1 = 1st cycle

X_2 = 2nd cycle

(Gay as cited in Edar, 2011:3)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings the data found that teaching vocabulary mastery through cooperative learning methods can improve students achievement in futher interpretation of the data analysis given below :

1. Increasing the use of cooperative learning methods in vocabulary mastery in terms of nouns.

The increase in students ability to identify nouns focus on knowledge acquisition in class II SMP YapendBungaya Makassar as a result of student assessments in Cycle I and II is described as follows :

Table 3.1 increasing cooperative method

	Noun Score			Improve	
	D-test	Cycle I	Cycle II	D-test cycle I	Cycle I- Cycle II
Noun	55.62	65.3	75.3	17.4 %	15.31 %

The increase in students' nouns before the approach is adopted is shown in the table above, and the average score of students in the diagnostic test of vocabulary mastery in terms of nouns is (55.62), which is actually quite low. However, after using the cooperative learning method in Cycle I, the evaluation of Vocabulary Mastery improved in each of the first cycle's

results. Students' vocabulary mastery in terms of nouns had an average score of (65.3), however some were classed as low. The implementation was continued in cycle II because it was still low. In cycle II, the student's score improved after using the cooperative method in the form of group learning. It displays the average vocabulary mastery score of students, This shows that pupils' vocabulary competency in terms of nouns does have an average value of 27.62. Some are rated as extremely high.

a. The students mean's score of vocabulary mastery in terms noun

Figure 2.2 Mean score of vocabulary



The graph above demonstrates that the average score of students' vocabulary competence in terms of nouns differs significantly between the diagnostic exam, cycle I, and cycle II. Students' average scores grew from the diagnostic test to cycle I and cycle II, according to data analysis. The pupils' average score for vocabulary mastery in terms of nouns was 55.62 before the cooperative learning technique can be used in diagnostics. The average student score for vocabulary mastery in terms of nouns grew to

65,3after the cooperative learning approach is implemented in the first cycle, but the rise was small, thus the implementation was continued in the second cycle. The average score increased after being applied to the second cycle of students increased to 75.3. It can be seen in the graph.

b. The classification of Diagnostic-test

Diagnostic-test

Table 3.2 The rate percentage score of Noun in D-test

No	Classification	Score	Frequency	Percentage
1	Very High	85-100	-	-
2	High	70-84	2	12,5 %
3	Enough	60-69	4	25%
4	Low	50-59	7	43.75%
5	Very Low	0-49	3	18,75%

There are 2, (12.5%) of students who are classified as high scorers, 4 (25%) who are classified as moderate scorers, 7 (43.5 %) students who are classified as low scorers, 3 (18.75 %) students who are classified as Very Low scorers, and no students (0%) who are classified as Very High scorers. It may be concluded from these findings that students' capacity to enhance vocabulary mastery on noun diagnostic exams ranges from high to very low.

Cycle 1

Table 3.3 The rate percentage score of noun in cycle I

No	Classification	Score	Frequency	Percentage
1	Very High	85-100	-	-
2	High	70-84	7	43.75%
3	Enough	60-69	7	43.75%
4	Low	50-59	2	12.5%
5	Very Low	0-49	-	-

There are 7 (43.75 percent) students who have high scores, 7 (43.75%) children who have moderate scores, 2 (12.5%) students who have low scores, and no students (0%) who have very high or very low scores. Based on these findings, it can be stated that students' vocabulary competence in the first cycle of nouns spans from extremely high to very low.

Cycle II

Table 3.4 The rate percentage score of noun in cycle II.

No	Classification	Score	Frequency	Percentage
1	Very High	85-100	4	25%
2	High	70-84	11	68.75%
3	Enough	60-69	-	-
4	Low	50-59	1	6.25%
5	Very Low	0-49	-	-

Including the table above, there are 4 (25%) students with very high scores, 11 (68.75%) students with high scores, and 1 (6.25%) students with low scores. Based on these findings, students' ability to improve vocabulary knowledge in cycle II of nouns can be classified as high, medium, or low.

B. Discussion

The discussion includes the findings of researchers from research that has been carried out on the application of cooperative group learning methods to improve students' vocabulary learning at SMP Yapend Bungaya Makassar. To find out the result of the development of the application of this method, the researcher asked the students to form a study group and the students were asked to complete the given task and students are asked to cooperate with their group mates. According to (Jhonson 1999) Cooperative learning exists when students work together to accomplish shared learning goals. And the teachers can use it to help their students who are by using cooperative learning method, the whole class actively participates in a task at the same time and students can then compare their findings. (Yang, Cheung 2003)

The application of study groups using the cooperative method of Vocabulary Mastery in the eighth grade of SMP Yapend Bungaya can improve students' achievement and ability in understanding the material of Vocabulary Mastery in Cycle 1 and Cycle II in the learning process.

The researchers used a diagnostic test to measure the students' prior knowledge of English vocabulary before performing classroom action research utilizing study groups and the cooperative approach. After administering a diagnostic test, the researcher discovered that the eighth graders at SMP Yapend Bungaya Makassar also have very low noun knowledge, which needed to improve.

All of the students received very poor diagnostic exam results. Students' diagnostic test content is also extremely poor. The researcher opted to apply the cooperative learning approach to improve students' vocabulary knowledge and then prepare to execute the first cycle, which consists of four stages: preparation, action observation, and reflection. The first cycle found that pupils' comprehension of vocabulary mastery was still difficult and perplexing.

