

**THE USE OF BERLITZ METHOD TO IMPROVE STUDENTS'
VOCABULARY IN DESCRIPTIVE TEXT**

*(Classroom Action Research at the Seventh Grade of SMP
Pesantren Guppi Samata Gowa)*



A THESIS

*Submitted to the faculty of training and education Muhammadiyah university of
Makassar in partial fulfillment of the requirement for the degree of education in
English Education Department*

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2022



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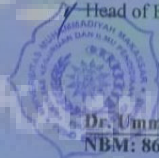
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MOTTO

**“Take the time to enjoy your life rather than
only playing video games.”**

*(Manfaatkan Waktu Supaya Memiliki **Hidup** Berkualitas, Bukan Hanya untuk
Bermain Game)*

DEDICATION

A Thesis for my beloved family

Especially for my strongest father My beautiful Mother

My brother And My Classmates

Also for my own self

ABSTRACT

Musliyadi 2022. A thesis “The Use Of Berlitz Method To Improve Students’ Vocabulary In Descriptive Text (*Classroom Action Research at the Seventh Grade of SMP Pesantren Guppi Samata Gowa*) supervised by Nur Qalbi and Ratu Yulianti Natsir.

The objective of this research is find out whether Berlitz Method improve students’ vocabulary in English Learning Vocabulary or not. The researcher applied Classroom Action Research (CAR). The sample of the research was *the Seventh Grade of SMP Pesantren Guppi Samata Gowa* and take class VII A with a research sample of 20 students.

The results showed that class VII A at SMP Pesantren Guppi Samata experienced an improvement from cycle I to cycle II. Improvement of vocabulary comprehension through the Berlitz Method This shows a significant improvement in students' reading comprehension from the diagnostic test to cycle I and cycle II, where the average score on the diagnostic test was 42.75. cycle I got the average value to 68.25. There was also a significant improvement from cycle I to cycle II where the average student in cycle II was 84.25. From these findings, the researcher concluded that the use of the Berlitz method could improve students' vocabulary skills and make students active in the learning process.

Keywords: Berlitz Method, Vocabulary, Descriptive Text



ABSTRAK

Musliyadi 2022. Skripsi “*Penggunaan Metode Berlitz Untuk Meningkatkan Kosakata Siswa Dalam Teks Deskriptif (Penelitian Tindakan Kelas di Kelas VII SMP Pesantren Guppi Samata Gowa)*” dibimbing oleh Nur Qalbi dan Ratu Yulianti Natsir.

Tujuan dari penelitian ini adalah untuk mengetahui apakah Metode Berlitz meningkatkan kosakata siswa dalam Pembelajaran Kosakata Bahasa Inggris atau tidak. Peneliti menerapkan Penelitian Tindakan Kelas (PTK). Sampel penelitian ini adalah siswa kelas VII SMP Pesantren Guppi Samata Gowa dan mengambil kelas VII A dengan sampel penelitian 20 siswa.

Hasil penelitian menunjukkan bahwa siswa kelas VII A di SMP Pesantren Guppi Samata mengalami peningkatan dari siklus I ke siklus II. Peningkatan pemahaman kosakata melalui Metode Berlitz Hal ini menunjukkan peningkatan yang signifikan dalam pemahaman membaca siswa dari tes diagnostik ke siklus I dan siklus II, di mana nilai rata-rata pada tes diagnostik adalah 42,75. siklus I mendapatkan nilai rata-rata menjadi 68,25. Terjadi juga peningkatan yang signifikan dari siklus I ke siklus II dimana rata-rata siswa pada siklus II adalah 84,25. Dari temuan tersebut, peneliti menyimpulkan bahwa penggunaan metode Berlitz dapat meningkatkan kemampuan kosakata siswa dan membuat siswa aktif dalam proses pembelajaran.

Kata kunci: Metode Berlitz, Kosakata, Teks Deskriptif

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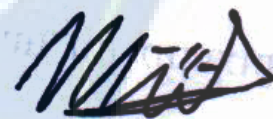
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The Researcher



MUSLIYADI

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CHAPTER I

INTRODUCTION

A. Background

Learning English was necessary for mastering and developing science, technology, and the arts, as well as for establishing excellent international connections. English was a mandatory subject in Indonesian schools from elementary to university level. Because of its status as a foreign language, English was quite significant in our country. It demonstrates that English was one of the topics required for pupils in junior and senior high school to pass the National Examination. Because English was so important in this circumstance, it was assumed that everyone can converse in it.

The English language teaching tradition has evolved significantly through time, particularly in the twentieth century. This tradition, in various forms, has been taught in language classes all across the world for decades, maybe longer than any other discipline. When it comes to English or language instruction in general, this was not always the case. As will be evident in this brief article, there have been some significant milestones in the history of this tradition, which we will briefly address in order to emphasize the importance of research in the formulation and development of the most effective methods and techniques for language teaching and learning.

Learning English vocabulary was the most crucial element of studying English since understanding vocabulary makes it simpler to speak with people.

Berlitz (1888) was the first to put the Berlitz Method into practice at

Berlitz School. Students are encouraged to converse in the target language with one another. A direct method implementation is an example of the Berlitz Method. A natural technique was a procedure that solely pertains to the use of the target language.

Nagy and Stahl (2017), people with a larger vocabulary can undoubtedly talk and even think more explicitly about the world. The study believes that the Berlitz Approach, because it thoroughly describes the subject in English, was a promising method for teaching pupils vocabulary. This method was appropriate for usage since it may assist students learn vocabulary while also teaching them how to speak English properly. Furthermore, the researcher discovered that vocabulary was one of the most significant aspects of learning English while interviewing some students..

Kerf (2021) Nouns were any words that may be explained or elaborated upon by using the right maternal + adjectives. In addition, all words contain the morphemes -an, -a, -e, -en, -ing. Culture, performances, food, and rules were among examples.

The researcher's goal in this situation was to make a difference in the sense that the approach was meant to increase the pupils' vocabulary mastery. Since this school used two languages in the teaching learning process, the writer believes that the Berlitz Method was the most successful way to teach vocabulary at SMP Pesantren Guppi Samata Gowa. Based on observations during observations at this school, there was a lack of vocabulary in learning English, especially descriptive texts using general learning

methods, believing that the Berlitz Method was the most successful way to teach vocabulary at the SMP Pesantren Guppi Samata Gowa. As a consequence, the researcher believes that the Berlitz approach will assist pupils studying English.

Based on these observations, the researcher proposes that the Berlitz technique be implemented in the classroom to improve students' vocabulary knowledge of the topic. The researcher proposed The Use of Berlitz Methods to Improve Students' Descriptive Text Vocabulary.

B. Problem Statement

Based on the research background, the formulation of the research problem was “Does the use of Berlitz Method improve students’ vocabulary in English Learning Vocabulary?”

C. Objective of research

Based on the research questions above, the researcher explain the research objectives, namely to find out whether or not Berlitz Method improve students’ vocabulary in English Learning Vocabulary.

D. Significance of the research

The findings of this research was expected to be useful for the following :

1. Theoritically : The outcomes of this research was to disseminated students in the form of reading comprehension methods that might help them better grasp the material. To increase pupils' understanding of the material, the instructor may profit from a prediction technique.

2. Practically : To increase pupils' understanding of the material, the instructor may profit from a prediction technique. While a researcher, as an information or contribution to other researchers who will undertake more complicated study.

E. Scope of the research

This research to improving students' vocabulary in descriptive text. The Berlitz method is used in the learning process to improving vocabulary in terms. in terms of vocabulary, the focused on abstract and concrete nouns. The subjects chosen by the research were class VII SMP Pesantren Guppi Samata Gowa.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research

The previous related studies that have been conducted were expected to help the researcher in writing this research. There were related research finding as follows:

Dian (2010) has conducted study at SMP Azizi Medan on the topic The Effect of Using Guiding Questions on Students' Achievement in Writing Descriptive Paragraphs. The primary objective of the study's findings was to determine whether utilizing guiding questions had a significant influence on students' ability to create descriptive paragraphs. It was possible to conclude that leading questions have a substantial influence on students' capacity to create descriptive paragraphs, suggesting that the H_a hypothesis was accepted. The researcher's alternate hypothesis was that utilizing leading questions has a substantial influence on students' ability to create descriptive paragraphs.

First, Halvadi (2013) Because these two characteristics are truly at the heart of the Berlitz approach, it was logical that the teachers prioritized them as they did. Inductively taught grammar was also important; nevertheless, this was a trait that was commonly used in schools in general and does not specifically connect to the Berlitz approach.

Second, Herdika (2014). She concluded that teaching vocabulary by using Berlitz Method has given a positive effect, it shown from mean from post-test Cycle: (1) Very good score 0%, (2) Good 38,9%, (3) Fair: 55,6%, (4)

Weak: 0%, (6) Poor: 5,6%. While in Cycle 2 there was significant improvement on the score which was: (1) Very good 27,8%, (2) Good 55,6%, (3) Fair 16,7%, (4) Weak 0%, (5) Poor 0%.

Based on some of the prior study, some distinctions and similarities of this research may be found. The research differs in that it chose noun as an improvement, whereas another research focused on Vocabulary noun by utilizing Berlitz Methods.

Third, Murniasih (2015) The SMP IT IQRA Medan also performed a study on the influence of Peer Review Strategy on students' success in writing descriptive text, and the results revealed that the value oft-observed was high. The impact of the Peer Review Strategy on students' ability to write descriptive paragraphs. As a result, the alternate hypothesis(Ha) was adopted. They were in class VIII-1 by experimental group and the class VIII-2 by control group. The experimental group was taught by using Peer Review Strategy while the control group was given no treatment.

The data collecting instrument was a writing essay assignment. The t-test formula was employed to analyze the results. The purpose of this study was to see how the Peer Review Strategy affected students' capacity to create descriptive paragraphs. It was carried out with the assistance of the experimental testing procedure.

Another study was conducted Maha (2017) performed the study titled "The Effect of Using the Berlitz Method on Students' Conjunction Mastery" DarulHikmah Islamic Boarding School The Berlitz Approach has a significant

influence on students' descriptive writing achievement, or the alternative hypothesis (H_a) was accepted.

B. Concept of Method

1. Definition of the method

The method according to Djamaluddin and Abdullah Aly in Kapita Selektta of Islamic Education, (1999) comes from the word meta meaning through, and hodos way. So the method was the path that must be passed to achieve a goal. Meanwhile, according to the Ministry of Religion of the Republic of Indonesia in the book Methodology of Islamic Religious Education (2001) Method means a systematic way of working to facilitate the implementation of an activity in order to achieve the specified goals. According to WJS. Poerwadarminta in Big Indonesian Dictionary, (1999) Method was a way that has been organized and well thought out to achieve a goal. Based on the above definition, the author can conclude that the method was the path or way taken by someone to achieve the expected goals. According to Wina Sanjaya (2016), the learning method was the method used to implement the plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Komalasari (2017) suggests that the learning method can be interpreted as one of the ways that someone does in implementing a specific method. Meanwhile, according to Ridwan Abdullah Sani (2019) the learning method was an operational step of the chosen learning strategy to achieve learning objectives.