The difficulties that students face in understanding vocabulary have been identified, and researchers must now devise answers to these issues. By changing the lesson plans, the researcher opted to complete cycle II. The pupils responded positively to the researchers in the second cycle. In class, students are very engaged. They enjoy the teaching and learning process, and their performance improves in Cycle II. According to the findings, pupils who are taught utilizing cooperative learning approaches perform better than those who are taught using traditional methods. According to the study's findings, pupils' scores improved significantly after being treated in class using cooperative learning approaches.

In summary, cooperative learning approaches are one of the many learning strategies that may be used to teach vocabulary mastery. When it comes to increasing vocabulary knowledge, there are various aspects to consider. There, students learn from one another and put their ideas to the test. Teachers will benefit from more time spent on tasks in class and higher-quality student contributions to class discussions. Students and professors are both aware of what is expected of them in terms of attention and participation in class discussions.



CHAPTER V

CONCLUSION AND SUGGESTION

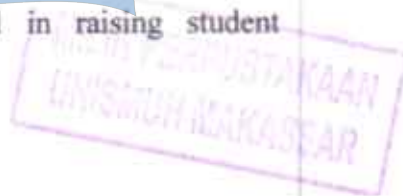
A. Conclusion

Based on the research findings and the previous discussion. The researcher draws conclusions in the following statement. The application of cooperative learning methods in learning the vocabulary mastery can be said to increase significantly, in second grade students At SMP Yapend Bungaya Makassar. We can see from the increase in student learning and the test have been given, in the first cycle students get 65.3% and the second cycle students get sufficient score that is said to increase 75.3%.

B. Suggestion

The researcher want to make the following recommendations based on the above findings:

1. English teachers must be innovative in how they present information in class to promote vocabulary mastery, for example, by forming cooperative student learning groups. This is done to avoid boring instruction.
2. It is advised that English teachers organize cooperative study groups with their students since they are beneficial in raising student achievement.



3. This study will provide helpful information and contributions to future studies, particularly in terms of student comprehension and vocabulary mastery references.



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APPENDIES A

Lesson plan D-test

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Yapend Bungaya Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Tema : Procedure Teks

Alokasi Waktu : 2x45 Menit

A . Kompetensi Dasar :

KD.1: Menghargai dan menghayati ajaran agama yang dianutnya.

KD.2: Mengungkapkan makna yang terdapat dalam teks tulis fungsional Pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

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

KD.4: Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
❖ 3.5.Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa text khusus dalam bentuk procedure text, dengan memberi dan meminta informasi terkait dengan orang, benda dan tempat sesuai Dengan konteks penggunaanya.	❖ 3.5.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan dari text procedure, terkait orang, benda, dan tempat sesuai dengan konteks penggunaanya. ❖ 3.5.2.Menganalisa beberapa contoh text procedure text baik secara individu maupun diskusi dalam kelompok.
❖ 4.5 Menyusun teks procedure text lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan secara benar dan sesuai konteks.	❖ 4.5.1 Membuat procedure text dengan kreatifitas dari masing-masing dan mengerjakan soal-soal berkaitan dengan text procedure, dengan tetap memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan secara benar dan sesuai konteks.

C. INDIKATOR

Siswa mampu memahami dan merespon ungkapan-ungkapan :

- Mengidentifikasi jenis-jenis teks procedure
- Mengidentifikasi kata benda dalam teks procedure

D. Tujuan Pembelajaran

Melalui scientific approach dengan menggunakan metode pembelajaran cooperative learning, peserta didik diharapkan mampu mengidentifikasi pengertian seputar Procedure Text, menganalisa fungsi sosial dan informasi yang ada pada Procedure Text yang diberikan..

E. Materi Pembelajaran

HOW TO MAKE A KITE

Materials :

- 3 pieces of cane
- Large sheet of strong paper (e.g tissue)
- Thread
- Scissors
- Soft pencil
- Glue
- Paint and paintbrush
- Strong string

Procedure :

- The frame
- Dampen the cane to make flexible
- Carefully , bend the cane to desired shape then tie securely with thread

The covering

- Lay the frame on sheet of paper
- Trace around frame with pencil
- Cut covering approximately 1 cm larger than the outline
- Paint bird on covering (e.g bowl)
- When paint is dry ,place the frame on unpainted side
- Now , fold edges of covering over the frame carefully, and glue them down

The bridle :

- Cut 3 pieces of string, each 20 cm long
- Secure one end of each string tightly to frame at the shoulders and tail of the bird
- Then , tie the other ends in a knot.

F. Metode Pembelajaran

- Metode : Scientific Approach
- Model pembelajaran : Cooperative learning

G. Media Pembelajaran

- Media dan Alat/Bahan : :
 - Lembar kerja
 - Spidol dan papantulis
 - Kamus
 - Alat tulis
 - Internet

H. Sumber Belajar

- Bukucetak Bahasa Inggris kelas VII
- Buku bahasa inggris lain yang relevan

I. Langkah-langkah Pembelajaran

Kegiatan	DeskripsiKegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	a. Orientasi ❖ Melakukan pembukaan dengan salam pembuka dan berdoa serta memperkenalkan diri ke peserta didik ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin. ❖ Menyiapkan rencana pembelajaran ❖ Menjelaskan secara singkat materi yang akan dipelajari ❖ Membentuk siswa kedalam beberapa kelompok belajar	Religius Disiplin	15 men it
	b. Apersepsi ❖ Mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik sebelumnya ❖ Mengingatnkan kembali materi prasyarat dengan bertanya ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.		

	c. Motivasi ❖ Memberikan gambaran tentang manfaat mempelajari “<i>procedure text</i>” dalam kehidupan sehari-hari. ❖ Menyampaikan pembelajaran pada pertemuan yang berlangsung		
	b. Pemberian Acuan ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahu kan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar Cooperative Learning		
	Syntax Kegiatan Pembelajaran	Stimulasi ❖ Peserta didik diberikan motivasi dan panduan untuk	Literasi

procedure
text dari sumber
lain
(Buku/internet)

- ❖ Siswa menelaah contoh tersebut dengan menggambarkan kata kata baru dan text

- ❖ Siswa menanyakan hal-hal yang kurang dimengerti terkait materi procedure text

Mengolah Data

- ❖ Siswa dan guru melakukan diskusi mengenai

procedure text
dengan menggunakan cara media cooperative
Guru

Collaboration

HOTS

Communication

		memberikan tugas untuk membuat procedure text ❖ Guru membimbing siswa pada saat mereka mengerjakan tugas yang diberikan Memverifikasi/evaluasi ❖ Siswa menyusun procedure text dengan berurutan ❖ Guru mengevaluasi hasil belajar tentang materi yang telah dipelajari beserta tugas siswa Menyimpulkan ❖ Guru		
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	Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan) kepada kelompok yang kinerjanya Baik. ❖ Guru menyimpulkan hasil pembelajaran dan kemudian refleksi tentang materi yang telah diajarkan.	
Pesertadidik : Secara lisan mengemukakan apa saja yang telah dipelajari pada hari itu termasuk menyebutkan fungsi social procedure text dan jenis-jenis		15 menit

Penutup	procedure text yang telah dibahas pada hari itu. Guru : ❖ Menekankan kembali poin-poin penting pada kegiatan pembelajaran pada hari itu. ❖ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya ❖ Guru meminta siswa untuk membaca lebih awal materi tersebut ❖ Bersama dengan peserta didik mengakhiri pembelajaran dengan doa dan salam.		
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J. Penilaian

- **Penilaian Afektif**
 - a. Teknik penilaian: observasi
 - b. Bentuk penilaian : scoring criteria
- Scoring Criteria of Vocabulary**

Number	Range of Score	Category	The Quality
4	85-100	Very High	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very Low	E

- **Penilaian kognitif**

- c. Teknik penilaian: penilaian tertulis & Penilaian lisan

- d. Bentuk penilaian

- Pilihan ganda

- **Penilaian psikomotorik**

- Teknik penilaian : penilaian tulis dan lisan

K. Rencana Tindak Lanjut

1. Remedial

Jika ada beberapa peserta didik dalam mengikuti pembelajaran "procedure text" tidak memenuhi pencapaian nilai KKM (60), maka akan diberikan remedial tentang IPK yang tidak tercapai dan guru member bimbingan dan semangat kepada peserta didik yang belum mencapai KKM.

2. Pengayaan

Pemberian beberapa latihan soal untuk memperkuat pengetahuan peserta didik dan menambah wawasan peserta didik.

Makassar, Maret 2022

Mengetahui

A. Putri Meylani
105351102917

The Lesson Plan of Cycle I and Cycle II

Siklus I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Yapend Bungaya Makassar
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Materi pokok : Procedure Text
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa text khusus dalam bentuk procedure text dengan memberi dan meminta informasi terkait dengan orang, benda dan tempat sesuai dengan konteks penggunaannya.	3.5.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan dari text procedure, terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya. 3.5.2. Menganalisa beberapa contoh text procedure text baik secara individu maupun diskusi dalam kelompok.
4.5. Menyusun teks procedure text lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan secara benar dan sesuai konteks.	4.5.1 Membuat procedure text dengan kreatifitas dari masing-masing dan mengerjakan soal-soal berkaitan dengan text procedure, dengan tetap memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui scientific approach dengan menggunakan model pembelajaran *cooperative learning*, peserta didik diharapkan mampu **mengedintifikasi** pengertian seputar **Procedure Text**. **Menganalisa** fungsisosial dan informasi

yang ada pada **Procedure Text** yang diberikan. Selanjutnya peserta didik diharapkan mampu **membuat** kata baru pada **Procedure Text** dari sebuah gambar, dan mengingat **kata baru** pada analytical **Procedure Text**.

D. Materi Pembelajaran

PROCEDURE TEXT

How to make Oriental Fried Rice

Preparation:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper, and salt.
3. Break in and stir in one or two eggs.
4. To make Oriental Fried Rice, you will need a plate of rice, meat balls, eggs, leeks, pepper, and salt, and spoonful of oyster sauce.
5. Chop up the leeks

How to make it:

1. Pour the eggs and green peas.
2. After that, put the garlic, pepper and salt, add a spoon full of oyster sauce. Put the leeks into the mixture and a plate of rice
3. First of all, try the chicken fillet and meatballs. Stir the mixture well.
4. Finally, serve oriental fried rice on a plate with hot sauce, if you like.

Vocabulary

Noun	
Fried rice	Nasi goreng
Meatball	Bakso
Pieces	Potongan
Garlic	Bawangputih
Pepper	Merica
Salt	Garam
Egg	Telur
Leek	Daunbawang
Green peas	Racangpolong
Water	Air
Oyster Sauce	Sausiram
Mixture	Campuran

E. Metode Pembelajaran

1. Pendekatan : Scientific
2. Model Pembelajaran : Cooperative Learning

F. Media Pembelajaran

1. Media dan Alat/Bahan

- Lembar kerja siswa
- Spidol dan Papan Tulis
- Alat tulis
- Dictionary
- Internet