Teaching was such a complex endeavor that it was difficult to

determine what good teaching really. Method was one tool to achieve the goal. Another understanding says that the learning method was a presentation technique that was mastered by the teacher to teach or present lesson material to students in the classroom, either individually or in groups so that the lesson can be absorbed, understood and utilized by students properly.

As for what was meant by learning According to Gagne, Briggs, and Wagner in Udin S. Winataputra (2008) was a series of activities designed to enable the learning process in students. Meanwhile, according to Law Number 20 of 2003 concerning the National Education System, learning was a process of interaction between students and educators and learning resources in a learning environment.

So learning was a process of interaction between students and educators and learning resources in a learning environment. Learning was assistance provided by educators so that the process of acquiring knowledge and knowledge can occur. So it can be said that learning theory was an attempt to describe how humans learn, thereby helping us all understand the complex inherent process of learning.

Based on the description above, it can be concluded that what is meant by the learning method was the way or path taken by the teacher to deliver learning material so that learning objectives can be achieved. It can also be concluded that the learning method was a learning strategy used by the teacher as a medium to achieve the learning objectives that have been set. This encourages a teacher to look for the right method in delivering the material so

that it can be well absorbed by students. Effective teaching was highly dependent on the selection and use of teaching methods.

2. Kinds of Language Learning Methods

Language learning methods can be broadly divided into two, namely

1) first language learning methods (mother tongue) and 2) second or foreign language learning methods. Between these two language learning methods, the second language learning method is more diverse. Second language learning methods include the translation method, the direct method, the Berlitz method, the realist method, the natural method, the linguistic method, the audio lingual method, the choice method and others. The development of foreign language learning methods including Japanese learning language as a foreign language is strongly influenced by the development of European language learning methods (Danasasmita, 2009:27). Furthermore, Danasasmita explained that there are several methods in language learning that are widely known by foreign language teachers, namely:

1. Translation method

The translation method is a method that is widely used in foreign language teaching. The principle is that the foreign language being studied and also called the target language can be achieved by translation exercises from the language being taught or targeted into the learner's mother tongue or vice versa. Therefore, translation exercises are the main training in foreign language teaching.

2. Direct method

The direct method is a method based on Gouin's method. The further development of this method is only a few parts that are used. Teaching and learning activities that use the direct method in their implementation do not use the learner's mother tongue as the language of instruction (Danasasmita, 2009:30)

The purpose of the direct method is that from the beginning of teaching learning can learn to think in the language being studied. Therefore, by using this method, the teacher must try to create an atmosphere in the classroom as found in the language community being studied. At the same time, teachers must strive so that students can learn to speak the language as their mother tongue.

The principles of the direct method are:

- 1) The teaching objective to be achieved is the mastery and development of language which is rooted in a direct relationship between experience and expression by originating in spoken language.
- 2) The learner's mother tongue is not used as the language of instruction, because a direct relationship between the learner's experience and expression can be maintained.
- 3) Mastery of sentence patterns and how to use them is delivered inductively.
- 4) Most of the time is used for conversational practice and class conditions are created into a conducive learning atmosphere.

3. Berlitz Method

The Berlitz method is another example of a language learning method that adheres to the direct method in teaching and learning foreign languages.

The basic principles that form the basis of this method are as follows:

- 1) Always maintain a direct connection between the language being taught and the mind of the learner.
- 2) Not using the learner's mother tongue at all as the language of instruction.
- 3) Concrete nouns are taught by using the media of the original object or its imitation, and/or pictures.
- 4) The subject matter from the beginning is taught orally.

4. Realist Method

Based on the principle of the realist method, learning language must be done as the actual language behavior.

The main characteristics of the realist method are:

- 1) Since the beginning of the lesson, it is sought so that students can use the language they are learning as speakers do original.
- 2) Language is seen as a human reaction to the natural surroundings. All this is taught to the learner.
- 3) The realist method is very well used in an effort to grow language mastery, because the exercises given are in accordance with the actual patterns of language behavior in the community that uses the language.

5. Natural Method

The principle of the Natural Method or Customary Method that

teaching a language should be like the habits of children learning their mother tongue. This natural process is the basis in every step created by the teacher in teaching and learning language activities in schools. The natural process that is passed by the learner can be described as follows:

- 1) Nouns, adjectives, verbs studied are always associated with actual objects, properties and actions as stated by the words.
- 2) Learners learn something first through what they hear, not through what they see.
- 3) The language learned was a living language, the language used in everyday conversation.

6. Linguistic Method

Linguistic method is seen as the most modern language teaching method. The Linguistic Method is based on a scientific approach. The principles of this teaching method are as follows:

- 1) The material taught is based on a descriptive analysis of the language to be taught and the learner's mother tongue, so that the similarities and differences between the two languages are clearly known in terms of the sounds of the language, their vocabulary, and their structure.
- 2) The sound system of the language must be taught first.
- 3) Lessons on vocabulary should be used for teaching language sounds and constructing sentence patterns.
- 4) Automatically the emphasis of learning is focused on mastering spoken language skills.

7. Audio Lingual Method

The Audio Lingual method has been known since the 1940s in America. The Audio Lingual method, generally uses the Oral Approach. The hallmark of the Oral Approach is that it uses pattern practice or meme-mem (imitating and remembering) exercises. The Audio Lingual method is oriented to the results of the analysis of the structure of the language and its comparison between the learner's mother tongue and the foreign language he is learning, determining the sentence patterns that he must learn and getting used to the language he has just learned by using drill exercises, especially pattern practice. Learners are required to imitate and remember or memorize the teaching material that has been obtained. Learning material is given from easy, gradual to difficult material.

How to use the Audio Lingual method is as follows:

- 1) Pattern practice exercises are carried out at a tempo that is appropriate to the circumstances.
- 2) New vocabulary is taught through the use of sentence patterns that have been taught previously.
- 3) The use of sentence patterns outside of what has been taught is not wrong.

8. Choice Method (Eclectic Method)

The Eclectic Method is a method used in teaching and learning activities in the form of a combination of the best parts of various methods. Mother tongue in learning activities that use this method is sometimes used as the language of instruction to provide explanations and translations as necessary

to facilitate the teaching and learning process, avoid misunderstandings and prevent wasting time. The four aspects of language skills are generally taught in the order of listening lessons, speaking lessons, reading lessons, and writing lessons (composing). Teaching and learning activities include exercises for listening, speaking, reading, writing and question and answer skills. The electric method can be said to be a method that is flexible and easily adapted to needs. From the descriptions above, it can be concluded that the method used in foreign language learning was not only teaching

conventional only. There have been many methods used by foreign language teachers so that students do not find it difficult to learn a foreign language. From the learning processes of these methods, the teacher can choose the method that is considered the easiest for teaching foreign languages because in the learning process each method is different.

C. Concept of Berlitz Method

1. The Definition of Berlitz Method

The Berlitz method is a direct relationship between the language offered and the learner's mind that is always guarded. Students are brought to think in the language being taught.

Berlitz (1888) was the first to put the Berlitz Method into practice at Berlitz School. Students are encouraged to converse in the target language with one another. A direct method implementation was an example of the Berlitz Method. A natural technique was a procedure that solely pertains to the use of the target language. The writer assumes that Berlitz Method can be an

alternative method besides the other famous methods.

The Berlitz technique was designed to imitate the natural process through which a youngster learns his or her mother tongue. Berlitz helped to revolutionize learning by inventing one of the earliest direct methods, which was based on the Natural Method.

The Berlitz technique requires hearing abilities and speaking, and it rejects the indirect or translation method. The direct approach stressed auditory abilities, speaking pass via direct hearing the target language, and speaking pass through direct hearing the target language in order to attempt it in interaction.

The Berlitz Method, often known as the direct technique, was a method of teaching a foreign language in which the teacher instructs in the foreign language rather than the learners' main language. If the students' have trouble comprehending specific terms, the instructor can interpret them using objects, illustrations, descriptions, and other techniques.

The Berlitz technique was the first effort to learn a language by directly experiencing it. According to Anthony in Richards and Rogers (2001: 14), a method was an overarching strategy for the orderly presentation of linguistic content, none of which contradicts the selected approach and all of which was predicated on it.

The objective of the direct approach, which was comparable to the Berlitz Method, according to Rivers (2011), was to improve the ability to think in language whether speaking, reading, or writing. The method's core premise

(Berlitz) was that all teaching is delivered in the target language. Furthermore, Mr. Yasir Burhan stated, "The purpose of learning foreign language in school was to grow students' foreign language skill." They did the following to help it grow:

- a) To communicate the foreign language
 - b) To compare between the foreign language and the culture
 - c) To learn about science and foreign cultures pass through a book written in a foreign language at their study
- The goal of foreign language teaching in our schools was to cultivate skills in foreign languages in students so that they can grow :
- 1) Use the foreign language to communicate
 - 2) To be familiar with and understand a foreign language and culture
 - 3) In order to study science and foreign culture, books written in a foreign language are used.

Based on the criteria above, it was apparent that teaching foreign language was important in order to immerse pupils in the context of the target language. Furthermore, the Berlitz Method has always delivered language in the context of a real-life scenario, with additional focused grammar and vocabulary practice.

There are several derivative methods and ideas that stem from Berlitz's natural and communicative aspects. The Berlitz Method utilizes a range of instructional approaches that meet different learning styles while maintaining

a balance of fluency and accuracy that was appropriate for each student's needs. To guarantee that students meet their language learning goals, Berlitz provides expert guidance on learning techniques and encourages students to engage actively in the learning process.

2 Characteristics of Berlitz Method

According to Maximilian Berlitz, the Berlitz method has a unique feature in that it only focuses on:

- a. In the learning process, use English as a communication tool.
- b. The Berlitz Method has always presented language in the context of real-life situations, with additional targeted practice of grammar and everyday vocabulary.
- c. Berlitz students learn by listening and speaking, which are supplemented by reading and writing.
- d. Vocabulary was taught using visual aids.
- e. Pronunciation and grammar accuracy were given special consideration.
- f. For comprehension and oral expression, a systematic approach was developed.
- g. Berlitz offers expert advice on learning strategies and focuses on motivating students to actively participate in the learning process.