H. Sumber Belajar

1. Buku cetak bahasa inggris kelas VIII
2. Buku lain yang relevan

H. Langkah-Langkah Pembelajaran

Kegiatan	DeskripsiKegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	a. Orientasi ❖ Melakukan pembukaan dengan salam pembuka dan berdoa dan memperkenalkan diri ke peserta didik ❖ Memeriksa kehadiran peserta didik ❖ Menyiapkan rencana pembelajaran ❖ Menjelaskan secara singkat materi pembelajaran yang akan dipelajari ❖ Membagi siswa kedalam beberapa kelompok belajar b. Apersepsi ❖ Mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik sebelumnya ❖ Mengingatn kembali materi prasyarat dengan bertanya ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan c. Motivasi ❖ Memberikan gambaran tentang manfaatmempelajari "procedure text" dalam kehidupan sehari-hari. ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	Religius Disiplin	15 menit

	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 ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar Cooperative Learning			
Syntax Pembelajaran	Kegiatan Pembelajaran			
	Stimulasi ❖ Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya Menyajikan Informasi ❖ Guru memberikan penjelasan materi mengenai procedure text dan cooperative learning	Literasi		
Kegiatan Inti				
	sebelum melangkah pada kegiatan latihan siswa. Topik materinya ialah: Pengertian	Communication		
Cooperative Learning		Critical Thinking		60 Menit

		procedure text Jenis-jenis procedure text Siswa menyimak penjelasan guru Mengumpulkan Data ❖ Siswa mengumpulkan informasi sebanyak-banyaknya tentang materi procedure text dari sumber lain (Buku/Internet) ❖ Siswa menelaah contoh tersebut dengan menggambarkan kata kata baru dan text ❖ Siswa menanyakan hal-hal yang kurang dimengerti terkait materi procedure text Mengolah Data ❖ Siswa dan guru melakukan diskusi mengenai procedure text ❖ Guru memberikan tugas untuk		
			Collaboration HOTS Communication	

mebuat
procedure text

- ❖ Guru membimbing siswa pada saat mereka mengerjakan tugas yang diberikan

Memverifikasi/evaluasi

- ❖ Siswa menyusun procedure text dengan berurutan
- ❖ Guru mengevaluasi hasil belajar tentang materi yang telah dipelajari beserta tugas siswa

Menyimpulkan

- ❖ Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan) kepada kelompok yang kinerjanya Baik.
- ❖ Guru menyimpulkan hasil

pembelajaran
dan kemudian
refleksi tentang
materi yang
telah diajarkan.

Pesertadidik :

Secara lisan mengemukakan apa saja
yang telah di pelajari pada hari itu

15 menit

Penutup

termasuk menyebutkan fungsi social
procedure text dan jenis-jenis
procedure text yang telah dibahas
pada hari itu.

Guru :

- ❖ Menekan kan kembali poin-
poin penting pada kegiatan
pembelajaran pada hari itu.
- ❖ Menyampaikan rencana
kegiatan pembelajaran untuk
pertemuan berikutnya
- ❖ Guru meminta siswa untuk
membaca lebih awal materi
tersebut
- ❖ Bersama dengan peserta didik
mengakhiri pembelajaran
dengan doa dan salam.

LITERASI
Religius

I. Penilaian

1. PenilaianAfektif

- a. Teknik penilaian: observasi
- b. Bentukpenilaian : scoring criteria

Scoring Criteria of Vocabulary

Number	Range of Score	Category	The Quality
4	85-100	Very High	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very Low	E

2. Penilaian kognitif

- Teknik penilaian: penilaian tertulis & Penilaian lisan
- Bentuk penilaian
 - Pilihan ganda

3. Penilaian psikomotorik

Teknik penilaian :penilaian tulis dan lisan

J. Rencana Tindak Lanjut

1. Remedial

Jika ada beberapa peserta didik dalam mengikuti pembelajaran "procedure text" tidak memenuhi pencapaian nilai KKM (60), maka akan diberikan remedial tentang IPK yang tidak tercapai dan guru member bimbingan dan semangat kepada peserta didik yang belum mencapai KKM.

2. Pengayaan

Pemberian beberapa latihan soal untuk memperkuat pengetahuan peserta didik dan menambah wawasan peserta didik.

Makassar , Maret 2022

Mengetahui,

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NIM. 105351102917

Siklus II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Yappend Bungaya Makassar
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : VIII
 Materi pokok : Procedure Text
 Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa text khusus dalam bentuk procedure text, dengan memberi dan meminta informasi terkait dengan orang, benda dan tempat sesuai dengan kontek spenggunaanya.	3.5.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan dari text procedure, terkait orang, benda, dan tempat sesuai dengan konteks penggunaanya. 3.5.2 Menganalisa beberapa contoh text procedure text baik secara individu maupun diskusi dalam kelompok.
4.5 Menyusun teks procedure text lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan secara benar dan sesuai konteks.	4.5.1 Membuat procedure text dengan kreatifitas dari masing-masing dan mengerjakan soal-soal berkaitan dengan text procedure, dengan tetap memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui scientific approach dengan menggunakan model pembelajaran *cooperative learning*, peserta didik diharapkan mampu mengedintifikasi

pengertianseputar **Procedure Text**. Menganalisa fungsi sosial dan informasi yang ada pada **Procedure Text** yang diberikan. .Selanjutnya peserta didik diharapkan mampu **membuat** kata baru pada **Procedure Text** dari sebuah gambar, dan mengingat **kata baru** pada analytical **Procedure Text**.

D. Materi Pembelajaran

PROCEDURE TEXT

How to make Mango Juice

Materials:

- A piece of mango
- A half glass of water
- A glass of ice pack
- A spoon of sugar

Tools:

- Glass
- Juicer
- Spoon

How to make it :

1. First, peel the mango and clean it.
2. Next, cut the mango into pieces and put them in to the juicer.
3. Then, put the water ice and sugar.
4. After that turn on the juicer and wait about 15 seconds.
5. Finally, pour the mango juice into the glass and ready to drink.

Vocabulary

Noun	
Mango	Mangga
Water	Air
Glass	Gelas
Ice	Es
Spoon	Sendok
Sugar	Gula
Juicer	

E Metode Pembelajaran

1. Pendekatan : Scientific
2. Model Pembelajaran : Cooperative Learning

F. Media Pembelajaran

1. Media dan Alat/Bahan

- Lembar kerja siswa
- Spidol dan Papan Tulis
- Alat tulis
- Dictionary
- Internet

G. Sumber Belajar

1. Buku cetak bahasa Inggris VIII
2. Buku lain yang relevan

H. Langkah-Langkah Pembelajaran

Kegiatan	DeskripsiKegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	a. Orientasi ❖ Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran,serta memperkenalkan diri kepada peserta didik ❖ Memeriksa kehadiran peserta didik. ❖ Menyiapkan rencana pembelajaran ❖ Menjelaskan secara singkat materi yang akan di pelajari ❖ Membentuk siswa ke dalam beberapa kelompok belajar	Religius Disiplin	15 men it
	b. Apersepsi ❖ Mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik sebelumnya ❖ Mengingatnkan kembali materi prasyarat denganbertanya ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.		

	c. Motivasi ❖ Memberikan gambaran tentang manfaat mempelajari “<i>procedure text</i>” dalam kehidupan sehari-hari. ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung		
	b. 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 ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar Cooperative Learning		
Syntax Pembelajar an	Kegiatan Pembelajaran n		
	Stimulasi ❖ Peserta didik diberi motivasi dan panduan untuk melihat,	Literasi	

		mengamati, membaca dan menuliskannya		
		Menyajikan Informasi ❖ Guru memberkan penjelasan materi mengenai procedure text sebelum melangkah pada kegiatan latihan siswa. Topik materinya ialah: Pengertian procedure text Jenis-jenis procedure text ❖ Siswa menyimak penjelasan guru		
		Mengumpulkan Data ❖ Siswa mengumpulkani nformasi sebanyak- banyaknya tentang materi		

		procedure text dari sumber lain (Buku/internet) ❖ Siswa menelaah contoh tersebut dengan menggambarkan kata katab aru dan text ❖ Siswa menanyakan hal-hal yang kurang dimengerti terkait materi <i>procedure text</i> Mengolah Data ❖ Siswa dan guru melakukan diskusi mengenai <i>procedure text</i> ❖ Guru memberikan tugas untuk mebuat procedure text ❖ Guru membimbing		
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siswa pada saat
mereka
mengerjakan
tugas yang
diberikan

Memverifikasi/evaluasi

i

❖ Siswa
menyusun
procedure text
dengan
berurutan.

❖ Guru
mengevaluasi hasil belajar
tentang materi
yang telah
dipelajari
beserta tugas
siswa

Menyimpulkan

❖ Guru

Memberikan
penghargaan
(misalnya
Pujian atau
bentuk
penghargaan

lain yang
Relevan) kepada
kelompok yang
kinerjanya Baik.

- ❖ Guru menyimpulkan hasil pembelajaran dan kemudian refleksi tentang materi yang telah diajarkan.

Pesertadidik :

- ❖ Secara lisan mengemukakan apa saja yang telah dipelajari pada hari itu termasuk menyebutkan fungsi social **procedure text** dan jenis-jenis **procedure text** yang telah dibahas pada hari itu.

Penutup

Guru :

- ❖ Menekankan kembali poin-poin penting pada kegiatan

15 menit

	pembelajaran pada hari itu. ❖ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya ❖ Guru meminta siswa untuk membaca lebih awal materi tersebut ❖ Bersama dengan peserta didik mengakhiri pembelajaran dengan doa dan salam.		
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LITERASI
Religius

K. Penilaian

- Penilaian Afektif
 - a. Teknik penilaian: observasi
 - b. Bentuk penilaian : scoring criteria

Scoring Criteria of Vocabulary

Number	Range of Score	Category	The Quality
4	85-100	Very High	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very Low	E

- Penilaian kognitif
 - a. Teknik penilaian: penilaian tertulis & Penilaian lisan
 - b. Bentuk penilaian
 - Pilihan ganda

- **Penilaian psikomotorik**

Teknik penilaian : penilaian tulis dan lisan

L. Rencana Tindak Lanjut

1. Remedial

Jika ada beberapa peserta didik dalam mengikuti pembelajaran “procedure text” tidak memenuhi pencapaian nilai KKM (60), maka akan diberikan remedial tentang IPK yang tidak tercapai dan guru member bimbingan dan semangat kepada peserta didik yang belum mencapai KKM.

2 . Pengayaan

Pemberian beberapa latihan soal untuk memperkuat pengetahuan peserta didik dan menambah wawasan peserta didik.

Makassar ,Maret 2022

Mengetahui,

A.Putri Meylani
NIM. 105351102917

APPENDIES B

The Row Score of the Students'

a. The Row Score of the Students' diagnostic-Test

No	Sample	Noun	Classification
1.	S-1	70	High
2.	S-2.	50	Low
3.	S-3	45	Very low
4.	S-4	45	Very low
5.	S-5	50	Low
6.	S-6	50	Low
7.	S-7	60	Enough
8.	S-8	50	Low
9.	S-9	60	Enough
10.	S-10	55	Low
11.	S-11	65	Enough
12.	S-12	55	Low
13.	S-13	55	Low
14.	S-14	65	Enough
15.	S-15	70	High
16.	S-16	45	Very low
Mean score		55,62	

Where : (total score of diagnostic-test) $\sum x = 890$ and jumlah sample (N)=16

$$X = \overline{N}$$

$$X = \frac{890}{16} = 55,62$$

b. The Row Score of the Students' Cycle I-Test.