The Berlitz Method, as previously stated, was a variation on the Direct Method/Natural Method. Maximilian Berlitz then changes the procedure using the Direct Method parameters' load characteristics. In addition, Richards and Rodgers stated:

The ideas of natural language learning served as the foundation for what became known as the direct approach. The most well-known natural technique was referred to here. It gained popularity in the United States because to its usage by Sauveur and Maximilian Berlitz in their successful commercial language schools (Berlitz, in fact, never uses the word; Sauveur and Maximilian Berlitz developed the term "Berlitz Technique" to refer to the method utilized in schools; in practice, it stood for the following ideas and procedures:

- a. Classroom instruction was only given in the target language.
- b. Only common words and sentences are taught.
- c. Oral communication skills were developed in small, intensive classes through a carefully graded progression centered on question-and-answer exchanges between teachers and students.
- d. Grammar is taught in an inductive manner.
- e. Oral introductions were made to new teaching points.
- f. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught through idea association.
- g. Speech as well as listening comprehension were taught.
- h. The importance of proper pronunciation and grammar was emphasized.
- i. During the lesson, the student should speak at least 80% of the time.
- j. Students were taught from the beginning to both ask and answer questions.

These principles can be found in the following guidelines for teaching oral language, which were still used in modern Berlitz Method.

Never translate	: demonstrate
Never explain	: act
Never make a speech	: ask question
Never imitate mistakes	: correct
Never speak with single words	: use sentence
Never speak too much	: make students speak much
Never use the book	: use your lesson plan
Never jump around	: follow your plan
Never go too fast	: keep the face of the student
Never speak too slowly	: speak normally
Never speak too quickly	: speak normally
Never speak too loudly	: speak normally
Never be impatient	: take it easy

3 Advantages and Disadvantages of Berlitz Method

a. The Advantages of Berlitz Method were :

- a) Because the emphasis was on training lessons that hear (catch) and speak (create) the language being studied, this technique was ideal for oral language learning. This technique was appropriate for written language since the student has a strong foundational vocal language. When opposed to the translation technique, this method makes it easier for youngsters to learn to read and write.

- b) Because most schools are located in cities, teachers who only know the language to be taught will be able to teach courses where the element of learning was various mother tongues.

b. The Disadvantage of Berlitz Method were :

- a) Because of all of the spoken teachings delivered in a language, the instructor must be totally fluent (master) in the language. In reality, meeting this criteria was often challenging.
- b) The number of students in a class should be kept to a minimum.
- c) Demonstration lessons are necessary to explain extremely useful teachers, especially if teachers have a lot to teach. Aside from that, there was also the possibility that the learner's realization will differ from what was intended. As a result, it was likely that lectures will be converted into a farce, with teachers playing the major culprit.
- d) Frequently providing information and showing implies squandering time, being able to move faster, preventing misconceptions, and lowering instructor accuracy.

The Berlitz Approach, as defined above, is a communication method that use the target language. The ideas of the technique established the foundation for what became known as the direct method, which refers to the most well-known of the natural ways.

The Berlitz Method offers numerous advantages for students to organically enhance their skill in the target language by concentrating on

inspiring students to actively engage in the learning process, they can comprehend and be more capable in it.

a. Procedure of Berlitz Method

a) Getting to know the students' needs

Once the students understand the students aims, the students clearly explain the training options that would suit the students best and how the research can help the students achieve language and cultural understanding goals.

b) Orientation

The research explain how it all works and help the students get started. The researcher meet the students language, get to know the researcher way around the learning center, receive program materials, and learn about our platforms.

c) Reviewing the students progress

the researcher check the students on the right path to achieving learning goals, successfully retaining what the students learn and give any extra learning support the students need to embrace new language and culture with confidence.

d) Testing the students achievements

the reserarcher measure the students understanding and skills so the students can see how much the students progressed before moving to the next level.

e) Certifying the students achievements

the students receive a certificate to celebrate the accomplishments

f) Progressing to the next level

The researcher check the students happy with their achievements and advance to the next language proficiency level.

4 The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is a series of words that are familiar in one's language. Vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the biggest challenges in learning a second language.

Richard and Renandya (2002) states that Vocabulary is a core component of language and provides much of the basis for how well learners speak, listen, read, and write. As agreed with the experts above, Alizadeh (2016) states that vocabulary was described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. Based on the definitions, vocabulary becomes central in language learning because it can help students to master language skills.

Web and Nation (2017) argues that all stages of education need vocabulary to be acquired because it was one of the important aspects of learning a language. It indicates about the importance of vocabulary for learners, each aspect of language learning cannot be separated from the role of vocabulary and all skills of English Language Learning such as speaking,

listening, writing, and reading needs words or vocabulary therefore by mastering vocabulary, students will be easily achieving the educational objectives of language.

In strategy for learning vocabulary, this study refer to Nation (2020) who recommended well-proven technique that he claim effective and efficient in supporting vocabulary learning. For example: controlling the level of vocabulary in the course to match the students' current level and needs, using theme-based learning for vocabulary, build repetition into a course by coming back to the same material, and vocabulary learning using flash card concept. He also explain the teacher's role involved in planning, organizing, training, and monitoring.

Linguists pay attention to vocabulary since it was one of the most essential components of language. In grammar, vocabulary was a treasury or a collection of words. In writing, vocabulary was a vocabulary or set of words that was necessary to construct vocal phrases as well as written sentences.

Vocabulary was defined as follows by the Oxford English Dictionary:

- a. All of the words that a person was familiar with or uses
- b. Every word in a language
- c. A list of words and their definitions, typically found in a book for learning a foreign language.

“Vocabulary was a key component of language competency, laying the groundwork for how effectively learners speak, listen, read, and write,” write Jack C. Richards and Willy A. Renandya.

It implies that mastering the vocabulary was the first stage in learning English, because vocabulary helps us to learn language skills more quickly, and a lack of vocabulary creates a host of issues. Vocabulary, in general, refers to a person's grasp of the meaning of words.

The researcher knows from the explanation above that vocabulary was a list or collection of words, or that it was explained using people in a language.

b. Types of Vocabulary

According to Nation (2001), there are two types of vocabulary, that was a receptive and productive vocabulary. The receptive vocabulary refers to the words that the students are known and understands when they read or listen to something. The productive vocabulary was the words that understand the students, can be pronounced correctly and use constructively in speaking and writing. Therefore, it can be concluded that the vocabulary was four units namely : reading, listening, speaking, and writing vocabulary. Reading vocabulary consist of words found by people as they read. While the vocabulary that listening was the words that people hear and understand when they talk to others or listen to radio and television. Speaking vocabulary includes the words used by people in everyday life such as conversation. The latter was writing vocabulary consisting of words used by people in writing essays, reports, letters, etc.

a. Listening Vocabulary

The words we hear and understand. Fetuses may sense noises as early as 16 weeks in the pregnancy. Furthermore, newborns listen during

their whole waking hours, and we continue to acquire new words this way throughout our lives. By the time we reach adulthood, most of us will recognize and understand approximately 50,000 words.

Children who are entirely deaf are never taught how to listen. Instead, kids will be exposed to a "visual" listening vocabulary if they have access to signing models at home or school. The quantity of words imitated is considerably fewer than the incidental listening vocabulary of a hearing youngster.

b. Speaking Vocabulary

The words we use when speaking. Our spoken vocabulary was limited: most individuals utilize just 5,000 to 10,000 words for all discussions and directions. This figure was much lower than our listening vocabulary, owing to its simplicity of use.

c. Reading Vocabulary

When a researcher reads text, he or she understands what was being said. Many terms that The Researcher does not use in our spoken language can be read and understood by The Researcher. This was the second most broad vocabulary if the pupils are readers. A student's vocabulary cannot "expand" if he or she was not a reader.

d. Writing Vocabulary

When we write, we may utilize words to convey ourselves. We typically find it simpler to explain ourselves verbally, utilizing facial

expression and tone to assist us get our thoughts through, than it was to find the proper words to describe ourselves in writing. Our writing vocabulary is heavily influenced by the words we can spell.

c. The Importance of Vocabulary

The first advantage of having a broad vocabulary in English is that it aids in expression and communication. The second point to emphasize was that the quantity of one's vocabulary was strongly connected to one's reading comprehension. The final point to emphasize was that linguistic vocabulary and cognitive vocabulary are interchangeable. The fourth point was that people may make judgments about a person based on his or her language. The fifth point was that, as Wilkins once stated, without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed.

d. Vocabulary Mastery

The capacity to know words and their meanings was referred to as vocabulary mastery. Nation provides the following list of knowledge kinds that a person must master in order to comprehend a word. These are their names:

- a. The definition of the word;
- b. The word in written form;
- c. The word in its spoken form;
- d. The word's grammatical behavior;

- e. The word's collocations;
- f. The spelling of the word;
- g. The word's associations;
- h. The frequency with which the word is used.

The author concentrates only on three kinds in this study. The meaning of the term, the written form of the word, and the spoken form of the word are all examples. The writer must also be aware of the overall quantity of words that pupils must learn in order to properly accomplish this study.

According to American linguist Robert Lado, the approximate amount of words that English students must learn in order to speak English fluently was 2000 words, 3000 words in order to listen and write in English, and roughly 7000 words in order to grasp English literatures well.

According to Richards, typical vocabulary targets for general English courses were as follows:

Basic level	: 1000 words
Intermediate level	: an additional 2000 words
Upper Intermediate level	: an addition 2000
words Advanced level	: an additional 2000+ words

Students with a large vocabulary will be able to utilize the language more successfully. Students get a greater understanding of how words operate in both written and spoken forms when vocabulary mastery was made the major unit of study in English. Students will be able to grasp the

meaning of certain words, as well as how to speak them in a foreign language, read them, and write them down. When studying four languages, one of the most crucial elements to grasp was vocabulary. It was reasonable to recall that the four language abilities require word knowledge in order to function. The stronger the pupils' vocabulary command, the better they will do in their language.

Mastering the second language vocabulary was one of the most essential parts of studying a foreign language; it was probably safe to say that there has been an interest in vocabulary from the beginning of formal study of foreign languages.

According to the preceding explanation, vocabulary was a collection of words that are known in a person's native language. A vocabulary, which grows naturally with age, was a vital and fundamental tool for communication and information acquisition. Expanding one's vocabulary was one of the most challenging elements of learning a second language.

5 The Concept of Noun

a. The Definition of Noun

Nouns were a component of the English language that help to represent the name of a person, the location of an animal, a characteristic, an idea, or other abstract ideas. A noun, according to Hajar (2021), was a word that relates to people, objects, ideas, or concepts (semantic terms). In verb-predicted sentences, nouns act as the subject, object, or supplement. Only words may be used to convey gratitude; nouns cannot. Doctors, paintings, and rods were a

few examples. In contrast, Keraf(2021) defines nouns as those words that may be explained or elaborated upon with suitable mother + adjectives. In addition, all words contain the morphemes -an, -a, -pe-, -en, etc. Culture, performances, food, and rules are among examples.