No.	Sample	Noun	Classification
1.	S-1	75	High
2.	S-2.	70	High
3.	S-3	55	Low
4.	S-4	70	High
5.	S-5	75	High
6.	S-6	70	High
7.	S-7	70	High
8.	S-8	60	Enough
9.	S-9	65	Enough
10.	S-10	60	Enough
11.	S-11	65	Enough
12.	S-12	65	Enough
13.	S-13	60	Enough
14.	S-14	60	Enough
15.	S-15	75	High
16.	S-16	50	Low
Mean score		65,3	

Where : (total score of Cycle 1) $\Sigma x = 1045$ and jumlah sample (N)= 16

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

$$X = \frac{1045}{16} = 65,3$$

c. The Row Score of the Students' Cycle II-Test.

No.	Sample	Noun	Classification
1.	S-1	75	High
2.	S-2.	70	High
3.	S-3	80	High
4.	S-4	70	High
5.	S-5	70	High
6.	S-6	85	Very high
7.	S-7	80	High
8.	S-8	80	High
9.	S-9	80	High
10.	S-10	50	Low
11.	S-11	85	Very high
12.	S-12	85	Very high
13.	S-13	70	High
14.	S-14	85	Very high
15.	S-15	75	High
16.	S-16	85	Very high
Mean Score		75,3	

Where : (total score of Cycle II) $\Sigma x = 1205$ and jumlah sample (N)=16

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

$$X = \frac{1205}{16} = 75,3$$

APPENDICES C

THE STUDENTS' IMPROVEMENT NOUN

Where: DT : Diagnostic test

X^2 : Mean score of Cycle II

X^1 : Mean score of Cycle I

P : Improvement

a. Improvement from diagnostic test to Cycle I of Noun.

$$P = \frac{X^1 - DT}{DT} \times 100$$

$$P = \frac{65.3 - 55.62}{55.62} \times 100$$

$$P = \frac{9.68}{55.62} \times 100$$

$$P = \frac{9.68}{55.62}$$

$$P = 17.4\%$$

b. Improvement from Cycle I to Cycle II of Noun.

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

$$P = \frac{75.3 - 65.3}{65.3} \times 100$$

$$P = \frac{10}{65.3} \times 100$$

$$P = \frac{1000}{65.3}$$

$$P = 15.31\%$$

APPENDIES D

The List of Attendees

DAFTAR HADIR KELAS VIII

NO	NAME	ATTENDENT LIST							
		CYCLE I				CYCLE II			
		1	2	3	4	1	2	3	4
1.	Andi sitti khadijah	✓	✓	✓	✓	✓	✓		✓
2.	Ariel anugrah				✓	✓	✓	S	✓
3.	Arman					✓	✓	✓	✓
4.	Ikbal	✓	✓	✓	✓	✓	✓	✓	✓
5.	Indra sukri	✓	✓	✓	✓	✓	✓	✓	✓
6.	Jumriani	✓	✓	✓	✓	✓	✓	✓	✓
7.	Muhammad fatul	✓	A	✓	✓	S		✓	✓
8.	Muhagil	✓	✓	✓	✓	✓	✓	✓	✓
9.	Muh askar	✓	✓	✓	✓	✓	✓	✓	✓
10.	Muhreza	✓	✓	✓	✓	✓	✓	✓	✓
11.	Muhtasbir	✓	A	✓	✓	A	✓	✓	✓
12.	Muhammad alif	✓	✓	✓	✓	S	✓	✓	✓
13.	Muhammad fajar	✓	✓	✓	✓	✓	✓	✓	✓
14.	Nur firdha alya	✓	✓	✓	✓	✓	✓	✓	✓
15.	Nur indah P	✓	✓	✓	✓	✓	✓	✓	A
16.	Nur rahmi ansar	✓	✓	✓	✓	✓	✓	✓	✓
17.	Nur hikmah	✓	✓	✓	✓	A	✓	✓	✓
18.	Ratu bulqis	✓	✓	✓	✓	✓	✓	✓	✓
19.	Widya putrid	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIES E

Instrument D-Test

Name :

Date:

Class :

Chosee the most appropriate answer!

1. Lay the frame on sheet of paper. Kata frame termasuk jenis kata...
 - a. Adjective
 - b. Noun
 - c. verb
 - d. adverb
2. Cut 3 pieces of string, each 20 cm long, kata cut termasuk jenis kata....
 - a. Verb
 - b. Adjective
 - c. Noun
 - d. Adverb
3. Dampen the cane to make flexible, kata cane termasuk di dalam jenis kata....
 - a. Adverb
 - b. Noun
 - c. Adjective
 - d. verb
4. Paint and paintbrush termasuk di dalam jenis kata
 - a. Noun
 - b. Adverb
 - c. Adjective
 - d. Verb
5. Scissors termasuk di dalam jenis kata
 - a. Adjective
 - b. Adverb
 - c. Noun
 - d. Verb
6. **F-n-e-i-k** the correct word order is
 - a. Knife
 - b. fenik
 - c. kinef
 - d. nikef
7. **o-l-c-h-t-e-s** The correct word order is.....
 - a. hetlocs
 - b. clothes
 - c. clohest
 - d. olthesc

8. n-e-c-a the correct word order is

- a. Neca
- b. Cane
- c. caen
- d. cena

9. M-r-a-k-e-r the correct word order is

- a. Rakerm
- b. Kermar
- c. marker
- d. merkar

10. t-s-r-n-i-g , the correct word order is

- a. String
- b. Trings
- c. stngri
- d. ringst

11. Now ,fold edges of covering over the frame carefully and glue them down the underline word belongs to the word type.....

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb

12. Lay the frame on sheet of paper, the word lay in reading is

- a. Letak
- b. Meletakkan
- c. letakkan
- d. letakkanlah

13. Tie the other ends in a knot. The word tie means....

- a. Mengikat
- b. Ikat
- c. Mengikatlah
- d. Ikatan

14. What is the meaning of the word scissors.....

- a. Palu
- b. Gunting
- c. Bingkai
- d. lem

15. Cut 3 pieces of string , each 20 cm long, the underline word belong to the word type....

- a. Adverb
- b. Noun
- c. Adjective
- d. Verb

16. f-n-o-u-i-m-r the correct word order is

- A. Norfum
- B. Uniform
- c. furnmiuo
- d. inuform

17. W-l-e-t-l-a the correct word order is

- A. Wallet
- B. Wellat
- c. waltel
- d. telawlt

18. C-s-s-i-s-o-r-s the correct word order is

- A. Scirrors
- B. Scissors
- c. orscissorss
- d. cissorss

19. t-h-r-e-d-l the correct word order is

- A. thried
- B. rihted
- c. tedhri
- d. thread

20. p-n-t-a-t-s-r-u-s-h-b , the correct word order is

- A. Paint brush
- B. Piantbrshu
- c. paint bruhs
- d. piant shrub



The Instrument Cycle I

Name :

Day/ Date:

Class :

Choose the most appropriate answer!

1. Cut up the vegetables into small pieces. Kata *cut* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
2. Don't forget to garnish the fried rice with cucumber, let tu cend tomato. Kata *garnish* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
3. Heat the oil in a frying pan. Kata *pan* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
4. Drink a glass of hot milk. Next, you'll fell so sleepy. Kata *drink* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
5. Chop up garlic into a very thin piece. Kata *thin* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
6. Mrs. Wono is very famous for the delicious baked brownies. Kata *Mrs.*

Wonot termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

7. Fry the spices until aromatic. Kata *spices* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

8. At twelve o'clock you must cook rice for lunch. Kata *cook* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

9. Finally, serve oriental fried rice on a plate with hot sauce, if you like. Kata *plate* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

10. Father grills beef and fish in the yard. Kata *grill* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

11. Then, pour the eggs and green peas. Kata *pour* bermakna...

- | | |
|--------------|-------------|
| a. Campurkan | c. Dicampur |
| b. Tuangkan | d. Campuran |

12. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Kata *salt* bermakna...

- | | |
|---------|-----------|
| a. Gula | c. Garam |
| b. Lada | d. Merica |

13. Cut up meatballs and chicken fillet into small pieces.

Kata *meatballs* bermakna...

a. Daging

c. Bakso

b. Sate

d. Pentol

14. To make oriental fried, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in a hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata *frozen* bermakna...

a. Yang di dinginkan

c. Yang dibekukan

b. Yang direndam

d. Yang disimpan

15. Chop up the leeks into very small pieces. Kata *leeks* bermakna...

a. Bawang merah

c. Daun Bawang

b. Bawang putih

d. Bawang bombay

16. How to make it. Kata *make* bermakna...

a. Mengiris

b. Mengulek

c. Membuat

d. Memotong

17. Put the leeks into the mixture and a plate of rice. Kata *a plate of rice* bermakna...

a. Piring

c. Sepiring nasi

b. Nasi

d. Semangkuk nasi

18. Grind together garlic, pepper, and salt. Kata *grind* bermakna...

a. Uleg

c. Cincang

b. Campurkan

d. Tambahkan

19. Break in and stir in one or two eggs. Kata *eggs* bermakna...

- a. Telur
- b. Daging
- c. Ayam
- d. Bebek

20. First of all, fry the chicken fillet and meatballs. Stir the mixture well. Kata *stir* bermakna...

- a. Membuat
- b. Mengadoni
- c. Diaduk
- d. Aduk



GOOD LUCK

The Instrument Cycle II

Name :

Day/Date:

Class :

Choose the most appropriate answer!

1. Peel the mango and clean it. Kata *peel* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
2. Cut the mango into pieces and put them into the juicer.
Kata *put* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
3. Cut the mango into pieces. Kata *mango* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
4. Turn on the juicer. Kata *juicer* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
5. Add a spoon of sugar. Kata *sugar* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
6. Put a piece of mango into the juicer. Kata *mango* termasuk jenis kata...
 - a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb

7. After that turn on the juice and wait about 15 seconds. Kata *turn* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

8. Next, cut the mango into pieces and put them into the juicer. Kata *juicer* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

9. Turn on the juicer and wait about 15 seconds. Kata *second* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

10. How to make mango juice. Kata *make* termasuk jenis kata...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

11. There are four Materials to make mango juice. Kata *materials* bermakna...

- | | |
|----------------|--------------|
| a. Campuran | c. Keperluan |
| b. Bahan-bahan | d. Kebutuhan |

12. First, peel the mango and clean it. Kata *peel* bermakna...

- | | |
|-------------|-------------|
| a. Mencabut | c. Mengupas |
| b. Menanam | d. Memakan |

13. Put the water, ice, and sugar. Kata *sugar* bermakna...

- | | |
|--------------|-----------|
| a. Gula | c. Garam |
| b. Sarimanis | d. Merica |

14. Add the ice to the tea. Kata *add* bermakna...

- | | |
|--------------|--------------|
| a. Tuangkan | c. Masukkan |
| b. Campurkan | d. Tambahkan |

15. Turn on the juicer. Kata *turn on* bermakna...

- | | |
|-------------|-------------|
| a. Pasang | c. Matikan |
| b. Nyalakan | d. Padamkan |

16. Ready to drink. Kata *drink* bermakna...

- | | |
|----------|-----------|
| a. Minum | c. Kunyah |
| b. Makan | d. Gigit |