A noun was a phrase that serves as the name for a specific thing or set of objects, such as living people, locations, activities, qualities, states of existence, or ideas, according to Wikipedia. However, because noun was not a semantic category, its meaning cannot be specified. As a result, verbs may express actions and states of being, adjectives can transmit characteristics, and adverbs can denote locations. Linguistically, a noun was a member of a large group, the members of which may appear as the primary word in a clause's subject, the object of a verb, or the object of a preposition.

b. Kinds of Noun

According to Renica (2019) divided noun into two forms based on their purpose and use.

a. Abstract Noun

Synopsis A noun was an intangible noun, or one that cannot be perceived through the five senses. While an abstract noun, according to the Oxford Dictionary, was a noun that represents immaterial or abstract components, i.e. items with which we cannot engage our five senses. Abstract nouns include ideas, thoughts, sentiments, and qualities.

b. Concrete Noun

A concrete noun was a tangible noun that reveals the name of any object

having specific features that can be seen, touched, and felt using the five human senses. Noun concrete itself divided in the two kinds namely:

1) Proper Noun

A proper noun was a noun that describes just one item. Examples include names of people, places, ethnicities, religions, and so forth. Proper nouns were always capitalized, as in James, Moslem, Africa, and so on.

2) Common Noun

Common Noun was a noun that denotes type, class, type and others. example: Dog, car, game, country, province, etc

3) Countable Noun

A Countable Noun was anything that can be tallied.

A collective noun was a group of items that was included in the countable noun.

example:

Class, team, cabinet, etc

4) Uncountable Noun

An uncountable noun was a sum that cannot be computed. Material Noun, which was an object that was not created by human hands, was included in the uncountable noun. example:

Milk, sky, darkness, etc.

5) Compound Noun

Compound Noun was a combination of two or more nouns example:

Step sister, paper clip, etc.

According to the above explanation A noun was a particular term that relates to a person, location, object, or idea. In a sentence, nouns can be the subject, direct object, indirect object, subject complement, object complement, appositive, or adjective.

E. Conceptual Framework

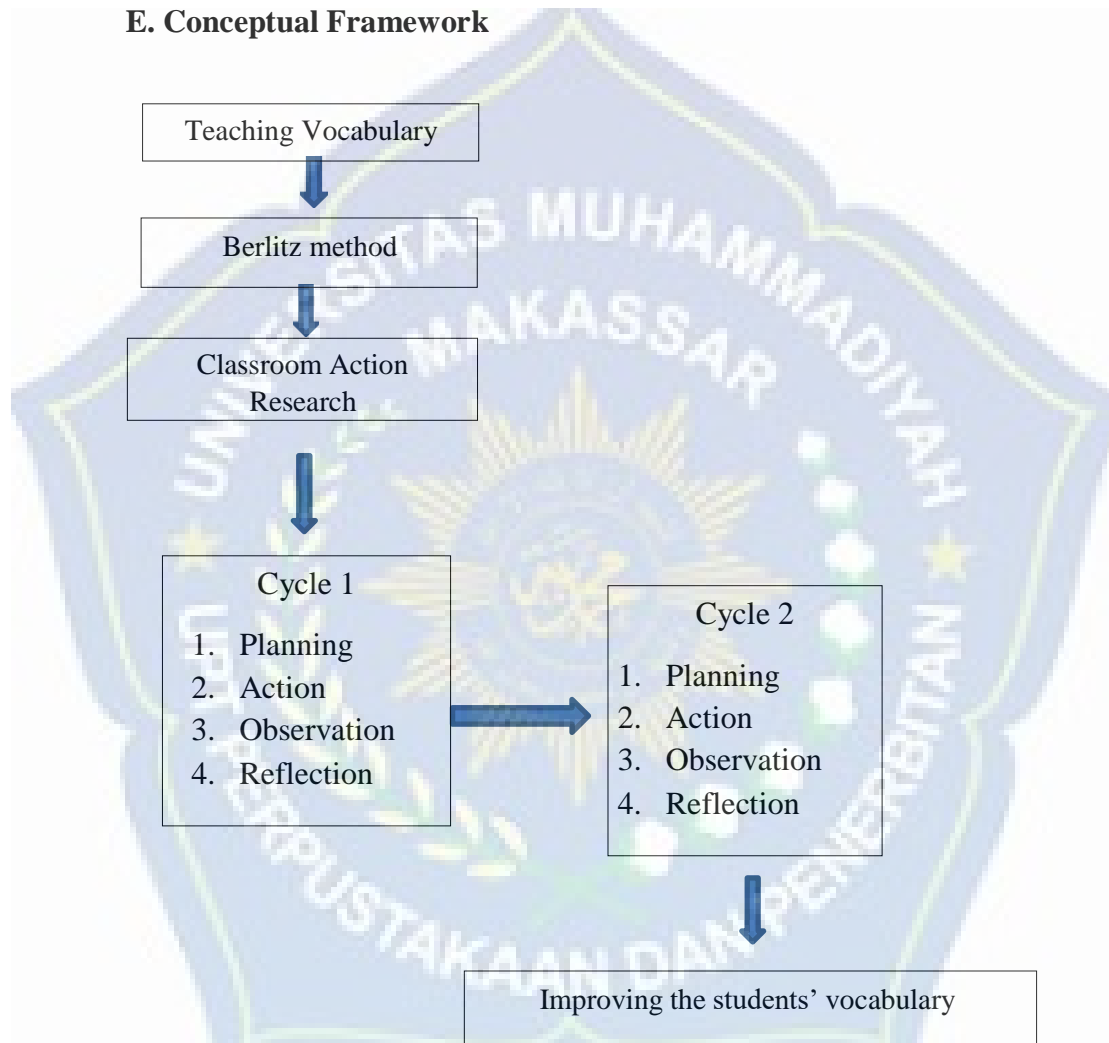


Figure 2.1 framework

The above of conceptual framework outlines the process of teaching English in order to enhance students' vocabulary using the Berlitz technique, so that students' can recognize the nouns in the descriptive text. This study used a

classroom action research methodology. If the students' meet the criteria in cycle 1, there was no need to continue. When cycles 1 fail to meet the standards, the researcher moves on to cycle 2.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This Classroom Action Research (CAR) was conducted at SMP Pesantren Guppi Samata Gowa. A Seventh grader becomes the subject of investigation. A test used in observational research to develop students' knowledge in the classroom. The research divides the research into several cycles. Cycle 1 focused on students' skills to improve their noun vocabulary through the use of descriptive literature. If cycle 1 does not continue then it continues to cycle 2 and up to the next cycle until it reaches the target desired by the researcher.

B. Research Subject

The research population was in SMP Pesantren Guppi Samata Gowa for the academic year 2020/2021. There are two class at grade VII SMP Pesantren Guppi Samata Gowa, the first is class VII A and the second is class VII B. the researcher chose class VII A with a total of 20 students as a sample for his research.

C. Research Variables and Indicators

1. Variable

In this study, there were two factors. Variables that were independent and dependent. The Berlitz Method was an independent variable that enhances studentss' vocabulary skills. The vocabulary comprehension was the

dependent variable.

2. Indicator

Independent Variable is a type of variable that explains or influences or causes changes in the dependent variable. Dependent Variable is a type of variable that is explained or influenced by the independent variable. The independent variable (predictor) is also called the variable that is suspected as the cause of the dependent variable, that is, the variable that is suspected as the result. The independent variable is also referred to as the hidden variable and the dependent variable as the consequence variable.

The indicator of this research was vocabulary in terms of abstract and concrete noun.

D. Research Instrument

There were several techniques for gathering data. They were tests of observation. In this scenario, the data collecting method be as follows:

- a. D-test, Its goal was to determine the students' improved vocabulary when applying the Berlitz technique on English descriptive text using a multiple choice and matching assignment. There are five multiple choice questions and five matching questions so the total is ten questions. The additional student test is that students are able to name ten nouns according to what has been determined by the researcher.
- b. Observation, Using an observation sheet, the researcher observes the students' active participation and presence in the teaching and learning

process.\

E. Research Procedure

This Classroom Action Research divided into two cycles with each cycle consist of five steps:

Cycle 1

Cycle 1 consists of the following steps: planning, action, observation, evaluation, and reflection:

✓ Planning

The activity in this research lasts two weeks and was divided into four stages, which were as follows:

- a. In this section, the researcher prepared the material about noun vocabulary give to students.
- b. The researcher make lesson planning about the material based on curriculum , for implementation of action in class.
- c. The researcher prepares the equipment and media that will be use.
- d. Making checklist observation to observe the students activity in class.
- e. Making research instrument.

✓ Action

In this activity, Scenario learning process in based on English new program. The learning process as follow:

- a. The researcher clearly explains the material.
- b. To know the students" understanding with the material, the researcher give descriptive text to the students (Panda, Cendrawasi,

and A Tree)

- c. The researcher acts as teacher, and the teacher explain the rules of the Berlitz Method
- d. In this section, the researcher let the students to find of the noun indescriptive text.
- e. At that time the Berlitz method worked where the mindset of students was trained to focus on something that had been determined by the researcher.
- f. And, each students going forward to show to the their friends nouns thatstudents find in descriptive text.

✓ Observation

When the classroom action research was completed, the observing be completed. Observing was the phase in which everything that happens throughout the teaching-learning process was recorded, including the repercussions of the activity. The aim of observation was to learn about the activity, such as studentls' attitudes, actions, and activities, as well as the barriers that occur in the observer's book. The observer observe teaching learning process in the classroom. The observer must determine whether or not the teaching and learning design points have been executed as a whole, and whether or not the outcome is satisfactory. This step deliver data to the observer as a result of the step's response. This observation serve as proof of the activity.

✓ Reflection

Reflection was an assessment of the action that be taken. It be created by the teacher as feedback for the cycle's operation. The researcher reflect on what they have done and come to a conclusion as a whole by performing the reflection. The conclusion was concerned with both the process and the outcome. Whatever the weakness or the strength found be listed on so that the writer can evaluate what need to be evaluate and improve what need to be improve if there was no improving inthe first cycle. Therefore it must be continue to The Second Cycle.

Cycle 2

Cycle II was conduct based on the result of reflection in Cycle I. The researcheraimed to get the significant improvement in Cycle II.

- a. Planning :The researchers are developing a strategy for the implementationof a lesson plan related to Cycle I that has been evaluated and developed forCycle II action.
- b. Action :In this part, the researcher performs the action of evaluating and revising the reflection. To determine the students' comprehension of the topic, the researcher provides descriptive text to the students (Bali, TaylorSwift, and My House)
- c. Observation :The collaborator checks the observation sheet in this section, creating a checklist in the observation format. The researcher conducts interviews to learn about the classroom and the activities that take place there.

- d. Reflection : In this section, the researcher reflects on the evaluation of the teaching learning process and assesses what was done in Cycle

F. Procedure Data Collection

In Collecting data, the researcher use two intstruments. There are diagnosis test.

D- test

In this study, the researcher used a diagnostic exam to assess students' ability to locate nouns in a matching test. The D-test will be administered during the first meeting.