17. Prepare a glass of ice pack. Kata *prepare* bermakna...

- | | |
|-----------|--------------|
| a. Noun | c. verb |
| b. Adverb | d. adjective |

18. The tools are glass, juicer, ansspoon. Kata *tools* bermakna...

- | |
|-----------------|
| a. Keperluan |
| b. Prosedur |
| c. Alat-alat |
| d. Cara membuat |

19. Pour the mango juice into the glass. Kata *glass* bermakna...

- | | |
|------------|----------|
| a. Kaca | c. Lensa |
| b. cangkir | d. Gelas |

20. Finally, pour the mango juice into the glass and ready to drink. Kata *finally* bermakna...

- | | |
|---------|--------------|
| a. Noun | c. Adverb |
| b. Verb | d. Adjective |



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : A Putri Meylani
NIM : 105351102917
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Jumlah Batas
1	Bab 1	0 %	0 %
2	Bab 2	25 %	25 %
3	Bab 3	6 %	15 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Juni 2022

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,

Muhammad S. Hum, M.P.
NIM. 964 591



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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amp : 1 (satu) Rangkap Proposal

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Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMMD Prov. Sul-Sel
di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor 0145/FKIP-A.4-III/2022 tanggal 16 Februari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : A. PETRI MEYLANI SUGANDIM

No. Stambuk : 10535 1102917

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul

"Creating Students Study Group Using Cooperative Learning Method to Improve the Students Vocabulary Learning"

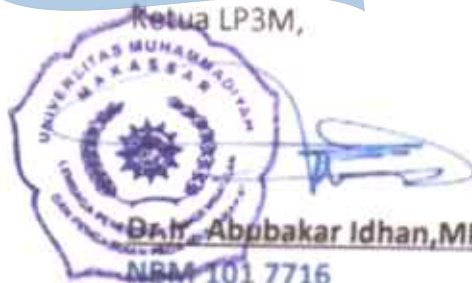
Yang akan dilaksanakan dari tanggal 21 Februari 2022 s/d 21 April 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan lazaakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. H. Abubakar Idhan, MP.

NBM 101 7716



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : A.Putri Meylani Sugandi M.
NIM : 105351102917
Judul Penelitian : "Creating Students Study Group Using Cooperative Learning Method to Improve The Students Vocabulary Learning"
Tanggal Ujian Proposal : 05 februari 2022
Tempat/Lokasi Penelitian : SMP Yapend Bungaya Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1.	Monday 28 february 2022	Membawa surat izin penelitian ke sekolah	Nasrahwati,S.Pd	<i>[Signature]</i>
2.	Tuesday 01 March 2022	Observasi kegiatan belajar mengajar siswa	Nasrahwati,S.Pd	<i>[Signature]</i>
3.	Wednesday 02 March 2022	Melakukan kegiatan pengambilan nilai siswa	Nasrahwati,S.Pd	<i>[Signature]</i>
4.	Friday 04 March 2022	Pengurusan surat selesai meneliti	Hajrah,S.Pd	<i>[Signature]</i>

Makassar , 04 Maret 2022

Mengetahui,

Ketua Jurusan

Dr.Ummi Khaerati Syam,S.Pd,M.Pd
NBM.977807

Kepala Sekolah SMP Yapend bungaya



Nasrahwati,S.Pd

NIP.

MAKASSAR



YAYASAN PENDIDIKAN BUNGAYA
SMP YAPEND BUNGAYA "DIAKUI"
(AKREDITASI B)

NDS : 2019220098 - NIS : 200460

Alamat : Jl. Kumala No. 110 Telp. (0411) 836307 Makassar

SURAT KETERANGAN TELAH PENELITIAN

NO: 008/421/SMP.YP.B/III/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut di bawah ini :

Nama : **A. Putri Meylani Sugandi M.**
NIM : **10535 1102417**
Jurusan : **Pendidikan Bahasa Inggris**

Telah melaksanakan penelitian pengumpulan data Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal 1 Maret 2022 sampai 4 Maret 2022 untuk penyusunan Skripsi dengan judul :

"Creating Students Study Group Using Cooperative Learning Method to Improve the Students Vocabulary Learning pada siswa SMP YAPEND BUNGAYA MAKASSAR"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 4 Maret 2022
Kepala Sekolah

Nirmawati, S.Pd
NIP. -



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0555/BG-FKIP/LOA/B/VII/1443/2022

Dear A. PUTRI MEYLANI SUGANDI M
It is our pleasure to inform you that, after reviewing your paper:
CREATING STUDENTS STUDY GROUP USING COOPERATIVE
LEARNING METHOD TO IMPROVE THE STUDENT'S VOCABULARY
LEARNING

The manuscript ID: 152

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCI has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.umuhmakkassar.ac.id

Makassar, 26 July 2022 M
27 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

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

APPENDIES F



CURRICULUM VITAE



A. Putri Meylani Sugandi M, is a student of English Department in Muhammadiyah University of Makassar. She was born on May 04th in Ujung Pandang , West Sulawesi. She has 1 brother. She is the first child of her parents' marriage A. Sugandi Mallombasang, S.E and Yuyun Ansal, S.Pd., M.Pd. She started her education at SD BRB Bungaya Makassar and graduated in 2011. Then she continued her education at SMP Negeri 24 Makassar and graduated in 2014. After that, she continued her education at SMA Negeri 11 Makassar and graduated in 2017. In 2017 she registered as a student and major in English, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. At the end of her studies, she successfully completed her thesis entitled "Using Cooperative Learning Method To Improve The Students Vocabulary Mastery".

UPT PERPUSTAKAAN DAN PENERBITAN