G. Data Technique Analysis

Data analysis techniques the data of this research were quantitative. The researchers collected concrete and abstract nouns in descriptive prose from the study participants. Before entering cycle 1, the researcher gave a pre-cycle (diagnostic test) to determine understanding in vocabulary. If cycle 1 reached the target then cycle 2 did not do it again. Quantitative data were collected through classroom observations during the implementation of the action, interviewing students, and photographing or photographing students.

The following techniques were used to collect data on the students' skills in terms of concreteness and abstract noun analysis:

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

1. Analyzing the students answer the researcher used formula as follows:

$$\text{Score} = \frac{\text{Total score answer}}{\text{Total test item}} \times 100$$

(Depdikbud,1985:9)

2. Analyzing the score of the students', the researcher used the formula as follows:

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

Notation

\bar{X} = The Mean

$\sum X$ = The Sum of Scores

N = Number of Subjects

(Gay, 1981:298).

3. The researcher analyzes the data of cycle I and II by applying percentage technique as follows:

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

Where:

P = Class Percentage

F = Total Percentage Score

N = Number of Students

(Sudijono, 2008:43).

4. After collecting the data of the students, the researcher classified score of the students. To classify the students' score, there were seven classifications which were used as follows:

SCORE	CLASSIFIED
90-100	Excelent
70-80	Good
60-70	Fairly Good
50-60	Fairly
30-50	Poor
0-33	Very Poor

(Depdikbud, in Hirawati, 2010:29)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the research's findings and discusses them. The researcher displays all of the data gathered throughout the investigation in the findings section. The researcher analyzes and discusses all of the data from the finding part in the discussion portion. During two different cycles, the researcher compares the data gathered. In this section, the research's problem statements were also addressed.

A. Findings

This chapter covers the interpretation of the study, which includes a comprehensive analysis of the data. This finding shows that teaching students' understanding of abstract and concrete noun vocabulary through the Berlitz method, where students can mention certain terminology from learning outcomes, is effective. Data on students' understanding of abstract and concrete noun vocabulary from test D, cycle I, and cycle II were included in the research findings.

1. Improvement vocabulary in terms of abstract and concrete nouns

Several discoveries were collected by the researcher during the action, including students who were more active and attractive in the learning process. SMP Pesantren Guppi Samata Gowa Seventh grade students completed this study. The class in question is VII-A, which has a total of 20 students. This study was conducted in two cycles, the first of which included a D-test at the start of the implementation, followed by three meetings for the first cycle and three meetings

for the second cycle. The following table demonstrates this clearly.

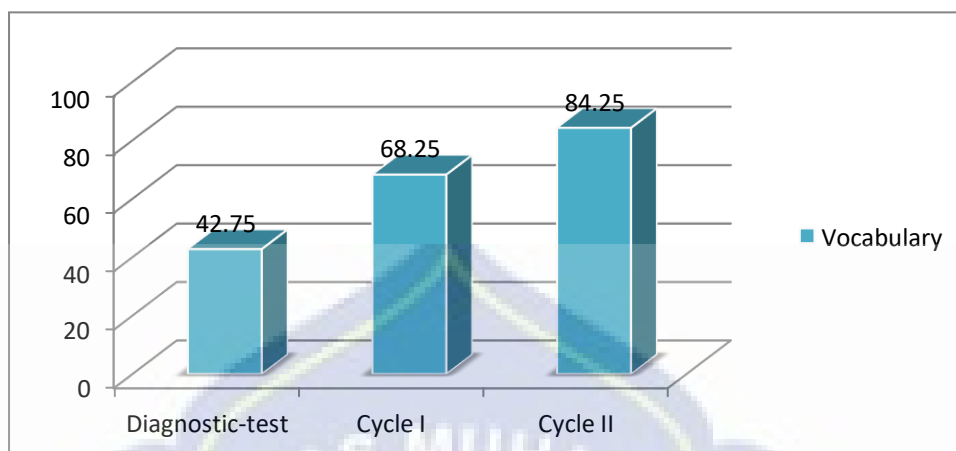
Table 4.1 students' vocabulary in the terms of abstract and concrete nouns in the Berlitzmethod

No.	Indicator	<i>D- TEST</i>	CYCLE I	CYLCE II	Improvement %		
		Mean Score	Mean Score	Mean Score	DT-CI	CI-CII	DT-CII
1.	Vocabulary	42,75	68,25	84,25	25,5	16	41,5

Table 4.1 above shows that there is an increase in students' abstract and concrete noun vocabulary which focuses on the fluency of student activities starting from diagnostic tests to cycle I and cycle II (diagnostic test > cycle I > cycle II). In the diagnostic test, the student's vocabulary score was 42.75. After that, in the process of applying the Berlitz method in the first cycle, the students' vocabulary scores were higher than the diagnostic test, which was 68.25. The vocabulary value of students in the second cycle is also higher than the first cycle, which is 84.25. That way there is an increase in students' abstract and concrete noun vocabulary.

From diagnostic tests to cycle I, cycle I to cycle II, and diagnostic tests to cycle II, the increase in students' abstract and concrete noun vocabulary that focuses on self-understanding can be seen in table 4.1. In the first cycle diagnostic test of 25.5, the first cycle to the second cycle of 16 and the second cycle diagnostic test of 41.5 there was a significant increase in student learning.

Graphic 4.1 students' vocabulary in the Berlitz method



Graph 4.1 The increase in students' abstract and concrete noun vocabulary can be seen starting from the diagnostic test, then applying cycle I and cycle II, where students have made significant progress in the learning process in the classroom. The student's vocabulary score on the diagnostic test was 42.75. Furthermore, in the implementation of the first cycle of reporting, students' vocabulary scores were higher than the diagnostic test, which was 68.25. The value of students in the second cycle is also greater than the value of students in the first cycle, which is 84.25. Students' abstract and concrete noun vocabulary will increase as a result of this method.

2. Student scores in abstract and concrete noun

The description of data analysis through tests as described in the previous findings section shows that students' abstract and concrete noun vocabulary increases in the learning process in the classroom using the Berlitz Method. This was supported by the results of the second cycle test scores which were higher than the first cycle test scores.

Table 4.2 The criteria and percentage of the students' score of vocabulary

No.	Classification	Score	D- test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	-	-
2.	Very good	86-95	-	-	-	-	7	35
3.	Good	76-85	-	-	2	10	10	50
4.	Fairlygood	66-75	-	-	9	45	3	15
5.	Fairly	56-65	2	10	7	35	-	-
6.	Poor	36-55	13	65	2	10	--	-
7.	Very poor	0-35	5	25	-	-	-	-
Total			20	100	20	100	20	100

After taking action in the first cycle using the Berlitz method, the percentage of student understanding was 2 students (10%) getting good, 9 students (45%) getting fairly good, 7 students (35%) getting fairly, 2 students (10%) get poor and no students for other classification.

In cycle II the percentage of students in understanding vocabulary was 7 students (35%) got very good, 10 students (50%) got good, 3 students (15%) got quite good, and there were no students for other classifications. The results above also prove that the use of the Berlitz method is able to improve students' understanding of abstract and concrete noun vocabulary, which can be seen from the results of Cycle II which are higher than Cycle I and D-test.

B. Discussion

The purpose of this study was to see whether using the Berlitz approach in the classroom could help students increase their vocabulary of abstract and concrete nouns. The Berlitz technique is a teaching strategy that English teachers can use to help students improve their vocabulary comprehension skills in class. This can be seen from the results of his research.

Before completing classroom action study in SMP Pesantren Guppi Samata Gowa Seventh grade, increased fluency in processing kids' language. The dates were gathered by the researcher using a diagnostic test to assess the pupils' prior knowledge of English. After administering a diagnostic test, the researcher discovered that the pupils' comprehension, particularly in language, was very low, and that it needed to be addressed.

Prior to conducting classroom action research through the Berlitz Method, the researcher conducted a diagnostic test to measure the students' prior knowledge in English vocabulary. After giving a diagnostic test, the researcher found that the students' scores in understanding vocabulary in grade VII A of SMP Pesantren Guppi Samata Gowa Regency were poor, but still needed to be improved.

The results of observations of student activity in the teaching and learning process increased significantly through the Berlitz Method in cycle 1, student activity at the first meeting was 50%, meaning that there were other activities carried out by students during the learning and learning process. The next meeting the researchers corrected these weaknesses so that the

activeness of students at the last meeting of the first cycle became 70%. Then in the second cycle the researcher gave a revision for the problems faced by students during the teaching and learning process so that in the second cycle the student's activity at the last meeting became 90%. This means that students give full attention during the teaching and learning process and there are no other activities carried out by students. The students take the teaching and learning process seriously. Even if some students don't know what they are going to write, they are still actively asking. That was, the application of the Berlitz Method can increase student activity during the teaching and learning process and succeed.

Based on the discussion above, it can be seen that there are differences in results between cycle I and cycle II in learning to read through the Berlitz Method. The researcher can say that teaching reading through Berlitz Method was a good method to improve students' scores in vocabulary comprehension.

In this section, the discussion presents the methods applied in teaching the understanding of abstract and concrete noun vocabulary. The application of the Berlitz method in learning to understand the vocabulary of abstract and concrete nouns for class VII A SMP Pesantren Guppi Samata Gowa can improve students' grades and abilities in understanding the material and also understanding the vocabulary of abstract and concrete nouns in cycle I and cycle II. This can be proven by the findings about students' understanding of abstract and concrete noun vocabulary with researchers making conclusions and research results about student activities in the teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Findings Based on the discussion and discussion in the previous chapter, the researchers came to the following conclusions. The Berlitz method used in this research is to increase the students' vocabulary of abstract and concrete nouns in class, especially in class VII A of SMP Pesantren Guppi Samata Gowa, where one aspect of its development is increasing the number of vocabulary possessed. Students are more involved and participate in teaching and learning words in class. The Berlitz method is a learning method that teachers can use to teach vocabulary in a way that helps students improve and maintain their vocabulary skills.

The use of the Berlitz Method can improve the understanding of abstract and concrete noun vocabulary for the VII A grade students of SMP Pesantren Guppi Samata Gowa. This is indicated by the average D-Test score of 42.75% of students who are classified as underachievers. This is also lower than the average value of students' word understanding in the first cycle, which is 68.25% which is quite good and the second cycle is 84.25% which is classified as good. Based on these conclusions, we can demonstrate the use of the Berlitz method to improve students' understanding of words in descriptive text.

B. Suggestion

Based on the conclusions above, the researchers convey the following suggestions and recommendations:

1. It was recommended that teachers, especially those who teach English in junior high schools, use the Berlitz Method as an alternative between teaching methods that can be used in learning word comprehension.
2. Teachers are advised to increase creativity to find interesting and effective strategies or methods that can motivate students in learning vocabulary comprehension.
3. For further researchers, it was recommended to use the Berlitz Method as a reference for conducting research in the same area. It was very possible that there are other, more effective ways to teach students' word skills.



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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Pesantren Guppi Samata Gowa
 Mata pelajaran : Bahasa Inggris
 Kelas/semester : VII / 1
 Waktu : 1 X 40 menit
 Materi : Text Descriptive
 Pertemuan I

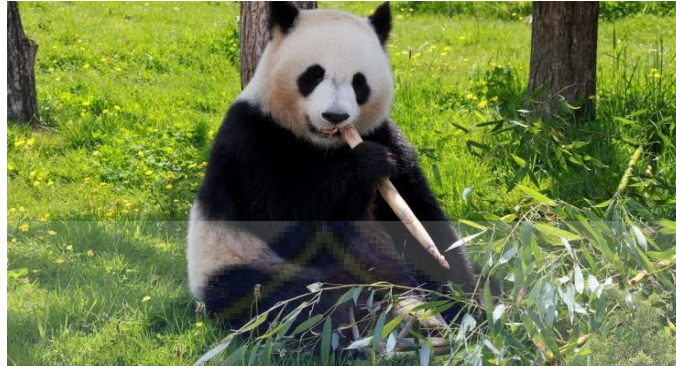
A. Kompetensi dasar dan indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Mengungkapkan makna dan monolog pendek sangat sederhana dengan menggunakan ragam lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks deskriptif.	3.7.1. Menggunakan frase yang sesuai dalam mendeskripsikan benda atau binatang tertentu. 3.7.2. Menggunakan kata ganti binatang dalam kalimat deskriptif pendek sangat sederhana

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menemukan beberapa kata terkait vocabulary abstract dan concrete

C. Materi Pembelajaran :



Panda

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored.

Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

D. Media, Alat, dan Sumber belajar

1. Media : Gambar
2. Alat/Bahan : Spidol, Laptop, LCD
3. Sumber belajar : Kamus Bahasa Inggris

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model pembelajaran : Discovery Learning

F. Langkah-langkah Kegiatan

No	Kegiatan	Alokasi Waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> • Salam dan membaca doa • Mengabsensi siswa • Apersepsi 	10 menit
2.	Kegiatan Inti <ul style="list-style-type: none"> • Guru menjelaskan tentang abstract dan concrete vocabulary • Guru memberikan teks bacaan berupa teks descriptive kepada siswa yang terkait dengan abstract dan concrete vocabulary • Menentukan abstract dan concrete vocabulary 	20 menit
3.	Kegiatan Penutup <ul style="list-style-type: none"> • Menanyakan kesulitan siswa selama PBM • Menyimpulkan materi pembelajaran 	10 menit

G. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa
- Bentuk instrument : Menjawab Pertanyaan
- Rubrik penilaian :

$$\text{Score} = \frac{\text{Students' correct answer} \times 100}{\text{Score maximum}}$$

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Pesantren Guppi Samata Gowa
 Mata pelajaran : Bahasa Inggris
 Kelas/semester : VII / 1
 Waktu : 1 X 40 menit
 Materi : Text Descriptive

Pertemuan II

A. Kompetensi dasar dan indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Mengungkapkan makna dan monolog pendek sangat sederhana dengan menggunakan ragam lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teksdescriptive.	Menggunakan frase yang sesuai dalam mendeskripsikan benda atau binatang tertentu. Menggunakan kata ganti binatang dalam kalimat descriptive pendek sangat sederhana

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menemukan beberapa kata terkait vocabularyabstract dan concrete

C. Materi Pembelajaran :



Cendrawasih

Cendrawasih (birds-of-paradise) are members of the family *Paradisaeidae* of the order *Passeriformes*. The majority of species are found in eastern Indonesia, Papua New Guinea, and eastern Australia. The family has 42 species in 14 genera. The members of this family

are perhaps best known for the plumage of the males of the sexually dimorphic species (the majority), in particular the highly elongated and elaborate feathers extending from the beak, wings, tail or head. For the most part they are confined to dense rainforest habitat. The diet of all species is dominated by fruit and to a lesser extent arthropods. The birds-of-paradise have a variety of breeding systems, ranging from monogamy to lek-type polygamy.

D. Media, Alat, dan Sumber belajar

1. Media : Gambar
2. Alat/Bahan : Spidol, Laptop, LCD
3. Sumber belajar : Kamus Bahasa Inggris

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model pembelajaran : Discovery Learning

F. Langkah-langkah Kegiatan

No	Kegiatan	Alokasi Waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> • Salam dan membaca doa • Mengabsensi siswa • Apersepsi 	10 menit
2.	Kegiatan Inti <ul style="list-style-type: none"> • Guru menjelaskan tentang abstract dan concrete vocabulary • Guru memberikan teks bacaan berupa teks descriptive kepada siswa yang terkait dengan abstract dan concrete vocabulary • Menentukan abstract dan concrete vocabulary 	20 menit
3.	Kegiatan Penutup <ul style="list-style-type: none"> • Menanyakan kesulitan siswa selama PBM • Menyimpulkan materi pembelajaran 	10 menit

G. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa
- Bentuk instrument : Menjawab Pertanyaan
- Rubrik penilaian :

$$\text{Score} = \frac{\text{Students' correct answer} \times 100}{\text{Score maximum}}$$

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Pesantren Guppi Samata Gowa

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII / 1

Waktu : 1 X 40 menit

Materi : Text Descriptive

Pertemuan III

A. Kompetensi dasar dan indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Mengungkapkan makna dan monolog pendek sangat sederhana dengan menggunakan ragam lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks descriptive.	3.7.3. Membaca beberapa teks tentang lingkungan termasuk benda-benda dan binatang-binatang yang ada di sertai foto atau gambar yang menarik.

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menemukan beberapa kata terkait vocabulary abstract dan concrete

C. Materi Pembelajaran :



A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

D. Media, Alat, dan Sumber belajar

- | | |
|-------------------|------------------------|
| 1. Media | : Gambar |
| 2. Alat/Bahan | : Spidol, Laptop, LCD |
| 3. Sumber belajar | : Kamus Bahasa Inggris |

E. Metode Pembelajaran

- | | |
|-----------------------|-----------------------|
| 1. Pendekatan | : Scientific Approach |
| 2. Model pembelajaran | : Discovery Learning |

F. Langkah-langkah Kegiatan

No	Kegiatan	Alokasi Waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> • Salam dan membaca doa • Mengabsensi siswa • Apersepsi 	10 menit
2.	Kegiatan Inti <ul style="list-style-type: none"> • Guru menjelaskan tentang abstract dan concrete vocabulary • Guru memberikan teks bacaan berupa teks descriptive kepada siswa yang terkait dengan abstract dan concrete vocabulary Menentukan abstract dan concrete vocabulary 	20 menit
3.	Kegiatan Penutup <ul style="list-style-type: none"> • Menanyakan kesulitan siswa selama PBM • Menyimpulkan materi pembelajaran 	10 menit

G. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa
- Bentuk instrument : Menjawab Pertanyaan
- Rubrik penilaian :

$$\text{Score} = \frac{\text{Students' correct answer} \times 100}{\text{Score maximum}}$$

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Pesantren Guppi Samata Gowa

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII / 1

Waktu : 1 X 40 menit

Materi : Text Descriptive

Pertemuan IV

A. Kompetensi dasar dan indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Mengungkapkan makna dan monolog pendek sangat sederhana dengan menggunakan ragam lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks descriptive.	3.7.3. Membaca beberapa teks tentang lingkungan termasuk benda benda dan binatang-binatang yang ada di sertai foto atau gambar yang menarik.

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menemukan beberapa kata terkait vocabulary abstract dan concrete

C. Materi Pembelajaran :



Bali

Bali is an island and province of Indonesia. The province includes the island of Bali and a few smaller neighbouring islands, notably Nusa Penida, Nusa Lembongan, and

Nusa Ceningan. It is located at the westernmost end of the Lesser Sunda Islands, between Java to the west and Lombok to the east. Its capital of Denpasar is located at the southern part of the island. With a population of 3,890,757 in the 2010 census, and

4,225,000 as of January 2014, the island is home to most of Indonesia's Hindu minority.

According to the 2010 Census, 83.5% of Bali's population adhered to Balinese Hinduism, followed by 13.4% Muslim, Christianity at 2.5%, and Buddhism 0.5%. Bali is a popular tourist destination, which has seen a significant rise in tourists since the 1980s. It is renowned for its highly developed arts, including traditional and modern dance, sculpture, painting, leather, metalworking, and music.

The Indonesian International Film Festival is held every year in Bali. Bali is part of the Coral Triangle, the area with the highest biodiversity of marine species. In this area alone over 500 reef building coral species can be found. For comparison, this is about 7 times as many as in the entire Caribbean. There is a

wide range of dive sites with high quality reefs, all with their own specific attractions. Many sites can have strong currents and swell, so diving without a knowledgeable guide is unadvisable. Most recently, Bali was the host of the 2011 ASEAN Summit, and the 2013 APEC

D. Media, Alat, dan Sumber belajar

1. Media : Gambar
2. Alat/Bahan : Spidol, Laptop, LCD
3. Sumber belajar : Kamus Bahasa Inggris

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model pembelajaran : Discovery Learning



F Langkah-langkah Kegiatan

No	Kegiatan	Alokasi Waktu
1	Kegiatan Awal <ul style="list-style-type: none"> • Salam dan membaca doa • Mengabsensi siswa • Apersepsi 	10 menit
2	Kegiatan Inti <ul style="list-style-type: none"> • Guru menjelaskan tentang abstract dan concrete vocabulary • Guru memberikan teks bacaan berupa teks descriptive kepada siswa yang terkait dengan abstract dan concrete vocabulary • Menentukan abstract dan concrete vocabulary • Membuat kembali teks descriptive sesuai dengan vocabulary yang di temukan 	20 menit
3	Kegiatan Penutup <ul style="list-style-type: none"> • Menanyakan kesulitan siswa selama PBM • Menyimpulkan materi pembelajaran 	10 menit

G. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa
- Bentuk instrument : Menjawab Pertanyaan
- Rubrik penilaian :

$$\text{Score} = \frac{\text{Students' correct answer} \times 100}{\text{Score maximum}}$$

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Pesantren Guppi Samata Gowa

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII / 1

Waktu : 1 X 40 menit

Materi : Text Descriptive

Pertemuan V

A. Kompetensi dasar dan indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Mengungkapkan makna dan monolog pendek sangat sederhana dengan menggunakan ragam lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teksdescriptive.	3.7.4.Bertanya tentang informasi terkait di dalam teks tersebut. 3.7.5.Menggunakan alat analisis (table atau bagan mind- map) untuk mempelajari sistematika deskripsi yang di terapkan.

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menemukan beberapa kata terkait vocabulary abstract dan concrete

C. Materi Pembelajaran :



Taylor Swift

Taylor Alison Swift or more popular with Taylor Swift was born in Wyomissing, Pennsylvania, USA at 13 Desember 1989. She is a music country singer. She is also myinspiration and role model. Taylor Swift loves to sing since childhood. Her first song is “Lucky You” which she wrote while still sitting in school. Taylor Swift likes to sing while playing the guitar. Her appearance and performance is simple but charming. On concert, she usually using a short dress and carrying a guitar. She always sings with relaxing and soulful.

Taylor Swift is very beautiful. She is tall and her skin is white, her eyes is blue. Her nose is sharp, she has curly hair, and its color is blond. Taylor Swift won many award such as Album of the Year for Fearless, as well as Best Female Country Vocal Performance and Best Country Song for “White Horse”. She also is the Best Female PopVocal Performance for “You Belong with me”.

Taylor has taught me many things such us to be fearless, to always fight for your dreams no matter what, to know that if I’m different that’s a good thing and I don’t haveto change that, to be myself, to never give up on my dreams.

D. Media, Alat, dan Sumber belajar

1. Media : Gambar
2. Alat/Bahan : Spidol, Laptop, LCD
3. Sumber belajar : Kamus Bahasa inggris

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model pembelajaran : Discovery Learning

F. Langkah-langkah Kegiatan

No	Kegiatan	Alokasi Waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> • Salam dan membaca doa • Mengabsensi siswa • Apersepsi 	10 menit
2.	Kegiatan Inti <ul style="list-style-type: none"> • Membuat kelompok belajar di dalam kelas 	20 menit
	<ul style="list-style-type: none"> • Guru menjelaskan tentang abstract dan concrete vocabulary • Guru memberikan teks bacaan berupa teks descriptive kepada siswa yang terkait dengan abstract dan concrete vocabulary • Menentukan abstract dan concrete vocabulary • Membuat kembali teks descriptive sesuai dengan vocabulary yang di temukan 	
3.	Kegiatan Penutup <ul style="list-style-type: none"> • Menanyakan kesulitan siswa selama PBM • Menyimpulkan materi pembelajaran 	10 menit

G. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa
- Bentuk instrument : Menjawab Pertanyaan
- Rubrik penilaian :
$$\text{Score} = \frac{\text{Students' correct answer} \times 100}{\text{Score maximum}}$$



RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Pesantren Guppi Samata Gowa

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII / 1

Waktu : 1 X 40 menit

Materi : Text Descriptive

Pertemuan : VI

A. Kompetensi dasar dan indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Mengungkapkan makna dan monolog pendek sangat sederhana dengan menggunakan ragam lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks deskriptif.	3.7.4. Bertanya tentang informasi terkait di dalam teks tersebut. 3.7.5. Menggunakan alat analisis (table atau bagan mind-map) untuk mempelajari sistematika deskripsi yang di terapkan.

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menemukan beberapa kata terkait vocabulary abstract dan concrete

C. Materi Pembelajaran :



My House

My House is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room. In my bedroom, I have a lot of things inside, such as a television, a play station 3, and many trophies.

In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister. Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together

D. Media, Alat, dan Sumber belajar

1. Media : Gambar
2. Alat/Bahan : Spidol, Laptop, LCD
3. Sumber belajar : Kamus Bahasa Inggris

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model pembelajaran : Discovery Learning

F. Langkah-langkah Kegiatan

No	Kegiatan	Alokasi Waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> • Salam dan membaca doa • Mengabsensi siswa • Apersepsi 	10 menit
2.	Kegiatan Inti <ul style="list-style-type: none"> • Membuat kelompok belajar di dalam kelas. • Guru menjelaskan tentang abstract dan concrete vocabulary. • Guru memberikan teks bacaan berupa teks descriptive kepada siswa yang terkait dengan abstract dan concrete vocabulary • Menentukan abstract dan concrete vocabulary • Membuat kembali teks descriptive sesuai dengan vocabulary yang di temukan 	20 menit
3.	Kegiatan Penutup <ul style="list-style-type: none"> • Menanyakan kesulitan siswa selama PBM • Menyimpulkan materi pembelajaran 	10 menit

G. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa
- Bentuk instrument : Menjawab Pertanyaan
- Rubrik penilaian :

$$\text{Score} = \frac{\text{Students' correct answer} \times 100}{\text{Score maximum}}$$



APPENDIX II

STUDENTS' OF VOCABULARY SCORE

No.	Nama	D-test	Cycle 1	Cycle 2
1.	Nur Fadillah	45	75	85
2.	Putri Natasya	35	70	80
3.	Faisal	40	65	70
4.	Nur Awaliah	45	70	90
5.	Muh. Ali Sarajuddin	40	60	80
6.	Rahmatullah	55	75	90
7.	Devi Ashari	60	80	95
8.	Fitriani	40	65	80
9.	Hendra	35	55	70
10.	Muh. Said	50	75	85
11.	Sri Apriliah	45	70	90
12.	Adit Saputra	30	65	85
13.	Khaerani	45	80	90
14.	Riski Ameliah	40	70	85
15.	Ismad	30	50	70
16.	Alif Mahendra	40	65	85
17.	Nanda Aureliah	60	75	95
18.	Rina Anjarsari	35	65	85
19.	Nurul Fatanah	40	60	85
20.	Magfirah	45	75	90
	Total	855	1365	1685
	The Mean Score	42,75	68,25	84,25

From the table of students' score in vocabulary above, the total score in diagnostic test was 855 and the number of students who took the test was 20 students', so the students' mean score was:

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

$$X = \frac{855}{20}$$

$$X = 42.75$$

The diagnostic test of students' vocabulary in classroom skills in English lessons was very low. The average score of students was 42.75. The researcher gave a test after the application of the Berlitz method and cycle I, the results were:

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

$$X = \frac{1365}{20}$$

$$X = 68.25$$

The result of students' vocabulary understanding in the first cycle is 42.75. because the researcher felt it was lacking in cycle I, it was continued to cycle II. The result was:

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

$$X = \frac{1685}{20}$$

$$X = 84.25$$

APPENDIX III

THE IMPROVEMENT OF STUDENTS VOCABULARY SKILL

1. Vocabulary

a. The gap score of students score in D-test to cycle I

$$\text{D-test to cycle I} = \text{cycle I} - \text{D-test}$$

$$= 68.25 - 42.75$$

$$= 25.5$$

b. The gap score of students score in cycle I to cycle II

$$\text{Cycle I to cycle II} = \text{cycle II} - \text{cycle I}$$

$$= 84.25 - 68.25$$

$$= 16$$

c. The gap score of students score in D-test to cycle II

$$\text{D-test to cycle II} = \text{cycle II} - \text{D-test}$$

$$= 84.25 - 42.75$$

$$= 41.5$$



D-Test

Multiple choice

1. The chicken is put inside...
 - a. House
 - b. Cage
 - c. Warehouse
 - d. Cupboard
2. Fishermen go fishing in...
 - a. Mountain
 - b. Rice field
 - c. Sea
 - d. Garden
3. Andi feels very... to get a birthday present.
 - a. Happy
 - b. Angry
 - c. Sad
 - d. Afraid
4. Students draw on paper using...
 - a. Book
 - b. Eraser
 - c. Bag
 - d. Pencil
5. Desi... from falling off the bike.
 - a. Happy
 - b. Cry
 - c. Laugh
 - d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|--------|------------|
| 6. Music can be heard from these. | (....) | a. Freezer |
| 7. You write with these. | (....) | b. Bottle |
| 8. These allows us to travel great distance. | (....) | c. Pencil |
| 9. This cools items that you put in it. | (....) | d. Speaker |
| 10. This hold liquids. | (....) | e. Cars |

Cycle I

Multiple choice

1. Panda is an animal that likes to eat..
 - a. vegetable
 - b. bamboo
 - c. meat
 - d. fruit
2. birds can fly high using...
 - a. wing
 - b. head
 - c. tail
 - d. foot
3. birds fall from trees and feel ...
 - a. Happy
 - b. Angry
 - c. Sad
 - d. Afraid
4. trees can grow above...
 - a. water
 - b. air
 - c. fire
 - d. land
5. andi feel... got a bird as a gift from his father.
 - a. Happy
 - b. Cry
 - c. Laugh
 - d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|--------|-----------|
| 6. we can knock out the bird with one shot. | (....) | a. Saw |
| 7. they are so cute when we see them at the zoo. | (....) | b. Fangs |
| 8. Andi cut the tree into several pieces. | (....) | c. Panda |
| 9. bears use their limbs to tear their prey to pieces. | (....) | d. Forest |
| 10. Many wild animals live freely in the wild there. | (....) | e. Gun |

Cycle II

Multiple choice

1. Students write in books using...
 - a. wood
 - b. fountain pen
 - c. eraser
 - d. ruler
 2. Mother washes dishes and glasses using...
 - a. stone
 - b. dress
 - c. land
 - d. soap
 3. The students sweep the... that is on the classroom floor.
 - a. table
 - b. chair
 - c. dust
 - d. cupboard
 4. Andin is verybought a doll by his father.
 - a. happy
 - b. angry
 - c. sad
 - d. afraid
 5. mother went to buy chicken in...
 - a. Forest
 - b. market
 - c. building
 - d. school
- Match the words on the right with the correct clues on the left.
- | | |
|--|------------------|
| 6. You can move from one city to another quickly. | (...) a. Kitchen |
| 7. a place where students are studying. | (...) b. Bag |
| 8. Mother always uses that place to cook. | (...) c. Car |
| 9. students always wear it when they go to school. | (...) d. Class |
| 10. a place to store books and pencils and other supplies. | (...) e. Shoe |

NAMA: MUH ALI SARAJUDIN TJIA

D-Test

Multiple choice

1. The chicken is put inside...
 - a. House
 - b. Cage
 - ☒ c. Warehouse
 - d. Cupboard
2. Fishermen go fishing in...
 - a. Mountain
 - b. Rice field
 - c. Sea
 - ☒ d. Garden
3. Andi feels very... to get a birthday present.
 - ☒ a. Happy
 - b. Angry
 - c. Sad
 - d. Afraid
4. Students draw on paper using...
 - ☒ a. Book
 - b. Eraser
 - c. Bag
 - d. Pencil
5. Desi... from falling off the bike.
 - a. Happy
 - ☒ b. Cry
 - c. Laugh
 - d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|------|------------|
| 6. Music can be heard from these. | (b.) | a. Freezer |
| 7. You write with these. | (d.) | b. Bottle |
| 8. These allows us to travel great distance. | (c.) | c. Pencil |
| 9. This cools items that you put in it. | (a.) | d. Speaker |
| 10. This hold liquids. | (e.) | e. Cars |

Alex Saputra

D-Test

Multiple choice

1. The chicken is put inside...
☒ a. House
 b. Cage
 c. Warehouse
 d. Cupboard
2. Fishermen go fishing in...
 a. Mountain
 b. Rice field
☒ c. Sea
 d. Garden
3. Andi feels very... to get a birthday present.
☒ a. Happy
 b. Angry
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4. Students draw on paper using...
 a. Book
 b. Eraser
 c. Bag
☒ d. Pencil
5. Desi... from falling off the bike.
☒ a. Happy
 b. Cry
 c. Laugh
 d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|-----|------------|
| 6. Music can be heard from these. | (d) | a. Freezer |
| 7. You write with these. | (a) | b. Bottle |
| 8. These allows us to travel great distance. | (e) | c. Pencil |
| 9. This cools items that you put in it. | (b) | d. Speaker |
| 10. This hold liquids. | (c) | e. Cars |

NAMA: PUTRI WIDHYA

D-Test

Multiple choice

1. The chicken is put inside...
 - a. House
 - ☒ b. Cage
 - c. Warehouse
 - d. Cupboard
2. Fishermen go fishing in...
 - a. Mountain
 - b. Rice field
 - ☒ c. Sea
 - d. Garden
3. Andi feels very... to get a birthday present.
 - a. Happy
 - ☒ b. Angry
 - c. Sad
 - d. Afraid
4. Students draw on paper using...
 - ☒ a. Book
 - b. Eraser
 - c. Bag
 - d. Pencil
5. Desi... from falling off the bike.
 - a. Happy
 - b. Cry
 - ☒ c. Laugh
 - d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|-----|------------|
| 6. Music can be heard from these. | (d) | a. Freezer |
| 7. You write with these. | (b) | b. Bottle |
| 8. These allows us to travel great distance. | (a) | c. Pencil |
| 9. This cools items that you put in it. | (c) | d. Speaker |
| 10. This hold liquids. | (e) | e. Cars |

Nama : Faizal
materi : BHS Inggris

D-Test

Multiple choice

1. The chicken is put inside...
☒ a. House
☐ b. Cage
☐ c. Warehouse
☐ d. Cupboard
2. Fishermen go fishing in...
☐ a. Mountain
☐ b. Rice field
☒ c. Sea
☐ d. Garden
3. Andi feels very... to get a birthday present.
☒ a. Happy
☐ b. Angry
☐ c. Sad
☐ d. Afraid
4. Students draw on paper using...
☐ a. Book
☐ b. Eraser
☐ c. Bag
☒ d. Pencil
5. Desi... from falling off the bike.
☐ a. Happy
☒ b. Cry
☐ c. Laugh
☐ d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|--------------|------------|
| 6. Music can be heard from these. | (d.) speaker | a. Freezer |
| 7. You write with these. | (a.) freezer | b. Bottle |
| 8. These allows us to travel great distance. | (e.) cars | c. Pencil |
| 9. This cools items that you put in it. | (c.) Pencil | d. Speaker |
| 10. This hold liquids. | (b.) bottle | e. Cars |

NurFadillah

D-Test

Multiple choice

1. The chicken is put inside...
 - a. House
 - b. Cage
 - ☒ c. Warehouse
 - d. Cupboard
2. Fishermen go fishing in...
 - a. Mountain
 - ☒ b. Rice field
 - c. Sea
 - d. Garden
3. Andi feels very... to get a birthday present.
 - ☒ a. Happy
 - b. Angry
 - c. Sad
 - d. Afraid
4. Students draw on paper using...
 - ☒ a. Book
 - b. Eraser
 - c. Bag
 - d. Pencil
5. Desi... from falling off the bike.
 - a. Happy
 - b. Cry
 - c. Laugh
 - ☒ d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|-----|------------|
| 6. Music can be heard from these | (d) | a. Freezer |
| 7. You write with these. | (a) | b. Bottle |
| 8. These allows us to travel great distance. | (c) | c. Pencil |
| 9. This cools items that you put in it. | (e) | d. Speaker |
| 10. This hold liquids. | (b) | e. Cars |

Nama: Duli Ashari

D-Test

Multiple choice

1. The chicken is put inside...
 - a. House
 - ☒ b. Cage
 - c. Warehouse
 - d. Cupboard
2. Fishermen go fishing in...
 - a. Mountain
 - b. Rice field
 - ☒ c. Sea
 - d. Garden
3. Andi feels very... to get a birthday present.
 - a. Happy
 - ☒ b. Angry
 - c. Sad
 - d. Afraid
4. Students draw on paper using...
 - ☒ a. Book
 - b. Eraser
 - c. Bag
 - d. Pencil
5. Desi... from falling off the bike.
 - a. Happy
 - ☒ b. Cry
 - c. Laugh
 - d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|------|------------|
| 6. Music can be heard from these. | (a.) | a. Freezer |
| 7. You write with these. | (c.) | b. Bottle |
| 8. These allows us to travel great distance. | (b.) | c. Pencil |
| 9. This cools items that you put in it. | (d.) | d. Speaker |
| 10. This hold liquids. | (e.) | e. Cars |

NAMA = ISMAD

D-Test

Multiple choice

1. The chicken is put inside...
 - a. House
 - b. Cage
 - ☒ c. Warehouse
 - d. Cupboard
2. Fishermen go fishing in...
 - a. Mountain
 - b. Rice field
 - c. Sea
 - ☒ d. Garden
3. Andi feels very... to get a birthday present.
 - ☒ a. Happy
 - b. Angry
 - c. Sad
 - d. Afraid
4. Students draw on paper using...
 - a. Book
 - b. Eraser
 - ☒ c. Bag
 - d. Pencil
5. Desi... from falling off the bike.
 - ☒ a. Happy
 - b. Cry
 - c. Laugh
 - d. Angry

Match the words on the right with the correct clues on the left.

- | | | |
|--|-----|------------|
| 6. Music can be heard from these. | (d) | a. Freezer |
| 7. You write with these. | (A) | b. Bottle |
| 8. These allows us to travel great distance. | (g) | c. Pencil |
| 9. This cools items that you put in it. | (b) | d. Speaker |
| 10. This hold liquids. | (c) | e. Cars |



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THE USE OF BERLITZ METHOD TO IMPROVE STUDENTS VOCABULARY IN DESCRIPTIVE TEXT

From author/researcher

MUSLIYADI

ID: 10535118816

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Makassar, **11 Rabiul Akhir 1443**
16 November 2021



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail: lp3munismuh@plaza.com



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Lamp : 1 (satu) Rangkap Proposal

15 September 2021 M

Hal : Permohonan Izin Penelitian

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: 6742/FKIP/A.4-IL/IX/1443/2021 tanggal 28. Agustus 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : MUSLIYADI

No. Stambuk : 10535 1118816

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"the use of berlitz method to improve students vocabulary in descriptive text"

Yang akan dilaksanakan dari tanggal 17 September 2021 s/d 17 Nopember 2021.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katzirna.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716


**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Musliyadi
 NIM : 10535118816
 Judul Penelitian : *The Use of Berlitz Method to Improve Students Vocabulary in Descriptive Text*
 Tanggal Ujian Proposal : 07 Agustus 2021
 Tempat/Lokasi Penelitian : SMP Pesantren Guppi Samata

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	13/03/2021	Pengertian surat izin meneliti	Solowati, S.Pd	
2	20/03/2021	Pre-test	Solowati, S.Pd	
3	22/03/2021	Treatment	Solowati, S.Pd	
4	24/03/2021	Treatment	Solowati, S.Pd	
5	26/03/2021	Treatment	Solowati, S.Pd	
6	28/03/2021	Treatment	Solowati, S.Pd	


 Terakreditasi Institusi


**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

7	29/03/2021	Post-test	Solowati, S.Pd	
8	30/03/2021	Pengambilan surat keterangan telah meneliti	Solowati, S.Pd	
9				
10				

Gowa, 30 September 2021

Mengetahui,

Ketua Program Studi,
 FKIP Unismuh Makassar

Dr. Umni Khaerati Svam, S.Pd., M.Pd
 NIM. 977 807

Kepala SMP Pesantren Guppi Samata

Rismarini, S.S., S.Pd
 NIK. 999275650220003


 Terakreditasi Institusi



**YAYASAN PENDIDIKAN PESANTREN MODERN CENDEKIA PURUHITA
MA'HAD MANAILIL ULUM GUPPI SAMATA GOWA
SMP PESANTREN GUPPI SAMATA**

Alamat: Jl. H.M. Yasin Limpo No. 42, Kel. Romang Polong, Kec. Somba Opu, Kab. Gowa, Telp. 0853 4099 6160

SURAT KETERANGAN PENELITIAN

Nomor : 256/YPPM-CPMMU/GUPPI/SMP/IX/2021

Yang bertanda tangan di bawah ini Kepala SMP Pesantren Guppi Samata Kab. Gowa Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : MUSLIYADI
NIM : 105351118816
Tempat dan Tanggal Lahir : Garongkong / 15 Mei 1997
Asal PTN/PTS : Universitas Muhammadiyah Makassar
Fakultas/Program Studio : Fakultas Bahasa dan Sastra / Pendidikan Bahasa Inggris
Judul Penelitian : The Use Of Berlitz Method To Improve Students' Vocabulary in Descriptive Text

Bahwa benar telah melaksanakan penelitian mulai tanggal 17 September 2021 s/d 17 Oktober 2021 yang bertempat di SMP Pesantren Guppi Samata, Kab. Gowa dan dinyatakan telah selesai melaksanakan penelitian.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Samata, 30 September 2021
Kepala Sekolah

Rismarini, S.S., S.Pd.



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0465/BG-FKIP/LOA/B/IV/1443/2022

Dear MUSLIYADI

It is our pleasure to inform you that, after reviewing your paper:
THE USE OF BERLITZ METHOD TO IMPROVE STUDENTS'
VOCABULARY IN DESCRIPTIVE TEXT

The manuscript ID: 18

Detail checklist:

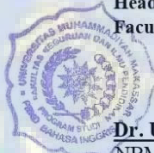
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
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APPENDIX IV DOCUMENTATION





CURRICULUM VITAE



MUSLIYADI. Was Born On 15 May 1997 in Garongkong. He was the first children from the marriage of his parents Mustakim and Nurjannah. He was studied in Elementary School SDN Pesse and graduated on 2009 he continued his studied for the same year in Junior High School SMPN 2 Tanete Riaja and finished on 2012, next in the same time he registered in SMAN 1 Tanete Rilau and graduated on 2015. After he graduated from Senior High School he does not continue his study in the next year on 2016 he registered to study in University Muhammadiyah of Makassar he took English Department Study Faculty Teacher Training and Education, and at the end of her study she could finish her thesis entitle “*The Use of Berlitz Method to Improve Students’ Vocabulary in Descriptive Text (Classroom Action Research at the seventh grade of SMP pesantren Guppi Samata Gowa)*”